Module 7
Suggested Answers

For your first task in this module, read each learning intention and the potential assessment opportunities that follow. Identify which of the assessments you believe would be most effective for students to engage with the content. In this case, there is no wrong answer. Select one of the two and identify why you believe it would be effective.

LEARNING INTENTION	ASSESSMENT OPPORTUNITY	WHICH ASSESSMENT? WHY?
I am learning how to partition shapes into parts with equal areas.	1. Use dry erase boards with partitioned shapes to hold up for peers and the teacher to check. 2. Use pattern blocks to demonstrate partitioning shapes equally.	1. Dry erase boards give students the freedom to design the shape and orientation of their partitions. Fraction shapes lift this load for them.
I am learning how to identify reliable and trustworthy content from the Internet.	1. Given a rubric and several websites, including fake websites (e.g., Pacific Northwest Octopus), students identify the reliability and trustworthiness of each. 2. Students analyze websites that they are using in their research, using the criteria for trustworthiness.	1. This method specifically targets the intended learning and provides iterated practice. Through this, the teacher can identify trends in misconceptions.
I am learning how to ask questions about unknown words in a text.	1. Discuss the words a student has circled in the text and the questions about the word that the student has written. 2. During a shared reading, students are invited to ask questions about words they do not know.	1. Method 2 requires students to speak up in order to be assessed. Method 1 allows the teacher to initiate these conversations-and even collect data pre-conversation via circled words.
I am learning how to identify the impact of water pollution on the environment.	1. Use a practice test to determine areas of mastery and areas of continued instructional need. 2. Summarize the impact in writing using targeted vocabulary and appropriate sentence frames.	1. Method 1 is a more holistic means of assessing all areas of mastery.
I am learning how to describe how artists use tints and shades in painting.	1. Listen in on partner conversations as students discuss the artists' choices. 2. Given a painting, students analyze the piece in writing, attending to tints and shades.	1. Listening to partner discussions allows real-time collection of data so the teacher can respond promptly.

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LEARNING INTENTION	ASSESSMENT OPPORTUNITY	WHICH ASSESSMENT? WHY?
I am learning how to predict the geological features that result from specific plate boundaries (subduction zones, divergent margins, and transform margins).	1. After watching a video of a specific plate boundary, students predict the geological features before the video answers the question. 2. Use a practice test to determine areas of mastery and areas of continued instructional need.	1. This real-time assessment gives both the teacher and the student immediate feedback.

For your second task, review the learning intentions from the last unit and identify potential assessment opportunities for checking for understanding.

EXAMPLES	POTENTIAL ASSESSMENT OPPORTUNITIES
Kindergarten: Language Arts **Content learning intention:** I am learning how to identify the important events after hearing a story. **Language learning intention:** I am learning how to retell the story and include at least three events.	• Flipgrid retelling with three important events • Poll: Is ___ an important event?
Grade 1: Math **Content learning intention:** I am learning about how many tens and ones are in a set. **Language learning intention:** I am learning how to apply the sentence frame "___ sets of ten and ___ones equal ___." (Ex: "Three sets of ten and 2 ones equal 32.")	• Handheld whiteboard "show me" activity
Grade 2: Life Science **Content learning intention:** I am learning how to compare and contrast the life cycles. **Language learning intention:** I am learning how to summarize the similarities and differences between the life cycle of a frog and a butterfly.	• Interview table groups to check for understanding
Grade 3: Language Arts **Content learning intention:** I am learning how to evaluate key features of common texts. **Language learning intention:** I am learning how to justify why a passage is poetry, fiction, or nonfiction.	• Class poll: Is this passage poetry, fiction, or nonfiction? • Numbered heads to answer "why"
Grade 4: Earth Science **Content learning intention:** I am learning how to recognize how landslides, volcanic eruptions, and earthquakes cause changes to rocks. **Language learning intention:** I am learning how to use technical vocabulary to discuss how rocks reflect the processes that formed them.	• Exit tickets summarizing how specific rocks are formed

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EXAMPLES	POTENTIAL ASSESSMENT OPPORTUNITIES
Grade 5: Social Studies **Content learning intention:** I am learning how to analyze the major causes of the American Revolution. **Language learning intention:** I am learning how to apply compare/contrast signal words in a written explanation of the major causes of the American Revolution.	• Draw a timeline of events leading up to the American Revolution on chart paper in groups
Grade 6: Math **Content:** I am learning how to differentiate between relevant and irrelevant information in word problems. **Language learning intention:** I am learning how to explain which aspects of a word problem are relevant and irrelevant.	• Exit tickets just asking students to cross out irrelevant info • Think Pair Poll: "Who thinks ___ is relevant?"

Retrieved from the companion website for *The Teacher Clarity Playbook: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction* by Douglas Fisher, Nancy Frey, Olivia Amador, and Joseph Assof. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.