Daily Lesson Plan

Standard: Learning target (do and know): Main formative assessment (show): Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. Rubric Self-assessment Checklist Peer assessment Exemplars Nonexemplars Verbal Other: The Chunk Explained: What Students Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) Beginning chunks (I do): Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success.	Subject or unit:		Grade:			
Main formative assessment (show): Criteria for success (check type): Rubric Self-assessment Checklist Peer assessment Exemplars Nonexemplars Other: The Chunk Explained: What Teacher Will Do The Chunk Explained: What Students Will Do The Chew Explained: What Students Will Do Check for Understanding (Check those that apply.) Check for Understanding (Check those that apply.) Check for Understanding (Check those that apply.) Exit ticket or final stretch check	Standard:					
Criteria for success (check type): Rubric Self-assessment Checklist Peer assessment Sexemplars Nonexemplars Other: The Chunk Explained: What Teacher Will Do What Teacher Will Do Reginning chunks (I do): Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. The Checklist Check for Success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. The Checklist Check for Understanding (Check those that apply.) Check for Understanding (Check those that apply.)	Learning target (do and know):					
Criteria for success (check type): Rubric Self-assessment Checklist Peer assessment Sexemplars Nonexemplars Other: The Chunk Explained: What Teacher Will Do What Teacher Will Do Reginning chunks (I do): Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. The Checklist Check for Success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. The Checklist Check for Understanding (Check those that apply.) Check for Understanding (Check those that apply.)						
Criteria for success (check type): Rubric Self-assessment Checklist Peer assessment Sexemplars Nonexemplars Other: The Chunk Explained: What Teacher Will Do What Teacher Will Do Reginning chunks (I do): Criteria for success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. The Checklist Check for Success (explain details): Students self-assess their work and complete a checklist with the following criteria for success. The Checklist Check for Understanding (Check those that apply.) Check for Understanding (Check those that apply.)						
assess their work and complete a checklist with the following criteria for success. Checklist Peer assessment Exemplars Nonexemplars Verbal Other: The Chunk Explained: What Students Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) Beginning chunks (I do): assess their work and complete a checklist with the following criteria for success. Checklist Check for Understanding (Check those that apply.)	Main formative assessment (show):					
assess their work and complete a checklist with the following criteria for success. Checklist Peer assessment Exemplars Nonexemplars Verbal Other: The Chunk Explained: What Students Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) Beginning chunks (I do): assess their work and complete a checklist with the following criteria for success. Checklist Check for Understanding (Check those that apply.)						
assess their work and complete a checklist with the following criteria for success. Checklist Peer assessment Exemplars Nonexemplars Verbal Other: The Chunk Explained: What Students Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) Beginning chunks (I do): assess their work and complete a checklist with the following criteria for success. Checklist Check for Understanding (Check those that apply.)						
assess their work and complete a checklist with the following criteria for success. Checklist Peer assessment Exemplars Nonexemplars Verbal Other: The Chunk Explained: What Students Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) Beginning chunks (I do): assess their work and complete a checklist with the following criteria for success. Checklist Check for Understanding (Check those that apply.)						
Self-assessment Checklist Checklist						
Checklist Peer assessment Nonexemplars Verbal Other: The Chunk Explained: What Teacher Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) Beginning chunks (I do): Check for Understanding (Check those that apply.)			following criteria	for success.		
□ Peer assessment □ Exemplars □ Nonexemplars □ Verbal □ Other: □						
Nonexemplars Verbal Other: The Chunk Explained: What Students Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) Beginning chunks (I do): The Chew Explained: What Students Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) Exit ticket or final stretch check						
Other: The Chunk Explained: What Students Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) Beginning chunks (I do): The Chew Explained: What Students Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) Exit ticket or final stretch check						
The Chunk Explained: What Students Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) Beginning chunks (I do): The Chew Explained: What Students Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) Exit ticket or final stretch check	☐ Nonexemplars					
The Chunk Explained: What Students Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) Beginning chunks (I do): Check for Understanding (Check those that apply.) Check to Understanding (Check those that apply.)	□ Verbal					
The Chunk Explained: What Teacher Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) Beginning chunks (I do): Check for Understanding (Check those that apply.) Exit ticket or final stretch check	☐ Other:					
The Chunk Explained: What Teacher Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) Beginning chunks (I do): Check for Understanding (Check those that apply.) Exit ticket or final stretch check		The Chau	Evelainad:			
What Teacher Will Do (Place the main formative assessment from preceding section in the appropriate chunk.) (Check those that apply.) Exit ticket or final stretch check	The Charle Famileined			Chack for Understanding		
Beginning chunks (I do): Beginning chunks (I do): Exit ticket or final stretch check		What Teacher Will Do		_		
check				, , , , , , , , , , , , , , , , , , , ,		
	Beginning chunks (I do):					
□ Electronic tools				☐ Electronic tools		
☐ Whiteboards for quick checks						
☐ Turn-and-talk				☐ Turn-and-talk		
☐ Documented teacher observation						
☐ Writing				☐ Writing		
☐ Self-assessment or peer assessment						
☐ Main formative assessment evidence		□ Individual				
□ Partners □ Other:						
☐ Small-group total:			total:			

REPRODUCIBLE

Middle chunks (we do, two do):		☐ Exit ticket or final stretch check		
		☐ Electronic tools		
		☐ Whiteboards for quick		
		checks		
		☐ Turn-and-talk		
		Documented teacher observation		
		☐ Writing		
		Self-assessment or peer assessment		
	☐ Individual	Main formative assessment evidence		
	☐ Partners	☐ Other:		
	☐ Small-group total:			
Ending chunk (you do):		(Analyze the main formative assessment by determining if the criteria for success are in place.)		
	☐ Individual			
	☐ Partners			
	☐ Small-group total:			
Change (Explain how you might regroup, preteach, reteach, tier, design stations, facilitate individual goal setting, urge independent inquiry, employ continuous learning, or have students self-assess.)				