**Unit planning checklist**

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| School: | Year Level: |
| Unit: | KLA(s): |

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| Identify curriculum | **Tick if completed** |
| Ways of working are identified that are appropriate for the unit. These Ways of working are accessible but challenging for students. |  |
| Knowledge and understanding are identified that are appropriate for the unit. This Knowledge and understanding is accessible but challenging for students. |  |
| The Ways of working and Knowledge and understanding are recorded accurately, without editing. |  |
| There is a range and balance of *Essential Learnings*. No relevant or related *Essential Learnings* is missing or excessively repeated from previous units. Students’ prior learning has been considered. |  |
| School priorities are identified that are particularly valued by this school community or by school sector  (e.g. literacy, numeracy, values education). |  |
| The context for learning gives brief background information about the unit, sets the scene, provides the focus for learning, and explains why this unit is important for students. |  |
| The context for learning captures the intent of the KLA/s, as described in the Learning and assessment focus. |  |
| The context for learning is likely to be relevant, important and interesting to students. Students’ prior learning has been considered. |  |
| Sequence learning |  |
| The unit includes a range of learning experiences that directly relate to the identified Ways of working and Knowledge and understanding. |  |
| The learning experiences are selected and sequenced using a framework (e.g. 5Es, inquiry approaches, TELSTAR). |  |
| The learning experiences cater for the varied needs, abilities, interests and experiences of students. |  |
| Teaching strategies are selected to ensure that the Essential Learnings are explicitly taught rather than being merely “touched upon”. |  |
| The teaching strategies are selected to actively engage students in learning. |  |
| Adjustments to cater for the varied needs and abilities of different learners are included (e.g. students with disabilities, students with learning difficulties, students with English as a second language, Aboriginal and Torres Strait Islander students, gifted and talented students). |  |
| The required resources are made explicit. |  |
| Develop assessment |  |
| The types of assessment include assessment instruments (e.g. projects, essays, tests) and assessment strategies (e.g. focussed observation, peer assessment) designed to assess the identified *Essential Learnings*. |  |
| The context and structure of assessments reflect the varied needs, abilities, interests and experiences of students. |  |
| Assessments provide a variety of ways to assess demonstrations of student learning i.e. one type is not used exclusively (e.g. test). |  |
| What will be assessed describes evidence that will be observed in student work. This includes descriptions of how the task-specific assessable elements will be demonstrated in student work. |  |
| Strategies are identified to facilitate a shared understanding of the *Essential Learnings* (e.g. social moderation, cross-marking, common assessment). |  |
| The timing and duration of assessment are identified and reflect that meaningful assessment can occur before, during and after learning. |  |
| Overall, the assessment will provide sufficient evidence of student learning to inform consistent and appropriate judgments. |  |

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| Make judgments |  |
| The purpose for assessment is identified (e.g. diagnostic, assessment for learning, formative, summative). |  |
| Task-specific assessable elements have been identified for assessment that align with the Assessable elements of the relevant key learning area/s. |  |
| The assessment conditions are varied enough to produce meaningful information about student learning in a variety of contexts. |  |
| When applicable, task-specific descriptors of quality are identified. These include statements of desirable features in student work or the conditions (e.g. length, scope, access to resources) under which assessment will occur. |  |
| Use feedback | |
| Strategies are explicitly identified to show how and when to provide feedback to students. These include formal teacher feedback (e.g. report cards, grades), informal teacher feedback (e.g. annotated work, one-on-one conferencing), and feedback from others (e.g. peer evaluation, self reflection). |  |
| The student feedback strategies will enable all students to reflect on the strengths and weaknesses of their work. |  |
| The selected feedback processes are frequent, continuous and educative. |  |
| At the end of the unit, teachers identify what worked well. This is an opportunity to self-reflect and to improve student learning. |  |
| There are processes for planning flexibly in response to student assessment evidence. |  |
| Overall considerations |  |
| The unit meets the needs of students, teachers and the school community. |  |
| Alignment has been achieved — i.e. there is a clear and explicit link between what is intended (*Essential Learnings*), what will be taught (learning experiences and teaching strategies), what will be assessed (Assessable elements) and how it will be assessed (using the *Standards*). |  |
| Reporting processes align with planning, teaching and assessing. |  |
| Overall, the unit reflects considerations of equity, inclusiveness and relevance. |  |
| Comments or ideas | |
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