

# Feedback Focused Unit Plan

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ACTIVE LEARNING  
FOCUS



Image adapted from Jones, Nelson, & Gerzon (2021)

Class period	Date and time frame	# of students

Unit description:		
<p><b>Learning Goals and Success Criteria</b>                      Help students answer “Where am I going?”<sup>1</sup>                      Learning goals for the unit, summative assessments, and success criteria (rubrics, exemplars)</p>	<p><b>Formative Assessments</b>                      Help students answer “Where am I now?”                      Possible formative (for/as) assessments/evidence of learning for the unit</p>	<p><b>Feedforward Opportunities</b>                      Help students answer “Where to next?”                      Identify possible <a href="#">feedforward</a> opportunities for growth throughout the unit, paired with of/for/as assessments</p>

<sup>1</sup> Learn more about this feedback process: [Hattie and Timperley \(2007\)](#).

<ul style="list-style-type: none"> <li>• Copy this table and add days to <b>create an entire unit plan</b>.</li> <li>• Not every day needs to include every component, but each component should be evident throughout the unit.</li> </ul>			
Component	Day 1	Day 2	Day 3
<p><b>Where am I going?<sup>2</sup></b>  <b>Learning goals and skill goals</b> (How will you construct and share them with students?)</p>			
<p><b>Where am I going?</b>  <b>Success criteria</b> (What will be your evidence of learning? How will you share the success criteria with students? Consider <a href="#">co-constructing success criteria</a>.)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> unpack standards</li> <li><input type="checkbox"/> annotate the assignment</li> <li><input type="checkbox"/> design/review rubrics</li> <li><input type="checkbox"/> review exemplars</li> </ul>			
<p><b>Where am I now?</b>  <b>Student activities</b> (Check off all that apply, and explain.)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Warm-up</li> </ul>	Daily agenda/notes:		

<sup>2</sup> Learn more about this feedback process: [Hattie and Timperley \(2007\)](#).

<ul style="list-style-type: none"> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Large group</li> <li><input type="checkbox"/> <a href="#">Small group</a></li> <li><input type="checkbox"/> <a href="#">Individual, self-paced work</a></li> <li><input type="checkbox"/> <a href="#">Active learning strategies</a></li> <li><input type="checkbox"/> <a href="#">Differentiation</a></li> <li><input type="checkbox"/> <a href="#">Flexible pacing</a></li> <li><input type="checkbox"/> <a href="#">Flipped classroom</a></li> <li><input type="checkbox"/> <a href="#">Student choice</a></li> <li><input type="checkbox"/> Closing/exit ticket</li> <li><input type="checkbox"/> <i>Other (please explain)</i></li> </ul>			
<p style="text-align: center;"><b>Where am I now?</b><sup>3</sup></p> <p><b><a href="#">Assessment for/as learning</a></b>          (How will you create a feedback cycle?          How will you involve students in the          feedback cycle?)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Self review/reflection</a></li> <li><input type="checkbox"/> <a href="#">Peer feedback</a></li> <li><input type="checkbox"/> Questioning</li> <li><input type="checkbox"/> Entry/exit tickets</li> <li><input type="checkbox"/> Whole class feedback</li> <li><input type="checkbox"/> <a href="#">Microgrouping</a></li> <li><input type="checkbox"/> Chunking</li> <li><input type="checkbox"/> <a href="#">And more</a></li> </ul>			

<sup>3</sup> Learn more about this feedback process: [Hattie and Timperley \(2007\)](#).

<p style="text-align: center;"><b>Where to next?</b></p> <p><b>Assessment of learning</b> (Examples below)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> portfolio</li> <li><input type="checkbox"/> performance</li> <li><input type="checkbox"/> presentation</li> <li><input type="checkbox"/> paper</li> <li><input type="checkbox"/> project</li> <li><input type="checkbox"/> unit test/quiz</li> </ul> <p><b>Feed forward</b> (Examples below)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Marzano's self assessment rubric</a></li> <li><input type="checkbox"/> goal/intention setting</li> <li><input type="checkbox"/> <a href="#">individual conferences</a></li> <li><input type="checkbox"/> revise/revisit/resubmit</li> <li><input type="checkbox"/> <a href="#">self-assessment and receiving feedback</a> to determine next steps</li> </ul>			
<p><b>Teacher reflection and follow up</b> (next steps)</p>			
<p><b>Materials or preparation needed</b></p>			
<p><b>Additional notes</b></p>			

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