



Instructional Software Evaluation Rubric

Title: _____

Publisher: _____ Copyright Date: _____

Synopsis of Software:

 _____ Appropriate Grade Level(s): _____

Maryland Content Standards correlation:

For information about the software review process see: <http://www.pgcps.org/~support/software.html>

	Rank	Score	Comments
<i>Curriculum Content</i>	4. The product correlates with the curriculum content of PGCPS, MSDE, and/or Maryland Content Standards. 3. The product generally covers the content recommended by PGCPS/MSDE curriculum standards and/or Maryland Content Standards. 2. Correlation with curriculum content is limited. 1. There is no correlation with curriculum content.		
<i>Teaching and Learning Approaches</i>	4. Software employs a significant number of teaching and learning approaches, i.e., constructivist experiences, cooperative learning, multiple intelligences, independent investigations, and/or opportunities for student creativity. 3. The program uses some teaching and learning approaches listed above. 2. The program uses minimal teaching and learning approaches listed above. 1. The program lacks creative teaching and learning approaches.		
<i>Critical Thinking</i>	4. Extensive critical thinking, decision-making and other higher-level thinking skill activities are included in this program. 3. Program allows for some practice of higher-level thinking skills. 2. Program allows for limited practice of higher-level thinking skills. 1. Program does not allow students to apply higher level thinking skills.		
<i>Perspective</i>	4. Concepts, people and cultures are portrayed without stereotypes. If appropriate, positive examples promote multicultural appreciation and understanding. Gender-neutral or non-traditional career roles are presented. 3. The program portrays some concepts or roles listed above, but not all, when appropriate. 2. The program is free of stereotypes but does not promote diversity when appropriate. 1. The program includes one or more aspects that may be considered stereotypical.		
<i>Pedagogy</i>	4. Objectives are clearly stated and specific. Instructional design applies current research on technology-based instruction and readily fits within the PGCPS Technology Framework/ISTE NETS standards for students. 3. Objectives and other design factors listed above are relevant to teacher and learner needs. 2. Objectives or other design factors listed above are outdated or irrelevant. 1. Little or no attention is given to pedagogy.		

Rank	Score	Comments
<i>Effectiveness</i>	4. The program makes exceptional use of technology to present concepts and ideas so that students can achieve a broader understanding than is possible with a non-digital approach. 3. The program adequately uses technology to extend content and offers positive benefit to the instructional process. 2. The program makes limited use of technology to present ideas and concepts. 1. No benefit of technology used; print resources provide similar learning experiences.	
<i>Content Customizing Features</i>	4. Teacher and/or student can easily customize both content and difficulty level. 3. Content and difficulty level can both be customized, but not easily. 2. Either content or difficulty level can be customized, but not both. 1. Content and difficulty level may not be customized.	
<i>Assessment Component</i>	4. Program provides pre/post testing, clear feedback, questions based on previous student response (branching), and student progress reports. 3. Program offers pre/post testing, clear feedback, and student progress reports, but does not provide branching. 2. Program provides pre/post testing but limited reporting features and feedback. 1. Program offers only pre or post testing or has no assessment component.	
<i>Support Materials</i>	4. Exemplary instructional support materials are available in both print and online format; e.g., management strategies, URLs, or additional resources. 3. Adequate instructional support materials are provided. 2. Support materials are limited or not useful. 1. No support materials are included with the program.	
<i>Program Accessibility Features</i>	4. The resource automatically incorporates workstation user preferences, complies with COMAR accessibility standards, and offers customization choices at each step. 3. The resource automatically incorporates workstation user preferences, complies with most COMAR accessibility standards, and offers customization choices for key features. 2. The resource automatically incorporates workstation user preferences, complies with only a few COMAR accessibility standards, and offers limited customization choices. 1. Workstation user preferences are overwritten or there are no customization options.	

Overall Score: _____

Signature, Date: _____ Signature, Date: _____

Print Name, Title: _____ Print Name, Title: _____

Signature, Date: _____ Signature, Date: _____

Print Name, Title: _____ Print Name, Title: _____

Additional Comments: