

Using Real-world Context to Increase Student Engagement Rubric

Level 1: Ineffective	Level 2: Developing	Level 3: Effective	Level 4: Highly Effective
<ul style="list-style-type: none"> • Teacher does not use knowledge of students' interest and backgrounds in the planning process. • Little to no evidence of connecting content to the real world. • The teacher is not aware of student interests or cultural heritages.* 	<ul style="list-style-type: none"> • Teacher sporadically uses knowledge of students' interest and backgrounds in the planning process. • Connection to the real world is vague and not fully integrated into the instructional focus. • Teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions.* 	<ul style="list-style-type: none"> • Teacher regularly uses knowledge of students' interest and backgrounds in the planning process. • Connection to the real world is clear and integrated into the instructional focus and the learning task. • Teacher has a good idea of the range of interests of students in the class. Teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. * 	<ul style="list-style-type: none"> • Teacher proactively seeks knowledge of students' interest and backgrounds to use appropriately in the planning process. • Connection to the real world and student lives is fully integrated into the instructional focus and the learning tasks. • The teacher seeks out information from all students about their cultural heritage. *