

Feedback Focused Unit Plan



ACTIVE LEARNING
FOCUS



Class period	Date and time frame	# of students

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

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

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

<ul style="list-style-type: none"> <input type="checkbox"/> paper <input type="checkbox"/> project <input type="checkbox"/> unit test/quiz <p>Feed forward (Examples below)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Marzano's self assessment rubric <input type="checkbox"/> goal/intention setting <input type="checkbox"/> individual conferences <input type="checkbox"/> revise/revisit/resubmit <input type="checkbox"/> self-assessment and receiving feedback to determine next steps 			
<p>Teacher reflection and follow up (next steps)</p>			
<p>Materials or preparation needed</p>			
<p>Additional notes</p>			

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