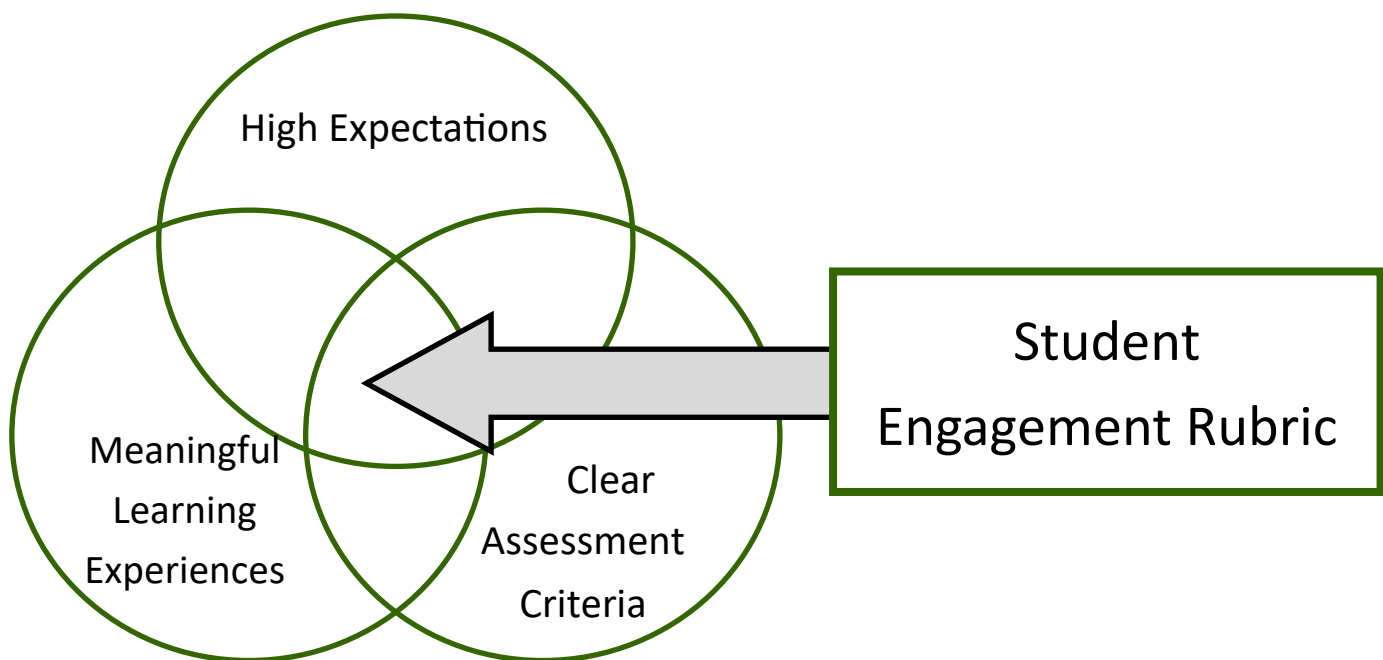


# Increasing Student Engagement Through the use of Engagement Rubrics



## Steps to Develop a Student Engagement Rubric

1. Identify desired behaviors
  - *What do you want students to do during active learning experiences?*
2. Classify desired behaviors
  - *Create "big ideas" that group desired behaviors.*
3. Develop student engagement rubric
  - *Communicate expected behaviors to students.*

	<p><b>I am fully engaged.</b></p>	<p><b>I am moderately engaged.</b></p>	<p><b>I am not sure how to be engaged. I need some direction.</b></p>
<p><b>Preparation</b></p>	<p>I read carefully and research any background information I need ahead of time. I am prepared for class with my necessary materials, including the assigned course readings. I submit high quality assignments on time.</p>	<p>I sometimes read assignments ahead of time. I do basic research to understand the material that is unclear to me. I am moderately prepared for class with my necessary materials. I inconsistently submit high quality assignments on time.</p>	<p>I rarely do the readings. I do not research information that I do not understand. I am unprepared for class. My assignments contain many errors, missing parts and/or are often late.</p>
<p><b>Participation</b></p>	<p>I attend class and speak daily. I strive to move conversations forward by responding to other people. I present my own ideas with supporting evidence.</p>	<p>I attend class daily. I speak occasionally – mainly when called upon by the professor. Sometimes I present my own ideas.</p>	<p>My attendance and class participation are minimal.</p>
<p><b>Classroom Etiquette</b></p>	<p>I listen attentively and am focused during class. I minimize distractions by putting away extra materials and electronics. I choose a seat that is conducive to my learning.</p>	<p>I am moderately focused in class and sometimes listen attentively. I sometimes minimize distractions by putting away extra materials and electronics. I sometimes choose a seat that is conducive to my learning.</p>	<p>I am unfocused in class and generally not an attentive listener. I do not minimize distractions.</p>