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
Formative Assessment

Student Agency
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
Learner autonomy:
Agency and control in context

- the ability to take charge of one's own learning
- a capacity and willingness to act independently and in cooperation with others, as a social, responsible person

Meta-cognition
Thinking about Thinking
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
## 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

### Observable Shifts in Student Roles

<table>
<thead>
<tr>
<th>FROM</th>
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<tr>
<td>Students avoid mistakes</td>
<td>Students reflect on and learn from mistakes</td>
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<td>Teacher is seen as the sole expert on what students know</td>
<td>Student expertise is known and valued by peers</td>
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<td>Students avoid negative struggle</td>
<td>Student values generative struggle and perseverance</td>
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<td>Teacher uses goals and criteria</td>
<td>Teacher and students set goals and criteria</td>
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<td>Students emphasize the correctness of responses</td>
<td>Students highlight their emerging understanding</td>
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<td>Students complete assignments</td>
<td>Students set academic and personal goals</td>
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<td>Students rely on grades for motivation</td>
<td>Students evaluate criteria to support learning</td>
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<td>Students regard learning as a private activity</td>
<td>Students share in feedback with peers to contribute to and benefit from the learning of others</td>
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<td>Students offer no feedback on or recognize feedback from peers</td>
<td>Students offer feedback that supports learning for peers</td>
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<td>Feedback is seen as a final step in a learning process</td>
<td>Students engage with feedback in further learning</td>
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What do you notice about student and teacher actions?
# Noticing the Student and Teacher Roles in Learner Agency

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<th>Student Actions That Demonstrate Agency</th>
<th>Teacher Actions that Support Agency</th>
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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

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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