



CFA 2.0 and Visible Learning

The Links Between the Research

Many Corwin programs are natural extensions of the Visible Learning research. Deepen your school change efforts with Larry Ainsworth's CFA 2.0. Teacher clarity has an effect size of .75: "Spend more time working through their notions of what success looks like in terms of the balance of surface and deep before they teach the lesson" (p. 86). The table below illustrates ways in which CFA 2.0 supports teacher clarity.

 CFAs Foster Teacher Clarity (.75 effect size, pg. 126)	
"Unwrapping" Priority Standards for Levels of Cognitive Rigor. "Pressure to cover the entire curriculum...too often leads to superficial instruction and shallow student understanding." (p. 54)	
"Unwrapping" to Develop Learning Intentions and Success Criteria. "For students, learning intentions can be written as success criteria that state explicitly how they will be expected to demonstrate the learning intentions." (p. 62)	
Big Ideas and Essential Questions. "Big Ideas communicate to students the benefit or value of learning the standard in focus." (pp. 77-78)	
Determining Learning Progressions and Instructional Sequence. "Learning progressions [are] instructional pathways that will enable their students to fully understand and achieve the unit learning intentions." (p. 177)	
Quick Progress Checks. "Quick progress checks...yield high-quality feedback that educators use to correctly interpret student understanding and adjust instruction." (p. 177)	

Ainsworth, Larry. (2015). Common Formative Assessments 2.0. Thousand Oaks, CA: Corwin

Hattie, John. (2009). Visible Learning. New York, NY: Routledge