

CSAI RESOURCES

# Lesson Planning with Formative Assessment

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THE CENTER ON  
**STANDARDS &  
ASSESSMENT  
IMPLEMENTATION**

WestEd  CRESST

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# Agenda

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# Writers' Workshop

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- Form content-area groups
- Review Learning Goals and Success Criteria
- Decide to write a lesson plan  
*or*
- Revise an existing lesson plan



Learning Goals	Success Criteria
Describe what learning students are to develop (an understanding, principled knowledge, skill, or a process) as a result of this lesson.	Describe what students need to say, do, make, or write to show that they have met the goal (i.e., what is the performances of a skill, understanding, etc.?).
Start with a verb (e.g., develop, become fluent, apply, understand).	Start with a verb (e.g., explain, describe, model). The Practice Standards contain many such verbs and are a valuable resource in articulating and phrasing Success Criteria.
Be sure that the learning goal is manageable within the context of one lesson.	Be sure that the Success Criteria are aligned with the Learning Goal, and are indications of achievement of the Goal.
Write in language that is understandable to students.	<p>Write in language that is understandable to students so they can use the criteria to monitor their own learning.</p> <p><i>Teachers will need to explain the Success Criteria at the outset of a lesson, and provide exemplars if necessary, to make sure students understand what is</i></p>

# Spot the Difference

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## Learning Goal

Understand the chronicle of events that led up to the internment of Japanese-Americans in 1942 and the causal relationships among these events

Understand how authors use archetypes to help us quickly recognize characters

Use graphical representations to analyze exponential functions

## Task

Create a timeline of the events leading up to the history of Japanese-American Internment

Read two texts and identify which author uses an archetype and which author uses a stereotype

Explore what happens to the graph of the function,  $f(x) = a^x$  when the value of  $a$  changes

# Evidence-Gathering Opportunity

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Send one (or more) LG-SC-EGO set\* that you wrote this morning to

[haubner@ucla.edu](mailto:haubner@ucla.edu)  
[sandychang@ucla.edu](mailto:sandychang@ucla.edu)

Please identify grade level  
and content area.

\* photo, word document, or typed in the email

# Self-Assessment

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