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| **Developing Assessment Capable Learners Walkthrough Tool, aligned with DACL Practice Profile** | | | |
| **Essential Function** | **Element from Essential Function** | **Teacher/Classroom** | **Student** |
| **#1** | **writes daily targets in student-friendly language, using “I can,” or “I know” statements** | **Visible examples of:**   * Rubrics * Assessment capable language/vocabulary (“Where am I going? Where am I now? How do I close the gap?”) * Daily learning targets displayed where students can see and teachers/students can refer * Student work (examples/non-examples; weak/strong) | **Students:**   * Can show or tell learning target * Provide example of lesson or unit’s learning target * Use rubrics to assess and identify next steps |
| **creates daily opportunities for students to use or interact with learning targets** |
| **#2** | **provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria** | **Teacher:**   * models feedback strategies * refers to learning goals * discusses next steps with students * Highlights student progress, rather than grades * models how to assess progress with DACL language   **Visible examples of:**   * Student goals (in relation to learning target) * Classroom activities aimed at helping students understand their progress in relation to the learning target (formative assessment) * Resources aimed at supporting students’ understanding of their progress are visible * Student reflections * Ways students are keeping track of their learning progress are present (notebooks, charts, checklists, folders, web-based portfolios) | **In relation to learning target, students:**   * Verbalize next steps * Verbalize progress * Model feedback strategies and language with peers and teacher * Use instructional tools (e.g. discussion techniques, hand signals, personal white boards, desk arrangement) that encourage feedback with peers/teacher * Share understanding with peers and teacher * Share progress with peers and teacher * Feel comfortable making mistakes * Use vocabulary and phrases indicating self-assessment of work and progress * Use data to set learning goals (“Where am I going? Where am I now? How do I close the gap?”) |
| **provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process** |
| **paces instruction to allow for frequent, descriptive feedback to all students and allows time for students to act on the feedback received** |
| **asks students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process** |
| **instructs students to set personal goals based on feedback and self-assessment** |
| **#3** | **assists each student in determining what might be some of the next instructional steps for the individual.** | **Visible examples of:**   * Ways students are keeping track of their learning progress are present (notebooks, charts, checklists, folders, web-based portfolios) * Room arranged for easy sharing * Student goals (in relation to learning target) * Student progress, rather than student grades, is highlighted * Ongoing and fluid assessment of student progress are present (thumbs up/thumbs down, think-pair-share, random student call-outs) | **In relation to learning target, students:**   * Use rubrics to assess and improve their work * Create evidence of their understanding in relation to the learning target * Collaborate and share work, especially as it relates to the learning target * Feel comfortable sharing work with peers and teacher * Use DACL language when they share and collaborate |
| **paces instruction to allow for the feedback loop and focused student revision.** |
| **provides opportunities for students to self- reflect and document their learning.** |
| **provides opportunities for students to share their learning.** |