

[Narrator] This video is part of a series on using the SABES ELA unit plan template.

[Title Slide:

- *Video Series for ABE Teachers: Creating Robust ELA Unit Plans Using the SABES Template*
- *[Video Title] VIDEO 2: Unit Outcome/Culminating Assessment*
- *[SABES Logo] SABES*
- *[PAE Logo] MA Public Adult Education Professional Development System, a Public Adult Education of MA Program*
- *[World Education Logo] World Education, a division of JSI]*

[Narrator] In this video, you will see how completing the unit outcome slash culminating assessment section of the template supported Lauren Twardy, a Massachusetts ABE practitioner, in developing an ELA unit on immigration.

[The SABES ELA Unit Plan Template is shown on the screen, and then the camera zooms in on “Unit Outcome/Culminating Assessment” section of the template. A photo of Lauren Twardy appears next to the template.]

[The text in the highlighted section of the template reads like this:

Column 1:

“UNIT OUTCOME / CULMINATING ASSESSMENT

- *Describe the desired outcome, focusing on the central texts and end products students will use to show their ELA learning (and understanding of the content topic).*
- *When possible, include one or more authentic performance task(s), including ones that incorporate digital literacy and technology.*
- *See Examples.”*

Column 2:

“Students will read/analyze/listen to [specify the kinds of texts] in order to advance their thinking about [specify the SS/Science/Career topic].

Students will show their learning by [describe an end product/project that has real-world value].

Teachers/students will evaluate learning by [specify the tools e.g., rubrics, checklists].

[NOTE: The end product should require the application of the ELA skills being taught.]”]

[The template disappears and the first question appears on the screen next to Lauren’s profile photo: “How did using the SABES ELA Unit Plan Template help you think about how students might demonstrate their learning in a way that is meaningful to them?”]

[The question and profile photo disappear. The camera is focused on Lauren sitting on a couch in front of a bookcase. Her name and title appear on the bottom of the screen: Lauren Twardy, Middlesex Community College, Adult Learning Center.]

[Lauren] I, uh, came to the section that was called, um, unit outcome slash culminating assessment. *[An image of the first column of the Unit Outcome/Culminating Assessment section in the unit plan template appears in the top right corner. The text reads like this:*

“UNIT OUTCOME / CULMINATING ASSESSMENT

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- *When possible, include one or more authentic performance task(s), including ones that incorporate digital literacy and technology.*
- *See Examples.”]*

There are prompts on the side of the template that asked me, um, to focus on the central text *[the phrase “central texts” is highlighted in the template]* and end products *[the phrase “end products” is highlighted in the template]* that the students would be using to show their learning and their understanding of this ELA topic. *[ELA unit plan template disappears. Lauren’s face minimizes to a small square in the top left. The “goals and outcomes” section from her original unit plan appear on the screen.]*

[The text on the screen reads like this:

- *“Students will engage with teacher-selected texts/media (including videos and editorial cartoons) regarding immigration in the U.S.*
- *Students will gain a broad understanding of U.S. immigration history, the evolving treatment of migrants, and the current trends*
- *Students will analyze texts by identifying arguments, gathering supporting information for their own arguments, and developing a strong thesis statement*
- *Students will practice creating a detailed outline and writing a five-paragraph argumentative essay on immigration rights, demonstrating their ability to create and support a thesis, address counterarguments, and provide a well-reasoned conclusion”]*

Uh, in my original unit plan, I, I did have a section that was called Goals and Outcomes. That section included a lot of the information I needed for the, for the template section. Um, you know, I talked about the central texts and media that we would be using *[the phrase “teacher-selected texts/media (including videos and editorial cartoons)” is highlighted in the unit plan]* and, and how my students would be analyzing arguments in the text *[the phrase “analyze texts” is highlighted in the unit plan]*, but when I got to the assessment part of it *[assessment section from the old unit plan appears, followed by the Unit Outcome/Culminating Assessment section of the ELA unit plan template]*, I, I kind of kept coming back to this idea of authentic performance task *[the phrase “authentic performance task” is highlighted in the unit plan template]*, and that's where I was like, I need to put some more thought into this.

[The text on the screen reads like this:

The old unit plan: “Assessment

By the end of this unit, students will demonstrate their learning by...

- *Creating a detailed outline and writing a well-organized five-paragraph argumentative essay on immigration rights, including a thesis statement, supporting arguments, counterarguments, and a conclusion*
- *Complete exercises that focus on analyzing arguments, gathering information, and developing thesis statements”*

The SABES ELA Unit Plan Template: “UNIT OUTCOME / CULMINATING ASSESSMENT

- *Describe the desired outcome, focusing on the central texts and end products students will use to show their ELA learning (and understanding of the content topic).*
- *When possible, include one or more authentic performance task(s), including ones that incorporate digital literacy and technology.*
- *See Examples.”]*

I, um, followed the, the link to look at some examples *[a red arrow points to the hyperlinked word “Examples” in the unit plan template]*. Um, and I, I can't stress that enough, like how helpful it is to look at the examples that the template, um, includes *[a screenshot of the “Examples of Unit Outcomes/Culminating Assessments for ELA” document appears on screen]*. So definitely do that *[all images disappear and Lauren’s face returns to full-screen]*.

[Lauren] These examples kind of got me thinking, you know, just like I did in the rationale, I had to think not only about the why, um, here *[a box appears in the top right corner with the following questions listed: Why do students need to learn this, How might students demonstrate what they’ve learned in a way that’s “true to life” outside the classroom?]*, you know, why are my students learning

about writing an argument and, and immigration, but how are they going to demonstrate what they learn and are they learning something that's true to life, to real life, you know, outside of the classroom? We as teachers, um, do understand the importance of learning, um, about writing arguments and things like that. But in real life, my students do have a hard time when I ask them to write essays, thinking about how does that apply to their, their lives?

And in reality, my adult students are, are, are rarely going to be asked to write an essay. That said, they are often asked to advocate for themselves, right? Whether, whether it's in a cover letter *[a small job application icon appears]* or, you know, writing to their, uh, representative in government *[a small icon of a politician at a podium appears]* or maybe just expressing their opinions on social media *[an icon of a hand holding a mobile phone appears]*. And that's kind of where I landed, um, for this culminating assessment.

I thought about it and I thought the best way to make this relevant for my students is to maybe think more about that idea of social media and I think more and more these days, posts on social media are videos. You know, it got me thinking maybe, uh, a, creating a two minute video would be really relevant for my students. We would start the unit by reading, um, a little background information about immigration in the U.S. and then we would switch our focus to more some of the current issues, the pros and cons. And then they would choose, uh, the issue that, you know, matters most to them. And they would form an argument and, and write. That's where they would get this written part in, right? They would write, uh, a speech and then they would present their argument in a, in a video, um, recorded speech.

I think with this culminating assessment, um, you know, they're getting this kind of cool behind the scenes look at one of the ways that influencers are preparing for their posts, but they're also getting this added bonus of learning the basics of making a good argument.

[The next question fills the screen: "What advice do you have for practitioners and programs designing their culminating assessments?"]

[The question disappears. The camera is focused on Lauren sitting on a couch in front of a bookcase.]

[Lauren] So the template provided, uh, some sentence stems, *[Lauren's face is minimized to the top right corner and the sentence stems from the unit plan template appear on screen]* and I kind of just followed those sentence stems and, and kind of filled in the blanks to create this part of the unit plan.

[The following sentence is highlighted in the unit plan template as she speaks: "Students will read/analyze/listen to [specify the kinds of texts] in order to advance their thinking about [specify the SS/Science/Career topic]."] So the first part talks about the media that the, the students are gonna use to learn about the topic and develop some reading and listening skills.

[The following sentence is highlighted in the unit plan template as she speaks: "Students will show their learning by [describe an end product/project that has real-world value]."] The second part addresses how they'll demonstrate their learning, so what they're producing that has connections to the real world.

[The following sentence is highlighted in the unit plan template as she speaks: "Teachers/students will evaluate learning by [specify the tools e.g., rubrics, checklists]."] And then the third part talks about how that learning will be evaluated. And, uh, that's kind of the section that I kind of had to keep coming back to as, uh, I worked on the unit.

[The sentence stems disappear and are replaced by the Unit Outcome/Culminating Assessment section of Lauren's revised unit plan.] So the first two parts were pretty solid. They read like this: Students will read slash listen to and analyze a variety of texts, including articles, timelines, and videos in order to deepen their understanding of current immigration issues in the U.S. Students will demonstrate their learning by writing and recording a video of a two-minute argumentative speech appropriate for a social media post, concerning an immigration issue of their choice.

Then I got to this third part, which is about evaluating their learning *[the unfinished third part reads like this “Teachers/students will evaluate learning by [specify the tools e.g., rubrics, checklists].”]*. And that part was a little bit tricky. *[Lauren’s revised unit plan disappears and is replaced by a document titled “Final Evaluation: Written & Recorded Speech”]* I ended up creating, uh, a really simple checklist to evaluate both the written part of the speech *[the following phrase is highlighted in the document: “Content & Organization”]*, the, the quality of their reasoning *[the following phrase is highlighted in the document: “reasons”]* and their, um, supporting evidence *[the following phrase is highlighted in the document: “supporting evidence”]*, the clarity of their writing *[the following phrase is highlighted in the document: “Clarity of Writing”]* and how well they use the writing process *[the following phrase is highlighted in the document: “Writing Process”]*, incorporating feedback from peer reviews, things like that.

And then the second part of the checklist was for their video version of the speech, and that was really just focusing on the presentation skills. Eye contact, speaking clearly, and then appropriate volume *[the following phrases are highlighted in the document as Lauren speaks: “eye contact”, “speaking clearly”, “appropriate volume”]*. Once I added the mention of the, the checklist into the culminating assessment statement *[the check-list document disappears and is replaced by the revised Unit Outcome/Culminating Assessment section of Lauren’s unit plan]*, I think the overall statement pretty clearly described how, uh, my students were going to demonstrate their learning. And then of course, how I was gonna evaluate it.

[The text in the image reads like this:

Column 1:

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- *When possible, include one or more authentic performance task(s), including ones that incorporate digital literacy and technology.*
- *See Examples.”*

Column 2:

“Students will read/listen to and analyze a variety of texts, including articles, timelines, and videos, in order to deepen their understanding of current immigration issues in the U.S.

Students will demonstrate their learning by writing and recording a video of a 2-minute argumentative speech appropriate for a social media post, concerning an immigration issue of their choice.

Teachers/students will evaluate learning by:

- *Using a checklist to ensure written speeches include well-supported arguments and sound reasoning*
- *Using a checklist to assess the speakers’ clarity, pacing, eye contact, and volume in the recorded videos of speeches.”]*

[All images disappear and the final question fills the screen: “What are the benefits of spending time on this section of the template?”]

[The question disappears. The camera focuses on Lauren sitting on a couch in front of a bookcase.]

[Lauren] Following the prompts, um, definitely helped me create a final assessment, uh, that was capturing how these skills would be used in real life. Getting back to that, uh, authentic performance task, uh, I think we nailed it. Uh, I know that my students are just gonna appreciate it more now that it's kind of more relevant to their lives. I also will say, um, just kind of as an end note that this section again, I feel like was really well worth the time and effort because it, it just paints this picture of what the unit is working toward and it makes it just so much easier moving forward with like, thinking about how to

structure the rest of the unit, even creating lesson plans themselves. It's, it's just become so much easier when you know what you're working towards when you can see that endpoint to kind of build in the rest.

[Credit slides:

- *Thanks to: [Middlesex Community College Logo] Middlesex Community College*
- *Adult Learning Center*
- *Lauren Twardy, ELA Teacher*
- *Katherine Innis, Director]*

[First credit slide transitions into the second slide]

- *Presented by: Public Adult Education of MA: Live to Learn*
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