

Using the Three Focus Questions to Plan for Student Investment



Use the QR code to access this template as a Google Doc you can download and customize.

Use this template to develop a plan for using assessment and instruction to develop student investment.

1. Where Am I Going?

Engage students in instructional activities that help them understand what the standard or learning goal looks like when they are proficient.

Learning Target or Standard	Where Am I Going? (Activity to help students clarify the learning)	Where Am I Now?	How Do I Close the Gap?

2. Where Am I Now?

Engage students in instructional activities that help them use their assessment evidence to reflect on their strengths and next steps (the reflection was designed in phase five, part 2).

Learning Target or Standard	Where Am I Going? (Activity to help students clarify the learning)	Where Am I Now? (Activity to help students reflect on their strengths and next steps or growth areas)	How Do I Close the Gap?

3. How Do I Close the Gap?

Engage students in instructional activities that help them develop action steps or an action plan to address their areas of growth or weaknesses (the reflection was designed in phase five, part 2).

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Learning Target or Standard	Where Am I Going? (Activity to help students clarify the learning)	Where Am I Now? (Activity to help students reflect on their strengths and next steps or growth areas)	How Do I Close the Gap? (Activity to help students take action or make an action plan to address their next step or growth areas)

4. Make Time for It

Make time in your instructional lesson flow for the formative assessment response, which involves planning the response, often called Tier 1 prevention (on the following calendar) or Tier 2 intervention, depending on the flow of instruction.

21–Team Meeting	22	23	24	25
Together, plan the learning target and assessment and when you will give it (steps 1 and 2).			Give common formative assessment 1 (common or individual formative assessment).	
28–Team Meeting	29	30	1	2
Together, analyze results and plan instruction (Tier 1).		Implement Tier 1 instructional plan.	Implement Tier 1 instructional plan.	
5–Team Meeting	6	7	8	9
Together, reflect on the impact of the intervention or prevention.				End-of-unit assessment due or administered.
Plan learning target and assessment and when you will give it (steps 1 and 2).				
12–Team Meeting	13	14	15	16
Together, analyze results of end-of-unit assessment and plan instruction (Tier 2).		Implement Tier 2 instructional plan either in class or during Tier 2 time if available.	Implement Tier 2 instructional plan either in class or during Tier 2 time if available.	
Plan learning target and assessment and when you will give it (steps 1 and 2).				