

Appendix C: The Formative Process Template (Blank)

The Formative Process Template Section 1: Establishing the Foundation		
Content Area:		Grade level:
Unit Title:		
Length of Time for the Unit:		
Learning Experience (Task 2):		
Length of Time for the Learning Experience:		
Specific Performance Task for the Learning Experience:		
Number of the Standard(s)	Prioritized Standard(s): List the prioritized standards that will be addressed in this learning experience.	
"Unwrapped" Standard(s): Separate the concepts and skills in the prioritized standards and record them in the table provided below. Identify the cognitive level for each skill.		
Concepts	Skills	Cognitive Dimension(s)

Learning Progression: Provide an overview of a possible learning progression for each standard included in this learning experience. Refer back to your “unwrapped” standards.

Standard #: _____	Standard #: _____	Standard #: _____

Pre-Assessment: Describe the pre-assessment that will be used as evidence to determine each student’s level of mastery of the identified standards for the learning experience. The educator may select to use a pre-assessment for the entire unit that has a specific portion about the learning being addressed for this learning experience.

INSERT
ASSESSMENT

The Formative Process Template
Section 2: Applying the Components of the Formative Process

Authentic Performance Task: Describe the performance task that will occur at the end of this learning experience and explain the exemplars used to model the final learning outcome for students.

INSERT STUDENT
DIRECTIONS

Description of Exemplars to Examine with Students:

INSERT
EXEMPLARS

Rubric: Create an analytic or a holistic rubric for the performance task.

INSERT
RUBRIC

Learning Experience Description:

Provide a detailed description of the learning experience noting the following components:

- Learning criteria
- Peer feedback
- Teacher feedback
- Peers teaching peers
- Metacognitive reflection, goal setting, and plan of action
- Multiple opportunities for revision

Detailed description of the five- to ten-day learning experience, including any student products that will be produced as evidence of learning.

How will students be involved in generating the learning criteria? Explain how you will use their criteria to support student learning.

How will you provide opportunities for peer feedback? What guidelines and documents will be used to support peer feedback?

**INSERT PEER
FEEDBACK DOCUMENT**

How and when will the teacher provide feedback to students? How will the students use this feedback to revise their work?

**INSERT TEACHER
FEEDBACK DOCUMENT**

Learning Experience Description (continued):

Detailed description of the five- to ten-day learning experience (continued).

What opportunities will students be given to engage in teaching their peers?

INSERT PEER
TEACHING ACTIVITIES

How will students be involved in metacognitive reflection?

INSERT DOCUMENT USED TO
GUIDE METACOGNITIVE REFLECTION

How will students shape and share their learning goals and what will their "plans of action" involve?

INSERT STUDENT
PLAN OF ACTION

How will students be provided with multiple opportunities for success?

Differentiated Instructional Strategies: Suggest a variety of instructional strategies that can be implemented to support students in their varied learning needs.

Possible strategies to support this learning experience	Differentiated strategies to meet the needs of students who are struggling	Enrichment strategies to enhance learning for students who are already proficient