

Focus Area for Curriculum Framework: Formative Learning

Overall Description: Formative learning supports continuous growth and develops students as directors of their own learning. By providing students with clear and precise teacher and peer feedback on their work and by offering multiple opportunities for students to use the feedback to improve their work, student confidence grows and the importance of working hard toward specific goals is reinforced. To infuse the components of the formative process in classroom learning experiences, teachers can guide their planning by responding to the following questions:

- How will students be involved in generating the learning criteria? How will students use the criteria to support their learning?
- How will both students and teachers determine the appropriate learning progression toward mastery of specific concepts and skills?
- What evidence will be collected to determine student learning?
- How and when will teachers provide feedback to students? How will the students use this feedback to revise their work? How will teachers use the feedback to revise their instruction?
- What opportunities will students be given to teach one another? What guidelines and documents will be used to support peer feedback?
- How will students be provided with multiple opportunities for success?
- How will students engage in metacognition by reflecting on their learning and creating learning goals and plans of action? How will these plans of action be used daily by both teachers and students?

Guidelines and Resources to Support Formative Learning					
Components and Descriptions	Templates, Sample Lesson Plans	Related Instructional Strategies	Possible Assessments	Additional Related Resources	Examples (e.g., Videos, Case Studies)
Generate/Apply Standards-Based Criteria:					Videos: <ul style="list-style-type: none"> • Kindergarten student applying criteria to writing: Kindergarten student demonstrates clear understanding of criteria used to evaluate writing • Austin’s Butterfly: Elementary students learn about the value of specific feedback • Critique Protocol – Helping Students to
Students Set Learning Goals and Develop Action Plans: When students are engaged in establishing their own learning goals and action plans, they are more likely to take an active role in furthering their own learning and developing a sense of self-efficacy. This metacognitive practice embraces higher order	Sample Templates to Use: <ul style="list-style-type: none"> • Sample Student Goal Setting Template 1 • Sample Student Goal Setting Template 2 • Student Self-Reflection and Goal Setting Form from Allison Daniels (3rd grade) 	Cooperative Learning: As students are establishing their learning goals and action plans, it may be helpful if they work with their peers. This may even involve a peer-editing team. Cooperative Learning Description, Part 1 & Part 2	Formative Evidence of Student Learning: Teachers use Learning Goal and Action Plan Templates to conference with students and to work with them to track their progress. These templates are perfect formative tools for collecting evidence of student learning. They are also extremely	<ul style="list-style-type: none"> • Guidelines for Providing Feedback • 75 digital tools and apps teachers can use to support formative assessment in the classroom 	

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<p>thinking by providing students with active control over cognitive processes that lead to deeper learning. To strengthen a deeper understanding for each student on where to improve, student peer-to-peer feedback is helpful. Consider this overview of the formative learning process.</p> <p>A student's ability to establish goals and develop action plans is dependent on the clarity of the learning criteria and enhanced by multiple opportunities for peer and teacher feedback.</p>	<p>Possible Lesson Plan: Use a Future-Focused Lesson Plan Template (Elementary and Secondary?)</p>		<p>helpful in providing students with multiple opportunities for success.</p>		<p>Produce High Quality Work: First grade through middle school students engaged in critique protocol</p> <ul style="list-style-type: none"> • Making Sure They are Learning: Sixth grade humanities teacher use a formative assessment method in real time to diagnose and respond to student learning needs
Peer-to-Peer Teaching and Feedback:					