

**Collaborative Instructional Review
Classroom Visitation Rubric for Learner Engagement
DRAFT 7-16-2011**

Evidence of Learner Engagement		Below Basic	Basic	Proficient	Exemplary
Sense of Belonging	Degree to which students appear to have strong relationships.	Students seem reluctant to speak with others.	Students have a basic respect for one another.	Students welcome each other and engage in conversations with classmates.	Students are excited to be part of the class, engage in conversations related to their lives outside of school.
Verbal Participation	Degree of engagement through verbal participation, student confidence, and excitement.	Students rarely share ideas, ask questions or answer questions.	Students follow classroom procedures, but may be reluctant to share ideas, answer or ask questions.	Students are eager to share ideas, ask and answer questions when prompted.	Students confidently share ideas, ask and answer questions related to the learning experience.
Body Language	Degree of engagement showing positive body language.	Students exhibit negative body language.	Students exhibit some negative and some positive body language.	Students exhibit positive body language, are sitting up straight in their chairs, make eye contact with others.	Students body language shows excitement to learn, move frequently to improve brain function and engagement.
Focus	Degree to which all students are focused on the learning experience.	Students are not focused on learning experience.	Students are focused on learning experience with limited distractions	Students perceive learning experiences as appropriately challenging and interesting	Students are committed to high quality work in learning experience and persevere to completion.
Breadth	Degree to which all students are engaged	Few students are fully engaged in classroom instruction and activity.	Most students are fully engaged in classroom instruction and activity.	Nearly all students are fully engaged in classroom instruction and activity.	All students are fully engaged in classroom instruction and activity.
Consistency	Consistency of student engagement throughout instruction time observed	Student engagement is very inconsistent throughout the duration of instruction.	Most instructional time has proficient level of student engagement intensity.	Students consistently and highly engaged instruction with only occasional gaps in productive learning.	Students consistently and highly engaged throughout class period and in all types of instructional activities.

