**Formative Assessment Anticipation Guide**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ FAL Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**In anticipating the student work where will students demonstrate success?**

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| What parts of the task will students demonstrate success? | In terms of knowing and doing mathematics what does this indicate? |
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**In anticipating the student work where will students struggle (Obstacles, Misconceptions, Gaps)?**

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| What parts of the task will students be unsuccessful? | In terms of knowing and doing mathematics what does this indicate? What understandings or skills do the students need to learn? |
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**Considering strengths and weaknesses from students, what are plans for future teaching?**

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| What are the implications for future instruction? | What specific instruction or lesson experiences will you design for instruction? |
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Source: Foster, D. & Poppers A. (2009) *Using Formative Assessment to Drive Learning*. The Silicon Valley Mathematics Initiative: A Twelve-Year Research and Development Project.