Developing Assessment Capable Learners Practice Profile

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework has recently been developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). According to NIRN, the Practice Profile emerged from the conceptualization of the change process outline in the work of Hall and Hord's (2006) Innovation Configuration Mapping (NIRN, 2011).

The Practice Profile template includes four pieces and is anchored by the essential functions. First, as a header is the foundation of implementation that philosophically grounds implementation. Then moving from left to right across the template are the essential functions of the practice, implementation performance levels, and lastly, evidence which provides data or documentation for determining implementation levels.

How to Use the Practice Profile

The essential functions align with the teaching/learning objectives for each learning package. Four levels of implementation are described for each teaching/learning objective: exemplary, proficient, close to proficient, and far from proficient. The professional development provider should review the practice profile with the educator-learners, referring to the data and artifacts listed as suggested evidence. It is an important tool for self-monitoring their own implementation, because it serves as a reminder of the implementation criteria and is also aligned with the fidelity checklists and the electronic practice profile self-assessment tool. These sources provide data regarding further training or coaching.

	Developing Assessment Capable Learners Practice				
Essential Function	**Exemplary Implementation**	**Proficient**	**Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)**	**Far from Proficient (Follow-up professional**
1 Educators teach students to determine, "Where am I Going?"	When teaching students to develop learning goals, 5/5 criteria occur: Educator: • writes daily targets using student-friendly language, using "I can__," or "I know ____" statements • creates daily opportunities for students to use or interact with learning targets • develops rubric or scoring guide for appropriate assignments and provides multiple opportunities for students to use/interact with the rubric/scoring guide during the learning • analyzes sample work with the students using strong and weak examples and asking students to justify their analyses (an on-going task	When teaching students to determine learning goals, 4/5 criteria occur and must include: Educator: • writes daily targets using student-friendly language, using "I can____," or "I know____" statements • creates daily opportunities for students to use or interact with learning targets • asks students to set daily goals in relation to the learning targets	When teaching students to determine learning goals, 3/5 criteria occur and must include: Educator: • writes daily targets using student-friendly language, using "I can _____," or "I know _____" statements • creates daily opportunities for students to use or interact with learning targets	When teaching students to determine learning goals, fewer than 3/5 criteria occur.

| 2 | Educators teach students to determine, "Where am I Now?" | When teaching students to self-evaluate learning progress, 5/5 criteria occur: Educator:
• provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria
• 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 | When teaching students to self-evaluate learning progress, 4/5 criteria occur. | When teaching students to self-evaluate learning progress, 3/5 criteria occur. | When teaching students to self-evaluate learning progress, fewer than 3/5 criteria occur. |
| 3 | Educators teach students to determine, "How do I Close the Gap?" | When teaching students to identify next steps in learning, 4/4 criteria occur: Educator
• assists each student in determining what might be some of the next instructional steps for the individual.
• paces instruction to allow for the feedback loop and focused student revision.
• provides opportunities for students to self- reflect and document their | When teaching students to identify next steps in learning, 3/4 criteria occur. | When teaching students to identify next steps in learning, 2/4 criteria occur. | When teaching students to identify next steps in learning, fewer than 2 criteria occur. |

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.
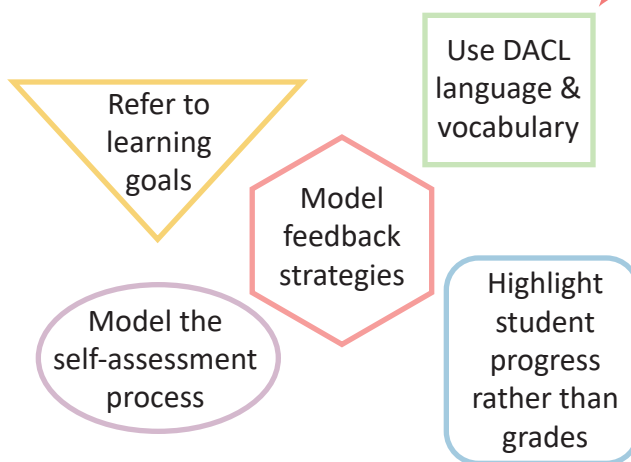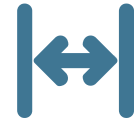
Benefits of DACL

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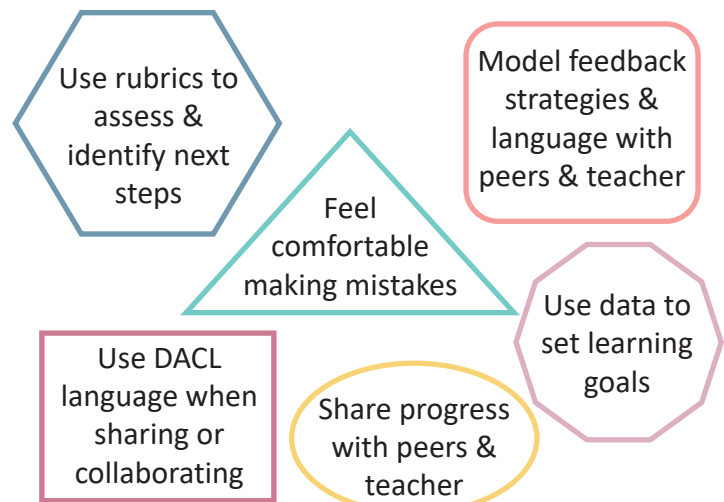
Where am I now?

Where am I going?

How do I close the gap

Effective Feedback is

Timely

Useful

Descriptive

Specific

Teachers

Refer to learning goals

Use DACL language & vocabulary

Model feedback strategies

Model the self-assessment process

Highlight student progress rather than grades

As a Result, Students

Use rubrics to assess & identify next steps

Model feedback strategies & language with peers & teacher

Feel comfortable making mistakes

Use data to set learning goals

Use DACL language when sharing or collaborating

Share progress with peers & teacher

DACL Classroom Characteristics

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

Visible examples of student goals in relation to learning target

Rubrics displayed

Indications of student reflections

Examples of students tracking their learning progress

Evidence of DACL language posted

Room arranged for easy sharing

Daily learning targets displayed

Examples of ongoing assessment of student progress can be found

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

Next Steps: Actions = Results

Content Focus

☐Collaborative Teams   ☐Common Formative Assessment   ☐Data-Based Decision Making   ☐Developing Assessment Capable Learners

School: _____   **Date Next Steps Form Written:**_____

Teams (e.g. grade level or content): _____

Action Planned **What?**	Responsible Person(s) **Who?**	Timeline **When?**	Resources/Support Needed	Results **So What?**