



What Does DACL Actually Look Like in the Classroom?

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What is Developing Assessment Capable Learners?

A DACL is any student who:

- * knows the learning objective.
- * can describe where they are in understanding the lesson.

AND

- * can use that information to choose learning strategies to improve their performance.

students become self-regulators in their learning, can track and share their work, and are more motivated to do better when they succeed in the classroom.

Steps to DACL:



1. Essential Questions, I Can Statements, and Success Criteria for Missouri Learning Standards
2. Classroom Setup
3. Introducing DACL to Students
4. Teaching DACL in Separate Lessons
5. Classroom Anchor Charts
6. Incorporating DACL into Lessons
7. Use of Technology
8. Use of Data
9. Feedback
10. Trial and Error



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EQ's, I Can Statements, Success Criteria:

In our classrooms, we should have:

I Can Statements, Essential Questions, and Success Criteria for each standard we are currently teaching.

- *The **I Can Statements** provide students with a student-friendly statement of the standard.
- *The **Essential Questions** (EQ's) provide students with a guide to why they are learning the standard.
- *The **Success Criteria** provide students with a list of things they should know by the time they have learned the standard.



1

Examples of EQ's, I Can Statements, Success Criteria:

Ms. Waters Class Can...

STEM points goal: 20

Reading
EQ: Why is "Finding Text Evidence" important? Can you give me an example?
*Why is the setting important in a story? (Text Map)

Math
EQ: How are decimals used in real-life?

Writing
EQ: Why are sources important when researching?

Science
Lunar Phases
EQ: Why is the moon important?
MO Standards: 7.1A, 3.1A, 1.1, 1.2, 1.3, 1.4, 1.7, 2.2

Spelling
EQ: Why are prefixes important?

Fantastic Friday 3-4-16

EQ: Why are contrast words important in a story/writing?

Writing
Learning Target:
I can write adjectives. (describing words)

Success Criteria:
• describe a scarecrow
• write a sentence with an adjective

What we will **BEE** learning today:

Print Concepts:
I can follow words from left to right, top to bottom, and page by page.

Essential Question:
Why do we need to know how words are written on the page?

Essential Question:
What do myths help us understand about plants?

Reading Literature
I can read and comprehend stories and poetry on a 2nd grade level.

Reading Informational Text
I can determine the meaning of words and phrases in text about 2nd grade topics or subjects.

I can... use background knowledge to reread the story.
Essential Question: Why is background knowledge important?

I can... discuss the Reading EQ by using vocabulary words.
Essential Question: Why do we need to learn the Reading Essential Question?





Classroom Setup:



In our classrooms, we need to have spaces designed for students to be able to collaborate with each other. Students need to have the ability to move around and use resources in the room.



3

Introducing DACL to Students:

I feel the best way to introduce DACL to students is to be very honest and open with them! One resource I used is the chart created by UMKC Mo Edu-Sail. We discussed the chart and any words students did not understand.

Assessment Capable Learners

Who are Assessment Capable Learners?

Students who:

- know the **learning target** for the lesson
- can describe where they are in relation to the criteria
- use that information to **select learning strategies** to improve their work

Benefits:

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

Stiggins & Chappuis 2010

Getting better. I'm starting to understand what to do.

Closing the Gap

- Students engage in reflective review (revision)
- Students can be encouraged to set questions and create solutions (refine)
- Students apply scoring criteria through peer assessment and self-assessment (rework)

Who is an Assessment Capable Learner?

WE ARE!!

Where am I now? How can I bridge the gap? Where am I going?

Effect Size

The authors of this presentation were awarded under a grant from the US Department of Education to the Missouri Department of Elementary and Secondary Education (DSE) (2012-14-2018). However, these authors do not necessarily represent the views of the US Department of Education and you should not receive endorsement for the Public Government.



Teaching DACL in Separate Lessons:

4

I have found the easiest way to introduce DACL to my students is by teaching the concepts of DACL separately at first. Once students have a grasp on the reason why they are learning this way, it is easier to embed it in your lessons.



5

Classroom Anchor Charts:

Teachers know all about anchor charts. When teaching DACL, the best way to get students involved is to include them when making your charts!

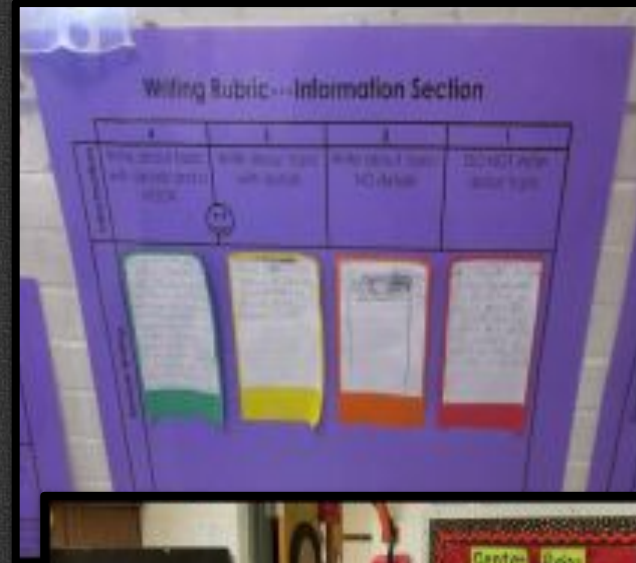
Rubrics are an essential part of Developing Assessment Capable Learners. I try to incorporate student work when possible; it gives students a sense of ownership because they know their work is helping us learn and improve!

Rubrics need to be student-friendly and easy to use! For younger grades, pictures/visuals help in understanding. Make sure ALL students in your class understand the words used—if they don't understand, how are they supposed to use the rubrics effectively?



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Examples of Classroom Anchor Charts:



Incorporating DACL into Lessons:

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Once students understand the “why” of DACL, you can now start embedding it into your daily lessons.

Some easy ways to do this are:

- CENTERS: students rotate through centers to critique other student’s work or to practice using a rubric
- FEEDBACK/REFLECTION PRACTICES: can be used for any work you choose
- RUBRICS/SUCCESS CRITERIA AROUND THE ROOM: these are available for students to use anytime.



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Use of Technology:

Our students are tech-savvy! Use technology to engage your students to be Developing Assessment Capable Learners!

Technology Collaboration Rubric for Second Grade

	4 😊	3 😊	2	1
Collaboration	Able to independently engage all the time in collaboration learning activities (with students in our class and other classes, schools, or countries)	Able to engage independently most of time in collaboration learning activities (with students in our class and other classes, schools, or countries)	Able to engage with support from teacher or student in collaboration learning activities (with students in our class and other classes, schools, or countries)	Unable to engage without support from teacher in collaboration learning activities (with students in our class and other classes, schools, or countries)
Post	Post contains only information related to EQ; EQ is answered fully using all resources	Post contains information related to EQ; EQ is answered using some resources	Post contains some information related to EQ; EQ is mostly answered	Post contains little information related to EQ; EQ is not answered
Sample Post				

Technology Collaboration Rubric for Ms. Ward's Class

	4 😊	3 😊	2	1
Collaboration	Able to independently engage all the time in collaboration learning activities (with students in our class and other classes, schools, or countries)	Able to engage independently most of time in collaboration learning activities (with students in our class and other classes, schools, or countries)	Able to engage with support from teacher or student in collaboration learning activities (with students in our class and other classes, schools, or countries)	Unable to engage without support from teacher in collaboration learning activities (with students in our class and other classes, schools, or countries)
Post	Post contains only information related to EQ; EQ is answered fully using all resources	Post contains information related to EQ; EQ is answered using some resources	Post contains some information related to EQ; EQ is mostly answered	Post contains little information related to EQ; EQ is not answered
Sample Post				

Wonders website

- 1. Gear Button** - find and click (upper right corner)
- 2. Zoom** - go to zoom
- 3. 75%** - change to this to see story or mini-lesson

...
look at your handout



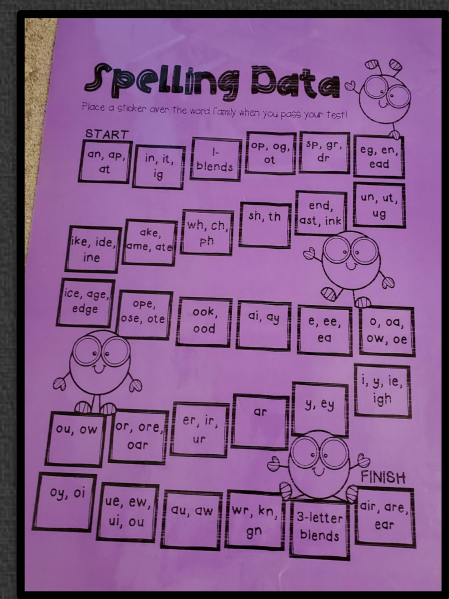
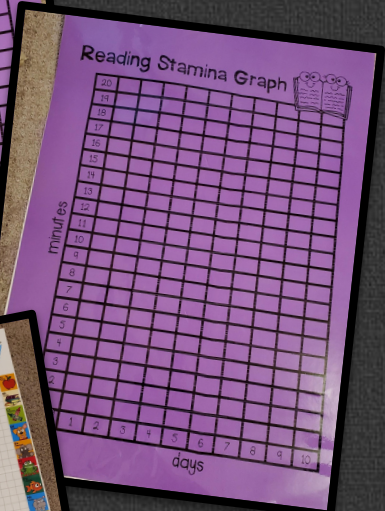
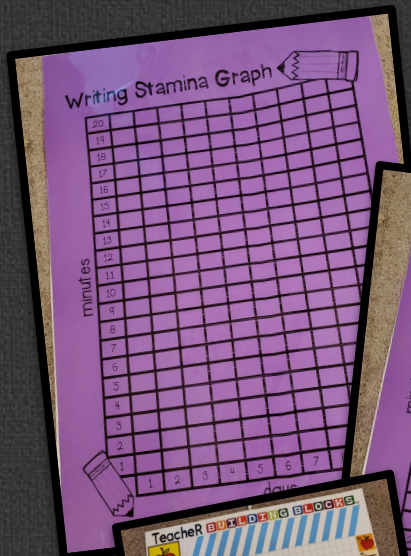


Use of Data:

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Students need to be able to “see” what they are learning and why! This can be done in a variety of ways:

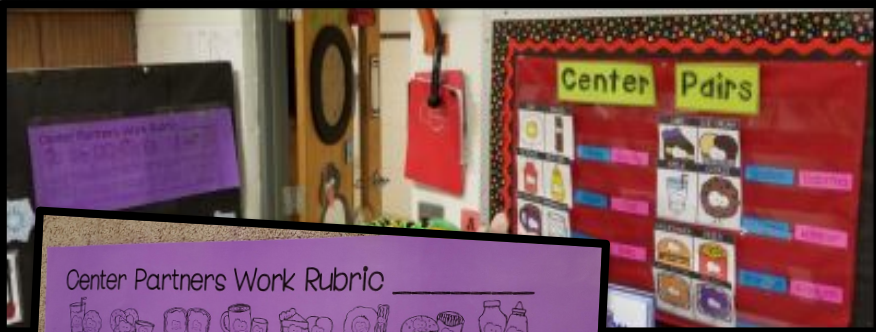
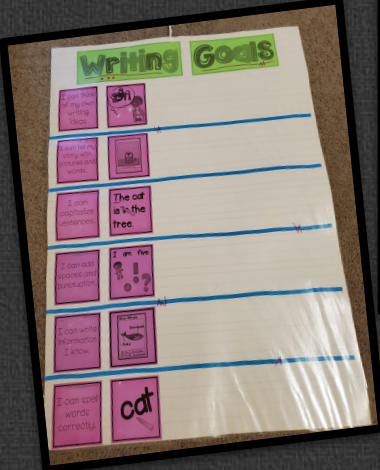
- data binders
- classroom data charts
- individual sheets



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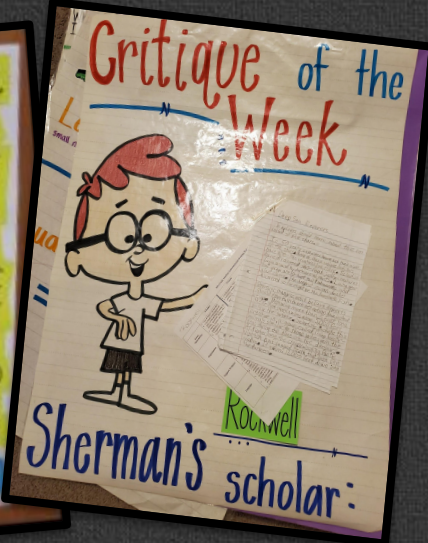
Feedback

DAFL relies heavily on feedback. Students need feedback within 24 hours of completion. Using data helps students receive immediate feedback. Flipgrid is another resource that is great for feedback (and it is a wonderful resource for using technology)! I have also used feedback sheets and daily reflection charts for students to leave feedback for their peers or me.



Center Partners Work Rubric

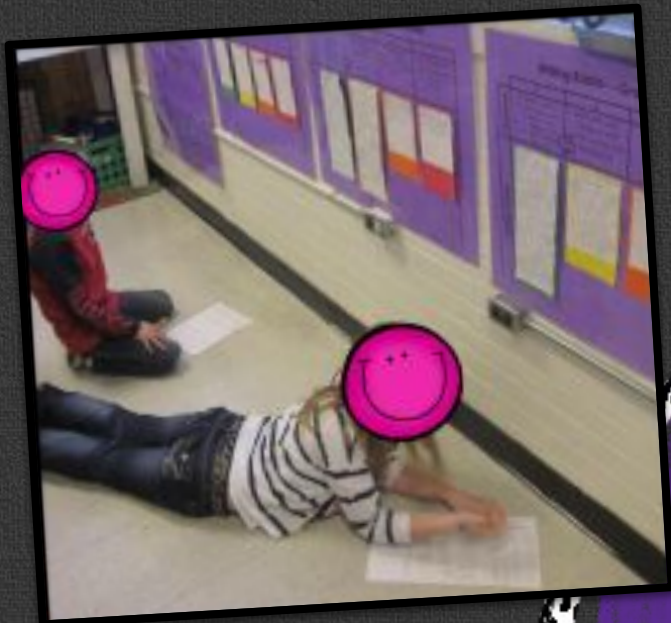
	4	3	2	1
Center Partners Work Rubric	1/2 questions left	3-4 questions left	5 or more questions left	3 or more reminders
		1 reminder	2 reminders	



Trial and Error:

If at first you don't succeed, try, try again.

DACL is not always perfect or easy. There will be lots of learning moments—for your students and you! It will take time, and making mistakes, in order for you to be able to make DACL work in your classroom. Don't give up!



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A Few Tips:

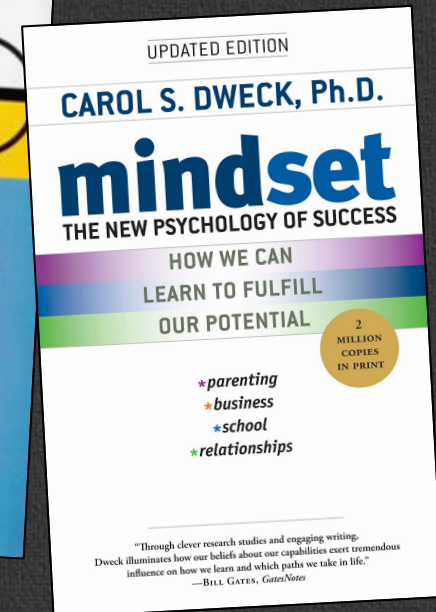
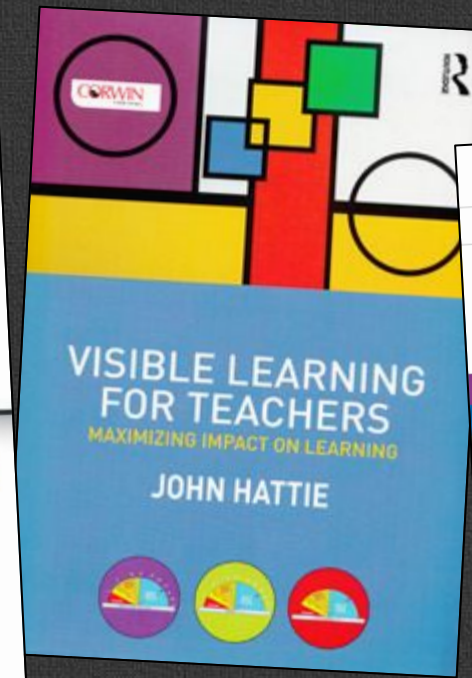
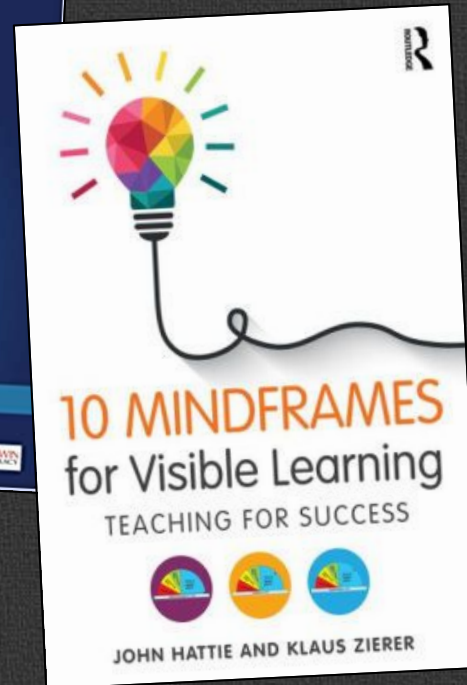
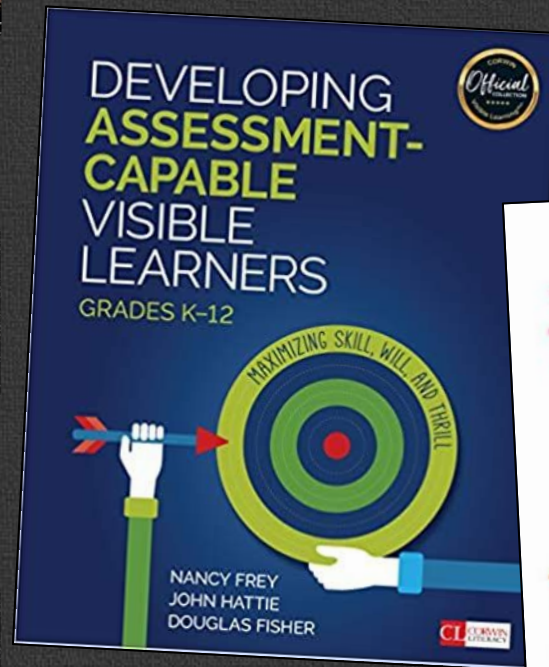


- color-code your rubrics: having rubrics the same color in your classroom makes it easier for students to find resources quickly
- use kid-friendly fonts: stick with the same font on your charts (if possible)
- reteach often: students forget
- be okay with making mistakes: this shows students it's okay to fail-as long as they see you try again
- if you don't know, ask for help: know who you can talk to when you don't know the answer
- make your classroom a hands-on learning environment: let kids walk around and move to find answers and collaborate (NOT a pinterest classroom!)
- live in the moment

Resources to Get Started:

-John Hattie: Books, Youtube Videos, Website

-Carol Dweck: Growth Mindset



YOU CAN DO IT!!

We are all doing things that DACL in our classrooms!




- Flexible Seating
- Flip (formerly Flipgrid)
- AR Reading Charts-with stars
- Give me a 1, 2, 3, or 4
- Exit Tickets
- Peer Editing
- Writing Prompt Checklist



Questions?



Watch Me 

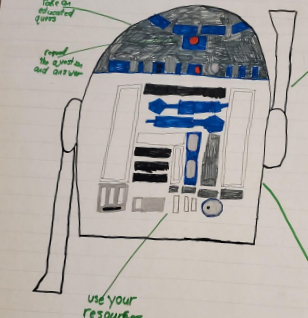
W - Write down what you think the answer is

H - Have evidence to support your answer

I - Investigate the answers given

P - Put the answer that best matches the ?

HOW R2-D2 TAKES his Test



By: Emily, Dakota, and Zander

Testing Strategies

T - Train your brain! So you know.


I - Investigate the answers!

G - Go back through the answers!

E - Eliminate the wrong answers!

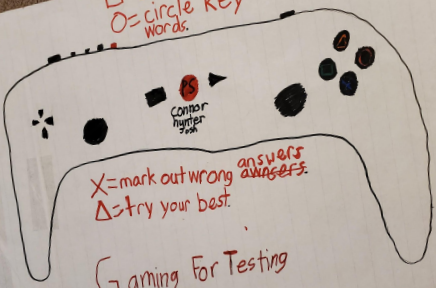
R - Resources need to be used!

S - Study the passage!

TNT! 

Katie Jo Colleen

Box in text evidence.
O = circle key words.



Gaming For Testing Strategies



I am happy to help!

Feel free to email me anytime!

Maygen Swearingin:
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I would love to hear from you!!

More Examples of DACL in the Classroom:



AC Learner
 tune: BINGO
 I'm a student in Mrs. Ward's class,
 And I'm an AC Learner.
 Oh, Where am I now?
 Where do I want to be?
 How am I getting there?
 Oh...ACL is fun!

You should always be able to tell me:
 Where am I going?
 How am I doing?
 Where to next?

ACL Participation Target

4	3	2	1
I work hard and share my thinking without being asked. I value the work/ideas of others and help them share.	hardly ever need reminded to work hard and share my thinking and write the work/ideas of others.	I often need to be reminded to work hard or share my thinking and I usually value the work/ideas of others.	don't work hard or share my thinking even when my teacher reminds me and sometimes value the work/ideas of others.

Writing Rubric---Information Section

4	3	2	1
I am an EXPERT! Skillfully answered all parts of prompt by using hooks, quotes, questions, etc.; knew exactly who my audience was.	Understood topic; skillfully answered all parts of prompt by using hooks, quotes, questions, etc.; knew who my audience was.	Understood a little about topic; answered all parts of prompt; had an idea who my audience was.	Didn't understand topic; didn't respond to all parts of prompt; didn't know who my audience was.

Sample Writing

You should always be able to tell me:
 Where am I going?
 How am I doing?
 Where to next?



ACL is Awesome!
 tune: Lego Movie Song
 ACL is Awesome!
 ACL is cool when you are learning.
 ACL is Awesome!
 We're AC Learning!

More Examples of DACL in the Classroom:



Greater than $>$
small number

Less than $<$
small number

Equal to $=$
same number

Illustrations of a green frog and a green caterpillar are used to demonstrate the symbols. A small box at the bottom right contains a graphic organizer for comparing numbers.

Show What You KNOW
So You Can Grow

Is the verb used in this sentence correct? The dog runned to the bone.

AGREE | DISAGREE

A grid of sticky notes shows students' responses to the verb question. A pink penguin illustration is at the top right.

Show What YOU Know!

Do you agree? disagree?

Animals are unicellular—they are made of only 1 cell.

agree | disagree

Today's Date: May 9, 2014

I can use commas in dates and to separate single words in a series.

Date Code: 5-9-14

Days in School: 153

Second Grade Writing Goals-1st qtr.

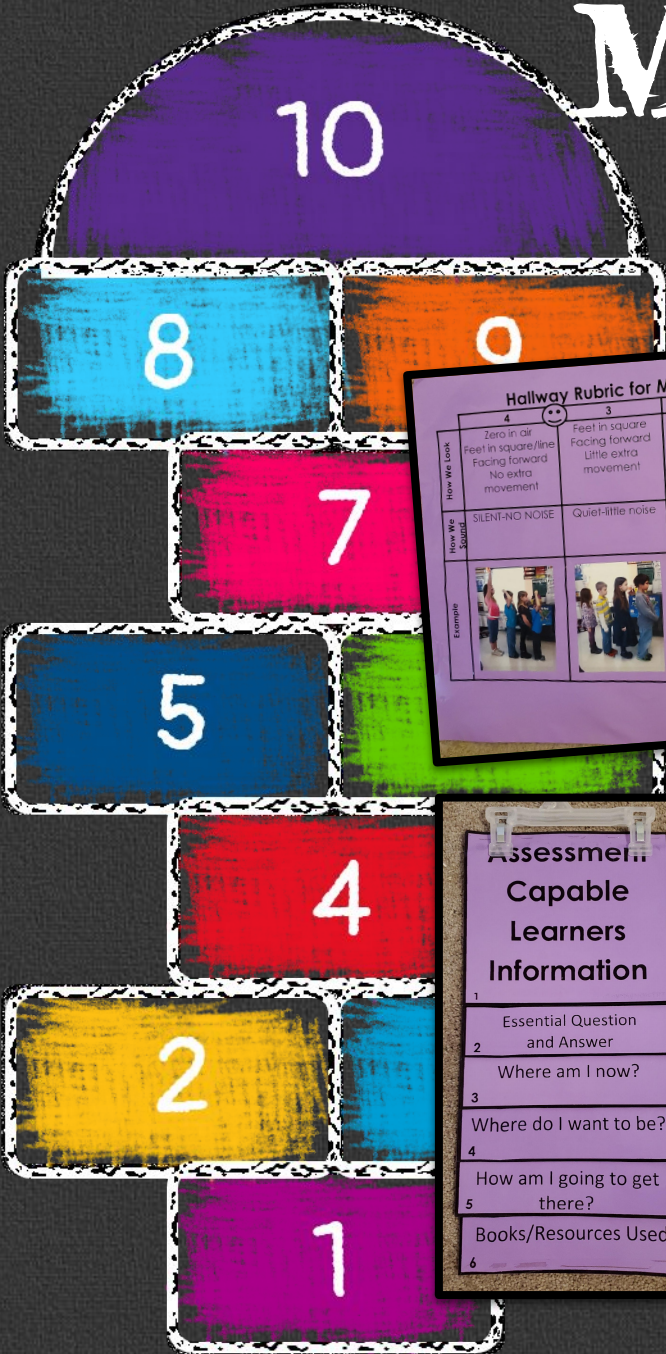
- Use a capital letter to begin a sentence.
- Use a capital letter for pronoun, I, and proper nouns.
- Use punctuation . ? !
- Use nouns and verbs.
- Use simple sentences.
- Use 5 sentences on topic to write a paragraph.
- Use neatest handwriting.
- Make it FUN to read!

—MayraWard@TPT.com

Smiley Sentences

- I used capitals and periods.
- I put finger spaces between my words.
- I spelled sight words correctly.
- My writing is neat and I tried my best.
- I wrote my name on my paper.

More Examples of DACL in the Classroom:



Hallway Rubric for Ms. Ward's Class

	4	3	2	1
How We Look	Zero in air Feet in square/line Facing forward No extra movement	Feet in square Facing forward Little extra movement	Feet out of square/line Gaps in line Unnecessary movement	Feet out of square/line Large gaps in line Lots of unnecessary movement
How We Sound	SILENT-NO NOISE	Quiet-little noise	Some noise (talking, humming)	LOTS OF NOISE
Examples				

Lining Up/Hallway Rubric

	4	3	2	1
Sounds Like	quiet-NO noise	quiet, but can hear shuffling of feet or arms	some noise, some whispering	LOTS of noise, talking, movement of feet and arms
Looks Like	all feet in squares, no touching each other, facing forward	still most feet in squares, some touching each other, 1/2 not facing forward	not still, feet not in squares, touching each other, half of class not facing forward	moving a lot, no feet in squares, touching each other on purpose, most of class not facing forward
Example				

Good Habits of SCHOLARS

Train your Brain.

- stay on task
- show your work
- check your work
- try your best
- can explain your work
- come to class prepared
- assess your work/understanding
- collect & use data (ACL)

Guidelines for Critical Thinking

- 4 justify your answers with text evidence. example: from your life/world. agree & disagree with others/authors. ask of others/authors. complete sentences, correct punctuation/capital.
- 3 agree & disagree with others/authors. justify your opinions. speak & write in complete sentences.
- 2 answers & but doesn't justify them. agrees & disagrees but can't tell why. incomplete sentences, incomplete punctuation.
- 1 does NOT contribute to conversation. does NOT share thinking. does NOT agree or disagree with others.

justify: to defend your thinking by showing & telling with examples & evidence.

Assessment Capable Learners Information

- Essential Question and Answer
- Where am I now?
- Where do I want to be?
- How am I going to get there?
- Books/Resources Used
-

Assessment Capable Learners Information

-
-
-
- Where do I want to be?
- How am I going to get there?
- Books/Resources Used
-

K What do I know?

W What do I want to know?

H How am I going to learn?

L What I learned.

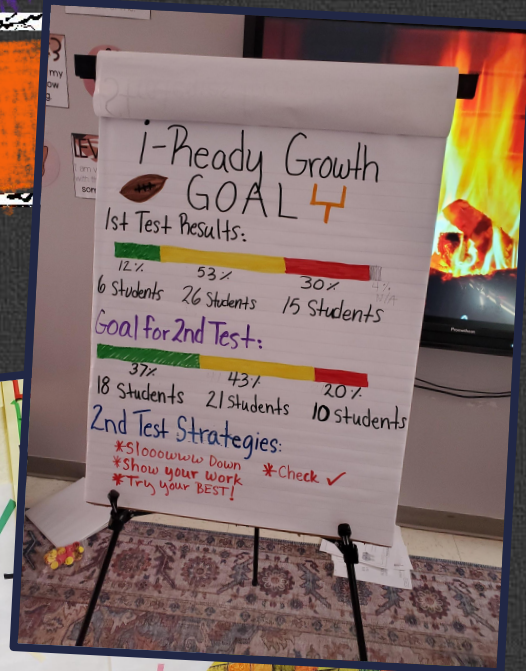
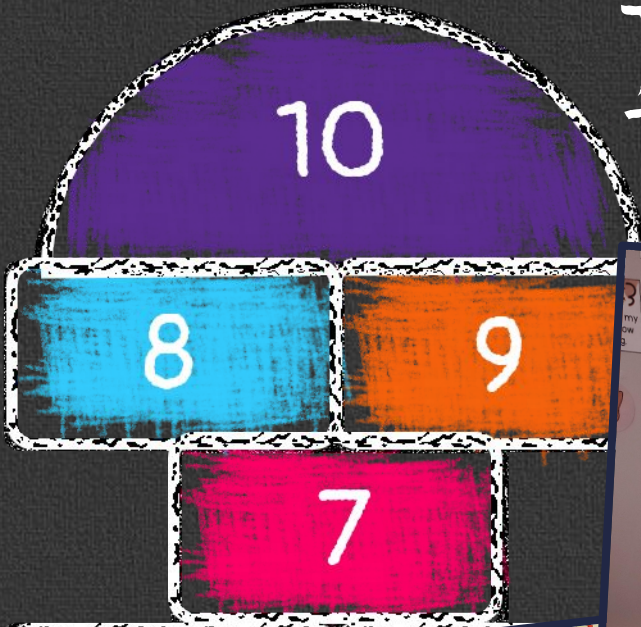
ACL ✓

- Where are you now? _____
- Where do you want to be? _____
- How is this going to help get you there? _____

ACL ✓

- Where are you now? _____
- Where do you want to be? _____
- How is this going to help get you there? _____

DACL Examples from MO Districts:



1
I do not understand the skill.

2
I understand the skill with a little help.

3
I understand the skill and can work independently.

4
I understand the skill and can explain or teach others.

<p>Math</p> <p><i>*Where am I going*</i> I can solve multistep (more than one step) Word Problems using the four operations (+, -, x, =)</p>	<p><i>*How do I get there*</i> Using a Strategy to be successful: <ul style="list-style-type: none"> *Underline *Box In *Circle </p>	<p><i>*Because*</i> It will help you become a better Problem Solver. It will help me apply this skill to real-life moving objects.</p>
<p>Science</p> <p>I can describe the relationship between speed and energy</p>	<p><i>*Defining Speed and Energy</i> <i>*Observe Speed and Energy Transformations</i></p>	

**I can use different math Strategies to be successful*

**I can use Regrouping*

$$\begin{array}{r} 13 \\ \times 34 \\ \hline 52 \\ 390 \\ \hline 442 \end{array}$$

**I can show place Value multiplication*

$$\begin{array}{r} 36 \\ \times 4 \\ \hline 144 \end{array}$$

**I can use Partial Product (Area Model)*

$$\begin{array}{r} 36 \\ \times 4 \\ \hline 120 \\ + 24 \\ \hline 144 \end{array}$$

10

DACL Examples from MO Districts:

Math:

ADDITION & SUBTRACTION

I can add and subtract within 20.



Scale:



$3+2=5$
 12345678

I can add or subtract using a variety of strategies with numbers up to 20 with remainders.



$4-2=2$
 00 ~~10~~

I can add or subtract using a variety of strategies with numbers up to 20.



$7+3=10$
 $10-3=7$

I can add and subtract using a variety of strategies with numbers up to 20.



$35+22=57$
 $57-22=35$

I can add and subtract using a variety of strategies with numbers greater than 20.

DECEMBER

Mon	Tue	Wed	Thurs	Fri
29	30	1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

DECEMBER READY CHALLENGE

GOAL- Show growth from 1st iReady

80/ Show growth- Pizza Part 4

90/ Show growth- Market will dye hair purple

95/ Show growth- Shave vic's head

total growth

Marler HR-
Holmes HR-
Together-

DIVISION

31967

① I can... Find multiples of a number.

4
8
12
16
20

② I can... Divide 2 digits by 1-digit

$16 \div 4 = 4$

③ I can... Divide multi-digit numbers by 1-digit.

42169
166
109
-8

④ I can... Solve division word problems and interpret the remainder

1 Extra Recess

2

3★ Target

4 . Wor

Plastic, Paper, or Cloth?

Adopting a Pet from the Pound

DAFL Examples from MO Districts:

10

8

7

Name: _____

I can use sequencing in my writing to explain and support how to build a gingerbread house.

1	2	3	4
<ul style="list-style-type: none"> 10 Type sentence 1 paragraph detail 10 connecting sentence 10 correct spelling and punctuation 10 correct punctuation 10 material 10 operation words used to put the ingredients in sequential order 	<ul style="list-style-type: none"> 10 outline of a 100 sentence 10 2 paragraph detail 10 outline of a connecting sentence 10 correct spelling and punctuation 10 correct punctuation 10 outline of 100's list 10 operation words used to put the ingredients in sequential order 	<ul style="list-style-type: none"> 10 outline of a 100 sentence 10 2 paragraph detail 10 outline of a connecting sentence 10 correct spelling and punctuation 10 correct punctuation 10 outline of 100's list 10 operation words used to put the ingredients in sequential order 	<ul style="list-style-type: none"> 10 outline of a 100 sentence 10 2 paragraph detail 10 outline of a connecting sentence 10 correct spelling and punctuation 10 correct punctuation 10 outline of 100's list 10 operation words used to put the ingredients in sequential order

1 I can divide basic facts.

Mia wants to buy cupcakes for her Birthday Party. If Cupcakes are sold in packages of 4, how many packages must she buy for all 24 friends?

$$\begin{array}{r} 6 \\ 4 \overline{) 24} \end{array}$$

Mia will need to buy 6 packages of cupcakes.

2 I can solve division problems with remainders but I'm not sure how it affects my quotient.

Mia wants to buy packages of 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 friends?

3 I can solve division problems and determine how it will affect the remainder.

Mia wants to buy packages of 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 friends?

4 I can solve division problems, determine how the remainder affects the solution, and explain how it affects the solution.

Mia wants to buy packages of 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 friends?

Where am I in my learning?
Write & solve 1 & 2 step word problems.

4	I am able to write and solve 2-step problems that involve multiple operations. I can use 4 digit numbers when adding/subtracting and can multiply and divide with products greater than 100.	4	I can multiply by using all of the strategies taught. I am able to solve multiplication problems with factors greater than 12.
3	I can write and solve 2-step problems involving variables using any of the 4 operations. I can use my CUBE strategies correctly. I understand there are 2 steps and how to solve them. I know my key words and am able to decide which operation to use and when.	3	I can interpret products of whole numbers. I know what multiplication means. I know what the numbers in multiplication problems represent, that an equal number of items in groups represents multiplication, multiplication is repeated addition. I can interpret the meaning of the product and the factors of a multiplication equation.
2	I use CUBE strategies, but may mix up the steps to solve the problems. I struggle with knowing which operation to use when boxing in key words. I may get one step correct, but struggle with step 2. I make math errors.	2	I somewhat have an understanding of multiplication. I know that it is an equal number of groups, but I cannot figure out all the products.
1	I am able to add and subtract, as well as multiply using strategies, but I struggle to decide what operation to use for both steps.	1	I know how to add, but get confused on repeated addition in multiplication. I can draw a picture.

main idea SUCCESS CRITERIA

4 "I can identify the main idea of fiction and non-fiction texts, and find at least 3 details to support it."

3 "I can identify the main idea of a non-fiction text and find at least 3 details to support it."

2 "I can identify the main idea of a non-fiction text and find at least 2 detail to support it."

1 "I can identify the main idea of a non-fiction text."

Where we start

OUR GOAL

MAIN IDEA: The main idea is, "Communities work best when people do their jobs and help each other."

DETAIL: "Police officers make sure people follow rules and stay safe."

DETAIL: "Bus drivers make sure people get to school and work safely."

DETAIL: "Firefighters make sure people are safe and help when there are fires."

MAIN IDEA: The main idea is, "People do their jobs and help one another."

DETAIL: "Police officers help."



**I am happy
to help!**

Feel free to email me anytime!

Maygen Swearingin:
mew8c8@mst.edu

I would love to hear from you!!



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