**Formative Assessment Lesson Plan Template**

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| **Standards** | | |
| **Key Concepts** | | |
| **Learning Goals**  *What will students learn by the end of the lesson?* | **Success Criteria**  *What will students be able to do when they meet the learning goal?* | **Eliciting Evidence During Learning**  *What learning tasks will students engage with to elicit evidence of learning?*  *How will learning tasks be structured to show student learning as it develops during the lesson?* |
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| **Interpreting Evidence Considerations**  *Based on the content and students’ current knowledge, what concepts and knowledge will support interpreting evidence?* | | **Using Evidence During Instruction**  *What will teachers (and students) do in response to evidence about students’ progress?*  *What instructional strategies might be used to support students next steps in learning?* |
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**Lesson Crosswalk Protocol**

1. Select a lesson you want to revise
2. Using copy and paste, place the content from your current lesson plan into the template
   1. Keep the language from your current lesson plan when you copy and paste
   2. Only transfer content from your current lesson plan to the new lesson plan if it clearly fits in the categories outlined on the formative assessment template
   3. You will likely have content from your current lesson plan that does not fit into the new template
3. Once the content has been transferred, identify
   1. which of the five major areas in the template are addressed, and
   2. where there are gaps
4. Using what you know about formative assessment, jot down notes about what you might do to “fill” those gaps
5. If it is helpful, use either of the tools below to add ideas to your formative assessment lesson plan template
6. Return to the Canvas page to reflect on what you’ve learned from this crosswalk process.
   1. The journal prompt is to consider what this process implies as you take next steps in your formative assessment practice

**Lesson Planning in Formative Assessment**

**Aligning Lesson Planning with the Feedback Loop**

***Where am I going:* During planning, teachers clarify where students are going**

As teachers begin lesson planning, they consider what standards will be taught and what they need to know about students’ current understanding. When planning lessons, teachers:

1. Develop learning goals from standards that capture relevant “lesson-size” learning expectations.
2. Consider where students are in their learning of this standard, and how that may influence the design of learning tasks and student participation structures.
3. Identify the success criteria for the lesson - the observable actions that students will make, do, say or write to show their understanding of the learning goal – and outline when students will revisit them during the lesson
4. Develop an approach for students to co-construct success criteria either at the beginning of the lesson, or during a mid-lesson pause.
5. Use the learning goals and success criteria to design learning tasks that elicit evidence and provide structures for students to demonstrate their progress.

***Where am I now:* During planning, teachers develop strategies to elicit evidence of students’ current understandings**

In formative assessment, students demonstrate current understanding and show how their knowledge and skills are progressing during the lesson through visible learning tasks. When planning lessons, teachers:

1. Develop a series of tasks through which all students can demonstrate their learning as it develops during the lesson.
2. Ensure sufficient time and structures for teachers to observe student learning, interpret evidence, and provide feedback for individual students and small groups.
3. Model, scaffold and support students to effectively engage with peer feedback in ways that deepen understanding of their progress towards the learning goal and inform next steps in learning.
4. Model, scaffold and provide sufficient time and adequate structures for students to engage in self-assessment and discourse.
5. Develop a list of questions you might ask during the lesson to advance student thinking.

***Where to next:* During planning, teachers consider how to take responsive action**

Taking responsive action *during learning* is quite challenging. Because so much is going on in a lesson, teacher responses are more effective when teaches have planned how they might respond. When planning lessons, teachers:

1. Anticipate what evidence students are likely to show as they progress through the lesson and plan a range of possible responses.
2. Clarify typical misconceptions and plan how to address these during the lesson.
3. Provide modeling, structured occasions and adequate time for students to use evidence to guide their own learning.
4. Provide modeling and structured occasions during the learning for peers to explore their understandings with one another.

**Formative Assessment Lesson Plan Template**

**OPTIONAL Planning Questions**

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| **Standards**: | | |
| **Learning Goals**  *What will students learn by the end of the lesson?* | **Success Criteria**  *What will students be able to do when they meet the learning goal?* | **Eliciting Evidence During Learning**  *What learning tasks will students engage with to elicit evidence of learning? How will learning tasks be structured to show student learning as it develops during the lesson?* |
| * What is the intended learning by the end of this lesson? * How do I consider the progression of learning in this standard to create a Learning Goal that takes place during a lesson (1-3 days)? * What do I know about my students’ current learning status that can inform the Learning Goal? * How will the Learning Goal be shared with students? How might students develop their own goal for the lesson? * How will students understand how new learning connects to previous learning? | * What will students make, do, say or write to show they are progressing toward the Learning Goal? * How will the success criteria be shared with students? * How will students understand what a successful performance looks or sounds like? * What exemplars, model products or resources might be used for students to co-construct criteria for this lesson? * How will students revisit the success criteria during the lesson? | * What learning tasks will you use during the lesson that allow students to demonstrate their understanding? * How can you create multiple ways for students to show evidence during learning? * What are the strategic points in the lesson you will need evidence from? And from whom? * How does the teacher plan to support students to demonstrate and share what they know? * Are there specific students who need more individual support from peers or from the teacher to share their understandings? |
| **Interpreting Evidence Considerations**  *Based on the content and students’ current knowledge, what concepts and knowledge will support interpreting evidence?* | | **Using Evidence During Instruction**  *What will teachers (and students) do in response to evidence about students’ progress?* |
| * In this lesson, what are ways you might expect to see progress? * What are the range of possible responses you might see during learning? * What do students demonstrate as they deepen their understanding? * What does learning look like as it develops from emerging to consolidated? * How does the teacher support students to interpret evidence of their own learning, or that of peers? * What routines are in place – such as discourse, peer-feedback and self-assessment – through which students have opportunities to engage in sense-making during the lesson? | | * What will teachers do in response to evidence about students’ progress toward the Learning Goal? * What questions will the teacher ask to probe student thinking? * What routines are in place for teachers to provide individual feedback to students during the lesson? * How will students support one another to move their learning forward? * What structures are in place for students to lead processes – such as discourse, peer feedback or self-assessment – to extend thinking and support next steps in learning? |