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

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

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

**Directions:** Use this checklist to identify which criteria the Checkpoint B unit plan exemplar has met and which it has not yet met based on criteria descriptors. Where the criteria are met, enter “Yes” in the blank column that follows the criteria. Where criteria are not yet, enter “No” in the blank column that follows the criteria and then 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 B. |  |  |
| ☐ Length of Unit is between 3 and 10 weeks and appropriate to the scope of the theme. |  |  |
| ☐ Proficiency Checkpoint and Proficiency Target are consistent with the identified course (category 1-2 Intermediate Low-Intermediate Mid; category 3-4 Novice High-Intermediate Low). |  |  |
| ☐ 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 B 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 B. Expected level of control (conceptual, partial, full) may or may not be identified. |  |  |
| ☐ Supporting Vocabulary includes sets of vocabulary and phrases related to the unit context (anchor theme, anchor topic, integrated topics) and appropriate to Checkpoint B.  ☐ 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 B.  ☐ 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. |  |  |