**Developing Assessment Capable Learners (DACL) Pre/Post**

***For each scenario below, does the student exhibit characteristics of an assessment capable learner? Mark yes or no.***

1. Chris is using a rubric his teacher gave him as he looks over the social studies biography he has just written. He sees that he needs to add a section to describe Thomas Jefferson’s early life, so he makes a plan to revise his biography to include it.
   1. **Yes**
   2. No
2. Pat is sharing graphs with his parents that show pretest and post test data over chemistry learning targets. He explains what the targets mean, which ones will require him to set new goals, and his plan to accomplish those goals.
   1. **Yes**
   2. No
3. Kate is completing the online programmed instruction for an Algebra lesson. She implements test taking strategies, resulting in high scores on unit and state assessments.
   1. Yes
   2. **No**

***For each scenario below, does the teacher exhibit characteristics that most effectively develop assessment capable learners? Mark yes or no.***

1. Mr. Sanders posts the state standards from his curriculum guide on sentence strips at the front of the room before beginning his physical education lesson each day.
   1. Yes
   2. **No**
2. Ms. Wilson allows her 5th grade students to review their answers on a summative assessment to see which questions they missed and why they received a certain grade. After they went over the assessment, Ms. Wilson moved on to the next unit.
   1. Yes
   2. **No**
3. Mr. Carson provides opportunities for his senior English students to use a rubric to sort writing samples into stacks: exemplary, proficient, close to proficient, and far from proficient.
   1. **Yes**
   2. No

***Does the feedback example effectively develop an assessment capable learner? Mark yes or no.***

1. “Great use of vocabulary words in your science report! To make it more interesting, look over the strategies to engage the reader. What strategies will you use to make the introduction more engaging?”
   1. **Yes**
   2. No
2. “Great job Devin! Your fluency rate has greatly improved in just one week! I am proud of the way your graph keeps going up! I can’t wait to share this news with your parents.”
   1. Yes
   2. **No**
3. “I like the way you persevere in orchestra class. You don’t give up even when you hit the wrong note. Keep on trying your best. I am so proud of you for striving to be a musician!”
   1. Yes
   2. **No**

***Middle school math students were assigned ten math problems as homework. Ben received his homework assignment back with a 10/20 score at the top of the page. Does the example demonstrate that the student is an assessment capable learner? Mark yes or no.***

1. Ben reviews the problems he missed and asks his peers with right answers to explain the strategy they used. He reworks the problems and asks the teacher for feedback on the progress he has made toward the correct answer.
   1. **Yes**
   2. No
2. Ben reviews which problems he missed on his own, notes he will try harder next time, and asks the teacher what he can do to make up the points.
   1. Yes
   2. **No**
3. Ben discusses his score with the peer sitting next to him, notes they got the same problems wrong but had different answers. They ask the teacher to give them the right answers.
   1. Yes
   2. **No**

***You are a high school social studies teacher. You and a social studies colleague are peer coaching each other on developing assessment capable learners. You’re at the beginning of a unit that culminates in a group project worth a major portion of the quarter grade. You decide to observe each other’s classrooms for optimal DACL conditions. Does the example demonstrate that the teacher is promoting assessment capable learning? Mark yes or no.***

1. Anonymous examples of strong past group projects are set up around the room for students to use as examples when it is time for them to complete their own group projects.
   1. Yes
   2. **No**
2. At the front of the class is a list of social studies Missouri learning standards, big enough for all students to see, translated into student friendly language. The standards present in the current unit are highlighted.
   1. Yes
   2. **No**
3. Students are working in pairs, translating the original, complicated group project rubric into student-friendly language and prioritizing which knowledge and skills they will need in order to do the project.
   1. **Yes**
   2. No

**Developing Assessment Capable Learners (DACL) Pre/Post Answer Key**

***For each scenario below, does the student exhibit characteristics of an assessment capable learner? Mark yes or no.***

1. Chris is using a rubric his teacher gave him as he looks over the social studies biography he has just written. He sees that he needs to add a section to describe Thomas Jefferson’s early life, so he makes a plan to revise his biography to include it.
   1. **Yes**
   2. No

**Rationale: Chris is assessing his work against defined criteria and setting specific goals based on that criteria to make progress toward the learning target.**

1. Pat is sharing graphs with his parents that show pretest and post test data over chemistry learning targets. He explains what the targets mean, which ones will require him to set new goals, and his plan to accomplish those goals.
   1. **Yes**
   2. No

**Rationale: Pat shares his success in making progress toward the learning targets. He describes the intended learning targets and uses them to figure out how to close his own learning gap.**

1. Kate is completing the online programmed instruction for an Algebra lesson. She implements test taking strategies, resulting in high scores on unit and state assessments.
   1. Yes
   2. **No**

**Rationale: Kate does well on assessments, but that does not necessarily make her an assessment capable learner who is able to self-regulate her own learning.**

***For each scenario below, does the teacher exhibit characteristics that most effectively develop assessment capable learners? Mark yes or no.***

1. Mr. Sanders posts the state standards from his curriculum guide on sentence strips at the front of the room before beginning his physical education lesson each day.
   1. Yes
   2. **No**

**Rationale: Standards are not broken down into daily learning targets and students are not interacting with them.**

1. Ms. Wilson allows her 5th grade students to review their answers on a summative assessment to see which questions they missed and why they received a certain grade. After they went over the assessment, Ms. Wilson moved on to the next unit.
   1. Yes
   2. **No**

**Rationale: The summative assessment review takes place after the learning, providing no opportunities for students to master learning targets or for reteaching.**

1. Mr. Carson provides opportunities for his senior English students to use a rubric to sort writing samples into stacks: exemplary, proficient, close to proficient, and far from proficient.
   1. **Yes**
   2. No

**Rationale: Students are analyzing strong and weak examples to better understand success criteria.**

***Does the feedback example effectively develop an assessment capable learner? Mark yes or no.***

1. “Great use of vocabulary words in your science report! To make it more interesting, look over the strategies to engage the reader. What strategies will you use to make the introduction more engaging?”
   1. **Yes**
   2. No

**Rationale: Provides specifics regarding the student’s progress in relation to the learning target. Prompts student to determine how to advance toward the learning target and helps the learner understand what he or she needs to do to improve.**

1. “Great job Devin! Your fluency rate has greatly improved in just one week! I am proud of the way your graph keeps going up! I can’t wait to share this news with your parents.”
   1. Yes
   2. **No**

**Rationale: Feedback does not provide information to advance learning toward the learning target. It does not help the learner understand what he or she needs to do to improve.**

1. “I like the way you persevere in orchestra class. You don’t give up even when you hit the wrong note. Keep on trying your best. I am so proud of you for striving to be a musician!”
   1. Yes
   2. **No**

**Rationale: No specific descriptive feedback is provided about their current achievement (Where am I now?) with respect to a goal (Where am I going?).**

***Middle school math students were assigned ten math problems as homework. Ben received his homework assignment back with a 10/20 score at the top of the page. Does the example demonstrate that the student is an assessment capable learner? Mark yes or no.***

1. Ben reviews the problems he missed and asks his peers with right answers to explain the strategy they used. He reworks the problems and asks the teacher for feedback on the progress he has made toward the correct answer.
   1. **Yes**
   2. No

**Rationale: The student seeks an example of a strong model on his own, asks for feedback about his progress, and focuses on his progress instead of his grade.**

1. Ben reviews which problems he missed on his own, notes he will try harder next time, and asks the teacher what he can do to make up the points.
   1. Yes
   2. **No**

**Rationale: The student’s goal is points rather than progress and he has not identified why he got the problem wrong or how he might get it right next time.**

1. Ben discusses his score with the peer sitting next to him, notes they got the same problems wrong but had different answers. They ask the teacher to give them the right answers.
   1. Yes
   2. **No**

**Rationale: Students are focused on getting the answers correct rather than progress. Student are not self-directed in determining their next steps, instead they are relying on the teacher.**

***You are a high school social studies teacher. You and a social studies colleague are peer coaching each other on developing assessment capable learners. You’re at the beginning of a unit that culminates in a group project worth a major portion of the quarter grade. You decide to observe each other’s classrooms for optimal DACL conditions. Does the example demonstrate that the teacher is promoting assessment capable learning? Mark yes or no.***

1. Anonymous examples of strong past group projects are set up around the room for students to use as examples when it is time for them to complete their own group projects.
2. Yes
3. **No**

**Rationale: No weak examples, no defined criteria for the strong examples.**

1. At the front of the class is a list of social studies Missouri learning standards, big enough for all students to see, translated into student friendly language. The standards present in the current unit are highlighted.
2. Yes
3. **No**

**Rationale: Learning targets are too vague to be meaningful for students.**

1. Students are working in pairs, translating the original, complicated group project rubric into student-friendly language and prioritizing which knowledge and skills they will need in order to do the project.
2. **Yes**
3. No

**Rationale: Students understand what they are supposed to learn and start setting goals, becoming the drivers of their own learning.**