



Clarity Unit Planner

Purpose:

This unit summary tool builds teacher thinking agility in adjusting instruction to meet the needs of all learners by summarizing the many unit details into a one page document identifying the tools that fuel differentiated instruction; assessment, feedback, and then “next step” goal setting.

Goals (teacher learning goals for this planning tool):

1. I can make precise and explicit connections between the learning goals and the assessments students complete in a unit of study.
2. I can plan a variety of types, forms, and sources of feedback throughout each unit.
3. I can articulate to students specifically what an assessment will measure (content knowledge, skills, thinking, prior knowledge, vocabulary, and conceptual understanding).
4. I can identify tools and routines to enable students to monitor their own learning throughout a unit.

Step One: Make Visible the Unit Plan

1. Place content and skill learning goals in center of circle. Abbreviate the goals to save space. For example, change, “I can write a five paragraph persuasive paper.” to “persuasive paper”. Number each goal.

2. Identify a large scale understanding goal that relates to the unit. Write this in sentence or question form (Essential Question) and label this goal **A**.

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.

Step Two: Connect the Learning Goals to the Assessments

1. Write the number of the Learning Goal next to the Assessment that assesses the Learning Goal. Only write the numbers of Learning Goals that students will get feedback on from the assessment.

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

1. For each assessment, use the feedback pyramid to identify the type (informal, formal), form (formal, informal), and source (self, peer, expert/teacher) that students will receive during the assessment.

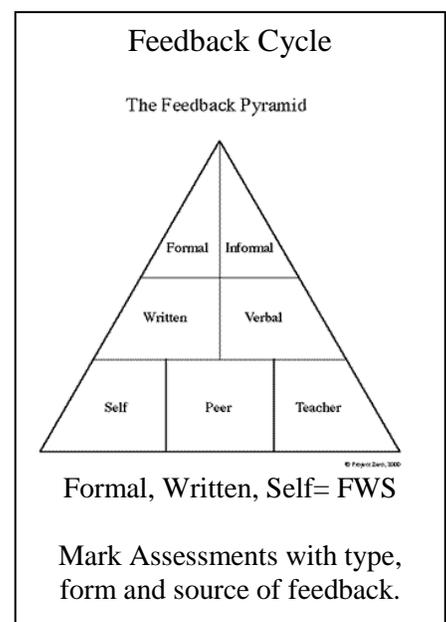
Step Four: Reflect

Consider the following questions:

1. Are all Learning Goals assessed in at least one assessment? How many times in the unit are goals assessed? Should certain goals be assessed more than once to show growth?

2. Is there a variety of types, forms, and sources of feedback throughout the unit?

Step Five: Plan for Diversity



1. Note how students will be grouped.
2. Identify where supports and extensions will be needed.
3. Mark if an assessment will be differentiated and associate the learning goals assessed.



Clarity Unit Planner

Teacher: _____

Subject: _____

Grade: _____

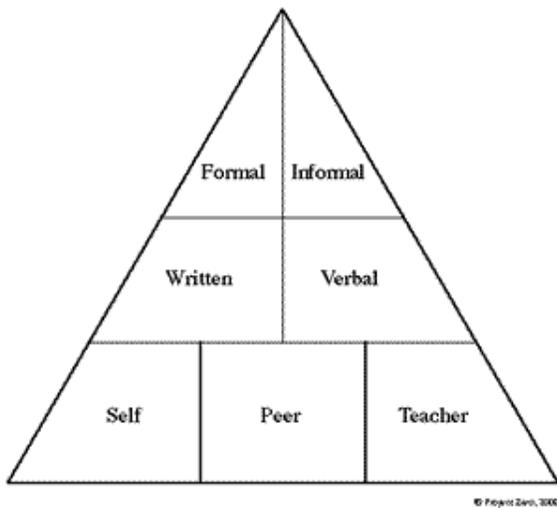
Unit: _____

Understanding Goal

**Content Knowledge/ Skills Taught/Assessed
(number each learning goal)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

The Feedback Pyramid



The Pyramid and Ladder of Feedback

One way to organize the types, forms and sources of feedback is by using the Feedback Pyramid. Teachers and other facilitators of learning use it to both plan and reflect on their assessments. With it they combine different key components to create a variety of ongoing feedback moments and methods:

Type: Formal vs. Informal

The top of the pyramid describes the type of feedback learners can receive. A quick informal conversation with a teacher, a note from a peer, a review of one's own work, or an explanation from a parent might support understanding more than a formal grade on a project. When we create feedback in our classrooms,

striking a healthy balance between informal and formal feedback is key. Too much informal feedback and students may have difficulty drawing judgments about their progress. Too much formal feedback and students may become extrinsically motivated by grades.

Form: Written and Verbal

Assessments should offer feedback to the learner using a variety of forms. For example, a teacher may write feedback in the margins of students' journals or speak with students to give feedback, individually or in small groups. Perhaps there are other forms of feedback thinking of Learning Profiles using MI theory or learning styles. Creating a variety of forms that communicate useful information to the learner is a key element in crafting feedback.

Source: Self, Peer, and Teacher

Assessments should leverage many different sources of feedback. The teacher is not the only source of information in a classroom. Students can offer valuable feedback to each other.

How is this pyramid used?

Some teachers use it to reflect on their various assessments. A teacher might say, "Well I've got many assessments like pop quizzes that are formal and give written feedback to the student from me the teacher." This pyramid urges that teacher to complement those assessments (or replace some) with informal, verbal, peer and self-assessment strategies. Teachers also use the pyramid as a planning device. In order to create a rounded assessment experience for students, a teacher might ask, "Can I create some informal, verbal, self-assessments early on in the unit? What might be some informal, written, peer assessments? What types of formal assessments can I build?" In this sense, the pyramid becomes a tool that teachers use to create feedback to support understanding.

(*) This text, used to describe the Feedback, is an excerpt (with some modification) from the Assessing for Understanding, Project Zero, Harvard Graduate School of Education, WIDE World course designed by Daniel Wilson and taught by Heidi Goodrich.