

## Learner Persistence Program Self-Assessment of Seeing Progress Strategies

This compilation of promising practices in learner persistence draws from the New England Learner Persistence Project, research by the National Center for the Study of Adult Learning and Literacy (Comings, Parrella & Soricone, 1999) and the NCSALL Learner Persistence Study Circle Guide (2005), *Equipped for the Future*, the *Stick With It* project of the National Research and Development Centre in the United Kingdom, and others. The evidence for the promising practices comes from research and professional wisdom. Practices in some categories necessarily overlap, such as goal-setting upon entrance and during participation.

We hope that doing the self-assessment is a fruitful experience for you. For more information, please contact the New England Learner Persistence Project Director, Andy Nash at [anash@worlded.org](mailto:anash@worlded.org)

<b>Program self-assessment scale:      1 – Top priority need to address      2 - We should work on this at some point</b> <b>3 – We’re already working on this but could do it better      4 – We do this adequately      5 – We do this well</b>		
Promising Practices in Learner Persistence	Self- Assmt	Comments, Questions to Explore, Evidence for the Score
<b>Seeing Progress</b>		
a. Develop a comprehensive, non-threatening approach for assessing and placing students, evaluating their progress, and sharing this information with students.		
b. Provide students constructive feedback on their learning and progress, and opportunities to reflect on and self-assess their progress, including holding regularly-scheduled conferences with students.		
c. Help adults learn to identify signs of progress and strategies for monitoring their learning independently.		
d. Help students set achievable short-term goals or benchmarks toward long-term goals in order to see progress and feel a sense of accomplishment.		
e. Revisit goals with students, individually and in groups, so that they can monitor their progress and consider new goals and possibilities.		
f. Recognize a broad range of student achievements, both academic and non-academic, and celebrate students who accomplish goals.		