**Unit Plan Exemplar Self-Assessment Checklist – Checkpoint A**

Unit Plan Exemplar Developer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Anchor Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Use this checklist to identify which criteria the Checkpoint A unit plan exemplar has met and which it has not yet met based on criteria descriptors. Where the criteria are met, click the corresponding checkbox in the *Meets Criteria* column. Where criteria are not yet met, provide notes in the *Areas for Revision* column to guide your edits.

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| Unit Plan Context | |
| Meets Criteria | **Areas for Revision** |
| * Language / Course is expressed as a grade or level specific to Checkpoint A. |  |
| * Length of Unit is between 3 and 10 weeks and appropriate to the scope of the theme. |  |
| * Proficiency Checkpoint and Proficiency Target is consistent with the identified course (Novice Mid-Novice High). |  |
| * Meaningful Unit Title is sufficiently broad to capture the overarching theme and inspire curiosity. |  |
| * NYS World Language Anchor Theme is the one associated with the anchor topic. |  |
| * NYS World Language Anchor Topic is associated with the unit title and anchor theme and serves as a starting point for the unit. |  |
| * Integrated NYS World Language Topics are at least 2 topics to be integrated into the broader unit theme. * The topics are visible in the Unit Overview. * They are evident in the Can-Do Statements. * They are visible in the Language Toolbox. * They are represented in the Authentic Resources. |  |
| * Brief Unit Overview provides a succinct description of how the unit helps build Checkpoint A proficiency through context and language function(s). * It describes how the theme unfolds over the course of the unit. |  |
| * Inquiry Question orients learners to the focus and purpose of the unit. * The question is open-ended. * It can be answered by the learners in the target language using the language functions developed over the course of the unit. |  |

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| Unit-Level Can-Do Statements and Acceptable Evidence | |
| Meets Criteria | **Areas for Revision** |
| * Can-Do Statements are written for each standard (one or more) using learner-friendly language. * Each begins with a verb related to a language function followed by a meaningful context associated with the unit using the formula: *I can + language function + context for communication*. |  |
| * Acceptable Evidence identifies specific ways (one or more) that each unit-level Can-Do Statement can be demonstrated. * It includes the skill used and the task completed using the formula: *...by skill + performance task.* |  |

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| Summative Performance Tasks | |
| Meets Criteria | **Areas for Revision** |
| * Interpretive Task is based on one or more authentic resources. * The task plans for students to carry out the language function(s) of the unit-level Interpretive Communication Can-Do Statement(s). It may or may not be integrated with other summative performance tasks. |  |
| * Interpersonal Task plans for students to carry out the language function(s) of the unit-level Interpersonal Communication Can-Do Statement(s). It may or may not be integrated with other summative performance tasks. |  |
| * Presentational Task plans for students to carry out the language function(s) of the unit-level Presentational Can-Do Statements. It may or may not be integrated with other summative performance tasks. |  |

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| Language Toolbox | |
| Meets Criteria | **Areas for Revision** |
| * Supporting Language Structures are closely associated with key language functions and are appropriate to Checkpoint A. Expected level of control (conceptual, partial, full) may or may not be identified. |  |
| * Supporting Vocabulary includes sets of vocabulary and language chunks related to the unit context (anchor theme, anchor topic, integrated topics) and appropriate to Checkpoint A. * Items are for review, for production, and for recognition, with space for learners’ personalized vocabulary. |  |

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| Resources and Materials | |
| Meets Criteria | **Areas for Revision** |
| * Authentic Resources support learning of the anchor topic and integrated topics and are appropriate for Checkpoint A. * The resources are identified by name. * They are non-commercial. * They include source citation with URL. |  |
| * Other Materials (optional) are instructional materials, resources, activities, or references. * The materials are identified by name. * They are non-commercial. * They include source citation with URL when accessed online. |  |