

Review Criteria Guidelines

I. Instructional Design for Learning: How well does it support learning?

- A. Does the software foster creative learning in users and /or adapt to creative instructional strategies?
- B. Does the software stimulate or require critical thinking by the user?
- C. Does the software support the development of information literacy?
- D. Does the software approach learning from single or multiple perspective(s) and is that perspective appropriate to the intended grade level and content standards?
- E. Does the software provide support for English learners?
- F. Does the software provide support for Challenged learners?

II. Program Design: How well does the design of the program and function of the software match its intended objectives?

- A. Does the software use pedagogical approaches appropriate for its stated learning objectives?
- B. How effective is the program at fostering the learning required to meet its stated learning objectives?
- C. Does the software provide the learner with appropriate interactive opportunities that support the stated learning objectives?
- D. Does the software incorporate motivational features that stimulate interest in the subject?
- E. Does the software include features allowing it to be customized to fit the needs of the individual student?
- F. Does the software include an on-line feature allowing it to update the program, add custom features, or access data via the Internet?
- G. Does the software include skill-building components commensurate with the stated learning objectives?

III. Assessment

- A. Does the software include teacher management components that assist the teacher in tracking student use and progress, controlling access, protecting information, etc.?
- B. Does the software incorporate built-in assessment methods?

IV. Instructional Support Materials

- A. Is the presentation and organization of teacher manuals, handbooks, and/or guides “user friendly?”
- B. Are the support materials adequate?