

Planning for Formative Assessment

Defining the Learning	What is the learning you are aiming for in the lesson (Learning Intention)?
	What characterizes having met this learning intention (Success Criteria)?
	When and how will you share the learning intention and success criteria with your students?
Working Toward the Learning	At what points during the lesson might it be important or helpful to refer students to the success criteria and for what purpose?
	What challenges or sticking points do you anticipate your students might face? How will you proactively plan for and elicit information about these challenges?
	What culminating evidence do you want to gather toward the end of the lesson?
Interpreting and Responding to the Evidence	What tasks will you give, and what questions will you ask, to elicit evidence? What are you looking for in these instances of evidence collection?
	How do you plan to use the information you gather?
	How will students gauge their own progress toward the learning?

Recommendations for Moving Toward Implementation

1. Be kind to yourself; don't try to do everything all at once.

2. There is benefit in collaboration! Seek support for this work.

3. Use a self-reflection tool to check in on your progress, set new goals, and adjust your path.

4. Keep building your knowledge of how students learn and make sense of mathematics, particularly around their conceptual understanding of mathematics and the nature of persistent student difficulties and misconceptions.

5. Using formative assessment takes practice! Use it frequently, so that it becomes habitual.

6. Include planning for formative assessment as part of your regular lesson planning.

7. If some particular aspect of formative assessment is presenting an obstacle, turn your attention to a different one. Sometimes focusing on a different aspect can help untangle difficulties with another.

8. **And again, be kind to yourself; don't try to do it all at once.**

Reflecting on the Lesson

Responsive Actions in the Lesson	What responsive action(s) did you take, and why?
	If you gave feedback, how did you incorporate the characteristics of formative feedback (e.g. references the SC, describes next steps, timely, prioritized, understandable by students)?
Your Students' Use of FA	In what ways did students use the LI and SC during the lesson?
	In what ways did students act on formative feedback?
Determining Next Steps	To what extent was the set of SC met?
	What, if anything, suggests you need to make some adjustments to the next day's lesson? What will those adjustments or responsive actions be?