| **Module 4: Activity Sheet 3** | | |
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| **LESSON PLAN TEMPLATE FOR FORMATIVE ASSESSMENT** | | |
| **Standard(s)** | What standard(s) am I focusing on in this lesson? Why am I focusing on them? | |
| **Learning Goals/ Success Criteria** | **Learning Goal(s)**  What do I want my students to learn in this lesson? How is this connected to the standard? | **Success Criteria**  How will I know if my students are making progress? What are the indicators that will tell me they have met the goal. In other words, what will they say, do, make or write to indicate that they have met the goal? |
| **Anticipated Misconceptions/Challenges** | What misconceptions or difficulties might my students have in relation to the learning goal? How will I be make sure I am attentive to the possibilities that they may arise? | |
| **Lesson Protocol/ Learning Activities** | What learning activities and in what order shall I include so that students will reach the learning goal. How will I make sure that each learning activity builds on the previous one so that students engage in connected activities leading to deeper learning. | |
| **Eliciting Evidence** | What methods will I use during the lesson to obtain evidence of student learning as it unfolds. How will I make sure that my methods are aligned to the learning goal(s) and success criteria? When will I obtain evidence and from whom? Do I need to make an immediate response to the evidence or am I collecting evidence so that I can plan tomorrow’s lesson, or both? | |
| **Peer Feedback /Self-**  **Assessment** | When will my students provide feedback to each other? How will I structure that opportunity in the lesson? When will they have time to use the feedback?  When will my students have an opportunity for self-assessment? How will I structure that opportunity in the lesson? When will they have time to use their self-assessment information? | |
| **Closure** |  | |