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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
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| **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?”)
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| **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
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| **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.** |