Formative Assessment Lesson Planning Framework

Plate Tectonics Lesson

example from The Feedback Loop: Using Formative Assessment Data for Science Teaching and Learning (2016)

LEARNING GOALS What is the learning intended by the end of this lesson?	SUCCESS CRITERIA What will students do to show they are progressing toward the Learning Goal?	EVIDENCE-GATHERING OPPORTUNITIES How will teachers and students collect information about students' progress toward the Learning Goal?	PLANNED PEDAGOGICAL RESPONSES What will teachers do in response to evidence about students' progress toward the Learning Goal?
Option 1: Connect evidence to claims through the use of scientific principles. Option 2: Begin to reason with evidence about the theory of plate tectonics.	Describe and state a claim about the theory of plate tectonics. [optional to specify: "convection in the mantle" "in writing and discussion"]	~ on-the-fly questioning ~ rosters with learning goals ~ exit ticket	IF STUDENTS... THEN TEACHER WILL ...
	Provide at least two pieces of evidence and explain why they support the theory of plate tectonics. [optional to specify: "fossils, plate boundary shapes" "in writing and discussion"]	~ on-the-fly questioning ~ rosters with learning goals ~ exit ticket	

Notice that the main lesson ACTIVITY (USGS Wegener's Puzzling Evidence Exercise) is not mentioned above. This is because in this lesson, the activity is the vehicle for the learning and not descriptive of the learning itself.

The work reported herein was supported by grant number #S283B050022A between the U.S. Department of Education and WestEd with a subcontract to the National Center for Research on Evaluation, Standards, and Student Testing (CRESST). The findings and opinions expressed in this publication are those of the authors and do not necessarily reflect the positions or policies of CRESST, WestEd, or the U.S. Department of Education.