



NTN Agency Rubric, 5th Grade

Based on Shane Safir's 2021 definition, NTN defines **agency** as students' innate capacity to make decisions, set goals, and plan and carry out next steps based on ever increasing funds of knowledge. Students' innate agency is activated in environments where their identities are valued, they feel a sense of belonging, they have the chance to master knowledge and skills over time, they experience self-efficacy, and they engage in intentional goal setting and self-reflection while reflecting on obstacles and how to overcome them.

Classroom Environment and Mindset

NTN recommends using surveys or other tools to ask students to reflect on the classroom environment and whether it activates agency. To collect data on these questions regularly NTN recommends the 5 point Likert scale: (1) Strongly Disagree; (2) Disagree; (3) Neither Agree nor Disagree; (4) Agree; (5) Strongly Agree. Click the link to the [Agency Classroom Environment Student Survey](#) to make a copy for your own classroom.

Foundational Questions for Teachers:

Ask Yourself:

- To what degree is my planning informed by students' survey data, self-reflection, and other information sources?
- Can I use the survey and rubric to build and co-create resources tailored to my students' needs?
- How can I design learning experiences that lift up different cultures, identities, backgrounds, and experiences?
- How can I adjust my classroom environment to better support student agency? What policies, structures, or supports do I need to put into place?
- What do I need to explicitly teach? What do I need to explicitly model? What do we need to explicitly practice?
- Where can I give students opportunities to self assess and reflect?
- Have I created opportunities for students to reflect on their goals, what might prevent them from reaching their goals, and what steps they might need to take?





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	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
Meet Benchmarks	● I try to complete benchmarks and class assignments.		● I try to complete benchmarks and class assignments; I use help like my teacher's support, classmates' help, reminders on the board, project calendars, checklists.		● I complete some benchmarks and class assignments though I might need some reminders; I use help like my teacher's support, classmates' help, reminders on the board, project calendars, checklists.		● I usually complete all benchmarks and class assignments by using help like my teacher's support, classmates' help, reminders on the board, project calendars, checklists.
Seek Feedback	● I understand why we receive feedback on our work.		● I am open to feedback and willing to attempt changes based on the feedback, with help from my teacher or classmates.		● I accept feedback and use helpful feedback to make my work better.		● I almost always ask for feedback and use helpful feedback to make my work better.
Tackle and Monitor Learning	● For a task or project, I need support in listing what I know and need to know ● I need help with strategies to complete the tasks.		● For a task or project, I can sometimes list what I know and need to know ● I am starting to use strategies to complete tasks		● For a task or project, I can list what I know and need to know based on entry events, rubrics, etc. ● I mostly use strategies and steps for starting a task and staying focused.		● For a task or project, I can list what I know and need to know based on entry events, rubrics, etc. and how much work I think it will take. ● I choose and use helpful strategies, taking steps to start the task and adjust as needed when strategies are not working.





Teachers can be seen...		
<i>Moving Practice from Emerging to Developing</i>	<i>Moving Practice from Developing to Proficient</i>	<i>Moving Practice from Proficient to Advanced</i>
● Building a culture of Agency by explicitly and implicitly promoting student growth, and attention to quality. ● Working with students to organize tasks and schedules, set benchmarks and deadlines, find and use resources, and create products. ● Scaffolding agency skills through targeted instruction, discussion, tools, and practices that help students learn and practice strategies for monitoring their own learning. ● Defining and reminding students of the skills needed to take ownership over one's learning. ● Co-creating a supportive and inclusive learning environment in which all students feel valued. ● Exploring the agency rubric with students and creating student-friendly descriptors. ● Modeling how to reflect on Agency. Supporting students in using the Agency Student Reflection Survey	● Reflecting with students and calling out highlights and opportunities for improvement. ● Helping design problem solving strategies with students. ● Brainstorming together, teaching and modeling what it means to be an independent learner. ● Defining and reminding students the skills needed to have ownership over their learning. ● Modeling and teaching kind, helpful and specific feedback and how to apply feedback to improve work. ● Reminding students of the community agreements. ● Examining quality work and defining what makes it good. ● Helping to create to-do lists and defining tasks.	● Providing one on one feedback and small group feedback to students. ● Building structured time for students to reflect on their agency and the classroom environment. ● Using exemplars to push students' thinking about quality work. Allow students to determine what makes it an exemplar.

