

Student Engagement Rubric

The three indicators for student engagement are: active participation, learning environment, and formative process and tools.

Active Participation	Beginning	Emerging	Developed	Well Developed
<p>Student Learning</p>	<ul style="list-style-type: none"> • Few students raise their hands • Low productivity • Passive learning 	<ul style="list-style-type: none"> • Several students participate and share out ideas/responses. • Students will ask questions when prompted. • Marginal productivity. 	<ul style="list-style-type: none"> • Most students ask questions and make comments that reveal understanding of the objective of the lesson. • Lesson is led by both teacher and student, and students productively progress through new learning. • A shift in focus takes place so that students become more accountable for their learning. 	<ul style="list-style-type: none"> • All students are on task and actively engaged throughout the lesson. • Students take ownership of the content while actively thinking of ways to improve their own performance. • Students encourage others to do the same.
<p>Instructional Design</p>	<ul style="list-style-type: none"> • Teacher instructs students through lecture only with few opportunities for student engagement. 	<ul style="list-style-type: none"> • Lesson relies on one or two strategies designed to engage students. • Lesson focusses more on direct instruction than on student engagement through application. 	<ul style="list-style-type: none"> • Lesson provides multiple strategies designed to maximize student engagement. • Lesson designed to ensure and monitor full participation. 	<ul style="list-style-type: none"> • Lesson is focused on student engagement with students questioning and discussing with each other as teacher serves as facilitator. • Students monitor and adjust their own participation. • Students' engagement also includes the

				integration of technology.
Learning Environment	Beginning	Emerging	Developed	Well Developed
Student Learning	Few students work independently. May or may not ask questions. Rely on others for answers. Few questions may be relevant to the topic.	Some students begin to engage with each other for information. Few students begin to develop work habits that encourage deeper thinking. Some questions may be relevant to the topic.	Most students engage with each other for information. Most students develop work habits that encourage deeper thinking. Most questions may be relevant to the topic.	All students are active participants in the lesson. All students engage with each other for information and build on each others ideas. Students are empowered and take responsibility for learning.
Instructional Design	Procedures and routines are inconsistent, vague and not verbal/visually communicated. Few students know what to do.	Procedures and routines may be visible, but are not consistently implemented and communicated. Some students know what to do.	Procedures and routines are consistent, visible and clearly communicated to students. Most students know what to do.	Procedures and routines are established, visible and clearly communicated to students. Adjustments are made as necessary. All students know what to do.
Formative Process/Tools	Beginning	Emerging	Developed	Well Developed
Student Learning	Few formative assessments are given to evaluate content mastery levels. Results show minimal student growth. One size fits all approach: Content, Process, Product	Assessments show that some students are progressing in their comprehension of the learning objectives. Formative assessments allow for teachers to share feedback with each other and students.	Students demonstrate mastery of content through a variety of assessments of differentiated instruction to meet all students' needs. Assessment results show that most students are meeting expectations of student learning objectives.	Students demonstrate mastery of content through a variety of assessments of differentiated instruction to meet all students' needs. Assessment results show that the majority of students are exceeding expectations.
Instructional Design	Non-cohesive lessons monitor students progress with some evidence of formal and informal assessments	Periodically, lessons provide cohesion with some evidence of formative assessment to implement differentiated	Results from formative process and tools are used to strategically adjust instructional pacing, plan	Results from formative process, and a variety of tools, are consistently used to strategically adjust and

	with some occasional feedback to students.	instruction and/or monitoring of student progress. Teachers provide a moderate amount of feedback to students.	differentiated instructional lessons, and monitor students' progress with timely feedback to the students.	drive instructional pacing, plan differentiated instruction, and monitor progress. Teacher consistently provides immediate feedback to students on a regular basis.
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