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### **Quick Guide for Enacting a Formative Assessment Lesson**

- Preferably working with a group of colleagues, select the Formative Assessment Lesson that you are going to enact, print the Teacher Guide, and work through it. Make notes on how you are to enact the lesson.
- Prepare the lesson materials, as follows. (These specifications are to ensure that student work you pass on to us will be readable.)
  - **Using white paper**, print two copies of the Assessment Task that is usually found on page S-1 of the Teacher Guide. Write *Pre-Lesson Assessment* on one and *Post-Lesson Assessment* on the other. Using these as masters, make a class set of each, again on white paper.
  - In class, please ask students to write in **black** pen, and ensure that each student writes her/his name on both the Pre- and Post-Lesson Assessments.
  - For the collaborative part of the lesson, we recommend that any cards NOT be laminated. (Often, it is necessary to allow students to glue the cards to poster paper and make a product of their learning. Also, because a collaborative activity may run over more than one class period, students may need to keep their cards, partially sorted, for use the next day.)
- *Frame* the entire Formative Assessment Lesson sequence for your students
- After giving the Pre-Lesson Assessment, create and type up a set of Feedback Questions based upon your analysis of the students' Pre-Lesson Assessments.
- Once you have administered the Post-Lesson Assessment, analyze students' growth across the Pre- and Post-Lesson Assessments.
- Finally, we ask that you make available to the project copies of your work and your students' work.