

# Meeting the Needs of All Learners

## Part 3: Integrating Technology in Education

March 31 to May 13, 2004



### Software Evaluation Rubric

Application Title: \_\_\_\_\_ Subject Area: \_\_\_\_\_  
 Version: \_\_\_\_\_ Producer/Publisher: \_\_\_\_\_  
 Purchased From: \_\_\_\_\_ Date Published: \_\_\_\_\_  
 Curriculum Goal(s): \_\_\_\_\_  
 Learning Objective(s): \_\_\_\_\_  
 Prerequisite Skills: \_\_\_\_\_

#### Configuration

Hardware/System Requirements: \_\_\_\_\_  
 Type of Drive Required: DVD \_\_\_\_\_ CD \_\_\_\_\_ 3½-inch Floppy \_\_\_\_\_  
 Hard Disk Space Required: \_\_\_\_\_ Memory Required: \_\_\_\_\_  
 Program Categories: (Check all that apply)  
 Presentation                       Remediation                       Word Processing  
 Authoring                               Simulation                               Database  
 Problem Solving                       Tutorial                               Spreadsheet  
 Other: \_\_\_\_\_  
 Skill/Ability/Grade Levels: \_\_\_\_\_  
 Content Standards: \_\_\_\_\_  
 Technology Standards: \_\_\_\_\_

#### Use the following system to rate the software

1 = Strongly disagree                      2 = Disagree                      NA = Not applicable  
 3 = Agree                                      4 = Strongly agree

#### Content

|  |   |   |   |   |    |
|--|---|---|---|---|----|
| 1. The content is accurate and factual.                | 1 | 2 | 3 | 4 | NA |
| 2. The content is educationally appropriate.           | 1 | 2 | 3 | 4 | NA |
| 3. The content is free of errors.                      | 1 | 2 | 3 | 4 | NA |
| 4. The content meets learning goals and objectives.    | 1 | 2 | 3 | 4 | NA |
| 5. The content is valid.                               | 1 | 2 | 3 | 4 | NA |
| 6. The content is free of stereotypes and racial bias. | 1 | 2 | 3 | 4 | NA |
| 7. The content meets district and state standards.     | 1 | 2 | 3 | 4 | NA |

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| Ease of Use  |   |   |   |   |    |
|--|---|---|---|---|----|
| 1. Directions are clear.   | 1 | 2 | 3 | 4 | NA |
| 2. Students can quit the program at any time.  | 1 | 2 | 3 | 4 | NA |
| 3. Students can restart the program where they stopped.                                | 1 | 2 | 3 | 4 | NA |
| 4. The software is reliable and free of disruption by system errors.                   | 1 | 2 | 3 | 4 | NA |
| Documentation and Support  |   |   |   |   |    |
| 1. The teacher/instructor manual is clear and thorough.                                | 1 | 2 | 3 | 4 | NA |
| 2. The software has an 800/888 support number.   | 1 | 2 | 3 | 4 | NA |
| 3. Online technical support is available.  | 1 | 2 | 3 | 4 | NA |
| 4. Help and tutorials are clear and easy to use.                                       | 1 | 2 | 3 | 4 | NA |
| Ability Levels   |   |   |   |   |    |
| 1. The user level can be set by the teacher.   | 1 | 2 | 3 | 4 | NA |
| 2. The user level automatically advances.  | 1 | 2 | 3 | 4 | NA |
| 3. The software covers a variety of ability/skill levels.                              | 1 | 2 | 3 | 4 | NA |
| Assessment   |   |   |   |   |    |
| 1. Software has built-in assessment and reporting tools.                               | 1 | 2 | 3 | 4 | NA |
| 2. Assessment methods are appropriate and suited to learning objectives.               | 1 | 2 | 3 | 4 | NA |
| 3. Software documents and records student progress.                                    | 1 | 2 | 3 | 4 | NA |
| 4. Teachers easily can assess students' progress by evaluating progress reports.       | 1 | 2 | 3 | 4 | NA |
| Technical Quality  |   |   |   |   |    |
| 1. Animation and graphics are used well.   | 1 | 2 | 3 | 4 | NA |
| 2. Audio (voice input/output) is used well.  | 1 | 2 | 3 | 4 | NA |
| 3. Feedback and prompts are appropriate.   | 1 | 2 | 3 | 4 | NA |
| 4. The application allows branching.   | 1 | 2 | 3 | 4 | NA |
| Recommendation   |   |   |   |   |    |
| <input type="checkbox"/> Purchase Immediately <input type="checkbox"/> Do Not Purchase |   |   |   |   |    |
| Comments: _____  |   |   |   |   |    |
| _____  |   |   |   |   |    |
| Evaluator: _____ Date: _____   |   |   |   |   |    |