

Figure 6.2: Workflow for Backward Unit Planning

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Question 1: <i>What do we want students to know and do (in this unit)?</i> Note: Teams may need to first unwrap the standard or standards to ensure that the end in mind reflects all aspects of the standard.	<ul style="list-style-type: none"> <input type="checkbox"/> Step 1: Identify essential standards being addressed in this unit. <input type="checkbox"/> Step 2: Define the end in mind. What will students be able to do by the end of this unit? <ul style="list-style-type: none"> • Describe the end-of-unit performance task or evidence of meeting the standard or standards. • Reference the end-of-year picture of proficiency, released high-stakes assessment items, exemplars, and so on. <input type="checkbox"/> Step 3: Determine or design the end-of-unit summative assessment (if not already developed), determine when and how it will be given, and develop the criteria for proficiency. If the assessment is already developed, make sure it aligns with the end in mind. Teams can also set a SMART goal at this point. <input type="checkbox"/> Step 4: Unwrap or unpack the standards to identify learning targets (the ladder of learning that will take students to that end in mind) and their level of rigor (their DOK level). If the standards were previously unwrapped, examine them to clarify or revise. Clarify academic language.
Question 2: <i>How will we know they learned it?</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Step 5: Determine the priority learning target or targets for formative assessment, and plan the assessment. (Which learning targets will be pivotal in building student proficiency, or which are most challenging for students and therefore must be collectively monitored?) <input type="checkbox"/> Step 6: Design the common formative assessment items to measure whether students acquired the different learning targets; determine when you will give them, how you will administer them, and the agreed-on criteria for proficiency or quality for each learning target.
Question 2.5: <i>What are the instructional practices and process we will use to ensure students learn at high levels?</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Step 7: Discuss the instructional flow for the unit and effective instructional activities and strategies that will be used. Specify the timing of all common formative assessments, and ensure that the standards and learning targets are addressed. Build in response time. <ul style="list-style-type: none"> • Consider proactive differentiation and scaffolds. • Consider students' language needs. • Consider best practices for quality instruction, including engagement, empowerment and ownership of learning, and feedback.