# Smooth DACL Integration

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# Your Facilitators

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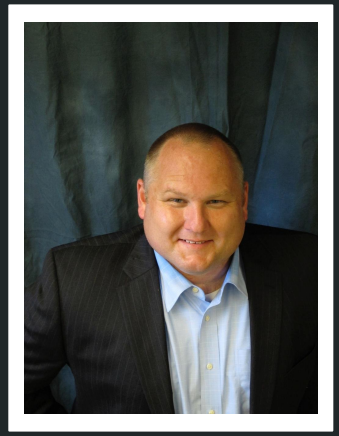

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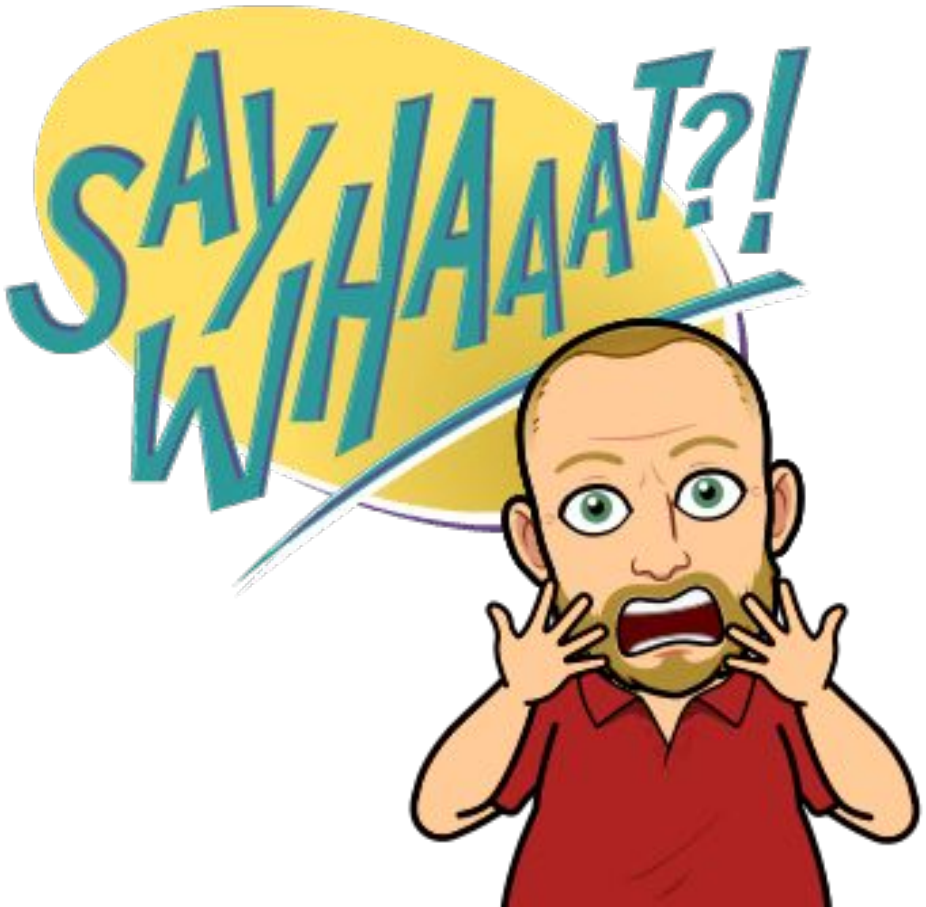


So what is DACL??

# POP QUIZ

What does DACL stand for?

# Developing Assessment Capable Learners

1. Where are we going?

# Developing Assessment Capable Learners

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|---|
| 1. Where are we going? |
| 2.) Where am I now? |

# Developing Assessment Capable Learners

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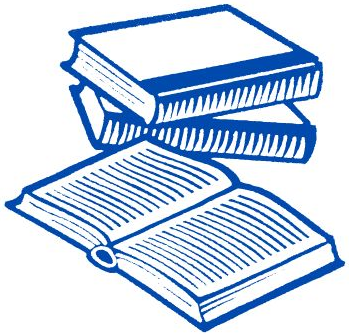
|---|
| 1. Where are we going? |
| 2.) Where am I now? |
| 3.) How do I close the gap? |

DACL in the Classroom includes . . .

- Learning Targets
- Success Criteria
- Self Assessment
- Goal Setting
- Formative Assessments
- Feedback

# LEARNING TARGETS FOR TODAY:

- I CAN IDENTIFY AND EXPLAIN THE CRITERIA FOR SUCCESSFUL IMPLEMENTATION OF DACL IN THE CLASSROOM
- I CAN THOUGHTFULLY REFLECT ON INSTRUCTIONAL PRACTICES THAT SUPPORT DACL IMPLEMENTATION USING THE PRACTICE PROFILE
- I CAN USE THE RUBRIC TO MAKE NECESSARY CHANGES TO MY INSTRUCTIONAL PRACTICES IN ORDER TO DEVELOP ASSESSMENT CAPABLE LEARNERS



| Developing Assessment Capable Learners Practice Profile | | | | | |
|---|---|---|---|---|---|
| **Essential Function** | | **Exemplary Implementation** | **Proficient** | **Close to Proficient** | **Far from Proficient** |
| 1 | Educators teach students to determine "Where am I Going?" | When teaching students to develop learning goals, 5/5 criteria occur.<br><br>Educator<br><br>• Writes daily targets using student-friendly language, using "I can _____" or "I know _____" statements<br>• Creates daily opportunities for students to use or interact with learning targets<br>• 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<br>• Analyzes sample work with the students using strong and weak examples and asking students to justify their analyses (an ongoing task throughout learning to clarify misconceptions)<br>• Asks students to set daily goals in relation to the learning targets | When teaching students to determine learning goals, 4/5 criteria occur and must include the following.<br><br>Educator<br><br>• Writes daily targets using student-friendly language, using "I can_____" or "I know _____" statements<br>• Creates daily opportunities for students to use or interact with learning targets<br>• 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 the following.<br><br>Educator<br><br>• Writes daily targets using student-friendly language, using "I can _____" or "I know _____" statements<br>• 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. |

| Developing Assessment Capable Learners Practice Profile | | | | | |
|---|---|---|---|---|---|
| **Essential Function** | | **Exemplary Implementation** | **Proficient** | **Close to Proficient** | **Far from Proficient** |
| 2 | Educators teach students to determine "Where am I Now?" | When teaching students to self-evaluate learning progress, 5/5 criteria occur.<br><br>Educator<br><br>• Provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria<br>• Provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process<br>• Paces instruction to allow for frequent, descriptive feedback to all students and allows time for students to act on the feedback received<br>• Asks students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process<br>• Instructs students to set personal goals based on feedback and self-assessment | 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.<br><br>Educator<br><br>• Assists each student in determining what might be some of the next instructional steps for the individual<br>• Paces instruction to allow for the feedback loop and focused student revision<br>• Provides opportunities for students to self-reflect and document their learning<br>• Provides opportunities for students to share their learning | 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 2/4 criteria occur. |

| 4215Developing Assessment Capable Learners Walkthrough Tool, aligned with DACL Practice Profile | | | |
|---|---|---|---|
| **Essential Function** | **Element from Essential Function** | **Teacher/Classroom** | **Student** |
| **#1** | **writes daily targets in student-friendly language, using "I can," or "I know" statements**<br>**creates daily opportunities for students to use or interact with learning targets** | **Visible examples of:**<br>❑ Rubrics<br>❑ Assessment capable language/vocabulary ("Where am I going? Where am I now? How do I close the gap?")<br>❑ Daily learning targets displayed where students can see and teachers/students can refer<br>❑ Student work (examples/non-examples; weak/strong) | **Students:**<br>❑ Can show or tell learning target<br>❑ Provide example of lesson or unit's learning target<br>❑ Use rubrics to assess and identify next steps |
| **#2** | **provides descriptive task feedback to all students throughout their learning that clearly links to learning goal and success criteria**<br>**provides feedback about strengths and offers information to guide actionable improvement to all students multiple times throughout the learning process**<br>**paces instruction to allow for frequent, descriptive feedback to all students and allows time for students to act on the feedback received**<br>**asks students to self-regulate by assessing their own progress and justifying their assessments multiple times throughout the learning process**<br>**instructs students to set personal goals based on feedback and self-assessment** | **Teacher:**<br>❑ models feedback strategies<br>❑ refers to learning goals<br>❑ discusses next steps with students<br>❑ Highlights student progress, rather than grades<br>❑ models how to assess progress with DACL language<br><br>**Visible examples of:**<br>❑ Student goals (in relation to learning target)<br>❑ Classroom activities aimed at helping students understand their progress in relation to the learning target (formative assessment)<br>❑ Resources aimed at supporting students' understanding of their progress are visible<br>❑ Student reflections<br>❑ Ways students are keeping track of their learning progress are present (notebooks, charts, checklists, folders, web-based portfolios) | **In relation to learning target, students:**<br>❑ Verbalize next steps<br>❑ Verbalize progress<br>❑ Model feedback strategies and language with peers and teacher<br>❑ Use instructional tools (e.g. discussion techniques, hand signals, personal white boards, desk arrangement) that encourage feedback with peers/teacher<br>❑ Share understanding with peers and teacher<br>❑ Share progress with peers and teacher<br>❑ Feel comfortable making mistakes<br>❑ Use vocabulary and phrases indicating self-assessment of work and progress<br>❑ Use data to set learning goals ("Where am I going? Where am I now? How do I close the gap?") |
| **#3** | **assists each student in determining what might be some of the next instructional steps for the individual.**<br>**paces instruction to allow for the feedback loop and focused student revision.**<br>**provides opportunities for students to self- reflect and document their learning.**<br>**provides opportunities for students to share their learning.** | **Visible examples of:**<br>❑ Ways students are keeping track of their learning progress are present (notebooks, charts, checklists, folders, web-based portfolios)<br>❑ Room arranged for easy sharing<br>❑ Student goals (in relation to learning target)<br>❑ Student progress, rather than student grades, is highlighted<br>❑ Ongoing and fluid assessment of student progress are present (thumbs up/thumbs down, think-pair-share, random student call-outs) | **In relation to learning target, students:**<br>❑ Use rubrics to assess and improve their work<br>❑ Create evidence of their understanding in relation to the learning target<br>❑ Collaborate and share work, especially as it relates to the learning target<br>❑ Feel comfortable sharing work with peers and teacher<br>❑ Use DACL language when they share and collaborate |

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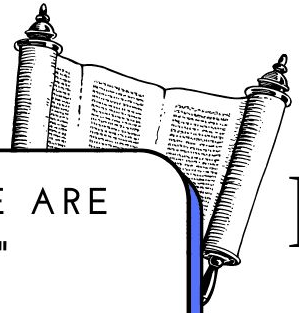


ANSWERS "WHERE ARE WE GOING?"

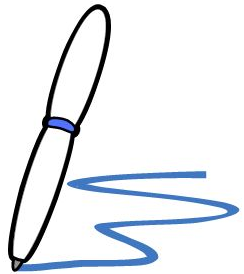
SHOULD BE REFERENCED CONTINUALLY THROUGHOUT INSTRUCTION

REFLECT: HOW DO I PROVIDE STUDENTS WITH OPPORTUNITIES TO CONTINUALLY INTERACT WITH THE LEARNING TARGET?

# LEARNING TARGETS

- Student-Friendly Language
- Written as, "I can..." statements
- Directly tied to state standards
- Utilizes the same vocabulary and verbiage that is required according to the standard

Small Changes = Big Impact!



# SUCCESS CRITERIA

Learning Targets

INTRODUCE AND UTILIZE RATING SCALES

Give examples of Weak and Strong work

Whole group discussions around what success will look like

GOAL SETTING OPPORTUNITIES

# REFLECT: SUCCESS CRITERIA

Who creates the success criteria? What is it based on?

When is success criteria introduced?

How is the success criteria introduced and discussed?

Is the success criteria referenced throughout learning opportunities?

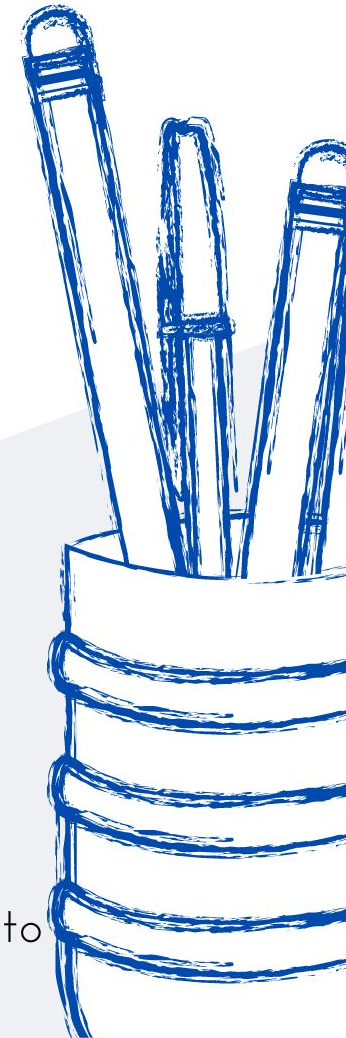
# SELF-ASSESSMENT

## ANSWERS "WHERE ARE WE NOW?"

SELF-ASSESSMENT SHOULD BE A PRACTICE THAT BEGINS ON *DAY ONE*

Specific Teacher Feedback, Rubrics, and Strong/Weak work examples are required in order for students to self-assess accurately!

Students should be able to objectively determine where they are in relationship to their progress toward the learning target



# SELF-ASSESSMENT

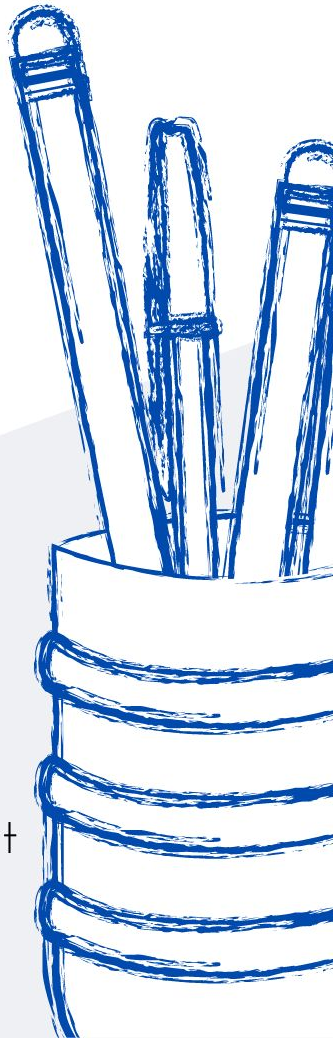
## ANSWERS "WHERE ARE WE NOW?"

How do you encourage students to interact with the learning targets?

How can you teach students to look at their progress toward the learning targets objectively?

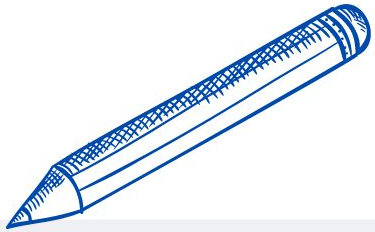
What different opportunities can you provide students with to self-assess?

Does the teacher provide specific, relevant feedback to students as they are self-assessing?



# GOAL SETTING

Answers the question,
"How do I close the gap?"



## REGULAR DATA REVIEW

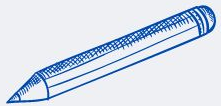
Conferencing with students

Intentional time for student reflection

## STUDENTS SHOULD HAVE ACCESS TO LEARNING TARGETS AND SUCCESS CRITERIA!

# REFLECT ON GOAL SETTING

Do you prioritize having examples of success at each level of learning?



Are students given clear direction when discussing how to improve?

How do you motivate and empower students to grow toward the learning target?

# REFLECT ON YOUR LEARNING

REVIEW THE HANDOUTS AT YOUR TABLES AND CHOOSE A REFLECTION QUESTION TO DISCUSS BASED ON THE COMPONENTS PREVIOUSLY DISCUSSED (LEARNING TARGETS, SUCCESS CRITERIA, SELF-ASSESSMENT, AND GOAL-SETTING). BE READY TO SHARE OUT WHEN THE TIMER GOES OFF!

Strong Foundation = Strong Construction

# FORMATIVE ASSESSMENTS

Occurs throughout learning

Gives the teacher the opportunity to define where the student is at in their learning

Provides both teacher and student to reflect on progress toward learning target

# FORMATIVE ASSESSMENTS

Do you remind students of the learning target when giving formative assessments?

Are formative assessments aligned with the learning target being assessed?

Are students given direct, relevant feedback in a timely manner related to the learning target?

# FEEDBACK

Honest evaluation of where student is in regard to the learning target

Leads to recreating goals for growth as necessary

Should be specific, relevant, and utilizes the language of the learning target.

# FEEDBACK

Are students given direct, relevant feedback in a timely manner related to the learning target?

Are students given the chance to provide their own feedback in regard to their progress in order to recreate goals?

Is peer-review supported in the classroom, or is the instructor the only one giving feedback?

# WHAT NOW?

As educators, how do we ourselves see this in practice?

# LEARNING TARGET AND SUCCESS CRITERIA

- I CAN USE THE RUBRIC TO MAKE NECESSARY CHANGES TO MY INSTRUCTIONAL PRACTICES IN ORDER TO DEVELOP ASSESSMENT CAPABLE LEARNERS

Success Criteria: Practice Profile Rubric, Administrator and Consultant feedback

# SELF-ASSESSMENT AND GOAL-SETTING

Review the Practice Profile Rubric: Where are you in light of these DACL components? What is a goal you can set for the upcoming school year?

**EXAMPLES:**

I want to work on writing my learning targets as, "I can..." statements.

I want to be more intentional about providing students with rubrics.

# FORMATIVE ASSESSMENT AND FEEDBACK

- Observations throughout school year
- Record your lessons and reflect
- Have times set aside to receive and review feedback from administrators and consultants.

# Resources

Checkout the Podcast!

Show-Me Education Podcast

bit.ly/showmeedu

## Catch the material

Slide deck - bit.ly/smoothdacl

Reflection Questions Doc - bit.ly/smoothdaclreflect

DACL Practice Profile - bit.ly/daclpracticeprofile

DACL Walk Through Look Fors - bit.ly/daclwalktool

# THANK YOU FOR LISTENING!

Questions, Comments, or Feedback? Contact us via email!

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