**Learning About Cells for Students with Visual Impairment Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Project Requirements** | **Points Earned** |
| 1. Purpose | * Includes definition of visual impairment. * Include details about at least 3 types of visual impairment. * Includes at least 3 reasons to provide resources for students with visual impairment. * How is learning with a visual impairment different that learning without a visual impairment? | \_\_\_\_\_/25 |
| 1. Product or Lesson – description and engineering | * Presentation includes a detailed description of the product or lesson that will assist students with visual impairments in the classroom. * Create the product or lesson. * What have you designed or created for students with visual impairments? How does it work? What does it do? | \_\_\_\_\_/45 |
| 1. Creativity | * Does it look good? Neat, colorful, detailed, engaging? * It is working? Does it teach? Can students with visual impairments learn from it? | \_\_\_\_\_/25 |
| 1. Who is the target audience? | * Includes a description of the target audience for your product or lesson. * Age, grade, types of visual impairment, etc. | \_\_\_\_\_/15 |
| 1. Impact & Sustainability | * Did your product or lesson work to help students with visual impairment learn in the classroom? Did it achieve its’ goal? * Is the product or lesson doable for the classroom teacher every year? Is it sustainable? * Will the product or lesson be of use to students with all type of visual impairments? * How the product or lesson positively impact the lives of students with visual impairments? | \_\_\_\_\_/15 |
| 1. Citations | * Correctly cites all reference sources including graphics using the provided guidelines on the back of this sheet. | \_\_\_\_\_\_/25 |
| 1. Grammar & Mechanics | * Uses correct grammar and spelling. * Uses appropriate mechanics. | \_\_\_\_\_\_/10 |
| 1. Presentation | * Appropriate product choice (No presentations that require an email-related account such as Prezi. Email is mandated by law for 13 and over.) * Appealing visual design and graphics. | \_\_\_\_\_/25 |
| 1. Extras | * Superior creativity and ingenuity. * Something Extra, The Extra Mile, Over The Top | \_\_\_\_\_/15 |
| **Teacher Commentary & Feedback:**  \_\_\_\_\_/180 | | |

**Learning About Cells for Students with Visual Impairments**

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| **Check Point** | **Checklist Items Completed** | | **Points Earned** |
| #1 – Purpose | * Visual Impairment Research * Needs and Description * Reference & Graphics Citations | Date: | \_\_\_\_\_/100 |
| Teacher Commentary & Feedback for #1 | | | |
| #2 – Product or Lesson | * Target Audience * Creativity * Sustainability * Reference & Graphics Citations | Date: | \_\_\_\_\_/100 |
| Teacher Commentary & Feedback for #2 | | | |
| #3 – Presentation | * Age appropriate presentation * Correct grammar and mechanics * Reference & Graphics Citations | Date: | \_\_\_\_\_/100 |
| Teacher Commentary & Feedback for #3 | | | |

**Reference and Graphics Citations Format –** *Cite all sources using the correct formats below.*

|  |  |
| --- | --- |
| Graphic Citation | Date - Owner -  URL (<http://www>...) - |
| Website Citation | Date - Title -  URL (<http://www>...) - |
| Article Citation | Title -  Author - Copyright -  Publisher - Place - |
| Book Citation | Title -  Author - Copyright -  Publisher - Place - |