

# FORMATIVE ASSESSMENT LESSON PLANNING

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## WELCOME!

- Please make a table tent with your **NAME**, **CONTENT AREA** (of the lesson plan you would like to work on), and **GRADE SPAN** (K-2, 3-5, 6-8, 9-12) (of the lesson plan you would like to work on).
- Please find 1 or 2 other participants with whom to work (maximum 3 in a group).
- Please try to focus on the content area and grade span in which you feel you have strongest expertise and experience.

| LEARNING GOALS   | SUCCESS CRITERIA   | EVIDENCE-GATHERING OPPORTUNITIES   | PLANNED PEDAGOGICAL RESPONSES  |
|--|--|--|--|
| What is the learning intended by the end of this lesson?   | What will students do to show they are progressing toward the Learning Goal?   | How will teachers and students collect information about students' progress toward the Learning Goal?  | What will teachers do in response to evidence about students' progress toward the Learning Goal? |
| Understand that Learning Goals: <ol style="list-style-type: none"> <li>1. describe what students will learn in a lesson</li> <li>2. convey a significant, relevant reason for learning and</li> <li>3. use student-friendly language</li> </ol> so that they can guide instructional decisions by both students and teachers.                            | Write one or more Learning Goals that are: <ul style="list-style-type: none"> <li>• Lesson-sized</li> <li>• Relevant and significant</li> <li>• Student-friendly</li> <li>• Aligned to the standard</li> </ul>                                   | Ask for and give feedback using the workshop's Success Criteria with peers, self, and presenters.<br><br>Share your own Learning Goals and explain how they meet the session's Success Criteria.   | IF STUDENTS...<br><br>THEN TEACHER WILL ...  |
| Understand that Success Criteria: <ol style="list-style-type: none"> <li>1. describe what students will do in a lesson</li> <li>2. set clear expectations for learning and</li> <li>3. use student-friendly language about the lesson's Learning Goal-aligned activities</li> </ol> so that students can engage as collaborators and evidence-gatherers. | For each Learning Goal, write one or more Success Criteria that are: <ul style="list-style-type: none"> <li>• Observable</li> <li>• Focused on content, not tasks</li> <li>• Student-friendly</li> <li>• Aligned to the Learning Goal</li> </ul> | Ask for and give feedback using the workshop's Success Criteria with peers, self, and presenters.<br><br>Share your own Success Criteria and explain how they meet the session's Success Criteria. |  |
| Connect and apply information from this workshop about Learning Goals and Success Criteria to your current lesson planning.  | In writing, reflect on your prior understanding of Learning Goals and Success Criteria, if/how that understanding changed, and if/how that change might affect your lesson planning.   | Exit ticket  |  |