From Formative Assessment to Student Agency

What we are learning about helping students learn how to learn

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WestEd Formative Assessment Team

Learning Goals

- Develop fluency in noticing the student actions that are characteristics of learner agency
- Understand various terms that apply to the broader concept of agency, such as metacognition, self-efficacy and self-regulation

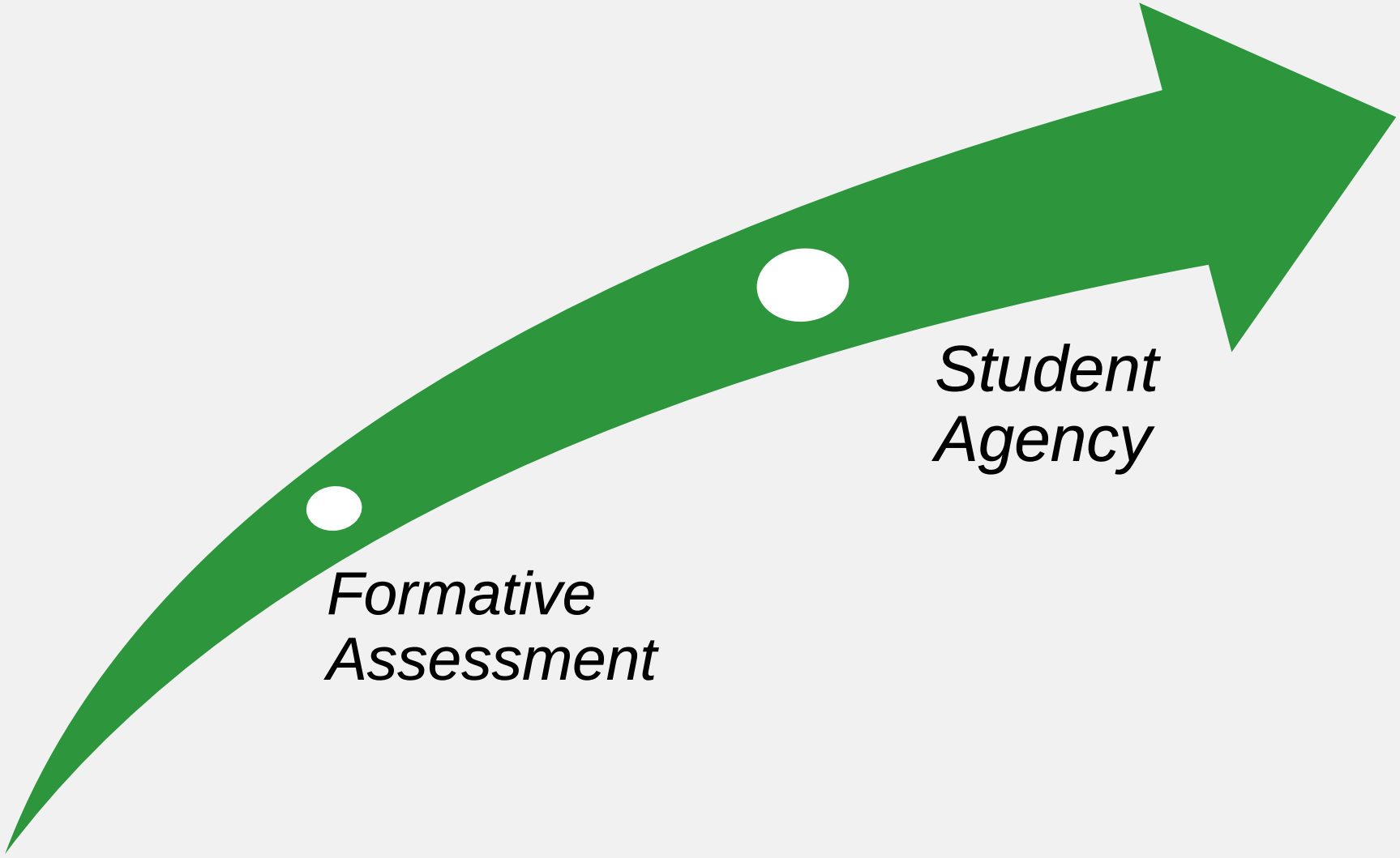
Success Criteria

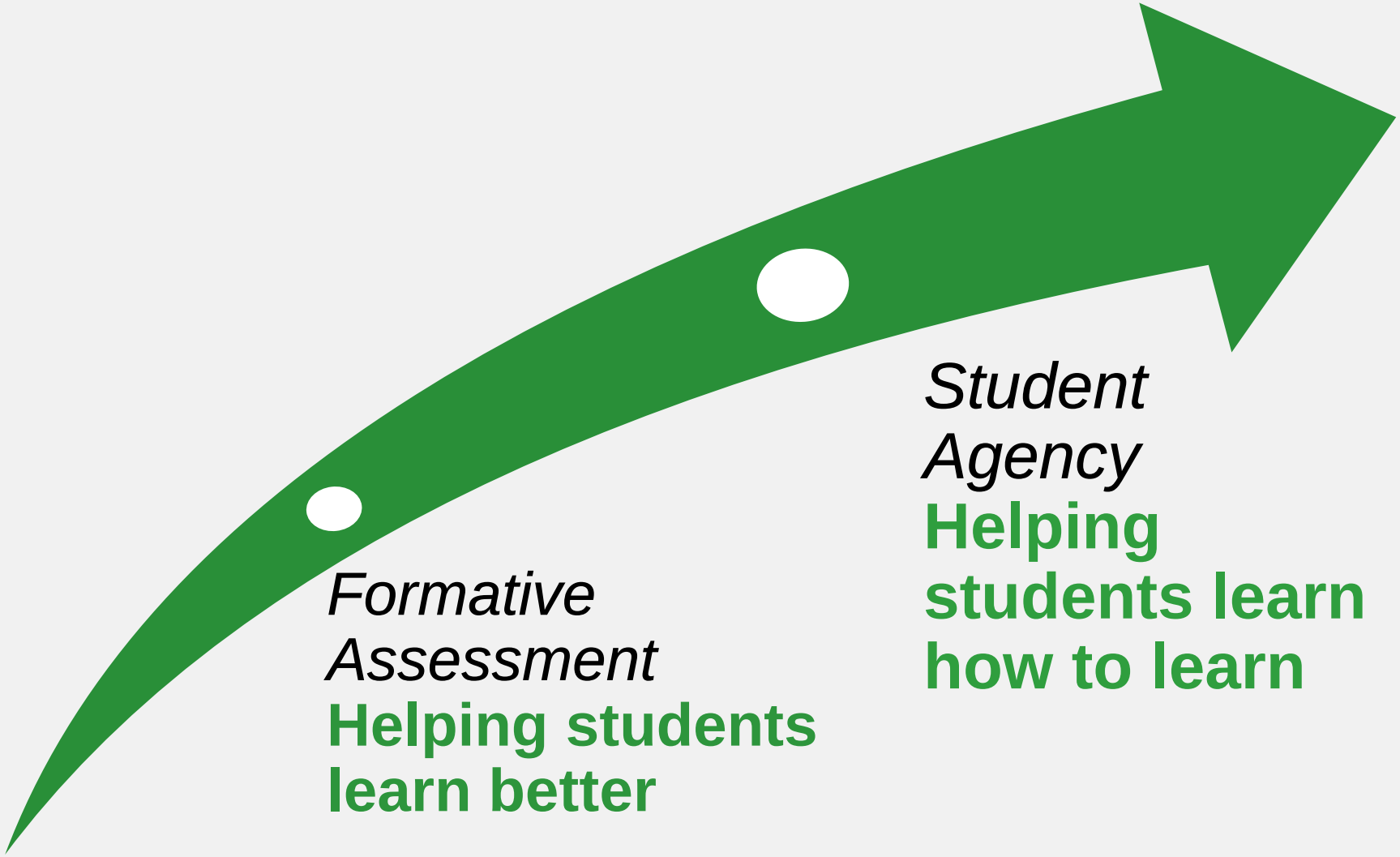
- Notice and describe observable shifts in the student role that are evidence of student agency
- Articulate key levers teachers use to develop student agency

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes, and ***support students to become more self-directed learners***.

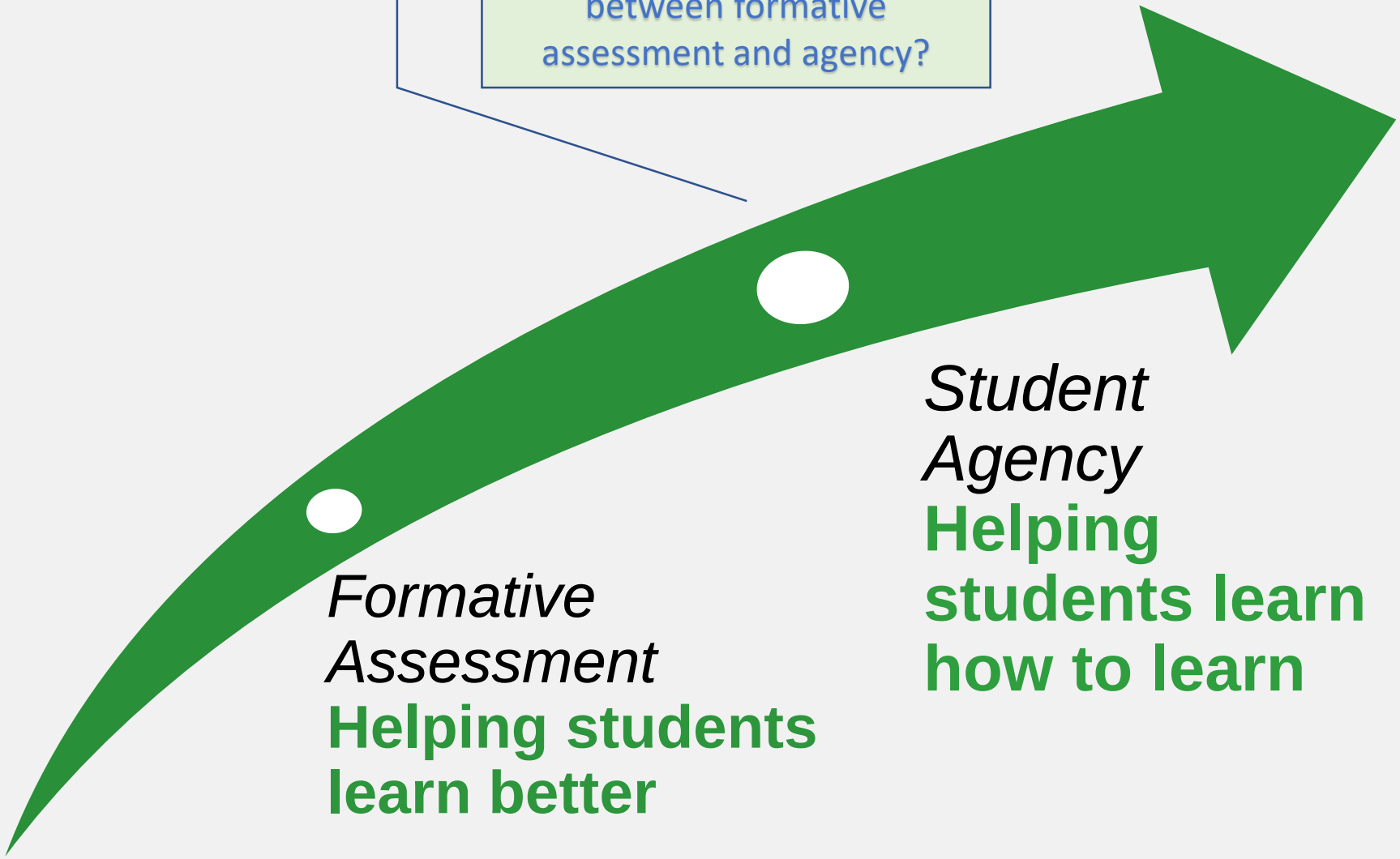
- CCSSO FAST SCASS, June 2017

Developing Teachers' Technical Know-How: The Formative Assessment Feedback Loop


Student
Agency
Formative
Assessment


Formative Assessment
Helping students learn better
Student Agency
Helping students learn how to learn

What does this look like? What is the relationship between formative assessment and agency?



Formative Assessment
Helping students learn better

Student Agency
Helping students learn how to learn

Learner agency is the set of skills, mindsets, and opportunities that enable learners to set purposeful goals for themselves, to take action in their learning to move toward those goals, and to reflect and adjust learning behaviors as they monitor their progress toward their goals.

- Assessment for Learning Project, 2018

GIVING ACTIVITY

SELF EFFICACY

HELPING CHILDREN BELIEVE IN THEMSELVES

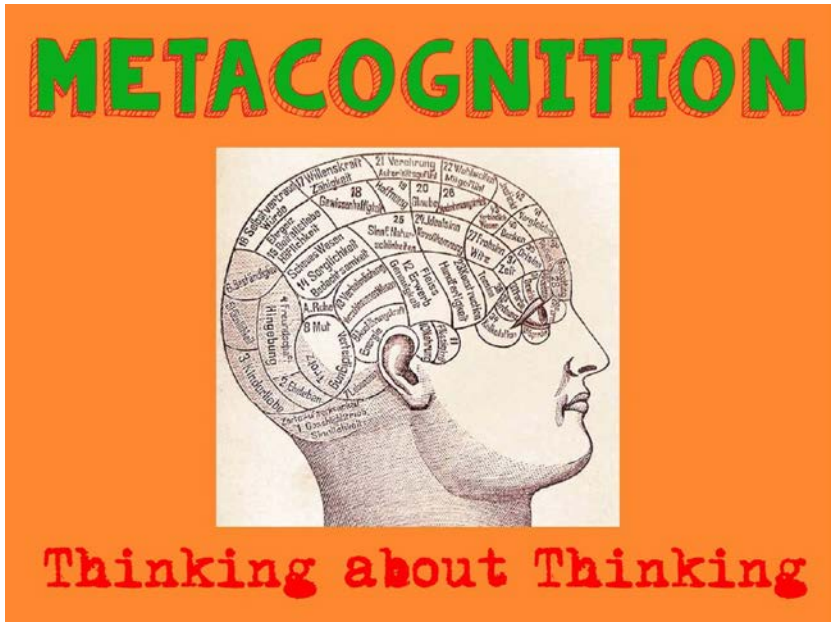
| STUDENT | AGENCY |

Learner autonomy:

Agency and control in context

the ability to take charge of one's own learning

a capacity and willingness to act <u>independently</u> and <u>in cooperation with others</u>, as a social, responsible person

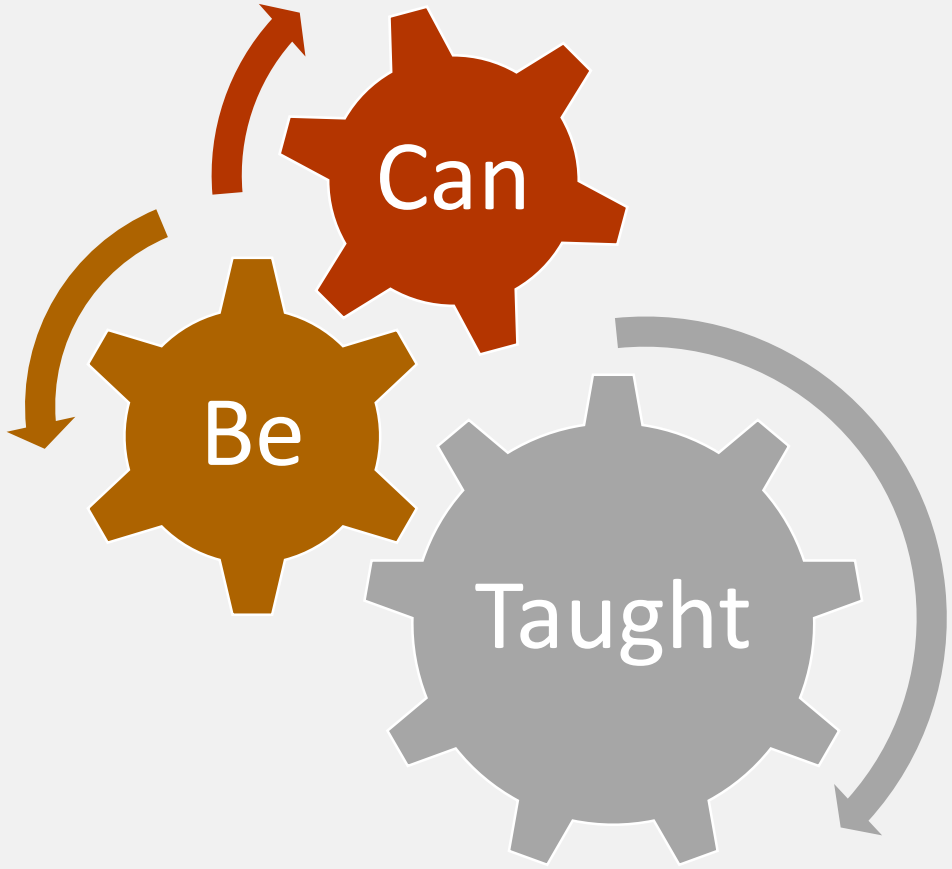


Dylan Wiliam on Metacognition

Dylan Wiliam on Autonomous Learners

Mindset Shift for Teachers: Innate Versus Learned

- Autonomy
- Metacognition
- Self-Efficacy
- Self-Regulation
- Motivation
- Perseverance



Developing a Practice of Noticing Learner Agency

Noticing Learner Agency
Observable Shifts in Student Roles

FROM		TO
Students avoid mistakes		Students reflect on and learn from mistakes
Teacher is seen as the sole expert on what students know		Student expertise is known and valued by peers
Students avoid cognitive struggle		Students value generative struggle and confusion
Teacher uses goals and criteria		Teacher and students use goals and criteria
Students emphasize the correctness of responses		Students highlight their emerging understanding
Students complete assignments		Students set academic and personal goals
Students rely on grades for motivation		Students internalize criteria to support learning
Students regard learning as a private activity		Students engage in feedback with peers to contribute to and benefit from the learning of others
Students offer non-specific or overly prescriptive feedback to peers		Students offer feedback that scaffolds learning for peers
Feedback is seen as a final step in a learning process		Students engage with feedback to further learning

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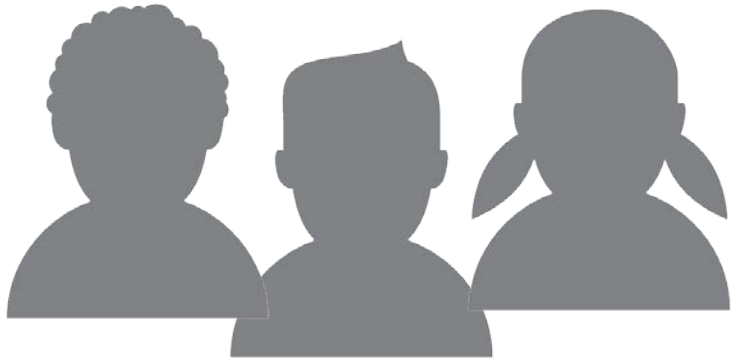
Table Discussions:

- Review and discuss student shifts
- Share 2 or 3 examples of how you have noticed these shifts, reflecting on different ways students demonstrate the shifts at different ages, and, in different academic disciplines

What do you notice about student and teacher actions?



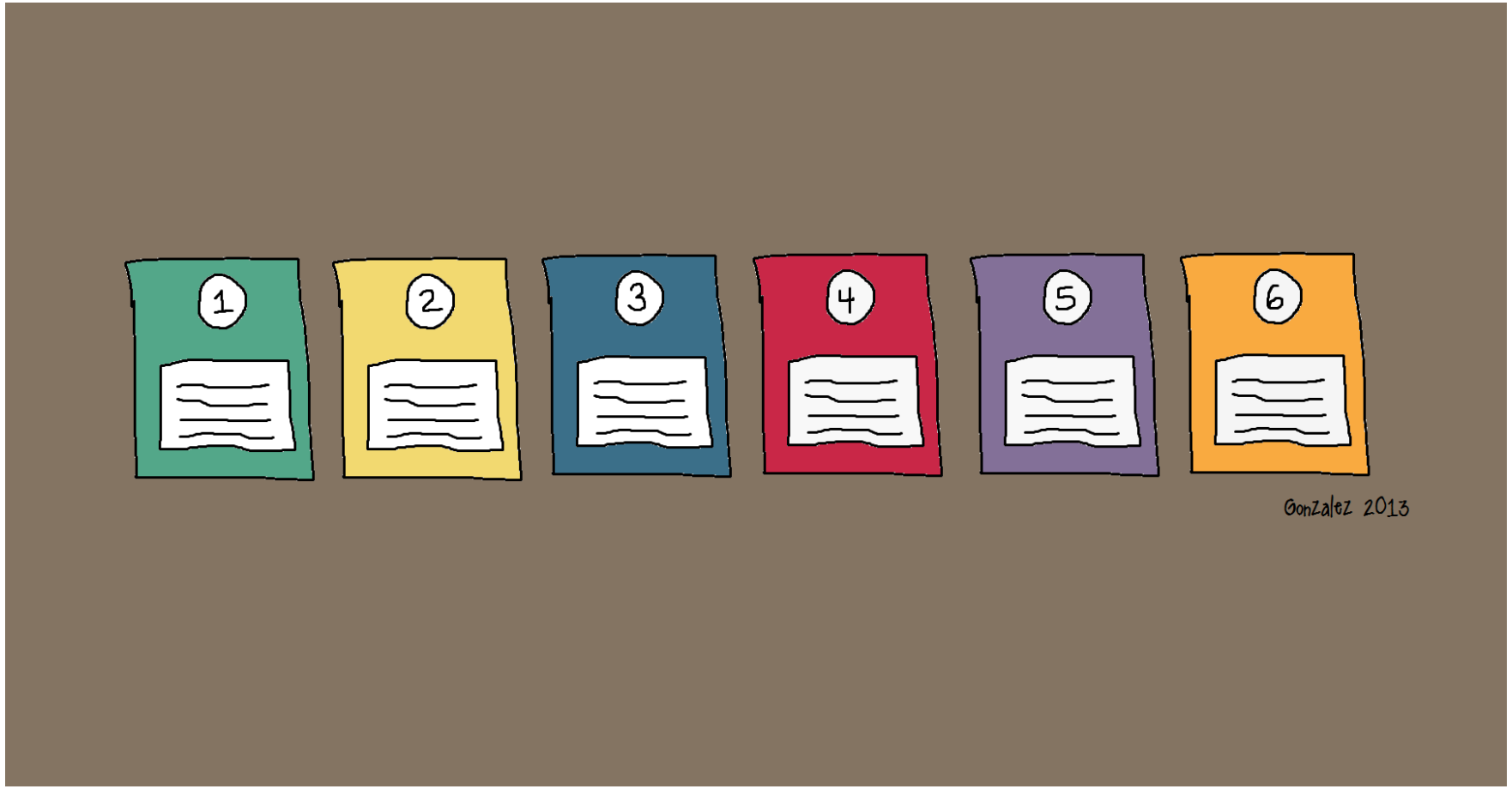
Noticing the Student and Teacher Roles in Learner Agency

Student Actions That Demonstrate Agency	Teacher Actions that Support Agency

Kindergarten Math Class

MATH.K.OA.A.1 | MATH.K.OA.A.3

Noticing Learner Agency

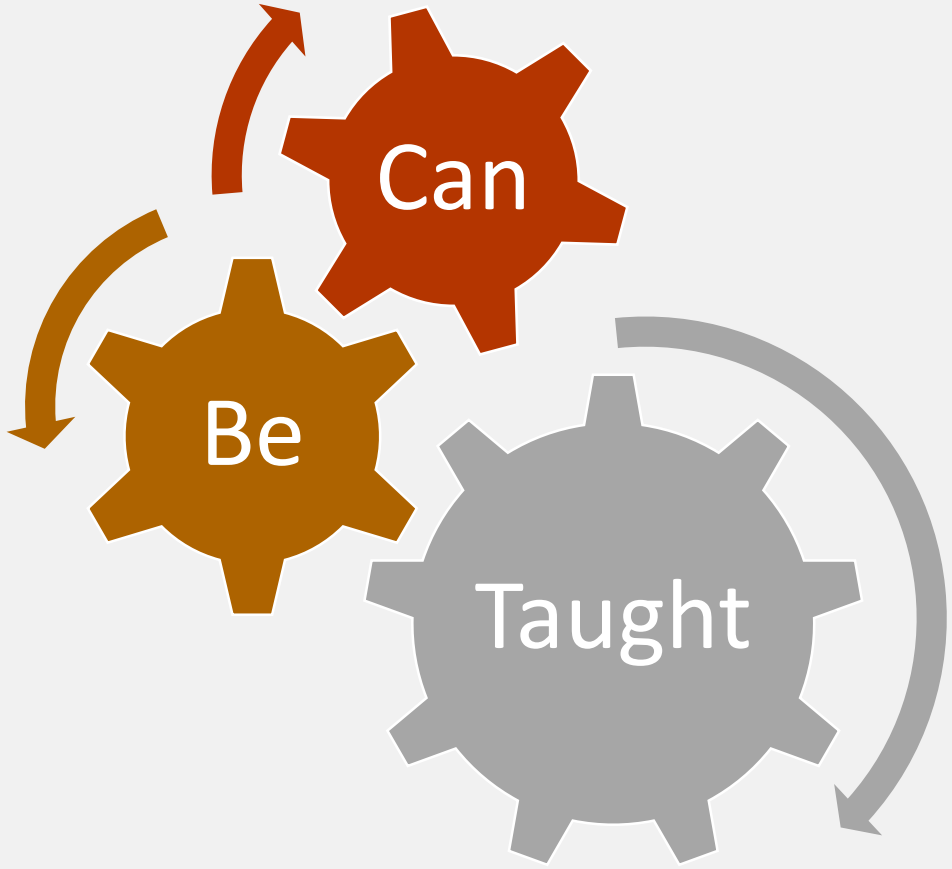


Noticing the Student and Teacher Roles in Learner Agency

Student Actions That Demonstrate Agency	Teacher Actions that Support Agency

What did you notice about the teacher's role in supporting learner agency?

- Autonomy
- Metacognition
- Self-Efficacy
- Self-Regulation
- Motivation
- Perseverance



Discuss with a partner what you noticed about the teacher role to support agency?

Select 2-3 teacher practices that support agency at each table to share with the group.

What SAIL teachers have shared

- Enter image of our arc of learning – the path towards learner agency.
- Pull out some teacher and student quotes on agency
- Maybe use 2-3 student video clips about different aspects of agency

Where
To Next?
Take
Responsive
Action
Start
Determine
Learning
Goals
Where Am
I Going?
Student
Role
Interpret
Evidence
Develop
Success
Criteria
Elicit
Evidence
of Learning
Where Am
I Now?

Thank You