eleot 3.0 and eleot 2.0 item alignment

This chart maps eleot 3.0 items to their closest eleot 2.0 counterparts, organized by eleot 3.0 environment. Use it to interpret school trends through the transition from eleot 2.0 to 3.0. Item matching should be used to identify patterns over time—not as exact 1:1 conversion.

STRONG The items are nearly identical in intent and language. Scores can be reasonably compared across tools, For example, a 3 rating on one item corresponds to a 3 rating on the other.

MODERATE The items are conceptually related but not interchangeable. Trends in the same direction can be examined over time, but scores should not be directly compared.

If an item is not listed, there is little to no correlation.

eleot 3.0 environment:

Active and Engaged

eleot 3.0 Item	eleot 2.0 Item	eleot 2.0 Environment	Alignment
1—Learners actively participate in learning experiences	D3—Learners are actively engaged in the learning activities	ACTIVE LEARNING	STRONG
2—Learners collaborate with peers to support learning	D4—Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	ACTIVE LEARNING	STRONG
3—Learners engage in academic discourse	D1—Learners' discussions/dialogues/ exchanges with each other and the teacher predominate	ACTIVE LEARNING	MODERATE
4—Learners' voices and exchanges with each other outweigh teacher-directed talk	D1—Learners' discussions/dialogues/ exchanges with each other and the teacher predominate	ACTIVE LEARNING	MODERATE
7—Learners use digital tools to solve problems, create, collaborate or explore in ways that deepen understanding beyond basic task completion	G2—Learners use digital tools/ technology to conduct research, solve problems, and/or create original works for learning	DIGITAL LEARNING	STRONG
7—Learners use digital tools to solve problems, create, collaborate or explore in ways that deepen understanding beyond basic task completion	G1—Learners use digital tools/technology to gather, evaluate, and/or use information for learning	DIGITAL LEARNING	MODERATE
7—Learners use digital tools to solve problems, create, collaborate or explore in ways that deepen understanding beyond basic task completion	G3—Learners use digital tools/ technology to communicate and/or work collaboratively for learning	DIGITAL LEARNING	MODERATE

Note: Some eleot 3.0 items appear more than once because they combine concepts addressed separately in eleot 2.0. In these cases, only one pairing is rated Strong; others show related but less direct connections.

eleot 3.0 environment:

Progress Monitoring and Feedback

eleot 3.0 Item	eleot 2.0 Item	eleot 2.0 Environment	Alignment
21—Learners provide and receive feedback aligned to learning objectives	**E2**—Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	PROGRESS MONITORING	MODERATE
22—Learners revise or improve their work based on feedback, success criteria, or rubrics to guide, check, or revise their work	**E2**—Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	PROGRESS MONITORING	MODERATE
23—Learners self-assess and monitor their progress toward goals	**E1**—Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	PROGRESS MONITORING	STRONG
24—Learners reflect on and articulate their thinking and learning processes	**E3**—Learners demonstrate and/or verbalize understanding of the lesson/content	PROGRESS MONITORING	MODERATE

eleot 3.0 environment:

Rigorous and Relevant

eleot 3.0 Item	eleot 2.0 Item	eleot 2.0 Environment	Alignment
8—Learners engage in differentiated learning opportunities and/or activities that meet their needs	**A1**—Learners engage in differentiated learning opportunities and/or activities that meet their needs	EQUITABLE LEARNING	STRONG
9—Learners engage in learning activities that require higher-order thinking	**B4**—Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	HIGH EXPECTATIONS	STRONG
10—Learners participate in learning experiences that are authentic, relevant, and/or connected to their lives or futures	**D2**—Learners make connections from content to real-life experiences	ACTIVE LEARNING	STRONG
11—Learners persist through challenging but attainable tasks	**B2**—Learners engage in activities and learning that are challenging but attainable	HIGH EXPECTATIONS	STRONG
12—Learners take responsibility for their learning and demonstrate self direction	**B5**—Learners take responsibility for and are self-directed in their learning	HIGH EXPECTATIONS	STRONG
13—Learners engage in meaningful, student-led learning activities	**D3**—Learners are actively engaged in the learning activities	ACTIVE LEARNING	STRONG

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eleot 3.0 environment:

Supportive and Well-Managed

eleot 3.0 Item	eleot 2.0 Item	eleot 2.0 Environment	Alignment
14—Learners demonstrate a sense of belonging and classroom community	C1—Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	SUPPORTIVE LEARNING	STRONG
15—Learners demonstrate a willingness to take academic risk	C2—Learners take risks in learning (without fear of negative feedback)	SUPPORTIVE LEARNING	STRONG
16—Learners are supported by peers, teachers, or digital tools to complete tasks and understand content	C3—Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	SUPPORTIVE LEARNING	STRONG
17—Learners engage in positive, respectful, and affirming interactions with teachers	F1—Learners speak and interact respectfully with teacher(s) and each other	WELL-MANAGED LEARNING	MODERATE
18—Learners use class time purposefully and transition between tasks with minimal disruption	F4—Learners use class time purposefully with minimal wasted time or disruptions	WELL-MANAGED LEARNING	STRONG
18—Learners use class time purposefully and transition between tasks with minimal disruption	F3—Learners transition smoothly and efficiently from one activity to another	WELL-MANAGED LEARNING	MODERATE
19—Learners follow clearly understood norms for classroom behavior	F2—Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	WELL-MANAGED LEARNING	STRONG
20—Learners demonstrate mutual respect through tone, language, and actions	A4—Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions	EQUITABLE LEARNING	MODERATE
20—Learners demonstrate mutual respect through tone, language, and actions	F1—Learners speak and interact respectfully with teacher(s) and each other	WELL-MANAGED LEARNING	MODERATE

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