Research-based Rubric for Grading EdTech

Gathering insights in context improves feedback and understanding.

1) Duration: How long have you been using this tool?

2) Frequency: How often do you use this tool?

3) Student Group: What group(s) of students use this tool?

4) Purpose: For what purpose have you used this technology?

5) Set-up Time: How long did it take you to set up this tool in a classroom?

CRITERIA	F	D	C	B	A
Ease of Use & Navigation	Difficult to Start; Difficult to Use; Significant Practice Required	Difficult to Start; Confusing to Use; Some Practice Required	Confusing to Start; Moderately Easy to Use; Light Practice is Helpful	Moderately Easy to Start; Easy to Use; No Practice Necessary	Easy to Start; Easy to Use; No Practice Necessary
Quality of Features	Features are Ineffective & Do Not Address Needs	Features Often Do Not Address Specific Needs; Limited Product Utility	Overwhelming or Insufficient Feature Set; Average Product Quality	Somewhat Cohesive Feature Set that Meets Most Needs	Cohesive, Powerful & Effective Feature Set; High Product Utility
Quality of Content	Inaccurate, Inappropriate or Insufficient Content	Questionable Accuracy; Insufficient Content; Differentiation Impossible	Mostly Accurate; Appropriate Content; Differentiation Possible	Accurate & Sufficient Content; Differentiation Included	Accurate & Comprehensive Content; Full Differentiation
Technical Merit	Non-Functioning, Completely Unusable or Terminates Productivity	Significant Debilitating Technical Issue(s); Requires Assistance	Occasional Debilitating Technical Issue(s); Requires Assistance	Occasional Minimal Technical Issue(s); No Assistance Required	Zero Technical Issue(s); No Assistance Required
Alignment with Learning Objectives & Standards	No Alignment with Intended Objectives; Revisions Impossible	Unclear Alignment with Learning Objectives; Many Revisions	Occasionally Aligned with Learning Objectives; Some Revisions	Generally Aligned with Learning Objectives; Revisions Unnecessary	Clearly Aligned with Learning Objectives; Revisions Unnecessary
Impact on Student Learning & Engagement	Zero or Negative Impact on Learning; Students Dislike the Tool	Slight Impact for Some Students; Not Engaging or Motivating	Moderate Impact on Some Students; Engaging & Motivating	Significant Impact on Some Students; Most Students Engaged	Strong Impact on All Students; Self-Directed and Engaged
Impact on Teaching Efficiency & Effectiveness	Zero or Negative Impact on Teaching Efficiency & Effectiveness	Zero Impact on Effectiveness; Some Boost in Efficiency	Some Improvements in Either Teaching Efficiency or Effectiveness	Moderate Improvements in Efficiency and Effectiveness	Substantial Positive Impacts on Efficiency and Effectiveness
Professional Development (Quality and Amount Required)	Substantial PD Required; PD is Nonexistent or Poor Quality	PD is Required; Available PD is of Minimal Value	Some PD is Required; PD Quality is Below Average	Minimal PD Required; Available PD is Satisfactory	No PD is Required; Available PD is Excellent

Would you recommend this tool to other educators and colleagues?
(0-10 scale, 0 = Never; 10 = Definitely)

How do you use this product in your classroom? What worked? What did not work?

Tell us your overall impression of using this product?

Share your insights with thousands of educators on LearnPlatform.com.