



Enhanced Assessment Capable Learners to Engage All Students

**Leveraging brain-
based strategies to
enhance DACL**

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Norms

- **Begin and end on time.**
- **Use technology to enhance learning.**
- **Respect the opinions of others.**
- **Be an active participant.**
- **Keep sidebars to a minimum.**
- **Feel free to ask questions!**
- **Learning is mandatory, suffering is optional.**

Developing Assessment Capable Learners

**Assessment
Capable
Learners
can identify:**


1. Where Am I
Going?
2. Where Am I
Now?
3. How Can I
Close the Gap?

Review Activity: Filling Gaps/Carousel Review

Directions:

There are four sheets of poster paper around the room: one for each of the first four DACL Strategies. In 2 minute (or less) intervals:

- 1. Find the Strategy you're most familiar with and write everything you know about it.**
- 2. Find the Strategy you're next most familiar with and write everything you know about it.**
- 3. Find the Strategy you're next most familiar with, read what others put, and add anything you can.**
- 4. Find the Strategy you're least familiar with and read what everyone else has written thus filling in the gaps in your learning.**



08 : 00

What did you learn?

Professional Development to Practice

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.

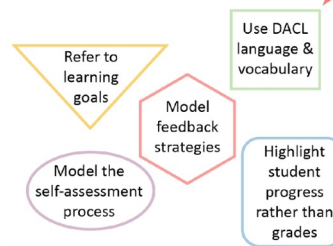
Benefits of DACL

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

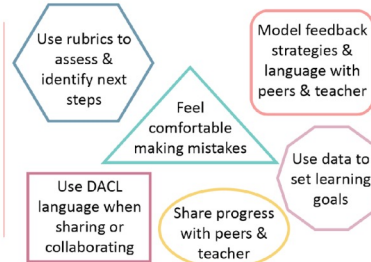
Effective Feedback is



Teachers



As a Result, Students



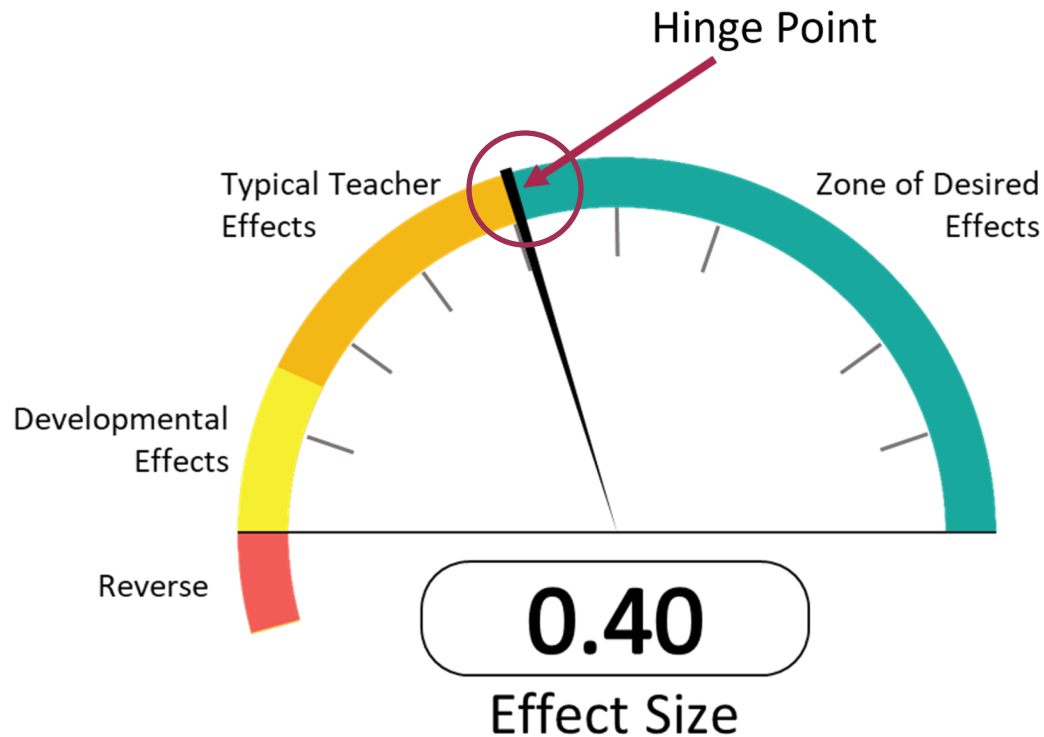
DACL Classroom Characteristics

- 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

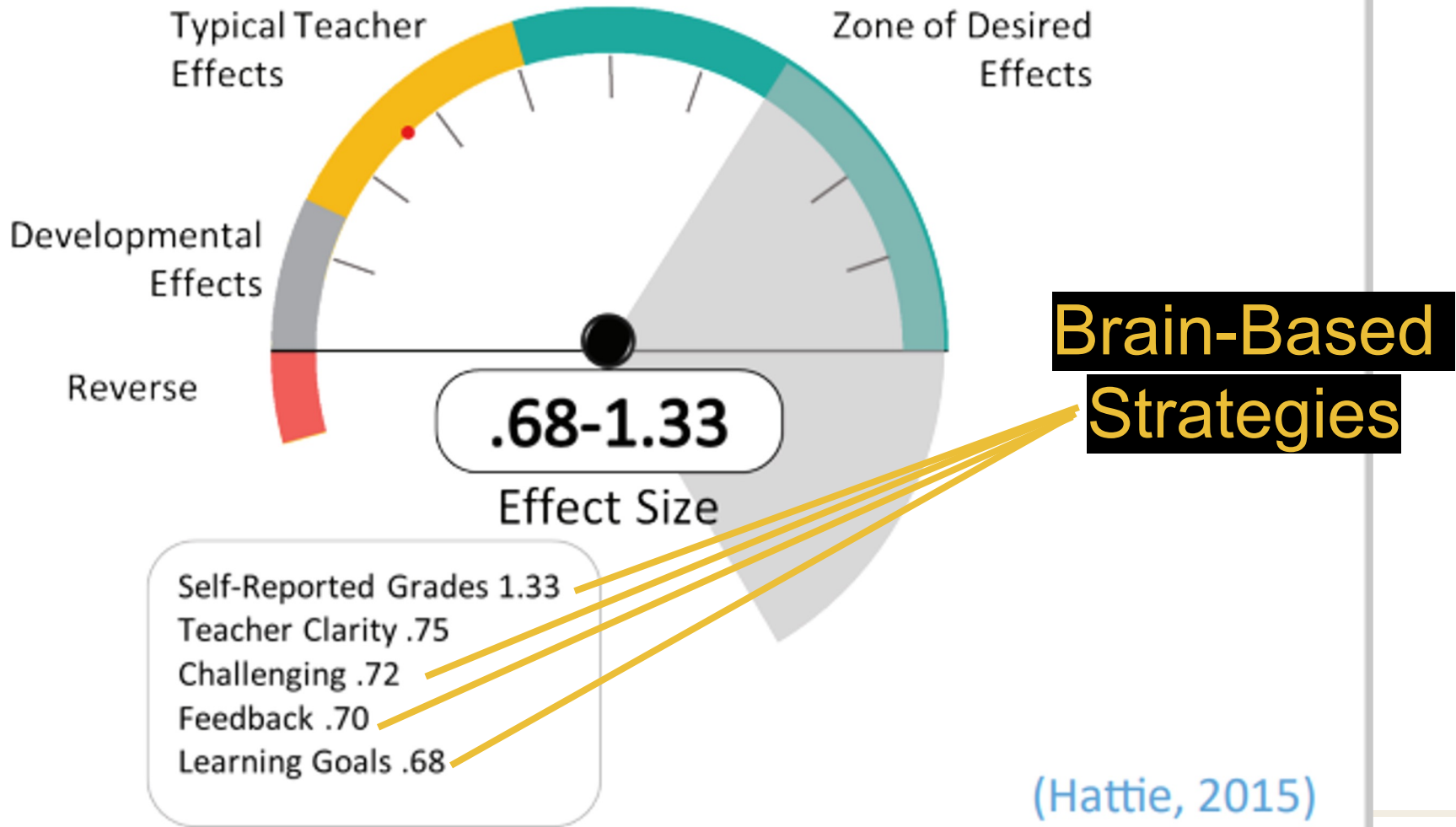


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Hattie's "Barometer of Influence"



Assessment Capable Learners



Missouri Teacher Standards

Standard 1: Content Knowledge
Aligned with Appropriate Instruction.

Standard 2: Student Learning,
Growth, and Development

Standard 6: Effective Communication

Standard 7: Student Assessment and
Data Analysis

Session at a Glance

- Use previous training on DACL EF1 & EF2 as a base for next steps.
- Discuss the benefit of DACL strategies in engaging all students.
- Understand how DACL strategies are enhanced with brain-based practices.

Learning Targets

- ❑ I can reflect and discuss previous training on DACL EF 1 & 2 in order to plan next steps.
- ❑ I can engage all students with the first four DACL strategies.
- ❑ I can identify the benefits of enhancing DACL strategies with brain-based practices.



Essential Questions

- ❑ How do I already implement pieces of DACL EF 1 & 2?
- ❑ What does it mean to develop assessment capable learners?
- ❑ What brain-based practices can I use to enhance DACL strategies?

Assessment Capable Learners Defined

- ❑ Term invented by New Zealand department of education to emphasize student involvement.

- ❑ **Goal:** Students feel deeply accountable for their own progress and become motivated, effective, self-regulating learners.

- ❑ **What it looks like:**
 - ❑ Understand what they are supposed to learn
 - ❑ Monitor their own progress
 - ❑ Set goals
 - ❑ Reflect on their learning

Conation

Conation (n): mental faculty of purpose, striving, and directing one's energy toward a goal.

There are six elements of conation:

- Belief which gives us...
- Courage that in turn inspires us to have...
- Energy which sustains our...
- Commitment which-with the previous three-strengthens our...
- Convictions which-when we act on them-leads to...
- Change.

When students engage these six elements, the possibilities for learning and growth are endless (Riggs & Gholar 2009).

DACL = Whole Brain Education

DACL Practice

Learning Targets

Strong/Weak Work

Rubrics

Feedback

Peer Evaluation & Discussion

Student Goals

Rest Brain Based Practices

Clear Goals

Modeling

Clear Expectations

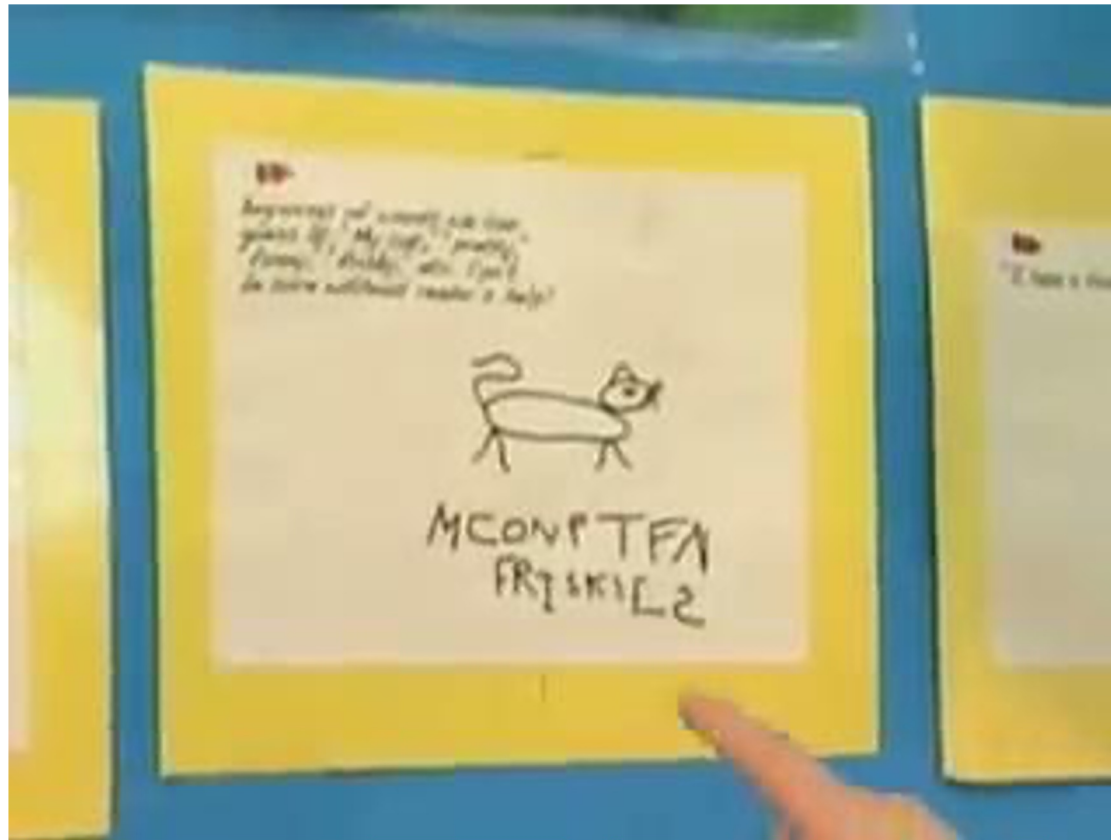
Feedback

Teaming

Clear Goals

Assessment Capable Learner in Action

Sarah's Video



**Give “one”,
Get “one”.**

**After watching that video,
think of one DACL practice
that was apparent and one
Brain-based practice.**

**Pair up with a partner and
each of you share your
observations.**



Assessing Current Reality



“What we learn today doesn't make yesterday wrong. It makes tomorrow better.”

-Jeff Zoul

Teacher Strategies for Developing Assessment Capable Learners

To help students know where they are going, I need to:

1. Provide clear & understandable vision of the learning target.
2. Use examples & models of strong and weak work.

To help students know where they are now, I need to:

3. Offer regular descriptive feedback.
4. Teach students to self-assess and set goals.

To help students know how to close the gap, I need to:

5. Use evidence of student learning needs to determine next steps in teaching.
6. Design focused instruction, followed by practice with feedback.
7. Provide students opportunities to track, reflect on, and share their learning progress.

“Indispensable Condition: for Improvement in Learning

The student:

- Comes to hold a concept of quality roughly similar to that of the teacher.” (*Where am I going?*)
- Is able to monitor continuously the quality of work produced during the act of production. (*Where am I now?*)
- Has a repertoire of alternative learning strategies to employ when faced with incomplete mastery. (*How can I close the gap?*)

Brain Based Tools

DACL EF1: Strategy 1

Provide a clear and understandable vision of the learning target.

Student friendly learning targets provide visuals and help increase student belief in their ability to learn.

1. Create visually appealing learning targets (our brains attach more information to sensory based memories i.e. pictures)
2. Use “Showdown” when engaging students in understanding a learning target.
 - a. Students in a group each write down what they believe the learning target means or how to interpret the standard to develop the learning target. When you call time, the students in the group show each other their answers and collaborate until the group has a single answer.
3. Use a call and response to get students engaged in the learning targets throughout your lessons.
4. Use [\\$10,000 Pyramid](#) to have students describe a word without saying it.
 - a. Students have to think critically about the words in a learning target.

Continued

5. [The Frayer Model](#) can easily be used by putting the learning target in the center and have the student engage with it through defining words, finding the verbs/nouns, writing it as they understand it, etc.

Brain Based Tools

DACL EF1: Strategy 2

Use examples of strong and weak work.

The more examples the better as they help the brain visualize the goal and developing brains are keyed to visuals.

1. [Gallery Walks](#) can easily be used to address strong and weak work
 - a. The strong and weak work would be posted around the room, and, in timed intervals, students would walk from example to example.
2. Gallery Walks can be extended with “Jot Thoughts” where students use post it notes to make observations or leave comments regarding the strong and weak work, and after the walk is complete, the notes can be collected and discussed or analyzed.
3. [KWL](#) can be used with strong and weak work to see what the students already know about an assignment, what they want to know, and, after reviewing the strong and weak work, what they learned.

Brain Based Tools

DACL EF1: Strategy 3

Offer regular descriptive feedback.

Regular (the brain thrives on consistency), descriptive (connection is developed when students see improvement in their work), & actionable (the adolescent brain needs practice in developing goals) feedback is a major factor in developing ACL and adolescent development.

1. Students can use “Give, Take, Give” when giving Peer Feedback
 - a. When reviewing each other’s work, the students Give a compliment, Take an idea, and Give a suggestion for their peer’s work.
2. Use “[Chunking](#)” when giving feedback.
 - a. Breakdown your feedback into chunks-just as you can do with a difficult topic-so they’re more manageable for students.
3. Student-Led Conferences are a powerful tool that put the evaluation on the student’s shoulders.
 - a. Paired with a strong rubric, this tool makes for a powerful learning experience for teacher and student when giving feedback

Brain Based Tools

DACL EF1: Strategy 4

Teach students to self-assess and set goals.

***Goal setting is one of the most important Brain-Based Strategies**

Goal setting develops the frontal lobes of the brain which manage higher level executive functions (Sprenger, 2010)

1. Sketchnoting (especially for visual learners) helps students attach information to a visual causing them to more easily recall it. Goals should be something that students review and revisit often.
2. Have students use [“Turn and Talk”](#) aka “Shoulder Partners” to discuss their personal goals.
3. Students can use “Thirty Second Expert” to explain and review each other’s goals.
 - a. One student explains their goal for 30 seconds, the second repeats what they learned & explains their goal for 30 seconds then the first explains.

Statements (Shoulder Partners) 4 min

With your shoulder partner, discuss the statements, think of a Brain-Based tool that would support these DACL based tasks.

1. In clear language, I communicate the learning targets my students are to hit.
2. I engage students in clarifying any ambiguous terms in the learning target.
3. My students can accurately describe what targets they are to hit.
4. I engage students in defining what success of the learning target looks like.
5. My feedback to students is descriptive and timely, helping students to know how to close the gap in their learning.
6. My students are actively learning to manage their own learning through self-assessment and goal setting.
7. I ensure students use feedback to revise and refine their work.
8. My students actively and effectively communicate with others about their achievement status and improvement.



What Motivates Your Students?

- ❑ A performance or ego orientation, where the student's goal is to prove ability or hide a perceived lack of ability.
- ❑ A task-completion orientation, where the student's goal is to get it done and get a grade.
- ❑ A learning orientation, where the student's goal is to get better.

Key Factors in Developing a Learning Orientation in Students

- Having clear learning targets or visions and making them clear to students
- Focusing instruction, learning activities, and diagnostic assessment on the learning targets
- Ensuring your assessment practices treat learning as a progression and mistakes as a way to learn
- Structuring sufficient practice time with feedback before the graded event
- Teaching students to self-assess and set meaningful goals for further learning

Learning Styles (Think-Pair-Share & Gallery Walk)

Take 2 minutes to read through the descriptions of the learning style, see which one best fits you, think about what DACL strategies work particularly well with that type, and what modifications are needed to help those with your learning style to become assessment capable learners.

VISUAL • Uses visual objects such as graphs, charts, pictures, and seeing information • Can read body language well and has a good perception of aesthetics • Able to memorize and recall various information • Tends to remember things that are written down • Learns better in lectures by watching them

AUDITORY • Retains information through hearing and speaking • Often prefers to be told how to do things and then summarizes the main points out loud to help with memorization • Notices different aspects of speaking • Often has talents in music and may concentrate better with soft music playing in the background

KINESTHETIC • Likes to use the hands-on approach to learn new material • Is generally good in math and science • Would rather demonstrate how to do something rather than verbally explain it • Usually prefers group work more than others



Learning Styles & DACL

Now that you know your learning style, take 5 minutes to:

1. Find the sheet of poster paper around the room with your learning style written on it.
2. Discuss with that group what brain-base tools you could use to develop ACL differently with students who share your learning style.
3. List your findings on the poster.
4. Visit each of the other two posters to learn about those learning styles.





Reflection Pair Up

1's tell 2's:

What is similar between the DACL strategies and Brain-Based strategies?

2's tell 1's:

How do brain-based tools help us to develop ACL?



Closing & Follow-up

Developing Assessment Capable Learners with the aid of brain-based tools.

The brain-based tools used with you today!

1. Filling in the Gaps/Carousel Review
2. Movement
3. Music
4. Shoulder Partners
5. Give One, Get One
6. Narrative
7. Think-Pair-Share
8. Reflection Pair Up
9. Gallery Walk
10. Visuals
11. Procedures

Resources for More

Search “Teacher Toolkit” on YouTube
Show-Me Cooperate Learning
Kagan Strategies