

Student-Centered Formative Assessment Change Routine

Developing Agency for Long-Term Project Completion, English Language Arts 12th Grade

Based on the work of Erica DeVoe & Mary Petrofes (both of Westerly High School) as part of the Student-Centered Assessment Network (SCAN) with funding from the Nellie Mae Education Foundation <https://www.scanetwork.org/>

Problem of Practice

High school students often do not take initiative when given independent work to complete, particularly when assigned larger long-term projects. In this case, the project was a Senior research paper. The teacher wanted students to set a daily goal that would help them complete the specific task for the day. By doing so, students would hold themselves accountable for all the incremental tasks that lead up to the completion of the final project as a whole. This PDSA was designed to teach students to recognize their role and agency in their education as they develop academic skills. Ultimately, the goal of the PDSA was to encourage the students to recognize their agency in their own education as well as the importance and impact that daily goal setting can have in the completion of work in the short term and long term.

Measures

[My Agency Google Form Agency Reflection document](#)

[My Agency Google Form with Mid and End of Cycle Reflection](#)

Procedure

To start the PDSA:

1. Teacher explains the importance of taking ownership/agency of one's education and introduces the principles of students data and the importance of tracking work productivity. It helps to discuss the definition & role of an 'agent' in reference to actors or athletes, and then connect this idea to how students, especially in high school, need to become the 'agent' of their own education.
2. Teacher distributes the PDSA document that contains the agency statement on paper. Students read the statement, sign their name, and rate themselves on the scale (4 - this describes me perfectly to 1 - Nope, that's not me). This is completed on the paper version as it will be handed back to the students 2 more times: once mid-PDSA and then at the completion of the PDSA.
3. Students read the "actions to take when stuck" list. This list should be posted in the room.
4. Students complete a midpoint measure of their sense of agency.
5. Students take a final end rating of their agency during the 5-week time period

Each class day, during the PDSA cycle:

6. Teacher distributes the expectations and timeline for completing the long-term project. Students identify the specific task they need to accomplish for that day.



7. Teacher distributes the Goal Reflection Sheet and students write down their goal for the day, and review the “actions to take when stuck” once again.
8. Teacher would check-in with the students to review their goal, to make sure it was focused, relevant to the task, and achievable.
9. Students reflect on their progress toward their goal by completing a Google form exit ticket or a hard copy of the exit ticket at the end of each class. The exit ticket asks the students to reflect on why they did not meet their goal, what they did when they got stuck, and to recognize what they could do differently to meet their goal for the next class.
10. When using a Google Form, the teacher would show students the pie chart showing what they were getting stuck on the most, and students discuss the decisions they made to overcome a common distraction.

Key Resources

[My Agency Reflection Sheet](#)

[Goal Reflection Exit Ticket](#)

[My Agency Google Form with Mid and End of Cycle Reflection](#)



Variations

No variations to describe presently; please look for updates in the future.