**UNIT PLAN**

**Overarching learning goal that addresses current and future relevance….**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | How well can I do this?1= Not at all2= A little3= Very well | Evidence that I can do this |  |
|  | **Learning Target** | UnitStart | UnitMidpoint | UnitEnd |  | Goal Met? |
| **Knowledge/Reasoning Targets**“What do I need to know?”“What can I do with what I know?” |  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Skill/Product Targets**“What can I demonstrate?”“What can I produce to show my learning?” |  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Adapted from Myron Dueck, *Grading Smarter Not Harder*, pp. 79-80. Dueck credits his colleague Karl Koehler from Humble, TX