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 |
| **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 |

Notes: