<table>
<thead>
<tr>
<th>DESCRIPTIONS OF STUDENT ENGAGEMENT TERMS</th>
<th>DESCRIPTION &amp; EXAMPLES</th>
<th>NON-EXAMPLES</th>
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</thead>
<tbody>
<tr>
<td>1. ENGAGES IN SETTING LEARNING GOALS</td>
<td>Students set short or long term goals for content areas and assessment data</td>
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<td>- Students write personal achievement goals in journal and share with partner</td>
<td>• Begins a unit of study without expectations or outcomes</td>
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<td>2. ENGAGES IN MAKING CHOICES</td>
<td>Students are assigned same concept but given some control in the learning process, e.g., choices of practice tasks</td>
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<td>- Selects learning activity, text or product to create from several options</td>
<td>• Same learning task or text for all students</td>
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<td>- No choice in how to demonstrate mastery</td>
<td>• Reading only occurs in English/Language Arts</td>
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<td>3. ENGAGES IN READING</td>
<td>Students are provided daily time in reading connected text they comprehend accurately</td>
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<td>- Sustained silent reading time; reading workshop, reciprocal teaching, etc.</td>
<td>• Reading a worksheet to answer yes/no questions</td>
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<td>4. ENGAGES IN WRITING</td>
<td>Students engage in sustained writing across grades and content areas.</td>
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<td>- Journal writing, note-taking, blogging</td>
<td>• Fill-in-the-blank exercises; no choice of topics</td>
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<td>5. ENGAGES IN DISCUSSING TEXT OR OTHER INPUT</td>
<td>Students talk with peers about their reading and writing; talk is purposeful and related to curricular texts/topics</td>
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<td>- Small group/partner problem-solving or dialogue response to texts read</td>
<td>• Interrogative nature</td>
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<td>• Teachers pose questions, students respond, teacher verifies or corrects</td>
<td>• Isolated problems with no relevancy or meaning to answers</td>
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<td>6. ENGAGES IN PROBLEM SOLVING</td>
<td>Problem-based tasks or inquiries on authentic problems often in small groups</td>
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<td>- Prioritizing and selecting alternatives for solutions; dissecting scenarios</td>
<td>• Filling in the blanks on worksheets</td>
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<td>- Relevant, real-world learning tasks</td>
<td>• Reading teacher-made PowerPoint</td>
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<td>7. CREATES PRODUCTS</td>
<td>Students engage in information gathering and critical thinking hands-on tasks</td>
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<td>- Constructs models, games, videos, simulations, books, posters, PSA</td>
<td>• Using whole class as the dominant structure</td>
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<td>8. PEER TUTORING, COOPERATIVE LEARNING, RECIPROCAL TEACHING, COOPERATIVE GROUPS</td>
<td>Students teach/learn from each other. Reciprocal Teaching groups of 4 discuss text read using cognition roles:</td>
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<td>• Cooperative groups jigsaw a text, with each assigned different parts to teach</td>
<td>• Students work independently with no interaction with peers</td>
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