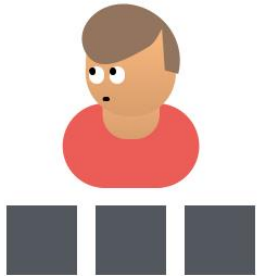


# The Leuven Scale for Involvement (in learning)

It's time for an honest observation of your students

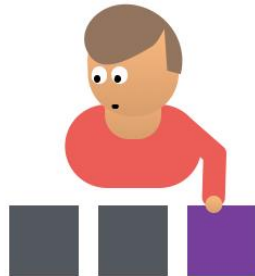
Based on: <http://www.plymouth.gov.uk/documents-ldtoolkit/leuven.pdf>

Let's hope teachers are designing and evaluating classroom activities with an aim that every learner might reach a state of **flow**.



## Extremely low

Activity is simple, **repetitive** and passive. The child seems **absent** and displays no energy. They may stare into space or look around to see what others are doing.



## Low

**Frequently interrupted** activity. The child will be engaged in the activity for some of the time they are observed, but there will be **moments of non-activity** when they will stare into space, or be distracted by what is going on around.



## Moderate

Mainly continuous activity. The child is **busy** with the activity but at a fairly **routine** level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and **can be easily distracted**.



## High

Continuous activity with **intense moments**. The child's activity has intense moments and at all times they seem involved. They are **not easily distracted**.



## Extremely High

The child shows **continuous and intense activity** revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

Look out for: focused concentration on the present moment; loss of self-consciousness; activity that's intrinsically rewarding; Distorted awareness of time; personal agency.

# The Leuven Scale for Well-being (in learning)

It's time for an honest observation of your students

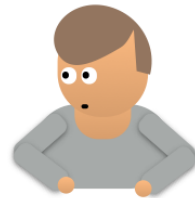
Based on: <http://www.plymouth.gov.uk/documents-ldtoolkit/leuven.pdf>

Let's hope teachers are designing and evaluating classroom activities with an aim that every learner might reach a state of **flow**.



## Extremely low

The child clearly shows signs of **discomfort** such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.



## Low

The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.



## Moderate

The child has a **neutral** posture. Facial expression and posture show little or **no emotion**. There are no signs indicating sadness or pleasure, comfort or discomfort.



## High

The child shows obvious signs of **satisfaction** (as listed under level 5). However, these signals are not constantly present with the same intensity.



## Extremely High

The child looks happy and **cheerful**, smiles, cries out with **pleasure**. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may:

- talk to him/herself,
- play with sounds,
- hum, sing.

The child appears relaxed. The child expresses **self-confidence** and **self-assurance**.