

# CLEAR LEARNING INTENTIONS

**EFFECT SIZE: 0.44**

## **High-Quality Instruction Cycle Connection:**

Step 1: Goals and Outcomes  
Step 2: Planning Instruction  
Step 3: Instruction  
Step 4: Assessment  
Step 5: Data and Reflection

## **Utah Effective Teaching Standards Alignment:**

- Standard 2, Elements 1–4
- Standard 3, Elements 1, 3

## **Personalized, Competency Based Learning Framework Essential Component:**

Culture of Learning

## **WHAT?**

When students link clear learning intentions to “implementation intentions”—or plans to overcome expected obstacles—they are more likely to achieve their goals.

## **WHY?**

The effect size of clear learning intentions is 0.44 which is approximately one year of growth for one year of learning. Clear learning intentions help students understand the purpose of learning. When learning intentions are clear, students can see the relationship between the tasks they complete and the purpose for learning. Clear learning intentions support students in taking responsibility for their own learning.

## **HOW?**

Teachers use their success criteria and aligned standards to establish clear learning intentions. These learning intentions are introduced early in the learning experience and consistently referred to as progress is made to meet those intentions. Learning intentions are made accessible to students and understanding is frequently assessed.

## **PREPARATION:**

- Ensure learning intention(s) are closely aligned with the success criteria and standards.

- Ensure learning intentions are challenging and support rich, productive learning experiences.
- Embed grade-level content vocabulary.
- Provide opportunities for self-assessment.

## **IMPLEMENTATION:**

### **Teacher Actions**

- Communicate learning intentions in student friendly language.
- Check student understanding to ensure comprehension.
- Ask students to explain other ways they can apply and demonstrate their learning.

### **Student Look-Fors**

- Articulate what they are learning, why they are learning it and how they know they learned it.
- Monitor their own learning progress and make adjustments when necessary.

### **Reflection**

- How well were learning intentions aligned with state standards?
- How well were students able to articulate what they are learning, why they are learning it and how they know they learned it?

### **Go Deeper—Resources to learn more**

Frey, N., Hattie, J., Fisher, D. (2018). Developing Assessment-Capable Visible Learners. Corwin Press.

<https://www.youtube.com/embed/OGyvDvOegXE>

[https://ncca.ie/media/1927/assessment-workshop-1\\_en.pdf](https://ncca.ie/media/1927/assessment-workshop-1_en.pdf)



## **HOME CONNECTIONS**

- Familiarize parents and family members with the concept of learning intentions.
- Regularly communicate daily learning intentions with parents and provide open-ended questions they might use to engage in a conversation with their child.

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