**Selection Rubric: COMPUTER SOFTWARE**

To download and complete this rubric for your own use, go to the MyEducationKit for your text, then go to Chapter 5 and click on Selection Rubrics.



**Search Terms Used to Locate Resources**

Title--------------------------- Hardware Required ---------------------­

Source/Location -----------------------

©Date \_

Cost \_ Length minutes

Primary User(s):

Subject Area \_

Grade Level \_

Student



Instructional Strategies--------------------- Teacher

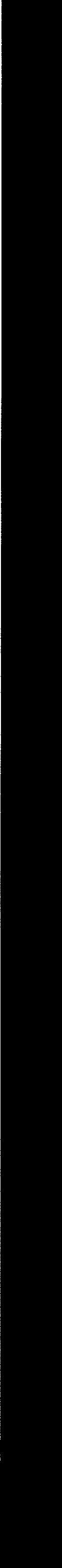
Brief Description

Standards/Outcomes/Objectives

Prerequisites (e.g., prior knowledge, reading ability, vocabulary level)

Strengths Limitations Special Features

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| --- | --- | --- | --- |
| **Rating Area** | **High Quality** | **Medium Quality** | **Low Quality** |
| AI ignment with Standards, Outcomes, and Objectives | Standards/outcomes/ objectives addressed and use of software should enhance student learning. | Standards/outcomes/ objectives partially addressed and use of software may enhance student learning. | Standards/outcomes/ objectives not addressed and use of software will likely not enhance student learning. |
| Accurate and Current  Information | Information is correct and does not contain material that is out of date. | Information is correct, but does contain material that is out of date. | Information is not correct and does contain material that is out of date. |
| Age-Appropriate Language | Language used is age appropriate and vocabulary is understandable. | Language used is nearly age appropriate and some vocabulary is above/below student age. | Language used is not age appropriate and vocabulary is clearly inappropriate for student age. |
| Interest Level and Engagement | Topic is presented so that students are likely to be interested and actively engaged in learning. | Topic is presented to interest students most of the time and engage most students in learning. | Topic is presented so as not to interest students and not engage them in learning. |
| Technical Quality | The material represents best available media. | The material represents media that are good quality, although there may be some problems using them. | The material represents media that are not well prepared and are of very poor quality. |
| Ease of Use (Student or  Teacher) | Material follows easy-to-use patterns with nothing to confuse the user. | Material follows patterns that are easy to follow most of  the time, with a few things to confuse the user. | Material follows no patterns and most of the time the user is very confused. |
| Bias Free | There is no evidence of objectionable bias or advertising. | There is I ittle evidence of bias or advertising. | There is much evidence of bias or advertising. |
| User Guide and Directions | The user guide is an excellent resource to support a lesson. Directions should help teachers and students use the material. | The user guide is good resource to support a lesson. Directions may help teachers and students use the material. | The user guide is poor resource to support a lesson. Directions do not help teachers and students use the material. |
| Stimulates Creativity | Most students can use the software to create original pieces that represent learning. | Some students can use the software to start original  pieces that begin to show their learning. | Most students cannot use the software to create original pieces that represent their learning. |
| Fosters Collaboration | Students are able to work in collaborative groups when using the software with Iittle problem. | Students are able to work in collaborative groups when using the software most of the time. | Students are not able to work in collaborative groups when using the software. |
| Practice and Feedback | Software provides students  with skill or knowledge practice and information that helps  them complete their learning tasks. | Software provides students with some skill or knowledge practice and information  that sometimes helps them  complete their learning tasks. | Software does not provide students with skill or knowledge practice, nor information that helps them with their learning tasks. |

**Recommended for Classroom Use: \_ Yes \_ No**

**Ideas for Classroom Use:**

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