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To Choose or Not to Choose: Establishing a Correlation Between Choice, Collaboration, and Classroom Engagement

Krisandra Johnson ~ Indiana Wesleyan University

Abstract

Not all 8th-grade students have an outspoken passion for reading; however, most of them do like choices. This action research study establishes a correlation between offering choices in the English Language Arts classroom and increased affective, behavioral, and cognitive engagement. The participants for this research were an 8th-grade class at a Midwest, urban public school. Providing students with reading choices, assignment options, opportunities to collaborate with peers, and multiple assessment forms to choose from demonstrated an increase of not only effective engagement but also cognitive and behavioral. From observations and student data, collaboration, the researcher determines that collaboration is a crucial aspect of student engagement.

Keywords: Student choice, classroom engagement, collaboration, middle-school reading, classroom choices, Classroom Engagement Inventory

Introduction

“Open your books to page--” I barely begin my sentence when I see some students slouch deeper in their seats, roll their eyes, and even audibly let out a sigh. Once again, another day of reading tension begins in my 8th grade English class; I assign reading from our well-crafted curriculum and my 8th-grade students actively disengage from class. Not all students demonstrate visible disdain for reading, but I often question if they dislike the assigned reading just as much as their peers but are simply being compliant.

One afternoon, I realized that although I am a champion for choice reading and independent books in the classroom, I had separated that notion entirely from our curriculum reading. I had created “textbook reading,” that many students found disinteresting, and “independent reading,” which many students enjoyed. The difference was in the *choice*.

Therefore, a research study seed planted itself: what if I could give students more choice in reading in the classroom but not only for the first ten minutes when they were allowed to read their own books from the library? This quickly grew beyond just reading materials. What if students could also have more options in the way they completed assignments, took assessments, and worked with others? How could freedom to choose increase students' affective, behavioral, and cognitive classroom engagement?

My directional hypothesis for this research question was that students would be more engaged affectively, cognitively, and behaviorally when they had more choices in their reading texts, assignment completion, collaboration, and assessment types. Why is it only in schools do we force others to read? Most adults read for the following reasons: to find needed information, to learn about something, or for pleasure. How many genuine readers ask to be assigned reading that seems disinteresting or irrelevant to their lives or jobs? Not many. To cultivate genuine readers, students must be treated like them.

Therefore, for this study, I created a three-week unit involving choices. Every day, students would be given a choice in the classroom. Some days, students would have the freedom to choose the independent reading text for skill practice. Other days, they could choose how to complete an assignment. Another day, they would be able to choose how to take a quiz. Often, they would also have the choice to work independently or collaboratively. These choices, I was hoping, would increase their engagement in the English classroom.

Literature Review

I was not alone in observing student apathy toward reading and other school work. McCoy (2022) highlighted that students returning to school after virtual learning due to the Covid-19 pandemic have exhibited a newfound sense of indifference to academics. He argued

that the “school muscles,” skills beyond the standards based objectives, such as “grit, time management, and social communication” were lacking in the majority of the student body across the country (para 7).

Many educators, before and after the pandemic, have published a variety of studies offering new insights into encouraging engagement from students. One path explored by Rands and Gansemer-Topf (2017) looked at the physical learning environment. Their study suggested that classroom design could enhance student engagement through flexible options for student learning spaces and open seating arrangements. Beyond physical space of the classroom and into curriculum, Ferlazzo and Sypnieski (2018) recommended adapting textbook activities and materials toward student interests and interactive activities such as turning a text into a read aloud or breaking the text into parts for students to read and then share.

Other research aims to study real world relevance. Melissa Kruse (n.d.) outlined ten ways she found to connect language arts skills to students' lives, such as real-world research projects and providing students with meaningful literature that reflects the students' identities and lives. In the same vein, with a more opinionated twist, Matson (2014) suggested giving students material with controversy to allow them to sort out truth and bias. Therefore capturing their attention with the lure of sharing personal perspective.

Changing the classroom space, connecting English activities to make more personal experiences, and adding controversy to allow for opinions in the classroom were all possible ways to infuse energy to a lethargic classroom. While these authors had different contents and motives, each article or presentation conveyed a similar undercurrent of truth: to push motivation in the classroom, students should be allowed options: options in seating, opinions, textbook activities, or real-world connections.

Focusing now on the importance of choice in the classroom, I narrowed my scope to investigate if providing more options in the classroom could be key for higher levels of motivation and classroom autonomy. Stevens (2016) endeavored to answer the same question and writes about her transition to the student-centered readers' workshop model. She found that middle school students were more motivated to read when given the choice of selecting their own book and genre during the workshop. Patall, Cooper, and Wynn (2010) analyzed student choice among homework assignments. In their study, they found a positive correlation between homework options and intrinsic motivation in students. Merrill and Gonser (2021) noted the negative effects of not providing choice in the classroom: "In any environment that requires attendance, there's a significant risk of disengagement. Remove choice and you breed passivity or, worse, defiance" (para. 1). Their suggestions on choice in the classroom spanned from reading to seating to the curriculum as a whole.

These educators' studies pointed toward evidence that I wanted to confirm. Students, especially in the years returning from the varied virtual options offered by their schools during the global pandemic, want their work to feel meaningful. Consistently, researchers found that students who were offered choice found more motivation and value in the work they complete. Using the research of those with the similar goals before me, I sought to find if providing more options in my classroom encouraged more motivation and engagement in the 8th grade classroom. I wanted to analyze how providing choice among many aspects of the classroom such as reading material, assessments, classroom practice, and group work would positively impact motivation and engagement.

To measure student engagement throughout the study, I used the research of Wang, Bergin, and David Bergin (2014) on the Classroom Engagement Inventory, which measures not

only behavior engagement but also affective and cognitive engagement. These three types of engagement asks three different questions (p. 2); Affective: are you enjoying the class? Behavioral: are you participating in the classroom activities? Cognitive: are you thinking critically about the concepts being taught? This survey for students will be a helpful tool when assessing the levels of these three engagements in my classroom.

Methodology

Research Design, Method, and Participants

The participants in this study include 145 8th grade students in an urban junior high school. According to the Indiana Department of Education (n.d.), 50.9% of students at this school are labeled economically disadvantaged and 14.8% are English language learners. In the six sections of classes, two are labeled Honors English and the remaining four are labeled 8th grade English Language Arts.

The best research design to address this hypothesis was the qualitative observational study. The study must be qualitative because the research question is interpretive and a genuine answer to the research question requires in-depth study. Additionally, the most advantageous research design within the qualitative framework is the observational study. Mertler (2020) notes in *Action Research* that in observational studies, the researcher is a “trusted person” in the group (p. 96). To successfully encourage my 8th-grade students to have increased stamina for reading and to help guide them toward choosing challenging and rigorous reading materials, I would have to be an active participant, or facilitator, in the classroom. My being an active participant in the study would not distort the results because I am always a facilitator in the classroom. Therefore, for the most accurate feedback and results, I would need to exemplify my role as a participant.

Instrument Descriptions

Classroom Engagement Inventory

This student survey is a reproduction of Wang, Bergin, and Bergin's (2014) instrument for measuring affective, cognitive, and behavioral engagement. I gave this survey to students on the first day of the study through Google Classroom via Google Forms. Please refer to Appendix A for a complete recreation of the form. This starting point allowed me to make more hypotheses about reading, choices, and classroom perceptions. From student responses, I grouped the types of questions into cognitive, affective, behavioral, and disengaged. At the beginning of the research period, I used this information to guide my planning. At the end of the period, I was able to see if the opportunities for choice led students to answer more positively on the engagement scale.

One on One Student Interviews

For this measurement, I conducted two interviews with three students. Please see the attached Interview Questions guide from Groff (2014) in Appendix B for the starting point questions. Groff offers thorough follow-up questions in her prompts to make sure that her questions about students' interests in reading are answered. I started by asking these questions, but as we spoke, I began to ask others based on student responses.

I chose students based on their results from the Classroom Engagement Inventory: one who was completely disengaged, one who was very engaged, and one who fell in between. This qualitative measure provided me with detailed narratives about the students' reading experience and process. With this interview data, I was able to see the motivations behind engagement levels in class and why students find activities boring or interesting.

Daily Exit Tickets

Each day of the study, students completed an exit ticket that functioned as a mini–Classroom Engagement Inventory. Please refer to Appendix C for this Google Form. The exit ticket offers statements from the CEI with “agree or disagree” responses. However, it also gives students two opportunities to share their narrative thoughts. This blended measurement allowed me to see immediate data trends but also allowed the students to express their thoughts and ideas. By getting to see students’ thoughts each day, I could adequately address instruction in the moment.

Results

Intervention

My study took place after teaching the first three units in our curriculum, and I wanted to review specific standards with which I felt the students needed more interaction. A three-week Greek mythology unit covered these necessary standards: comparing two versions of a text, narrative writing, evaluating different genres, and the research process and writing.

Throughout the unit, I gave students numerous choices. First, they had an option in the myths they read. Additionally, they were able to choose a written response or multiple-choice assessment. Also, while comparing a play and a short story version of a myth about the Minotaur, students were able to make a Flipgrid video, write an argumentative paragraph, or create a graphic organizer. To practice narrative writing standards, I asked students to write a myth of their creation; they were able to choose the setting, characters, plot, and genre. Students chose between writing the myth as a short story, as a play, or as a picture book using Google Slides. In the last week of the unit, to practice informative writing and research standards, students created a Google Site with researched information about the mythology from a culture

of their choice. Students could choose to work collaboratively or independently on this assignment.

Unfortunately, the school was closed for two days of the study due to a Midwest winter storm. However, the loss of two days did not affect the study negatively. Students were still able to complete all planned activities with the time we had.

Classroom Engagement Inventory

I gave all 145 8th-grade students the Classroom Engagement Inventory survey via Google Forms on the first day and the last day of the three-week study. When I saw the data after the first day, I was able to see that many students did not feel involved in classroom activities and discussions. Therefore, I noted some choices to work collaboratively or to share with a partner throughout the study.

Table 1

Classroom Engagement Inventory Results

Type of Engagement	CEI Indicator	% of Students who marked “Agree” on 1/31/22	% of Students who marked “Agree” on 2/17/22
Affective Engagement	In this class, I feel excited to learn and do activities.	55.73%	91.60%
	In this class, I feel interested.	62.60%	93.13%
	In this class, I feel happy.	68.70%	86.26%
	In this class, I have fun.	50.38%	87.79%
	In this class, I feel proud.	61.83%	78.63%
	Average Affective Engagement	59.85%	87.48%
Behavioral Engagement	In this class, I feel involved in class activities.	63.36%	83.97%
	In this class, I actively participate in class discussions.	48.09%	61.07%
	In this class, I form questions in my mind as I join in-class activities.	46.56%	70.23%

	In this class, I compare things I am learning with things I already know.	67.18%	77.86%
	In this class, I work with other students, and we learn from each other.	65.65%	77.86%
	Average Behavioral Engagement	58.17%	74.20%
Cognitive Engagement	In this class, if I make a mistake, I try to figure out where I went wrong.	90.08%	90.84%
	In this class, I go back over things I don't understand.	76.34%	85.50%
	In this class, I think deeply when I take quizzes in class.	81.68%	87.02%
	In this class, I ask myself some questions as I go along to make sure the work makes sense to me. (Do you ask questions in your head during the lesson or work time?)	64.12%	74.81%
	In this class, I search for information from other places and think about how to put it together. (Use notes from this class or other classes to help you understand new concepts).	58.78%	76.34%
	In this class, if I'm not sure about things I check my books, use other materials, or ask the teacher.	79.39%	89.31%
	In this class, I judge the quality of ideas or my work during class activities. (Meaning, you check to see if you've done good work in class)	81.68%	90.08%
	In this class, I try to figure out hard parts on my own.	76.34%	83.97%
	Average Cognitive Engagement	76.05%	84.73%
	Total Engagement	64.69%	82.14%
Disengagement	In this class, I am "zoned out" - not really thinking or doing classwork.	39.69%	19.85%
	In this class, I just let my mind wander.	48.85%	31.30%
	In this class, I just pretend like I'm working.	12.21%	6.87%
	Average Disengagement	33.59%	19.34%

Analysis Procedures and Findings

To analyze the data from the CEI, I compared the survey results from the beginning of the study to the end of the study. I found that engagement increased in every metric, apart from the “disengagement” indicator questions, which decreased throughout the study. This data clearly proves that the interventions in place were successful in increasing all three types of student engagement. However, the other instruments provided more insight into exactly what about the intervention was more engaging than class before the study.

Daily Exit Tickets

At the end of most class periods during the unit, students completed a Daily Exit Ticket that I created using questions from the CEI. See the daily averages in Table 2.

Table 2

Daily Exit Ticket Responses

Date	Affective: I felt interested in one of today's concepts, work, or reading.	Behavioral: I was involved today in class activities. (I.E., sharing ideas with class/group, following along).	Behavioral: I listened and followed all instructions today. (Meaning: you completed your work; you were quiet and listening when you were supposed to be).	Cognitive: Today, I thought critically about what we were learning. (That looks like... thinking about how you will use the concept, connecting the skill to other concepts, or asking questions)	Average Engagement	Disengagement: Today I "zoned out."
2/2	95.30%	95.30%	96.10%	78.10%	91.20%	14.80%
2/7	90.10%	81.20%	97.00%	76.20%	86.10%	29.70%

2/8	86.60%	93.70%	95.30%	77.20%	88.20%	22.80%
2/9	93.10%	93.10%	98.30%	90.50%	93.80%	18.10%
2/10	92.20%	95.30%	100.00%	93.00%	95.10%	18.80%
2/11	92.40%	94.90%	96.60%	93.20%	94.30%	15.40%
2/14	93.40%	92.60%	95.90%	87.70%	92.40%	18.90%
2/15	95.90%	94.90%	96.90%	92.90%	95.20%	13.30%
2/16	96.3%	97.2%	98.2%	92.7%	94.75%	17.40%

*Percentage indicates students who agreed.

Analysis Procedures and Findings

At the end of each day, I calculated the averages for each indicator. As I observed students in class and the average engagement for each day, I noticed a trend. When students had the opportunity to work with someone else, either a partner I chose for them (2/2) or one they were able to choose by themselves (2/9-2/16), students were noticeably more engaged in the content and activities. Therefore, I created a second data table to analyze engagement when given the option to collaborate. Like my observations, student data proves they were more engaged on days that they could work with partners.

Table 3

Daily Exit Ticket Engagement when Collaborating

Date	Activities	Choice in:	Average Engagement	Disengagement: Today I "zoned out."	Collaboration Opportunity?
2/2	Partner Drawing Activity, Reading "Theseus and the Minotaur"	Partner Role	91.20%	14.80%	✓
2/7	Whole Class Read the play "Theseus and the Minotaur"	Choice in a reading role	86.10%	29.70%	

2/8	Comparing the play and the short story and arguing which presented the text better	Choice in type of assignment completion	88.20%	22.80%	
2/9	Prewriting for Narrative Myth writing	Choice seating, Option to write with a partner	93.80%	18.10%	✓
2/10	Narrative Myth Writing	Choice seating, Option to write with a partner	95.10%	18.80%	✓
2/11	Narrative Myth Writing	Choice seating, Option to write with a partner	94.30%	15.40%	✓
2/14	Mythology Cultures Website Project	Reading texts, Choice seating, Option to listen to music; Option to work with a partner for the project	92.40%	18.90%	✓
2/15	Mythology Cultures Website Project	Reading texts, Choice seating, Option to listen to music; Option to work with a partner for the project	95.20%	13.30%	✓
2/16	Mythology Cultures Website Project	Assessment choice, Reading texts, Choice Seating, Option to listen to music; Option to work with a partner for the project	94.75%	17.40%	✓

Additionally, the last question on the daily exit ticket was an open-ended question that asked, “anything else to add?” Several students left notes about their thoughts on the class activities. Out of the 266 comments, 192 of them reflected positive comments about effective engagement, such as “I liked the drawing describing thing we did during class” and “I liked that I had a choice on how I wanted to do the assignment.” Around 27 comments landed in neutral

territory between the three areas, such as “It doesn't matter whether we work with partners or not.” 10 comments demonstrated disengagement: “I zoned out sometimes. I wasn’t listening sometimes.” Only nine comments were negative, such as “I do not want to do this” and “I’m not happy.”

Throughout the study, another category emerged as well: suggestions. Four students suggested something to learn or to do in class. One student wanted to read more about Greek mythology as a class: “Can we maybe do a class read of a Greek mythology book?” Another student used this text box to ask for more independent reading time: “We should have a chill day where we can get more time to read.” Although these were not expected, these suggestions do show a specific kind of engagement, as students are asking to take more control of what happens in the classroom.

While I originally indicated that success for this instrument would show a gradual increase of engagement, student engagement increased immediately with the introduction of choices. Therefore, this instrument proved the hypothesis because it showed an increase in average engagement as compared to the average engagement on the CEI from the first day.

Student Interviews

Analysis Procedures and Findings

The student interviews allowed me more insight into the trends I was observing in class. I chose to interview three students who had varying responses on the CEI: Axel, who was the most disengaged student of the 8th-grade class; Lizzie, who was one of the most engaged students; and Daniel, who claimed that he was engaged behaviorally, but not affectively or cognitively. For student privacy, these names are pseudonyms. I hosted these students for a lunch-time interview on days throughout the study. For these interviews, I began with Groff’s (2014) guides,

but also let the conversation naturally ebb and flow. The following explanations are summaries based on researcher notes and interview recordings.

Axel

At the beginning of the process, Axel made me aware that he did not enjoy reading in or out of the classroom. He enjoyed one book in fifth grade but had not found reading to be a pleasurable experience since then. When asked about choices in the English classroom, Axel said he liked having options because it allowed him to choose an assignment type with which he felt more confident. In the second interview, upon asking about collaboration, Axel claimed he was much more willing to complete large projects when he had a partner with whom he could communicate. He explained that working with someone allowed him to share, formulate, and refine ideas.

Daniel

Like Axel, Daniel expressed that reading was not his favorite activity, and said he reads social media outside of school but not much else. Daniel appreciated the reading material choices when I gave short introductions to each myth. With a summary of each myth, he felt he could pick the most interesting one. Like Axel, Daniel said that he enjoyed collaborating, especially when he was able to choose his partner: “working with a friend just makes class more fun,” he claimed, “sometimes we will get off task for a second to have fun, but we usually always get right back to work.” On the topic of choice in assessments, he said that he would rather have a multiple-choice test and know what to expect rather than to have different options.

Lizzie

Although Lizzie answered that she was very engaged in class, she too said that she did not enjoy reading as a pastime outside of the school day. She mostly has enjoyed the activities in

English class, and while she does not love to read, she almost always likes the stories in class. Like her classmates before her, Lizzie enjoys choices and collaboration opportunities in the classroom: “I think students feel that they have more freedom to do what they want when they have choices.” She also explained that working with a partner of her choice makes the work more enjoyable, as she is a social person. When asked about assessment choices, Lizzie claimed that she would prefer an authentic, project-style assessment over a multiple-choice or written response test.

Conclusion

From these interviews, I was able to conclude that students most enjoy having the options on what to read, how to complete assignments, and the option to work with a partner of their choice. I discovered that collaboration increases all types of engagement. Axel demonstrated growth in behavioral and cognitive engagement by claiming that working with his partner allowed him to sort and clarify his thoughts. Lizzie and Daniel expressed an increase in affective engagement by claiming that working with partners helps them better enjoy the class and the work.

Hypothesis

The results of this study proved my hypothesis. Students were engaged affectively, cognitively, and behaviorally when they had more choices in their reading texts, assignment completion, collaboration, and assessment types. All three measures demonstrate that engagement increased when students were offered choices and collaboration opportunities in the classroom. The increase in total engagement in the CEI, the engagement levels and positive responses in the daily exit tickets, and the student interviews claiming to enjoy class with more choices confirmed that 8th-grade English students enjoy having a choice in their learning.

Through my observations, students were more behaviorally engaged with choices, as they took more ownership of assignments they felt they chose to complete. Similarly, I observed students and learning come alive with excitement when working in pairs or small groups. Learning became audible and student enjoyment was obvious.

Conclusion

Action Plan

A research study without an action plan is like a road trip without a vehicle: futile. Quality research yields better classrooms; therefore, my action plan is trifold. Based on the positive student responses to options, I plan to incorporate choices into daily lesson plans. When I cannot offer choices for different reading texts, I will offer choices in other ways: assignment completion, methods of reading, etc. Additionally, due to my students' increased engagement when working with partners, I will rearrange my seating chart to establish purposeful groups of three or four. I will be more intentional in my planning and implementation of collaborative work, for both short and long activities to encourage meaningful learning interactions.

Lastly, I found that students communicated well using the "anything to add?" question on the daily exit ticket. This mode of feedback allowed students to be honest, give suggestions, and provide me with a quick update on their status in class. When teachers use and follow through with student feedback in the classroom, they encourage a culture of student-centered learning and trust. Therefore, I will continue to ask for student feedback to guide instructional experiences.

Suggestions for a Choice-Based Classroom

Creating choices in the classroom can be time-consuming for the classroom teacher who has limited time to prepare for each class. I have created a short list of efficient ways to move toward a choice-based classroom:

- In the first ten minutes of class, have students review previously learned concepts by giving them a choice between a self-guided Kahoot, reviewing notes, or creating flashcards.
- If practicing a specific reading skill, give students three stories or articles to choose from. Give a short synopsis of each. Attach all three texts in the same post in your learning management system to avoid overload on the stream.
- Practice three ways of completing assignments for three different assignments. Then, allow students to choose which method they like best for the next three assignments.
- Allow students to choose with whom they work while still assigning partnerships. Have students create a list of students they would work well with and who they would not work well with. Be clear about the definitions of “work well with.” Using their suggestions create groups that you know would be enjoyable yet productive for the students.

Final Thoughts

Hamlet’s famous soliloquy that declares “to be or not to be, that is the question” (Shakespeare, 1599/1936, 3.1.62) reflects an ultimate choice: to live or to die. From small options to ultimate choices like Hamlet’s, man’s desire to make choices for himself is evident throughout fictional literature and authentic history alike. From the time we are young, we want to choose. It is the reason I rebelled against butterfly barrettes as a seven-year-old, much to my mother’s dismay. The barrettes were functional and cute, but I rejected them due to the distinct

desire to choose for myself what I wore atop my small head. 8th-grade readers are no different. Simply swap butterfly barrettes for the forced reading of seemingly irrelevant texts. It is human nature to want the freedom to choose, and in my experience, 8th graders are constantly trying to understand the world around them. If letting them choose their reading and other learning experiences allows them to engage deeply in cognitive, affective, and behavioral ways, who am I to hinder their exploration?

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Appendix A

Classroom Engagement Inventory

12/4/21, 9:03 AM

Classroom Engagement Inventory

Classroom Engagement Inventory

The respondent's email (null) was recorded on submission of this form.
* Required

1. Email *

2. First Name *

3. Last Name *

4. Class Period *

Mark only one oval.

- ☐ 1
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7

Classroom Engagement Inventory

https://docs.google.com/forms/d/1Ew5BXXBB1_7toXSU7ahvBL68hKq1U5ub4gXO04/edit

1/6

12/4/21, 9:03 AM

Classroom Engagement Inventory

5. In this class, I feel excited. *

Mark only one oval.

- ☐ Agree
☐ Disagree

6. In this class, I feel interested. *

Mark only one oval.

- ☐ Agree
☐ Disagree

7. In this class, I feel happy. *

Mark only one oval.

- ☐ Agree
☐ Disagree

8. In this class, I have fun. *

Mark only one oval.

- ☐ Agree
☐ Disagree

9. In this class, I feel proud. *

Mark only one oval.

- ☐ Agree
☐ Disagree

https://docs.google.com/forms/d/1Ew5BXXBB1_7toXSU7ahvBL68hKq1U5ub4gXO04/edit

2/6

12/4/21, 9:03 AM

Classroom Engagement Inventory

10. In this class, I feel really involved in class activities. *

Mark only one oval.

- ☐ Agree
☐ Disagree

11. In this class, I actively participate in class discussions. *

Mark only one oval.

- ☐ Agree
☐ Disagree

12. In this class, I form questions in my mind as I join in class activities. *

Mark only one oval.

- ☐ Agree
☐ Disagree

13. In this class, I compare things I am learning with things I already know. *

Mark only one oval.

- ☐ Agree
☐ Disagree

14. In this class, I work with other students and we learn from each other. *

Mark only one oval.

- ☐ Agree
☐ Disagree

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12/4/21, 9:03 AM

Classroom Engagement Inventory

15. In this class, if I make a mistake, I try to figure out where I went wrong. *

Mark only one oval.

- ☐ Agree
☐ Disagree

16. In this class, I go back over things I don't understand. *

Mark only one oval.

- ☐ Agree
☐ Disagree

17. In this class, I think deeply when I take quizzes in class. *

Mark only one oval.

- ☐ Agree
☐ Disagree

18. In this class, I ask myself some questions as I go along to make sure the work makes sense to me. (Do you ask questions in your head during the lesson or work time?) *

Mark only one oval.

- ☐ Agree
☐ Disagree

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Johnson: CORRELATION BETWEEN CHOICE AND ENGAGEMENT

12/4/21, 9:03 AM

Classroom Engagement Inventory

19. In this class, I search for information from other places and think about how to put it together. (Use notes from this class or other classes to help you understand new concepts). *

Mark only one oval.

- ☐ Agree
☐ Disagree

20. In this class, if I'm not sure about things I check my books, use other materials, or ask the teacher. *

Mark only one oval.

- ☐ Agree
☐ Disagree

21. In this class, I judge the quality of ideas or my work during class activities. (Meaning, you check to see if you've done good work in class) *

Mark only one oval.

- ☐ Agree
☐ Disagree

22. In this class, I try to figure out hard parts on my own. *

Mark only one oval.

- ☐ Agree
☐ Disagree

12/4/21, 9:03 AM

Classroom Engagement Inventory

23. In this class, I try to figure out hard parts on my own. *

Mark only one oval.

- ☐ Agree
☐ Disagree

24. In this class, I am "zoned out" - not really thinking or doing class work. *

Mark only one oval.

- ☐ Agree
☐ Disagree

25. In this class, I just let my mind wander. *

Mark only one oval.

- ☐ Agree
☐ Disagree

26. In this class, I just pretend like I'm working. *

Mark only one oval.

- ☐ Agree
☐ Disagree

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Appendix B

One on One Interviews

Guide 1

1. What activities do you like to do outside of school?
2. Of all of those activities, which one do you like the best? Why?
3. Which one of the activities do you think you do the best? Why would you say this? Do any of those activities involve reading? What kind of reading?
4. How does that kind of reading you do for “activity x/activities x, y, z” compare with the reading you do while you in school? (Hint: it is more fun or less fun, is it harder or easier)
5. Which kind of reading are you better at? The reading you do outside of school (for the activities you just named) or the reading you do inside of school? Why?
6. Let’s talk about the reading you’ve been doing in reading and language arts class. I see that you are reading “book x”? How do you like reading this book?
7. What book did you read before this book? Tell me more about that book.
8. Which book do you like more: book z or book x? Why? Which book are you better at reading? Why?

Guide 2:

1. Do you have a favorite book? Can you tell me about it?
2. What kinds of things do you read besides books (newspapers, instructions for gaming, comic books, magazines)?
3. Which of things do you enjoy reading the most? Why?

4. Do you read for fun? Tell me more about reading for fun.
5. How often do your parents or caregivers ask you to read? Tell me more about that.
6. If someone was having difficulty reading, how would you help them? What would the teacher do to help them?

Guide 3

1. What kind of reader do you think you are? What would you like to do better as a reader?
2. What things could someone like your teacher, parent, or me do to help you become a better reader?
3. When you are reading and you come to something you don't know, what do you do? Do you ever do anything else?
4. Do you think your reading has changed since the beginning of the school year? Why would you say this?
5. How do you feel about reading now compared to how you felt about it last year? What things could we do to help you enjoy reading more?
6. Can you tell me something else about your reading or reading in general? It can be anything you want (how you feel about reading; things you like to read or don't like to read).

Appendix C

Daily Exit Ticket

12/4/21, 9:04 AM

CEI Exit Ticket

CEI Exit Ticket

The respondent's email (null) was recorded on submission of this form.
* Required

1. Email *

2. Class Period *

Mark only one oval.

☐ 1

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

3. Today we learned/worked on... *

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12/4/21, 9:04 AM

CEI Exit Ticket

CEI Exit Ticket

4. I felt interested in today's concepts, work, or reading. *

Mark only one oval.

☐ Agree

☐ Disagree

5. I was involved today in class activities. (I.E. sharing ideas with class/group, following along. *

Mark only one oval.

☐ Agree

☐ Disagree

6. I listened and followed all instructions today. (Meaning, you got a bell work on time, sat at your desk quietly when you were supposed to, and only talked when asked). *

Mark only one oval.

☐ Agree

☐ Disagree

7. Today, I thought critically about what we were learning. That looks like... thinking about how you will use the concept, connecting the skill to other concepts, or asking questions (aloud or internally). *

Mark only one oval.

☐ Agree

☐ Disagree

8. Today I "zoned out." *

Mark only one oval.

☐ Agree

☐ Disagree

9. Anything else to add?

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