Chapter 5 Resource: Clarity Unit Planner and Reflection Rubric

Instructional Objective: *Enable teachers to think with clarity and agility about the content being taught in a unit and how students and teachers will see and promote growth toward mastery*

The clarity planner makes it possible to see an overview of the objectives and how learning will be measured during a unit on one page. Teachers use the clarity planner to plan the sequence of lessons and assessments of each objective from a bird's eye view, seeing the parts of the unit on one page. This perspective enables teachers to reflect on and revise the frequency of assessments of each objective and consider the types and variety of assessments and use of feedback offered to students within a unit. The *Clarity Planner* enables teachers to see the cycle of learning—assessment—feedback—and learning within a unit of study. Because the whole unit—including assessments and the number of lessons in between each assessment—can be viewed on one page, teachers adjust the number of lesson plans for the actual available time given the school calendar. The *Clarity Planner* helps teachers ensure that units are not rushed at the end and ample time is given for students to tackle the hardest parts of the unit with necessary practice and review time.

Objectives for using the Clarity Planner:
1. State the goals for a unit in clear, accessible, rigorous, and relevant terms for all students.
2. Make precise and explicit connections between the objectives and the assessments students complete in a unit of study.
3. Plan a variety of types, forms, and sources of feedback throughout each unit.
4. Articulate to students specifically what objectives an assessment measures.
5. Plan where extra time, practice, and differentiation will likely be needed prior to teaching the unit.

Step 1: Articulate the Objectives and Assessments
1. Number content and skill objectives in center of circle. Abbreviate the goals to save space.
2. Identify a large-scale understanding goal, essential question, or big idea that relates to the unit. Write this in word, sentence, or question form and label this goal **A** above the objectives.
3. Identify major assessments that students will complete in the unit and place the names of these assessments around the outside of the circle, numbering the assessments in the order that they are completed. List all assessments where students receive feedback.

Step 2: Connect the Learning Goals to the Assessments
1. Write the number of the Objective next to the Assessment that assesses each Objective. Only write the numbers of Objectives that students will get feedback on from the assessment.
2. Reflect on the frequency at which Objectives are assessed and the type of assessments used. Are students expected to master Objectives at certain points in the unit? If so, then what will be the instructional plan for students who need additional practice and time?
3. Adjust assessments to ensure that students have opportunities to see growth and apply feedback offered.

Step 3: Identify the Type, Form, and Source of Feedback

1. For each assessment, use the feedback pyramid[1] to identify the type (informal, formal), form (formal, informal), and source (self, peer, expert/teacher) that students will receive during the assessment.
2. Adjust to ensure a variety of types, forms, and sources of feedback throughout the unit.
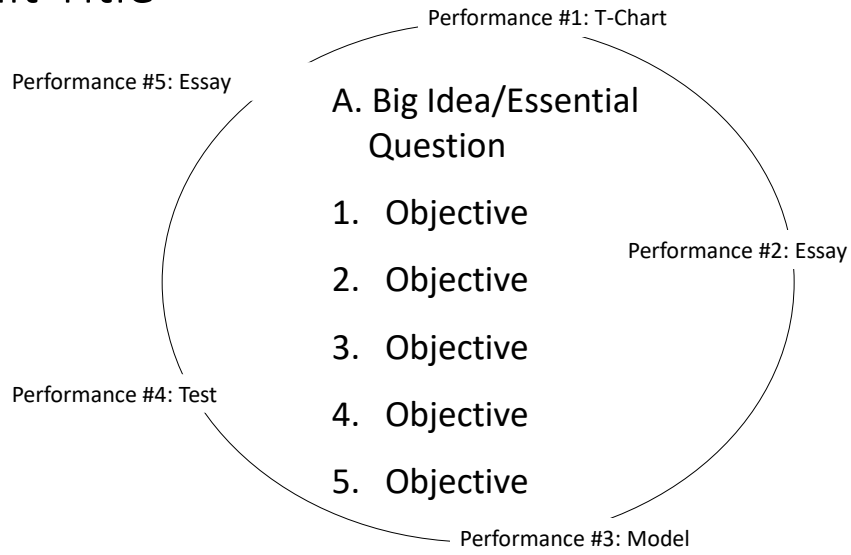
Step 4: Plan for Time
1. Note how many lessons are required for new learning to move students from one assessment to the next assessment.
2. Consider the available number of lessons between each assessment given the school calendar. Include holidays, assemblies, trips, and testing to estimate a realistic number of lessons for the unit and determine the number of lesson available between each assessment.
3. Balance the lessons needed with available time to create a realistic plan for introducing new information, learning, and assessing progress.

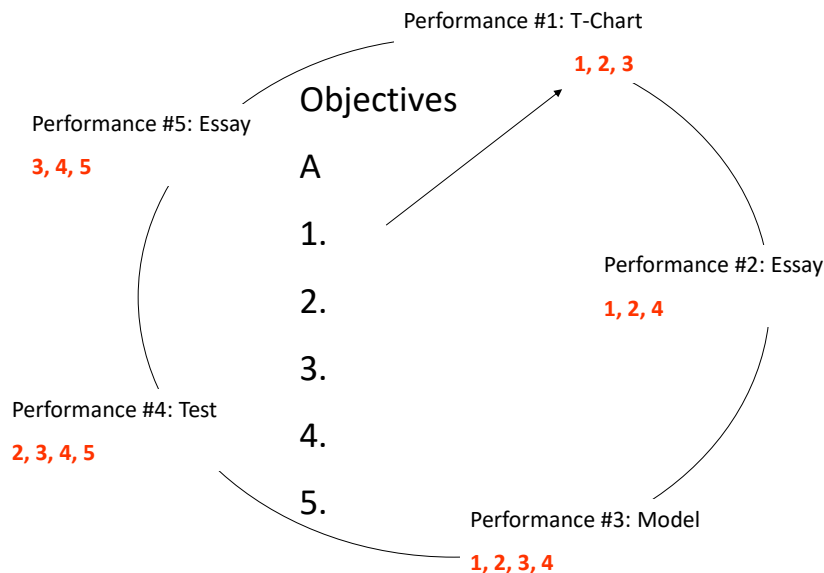**Step 5: Plan for Learners with Diverse Strengths, Interests, and Needs**
1. Ensure all students can attain or make progress toward each Objective. Use task analysis to break Objectives down into parts and determine where each part will be assessed to show progress toward the Objective.
2. Create a monitoring tool for students to recognize prior knowledge and track thinking as learning progresses throughout the unit.
3. Note how student strengths and interests will be used in this unit.
4. Annotate the options students are acquiring, practicing, and demonstrating in their learning.
5. Note how students will be grouped for discussions.
6. Identify three tiers of help resources.
7. Mark if an assessment will be differentiated and associate Objectives assessed.
8. Mark where there will be time for students to practice a skill that they need as individuals.

Example Development of a Clarity Planner

Unit Title

Performance #1: T-Chart

Performance #5: Essay

Performance #2: Essay

Performance #4: Test

Performance #3: Model

A. Big Idea/Essential Question

1. Objective

2. Objective

3. Objective

4. Objective

5. Objective

Unit Title

Performance #1: T-Chart

1, 2, 3

Performance #5: Essay

3, 4, 5

Objectives

A

1.

2.

3.

4.

5.

Performance #2: Essay

1, 2, 4

Performance #4: Test

2, 3, 4, 5

Performance #3: Model

1, 2, 3, 4

Learning from a Test

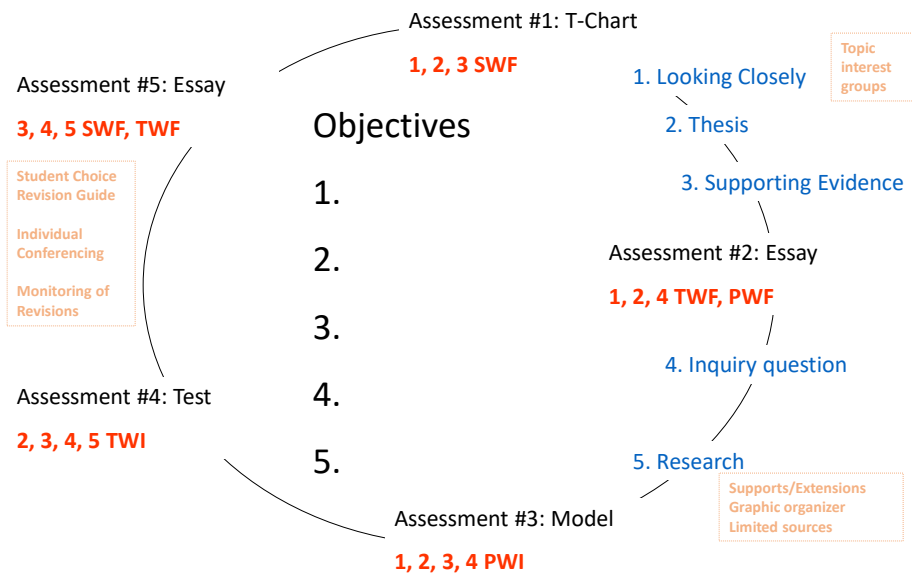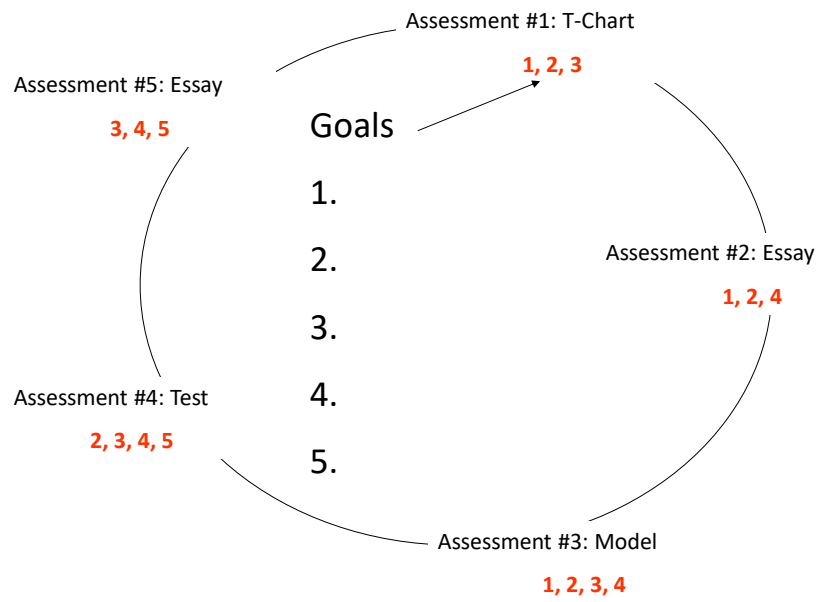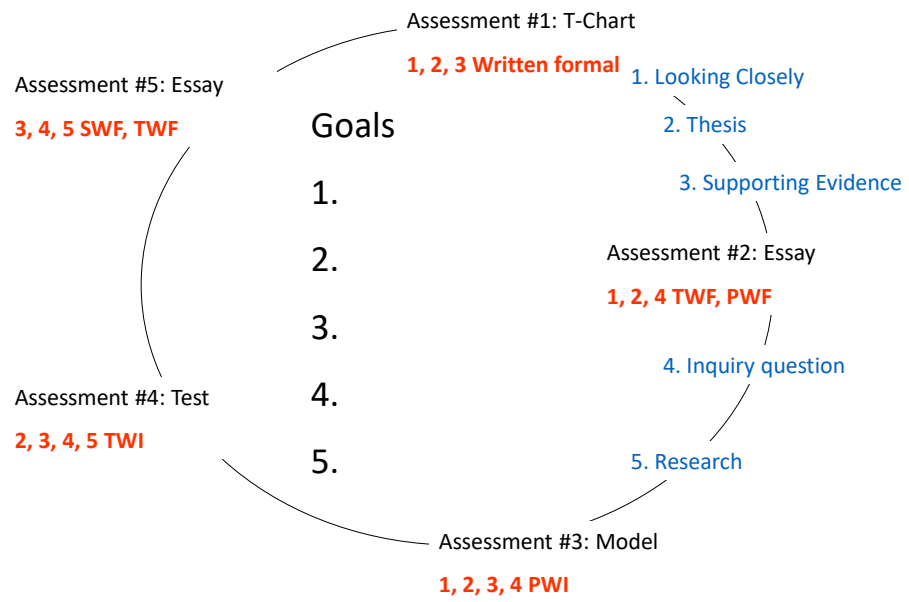| Problem Number and Learning Target Tested	Complete Understanding (solution and explanation)	Partial Understanding	Need to Practice and Try Again – Identify Type of Mistake
1. Number Sense			
2. Writing about Math			
3. Number Sense			
4. Writing about Math			
5. Commutative Property			
6. Identity Property			
7. Distributive Property			
8. Distributive Property			
9. Commutative Property			
10. Identity Property			

Performance Summary

Number Sense (1,3) _ _____ (/10 points possible)
Writing about Math (2,4) _____ (/10 points possible)
Commutative Property (5,9) _____ (/10 points possible)
Identity Property (6,10) _____ (/10 points possible)
Distributive Property (7,8) _____ (/10 points possible)

Reflection and Next Steps

In this test, my solutions showed _____ .

My next steps are _____

Assessment #1: T-Chart

1, 2, 3

Assessment #5: Essay

3, 4, 5

Goals

1.

2.

3.

4.

5.

Assessment #2: Essay

1, 2, 4

Assessment #4: Test

2, 3, 4, 5

Assessment #3: Model

1, 2, 3, 4

Assessment #1: T-Chart

1, 2, 3 SWF

1. Looking Closely

Topic interest groups

Assessment #5: Essay

3, 4, 5 SWF, TWF

2. Thesis

Objectives

3. Supporting Evidence

1.

Student Choice Revision Guide

Individual Conferencing

Monitoring of Revisions

2.

Assessment #2: Essay

1, 2, 4 TWF, PWF

3.

4. Inquiry question

4.

5.

5. Research

Assessment #4: Test

2, 3, 4, 5 TWI

Supports/Extensions
Graphic organizer
Limited sources

Assessment #3: Model

1, 2, 3, 4 PWI

Assessment #1: T-Chart

1, 2, 3 Written formal

1. Looking Closely

2. Thesis

3. Supporting Evidence

Assessment #5: Essay

3, 4, 5 SWF, TWF

Goals

1.

2.

3.

4.

5.

Assessment #2: Essay

1, 2, 4 TWF, PWF

4. Inquiry question

5. Research

Assessment #4: Test

2, 3, 4, 5 TWI

Assessment #3: Model

1, 2, 3, 4 PWI

Clarity Unit Planner

Teacher: _____   Subject: _____

Grade: _____   Unit: _____

Understanding Goal

Content Knowledge/Skills Taught/Assessed

1.

2.

3.

4.

5.

Clarity Planner Rubric

Directions: Use these criteria to develop and revise your Clarity Planner.

Criteria	Yes, And	Yes	Yes, But	No
Unit Planner Format	Yes criteria, and the assessments and monitoring materials are attached on multiple pages.	The unit plan itself fits on one page, including goals matched to assessments that include intended form and source of feedback.	The unit plan has some of the components, but some are missing or incomplete.	Spans multiple pages and content is incomplete
Objectives	Objectives are likely to pique the interest of all your students. Objectives will not only foster inquiry and understanding but will also promote transfer to other domains.	Objectives (understanding, knowledge, and skills) are clear and student-friendly. Objectives would make sense to someone who wasn't an expert on the topic. Objectives are written as statements that describe desired learner outcomes in precise, measurable, and obtainable terms. Objectives are attainable by ALL students and also challenge your strongest students.	Objectives are clear but they may not be fully understandable by a novice. Your goals are written as statements that describe desired learner outcomes in precise, measurable, and obtainable terms but may not be stated as attainable objectives by all students.	Objectives are not written as statements that describe desired learner outcomes in precise, measurable, attainable terms and/or the objectives will not be attainable by all students (not broken down into attainable parts).

Key Assessments	Yes criteria, and evidence that you use a variety of methods for students to represent their learning (varying communication modes as appropriate to the content).	The links between unit objectives and key assessments are clear. The Clarity Planner helps students understand how the assessments are tied to the objectives and will help students regulate their learning.	The links between unit objectives and key assessments are mostly clear in that they help students generally understand how the assessments are tied to the Objectives.	The links between the key assessments and unit objectives are not clear. It would be difficult for a student to regulate their learning if they were to see a Clarity Planner displayed in class.
Criteria	Yes criteria, and there is a plan of how *Must Haves* and *Amazing* criteria will be used through structured choice to ensure ALL students stretch beyond requirements.	*Must Haves* and *Amazing* criteria are articulated for assessments and clearly promote learning the Objectives.	Criteria are vague or too general to guide students in monitoring the quality of their work toward the Objectives.	Criteria do not include qualities (perhaps only components or quantities).
Feedback	Arrows drawn on the Clarity Planner clearly show where students will apply feedback to another assignment or to the next unit.	Multiple sources and types of feedback are planned (formal vs. informal, peer vs self vs. teacher, written vs. verbal).	Feedback structures are mostly focused on formal, independent learning.	The plan does not incorporate a variety of feedback structures.

Access	Multiple access points are evident in the additional materials.	Plans for multiple access points are noted in at least one of the following areas: goals, assessments, monitoring materials.	Although there are multiple assessments of each goal, the assessments rely only on language (reading, writing, and/or speaking) or do not use the "style" of the content.	There are not multiple assessments with different opportunities for expression for each learning goal.
Rigor	There are extensions for goals, assessments, materials, and/or activities. Criteria have extensions.	It is clear from the Clarity Planner where the teacher believes students may struggle or excel and time and lessons are adjusted accordingly. The elements of rigor are visible and can be adjusted.	It is unclear where the teacher expects students to excel and struggle.	The elements of rigor (e.g., *Amazing* criteria, ways parts fit together, time requirements, and thinking required) are not articulated in materials, making it hard for the teacher to adjust the rigor.
Relevance	Students see value beyond immediate goals for sustaining effort to learn.	Explicit connections are made to student lives, identifying value in learning.	Connections to student lives are forced or weak.	No effort is made to increase relevance and value in learning.
Content of Unit Plan and Materials	Yes criteria, and the unit plan and materials identify OSCAR (objective, starting/ending position, criteria, action pattern and reflections.	There is evidence that the unit plan and accompanying materials carefully and strategically use a variety of classroom routines to promote durable, thoughtful, motivated learning and teacher thinking time to adjust instruction.	The materials use one structure for classroom routines.	There is no evidence of classroom routines in the unit plan.