

## Software Evaluation Rubric

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	<b>Unsatisfactory - 1</b>	<b>Needs Improvement - 2</b>	<b>Good - 3</b>	<b>Exemplary - 4</b>
<b>Instructional Content</b>	<ul style="list-style-type: none"> <li>• Information is inaccurate, incomplete or outdated</li> <li>• Facts do not come from reliable sources or sources are not identified</li> <li>• Little or no overall context for information</li> <li>• Purpose is unclear</li> <li>• Content focuses entirely on fundamental concepts, rote memory, or recitation of facts; no provision for moving students to higher levels of thinking by applying what is learned</li> </ul>	<ul style="list-style-type: none"> <li>• Information is not always accurate, complete or current</li> <li>• Facts come from questionable sources</li> <li>• Content is not related to larger context</li> <li>• Content lacks sense of purpose or central theme</li> <li>• Content focuses on fundamental concepts and rarely engages students in higher levels of thinking; students are rarely asked to apply what they learn</li> </ul>	<ul style="list-style-type: none"> <li>• Information is accurate and most is complete and current</li> <li>• Facts usually come from reliable sources which are clearly identified</li> <li>• Content is usually related to larger context</li> <li>• General purpose is identified</li> <li>• Content provides some activities which encourage higher levels of thinking; students are frequently asked to apply what they have learned</li> </ul>	<ul style="list-style-type: none"> <li>• Information is accurate, complete, and current</li> <li>• Facts come from reliable sources which are clearly identified</li> <li>• Content and context are consistent with the theme</li> <li>• All information relates to the stated purpose and learning goals</li> <li>• Content moves learners beyond the basics and encourages higher levels of thinking; students are engaged in applying what they learn</li> </ul>
<b>Curriculum Connections</b>	<ul style="list-style-type: none"> <li>• National and/or state standards are not accessible within the product and there are no apparent links to the learning activities</li> <li>• No prerequisite knowledge requirements are given</li> <li>• No real world examples are given</li> </ul>	<ul style="list-style-type: none"> <li>• National and/or state standards are not located within the product but some relation to standards is apparent</li> <li>• Lists some prerequisite knowledge necessary for success</li> <li>• Uses some real world examples to make the instruction relevant for the learner</li> <li>• Complies with some subject based guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• National and/or state standards are sometimes available and may be linked to lessons</li> <li>• Outlines prerequisite knowledge necessary for success</li> <li>• Uses many real world examples to make the instruction relevant for the learner</li> <li>• Complies with most subject based guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• National and state standards are accessible within the product and may be easily linked to lessons</li> <li>• Lists all prerequisite skills</li> <li>• Uses all real world examples to make the instruction relevant for the learner</li> <li>• Complies with all subject based guidelines</li> </ul>

<b>Graphics and Multimedia</b>	<ul style="list-style-type: none"> <li>• Graphics are absent, poorly placed, or fail to assist learning</li> <li>• Background and text are not compatible and text is difficult to read</li> <li>• Graphics are inconsistent, inappropriate, and do not enhance learning</li> <li>• Poor use of color</li> <li>• Gratuitous animation with no relation to learning goals</li> <li>• Multimedia is superfluous and often gets in the way of purpose and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Graphics minimally support learning</li> <li>• Background and text are frequently incompatible and text is often difficult to read</li> <li>• Graphics are not always consistent or appropriate</li> <li>• Colors are used somewhat ineffectively</li> <li>• Animation rarely complements learning</li> <li>• Multimedia seems unrelated to purpose and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Graphics are intended to assist learning</li> <li>• Background and text are usually pleasing, compatible and legible</li> <li>• Most graphics are consistent and appropriate in design</li> <li>• Colors are used in a somewhat effective way</li> <li>• Animation often complements learning</li> <li>• Multimedia is sometimes unrelated to purpose and learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Graphics are well designed and rendered to enhance learning</li> <li>• Background and text are pleasing, compatible and easy to read</li> <li>• Graphics are consistent, appropriate and designed to optimize learning</li> <li>• Colors are used in an effective way</li> <li>• Animation always complements learning</li> <li>• Multimedia appears to be directly related to stated purpose and learning goals</li> </ul>
<b>Lay-out</b>	<ul style="list-style-type: none"> <li>• Layout is confusing</li> <li>• Learners cannot navigate through the information to find what they need</li> <li>• Layout is illogical and unpredictable</li> <li>• Layout is inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>• Layout is not intuitive</li> <li>• Layout is difficult to navigate</li> <li>• Layout is frequently illogical</li> <li>• Layout is frequently inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>• Layout is clear but learners sometimes need help to find necessary features</li> <li>• learners can usually navigate through the information to find what they need</li> <li>• Layout is logical in most cases, but sometimes confusing</li> <li>• Layout is frequently consistent, but occasionally confusing</li> </ul>	<ul style="list-style-type: none"> <li>• Layout is clear and intuitive; learners can always find what they need</li> <li>• It is easy to navigate through the information to find necessary features</li> <li>• Layout is logical</li> <li>• Layout is consistent on all pages</li> </ul>
<b>Technical Aspects</b>	<ul style="list-style-type: none"> <li>• Links do not work properly</li> <li>• Specific browser needed to view pages, but no directions are available for users to download appropriate browser</li> <li>• Multimedia resources do not work</li> <li>• Web site is often down or unreliable; software installation often results in aborted efforts or conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Not all links work properly</li> <li>• Pages work in only one browser , but directions and links are provided so users can download appropriate browser</li> <li>• Multimedia resources work some of the time</li> <li>• Web site is unreliable or software is hard to install properly</li> </ul>	<ul style="list-style-type: none"> <li>• Most links work properly</li> <li>• Most pages work in most browsers</li> <li>• Multimedia resources work most of the time</li> <li>• Users are able to access web site or install software with minimal effort</li> </ul>	<ul style="list-style-type: none"> <li>• All links work properly</li> <li>• Pages work in most common browsers: Netscape and Internet Explorer</li> <li>• All multimedia resources work at all times</li> <li>• Users are able to access web site or install software with ease</li> <li>• Clear and complete directions are available for access or installation</li> </ul>

<b>Adaptability and Accessibility</b>	<ul style="list-style-type: none"> <li>• Pictures and icons do not have ALT tags</li> <li>• Paragraphs and sections have unclear and inaccurate informative headings</li> <li>• Clear and clean fonts are not used</li> <li>• Content is not culturally diverse</li> <li>• Content does not accommodate unique learning styles and various ability levels</li> </ul>	<ul style="list-style-type: none"> <li>• Few pictures and icons have ALT tags</li> <li>• Some paragraphs and sections have clear and accurate informative headings</li> <li>• Clear and clean fonts are used consistently some of the time</li> <li>• Some content is culturally diverse</li> <li>• Some content accommodates unique learning styles and various ability levels</li> </ul>	<ul style="list-style-type: none"> <li>• Most pictures and icons have ALT tags</li> <li>• Most paragraphs and sections have clear and accurate informative headings</li> <li>• Clear and clean fonts are used consistently most of the time</li> <li>• Content includes some culturally diverse features</li> <li>• Most content accommodates unique learning styles and various ability levels</li> </ul>	<ul style="list-style-type: none"> <li>• Hyperlinks have ALT tags for rollover to assist sight-impaired learners</li> <li>• Paragraphs and sections have clear and accurate informative headings</li> <li>• Clear and clean fonts are used consistently</li> <li>• Content is culturally diverse</li> <li>• Product accommodates unique learning styles and various ability levels</li> </ul>
<b>Engaging and Interactive</b>	<ul style="list-style-type: none"> <li>• Does not require learners to become actively engaged</li> <li>• Text and documents do not employ multimedia enhancements to make learning interactive</li> <li>• Does not provide feedback throughout the instruction</li> <li>• Does not motivate the learner</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes requires learners to become actively engaged</li> <li>• Text and documents sometimes employ multimedia enhancements to make learning interactive</li> <li>• Provides minimal feedback throughout the instruction</li> <li>• Rarely motivates learner to continue learning</li> </ul>	<ul style="list-style-type: none"> <li>• Usually requires learners to become actively engaged</li> <li>• Text and documents usually employ multimedia enhancements to make learning interactive</li> <li>• Provides some feedback throughout the instruction</li> <li>• Often motivates the learner to continue learning and master concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Always requires learners to become actively engaged in order to learn</li> <li>• Text and documents always employ multimedia enhancements to make learning interactive</li> <li>• Provides appropriate feedback throughout the instruction</li> <li>• Keenly motivates the learner to continue learning and master concepts</li> </ul>
<b>Teacher and Learner Support Materials</b>	<ul style="list-style-type: none"> <li>• Program provides little or no help to the teacher or the student</li> <li>• Tech support is inadequate or unreliable</li> <li>• Program does not offer support materials or outside means of reinforcement</li> <li>• Teachers and students are not able to track progress</li> </ul>	<ul style="list-style-type: none"> <li>• Program offers limited options for help</li> <li>• Program offers online support only</li> <li>• Student support materials are limited and do not relate directly to the lesson</li> <li>• Teachers and students can sometimes track a student's progress through feedback or other documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Program offers various forms of help for the student but may not be quickly accessible</li> <li>• Program often provides ways to reach tech support</li> <li>• Program provides student with additional websites which relate to the lesson</li> <li>• Teachers and students can frequently track a student's progress through feedback or other documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Program offers help at any stage *Provides various ways to reach technical support</li> <li>• Program provides students with additional resources such as web sites, bibliographies, etc. which are suitable to lesson</li> <li>• Teachers and students can easily track a student's progress through feedback or other documentation</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Assessment is inappropriate or unavailable and does not produce an accurate account of student learning</li> <li>• It is not clear how to assess the learning in this product</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment is inappropriate or unrelated to learning goals and rarely engages learners</li> <li>• Teachers must develop their own assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment is usually challenging and appropriate enough to engage learners</li> <li>• Teachers can assess students' progress using established methods of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment methods are challenging, appropriate, and suited to learning goals</li> <li>• Teachers can easily assess students' progress by evaluating the outcomes provided within the product</li> </ul>

<b>Age/Grade Level</b>	<ul style="list-style-type: none"> <li>• Reading level is not appropriate for target audience</li> <li>• Product is not suitable for the age and grade level</li> <li>• Directions are inadequate and incomplete</li> </ul>	<ul style="list-style-type: none"> <li>• Reading level is often too difficult or too easy for target audience</li> <li>• Many features are unsuitable for the age and grade level</li> <li>• Directions are sometimes unclear or ambiguous</li> </ul>	<ul style="list-style-type: none"> <li>• Reading level is appropriate for target audience, but some portions may be too easy or too difficult</li> <li>• Most features are suitable for the age and grade level</li> <li>• Most directions are clear, but some are ambiguous or confusing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading level is appropriate for target audience</li> <li>• Product is suitable for the age and grade level</li> <li>• Directions are clear and complete enough for students to perform required tasks</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• Learners are unable to save at regular intervals</li> <li>• Cannot be integrated into classroom activities</li> <li>• It is unclear how this program would be used with students; contains no guidelines or suggestions for alternative classroom settings</li> </ul>	<ul style="list-style-type: none"> <li>• Learners can save at some point but can not re-enter the instruction without difficulty</li> <li>• Some aspects of the software can be integrated into classroom activities</li> <li>• Few lessons can be used in a variety of classroom settings; Includes few suggestions for altering instruction for whole class, individual, or group experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Learners can save at some point and can usually re-enter the instruction easily</li> <li>• Most aspects of the software can be integrated into classroom activities</li> <li>• The program includes suggestions for use in whole class instruction, individual, or group learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Learners can save at regular intervals and re-enter the instruction at any point</li> <li>• All aspects of the software can be easily integrated into classroom activities</li> <li>• The program features activities for use in whole class instruction, individual, or group learning experiences</li> </ul>
	<b>Scale: 40-44= Exemplary   35-39=Good   30-34=Satisfactory Below 30=Unacceptable for Classroom Use</b>		<b>Total Points</b>	