DIGITAL TOOL<< EVALUATION RUBRIC >>

This rubric facilitates an evaluation of digital tools. **Digital tools** areany technology-based content, app, software, extension, website, or platform intentionally selected to promote student learning in multiple ways (e.g., accessibility, creativity, critical thinking, communication, collaboration, engagement, assessment, etc.).

The rubric examines digital tools' functional, technical, and instructional features. It does not identify a specific score that a digital tool must reach to be deemed acceptable. Rather, it is designed to offer insight into a digital tool's relative strengths and weaknesses, as evaluated against a set of criteria. Use the scoring guide below to assign scores for each criterion.

**Rubric Scoring Guide**

3

2

1

N/A

0

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| **SUPERIOR** | **STRONG** | **LIMITED** | **WEAK/NONE** | **N/A** |
| The digital tool fully addresses all or most of the elements listed under the criterion. | The digital tool is only missing minor aspects of the elements listed under  the criterion. | A large  portion of the elements listed under the criterion are  not evident within the  digital tool. | The digital tool does not match the elements listed under  the criterion or only addresses  a minimal number. | Rubric criterion does not apply to the digital tool. |

*NOTE: The MDE does not officially endorse any specific technology standards or models of teaching with technology. However, the resource provided below is made available to assist educators and administrators with the facilitation of technology integration into classrooms, schools, and school districts. Local schools have discretion over which technology partners and products are utilized in their districts. For legal advice regarding technology services, please contact your local school board attorney.*

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| **CRITERIA** | **SCORE** | **COMMENTS** |
| **Ease of Use and Navigation** | *(3, 2, 1, 0, N/A)* |  |
| **The digital tool offers a flexible, user-friendly design that teachers and students can quickly learn how to use.**   * *User-friendly setup and dashboard/interface for teachers* * *User-friendly dashboard/interface students can  use independently* * *Tutorials and/or technical support platform* * *Clear directions/prompts* * *Can be used with a variety of class sizes/groups* * *Offline functionality* * *Mobile app functionality* |  |  |
| **Integration** | *(3, 2, 1, 0, N/A)* |  |
| **While keeping full functionality, the digital tool can be seamlessly integrated with other district programs or devices.**   * *Compatible with current operating system, devices, web browsers, web filters, etc.* * *Integration into learning management system (e.g., Canvas, Google Classroom, Schoology, etc.)* * *Integration into single sign-on solutions (e.g., Clever)*   NOTE: Consult with your Technology Department to evaluate this characteristic. |  |  |
| **Data Privacy and Security** | *(3, 2, 1, 0, N/A)* |  |
| **The digital tool has policies to protect student privacy and the confidentiality of student information.**   * *Clear privacy policy and terms of service* * *Complies with FERPA (*[*Family Educational Rights and Privacy Act*](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)*), CIPA (*[*Children’s Internet Protection Act*](https://www.fcc.gov/consumers/guides/childrens-internet-protection-act)*) and COPPA (*[*Children’s Online Privacy Protection Act*](https://www.ftc.gov/enforcement/rules/rulemaking-regulatory-reform-proceedings/childrens-online-privacy-protection-rule)*)* * *Secure student account creation (e.g., students join with class code or teachers control student rostering)*   NOTE: Consult with your Technology Department to evaluate this characteristic. |  |  |
| **Appropriateness** | *(3, 2, 1, 0, N/A)* |  |
| **The digital tool and any content are developmentally appropriate**.   * *Grade level/age* * *Content is free of stereotypes* * *No commercial messaging/ads* * *Images, audio, and video are suitable for students and do not create unnecessary distractions* |  |  |

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| **Purpose and Alignment** | *(3, 2, 1, 0, N/A)* |  |
| **The digital tool aligns to the MS-CCR standards and  learning targets.**   * *Easily customized for alignment to standards and  learning targets* * *Meets a specific need within the lesson (e.g., engage, extend, or enhance the learning)* |  |  |
| **Engagement** | *(3, 2, 1, 0, N/A)* |  |
| **The digital tool helps create a learning environment that promotes active learning and student engagement.**   * *Provides opportunities for student voice and choice* * *Encourages creativity, critical thinking, collaboration, and/or communication* |  |  |
| **Data Collection and Reporting** | *(3, 2, 1, 0, N/A)* |  |
| **The digital tool provides data and reports on student progress.**   * *Data can be gathered quickly to inform instruction (teachers) or learning (students)* * *Responsive measures that adapt based on student performance* * *Generates reports on student performance and progress* * *Customizable reporting features* * *Reports can be shared with students and/or parents* * *Provides next steps regarding remediation/interventions* * *Allows teachers and/or administrators to track longitudinal student performance data* |  |  |
| **Feedback** | *(3, 2, 1, 0, N/A)* |  |
| **The digital tool allows for meaningful and timely feedback on student learning.**   * *Teachers can share feedback with individual students or larger groups of students* * *Peer-to-peer feedback* * *Multiple modes of feedback (e.g., audio, text, video, etc.)* |  |  |
| **Supports for All Learners** | *(3, 2, 1, 0, N/A)* |  |
| **The digital tool helps the teacher to address learning needs  of all students.**   * *Provides students with scaffolded supports or  enrichment opportunities* * *Addresses gaps in learning* * *Supports personalized learning* * *ADA (American Disabilities Act) and WCAG2 (*[*Web Content Accessibility Guide 2.0*](https://www.w3.org/TR/UNDERSTANDING-WCAG20/)*) compliant* * *Built-in accessibility tools (e.g., audio, captions, subtitles, text-to-speech, translation, etc.)* |  |  |
| **TOTAL SCORE** |  |  |