

# Noticing Student Actions - From Compliance to Agency

This continuum outlines how pilot teachers in WestEd’s *Student Agency in Learning* course described what they noticed about student actions and behaviors as they enhanced expertise in formative assessment and developed learner agency.

Compliant Learning Stance	Engaged Learning Stance	Learner Agency Stance
<p>When students are in a compliant learning stance, teachers notice that students:</p> <ul style="list-style-type: none"> <li>• Are unaware of their own learning abilities</li> <li>• Only use the teacher as a source of feedback</li> <li>• Are unaware that they can assess their own work</li> <li>• May show frustration if they are not understanding or are stuck</li> </ul> <p><i>Depending on students’ identities, they may:</i></p> <ul style="list-style-type: none"> <li>• Check to see if work is “ok” before turning it in</li> <li>• Complete work for a grade</li> <li>• Be comfortable with a “sit-and-get” environment</li> </ul> <p><i>Or</i></p> <ul style="list-style-type: none"> <li>• May be reluctant to participate</li> <li>• Find excuses not to engage in work</li> <li>• Rely on external motivation to complete tasks</li> <li>• Have difficulty finding entry points or purpose to begin work, even with scaffolding</li> <li>• Voice discontent about tasks</li> <li>• Pretend to be working</li> <li>• Make minimal effort to support other students during peer feedback</li> </ul>	<p>When students are in an engaged learning stance, teachers notice that students:</p> <ul style="list-style-type: none"> <li>• Are comfortable sharing with peers when they are knowledgeable in a specific area</li> <li>• Are less comfortable sharing with peers what they do not yet know</li> <li>• Ask the teacher questions about what they are going to learn, not what tasks they have to complete</li> <li>• Are eager to form collaborative groups to engage in tasks</li> <li>• Refer back to the success criteria during the lesson to consider next steps in learning</li> <li>• Begin to reflect on adjustments that need to be made, although students only make adjustments in contexts (such as conferences) where the teacher scaffolds next steps in learning</li> <li>• Self-assess their work with support</li> <li>• Demonstrate control and responsibility for their own learning</li> <li>• Are beginning to provide feedback with less reliance on templates and graphic organizers</li> <li>• Seek opportunities to set learning goals at the beginning and/or close of learning</li> <li>• May struggle with providing effective feedback that address next steps in learning</li> </ul>	<p>When demonstrating learner agency, teachers notice that students:</p> <ul style="list-style-type: none"> <li>• Utilize classroom resources to move learning forward, including relying on peers</li> <li>• Seek teacher support only after other options have been exhausted</li> <li>• Ask others for feedback focused on specific aspects of their learning</li> <li>• Spontaneously offer effective feedback to peers</li> <li>• Set and meet goals, and describe next steps they can use to be successful in learning</li> <li>• Have ownership over their own learning</li> <li>• Demonstrate a drive to learn and explore new ideas</li> <li>• Have a toolbox of strategies to self-assess and give peer feedback</li> <li>• Demonstrate control and responsibility for their learning AND consciously make decisions to improve their learning, effort, or focus</li> <li>• Devise their own methods for keeping track of the success criteria</li> <li>• Develop targeted and effective self-assessment and peer feedback using the success criteria</li> </ul>