

Language and Level	English, intermediate to advanced.	Approximate Length of Unit	3 weeks
		Approximate Number of Minutes Weekly	240 (estimate)
Theme	Assessment: More than a test		
Essential Questions	How can teachers best measure what students have learned? How does assessment influence our teaching of English?		
Enduring Understandings	-Effective assessment is an essential component of language teaching because it allows teachers to measure how well learners understand the instructed content -Assessment should relate to language learner goals to ensure the correct language skills are measured		
Goals	Learners will be able to: <ul style="list-style-type: none"> - identify various assessment tools, especially those that can be used to assess letter writing and measure authentic language (such as GRASPS) - supply reasons why proper assessment is important in language teaching - generate assessment ideas in conjunction with Ruth’s letter writing unit plan using: <ul style="list-style-type: none"> - the six facets of understanding - verbs from Bloom’s taxonomy - create appropriate assessment rubrics to measure learning objectives of their own students - use correct language skills in their own letter writing and rubric creation, including: <ul style="list-style-type: none"> - modals - correct letter format (with emphasis on online messages) - advanced persuasive language - vocabulary related to assessment and social issues that might be discussed in letter topics 		
Summative Performance Assessment <i>(a performance task using GRASPS with a rubric or an Integrated Performance Assessment)</i>	Learners will work in groups to create an appropriate assessment rubric to measure student English abilities for letter writing.		
Toolbox			
Language Functions		Related Structures / Patterns	Vocabulary Expansion

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Compare different assessment strategies	Better than, more effective at, comparatives and superlatives	Proficiency, effective, beneficial, assessment
Explain reasons for choosing specific assessment types and how they connect to learning goals	It's important that, it's necessary to, so that, in order to	To connect, to measure, objective, goal, to pass/fail,
Ask and answer questions about assessment types in other cultures	Interrogatives (wh-questions, do support)	Curriculum, cultural differences, to prefer
Organize a cohesive, persuasive formal letter	A letter that moves from introduction (incl. thesis) to supporting points and conclusion	Thesis, body (in essay context), conclusion, persuasive,
Express modality (e.g., possibility, obligation) with emphasis on proper form and proper contextual use (informal vs. formal)	Should, could, might, must, can, etc.	Obligation, possibility, requests, demands
Key Learning Activities/Formative Assessments		
Key learning activities/formative assessments	How do these support unit goals/performance tasks?	
-Write a persuasive letter of their own	-Activate schema for main task, improve teacher language skills, promote learner agency	
-Brainstorm why we assess students	-Introduce role and importance of assessment in language teaching	
-Compare and critique various assessment types	-Provide information on assessment types	
-Discuss in groups opinions and views on assessment in Haiti -Brainstorm important components required to create an effective assessment	-Assess background knowledge -Provide information and think critically about assessment	
Resources	Technology Integration	
Assessment packet from our Curriculum Design course – explanation and guideline for forming assessment using the six facets of understanding	Google drive allows us to connect with others around the world and share language teaching strategies (such as rubrics) without coordinating meeting times. This could serve as continued platform for info exchange between MIIS	

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