

## DESCRIPTIONS OF STUDENT ENGAGEMENT TERMS

| <i>DESCRIPTION &amp; EXAMPLES</i>   | <i>NON-EXAMPLES</i>   |
|---|---|
| <b>1. ENGAGES IN SETTING LEARNING GOALS</b>   |   |
| Students set short or long term goals for content areas and assessment data <ul style="list-style-type: none"> <li>• Students write personal achievement goals in journal and share with partner</li> </ul>   | <ul style="list-style-type: none"> <li>• Begins a unit of study without expectations or outcomes</li> </ul>   |
| <b>2. ENGAGES IN MAKING CHOICES</b>   |   |
| Students are assigned same concept but given some control in the learning process, e.g., choices of practice tasks <ul style="list-style-type: none"> <li>• Selects learning activity, text or product to create from several options</li> </ul>            | <ul style="list-style-type: none"> <li>• Same learning task or text for all students</li> <li>• No choice in how to demonstrate mastery</li> </ul>                    |
| <b>3. ENGAGES IN READING</b>  |   |
| Students are provided daily time in reading connected text they comprehend accurately <ul style="list-style-type: none"> <li>• Sustained silent reading time; reading workshop, reciprocal teaching, etc.</li> </ul>  | <ul style="list-style-type: none"> <li>• Reading only occurs in English/Language Arts</li> <li>• Reading a worksheet to answer yes/no questions</li> </ul>            |
| <b>4. ENGAGES IN WRITING</b>  |   |
| Students engage in sustained writing across grades and content areas. <ul style="list-style-type: none"> <li>• Journal writing, note-taking, blogging</li> </ul>  | <ul style="list-style-type: none"> <li>• Fill-in-the-blank exercises; no choice of topics</li> </ul>  |
| <b>5. ENGAGES IN DISCUSSING TEXT OR OTHER INPUT</b>   |   |
| Students talk with peers about their reading and writing; talk is purposeful and related to curricular texts/topics <ul style="list-style-type: none"> <li>• Small group/partner problem-solving or dialogue response to texts read</li> </ul>              | <ul style="list-style-type: none"> <li>• Interrogative nature</li> <li>• Teachers pose questions, students respond, teacher verifies or corrects</li> </ul>           |
| <b>6. ENGAGES IN PROBLEM SOLVING</b>  |   |
| Problem-based tasks or inquiries on authentic problems often in small groups <ul style="list-style-type: none"> <li>• Prioritizing and selecting alternatives for solutions; dissecting scenarios</li> <li>• Relevant, real-world learning tasks</li> </ul> | <ul style="list-style-type: none"> <li>• Isolated problems with no relevancy or meaning to answers</li> </ul>   |
| <b>7. CREATES PRODUCTS</b>  |   |
| Students engage in information gathering and critical thinking hands-on tasks <ul style="list-style-type: none"> <li>• Constructs models, games, videos, simulations, books, posters, PSA</li> </ul>  | <ul style="list-style-type: none"> <li>• Filling in the blanks on worksheets</li> <li>• Reading teacher-made PowerPoint</li> </ul>                                    |
| <b>8. PEER TUTORING, COOPERATIVE LEARNING, RECIPROCAL TEACHING, COOPERATIVE GROUPS</b>  |   |
| Students teach/ learn from each other. Reciprocal Teaching groups of 4 discuss text read using cognition roles: <ul style="list-style-type: none"> <li>• Cooperative groups jigsaw a text, with each assigned different parts to teach</li> </ul>           | <ul style="list-style-type: none"> <li>• Using whole class as the dominant structure</li> <li>• Students work independently with no interaction with peers</li> </ul> |