School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Subject/Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Developing Assessment Capable Learners Walkthrough Tool, aligned with DACL Practice Profile** |
| **Teacher:*** Models how to assess progress using DACL language and vocabulary
* Models feedback strategies
* Refers to learning goals
* Discusses next steps in relation to learning target with students
* Highlights student progress, rather than grades
 | **Classroom:*** Student progress, rather than student grades, is highlighted
* Classroom activities aimed at helping students understand their progress in relation to the learning target (formative assessment)
* Examples of ongoing and fluid assessment of student progress are present (thumbs up/thumbs down, think-pair-share, random student call-outs, personal white boards, discussion)
* Examples of students keeping track of their learning progress are present (notebooks, charts, checklists, folders, web-based portfolios)
* Room arranged for easy sharing
* Room easy to move around in

**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 reflections
* Student goals in relation to learning target
* Student work (examples/non-examples; weak/strong)
* Resources aimed at supporting students’ understanding of their progress
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| **Students:*** Show or tell learning target
* Provide example of lesson or unit’s learning target
* Use rubrics to assess and identify next steps
* Use instructional tools (e.g. discussion techniques, hand signals, personal white boards, desk arrangement) that encourage feedback with peers/teacher
* Provide example of the lesson’s learning target
* Model feedback strategies and language with peers and 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?”)
* Use rubrics to assess and improve their work
* Feel comfortable sharing work with peers and teacher
* Use DACL language when they share and collaborate

**In relation to learning target, students:** * Verbalize progress
* Verbalize next steps
* Collaborate on work
* Share work
* Create evidence of their understanding
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Notes: