



Civil Discourse Continuum of Engagement¹

	← <i>Disengaged</i> →		← <i>Passively engaged</i> →	← <i>Actively engaged</i> →
	DISRUPTING (0)	AVOIDING (1)	Participating (2)	Investing (3)
Independent Prep	Distracting others & disrupting the learning.	Does not complete the independent prep due to off-task behavior	Completes the independent prep according to the instructions, but the student’s work may be vague or not fully explained.	Completes the independent prep according to the instruction with thoughtful responses that will enhance the civil discourse activity.
Respectfulness & Adherence to Guidelines	Actively disrespectful or intentionally violates norms and/or rules hindering the discourse.	Fails to follow established guidelines and/or the structure of the intended activity.	Remains respectful during civil discourse by following class guidelines and the structure of the intended activity	Models respectfulness and actively helps maintain a safe environment for all perspectives to be shared. Follows and helps others follow the structure of the intended activity.
Engagement in Discourse	Interrupts others or dominates the floor in a way that prevents shared learning.	Does not participate by either taking notes or speaking.	May participate through either taking notes or speaking, but comments may be vague or lack a clear connection to the topic or question at hand.	Shares insights and/or builds on others’ comments in a deliberate and thoughtful way that drives the discussion or the debate forward.
Reasoning with evidence	Uses false or irrelevant information to distract the group from the topic.	Does not support points with evidence.	Provides text-evidence or cites information to support argument at least once during the discussion.	Most insights or comments are supported with text-evidence or citations.

¹ This figure is adapted from Amy Berry’s research on teacher’s perceptions of engagement. Berry, A. (2020). Disrupting to driving: Exploring upper primary teachers' perspectives on student engagement. *Teachers and Teaching*, 26(2), 145–165.6