



Evidence-Based Instructional Practices

Clarifying and Sharing Clear Learning Goals and the Kentucky Academic Standards (KAS) for Reading and Writing

The [Clarifying and Sharing Clear Learning Goals Overview](#) provides the research base associated with this evidence-based instructional practice.

What are connections between the Evidenced-Based Instructional Practice #2: Clarifying and Sharing Clear Learning Goals and the KAS for Reading and Writing?

Teachers must analyze their grade-level standards to gain clarity on the depth and rigor of each standard in order to support students in understanding the purpose of the learning and what success looks like. In the *KAS for Reading and Writing*, the architecture includes a standard breakdown view with components that provide greater clarity for what each standard is specifically asking students to know and be able to do to reach the full expectation of the standard. These components include the guiding principle, mini-progression and multidimensionality. Studying each of these critical components separately and together allows teachers to gain a clearer understanding of each grade-level standard. The more standard clarity teachers have, the clearer their learning goals will be.

While a close look at the guiding principle, mini-progression and multidimensionality are essential to gaining the knowledge needed to design learning goals and success criteria that will lead to standard mastery, the multidimensionality component is an especially impactful addition to the standards document. This component assists teachers in determining what students must know and be able to do by identifying *for* teachers the multiple dimensions or layers of each standard: the content layer, the comprehension layer and the analysis layer. Without attention to these layers, the perceived depth of a standard may be limited to comprehension due to interpretation or deconstruction of opaque wording. Thus, by specifying the three dimensions separately, the intent of the standard is better communicated. When teachers have this level of clarity on the standard(s), they are better equipped to craft learning goals and success criteria that guide high-quality instruction, assignments and assessments that align to the intended depth of the standards.

What are planning considerations for successful implementation of the Evidenced-Based Instructional Practice #2: Clarifying and Sharing Clear Learning Goals to ensure that all students have equitable access and opportunity to learn the standards contained in the KAS for Reading and Writing?

- Develop a thorough understanding of grade-level reading and writing standards using the standard breakdown view and the [Breaking Down a Reading and Writing Standard](#) protocol.
- Help students feel more comfortable knowing the learning goals and success criteria by creating a physical space(s) in the classroom (or digitally) where they can expect to find the current, active learning goals and/or success criteria posted or available for review. Archiving inactive goals and success criteria is often a good idea as well for intentional learning review and reflection.
- Refer to and discuss the learning goals and success criteria, along with their relevance, routinely during instruction to instill their importance and place in student learning. Students will believe they matter and have relevance when they see and hear them embedded in the instructional

process rather than merely written on the board and mentioned at the beginning of class to fulfill administrative orders.

- Get to know your students. The more familiar you are with their interests, families, friends, experiences, fears, likes and dislikes, the more equipped you will be to make learning relevant.
- Provide opportunities for students to discuss why they think the topic/content/skill is worth learning, how it fits into the world around them, why it makes sense and how it employs, develops and refines their schema (Interdisciplinary Literacy Practice 2).
- Help students understand why it is important to know and be able to discuss what they are learning, and how they will know if they have learned and/or are able to successfully do what they are expected to do so that students view “literacy experiences as transactional, interdisciplinary and transformational” (Interdisciplinary Literacy Practice 4).
- Utilize learning goals and success criteria to equip students to “apply strategic practices, with scaffolding and then independently, to approach new literacy tasks” (Interdisciplinary Literacy Practice 5).
- Define the content-specific and academic vocabulary used in the learning goals and success criteria that may pose confusion for students.
- Ensure the lesson(s) have clear moments when students will have the opportunity(ies) or experience(s) that will allow them to achieve the success criteria.
- Provide time for students to reflect on their progress in meeting their learning goal(s) at the end of the class, day and/or week. This is helpful to students in solidifying what they understand and what they still need work on, serves as a formative assessment for the teacher and as an effective means of communication between students and their families.

What strategies and resources can support the implementation of Evidence-Based Instructional Practice #2: Clarifying and Sharing Clearing Learning Goals within the KAS for Reading and Writing?

This resource supports *Current Brain Research and the Need for Clear Learning Goals*:

[Composition Rubrics](#)

KAS Composition Rubrics provide grade level scoring elements and standards-based descriptive criteria that can be used **throughout the instructional process**. These composition rubrics may be used by teachers for formative or summative assessment and by students for self or peer revision. Because the rubrics provide students with clear criteria for how their work will be judged, students gain a sense of control over their work and may be more motivated to produce writing that reflects a higher level of writing skill, thus attaining or moving closer to attaining the learning goal(s). By providing grade-level markers of student progress, these rubrics can also be used throughout the year by teachers and students to monitor growth and progress on grade level composition standards.

These resources support *Starting with Teacher Clarity*:

[Breaking Down a Reading and Writing Standard](#)

This protocol helps educators gain clarity on the depth and rigor of a Reading and Writing standard so they can plan effective lessons that focus on what students will learn rather than what they will teach. When teachers utilize the Breaking Down a Reading and Writing Standard resource, they are forced to analyze the *KAS for Reading and Writing* to identify what students must know and be able to do in order to meet grade-level expectations and to then determine HOW students will know they have learned it. From there, teachers can generate big ideas or questions that will drive student learning and lead to the development of learning goals and success criteria. Starting with teacher clarity of the standards leads to

teachers writing clear learning goals and success criteria, ultimately resulting in positive impacts on student learning.

Section 1D: Spotlight: Unpacking Multidimensionality, located within the [Getting to Know the KAS for Reading and Writing](#) module, takes a more in-depth look at multidimensionality. Participants build an understanding of the multidimensionality of the standards and the way this deconstruction can support teachers in the process of designing standards-aligned instruction and grade-level assignments. Refer to Section 1D of the [Facilitator's Guide: Getting to Know the KAS for Reading and Writing](#) for explicit instructions.

[Reading and Writing Assignment Review Protocol](#)

The assignment review protocol is intended to help teachers, leaders and other stakeholders evaluate assignments to ensure that students are given the opportunity to meaningfully engage in worthwhile grade-level content. Teachers must have clarity on the standards before working through the assignment review protocol, or they must refer to the Breaking Down a Reading and Writing Standard protocol when completing section one of the assignment review protocol. The assignments in the [Reading and Writing Student Assignment Library](#) can be used with this protocol to develop a better understanding of how the review protocol works and how it can be applied to the assignments a teacher is currently using, considering assigning or planning to design.

This resource supports *Establishing Student Clarity*:

[Conferencing Guides](#)

KAS Conferencing Guides provide teachers and students with a tool that can be used to discuss student compositions throughout the writing process. While these guides are commonly used for self, peer or teacher feedback to promote student growth, they are also designed to guide **students** in recognizing where they are in their learning, identifying where they need to go (the learning goal) and determining how they are going to get there (success criteria).