**Technology to Support Math Instruction**

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|  | **1No Evidence0.00%** | **2Nominal Evidence69.00%** | **3Unacceptable Evidence74.00%** | **4Acceptable Evidence87.00%** | **5Target Evidence100.00%** |
| **100.0 %Criteria** |  |
| **25.0 %Content: Technology Description and Alignment** | No submission. | Technology pieces are vaguely described and include an explanation of how each piece is aligned to the Geometry domain, citing poor examples. | Technology pieces are insufficiently described and include an explanation of how each piece is aligned to the Geometry domain, citing poor examples. | Technology pieces are sufficiently described and include a clear explanation how each piece is aligned to the Geometry domain, citing specific, appropriate examples. | Technology pieces are thoroughly described and include an insightful explanation how each piece is aligned to the Geometry domain, citing specific, relevant examples. |  |
| **25.0 %Content: Technology Support** | No submission. | Explanation fails to describe how each technology piece supports instructional assessment, planning, and delivery for individuals with exceptionalities is provided. | An unsuitable explanation of how each technology piece supports instructional assessment, planning, and delivery for individuals with exceptionalities is provided. | A suitable explanation of how each technology piece supports instructional assessment, planning, and delivery for individuals with exceptionalities is provided. | A comprehensive, professional explanation of how each technology piece supports instructional assessment, planning, and delivery for individuals with exceptionalities is provided. |  |
| **20.0 %Presentation of Content** | No submission. | The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some persuasive information. | The presentation slides are generally competent, but ideas may show some inconsistency in organization and/or in their relationships to each other. | The content is written with a logical progression of ideas and supporting information exhibiting a unity, coherence, and cohesiveness. Includes persuasive information from reliable sources. | The content is written clearly and concisely. Ideas universally progress and relate to each other. The project includes motivating questions and advanced organizers. The project gives the audience a clear sense of the main idea. |  |
| **10.0 %Layout** | No submission. | The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or a distracting background. Overall readability is difficult due to lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold, or lack of appropriate. | The layout uses horizontal and vertical white space appropriately. Sometimes the fonts are easy to read, but in a few places the use of fonts, italics, bold, long paragraphs, color, or busy background detracts and does not enhance readability. | The layout background and text complement each other and enable the content to be easily read. The fonts are easy to read and point size varies appropriately for headings and text. | The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings, and white space. Text is appropriate in length for the target audience and to the point. The background and colors enhance the readability of the text. |  |
| **10.0 %Language Use and Audience Awareness (includes sentence construction, word choice, etc.)** | No submission. | Some distracting inconsistencies in language choice (register) and/or word choice are present. The writer exhibits some lack of control in using figures of speech appropriately. | Language is appropriate to the targeted audience for the most part. | The writer is clearly aware of audience, uses a variety of appropriate vocabulary for the targeted audience, and uses figures of speech to communicate clearly. | The writer uses a variety of sentence constructions, figures of speech, and word choice in distinctive and creative ways that are appropriate to purpose, discipline, and scope. |  |
| **5.0 %Mechanics of Writing (includes spelling, punctuation, grammar, language use)** | No submission. | Frequent and repetitive mechanical errors distract the reader. | Some mechanical errors or typos are present, but are not overly distracting to the reader. | Slides are largely free of mechanical errors, although a few may be present. | Writer is clearly in control of standard, written academic English. |  |
| **5.0 %Evaluating and Documenting Sources (in-text citations for paraphrasing and direct quotes, references page listing and formatting, as appropriate to assignment and style)** | No submission. | Title slide is incomplete or inaccurate. References section includes sources, but many citation errors. Citations are included within the body of the presentation but with many errors. | Title slide has minor errors. References section includes sources, but they are not consistently cited correctly. Citations are included within the body of the presentation but with some errors. | Title slide is complete. References section includes correctly cited sources with minimal errors. Correct citations are included within the body of the presentation. | Title slide is complete. References section includes correctly cited sources. Correct citations are included within the body of the presentation. |  |
| **100 %Total Weightage** |   |  |