Students are engaged in higher-order learning. Common examples include authentic project work, cooperative learning, hands-on learning, problem-based learning, demonstrations, and research.

Students are engaged in active conversations that construct knowledge. Conversations may have been teacher stimulated but are not teacher dominated. Higher-order thinking is evident.

Students are attentive to teacher-led learning experiences such as lecture, question and answer, teacher giving directions, and video instruction with teacher interaction. Discussion may occur, but instruction and ideas come primarily from the teacher.

Students are doing seatwork, working on worksheets, book work, tests, video with teacher viewing the video with the students, etc. Teacher assistance or support is evident.

Students are doing seatwork, working on worksheets, book work, tests, video without teacher support, etc. Teacher assistance or support is not evident.

Students are not engaged in learning directly related to the curriculum.