

Unit Planning for All Learners - Planning Template

STAGE 1 – DESIRED RESULTS	
Established Goals: Grade-appropriate NYS Learning Standards	
Understandings (Big Ideas):	Essential Questions:
Learning Targets: What will students know? What will students be able to do? (Content, Skill, Behavior)	

STAGE 2 – ASSESSMENT EVIDENCE	
Performance (Authentic) & Summative Tasks:	Other Evidence: Diagnostic and Formative
Key Criteria: How will success be measured?	

STAGE 3 – LEARNING PLAN			
Summary of Learning Activities:	UDL Guidelines:		
	Engagement	Representation	Action & Expression
Lesson 1, 2, 3, etc.			

AFFIRMING COMPONENTS
<ul style="list-style-type: none"> ➤ How will every student find many ways to express pride in who they are? <ul style="list-style-type: none"> ■ family ■ cultures (race & ethnicity) ■ other identities (religious, age, digital, orientation, genders, class, abilities, residence, etc.) ➤ How will every student's social and emotional well-being be supported?

(Adapted by TST BOCES School Improvement Services, from [Integrating Differentiated Instruction & Understanding by Design](#), Tomlinson & McTighe, 2006.)

Rubric Categories	Element	Exceptional (3)	Meets Expectations (2)	Early Stages (1)	Day 1	Day 2	Day 3
	Established Goals (UBD) Standards Aligned	It is easy to see natural links between all elements of the unit and grade-appropriate NYS Learning Standards.	It is easy to see natural links between most elements of the unit and grade-appropriate NYS Learning Standards.	It is not easy to see many natural links between most elements of the unit and grade-appropriate NYS Learning Standards.			
	Understandings (UBD)	<p>All are critical concepts/big ideas that will help students come to understand the pillars that anchor the discipline.</p> <p>All provide a conceptual lens through which the specific content in the standards can be addressed.</p> <p>All are worthy of understanding.</p>	<p>Most are critical concepts/big ideas that will help students come to understand the pillars that anchor the discipline.</p> <p>Most provide a conceptual lens through which the specific content in the standards can be addressed.</p> <p>Most are worthy of understanding.</p>	<p>Some are critical concepts/big ideas that will help students come to understand the pillars that anchor the discipline.</p> <p>Some provide a conceptual lens through which the specific content in the standards can be addressed.</p> <p>Some are worthy of understanding.</p>			
	Essential Questions (UBD)	Provoke enthusiastic discussion among students and adults. Accessible to all students. Rooted in the discipline.	Accessible to all students. Rooted in the discipline.	Accessible to some students. Somewhat connected to the discipline.			
	Knowledge/Skill	All of the	Most knowledge	Some of the			

Rubric Categories	Element	Exceptional (3)	Meets Expectations (2)	Early Stages (1)	Day 1	Day 2	Day 3
	I (UBD)	knowledge and skills are key. Students should know all of this information and be able to do all these practices. All of the knowledge is clearly described/defined.	and skills are key. Students should know most of this information and be able to do most of these practices. Most of the knowledge is clearly described/defined.	knowledge and skills are key. Students should know some of this information and be able to do some of these practices. The knowledge is not clearly described/defined.			
	Learning Targets	<p>All are student friendly—concrete and understandable from the student’s point of view.</p> <p>All are manageable for a unit – a “unit-sized amount of learning” aligned with long-term learning goals (e.g., course, semester, etc.).</p> <p>All are assessable – measured against established criteria that are communicated to students.</p> <p>There is a learning target for each major</p>	<p>Most are student friendly—concrete and understandable from the student’s point of view.</p> <p>Most are manageable for a unit – a “unit-sized amount of learning” aligned with long-term learning goals (e.g., course, semester, etc.).</p> <p>Most are assessable – measured against established criteria that are communicated to students.</p> <p>There is a learning target for each major</p>	<p>Some are student friendly—concrete and understandable from the student’s point of view.</p> <p>Some are manageable for a unit – a “unit-sized amount of learning” aligned with long-term learning goals (e.g., course, semester, etc.).</p> <p>Some are assessable – measured against established criteria that are communicated to students.</p> <p>There is not a learning target for each major</p>			

Rubric Categories	Element	Exceptional (3)	Meets Expectations (2)	Early Stages (1)	Day 1	Day 2	Day 3
		understanding and critical skill.	understanding and critical skill.	understanding and critical skill.			
	Formative Assessment	<p>Formative assessments are embedded throughout the unit so the teacher(s) will routinely gain along the way insights about what students understand, know, and can do.</p> <p>Formative assessments are in enough different formats that they will routinely surface what each student understands (i.e. six facets of understanding, pg. 67), knows, and can do throughout the unit.</p> <p>Formative assessment are clearly linked to learning targets..</p> <p>All learning targets will be formatively assessed.</p>	<p>Formative assessments are mostly embedded in the unit so the teacher(s) will routinely gain along the way insights about what students understand, know, and can do.</p> <p>Formative assessments are in enough different formats that they will routinely surface what each student understands (i.e. six facets of understanding, pg. 67), knows, and can do throughout the unit.</p> <p>Formative assessment are linked to learning targets..</p> <p>Most learning targets will be formatively assessed.</p>	<p>Formative assessments are Somewhat embedded in the unit so the teacher(s) will routinely gain along the way insights about what students understand, know, and can do.</p> <p>Formative assessments are in enough different formats that they will routinely surface what each student understands (i.e. six facets of understanding, pg. 67), knows, and can do throughout the unit.</p> <p>Most formative assessment are linked to learning targets..</p> <p>Some learning targets will be formatively assessed.</p>			

Rubric Categories	Element	Exceptional (3)	Meets Expectations (2)	Early Stages (1)	Day 1	Day 2	Day 3
		<p>It is clear how formative assessments will be used to provide students with feedback early and often.</p> <p>Formative assessments maintain high expectations for all students.</p>	<p>It is mostly clear how formative assessments will be used to provide students with feedback early and often.</p> <p>Formative assessments maintain high expectations for most students.</p>	<p>It is mostly clear how formative assessments will be used to provide students with feedback early and often.</p> <p>Formative assessments maintain high expectations for some students.</p>			
	<p>Summative Assessment</p>	<p>Summative assessments will be used at critical milestones within the unit.</p> <p>Summative assessments provide multiple ways for each student to show what she/he/they understands, knows, and can do at critical milestones within the unit.</p> <p>Summative assessments are clearly linked to learning targets, major understandings, knowledge, and skills.</p>	<p>Summative assessments will be used at most critical milestones within the unit.</p> <p>Summative assessments provide multiple ways for most students to show what she/he/they understands, knows, and can do at critical milestones within the unit.</p> <p>Summative assessments are mostly linked to learning targets, major understandings, knowledge, and skills.</p>	<p>Summative assessments will be used at some critical milestones within the unit.</p> <p>Summative assessments provide multiple ways for some students to show what she/he/they understands, knows, and can do at critical milestones within the unit.</p> <p>Summative assessments are somewhat linked to learning targets, major understandings, knowledge, and skills.</p>			

Rubric Categories	Element	Exceptional (3)	Meets Expectations (2)	Early Stages (1)	Day 1	Day 2	Day 3
		<p>Summative assessments maintain high expectations for all students.</p> <p>Summative assessments reveal the ways in which each student has deepened her/his/their understanding of the essential questions.</p>	<p>Summative assessments maintain high expectations for most students.</p> <p>Summative assessments reveal the ways in which most students have deepened her/his/their understanding of the essential questions.</p>	<p>Summative assessments maintain high expectations for some students.</p> <p>Summative assessments reveal the ways in which some students have deepened her/his/their understanding of the essential questions.</p>			
	<p>Inclusive</p>	<p>Principles of Universal Design for Learning (UDL) are integrated throughout the entire unit, with multiples representations of representation, engagement, action and expression: (Why, What, How of Learning)</p> <p>Principles of Differentiated Instruction (DI) are integrated fully throughout the unit, including differentiated</p>	<p>Principles of Universal Design for Learning (UDL) are integrated throughout most of the unit: (Why, What, How of Learning)</p> <p>Principles of Differentiated Instruction (DI) are integrated throughout most of the unit: (Enough flexibility to support many different kinds of learners; individual variance is honored and nurtured.)</p>	<p>Principles of Universal Design for Learning (UDL) are integrated in a few parts of the unit: (Why, What, How of Learning)</p> <p>Principles of Differentiated Instruction (DI) are integrated in a few parts of the unit: (Enough flexibility to support many different kinds of learners; individual variance is honored and nurtured.)</p>			

Rubric Categories	Element	Exceptional (3)	Meets Expectations (2)	Early Stages (1)	Day 1	Day 2	Day 3
		formative and summative performance assessments: (Enough flexibility to support many different kinds of learners; individual variance is honored and nurtured.)					
	Affirming	Students will find many opportunities to express pride in who they are, including pride in their families, cultures (race & ethnicity), and other identities (religion, generational, digital, orientation, gender, etc.) throughout the unit. See examples	Students will find some opportunities to express pride in who they are, including pride in their family, cultures (race & ethnicity), and other identities (religion, generational, digital, orientation, gender, etc.) throughout the unit.	Students will find few opportunities to express pride in who they are, including pride in their family, cultures (race & ethnicity), and other identities (religion, generational, digital, orientation, gender, etc.) throughout the unit.			
	Relevant	Students will be able to routinely make many explicit connections to their lives throughout the unit.	Students will be able to occasionally make many explicit connections to their lives throughout the unit.	Students will rarely make many explicit connections to their lives throughout the unit.			

