

# Student Agency Progression

This continuum outlines how pilot teachers in WestEd’s Student Agency in Learning (SAIL) course described student agency at the beginning, developing and advanced stages.

At the <b>beginning</b> stage, students are in a compliant stance.	As they are <b>developing</b> , students are engaged in learning.	As they become <b>advanced</b> , students show skills of agency.
<ul style="list-style-type: none"> <li>• Are unaware that they can assess themselves when they complete work or are stuck</li> <li>• Are unaware of their own learning abilities</li> <li>• Do not set goal</li> <li>• Only use the teacher as a source of feedback</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>	<ul style="list-style-type: none"> <li>• Begin to set Learning Goals at the beginning and/or close of learning</li> <li>• Sometimes have goals that relate to the Success Criteria</li> <li>• Comfortable sharing with peers when they are knowledgeable in a specific area</li> <li>• 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>• Eager to form collaborative groups to engage in tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Provide targeted and effective self-assessment and peer feedback using Success Criteria</li> <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 give effective feedback to peers</li> <li>• Set and meet goals/next steps to be successful in learning</li> </ul>

<p>Or</p> <ul style="list-style-type: none"><li>• 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>	<ul style="list-style-type: none"><li>• Refer back to 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>• Can begin to provide feedback with less reliance on templates or other graphic organizers</li><li>• May struggle with providing productive feedback that can build next steps in learning</li><li>• Demonstrate control and responsibility for their own learning</li></ul>	<ul style="list-style-type: none"><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 meeting the Success Criteria</li></ul>
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