

### Developing Background Lesson Plans (3) & Video Segments

Competency	Absent	Developing	Acceptable	Mastery
<b>Activates student background knowledge.</b>	No opportunity to evaluate.	Makes cursory attempt to activate background knowledge. Attempt detracts from learning target.	Activates background knowledge, but minimally connects prior learning to new.	Activates background knowledge without detracting from learning target.
<b>Activates appropriate background knowledge for today's lesson.</b>	No opportunity to evaluate.	Students indicate presence of background knowledge but miss connection to new learning.	Students perceive connection to new learning.	Students engage and are eager to acquire new learning.

### Developing Background Reflection Paper: Lesson Plans & Video Segments

Competency	Absent	Developing	Acceptable	Mastery
<b>Has made accommodations to assess students' prior learning.</b>	No opportunity to evaluate.	Uses surface-level questions to reveal background knowledge of some students.	Involves at least 60% of the students to reveal level of background knowledge.	Involves all students to reveal level of background knowledge.
<b>Reflects on the positive impact activating background knowledge has on lesson.</b>	No opportunity to evaluate.	Defines student background knowledge yet lacks in describing its overall impact on the effectiveness of the lesson.	Describes the importance of assessing and activating student background knowledge.	Recognizes that an emphasis on activating student background knowledge impacts the overall effectiveness of the lesson.
<b>Reflects on choices of background knowledge activation techniques as well as their effectiveness.</b>	No opportunity to evaluate.	Provides commentary on only one technique and its effectiveness.	Provides commentary on only two techniques and their effectiveness.	Provides commentary on three techniques and their effectiveness.

<p><b>Reflects on smoothness of connection of old learning to new.</b></p>	<p>No opportunity to evaluate.</p>	<p>Considers the connection of old learning to new regarding only one technique.</p>	<p>Considers the connection of old learning to new regarding two techniques.</p>	<p>Considers the connection of old learning to new regarding three techniques.</p>
<p><b>Quality of Writing</b></p>	<p>No opportunity to evaluate.</p>	<p>The conventions and/or structures of writing detract from the writer's meaning. Many obvious and/or distracting errors indicate a lack of proofreading.</p>	<p>The conventions and structures of writing allow the reader to understand points made. There are obvious and distracting errors.</p>	<p>The conventions and structures of writing make the writer's ideas clear and easy to follow. There are no obvious or distracting errors.</p>