

## DESCRIPTIONS OF STUDENT ENGAGEMENT TERMS

<i>DESCRIPTION &amp; EXAMPLES</i>	<i>NON-EXAMPLES</i>
<b>1. ENGAGES IN SETTING LEARNING GOALS</b>	
<p>Students set short or long term goals for content areas, assessment data</p> <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>	
<p>Students assigned same concept but given some control in the learning process, e.g., choices of practice tasks</p> <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>	
<p>Students provided time daily to read connected text they can read accurately</p> <ul style="list-style-type: none"> <li>• Sustained silent reading time; reading workshop, literature circles, reciprocal teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Reading only occurs in English/language arts</li> <li>• Reading a worksheet and answering procedural or interrogative questions</li> </ul>
<b>4. ENGAGES IN WRITING</b>	
<p>Students engage in sustained writing across grades and content areas.</p> <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>	
<p>Students talk with peers about what their reading and writing; talk is purposeful, and related to curricular texts/topics</p> <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>• Interrogational nature</li> <li>• Teachers pose questions, students respond, teacher verifies or corrects</li> </ul>
<b>6. ENGAGES IN PROBLEM SOLVING</b>	
<p>Problem-based tasks or inquiry often in small groups on authentic problems</p> <ul style="list-style-type: none"> <li>• Prioritizing and selecting alternatives for solutions; dissecting scenarios</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>	
<p>Students engage in information gathering, critical thinking hands-on task</p> <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 worksheet</li> <li>• Reading teacher-made PowerPoint</li> </ul>
<b>8. PEER TUTORING, COOPERATIVE LEARNING, RECIPROCAL TEACHING, COOPERATIVE GROUPS</b>	
<p>Students teach and learn from each other. Reciprocal Teaching groups of 4 discuss a text read using cognition roles:</p> <ul style="list-style-type: none"> <li>• Cooperative groups jigsaw a text with members assigned 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>

<b>DESCRIPTIONS OF STUDENT ENGAGEMENT TERMS</b>	
<i>DESCRIPTION &amp; EXAMPLES</i>	<i>NON-EXAMPLES</i>
<b>9. APPLIES METACOGNITION STRATEGIES</b>	
Students construct meaning while reading text using cognition strategies <ul style="list-style-type: none"> <li>• Students text and write connections, questions, inferences in journals or use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Focus is on skills such as cause and effect</li> <li>• Responses to text reading focus on rote, low-level comprehension questions</li> </ul>
<b>10. CREATES/USES LEARNING TOOLS, INDICATE: CONCEPT MAP, GRAPHIC ORGANIZERS, MANIPULATIVES, OTHER</b>	
Graphic organizers and concept mapping used to learn and retain concepts, make connections among concepts <ul style="list-style-type: none"> <li>• Use of calculators on math problems</li> <li>• Creating foldables as study guides</li> </ul>	<ul style="list-style-type: none"> <li>• Using teacher-made graphic organizers and concept maps</li> </ul>
<b>11. ENGAGES IN SELF-ASSESSMENT OF THEIR WORK, WHAT THEY LEARN, AND HOW THEY LEARN</b>	
Students reflect on work, assess their learning progress and next steps <ul style="list-style-type: none"> <li>• Student checks work before turning in to teacher; completes an Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>• Checking responses without asking students to explain their thinking when not correct</li> </ul>
<b>12. ENGAGES IN ASKING FOR AND GIVING SPECIFIC FEEDBACK TO PEERS AND TO THE TEACHERS</b>	
Time and structure are provided for peer-to-peer feedback. <ul style="list-style-type: none"> <li>• Partners use rubric to give feedback to each other; student-teacher conference</li> </ul>	<ul style="list-style-type: none"> <li>• Programmed instruction, praise, punishment, extrinsic rewards (p. 174)</li> <li>• Summative feedback</li> </ul>
<b>LOWER-YIELD PRACTICES FOR STUDENTS</b>	<b>CONSIDER SUGGESTING</b>
<b>1. COMPLETES WORKSHEET AND HOMEWORK</b>	
Predominant and overuse of worksheets for practice	Authentic reading and writing tasks
<b>2. ENGAGES IN ORAL TURN TAKING</b>	
Whole class checking of work	Small groups or partners check work and interaction is increased.
<b>3. RESPONDS ORALLY</b>	
In whole class, students raise hands or call out answer in response to teacher's questions	Every student uses a dry-erase boards display simultaneously an answer
<b>4. ENGAGES IN LISTENING</b>	
While teacher lectures, students passively listen	Students use interactive note-taking or graphic organizer
<b>5. ENGAGES IN OFF-TASK BEHAVIORS</b>	
Students talking, sleeping, throwing objects, working on assignment for another class	Student use high-yield, research-based strategies. Materials are ready, group/partner selected