|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Does not have evidence of**  **(1 pt)** | **Has some evidence but low quality (2 pts)** | **Has evidence with average quality (3 pts)** | **Has evidence with good quality (4 pts)** | **Has evidence with high quality (5 pts)** |
| **Learner** |  |  |  |  |  |
| Has easy to learn language (Is the level of wording appropriate for age group?) |  |  |  |  |  |
| Can be used with diverse learners (Can it be used with learners who English is their second language?) |  |  |  |  |  |
| Provides ways to connect with previous learning experiences  (Does it provide review opportunities?) |  |  |  |  |  |
| Can provide personalized learning experiences (Are there different levels of learning and specified feedback?) |  |  |  |  |  |
| Can match appropriate level of skill (Are there various skill levels?) |  |  |  |  |  |
| **TOTAL FOR LEARNER /25**  **Comments:** |  |  |  |  |  |
| **Instructor** |  |  |  |  |  |
| Provides access to direct Technical Support (Is there a Support phone number that connects to live tech help?) |  |  |  |  |  |
| Provides support for initial implementation (Is there a training and/or handbook ?) |  |  |  |  |  |
| Has initial trial period or is offered for free |  |  |  |  |  |
| Has ability to differentiate learning experiences (Can students start at different levels?) |  |  |  |  |  |
| Provides everything upfront for one cost and does not require additional ongoing costs |  |  |  |  |  |
| **TOTAL FOR INSTRUCTOR /25**  **Comments:** |  |  |  |  |  |
| **Designer** |  |  |  |  |  |
| Learning objectives match instructional need (Does what it teaches match the instructional need?) |  |  |  |  |  |
| Has evidence of connection to major learning theory (Does it specify a specific learning theory?) |  |  |  |  |  |
| Provides product at cost that fits the budget |  |  |  |  |  |
| Is easy for instructors to learn (Are there supports for how to use it?) |  |  |  |  |  |
| **TOTAL FOR DESIGNER /20**  **Comments:** |  |  |  |  |  |
| **Integrity** |  |  |  |  |  |
| Has legitimate website such as .gov or .org or .edu (not .com) |  |  |  |  |  |
| Has research published on its use in an academic, peer-reviewed journal |  |  |  |  |  |
| Has reputable endorsements from those with affiliations and credentials |  |  |  |  |  |
| Has research outcomes that supports it effectiveness (statistically significant results) |  |  |  |  |  |
| Has published limitations (check research articles) |  |  |  |  |  |
| Provides more than one setting where it has been used effectively (multiple research settings) |  |  |  |  |  |
| **TOTAL FOR INTEGRITY /30**  **Comments:** |  |  |  |  |  |
| **TOTAL POINTS /100**  **Comments:** |  |  |  |  |  |