

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 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?
Understand that Learning Goals: <ol style="list-style-type: none"> 1. describe what students will learn in a lesson 2. convey a significant, relevant reason for learning and 3. use student-friendly language 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"> • Lesson-sized • Relevant and significant • Student-friendly • Aligned to the standard 	Ask for and give feedback using the workshop's Success Criteria with peers, self, and presenters. Share your own Learning Goals and explain how they meet the session's Success Criteria.	IF STUDENTS... THEN TEACHER WILL ...
Understand that Success Criteria: <ol style="list-style-type: none"> 1. describe what students will do in a lesson 2. set clear expectations for learning and 3. use student-friendly language about the lesson's Learning Goal-aligned activities 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"> • Observable • Focused on content, not tasks • Student-friendly • Aligned to the Learning Goal 	Ask for and give feedback using the workshop's Success Criteria with peers, self, and presenters. 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	