AGILE CLASSROOMS

REVIEW ROUTINE GUIDE

GROWING AUTHENTIC SKILLS THROUGH AGILE LEARNING

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Introduction

In an Agile Classroom, routines are structured, repeated practices that help students develop key skills like self-direction, collaboration, and adaptability. Rather than focusing solely on content knowledge, these routines emphasize hands-on skill-building through consistent practice. This approach enables students to not only learn these skills but also to internalize and apply them in real-world contexts.

Agile Classrooms use Learning Sprints—an iterative learning cycle timeboxed to four weeks or less—to plan, achieve, and review learning goals. Each Learning Sprint serves as a feedback loop, chunking larger projects and the overall learning journey into smaller, manageable cycles. By working incrementally, students make steady progress while continuously building and learning.

Each Learning Sprint contains Five Self-Directed Learning Routines, which can be used together in a sequence or independently, depending on the learning context:

Routine	Description	Focus	Timing
1. Refinement	Revisiting and updating learning goals to keep them relevant and challenging	Future goals	Continuously, as needed
2. Planning	Defining selected goals and preparing steps to achieve them	Current goals and the action plan	Start of Learning Sprint
3. Check-In	Tracking progress and making real-time adjustments	Monitoring and adapting daily progress	Often each class period. Happens multiple times throughout the Learning Sprint.
4. Review	Presenting learning outcomes, receiving feedback, and updating goals	Learning outcomes and progress	End of Learning Sprint
5. Retrospective	Reflecting on learning methods and teamwork	Process & relationships	End of Learning Sprint, After Review

These routines provide specific and consistent opportunities for students to practice and develop their skills, ensuring that learning is both structured and flexible. This guide focuses on the Review Routine, where students showcase their completed work, receive feedback, and adjust their Learning Backlog to better align with their goals.

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Understanding the Review Routine

The **Review Routine** is a structured process within Agile Classrooms that allows students to showcase their completed work, receive constructive feedback, and refine their **Learning Backlog.** This routine provides an opportunity for students to demonstrate their progress, engage with feedback, and adapt their learning goals to ensure continuous growth.

The **Review Routine** takes place at the **end of each Learning Sprint,** immediately **before the Retrospective Routine.** While each of the Five Self-Directed Learning Routines can be utilized independently, their integrated use within the Learning Sprint framework significantly enhances their collective effectiveness.

Key Objectives of the Review Routine:

1. **Demonstrate Completed Work:** Students present the Learning Items they have successfully completed during the Sprint, highlighting their understanding and application of the learning or project objectives.

2. **Gather and Synthesize Feedback:** Through peer and teacher feedback, students gain valuable insights into their work, identifying strengths and areas for improvement.

3. **Assessment:** Both self-assessment and teacher-led assessment play a key role in the Review Routine. Teachers evaluate the work against success criteria and rubrics, ensuring that students understand where they stand in relation to their learning objectives. This process also helps students develop their ability to self-assess.

4. **Refine Future Learning Goals:** Based on the feedback received and their progress, the Learning Backlog is refined, adjusting goals and objectives to better align with their ongoing learning journey. This ensures that future learning goals are tailored to their actual needs and reflective of the outcomes from the Review Routine.

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Preparation

To ensure a smooth and effective **Review Routine**, proper preparation is essential. The following key aspects should be considered during the preparation phase:

- [ ] **Determine Level of Collaboration and Choice:**
  Decide the extent to which students will collaborate during the Review Routine. Refer to the **Learning Zones** and the **Spectrums of Collaboration and Choice** to tailor the routine to your classroom's needs.

- [ ] **Schedule Time and Place for the Review:**
  Allocate specific times and designate a suitable space for conducting the Review Routine. Consistent scheduling helps establish a routine and ensures all students are prepared.

- [ ] **Make Available Success Criteria and Rubrics:**
  Provide clear success criteria and rubrics (if used) to assess the quality of the work presented. These criteria should have been established before students begin their work, ensuring that students understand expectations and can self-assess their performance effectively

- [ ] **Review and Update the Learning Backlog:**
  Ensure the **Learning Backlog** is up-to-date, reflecting current learning goals and tasks. This backlog serves as the foundation for planning future Sprints and adapting learning objectives based on feedback received during the Review Routine.

- [ ] **Prepare Materials and Resources:**
  Gather any necessary materials or resources needed for the Review Routine, such as presentation tools, feedback forms, or digital platforms that facilitate collaboration and feedback.

By addressing these preparation steps, educators can create a conducive environment for the **Review Routine**, maximizing its effectiveness in promoting student growth and learning.

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Procedure

Below is a suggested procedure for the **Review Routine** in an Agile Classroom. While it provides a good structure, feel free to adapt it to your classroom dynamics and time constraints, as long as the purpose is achieved positively and productively.

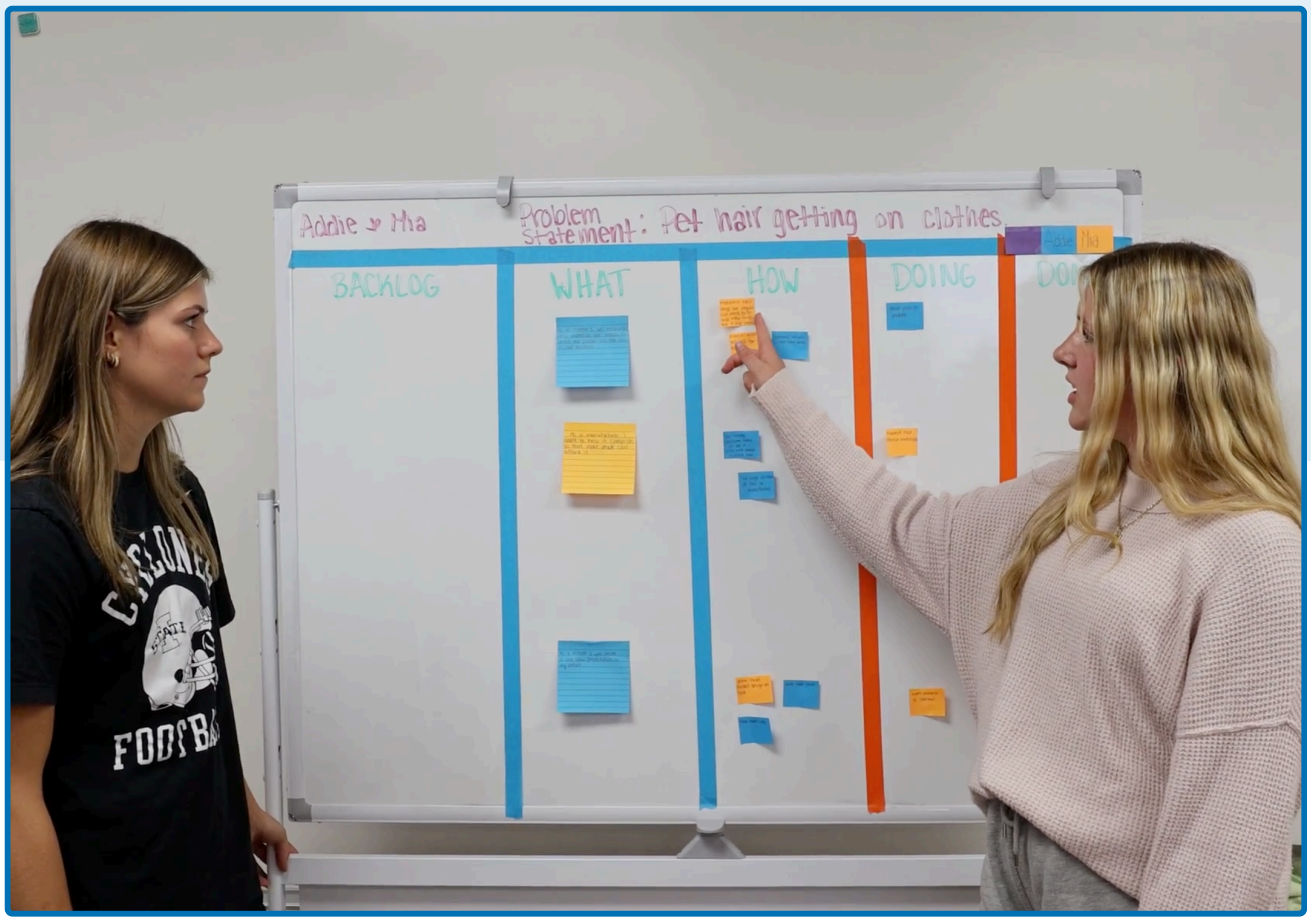
- [ ] **Share the Learning Sprint Goal**
  Begin by reviewing the main learning objectives and targets of the Learning Sprint, such as the Essential Question or Big Idea. This sets the context for the Review Routine and reminds students of the goals they aimed to achieve.

- [ ] **Demonstrate Completed Work**
  Students showcase the Learning Items they've completed during the Sprint, highlighting significant progress and understanding. This could involve presenting to the class or submitting their work for review by the teacher.

- [ ] **Evoke Feedback**
  Students receive feedback from teachers, peers, and possibly other community members. To facilitate effective feedback, use supporting protocols like the Advice Game (see Supporting Protocols). Emphasize the importance of constructive feedback in guiding students' learning and development. Encourage specific and actionable feedback to help students improve.

- [ ] **Synthesize Feedback for Insights**
  After gathering feedback, guide students to synthesize the information received. Utilize protocols such as the Insights Game (see Appendix A) to analyze and derive meaningful insights from the feedback. Synthesizing feedback helps students focus on the most relevant and impactful areas for improvement.

- [ ] **Update Learning Backlog (if needed):**
  Reflect on the synthesized feedback and update the Learning Backlog as needed. This may involve modifying, deleting, adding, or reordering future learning and project goals. See the Refinement Routine for more details.



05

Scaffolding Progression

Scaffolding helps teachers create a structured environment where students gradually take on more responsibility while still receiving support. In Agile Classrooms, building student agility involves two key dimensions: Choice and Collaboration, supported by the Spectrum of Choice and the Spectrum of Collaboration, which guide students to become more effective at making decisions and working as a team.

The intersection of these spectrums forms the **Four Learning Zones,** providing a clear framework for how Choice and Collaboration come together. These zones simplify the configuration of the learning environment based on students' current abilities, providing the right level of challenge to foster growth without causing overwhelm.

Next, we will explore each framework in detail, focusing on how they enhance reflection, collaboration, and meaningful improvement during the Review Routine.

5.1 THE SPECTRUM OF CHOICE

The Agile Educator's role is dynamic and shifts as students grow in self-direction, transitioning through three roles: Instructor, Mentor, and Coach. At each level, one role is dominant, serving as the center of gravity, while the other roles may still be used in a supporting capacity. For example, when primarily coaching, a teacher may occasionally need to instruct or partner based on students' needs. The table below provides detailed descriptions of each educator role, including their practices and example language they might use.

Choice Level	How It Looks in the Review Routine	Language Examples
1: TEACHER-LED **Student Choice:** Low Educator: **Instructor** Student: **Follower**	The teacher directs the Review Routine, modeling each step and assessing student work. Students observe and follow along, learning how the routine operates and understanding the feedback process.	*"Watch how I assess this project using the rubric."* *"Follow these steps when you present your work."*
2: CO-LED **Student choice:** Medium Educator**: Mentor** Student**: Contributor**	The teacher acts as a mentor, making decisions jointly with students while maintaining some authority. Students actively participate by sharing ideas and starting to facilitate parts of the Review Routine, with mentorship and corrections from the teacher.	*"What do you think about adding this to your Learning Backlog?"* *"Let's consider this approach for your presentation—what do you think?"*
3: STUDENT-LED **Student Choice:** High Educator**: Coach** Student**: Leader**	Students lead the Review Routine, presenting their work, assessing their own progress, and facilitating the routine. The teacher, as a Coach, offers guidance and feedback, stepping in only when necessary to support student autonomy.	*"What did you learn from the feedback you received?"* *"How do you feel about your assessment of this project?"*

While students gain more autonomy as they progress through the levels, the educator always maintains the authority to overrule or veto decisions. However, this authority should be used sparingly, especially as students move from Level 2 (Co-Led) to Level 3 (Student-Led). Overruling too frequently can undermine student agency and ownership. It's meant to be a "break-in-case-of-emergency" measure, only used when absolutely necessary to prevent major setbacks or ensure safety.

5.2 SPECTRUM OF COLLABORATION AND GROUP DYNAMICS

The **Spectrum of Collaboration** outlines how students interact with one another during the Review Routine. As they progress from individual work to group-based and team-based collaboration, they develop essential interpersonal and teamwork skills. These skills are critical for 21st-century learning, fostering a shared responsibility for success.

Level of Collaboration	Student Interaction	Assessment	Group Facilitator
1. Individual (Solo)	Students work independently, completing their review without collaboration. Each student is responsible for their own work and receives feedback directly from the teacher.	Assessment is entirely individual, focusing on each student's work and progress.	No facilitator required.
2. Group (Cooperative)	Students work in groups where each member is responsible for reviewing their individual contributions. They support one another but maintain ownership of their specific part of the work. Peer feedback may be exchanged.	Assessment is mostly individual, though the overall performance of the group may also be considered. Each student's contribution is evaluated based on their specific assignments.	Student facilitator is recommended, but the teacher may also facilitate depending on group dynamics.
3. Team (Collaborative)	Students collaborate as a cohesive team, with shared ownership of the review routine. The team works together to present their collective work, and feedback is given and received by the group as a whole. Students may pair up or work together to refine shared responsibilities.	Assessment focuses more on the team's collective performance, with the group being evaluated as a whole. It may be challenging to assess individual contributions due to the dynamic, shared nature of the work.	A student facilitator is required to guide the team through the review process.

5.3 THE FOUR LEARNING ZONES

Through the intersection of the Spectrum of Choice and the Spectrum of Collaboration, student agility emerges. The **Four Learning Zones** provide a structured path that students follow as they move toward greater self-direction and collaboration. Each zone represents a combination of levels from both spectrums and helps to scaffold student progress in a more tailored, flexible way.The intent of an Agile Classroom is to incrementally scaffold students' autonomy and collaboration capacity so they take increasing responsibility for the Review Routine, requiring minimal teacher intervention.

	Collaboration Low-Medium	Collaboration Medium-High
Choice Medium - High	**ZONE 3: INDEPENDENT LEARNERS** **Choice**: Students independently manage their Review Routine. **Collaboration**: Students work individually but seek feedback from others when needed. **How It Looks in The Review:** • **Demonstration**: Students present and reflect on their own work, independently identifying areas for improvement. • **Feedback**: Students seek feedback from peers or others as needed, with the teacher contributing when required. • **Assessment**: The teacher typically assesses the work, but students may conduct the review independently in some cases.	**ZONE 4: SELF-DIRECTED TEAMS** **Choice**: Teams fully manage the Review Routine. **Collaboration**: Teams collaborate on all parts of the Review Routine. **How It Looks in The Review:** • **Demonstration**: Teams collaborate to present collective progress. • **Feedback**: Increased feedback from peers and team members, with the teacher contributing as needed. • **Assessment**: Teams assess their work, with the teacher typically contributing. In some cases, students may take full ownership of the process.
Choice Low-Medium	**ZONE 1: TRADITIONAL CLASSROOM** **Choice**: Teacher directs the Review Routine. **Collaboration**: Students work individually with minimal peer interaction. **How It Looks in The Review:** • **Demonstration**: Students individually present their work to the teacher. • **Feedback**: Primarily from the teacher, with no or minimal peer interaction. • **Assessment**: Teacher provides most or all of the assessment.	**ZONE 2: COOPERATIVE LEARNING** **Choice**: Teacher guides the Review Routine. **Collaboration**: Students cooperate in small groups. **How It Looks in The Review:** • **Demonstration**: Students share their individual contributions with their group. • **Feedback**: Peer feedback develops, but the teacher provides the primary feedback. • **Assessment**: The teacher remains the main assessor, though students contribute more to the process.

06

Evaluating Student Progress

Evaluating student competency during any of the Five Self-Directed Learning Routines is crucial for understanding their growth in self-direction, collaboration, and adaptability. Regular coaching with targeted feedback enables students to take on more responsibility for their learning incrementally.

To facilitate this process, Agile Classrooms provides three rubrics for the Review Routine: a single-point rubric for quick, targeted feedback, a multi-point rubric for a more comprehensive evaluation of student progression, and a student-friendly rubric for self-assessment.

6.1 SINGLE-POINT RUBRIC FOR THE REVIEW ROUTINE

Competency	Success Criteria
Incremental Progress	Presents completed "learning increments" that demonstrate clear progress within the larger learning journey.
Quality of Work	Completed work meets the predefined Success Criteria and demonstrates appropriate depth and accuracy.
Receiving Feedback	Receives feedback openly, without being defensive, and shows appreciation for constructive input.
Iterative Improvement	Applies feedback thoughtfully and updates the Learning Backlog to reflect necessary changes, discerning which feedback is most relevant and impactful.
Self-Assessment	Effectively applies rubrics and success criteria to evaluate work and identify areas for improvement.

6.2 MULTI-POINT RUBRIC FOR THE REVIEW ROUTINE (with Competency Descriptions)

COMPETENCY	NOVICE	ADVANCED BEGINNER	COMPETENT	PROFICIENT	EXPERT
Incremental Progress: The ability to present demonstrable, completed parts (learning increments) that show enough progress to be validated and assessed, aligning with the overall learning journey.	No parts of the project or assignment were fully completed, and there is nothing substantial to review or show for feedback.	Some progress was made, but no part of the project is fully completed or ready for feedback. Significant prompting is needed to make further progress.	A partially completed "learning increment" is presented, demonstrating progress with some elements ready for feedback, though it may need occasional guidance to finalize.	Consistently presents completed "learning increments" that are independently developed and ready for feedback, showing progress that can be validated and assessed.	Independently presents completed learning increments that are clearly relevant, demonstrate measurable progress, and contribute to achieving long-term project goals. These increments are well-prepared for validation and assessment.
Quality of Work: How well the work meets the Success Criteria in terms of depth, accuracy, and completeness.	Work demonstrates a basic attempt but does not meet most of the Success Criteria. The work lacks depth, accuracy, or completeness.	The work meets some Success Criteria but requires significant improvements in quality and depth to fully align with expectations.	The work generally meets the Success Criteria, with a few minor gaps in depth or completeness that may need attention.	The work fully meets the Success Criteria, showing good depth, accuracy, and completeness, with only minor errors or inconsistencies.	The work exceeds the Success Criteria by demonstrating exceptional depth, precision, and thoroughness, adding meaningful insights or creativity beyond what was expected without going beyond the scope.
Feedback Exchange: The ability to engage in giving and receiving constructive feedback to enhance the quality of work.	**Giving:** Offers little or no constructive feedback. **Receiving**: Relies heavily on the teacher to provide and manage feedback, often struggling to engage or respond to it.	**Giving**: Provides feedback when prompted by the teacher but it is often vague or lacks supporting evidence. **Receiving**: Accepts feedback with significant guidance but may react defensively or resist feedback.	**Giving**: Provides constructive feedback with occasional support, though it may still be general. **Receiving**: Receives feedback respectfully, though may need some guidance to avoid defensiveness.	**Giving**: Regularly provides specific, constructive, and actionable feedback independently. **Receiving**: Receives feedback openly, without defensiveness, and shares appreciation for the feedback.	**Giving**: Consistently offers deep, thoughtful, and actionable feedback, helping peers improve. **Receiving**: Actively fosters reflective dialogue around feedback, encouraging deeper insights and thoughtful discussion to enhance mutual understanding.
Iterative Improvement: How well students incorporate feedback into iterative improvements, refining their work and Learning Backlog to reflect these insights.	Relies on the teacher to determine which feedback is relevant and to guide revisions.	Needs significant prompting to identify which feedback to use and struggles to implement improvements.	Implements improvements based on feedback with occasional support, making thoughtful revisions to the Learning Backlog.	Independently selects relevant feedback and incorporates it effectively into revisions and the Learning Backlog.	Consistently demonstrates discernment in selecting and using feedback, incorporating revisions that show deep, reflective improvement in both the work and the Learning Backlog.
Self-Assessment: The ability to assess one's own work against established rubrics and success criteria to gauge progress and areas for improvement.	Relies entirely on the teacher to assess work and provide feedback; does not engage in self-assessment.	Attempts self-assessment with significant teacher prompting but struggles to apply rubrics or criteria accurately.	Engages in self-assessment with occasional guidance, using rubrics to identify progress and gaps, though inconsistently.	Regularly self-assesses work independently, applying rubrics and success criteria accurately to gauge progress and identify areas for improvement.	Goes beyond rubrics, identifying deeper insights and making improvements aligned with broader learning goals or real-world relevance.

6.3 STUDENT-FRIENDLY RUBRIC FOR THE CHECK-IN ROUTINE

This student-friendly rubric is designed for educators to use with their students. It helps students self-assess their performance during the Check-In Routine, encouraging them to reflect on their progress and take ownership of their learning. Educators can guide students in using this rubric to identify areas where they are excelling and where they may need to improve.

What You're Doing	Just Starting	Getting Better	Doing Well	Nailing It	Crushing It
Presenting Incremental Progress	Having trouble showing any finished parts of your work. Nothing is ready for feedback.	You've made some progress, but no parts are fully finished yet. You need some help to finish things up.	You're showing some completed parts (steps) of your work that are ready for feedback, but still need a little guidance.	You regularly show finished parts of your work on your own and are ready for feedback to keep making progress.	You consistently present well-finished parts of your work, fully ready for feedback, showing great progress toward your goals.
Quality of Work	Your work misses a lot of what was expected and doesn't have much detail or accuracy.	Your work meets some of the expectations, but it still needs improvement in quality or detail.	Your work mostly meets the expectations with just a few areas that need more detail or accuracy.	Your work fully meets the expectations, with good detail, accuracy, and only a few minor mistakes.	Your work goes beyond the expectations, showing exceptional detail, creativity, or depth.
Giving and Receiving Feedback	You rarely give feedback to others and rely on the teacher for feedback.	You give feedback when asked, but it's often not very detailed or helpful.	You give constructive feedback and listen to feedback respectfully, but need reminders at times.	You regularly give specific, helpful feedback to others and receive feedback openly without any defensiveness.	You offer thoughtful, detailed feedback and have great discussions that help you and your peers improve.
Making Improvements	You rely on the teacher to figure out which feedback to use and how to improve your work.	You make changes when reminded but need help choosing and applying the right feedback.	You use feedback to improve your work with some help and update your goals to reflect those improvements.	You independently choose the best feedback, apply it well, and update your goals without being told.	You consistently reflect on feedback and make big improvements to your work, updating your goals with careful thought.
Self-Assessment	You rely entirely on the teacher to assess your work and give all the feedback. You don't assess your own work.	You try to assess your own work, but need a lot of reminders and help to do it accurately.	You use rubrics and success criteria to self-assess and spot areas for improvement, though you may need occasional help.	You regularly assess your own work accurately, using rubrics and success criteria to guide you.	You go beyond the rubrics, spotting deeper insights and making meaningful improvements that match long-term goals.

6.4 COACHING STUDENT AGILITY

As students develop their abilities to Review effectively, there is often a need for additional guidance and feedback. To help classrooms grow their competency in self-direction and collaboration, the Coaching and Feedback Form provides structured support. This tool allows educators to guide students through key aspects of the Review Routine, demonstrating their progress, assessing results, recognizing achievements, and applying feedback.

Teachers can use the form to structure feedback, but as students gain confidence, they can take on more responsibility, using it to self-assess and reflect. The example below shows how a teacher coaches students through the Review Routine, but this approach can be adapted for student-led reviews.

Example Scenario: Renewable Energy Innovators (9th Grade Science Class)

Student/Team	Team Innovators	**Learning Sprint Routine**	Review
Competency To Improve		**Current Level**	**Next Target Level**
Feedback Exchange		Advanced Beginner	Competent
Causes: What are the factors influencing the current level of performance?		**Growth Goal:** What is the desired future state of performance? What does better look like?	
• Students are hesitant to provide critical feedback to peers due to fear of offending or being judged. • Lack of structured guidance on how to frame constructive feedback. • Some students are not actively listening or responding to feedback, which reduces the effectiveness of the exchange.		Improve the ability to give and receive constructive feedback during the Review.	

Growth Experiment	Next Improvements To Try	Progress Notes
Experiment 1 **Date:**	Use the Advice Game Protocol. Ask students three questions: (1)What did you like and why? (2) What advice do you have for us? (3)What do you wonder about?	Students found the structure helpful, especially in giving advice, but some struggled with the "What do you wonder about?" question without examples.
Experiment 2 **Date:**	Model how to approach "What do you wonder about?" by offering examples that encourage curiosity, like "I wonder why..." or "I'm curious how...".	Students shared more thoughtful and curiosity-driven insights during the "wonder" phase.
Experiment 3 **Date:**	Encourage students to practice active listening by summarizing feedback they receive before responding.	Students improved their understanding of feedback by summarizing key points, leading to deeper discussions and better reflection.
Experiment 4 **Date:**	Celebrate moments where students give and receive feedback with claps or verbal acknowledgment, highlighting the value of the exchange process.	Students became more comfortable with feedback exchanges, and their ability to offer specific suggestions improved.

They are now at the Competent level of proficiency. Yay!

07

Potential Pitfalls and How to Mitigate Them

Be mindful of common challenges and strategies to overcome them.

Pitfall	Description	Ways to Mitigate It
Not Knowing What "Good" Looks Like	Without clear rubrics or expectations, students may not know what success looks like.	Provide clear success criteria before students begin. Use rubrics or standards to guide their performance.
Limited or No Feedback	Feedback is restricted to the teacher or is minimal, limiting opportunities for growth.	Expand feedback sources by encouraging peer review and self-assessment. Use the Advice Game (see appendix) for fast and productive feedback.
Ineffective Use of Feedback	Students receive feedback but don't know how to apply it effectively to improve their work.	Use the Insights Game to synthesize feedback and apply it to future tasks (see appendix).
Neglecting Iteration	Students do not have the opportunity to apply feedback and improve their work.	Emphasize iteration. Encourage students to apply feedback and engage in continuous learning and improvement.
Evaluating Process Instead of Outcomes	Focusing on how students worked during the Sprint rather than assessing the learning and project outcomes.	Keep the focus on assessing the learning and project outcomes of the Sprint. Save process evaluation for a Retrospective.
Lack of Student Engagement or Ownership	Students may disengage if they feel they have little control over the Review process.	Gradually increase student ownership by using the spectrum of choice and releasing control as they gain confidence.
Too Much Autonomy, Not Enough Direction	Giving too much choice too early can overwhelm students and hinder progress. While some struggle is expected, it can be too far beyond their current abilities.	Use the Spectrum of Choice to adjust the level of autonomy, reducing choice until students are ready to handle more.
Simultaneous Reviews	Multiple reviews happening at once can overwhelm both students and teachers. Not all teams need to review simultaneously.	Rotate or stagger reviews, allowing teams to present at different times. Pair up teams to review each other's work for more variety and feedback.

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Appendix

8.1 ACTUALIZING STANDARDS

The Review Routine Routine helps students cultivate essential 21st-century skills like critical thinking, collaboration, and self-direction. It aligns with and makes actionable standards such as the ISTE Standards for Students and the P21 Framework for 21st-Century Learning.

ISTE Standards for Students

ISTE Standard	Standard Description	Review Routine Alignment
1a: Empowered Learner	Students set learning goals and reflect on progress toward achieving them.	During Reviews, students evaluate their results and adjust their upcoming goals in the Learning Backlogs accordingly. Each increment demonstrated progresses them forward.
1c: Empowered Learner	Students use technology to seek feedback and improve learning outcomes.	Students may use digital tools like Miro or Trello to visually present their work and receive feedback in real-time, adjusting their backlog based on constructive input.
2a: Digital Citizen	Students practice safe, ethical behavior in online interactions.	Students learn to provide and receive constructive feedback in a thoughtful way using digital tools, such as Miro, during the Advice Game, while practicing respectful and responsible behavior online.
1.4: Innovative Designer	Students use technology to solve problems creatively.	Students may use digital tools to present innovative solutions during the Review, showing how they iterated on their designs and solved problems with creative approaches.
1.6: Creative Communicator	Students use digital tools to communicate ideas clearly and creatively.	Students may use presentations or collaborative tools like Google Slides to effectively communicate their learning outcomes and creative solutions during the Review.
1.7: Global Collaborator	Students collaborate with peers, possibly beyond their classroom, to enhance learning.	Students collaborate with their peers in the Review Routine to assess work and exchange feedback, fostering a culture of global collaboration, especially when using digital tools for wider collaboration.

P21 Framework for 21st-Century Learning

P21 Standard	Standard Description	Review Routine Alignment
Critical Thinking	Students reason effectively and solve problems.	Reviews encourage students to critically assess their work and identify areas for improvement, using peer feedback and reflection to strategize next steps.
Collaboration	Students work effectively with others, demonstrating flexibility and shared responsibility.	The Review emphasizes collaboration as students work together to evaluate their collective efforts, refine their work, and take responsibility for improving outcomes.
Communication	Students articulate thoughts clearly through various forms of communication.	Students practice effective communication by presenting their progress and challenges during the Review, while also engaging in the constructive feedback process, such as the Advice Game.
Creativity and Innovation	Students work creatively with others to develop new solutions.	The Review Routine encourages students to showcase their innovative projects and solutions, reflecting on how their creative thinking has evolved during the learning process.
Information Literacy	Students evaluate and use information effectively.	Students synthesize and present the information they've gathered during the Sprint, potentially using digital tools, and reflect on the quality and relevance of the data in their projects.
ICT Literacy	Students use digital tools effectively.	Students may use digital tools like Miro or Trello to present their work and track progress, enhancing their ICT skills while organizing their Review presentations.
Life and Career Skills	Students develop skills that prepare them for collaborative, iterative work environments like Scrum and Agile.	The Review mirrors real-world practices in Agile and Scrum, fostering adaptability, iteration, and collaboration to prepare students for modern career environments.

8.2 EVIDENCE-BASED IMPACT OF THE AGILE CLASSROOMS REVIEW ROUTINE

The Review Routine in Agile Classrooms serves as a formative assessment tool that reinforces student learning, feedback incorporation, and continuous improvement. Grounded in well-researched educational and psychological theories, this routine enhances student metacognition, collaborative learning, and self-direction.

Theory/Research	Key Concepts	Review Routine Alignment
Self-Determination Theory (Deci & Ryan)	Autonomy, competence, and relatedness are core needs in fostering intrinsic motivation.	The Review Routine supports autonomy by allowing students to demonstrate their work and incorporate feedback. Competence is reinforced as students consistently receive feedback on mastery. Relatedness is enhanced through teacher and peer feedback, creating a supportive learning community (Deci & Ryan, 2000).
Goal-Setting and Feedback (Locke & Latham)	Goal-setting theory emphasizes clear, specific, and challenging goals to improve performance.	The Review Routine encourages students to reflect on their progress toward Learning Sprint goals. Students assess their work using rubrics and success criteria, refining future goals and adjusting work based on feedback (Locke & Latham, 2002).
Metacognition and Self-Regulated Learning (Flavell, Zimmerman)	Developing metacognitive awareness through reflection, planning, and self-regulation.	The Review Routine promotes metacognitive skills as students reflect on their work, monitor their progress, and evaluate their strategies based on feedback. They refine their Learning Backlog to align with ongoing needs, promoting continuous self-regulation (Flavell, 1979; Zimmerman & Schunk, 2001).
Scaffolding, Spectrum of Choice and Collaboration, and Zone of Proximal Development (Vygotsky)	Scaffolding through teacher support and peer collaboration within a student's Zone of Proximal Development (ZPD).	The Review Routine and the Spectrum of Choice scaffold student learning by gradually shifting responsibility from teacher-led to student-led reviews. Peer feedback during Reviews supports collaboration within the ZPD, helping students take on more complex tasks and develop autonomy (Vygotsky, 1978).
Formative Assessment and Feedback Loops (Black & Wiliam; Hattie & Timperley)	Feedback, especially frequent and low-stakes, is crucial for learning progress.	The Review Routine provides formative assessment through continuous feedback. Students integrate peer and teacher feedback to improve their work. Regular, structured feedback promotes actionable insights and iterative improvements (Black & Wiliam, 1998; Hattie & Timperley, 2007).
Collaborative Learning and Peer Assessment (Bandura)	Collaborative learning and peer assessment promote social, emotional, and academic growth.	The Review Routine supports peer assessment by encouraging students to exchange feedback, fostering collaboration and communication skills. Peer assessments build teamwork and a shared sense of responsibility for learning (Bandura, 1977).
Flow State and Engagement (Csikszentmihalyi)	A flow state occurs when students are deeply engaged in tasks that balance challenge with skill.	The Review Routine helps students adjust their tasks and goals based on feedback, keeping them in the optimal zone of challenge and engagement. This iterative reflection increases focus, motivation, and engagement with their work (Csikszentmihalyi, 1990).

8.3 TOOLS FOR THE REVIEW ROUTINE

The tools used in the Review Routine help students demonstrate their completed work, gather feedback, and refine their future learning goals. These tools create transparency, helping students track progress and make necessary adjustments based on feedback. Below are some commonly used tools:

TOOL	DESCRIPTION
Learning Backlog	The Learning Backlog lists learning goals and tasks. It can take both physical and digital forms, allowing students to choose the most accessible format for their learning environment.
Physical Tools	Students use cards or sticky notes to represent tasks and goals, making it easy to visually update their progress. This tactile approach allows for hands-on interaction during the Review.
Digital Tools	Platforms such as Trello (https://trello.com) or Miro (https://miro.com) allow students to document their work, receive feedback, and update their Learning Backlog digitally. These tools provide flexibility in collaborative learning environments and are particularly useful for remote or hybrid setups.
Agile Learning Heads Up Display (HUD)	A physical display board that keeps the Learning Backlog and other Agile Classrooms artifacts visible to all students. It helps make abstract learning goals more tangible and encourages students to interact physically with their learning progress. Learn more about setting up a student HUD at https://methodsmentor.substack.com/p/heads-up-display.

8.4 SUPPORTING PROTOCOLS FOR THE REVIEW ROUTINE

Agile Classrooms provides a range of supporting protocols that aid in gathering feedback and synthesizing insights during the Review Routine. These structured methods help ensure that feedback is meaningful and actionable.

- **Advice Game:** A feedback protocol where students give and receive advice in a structured format, fostering constructive feedback exchanges. Learn more and download templates here: https://learn.agileclassrooms.com/advicegame.
- **Insights Game:** This protocol helps students synthesize the feedback they receive, distilling it into actionable insights. It supports students in prioritizing what to work on next and updating their Learning Backlog accordingly. Learn more and download templates here: https://learn.agileclassrooms.com/insight-game.

8.5 SCRUM ROOTS AND INSPIRATION

The Review Routine in Agile Classrooms draws its inspiration from the **Sprint Review** event in Scrum, a framework commonly used in Agile product management. While the core purpose of inspecting progress and adapting future plans remains the same, adaptations are made to suit the educational environment and the development needs of K12 students. This is why we refer to it as the Review Routine rather than the Sprint Review. Below is a comparison of the key differences:

Aspect	Sprint Review (Professionals)	Review Routine (K12 Education)
Duration	Timeboxed to a maximum of 4 hours for a one-month Sprint.	Shorter, generally 15-30 minutes, to fit within the class schedule.
Purpose	To inspect the outcome of the Sprint and decide future adaptations, focusing on progress toward the Product Goal.	Focuses on demonstrating learning increments, project deliverables, and refining the Learning Backlog based on feedback.
Artifacts	Uses the Product Backlog, a prioritized list of product features or tasks, to guide progress and adaptation.	Uses the Learning Backlog, a prioritized list of learning goals and tasks, focused on learning progress and skill development.
Participants	Primarily professionals and key stakeholders (such as customers or users) who review the product increment and discuss adaptations.	Teachers, students, and sometimes peers or other community members participate to review learning progress and plan next steps.
Collaboration	Always team-based, as Scrum teams work together on shared goals.	The Review can be individual or team-based, with the Spectrum of Collaboration guiding students to more team-based work over time.
Autonomy/ Choice	Scrum teams are self-managing and expected to organize the review themselves.	Students may not yet be fully self-managing, but the Review Routine helps develop these skills through the Spectrum of Choice and Collaboration.
Role of Facilitator	A Scrum Master or team member may facilitate, but the team is expected to self-manage the review.	Teachers usually facilitate the Review, but students increasingly take on this role as they develop self-management skills.
Assessment and Feedback	No formal assessment; focused on inspecting progress and collaborating with stakeholders.	Formative feedback from teachers and peers, based on rubrics and success criteria, helps students reflect and refine their work.
Choice of Routines	All Scrum events are required in each Sprint, and must be completed in sequence.	While Agile Classrooms uses Sprints by default, routines like the Review can be adapted or used independently based on classroom needs.

8.6 GLOSSARY OF KEY TERMS

TERM	DEFINITION
Advice Game	A feedback protocol where students take turns giving and receiving advice in a structured format. It encourages constructive, thoughtful feedback and helps students learn how to provide actionable suggestions to improve their peers' work. Download the Advice Game template here: https://learn.agileclassrooms.com/advice-game
Agile	In the context of education, Agile refers to a set of practices and principles that promote adaptability, collaboration, and continuous improvement. It emphasizes flexibility in response to changing needs, self-directed learning, and regular reflection to enhance learning outcomes.
Agile Classrooms Framework	A 21st-century skills development framework that applies Agile methodologies to enhance student engagement, self-direction, collaboration, and adaptability in learning.
Assessment	In the Review Routine, students' work is evaluated against success criteria and rubrics, enabling them to assess their progress and plan improvements. Both teacher assessments and self-assessments are involved.
Demonstration of Learning	Part of the Review Routine where students present their completed work and demonstrate their understanding of key learning goals. It serves as an opportunity for both self-assessment and gathering peer and teacher feedback.
Formative Feedback	Ongoing, constructive feedback provided by peers and teachers during the Review Routine to help students reflect on their work, identify areas for improvement, and make adjustments for future learning.
Insights Game	A protocol that helps students process the feedback they receive by summarizing it into actionable insights. The Insights Game guides students in deciding which feedback is most valuable and how to use it to update their Learning Backlog and refine their future work. Download the Insights Game template here: https://learn.agileclassrooms.com/insights-game
Learning Backlog	A prioritized list of learning goals, objectives, or project deliverables that students aim to achieve. During the Review Routine, students refine the backlog based on feedback and the outcomes of the Review.
Learning Zones	The Learning Zones framework consists of four zones that guide students toward greater responsibility and collaborative decision-making in their learning. Each zone represents a level of student choice and collaboration, gradually supporting the development of self-directed learning and teamwork skills.
Review Routine	A structured process where students demonstrate completed work, gather feedback, and refine their future learning goals. This routine fosters self-reflection, peer collaboration, and self-directed learning by updating the Learning Backlog based on feedback received. Mapped to Self-Regulation Skill: Evaluation—students assess their work and decide on the next steps.

8.6 GLOSSARY OF KEY TERMS

TERM	DEFINITION
Refinement	The process of updating and adjusting the Learning Backlog based on the feedback and insights gathered during the Review Routine. This ensures that future learning goals are aligned with current progress.
Routines	Structured, repeatable processes in Agile Classrooms that are essential for developing self-direction. Each of the five self-directed learning routines serves a distinct purpose: 1. Backlog Refinement (reviewing and refining learning goals) 2. Planning (setting short-term goals) 3. Check-In (monitoring progress) 4. Review (demonstrating completed work and updating the Learning Backlog), 5. Retrospective (reflecting on the Sprint and identifying areas for improvement). Routines can be used together within a Learning Sprint or on their own.
Spectrum of Choice	A framework that defines the progression of student autonomy in the Review Routine, from teacher-led to student-led. As students grow in self-direction, they take more ownership of their learning decisions and the Review process.
Spectrum of Collaboration	A framework outlining how students' collaboration evolves, from working individually to collaborating in teams during the Review Routine.

09

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Further Learning and Final Thoughts

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Thank You Dear Educator,

I'm thrilled to see you embracing Agile methodologies in your classroom. As the founder of Agile Classrooms, I've witnessed the transformative impact of these practices on student engagement and learning. By fostering a culture of collaboration, adaptability, and continuous improvement, you're empowering your students to thrive in an ever-changing world.

Remember, Agile Classrooms is a flexible framework designed to adapt to your unique context. Don't hesitate to experiment and innovate as you embark on this journey.

Thank you for your dedication to education. Together, we're shaping the future one Agile classroom at a time.

Warm regards,

John Miller

Founder, Agile Classrooms

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ABOUT THIS GUIDE

This guide is a resource to inspire and support your teaching practice. Feel free to use it as is, modify it, or adapt parts to suit your classroom needs.

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