CSAI RESOURCES

Lesson Planning with Formative Assessment

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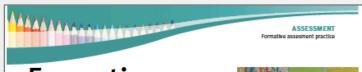
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Agenda





Formative Assessment Lesson Planning



Formative assessment: An enabler of learning

Formative assessment can be a powerful day-to-day tool for teachers and students. Margaret Heritage explains

PORMATIVE ASSESSMENT IS OFTEN

MISCOMETTRUEN. Routlinely, it is conceptualized as a "lest" or an "instrument" that is more fine-grained and administered more inequarity than other types of accessment. This formulation missas is documented power for improving student isaming. When fromative assessment is conceived as a practice implemented by teachers, in colloboration with this students, then its promise as an enabler rather than an evaluation of knowning can be readed.

The assential purpose of formative income and appropriate the propriate and provided in the control of the cont

course of a lesson.

The teacher's role

2 rounable assumed is only effective when reactives are clear about the electrical country of the electrical country and the electrical country on what students will laun, as opposed to what thories will due, which is often when teachers are lampited to start. To achieve maximum teachers are lampited to start, to achieve the achieve the launting goal, or achieve versile it with shutdents, at the beginning of the launch in addition,

Teachers communicate the indicators of progress toward the learning goal or determine them in cotaboration with the students. These indicators serve as signosts for both teachers and students about progress during the lesson.

18 Better: Evidence-based Education Spains 2011

With clarity about the goal and indicates, teachers can then decide how they will gother evidence of emergent learning. There is no single way to collect formalive avidence because formative avidence because formative so do appetit kind of feet. For example, interactions with students, observations of that itsels and artifulities, or analysis of their work grounds points about many and the many control and a single points. The work of the collection of their tests and artifulities, or analysis of their work grounds points about or widelines are to be important points about or widelines or collection. Prior, Whallawir mellion tractions.

them and their students. Second, evidence

OS Power and responsibility
in the classroom is not just
the teacher's prerogative, but
is distributed to

collection is a waternatic process and needs to be glanned so that backers have a constant stream of information tied to indicators of progress. At the same time, of course, teachers will also be collecting avidence "on-the-8" " those unplanned, sportameous moments when students do or say something that give an indication of where they are in notation to the issessing goal.

oodback

Feedback is a crucial component of formative assessment, and has two aspects. First, feedback cotal and from planned or sportaneous a vidence is an essential resource for feachers to shape new learning through adjustments in their instruction. If teachers use a vidence effectively to inform their instruction, I will render previous



assesment information out of date: student learning will have progressed and will need to be assessed again. Instruction can again be adjusted to make sure that learning is on track. For this reason, a constant stream of evidence from formative assessment is necessary during lessons.

Second, feedback that the leacher provides to students is also an essential resource so the students can take active steps to advance that one learning, in realty, the feedback to students can be understood as instructional action. As the extensive ill seating on tendench suggests, than the waters is tended to the when it assists students to understand the control of the students of the students of suggestions, or case for them to ad on, it suggestions, or case for them to ad on, it these, rather than offering general praise or total solutions, that enables students to assume degree of responsibility for their learning.

The teacher's role also involves helping students develop the skills to make metacognitive judgments about their learning in relation to the goal being aimed for, and to establish a repertoire of strategies to regulate their own learning.

The students' role

The students' role in formative assessment begins when they have a clear conception of the learning target, just as the teacher

Write 3 tips to teachers on how to write good lesson plans.





Lesson Planning Starter

Math lesson

ELA lesson



Try It Out!

Name the 50 states and capitals.

Write a Learning Goal and Success Criteria for this standard.



Self-Assessment





Homework (optional)

 Bring a lesson that you would like to work with tomorrow

Have state standards ready

