

Unit Plan Inventory

This template is to help in the development of your integrated performance assessment. The steps are intended to help you develop the assessment unit using backwards design (Wiggins & McTighe, 2005).

Step 1 is an overview of your goals and objectives for the unit. (What do you want students to know and be able to do?) and a summary of the three assessment tasks that show students have met the goals and objectives.

Step 2 is for the specific task in detail and the rubrics or criteria to rate each task.

Step 3 provides space for the instructional components – the vocabulary, structures and practice students will need to know and be able to use – to successfully complete the performance tasks and the formative assessments that prepare the students.

Step 4 is to help plan an interesting introduction, the unit's middle and end.

Completed units can be seen at http://www.carla.umn.edu/assessment/vac/CreateUnit/e_1.html

Language _____

Level _____

When _____

Theme _____

Important Question _____

STEP 1

GOALS/OBJECTIVES (Number of objectives is determined by level and theme)

1.

2.

3.

Unit Plan Inventory

Summary of Assessment Tasks

What kind of task will demonstrate that students have learned and can do the objective

<p>Communication →</p>	<p>Select one: Interpersonal task Interpretive task Presentational task</p>	<p>Select one: Interpersonal task Interpretive task Presentational task</p>	<p>Select one: Interpersonal task Interpretive task Presentational task</p>
<p>Performance Assessment → (Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)</p>			
<p>What are the <u>Cultural Aspects</u>?</p>			
<p>What are the <u>Connections to other subjects</u>?</p>			
<p>What are the <u>language and cultural Comparisons</u>?</p>			
<p>What are the <u>connections to Communities in and outside of the classroom</u>?</p>			

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RUBRIC or Criteria for Assessment Task 1

TASK: _____

Non-negotiables:

-
-
-
-

Criteria*	Approaching expectations	Meets expectations	Exceeds expectations

- Number of criteria depends on level, task and **purpose of the assessment task.**

Notes:

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RUBRIC or Criteria for Assessment Task 2

TASK: _____

Non-negotiables: (elements that are required but don't need to be included in the rubric; e.g., number of sentences for written work, corrected drafts, typed, illustrations, etc.)

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Criteria*	Approaching expectations	Meets expectations	Exceeds expectations

*Number of criteria depends on level, task and **purpose of the assessment task**

Notes:

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RUBRIC or Criteria for Assessment Task 3

TASK: _____

Non-negotiables: (elements that are required but don't need to be included in the rubric; e.g., number of sentences for written work, corrected drafts, typed, illustrations, etc.)

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Criteria*	Approaching expectations	Meets expectations	Exceeds expectations

*Number of criteria depends on level, task and **purpose of the assessment task**

Notes:

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Step 3. The instructional and formative assessment components of the unit			
Functions	Structures	Vocabulary	Materials/Resources
(Asking questions, telling time, describing, telling likes and dislikes, narrate; etc.)	Verbs, adjectives, adverbs, tenses	What are the essential words needed? What are additional words that are nice to know?	Pictures, stories, online resources, videos, games
When/How do I assess these?	When/How do I assess these?	When/How do I assess these?	
Reflection: What worked well, what needs to be changed?			

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STEP 4

Planning Template

Preparing for (Interpersonal/Presentational/Interpretive) Assessment (Beginning–middle–end)

How do I introduce topic, build a middle, wrap up the unit?

Learning Activities and opportunities for students to practice using the vocabulary, structures, functions needed to complete the performance assessment

	Learning Activities: Description
Beginning	
Middle	
End	