

## Component 3c: Engaging Students in Learning

LEVEL	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES	
<b>4</b>	<p>Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p>	<p>In addition to the characteristics of a level of performance 3,</p> <ul style="list-style-type: none"> <li>▪ Virtually all students are highly engaged in the lesson.</li> <li>▪ Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</li> <li>▪ Students suggest modifications to the grouping patterns used.</li> <li>▪ Students have extensive choice in how they complete tasks.</li> <li>▪ Students suggest modifications or additions to the materials being used.</li> <li>▪ Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are asked to write an essay “in the style of Hemmingway.”</li> <li>▪ A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.</li> <li>▪ Students identify or create their own learning materials.</li> <li>▪ Students summarize their learning from the lesson.</li> <li>▪ And others...</li> </ul>
<b>3</b>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<ul style="list-style-type: none"> <li>▪ Most students are intellectually engaged in the lesson.</li> <li>▪ Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</li> <li>▪ Students have some choice in how they complete learning tasks.</li> <li>▪ There is a mix of different types of groupings, suitable to the lesson objectives.</li> <li>▪ Materials and resources support the learning goals and require intellectual engagement, as appropriate.</li> <li>▪ The pacing of the lesson provides students the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</li> <li>▪ Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.</li> <li>▪ There is a clear beginning, middle, and end to the lesson.</li> <li>▪ The lesson is neither rushed nor does it drag.</li> <li>▪ Five students (out of 27) are playing video games, texting, etc.</li> <li>▪ And others...</li> </ul>
<b>2</b>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<ul style="list-style-type: none"> <li>▪ Some students are intellectually engaged in the lesson.</li> <li>▪ Learning tasks are a mix of those requiring thinking and recall.</li> <li>▪ Student engagement with the content is largely passive, learning primarily facts or procedures.</li> <li>▪ Students have no choice in how they complete tasks.</li> <li>▪ The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</li> <li>▪ The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</li> <li>▪ The pacing of the lesson is uneven; it is suitable in parts, but rushed or dragging in others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In three of the five small groups, students are figuring out an answer to the assigned problem.</li> <li>▪ Students are asked to fill in a worksheet, following an established procedure.</li> <li>▪ There is a recognizable beginning, middle, and end to the lesson.</li> <li>▪ The teacher lectures for 20 minutes, and provides 15 minutes for the students to write an essay; most students are able to complete it during this time.</li> <li>▪ And others...</li> </ul>
<b>1</b>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>	<ul style="list-style-type: none"> <li>▪ Few students are intellectually engaged in the lesson.</li> <li>▪ Learning tasks require only recall or have a single correct response or method.</li> <li>▪ The materials used ask students only to perform rote tasks.</li> <li>▪ Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</li> <li>▪ Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>▪ The lesson drags or is rushed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Most students are playing video games during the lesson.</li> <li>▪ Students are able to fill out the lesson worksheet by copying words from the board.</li> <li>▪ The teacher lectures for 45 minutes.</li> <li>▪ Most students don’t have time to complete the assignment, but the teacher moves on in the lesson anyways.</li> <li>▪ And others...</li> </ul>

