

Planning Lessons to Elicit, Interpret and Respond to Evidence

Planning lessons that focus on teachers and students **eliciting, interpreting and using evidence** requires new ways of preparing for, and thinking about, daily lessons. While WestEd’s team has found that teachers come to formative assessment with extensive knowledge in planning activities, planning lessons where evidence is visible, and used by both teachers and students, is often a new process.

The first row of the table outlines guiding questions for teachers to elicit, interpret and use evidence during the lesson. The following row highlights guiding questions to prompt teachers to plan for how students will engage with evidence of learning during the lesson. The final page provides a teacher planning template.

Guiding Questions for Formative Assessment Lesson Planning

	Learning Goals	Success Criteria	Routines and Structures to Elicit Evidence	Considerations to Interpret Evidence	Responding to Evidence (Planned Pedagogical Actions)
Teacher Planning	<p>What is the intended learning by the end of this lesson?</p> <p>How do I consider the progression of learning in this standard to create a Learning Goal that takes place during a lesson (1-3 days)?</p> <p>What do I know about my students’ current learning status that can inform the Learning Goal?</p>	<p>What will students make, do, say or write to show they are progressing toward the Learning Goal, or when they have met the Learning Goal?</p>	<p>What strategies will you use during the lesson that allow students to demonstrate their understanding?</p> <p>How can you create multiple ways for students to show evidence during learning?</p> <p>What are the strategic points in the lesson you will need evidence from? And from whom?</p>	<p>In this lesson, what are ways you might expect to see progress?</p> <p>What are the range of possible responses you might see during learning?</p> <p>What do students demonstrate as they deepen their understanding?</p> <p>What struggles can be anticipated?</p>	<p>What will teachers do in response to evidence about students’ progress toward the Learning Goal?</p> <p>What questions will the teacher ask to probe student thinking?</p> <p>What routines are in place for teachers to provide individual feedback to students during the lesson?</p>

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Involving Students	<p>How will the Learning Goal be shared with students? How might students develop their own goal for the lesson?</p> <p>How will students understand how new learning connects to previous learning?</p>	<p>How will the Success Criteria be shared with students?</p> <p>How will students understand what a successful performance looks or sounds like?</p> <p>What exemplars, model products or resources might be used for students to co-construct criteria for this lesson?</p>	<p>How does the teacher plan to support students to demonstrate and share what they know?</p> <p>Are there specific students who need more individual support from peers or from the teacher to share their understandings?</p>	<p>How does the teacher support students to interpret evidence of their own learning, or that of peers?</p> <p>What routines are in place – such as discourse, peer-feedback and self-assessment – through which students have opportunities to engage in sense-making during the lesson?</p>	<p>How will students support one another to move their learning forward?</p> <p>What structures are in place for students to lead processes – such as discourse, peer feedback or self-assessment – to extend thinking and support next steps in learning?</p>

Formative Assessment Lesson Planning – Eliciting, Interpreting and Responding to Evidence during Learning

Use this template to explore and take notes on how you plan to elicit evidence during an upcoming lesson.

	Learning Goals	Success Criteria	Routines and Structures to Elicit Evidence	Considerations to Interpret Evidence	Responding to Evidence (Planned Pedagogical Actions)
Teacher Planning					
Student Involvement					