

Student Agency Learning Progression

This continuum of student agency through formative assessment is based on input from *SAIL* teachers.

At the beginning stage, students:	As they are developing , students:	As they become advanced , students:
<ul style="list-style-type: none"> • Are unaware that they can assess themselves when they complete work or are stuck • Are unaware of their own learning abilities • Do not set goals • Do not ask peers for help • Only use the teacher as a source of feedback <p>Depending on students' identities, they may:</p> <ul style="list-style-type: none"> • Check to see if work is "ok" before turning it in • Complete work for a grade • Seem more comfortable with a "sit-and-get" environment <p>Or</p> <ul style="list-style-type: none"> • Be reluctant to participate • Find excuses to not engage in work • Have difficulty finding entry points or purpose to begin work, even with scaffolding • Voice discontent about tasks • Pretend to be working • Make minimal effort to help other students during peer feedback 	<ul style="list-style-type: none"> • Self-assess and create next steps in learning with prompting • Set personal goals at the beginning and/or close of learning • At times, overly rely on the teacher or resist engagement • Form collaborative groups to engage in tasks • Learn about how they learn, what strengths they have, and which areas they need support • Make an effort to learn challenging concepts/skills after others model their own thinking and problem-solving processes • Take on roles that they feel comfortable in and are knowledgeable of • Take initiative to learn new things and research areas that they are interested in • Demonstrate emergent control and responsibility for their own learning • At times, see peers as providing valuable support to advance their learning • Are open to giving and receiving peer feedback, but do not take the initiative to do it on their own • Do not frequently go back to their work without being required to do so after receiving feedback 	<ul style="list-style-type: none"> • Have the ability to utilize resources to move learning forward, such as relying on peers • Ask for feedback, set and meet goals/next steps to be successful in learning • Have ownership over their own learning • Demonstrate a drive to learn and explore new ideas • Are the lead in their own learning and only seek the teacher when support is needed • Have a toolbox of strategies to self-assess and give peer feedback • Demonstrate control and responsibility for their learning and consciously make decisions to improve their learning, effort and focus • Devise their own methods for keeping track of meeting the Success Criteria • Engage in productive struggle together to make collective meaning • Take on new roles, including roles in which they have to stretch themselves as a learner/ leader • Actively seek one another out for support