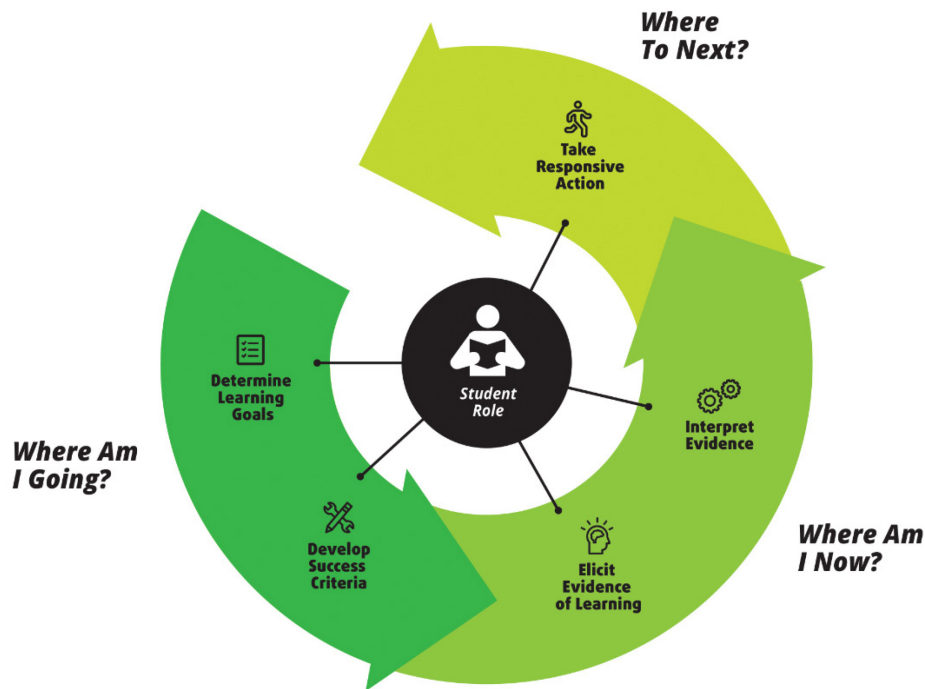


# Using the Feedback Loop for Lesson Planning in Formative Assessment



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## Using the Feedback Loop to Inform Lesson Planning

When planning lessons, teachers address the guiding questions on the outside of the feedback loop - Where am I going? Where am I now? and Where to next?

To answer the question “Where are students going?”, teachers develop new ways of thinking about how to engage students in understanding and internalizing the learning goals and success criteria.

To answer the question “Where are students now?” teachers consider how learning is likely to progress during the lesson and design learning tasks that show evidence of how student learning is progressing.

To answer the question “Where to next?” teachers develop lessons with sufficient time for both the teacher and students to respond to learning during the lesson. Lesson plans should have effective structures for teacher feedback and teacher-led discourse are included in the lesson, as well as opportunities for students to engage in peer feedback and self-assessment.

## **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, 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, teachers:

6. Develop a series of tasks through which all students can demonstrate their learning as it develops during the lesson.
7. Ensure sufficient time and structures for teachers to observe student learning, interpret evidence, and provide feedback for individual students and small groups.
8. 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.

9. Model, scaffold and provide sufficient time and adequate structures for students to engage in self-assessment and discourse.
10. Develop a list of questions they 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 teachers have planned how they might respond. When planning, teachers:

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

# Formative Assessment Lesson Plan Template

This lesson plan template is aligned with the ideas outlined in the text, above. The template outlines the primary questions teachers consider as they develop lessons that integrate the principles of formative assessment and support role shifts for teachers and students.

<b>Standards</b>		
<b>Key Concepts</b>		
<b>Learning Goals</b> <i>What will students learn by the end of the lesson?</i>	<b>Success Criteria</b> <i>What will students be able to do when they meet the learning goal?</i>	<b>Eliciting Evidence During Learning</b> <i>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?</i>
<b>Interpreting Evidence Considerations</b> <i>Based on the content and students' current knowledge, what concepts and knowledge will support interpreting evidence?</i>		<b>Using Evidence During Instruction</b> <i>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?</i>