Learning Progressions for Active Learning

This resource includes learning progressions for active learning, including: self-assessment and use of feedback, perseverance and revision, collaboration and taking initiative. It was designed by Learner-Centered Initiatives, to assist teachers in recognizing and assessing the development of dispositional and other outcomes.

SELF ASSESSMENT AND USE OF FEEDBACK							
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with prompting and support: identifies general strengths and/or areas in need of improvement relies on external feedback sets a general goal to improve	uses external feedback and self-assessment to identify specific strengths and areas in need of improvement provides examples sets a general goal to improve along with a general strategy to improve	uses external feedback and self-assessment to identify specific strengths and areas in need of improvement provides examples sets a specific goal to improve and identifies a specific strategy to attain the goal	uses external feedback and self-assessment to explain specific strengths and areas in need of improvement provides examples and points to tangible evidence to support explanation sets specific goals for improvement and identifies a specific and appropriate strategy for achieving the goal	uses external feedback, self-assessment and peer assessment to identify and explain strengths and areas in need of improvement identifies general attributes of quality when describing strengths and struggles provides tangible, specific evidence to support explanation sets specific goals and identifies a specific and appropriate strategy for achieving the goal monitors goals over time	uses external feedback, self-assessment and peer assessment to identify and describe strengths and areas in need of improvement identifies specific attributes of quality when discussing strengths and struggles provides tangible, specific evidence to support explanation sets specific goals and identifies more than one appropriate strategy for achieving the goals monitors goals and assess effectiveness of strategies	uses data from self, peer and teacher's assessment to identify and describe strengths and areas in need of improvement identifies specific attributes of quality when discussing strengths and struggles provides tangible, specific evidence to support explanation sets specific goals and uses knowledge of strengths to identify the most appropriate strategy for achieving goals monitors goals, makes adjustments and assesses effectiveness of strategies during and after work	uses data from self, peer and teacher's assessment to identify and describe strengths and areas in need of improvement searches for patterns in the process of assessing strengths and areas in need of improvement identifies specific attributes of quality when discussing strengths and struggles sets specific, strategic and prioritized goals uses knowledge of strengths and new approaches to identify efficient strategies for achieving goals monitors goals on a continuous basis, makes adjustments and assesses effectiveness of strategies

PERSEVERANCE AND REVISION									
➔	➔	➔	➔	➔	➔	➔	➔	➔	➔
with close prompting and support, makes surface changes to work/thinking	makes surface changes to work/thinking when requested and supported	perseveres and revises work/thinking when asked questions or provided with suggestions revisions may be surface or content related	perseveres and revises work/thinking when asked questions, provided with suggestions, or guided with self-assessment opportunities containing criteria revisions are both surface and content related	perseveres and revises work/thinking when asked questions, provided with feedback and given self-assessment opportunities containing criteria revisions are content related	perseveres and revises work/thinking when asked questions, provided with feedback and given self-assessment tools containing criteria identifies needed revisions to own work /thinking based on self-assessment using criteria revisions are content related sticks with it when the work/thinking is tough or complex, employing suggested strategy and/or approach	perseveres and revises work/thinking when asked questions, provided with feedback and given self-assessment opportunities identifies needed revisions to own work revisions are content related and conceptual tries multiple approaches/strategies when the work/thinking is demanding	perseveres and works through discomfort when revising work/thinking seeks feedback and uses self assessment to drive revision revisions are content related and conceptual actively seeks different approaches/strategies when the work/thinking is demanding	perseveres and works through discomfort when revising work/thinking seeks feedback from people who are likely to have a different perspective and uses continuous self assessment to drive revision revisions are content related and conceptual actively seeks different approaches/strategies from others and research pursues the highest level of quality

COLLABORATION (IN DIALOGUE)

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participates in conversations in partnerships and small groups	participates in conversations in partnerships and small groups	participates in conversations in small and larger groups	engages in a range of collaborative discussions	engages in a range of collaborative discussions	engages in a range of collaborative discussions with diverse members	engages in a range of collaborative discussions with diverse members	initiates and participates in a range of collaborative discussions with diverse members for different purposes	initiates and participates in a range of collaborative discussions with diverse members for different purposes
listens to others and takes turns speaking when prompted or reminded	listens to others and takes turns speaking	listens to others with care and take turns speaking	actively listens to others and take turns speaking	actively listens and can paraphrase ideas of others	actively listens, paraphrases and summarizes ideas of others	actively listens, paraphrases and summarizes ideas of others	actively listens, paraphrases and summarizes others' ideas as well as the overall agreements and points of difference	actively listens and acknowledges diverse perspectives, summarizes overall points of agreement and disagreement
continues a conversation through multiple exchanges	builds on others' talk in conversations by responding to comments through multiple exchanges	builds on others' talk by linking their comments to remarks of others	builds on others' ideas and expresses own clearly	builds on others' ideas and explains own clearly	builds on others' ideas, explains own clearly and specifically, draws conclusions in light of new information gained	builds on others' ideas, expresses own clearly and specifically, distinguishing similarities and differences in thinking	builds on others' ideas, expresses own clearly and persuasively, extends own thinking by making new connections based on other's perspectives, qualifies or justifies own views in light of other perspectives	builds on others' ideas, expresses own clearly and persuasively, makes new connections and, when warranted, extends or justifies own views and understanding in light of the other perspectives and reasoning
asks questions to clear confusion	asks questions to clear confusion	asks questions for clarification and further explanation	asks questions to check understanding, stay on topic, and link their comments to the remarks of others	asks and responds to specific questions to clarify or follow up on information or link to the remarks of others.	asks and responds to specific questions with elaboration and detail to clarify, verify or elaborate on the remarks of others	asks questions that connect the ideas of several speakers and responds to others' questions and comments with relevant evidence, observations, and ideas	propels conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas;	propels conversations by posing and responding to questions that relate the current discussion to broader themes, larger ideas and new questions

COLLABORATION (TO ACCOMPLISH A TASK OR TO CREATE)

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works side by side with peers, mostly engaging in own work shares resources and takes turns when prompted or reminded	works with others to learn or accomplish a task or project shares resources	works with others to learn, and accomplish a task or project can identify problems as they arise and relies on help from teacher	works with others to learn, set goals, create a plan, and accomplish a task or project can solve problems as they arise, relying on self, others and teacher	works with others to learn, set goals, create a plan, and accomplish a task or project can use different ideas of group members can solve problems as they arise relying on self and others	collaborates with others to learn, set goals, create a plan, and accomplish a task or project can blend the different ideas of group members can self assess progress and solve problems collaboratively as they arise	collaborates with others to learn, set goals, create a plan, and accomplish a task or project can assess the different ideas of group members and decide on best approaches/ideas to use can self assess progress, solve problems collaboratively as they arise, and adjust course as necessary	collaborates with others to learn, set goals, create a plan, set standards for quality and accomplish a task or project can assess the different ideas and strengths of group members, decide on best approaches/ideas to use and maximize on individual strengths can self assess progress, solve problems collaboratively as they arise, adjust course as necessary and re-visit vision of quality based on learning	collaborates with others to learn, set goals, create a plan, set standards for quality and accomplish a task or project can assess the different ideas and strengths of group members, decide on best approaches/ideas to use and maximize on individual strengths	collaborates with others to learn, set goals, create a strategic plan, set standards for quality, establish working norms and accomplish a task or project can assess the different ideas and strengths of group members, decide on best approaches/ideas to use and work strategically to maximize individual ideas and strengths builds self assessment of work and progress into the collaborative process, adjusting and revising continuously

COLLABORATION (CONSIDERING PERSPECTIVES)

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expresses own opinion	understands what an opinion is expresses own opinion listens to other opinions when expressed	understands what an opinion is expresses own opinion and can distinguish it from others asks others about their opinions	acknowledges that other perspectives exist sacrifices own perspective based on opinions of others or is immovable in own perspective	acknowledges that other legitimate perspectives exist sacrifices own perspective based on opinions of others or is immovable in own perspective and beliefs	is willing to hear others' perspectives and beliefs considers other perspectives when forming own opinion	Uses other perspectives to deepen own understanding uses other perspectives to reflect on and assess own	actively seeks other perspectives to gain insight and broaden own perspective maintains own perspective and beliefs while being flexible and open to change	actively seeks other perspectives to gain insight, broaden and challenge own perspective uses perspectives of others to clarify, reconsider and strengthen and own perspective

INITIATIVE

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with prompting and support, accepts a challenge	accepts a challenge that feels manageable	accepts challenges and new responsibilities when supported	accepts challenges, new responsibilities and different roles when supported	accepts challenges, new responsibilities and different roles when supported	accepts challenges, new responsibilities and different roles and willingly works independently is interested in learning from new challenges	accepts challenges, new responsibilities and different roles and works independently is interested in learning from new challenges	seeks challenges, new responsibilities and different roles is interested in learning from new challenges	actively seeks new challenges, roles, and responsibilities as a way of challenging own learning and staying energized