

Implementation of Technology in Classrooms Annotated Rubric Score

ROW ONE: The response earned 2 points for this row because it does not identify a research question, and while the essay generally follows a specific area of inquiry, a specific research question is not easily intuited. The connection to the stimulus materials is implicit, with a focus on using various kinds of technology to enhance student learning, and references to games and exercises similar to those discussed in Hurley's article from the stimulus materials. In [this document](#), look for the YELLOW highlighted phrases or sentences that show evidence for the scoring of this row.

ROW TWO: The response earned 4 points for this row because it offers some varying perspectives on the topic, including benefits of technology in the classroom and some of the obstacles to its implementation. However, objections and refutations related to these perspectives are inconsistently explored. It mentions research findings about benefits of technology and references some who want to go "back to basics" but nothing beyond this. It also explores some of the different facets of preparing educators to effectively offer technology instruction, but it does so inconsistently. In [this document](#), look for the GREEN highlighted phrases or sentences that show evidence for the scoring of this row.

ROW THREE: The response earned 4 points for this row because it includes evidence but from a narrow and limited range of sources, for example, sources include a scholarly article from the fields of education, and has relevant sources, but very few sources were consulted. (See Works Cited.) There is, also, inconsistency in interpretation and synthesis of the range of sources, in places evidence is simply offered without interpretation or synthesis, for example, the mention of the Ching-Ting repeatedly to provide factual information. In [this document](#), look for the BLUE highlighted phrases or sentences that show evidence for the scoring of this row.

ROW FOUR: The response earned 2 points for this row because it makes few distinctions among various pieces of evidence in terms of their relevance and credibility. The essay cites material throughout with no mention of source credibility or relevance, simply offering a parenthetical citation of the source to follow up information included from the source. All sources are treated as equally relevant and/or credible. In [this document](#), look for the RED highlighted phrases or sentences that show evidence for the scoring of this row.

ROW FIVE: The response earned 4 points for this row because it is logically organized and while the reasoning is not faulty, it is a bit too general to be considered a “complex” argument. However, the conclusions offered directly result from the discussion and research, and offer some specific possibilities to address the question, including teacher in-service work, or specific courses for students so that teachers are not put in charge of teaching both technology and their content. In [this document](#), look for the PINK highlighted phrases or sentences that show evidence for the scoring of this row.

ROW SIX: The response earned 4 points for this row because it links some of its claims and evidence, such as citing research about the benefits of technology in the classroom and then offering commentary on this as a reason to pursue the topic, or the surveys indicating teachers’ level of comfort in teaching technology and why this should influence policy. In [this document](#), look for the GREY highlighted phrases or sentences that show evidence for the scoring of this row.

ROW SEVEN: The response earned 2 points for this row because it attributes and cites most of the sources and information with a reasonable amount of accuracy, and although there are style errors, these are relatively minor. The bibliography appears to be consistent and complete. In [this document](#), look for the TEAL BLUE highlighted phrases or sentences that show evidence for the scoring of this row.

ROW EIGHT: The response earned 2 points for this row because it contains minor flaws in style and grammar that do not interfere with its communication to the reader. In [this document](#), look for the OLIVE GREEN highlighted phrases or sentences that show evidence for the scoring of this row.