Rubric for Educational Technology Tool Evaluation

Use the rubric to organize your evaluation. In "Remarks," write the corresponding descriptor and your notes. Not all criteria are applicable to all tools. In this case, write "N/A." The rubric does not identify a distinct threshold a tool must clear to warrant adoption; rather, it is a formative tool designed to support assessment of relative strengths and weaknesses of a tool against the criteria and subsequent discussion around potential for adoption.

Table 1. *Rubric for Educational Technology Tool Evaluation*

Category	Criterion	Works Well	Minor Concern	Serious Concern	Remarks
Functionality	**Ease of Use**	The tool has a user-friendly interface. Instructors and students can easily become skillful in using the tool in a personalized, intuitive manner.	The tool has an interface that may be confusing to either instructor or learner and/or there is limited opportunity for personalization.	The interface is not user-friendly for either instructor or learner: It is cumbersome, unintuitive, rigid, and inflexible.	
	Mobile Access	The tool can be accessed by downloading an app or via a mobile browser regardless of mobile operating system and device with little functional difference. The design considers a smaller screen size.	The tool offers an app but only for a limited set of mobile operating systems and is not accessible through a mobile browser. Functionality is limited compared to the desktop version.	Access to the tool is limited or absent on a mobile device.	
	Tech Support & Help Docs	A robust support platform with help documentation and tech support is available.	Help documentation is available but limited, incomplete, or not user-friendly.	Tech support and/or help documentation is unavailable or severely lacking.	
Accessibility	**Accessibility Standards**	The tool meets accessibility guidelines: **W3C WCAG 2.1** standards.	The tool has limited capacity to meet accessibility guidelines but is not inaccessible in core categories.	The tool fails to meet accessibility guidelines, or no information on compliance is available for the tool.	
Budget	**Cost of Use** *"Reasonable" here depends on current College and departmental operating budgets.*	All aspects of the tool can be used free of charge or for a reasonable* licensing fee paid per user or institutionally.	Cost of use is likely to pose a moderate financial burden but is not significantly higher than similar ed tech tools.	Cost of use is likely to pose a significant financial burden and is significantly higher than similar ed tech tools.	

Category	Criterion	Works Well	Minor Concern	Serious Concern	Remarks
Technical	**Learning Management System Integration/ Embedding**	The tool integrates fully into an LMS (i.e., meets LTI compliance) or can be embedded while maintaining full functionality.	The tool can be embedded within an LMS—perhaps with limited functionality—but cannot be fully integrated.	The tool can only be accessed in an LMS by a link going off-site or as a static representation (e.g., file export).	
Privacy, Data Protection & Rights	**Account Sign-Up/Sign-In**	Use of the tool does not require the creation of an external account or additional identity beyond the CBC single sign-on such that no personal user information is collected and shared.	Either instructors are the only users required to provide personal information to set up an account, or the tool has passed cybersecurity testing ensuring strict adherence to local and institutional standards for protection of student personal data.	All users (instructors and learners) must provide personal information to a third party to create an account. There are questions or concerns about adherence to local and institutional standards for protection of student personal data.	
	Data Privacy & Ownership	Users maintain ownership and copyright of their intellectual property and/or user data. The user can keep data private and decide if and how data is shared.	Users maintain ownership and copyright of their intellectual property and/or user data. Data is shared publicly and cannot be made private.	Users forfeit ownership and copyright of data. Data is shared publicly and cannot be made private, or no details are provided about data privacy and ownership.	
Teaching Presence	**Facilitation**	The tool has easy-to-use features that would significantly improve an instructor's ability to be present with learners via active management, monitoring, engagement, and feedback.	The tool has limited functionality to effectively support an instructor's ability to be present with learners via active management, monitoring, engagement, and feedback.	The tool has not been designed to support an instructor's ability to be present with learners via active management, monitoring, engagement, and feedback.	
	Higher-Order Thinking	The tool enhances targeted learning task(s) and higher-order thinking in ways that simplify the task or increase student engagement.	The tool provides a functional improvement to engagement in the targeted learning task(s).	The tool does not provide significant functional change to engagement in learning task(s).	