



HANDOUT 3.3.2 – Your Turn

Clapping Institute Scenarios

Directions: The following Clapping Institute scenarios depict three different approaches to communicating learning goals and success criteria to students. This text version is adapted from the original, more complete and interactive Clapping Institute. Read the scenarios and then answer the questions that follow.

Scenario 1

Instructor: Welcome to the Clapping Institute. You are here to clap for the distinguished panel of clapping experts. Please begin.

Participant: Ok, well, here goes. [Claps quickly, nervously stops, and then starts again.]

Instructor: Thank you. You may now leave. The panel will review your performance and rate your clapping.

Participant: Oh – should I explain anything about my thinking and my experience with clapping?

Instructor: That’s not necessary. We are all experts in clapping.

The participant leaves the room. There is neither a discussion of nor guidelines for the criteria for assessing the clapping. The expert panel works quietly, and each of the three judges writes a score on a paper. Meanwhile, the participant waits nervously in the hall, unsure of the purpose of clapping for the panel, and even more uncertain of how her clapping was assessed and evaluated.

Instructor: Please join us to hear your scores from the Expert Clapping Panel. Experts, please display your scores. [Experts hold up papers with scores ranging from 1 to 9. There is no discussion, or interaction with the participant.] Thank you.

For discussion:

Learning Goals: Were the learning goals clear? How were they communicated with the participant?

Success Criteria: Were the success criteria clear? How were they communicated with the participant?

Climate: Describe the overall climate for learning in Scenario 1. How could the climate be improved to better support learning?



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Scenario 2

Instructor: Welcome to the Clapping Institute. You are here today to clap for a distinguished panel of clapping experts because they are interested in how students like you clap. You will be assessed based on the panel's expert opinions of your performance. Do your best.

Participant: Ok, so what are the things I should do when I clap?

Instructor: Do your best clapping – that's what is important.

Participant: [Participant thinks for a moment, then asks:] Will I receive a grade or a score? How will the panel tell me about my performance?

Instructor: The panel is made up of clapping experts. They will decide how to assess your performance. Do you have any other questions?

Participant: Well, I guess I'll just try my best. [Claps with some variation in rhythm, and sings softly as he is clapping.]

Instructor: Thanks for your efforts – it seems that you really tried hard. Please wait outside while the panel discusses your performance.

The panel spends approximately 10 minutes discussing the clapping performance. One of the experts likes the variation in the rhythm, while the other experts report that the variation seemed to represent uncertainty in clapping. None of the experts views singing as important or integral to clapping. After the discussion, each expert writes one score on a piece of paper and passes it to the instructor.

Instructor: The expert panel has reviewed your clapping and has scored your performance. Overall, it was a good performance. The variation in your rhythm was ok, but one of the experts thought it was confusing and meant you didn't know much about clapping. None of the experts liked your singing. So overall, you did a pretty good job of clapping, and they thought you tried hard.

Participant: Oh, thank you.

For discussion:

Learning Goals: Were the learning goals clear? How were they communicated with the participant?

Success Criteria: Were the success criteria clear? How were they communicated with the participant?

Climate: Describe the overall climate for learning in Scenario 2. How could the climate be improved to better support learning?



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Scenario 3

Instructor: Welcome to the Clapping Institute. You are here today to clap for a panel of experts who are interested in learning more about how people clap. Your task today is to show us how well you can clap, based on three different dimensions, clapping volume, clapping appropriateness and the creativity in your clapping. Let me explain a bit more about what each of the dimensions means, and how the experts will be assessing your clapping.

1. **Volume:** Here we're looking for a range in volume – can you clap loudly, softly and how well you can vary the volume.
2. **Appropriateness:** Here, we want to see how well your clapping fits the context that you provide for us. For example, jazzy clapping might fit a context for a music party, while more rhythmic clapping might be more appropriate as an accompaniment for a dance setting.
3. **Creativity:** Finally, for creativity, we're interested in hearing how you put all of the elements of your clapping together in a creative way, that shows what you know and understand about different clapping techniques, and ways to vary the sound of the clapping.

Instructor: Do you understand the goals and success criteria for your clapping?

Participant: Well, I think I understand what I am supposed to do, and how you will be assessing me. I am going to clap for the panel so that they can better understand how students like me clap.

Instructor: Do you have any other questions before you clap for us?

Participant: No, I think I understand what I am expected to do, and how you will be assessing my clapping. [Thinks for a minute, smiles, introduces self to the expert panel, establishes the context for the clapping (a pep rally) and then begins to clap, varying the volume of the clapping, and introducing a well-known "fight song."]

Instructor: Thank you for your performance. Now we'd like to discuss your work. Would you prefer to stay in the room or be excused while the experts are discussing your clapping?

Participant: I think I'd prefer to hear what they have to say.

Instructor: That's fine – we ask that you remain quiet as we discuss your performance.

The panel is given the three criteria – volume, appropriateness and creativity, along with the descriptors – and asked to assess each dimension of the performance. Each expert



HANDOUT 3.3.2 – Your Turn

assesses the performance, and then they discuss their scores, debating and exchanging comments and ideas.

Instructor: Now, each expert will present a summary of your performance, separate scores and comments for each dimension of the performance, and suggestions on how to improve your clapping.

For discussion:

Learning Goals: Were the learning goals clear? How were they communicated with the participant?

Success Criteria: Were the success criteria clear? How were they communicated with the participant?

Climate: Describe the overall climate for learning in Scenario 3. How could the climate be improved to better support learning?

Note: The full script and description of this activity can be found online at <http://educationnorthwest.org/resource/700>. Regional Educational Laboratories. 1998. *Improving Classroom Assessment: A Toolkit for Professional Developers*. Toolkit 98. Sponsored by the U.S. Department of Education and the Office of Educational Research and Improvement (OERI). Used with permission.

Module 3

Learning Goals and Success Criteria