

**Formative Assessment Lesson Planning Template**  
**Part 1 – Clarifying and communicating the focus of the lesson**

<b>Academic content standard(s)</b>	
<b>Big Idea</b>	
<b>Learning goal(s)</b>  <i>Students will be able to:</i>	<b>Success criteria</b>  <i>Students can:</i>
<b>Student friendly learning goals</b>  <i>I am able to:</i>	<b>Student friendly success criteria</b>  <i>I can:</i>
<b>Misconceptions students are likely to have as they work on the unit learning goals</b>	
<b>Strategies to share learning goals and success criteria with student</b>	

\_\_\_\_\_Unit/Grade\_\_\_\_\_  
**Formative Assessment Lesson Planning**  
**Learning Progression**

<b>Big idea</b>	
<b>Unit Learning Goal(s):</b>	
Level 4	<i>At level 4, the student demonstrates knowledge and application that goes beyond what was explicitly taught in this unit.</i>
Level 3 <u>Proficient level</u>	<i>At level 3, the student demonstrates the knowledge and skills expected for the unit learning goals.</i>
Level 2	<i>At level 2, the student has mastered simpler knowledge, skills and processes that serve as building blocks for the unit learning goals.</i>
Level 1	<i>At level 1, the student shows partial understanding of some simpler knowledge, skills, and processes, but may require more structure, scaffolding, and support to do independent work.</i>
Possible misconceptions	<i>List typical misconceptions students might have about this unit learning goal.</i>