

			Digital Tool Evaluation		
	4 points	3 points	2 points	1 point	0 points
Performance	Tool performs and loads quickly, without technical issues, and is very reliable.	Tool loads and performs quickly, with some minor technical issues.	Tool loads and performs slowly with unrelated content interfering with operation.	Tool crashes often, has many glitches, and has frequent interference from unrelated content.	Tool does not function.
Usability	Tool provides clear directions, and students can launch and operate it independently.	Tool provides clear directions, but the student needs to have the instructor show/model how to operate it.	Directions within the tool are limited, and students need to be cued each time the tool is used.	Tool is very complex to learn, and no directions are available.	Tool is difficult to operate.
Differentiation	Tool provides adaptive content and offers complete flexibility to meet student needs.	Tool allows instructors the complete flexibility to alter content and settings to meet student needs.	Tool offers some flexibility to alter content and settings to meet student needs.	Tool offers limited flexibility to alter content and settings to meet student needs.	Tool offers no flexibility to alter content and settings to meet student needs.
Curriculum Connection	Targeted standard is directly taught through the tool.	Targeted standard is reinforced through the tool.	Skill or concept is directly taught through the tool.	Skill or concept is reinforced through the tool.	Skill or concept is not clearly connected to targeted standard.
Feedback	Tool provides options for customized student and instructor feedback; comprehensive performance data is available for student and instructor.	Tool provides options for customized student and instructor feedback; basic performance data is available for student and instructor.	Basic performance data is available for student and instructor.	Only data about correctness of student responses is available.	Tool provides no feedback.
Engagement	Student is highly engaged and motivated to independently use the tool.	Student is engaged and motivated to use the tool.	Student uses the tool as directed by the instructor.	Student is not motivated and may be off-task when directed to use tool.	Student avoids use of the tool.
Thinking Skills	Tool requires the use of higher order thinking skills, including creating, evaluating, and analyzing.	Tool facilitates the development of higher order thinking skills, including creating, evaluating, and analyzing.	Tool requires the application of content knowledge and lower order thinking skills, like understanding and remembering.	Tool facilitates the development of content knowledge using lower order thinking skills, like understanding and remembering.	Tool does not facilitate the development of content knowledge.

This rubric was developed by Jane Strong, Judy Lebefer, Kim Gould, Josiah Hodgett, and Sara Lindberg. It was originally published on the [WISELearn Resources Library](#). It is provided by [The Jewish Education Project](#) for personal use.