

Teacher Clarity Implementation Rubric

Indicator: Learning Intentions (LI) and Success Criteria (SC)

When learning intention and success criteria are used in tandem and implemented with fidelity, research has shown a significant increase in student achievement. Clear learning intentions should help students focus not just on the task or activity taking place, but on what they are learning. Learning intentions are brief statements that explicitly describe what students should know, understand and be able to do as a result of the learning and teaching. Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. Quality success criteria makes the learning explicit and transparent for the students and the teacher.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <input type="checkbox"/> Learning Intentions are posted, but not accessible to students (visually or conceptually). <input type="checkbox"/> Success Criteria are posted, but not accessible to students (visually or conceptually). <input type="checkbox"/> Learning intention and success criteria are communicated at the beginning of the lesson by the teacher. <input type="checkbox"/> Students are able to answer the 3 critical questions with less than 50% proficiency. <ul style="list-style-type: none"> • What am I Learning today? • Why am I learning it? • How will I know I have learned it? <input type="checkbox"/> Student will refer to the board where the learning intention and success criteria are located and read or repeat verbatim. <input type="checkbox"/> There is little evidence of an instructional framework. The primary instructional delivery method is teacher-centered/lecture. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Intentions are posted and accessible to students. Learning intentions are written in student-friendly language. They may or may not be aligned to the standard. <input type="checkbox"/> Success Criteria are posted and accessible to students. They may or may not be aligned to the learning intention. <input type="checkbox"/> Learning intention and success criteria are communicated and referenced throughout the learning, mainly by the teacher. <input type="checkbox"/> Students are able to answer the 3 critical questions with at least 50%-80% proficiency. <input type="checkbox"/> Students are able to paraphrase the learning intention and the purpose for the learning but cannot explain how they will show success. <input type="checkbox"/> There is some evidence of an instructional framework with active engagement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Intentions are posted and accessible to students throughout the learning. Learning intentions are written in student-friendly language in a way that actively engages students in the learning process. Learning intentions state what the students will learn in relation to the standard rather than what they will do. <input type="checkbox"/> Success Criteria are posted, accessible to students, and aligned to the learning intention and rigor of the standard. <input type="checkbox"/> Students and teacher co-construct learning intention and success criteria through a variety of methods and are routinely reference throughout the learning by teacher and students. <input type="checkbox"/> Students are able to answer the 3 critical questions with at least 80%-100% proficiency. <input type="checkbox"/> Students are able to summarize the learning intention, the purpose for the learning, and how they will demonstrate achievement of the success criteria. <input type="checkbox"/> There is evidence of effective instructional framework that includes student-centered learning experiences aligned to learning intention and success criteria for the day.

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Indicator: Opportunities to Respond (Formative Assessment)

Opportunities to respond include any strategies, activities, or task that makes student thinking visible and allow both the teacher and learner to observe learning progress. As content become more rigorous, opportunities become more important so that teachers have a firm awareness of whether or not students are progressing in their learning of terms, concepts, ideas, procedures, processes. *(Almarode and Vandas, 2019)*

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <input type="checkbox"/> Opportunities to respond are limited and may or may not align to the success criteria or actively engage students. <input type="checkbox"/> Opportunities to respond are limited in making student thinking and learning visible. <input type="checkbox"/> Teachers determine next steps for learning without regard to formative student data. <input type="checkbox"/> Tools that make SC visible for students do not align with the standard(s) or learning intention for the day. <input type="checkbox"/> Students cannot articulate what quality work should look like. <input type="checkbox"/> Students cannot explain what stage they are on in their learning progression. 	<ul style="list-style-type: none"> <input type="checkbox"/> Opportunities to respond are aligned to success criteria and engages students by making their thinking and learning are visible. <input type="checkbox"/> Opportunities to respond allow students summarize the learning intention and success criteria for the day. (exit tickets, checklist, My Learning Card, etc.) <input type="checkbox"/> Opportunities to respond allows the teacher to determine student progress in relation to learning intention, success criteria, and mastery of standards. <input type="checkbox"/> Teachers determine next steps for learning based on student response data. <input type="checkbox"/> Tools that make the SC visible for students align with the standard(s) and learning intention for the day. (modeling, worked examples, exemplars, anchor charts, etc.) <input type="checkbox"/> Students can articulate what quality work looks like with support. <input type="checkbox"/> Students can explain their current stage based on the learning progression. 	<ul style="list-style-type: none"> <input type="checkbox"/> Opportunities to respond are provided throughout the class, aligned to SC, and fully engage students by making their thinking and learning visible. <input type="checkbox"/> Students lead the discussion of the learning intention and success criteria and make connections to previous learning or to summarize the current lesson. <input type="checkbox"/> Students use opportunities to respond and data to monitor their progress in moving towards mastery of the standard and determine next steps for learning. <input type="checkbox"/> Teachers adjust instruction and determine next steps for learning based on student responses. Data is used for flexible grouping, goal setting, reteaching opportunities, remediation, and acceleration <input type="checkbox"/> Tools that make the SC visible for students align with the standard(s) and learning intention for the day. The tools assist students in moving towards mastery. <input type="checkbox"/> Students can independently articulate what quality work looks like based on the success criteria. <input type="checkbox"/> Students can explain where they are at in their learning progression and their next step in moving toward mastery using the LI, SC, learning experiences and self-monitoring tools.

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Indicator: Effective Feedback

Effective feedback is provided in three ways: teacher-to-student, student-to-teacher, and peer-to-peer. Feedback has the greatest impact when teachers seek out and utilize feedback from students regarding their understanding, engagement, misconceptions, etc. A critically important component of effective feedback is what the students do with it. *(Hattie, 2009)*

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<ul style="list-style-type: none"> <input type="checkbox"/> The classroom is not conducive to effective feedback. Trust has not been established. <input type="checkbox"/> Opportunities to respond and provide feedback are limited. <input type="checkbox"/> Feedback provided is limited in scope and timeliness. <input type="checkbox"/> Teacher asks questions to elicit a student response. However, the questions do not allow students to make their thinking and learning visible allow for feedback. Students provide short, simple answer. <input type="checkbox"/> Feedback occurs teacher-to-student only. <input type="checkbox"/> Feedback is focused on answering one questions: How am I doing? 	<ul style="list-style-type: none"> <input type="checkbox"/> The classroom is conducive to teacher feedback. Trust has been established between the teacher and students. <input type="checkbox"/> Opportunities to respond are created that allows one-way feedback from teacher to student. <input type="checkbox"/> Feedback provided is timely and specific. <input type="checkbox"/> Teacher uses strategic questions aligned to the LI and SC that elicit student responses. The questions allow students to make their learning and thinking visible in order to receive feedback. <input type="checkbox"/> Feedback occurs teacher-to-student and student-to-teacher. Feedback is provided after the students have attempted a solution. <input type="checkbox"/> Feedback is focused on answering two questions: Where am I going? How am I doing? 	<ul style="list-style-type: none"> <input type="checkbox"/> The classroom is conducive to effective two-way feedback. Trust has been established. Students know they will be treated with respect by teacher and peers. <input type="checkbox"/> The Opportunities to respond are created that allows two-way feedback to occur. Students adjust their learning to improve performance. Teachers adjust instruction to support student achievement. <input type="checkbox"/> Feedback provided is timely, specific, and constructive to support student mastery. It focuses on the task, not the learner. <input type="checkbox"/> Teacher uses strategic questions and other formative assessment strategies aligned to the LI and SC (mid-lesson feedback, sentence stems, partner discussions, etc.) The strategies allow students to make their learning and thinking visible throughout the lesson in order to provide and received effective feedback. <input type="checkbox"/> Feedback occurs teacher-to-student, student-to-teacher, and peer-to-peer. <input type="checkbox"/> Feedback is focused on answering three questions: Where am I going? How am I doing? Where do I go next?