K-12 Software and Online Subscription Evaluation Form

Reviewer: _____ Moderator:_____ Date:_____

Title of software or online subscription:	URL:

Type of software:
CONTENT   SIMULATION   ASSESSMENT
STUDENT PRODUCTIVITY   TEACHER PRODUCTIVITY   OTHER _____

Correlation:

Target grade level(s):	Target subject area(s):

What are the best attributes of the software?

Briefly describe how you would use it.

Select the column for the type of software or online subscription that you are reviewing (content/simulation, productivity, assessment, technical) and rate the listed elements using the attached rubric. (Choose one column and rate only the elements listed in that column.)

Content/Simulation	Rating	Productivity	Rating	Assessment	Rating	Technical	Rating
Instructional Content		Curriculum Connection		Curriculum Connection		Technology Effectiveness	
Curriculum Connection		Age/Grade Level		Age/Grade Level			
Teaching/Learning Approach		Perspective		Assessment			
Age/Grade Level		Technical Aspects		Perspective			
Assessment		Flexibility		Technical Aspects			
Perspective		Technology Effectiveness		Technology Effectiveness			
Technical Aspects							
Flexibility							
Technology Effectiveness							
TOTAL SCORE		**TOTAL SCORE**		**TOTAL SCORE**		**TOTAL SCORE**	

Recommend for Purchase: Yes   No

Rate the software or online subscription on the following items:

Element	Needs Improvement (Rating: 1)	Shows Promise (Rating: 2)	Strength Area (Rating: 3)
Instructional Content	Information is not always accurate, complete or current; content focuses on fundamental concepts and rarely engages students in higher level of thinking; students are rarely asked to apply what they learned	Information is accurate and most is complete and current; purpose is identified; content provides some activities which encourage higher levels of thinking; students are often asked to apply what they have learned	Information is accurate, complete, and current; supports learning goals; content moves learners beyond the basics and encourages higher levels of thinking; students are engaged in applying what they have learned
Curriculum Connections	Content is unrelated to the curriculum	Content is somewhat related to the curriculum; uses few real world examples	Content is clearly related to the curriculum and can be used to support, enrich, or extend learning; uses real world examples to make the instruction relevant to the learner
Teaching and Learning Approaches	Sometimes requires learners to become actively engaged; learning is mostly passive; provides minimal feedback; rarely motivates the learner to continue learning	Often requires learners to become actively engaged; some multimedia enhancements are used make learning interactive; provides some feedback throughout the lesson; often motivates the learner to learn and master concepts	Usually requires learners to become actively engaged; multimedia enhancements are used make learning interactive; provides appropriate feedback throughout the lesson; motivates the learner to learn and master concepts
Age/Grade Level	Reading level and presentation is not appropriate for the age level of the target audience; content and difficulty level cannot be customized	Reading level and presentation is appropriate for the target audience, but some portions may be too easy or too difficult; content and/or difficulty level can be customized	Reading level and presentation is appropriate for the target audience; teacher and/or student can easily customize both content and difficulty level
Assessment	Assessment is unrelated to learning goals and rarely engages learners; teachers must develop their own assessments; teachers are not able to track student progress through the program	Assessment is related to learning goals and appropriate enough to engage learners; teachers can assess students' progress through established methods of assessment; teachers have a limited ability to track student progress	Assessment methods are challenging, appropriate, and related to learning goals; teachers can easily assess students' progress by evaluating the outcomes provided within the product; teachers can track students' progress throughout the program
Perspective	Stereotypical or lacks diversity	Free of prejudice regarding race, sex, and religion; content includes some culturally diverse features	Free of prejudice regarding race, sex, and religion; content is diverse and is not slanted to any cultural group
Technical Aspects	Graphics minimally support learning; multimedia resources work some of the time; layout is difficult to navigate; text is often difficult to read	Graphics are intended to assist learning; multimedia resources work most of the time; layout is logical in most cases, but sometimes confusing; text is legible	Graphics are well-designed and enhance learning; multimedia resources integrate seamlessly; layout is clear and intuitive; text is easy to read
Flexibility	Users are unable to save; some aspects of the program can be integrated into classroom activities; few lessons can be used in a variety of classroom settings	Users can save and re-enter the program easily; many aspects of the program software can be integrated into classroom activities; the program includes suggestions for use in whole class instruction, individual, and group learning activities	Users can easily save and re-enter the program at any point; most aspects of the program software can be integrated into classroom activities; the program features activities for use in whole class instruction, individual, and group learning activities
Technology Effectiveness	The program uses technology to present concepts and ideas that are readily available in other formats	The program adequately uses technology to extend content and offers positive benefits to the instructional process	The program makes exceptional use of technology to present concepts and ideas so that users can achieve a broader understanding than is possible with a non-digital approach