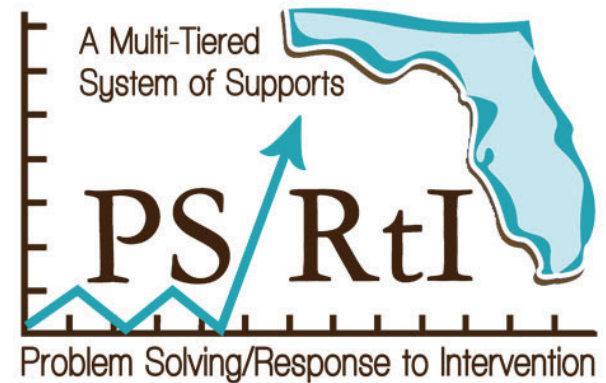


Technology Support Rating Scale

For each indicator below, look for evidence of the indicator in the technology, software, or app and check a rating box to note if that indicator item is present and at what level of support. Use the following scale:

- 0 – no evidence of the indicator
- 1 – indicator present in some parts of the technology/resource
- 2 – indicator present consistently in the technology/resource
- 3 – indicator present consistently and adjustable by teachers
- 4 – indicator present consistently and adjustable by all students



| Indicators | 0 | 1 | 2 | 3 | 4 | Evidence |
|---|---|---|---|---|---|----------|
| Accessibility Features | | | | | | |
| Text can be used with text-to-speech tools | | | | | | |
| Fonts & appearance can be changed | | | | | | |
| Responds to assistive technologies, e.g. switch systems | | | | | | |
| Supports students who are blind | | | | | | |
| Supports students who are deaf | | | | | | |
| Supports students who are ELL | | | | | | |
| Supports students with limited speech | | | | | | |
| Comprehension Features | | | | | | |
| Provides in-depth curriculum content | | | | | | |
| Activates background knowledge | | | | | | |
| Supports a range of cognitive abilities | | | | | | |

| Indicators | 0 | 1 | 2 | 3 | 4 | Evidence |
|---|---|---|---|---|---|----------|
| Supports advance organizers, concept maps, graphic organizers | | | | | | |
| Includes dictionary, thesaurus, and glossary tools to support vocabulary | | | | | | |
| Supports multiple languages | | | | | | |
| Instructional Features | | | | | | |
| Provides assessment and feedback to students | | | | | | |
| Changes/adapts in response to student use (personalization) | | | | | | |
| Supports higher order thinking activities (e.g. scientific inquiry, analysis) | | | | | | |
| Support high levels of practice (memorization, on-demand response) | | | | | | |
| Expert Learner Support | | | | | | |
| Includes problem solving tools (e.g. calculators, conversion tools) | | | | | | |
| Includes just-in-time help systems | | | | | | |
| Helps students recognize when to get additional help | | | | | | |
| Supports goal setting | | | | | | |
| Supports planning and monitoring work progress | | | | | | |
| 21st Century Skills | | | | | | |
| Encourages digital citizenship | | | | | | |
| Encourages global/cultural awareness | | | | | | |
| Encourages social/diversity awareness | | | | | | |
| Supports collaborative activities | | | | | | |

| Indicators | 0 | 1 | 2 | 3 | 4 | Evidence |
|------------|---|---|---|---|---|----------|
|------------|---|---|---|---|---|----------|

| Behavioral Support | | | | | | |
|--|--|--|--|--|--|--|
| Helps students achieve personal goals | | | | | | |
| Encourages appropriate conflict management | | | | | | |
| Supports impulse control and self-management | | | | | | |