

## UNIT PLAN INVENTORY

Language \_\_\_\_\_

Level \_\_\_\_\_

Theme/Important Question \_\_\_\_\_

### STEP 1

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

- 1.
- 2.
- 3.
- 4.

#### Summary of Assessment Tasks

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

<b>Communication</b> →	<b>Select one:</b> Interpersonal task Interpretive task Presentational task	<b>Select one:</b> Interpersonal task Interpretive task Presentational task	<b>Select one:</b> Interpersonal task Interpretive task Presentational task
<p><b>Performance Assessment</b> →</p> <p>(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>			

<b><i>What are the <u>Cultural Aspects</u>?</i></b>	
<b><i>What are the <u>Connections</u> to other subjects?</i></b>	
<b><i>What are the language and cultural <u>Comparisons</u></i></b>	
<b><i>What are the connections to <u>Communities</u> in and outside of the classroom?</i></b>	

**STEP 2:** Assessment Tasks 1, 2, 3: what will each task assess, does it mirror the instructional objective for the unit?

<p><b>Mode of Communication</b> →</p>	<p><b>Select one:</b> Interpersonal task Interpretive task Presentational task</p>
<p><b>Performance Assessment</b> → (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>Where in the unit does this fit best?</p>	

## 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:

## Assessment Task 2

<p><b>Mode of Communication</b> →</p>	<p><b>Select one:</b> Interpersonal task Interpretive task Presentational task</p>
<p><b>Performance Assessment</b> → (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>Where in the unit does this fit best?</p>	

## RUBRIC or Criteria for Assessment Task 2

TASK: \_\_\_\_\_

Non-negotiables:

- 
- 
- 
- 

Criteria*	Approaching expectations	Meets expectations	Exceeds expectations

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

Notes:

### Assessment Task 3

<b>Mode of Communication</b> →	<b>Select one:</b> Interpersonal task Interpretive task Presentational task
<b>Performance Assessment</b> → (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.)  Where in the unit does this fit best?	

### RUBRIC or Criteria for Assessment Task 3

TASK: \_\_\_\_\_

Non-negotiables:

- 
- 
- 
- 

Criteria*	Approaching expectations	Meets expectations	Exceeds expectations

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

The instructional and formative assessment components of the unit

<b>Functions</b>	<b>Structures</b>	<b>Vocabulary</b>	<b>Materials/Resources</b>
<p>(Asking questions, telling time, describing, telling likes and dislikes, narrate; etc.)</p>	<p>Verbs, adjectives, adverbs</p>	<p>What are the essential words needed? What are additional words that are nice to know?</p>	<p>Pictures, stories, online resources, videos, games</p>

When/How do I assess these?	When/How do I assess these?	When/How do I assess these?	
<b>Reflection:</b> What worked well, what needs to be changed?			

### STEP 3

#### 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 /Opportunities for students to practice

	<b>Learning Activities: Description</b>
<b>Beginning</b>	
<b>Middle</b>	
<b>End</b>	