

# Module 14: Embedding the Formative Assessment Process in Lesson Planning

## *Extended Learning Activities*

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### Background

In *Module 14: Embedding the Formative Assessment Process in Lesson Planning* teachers learned how to design lessons to incorporate and support foundational formative assessment practices during daily lessons, where teachers and students are eliciting and using evidence of current learning. When teachers plan daily lessons to elicit evidence, teachers begin with the standard, create aligned lesson-sized learning goals, articulate what students should be able to do when they meet the goals, and design tasks and opportunities through which students engage with evidence of learning. Learning new techniques for lesson planning helps teachers consolidate what they are learning with as they adopt formative assessment.

An important idea in formative assessment is that the use of evidence by teachers and students takes place in every lesson. When planning lessons, teachers consider how they will address each of the five elements of the feedback loop during the lesson. As teachers begin learning formative assessment, they often adopt one or two new routines at a time. Module 14 focuses on how to plan for formative assessment lessons in ways that integrate these new routines, so that students and teachers have many ways to engage in eliciting, interpreting and using evidence.

In these optional extended learning activities, we offer three learning tasks teachers and leaders may wish to engage with to advance their understanding of formative assessment lesson planning. These learning opportunities can be done independently as individual readings and reflection, or with colleagues. Guiding questions are offered to support individual reflection, as well as to strengthen collaborative dialogue and increase shared understanding for site-based teams.

## How to Use this resource

Teachers may select **one (or more)** of the following learning experiences to further explore ideas and insights from this module.

- If you and your colleagues want to learn more about **instructional routines that support student agency** through formative assessment, go to the first extension activity: *Supporting Student Agency through Formative Assessment*.
- If you and your colleagues wish to further reflect on **what is different from traditional lesson planning**, based on what you learned in this module, go to Activity 2: *Reflection on Shifts in Lesson Planning*.
- If you and your colleagues would like to **practice planning a lesson** to integrate the content learned in the module, go to Activity 3: *Co-Planning a Formative Assessment Lesson*.

# Module 14: Extended Learning Activity 1

## Supporting Student Agency through Formative Assessment

### Context

**Module 14: Embedding the Formative Assessment Process in Lesson Planning** introduces strategies to plan lessons that integrate strategies to elicit, interpret, and use evidence during learning. Formative assessment strengthens student agency when teachers establish daily instructional routines that introduce, explicitly teach, and hone the skills of self-regulation and metacognition. While some students come to school with these skills in place, many do not. Formative assessment helps to address this gap by ensuring that all students have opportunities to develop self-regulation, metacognition, and collective efficacy - all foundational elements of student agency.

Students who exhibit agency do not exclusively rely on the teacher to carry the load of learning – they regularly attempt new tasks, develop and use cognitive strategies to move learning forward, and can select from a range of tactics to address a new learning activity. Agency is supported by students' beliefs that they can positively influence events if they take an active role in determining their own choices. Developing student agency is never done “to” students by teachers; rather, it requires a new model of how learning takes shape, where learning is a joint responsibility equally shared by teacher and students.

This optional extension activity can be done independently or in a collaborative group. Its purpose is to give you the opportunity to explore how student agency develops through formative assessment practices during daily lessons.

**Time:** 20-30 minutes

### Learning Goal

- Explore the instructional routines that are the vehicle through which students deepen the skills that are foundational to agency

### Success Criteria

- Articulate the instructional strategies that support students to develop skills of agency during daily lessons

## Task Directions

Step 1: Read *Supporting Student Agency through Formative Assessment: New Instructional Routines.\**

Step 2: Consider the techniques teachers use to introduce and support students to develop the skills of agency. Discuss or reflect in your journal:

- Which of the techniques might you wish to build on to more fully align to ideas outlined in this reading?
- Where might you be able to add some of these techniques in your lesson plans?

# Module 14: Extended Learning Activity 2

## Reflections on Shifts in Lesson Planning

### Context

In *Module 14: Embedding the Formative Assessment Process in Lesson Planning* teachers learned that in order to advance formative assessment practice, planning lessons that focus on the relationship among learning goals, success criteria, and evidence-use is thought through ahead of each lesson. Teachers come to formative assessment with extensive expertise in planning lessons; however, integrating planning for and using evidence during a lesson is typically a new practice. When planning lessons in formative assessment, teachers begin with the standard, create aligned lesson-sized learning goals, articulate what students will be able to do when they meet the learning goals, and design learning tasks in which students engage with evidence during learning.

A critical part of this shift for students is teachers internalizing and planning for the shifts in teacher and student practice in a collaborative environment. It is important for teachers to explore the shifts for practice in how their daily lessons are developed as it will bring new roles for themselves and ways of learning for students in the classroom.

This optional extension activity can be done independently or in a collaborative group. Its purpose is more deeply reflect on what is different in formative assessment from traditional lesson planning.

**Time:** 30 minutes

### Learning Goal

- Explore how the formative assessment lesson planning process supports the student role in formative assessment.

### Success Criteria

- Articulate how the formative assessment lesson planning template elevates the student role during learning.

## Task Directions

Step 1: Each of the first four formative assessment modules (modules 10-13) offered a summary of shifts in the teacher and student roles related to the module topics. In this activity, you will revisit [the reflection document\\*](#) from Module 13, *The Student Role in Formative Assessment*.

Step 2: Explore the teacher and student role shifts in the Module 13 Reflection document. Identify 2-3 teacher roles and 2-3 student roles, and describe how these might be supported during learning. Consider the following prompts:

- What structures would you have to have in place to address these ideas within your lesson?
- How might you provide time to model, teach or provide feedback to students as they are developing knowledge and capacity to strengthen the shifts you've identified?

# Module 14: Extended Learning Activity 3

## Co-Planning a Formative Assessment Lesson

### Context

In *Module 14: Embedding the Formative Assessment Process in Lesson Planning* teachers learned how to plan lessons that require them to rethink how they prepare and think about daily instruction and how students and teachers elicit, interpret, and use evidence. Teachers come to formative assessment with experience in planning learning activities and lessons, but the switch to integrating key components of formative assessment can be tricky. In this module, teachers will begin to use the instructional routines from formative assessment to revise an existing lesson plan.

This optional extension activity can be done with a colleague – who may or may not also be completing this module - or in a collaborative group. Its purpose is to reflect on your lesson planning practice and co-plan a lesson using what you've learned in this module.

**Time: 30 minutes**

### Learning Goal

- Explore the key components of a formative assessment lesson plan.

### Success Criteria

- Create a lesson plan using the Formative Assessment Lesson Planning template.
- Identify the next steps in shifting lesson planning practices to strengthen teacher and student evidence use in learning.

### Task Directions

Step 1: Work with a colleague to plan a lesson using the Formative Assessment Lesson Planning template\*, on page 1 of the handout.

Step 2: Jot down notes or discuss with your partner what is similar or different from the module content and your lesson planning process. Identify 2-3 areas of focus from the module that you'd like to focus on in this lesson plan, emphasizing things you would like to do differently in this lesson plan.

Step 3: Use the [Peer Review Questions for Lesson Planning in Formative Assessment\\*](#) to guide peer reflection and discourse to strengthen lesson planning techniques and deepen strategies to support eliciting, interpreting, and using evidence during daily instruction.

\*You will need to log into your Canvas account to access the links marked with an asterisk.