DACL

DEVELOPING ASSESSMENT CAPABLE LEARNERS WITH FEEDBACK



Overview

"Assessment capable" does not focus on how well students perform on tests. Rather, it means that students are able to gauge their own learning. It means that students understand whether they have met a learning target and in what areas they need extra help.

Effective Feedback is



Timely



Useful



Descriptive



Specific

Teachers



Model feedback strategies

Model the self-assessment process

Use DACL language & vocabulary

Highlight student progress rather than grades

Benefits of DACL

When students self-assess, track, and share their progress, their confidence as learners grows. Their motivation to do well increases, as does their achievement.







Where am I going?



How do I close the gap

As a Result, Students

Use rubrics to assess & identify next

steps

Use DACL

language when

sharing or

collaborating

Feel comfortable making mistakes

Share progress with peers & teacher

Model feedback strategies & language with peers & teacher

Use data to set learning goals

DACL Classroom Characteristics



Activities aimed at helping students understand their progress in relation to learning targets



Rubrics displayed



Examples of students tracking their learning progress



Room arranged for easy sharing



Examples of ongoing assessment of student progress can be found



Visible examples of student goals in relation to learning target



Indications of student reflections



Evidence of DACL language posted



Daily learning targets displayed



Notebooks, charts, checklists, folders, web-based portfolios of students tracking their learning progress are present







