

## New Tech Learning Outcomes

## Math: Knowledge and Thinking

Scoring Domain	Emerging	E/D	Developing	D/P	Proficient	P/A	Advanced
Problem Solving	<ul style="list-style-type: none"> <li>Does not provide a model</li> <li>Uses few, if any, problem solving strategies and tools</li> </ul>		<ul style="list-style-type: none"> <li>Creates a limited model to simplify a complicated situation</li> <li>Uses inappropriate or inefficient problem solving strategies and tools</li> </ul>		<ul style="list-style-type: none"> <li>Creates a model to simplify a complicated situation</li> <li>Uses appropriate problem solving strategies and tools</li> </ul>		<ul style="list-style-type: none"> <li>Creates a model to simplify a complicated situation and identifies limitations of model</li> <li>Uses novel problem solving strategies and tools and/or extends previous knowledge correctly to a given problem</li> </ul>
Communication and Representation	<ul style="list-style-type: none"> <li>Uses incorrect definitions or mathematical notation (units of measure, labeled axes, equation formats, etc)</li> </ul>		<ul style="list-style-type: none"> <li>Uses imprecise definitions or incomplete mathematical notation (units of measure, labeled axes, equation formats, etc)</li> </ul>		<ul style="list-style-type: none"> <li>With few exceptions, uses precise definitions and accurate mathematical notation (units of measure, labeled axes, equation formats, etc)</li> </ul>		<ul style="list-style-type: none"> <li>Uses precise definitions and accurate formal mathematical notation (units of measure, labeled axes, equation formats, etc)</li> </ul>
	redo	10	11	12	13	14	15

## Written Communication

Scoring Domain	Emerging	E/D	Developing	D/P	Proficient	P/A	Advanced
Language and Conventions	<ul style="list-style-type: none"> <li>Language, style, and tone are <b>inappropriate</b> to the purpose, task, and audience.</li> <li><b>Uses</b> norms and conventions of writing that are <b>inappropriate</b> to the discipline/genre**</li> <li>Has an <b>accumulation</b> of errors in grammar, usage, and mechanics that <b>distract or interfere</b> with meaning</li> </ul>		<ul style="list-style-type: none"> <li>Language, style, and tone are mostly <b>appropriate</b> to the purpose, task, and audience with <b>minor</b> lapses</li> <li><b>Attempts to follow</b> the norms and conventions of writing in the discipline/genre** with <b>major</b> errors</li> <li>Has some <b>minor errors</b> in grammar, usage, and mechanics that <b>partially</b> distract or interfere with meaning</li> </ul>		<ul style="list-style-type: none"> <li>Language, style, and tone are <b>appropriate</b> to the purpose, task, and audience with <b>minor</b> lapses</li> <li>Attempts to follow the norms and conventions of writing in the discipline/genre** with <b>some</b> errors</li> <li>Is <b>generally free</b> of <b>distracting</b> errors in grammar, usage, and mechanics</li> </ul>		<ul style="list-style-type: none"> <li>Language, style, and tone are <b>appropriate</b> to the purpose, task, and audience</li> <li><b>Follows</b> the norms and conventions of writing in the discipline/genre with <b>minor</b> errors**</li> <li>Is <b>free</b> of distracting errors in grammar, usage, and mechanics</li> </ul>
	redo	10	11	12	13	14	15

Oral Communication

Scoring Domain	Emerging	E/D	Developing	D/P	Proficient	P/A	Advanced
Use of Digital Media/Visual Displays	Digital media or visual displays are <b>confusing, extraneous, or distracting</b>		Digital media or visual displays are <b>informative and relevant</b>		Digital media or visual displays are informative and <b>support audience engagement and understanding</b>		Digital media or visual displays are <b>polished</b> , informative, and support audience engagement and understanding
	redo	2.5	3	3.5	4	4.5	5