

SOFTWARE EVALUATION TOOL

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N.B. This form has not been fully validated and is still in development.

GENERAL FORM FOR ALL STUDENTS WITH DISABILITIES		Software Evaluation Tool				
		AGREE		DISAGREE		
		5	4	3	2	1
INSTRUCTION						
	Learning cues or prompts support complex tasks.					
	Lessons can be interrupted and returned to without starting over.					
	Problem solving, reflection, and creativity are promoted over rote learning.					
	Ideas and concepts are shown in multiple representations (e.g., text & graphic)					
	Small teaching sets simplify content.					
	Strategies for transfer of skills are provided.					
	A self-correction process leads student to the answer.					
	Independent exploration is available and is encouraged.					
	Outlining is used as a instructional strategy.					
	Questioning is used as an instructional strategy.					
	Repetition is used as a instructional strategy.					
	Advance organizers, summaries, or outlines used as instructional strategies.					
	Instructional transitions from one level to another include content overlaps.					
	Important points or concepts are visually highlighted (e.g., bold).					
	Software adapts to student input and branches to appropriate instructional level.					
DIRECTIONS AND DOCUMENTATION						
	Directions are provided on screen.					
	Directions are simple.					
	Instructions can be repeated for student.					
	Relevant features of a task are clearly communicated.					
	Teacher documentation is easy to understand.					
	Specific instructional objectives are outlined for the teacher.					
	Prerequisite skills for all aspects of the software are listed.					
	State and national standards are addressed in documentation.					
	Hardware requirements are clear.					
FEEDBACK AND EVALUATION						
	Feedback is consistent.					
	Feedback is immediate.					
	Feedback is obvious.					
	Feedback is positive and relevant to action taken by student.					
	Feedback on incorrect responses indicates where or how error occurred.					
	Student responses are recorded automatically by the software.					
	Final performance evaluation is provided.					
	Evaluation provides information on learner strengths and weaknesses.					
	Learner progress records can be viewed or printed.					

CONTENT	5	4	3	2	1
Content is free of grammatical errors.					
Content information is accurate.					
Content is free from bias (e.g., ethnic, gender)					
Content is relevant to the curriculum.					
Realistic, real-life situations are used in activities and content.					
Difficulty level of content is appropriate					
Content is interesting.					
Audio is appropriate to instructional content.					
A variety of difficulty levels are available.					
INDIVIDUALIZATION OPTIONS	5	4	3	2	1
Student can control rate, amount, and sequence of presentation.					
No time constraints are set on student response.					
Content and activities can be modified by the teacher.					
Rate, amount, and sequence of content can be controlled by the teacher.					
INTERFACE AND SCREEN DESIGN	5	4	3	2	1
Screen design features are consistent and clear.					
Screen is uncluttered.					
Navigation elements are clearly available on all screens.					
Graphics are not overwhelming or distracting.					
ACCESSIBILITY	5	4	3	2	1
Alternate input devices work with the program.					
Digital speech output is provided for all text.					
Verbal directions have corresponding on-screen text available.					
Minimal keyboarding skills are required.					
Text spacing assures readability.					
Accuracy of input is minimized (e.g., typing errors can be corrected)					
Navigation through the program is simple.					

PHYSICAL DISABILITIES		Software Evaluation Tool				
		AGREE		DISAGREE		
		5	4	3	2	1
INSTRUCTION		5	4	3	2	1
	Diagnostic and prescriptive strategies are provided for placement of student in program.					
ACCESSIBILITY		5	4	3	2	1
	Screen magnification programs work in conjunction with the software.					
	A screen reader program can access all text displayed by program.					
	Input speed does not affect accuracy of response.					
	Output of alternate file formats for student reports provided (e.g.,text for Braille readers)					
	Graphic resolution allows magnification without distortion.					
	Sound used as for navigation and menu selections.					
	Alternate input devices are accommodated by the software.					
	Software function is not altered by use of alternate input devices (e.g., single switch).					

MENTAL RETARDATION		Software Evaluation Tool				
		AGREE		DISAGREE		
		5	4	3	2	1
INSTRUCTION						
	Task -analysis model used in instructional design.					
	Sequential progression with controlled transitions used in instructional design.					
	Easy discrimination of tasks is promoted by instructional design.					
	Repetition of content or skills is utilized for all tasks.					
	Unlimited practice is provided.					
	Instructional tasks are of short duration.					
	Relevant stimuli are clearly identified and emphasized (e.g., color codes, large size)					
	Tutorial agent is available for feedback and information.					
	Initial instruction focuses on acquisition of new skills.					
	Initial tasks designed for high probability of success by students.					
	Internal locus of control is promoted.					
DIRECTIONS AND DOCUMENTATION		5	4	3	2	1
	Entry requirements clearly specified in documentation or help system for teacher.					
FEEDBACK AND EVALUATION		5	4	3	2	1
	Personalization of feedback (e.g., student's name is used)					
CONTENT		5	4	3	2	1
	Content and activities include real-life contexts.					
	Content and activities are age appropriate.					
	Content and activities include a variety of formats.					
	Photo-realistic graphics and video are used to increase generalization.					
	Abstract concepts are illustrated by realistic and concrete graphic depictions.					
	Functional words and symbols are incorporated.					
INDIVIDUALIZATION OPTIONS		5	4	3	2	1
	Reading level can be varied by the teacher.					
	Time control for responses can be regulated by the teacher.					
INTERFACE AND SCREEN DESIGN		5	4	3	2	1
	Visual display is free of unnecessary distractions.					
	Navigation and menu system is consistent.					
	Audio prompts are provided.					
	Icons and pictures used instead of words for menu and navigation choices.					

LEARNING DISABILITIES		Software Evaluation Tool				
		AGREE		DISAGREE		
		5	4	3	2	1
INSTRUCTION		5	4	3	2	1
	Generalization of skills is supported in the instructional design.					
	Skill-building component is included.					
	Multiple opportunities for response to similar items is provided.					
	No time constraints are set on student response.					
	Skills and content are broken down into small teaching sets.					
	Answer or response format is as simple as possible.					
DIRECTIONS AND DOCUMENTATION		5	4	3	2	1
	Directions focus student on tasks to be completed.					
	Tutorial is available to student while working on the activity.					
	Help features available for sequencing activities or instructions.					
	Directions do not compete or interfere with content comprehension.					
FEEDBACK AND EVALUATION		5	4	3	2	1
	Explicit feedback sequences explain reasons for errors.					
	Explicit feedback sequences lead student through process to correct answer.					
	Procedures are consistent for correction and evaluation.					
CONTENT		5	4	3	2	1
	Variety of difficulty levels are available.					
	Ideas and concepts shown in multiple representations (e.g., text, video, graphics).					
INDIVIDUALIZATION OPTIONS		5	4	3	2	1
	Diagnostic and prescriptive strategies provided for placement of student in program.					
	Self-pacing provided for student.					
	Motor skills and manipulative acts are kept simple.					
ACCESSIBILITY		5	4	3	2	1
	Motor skills and manipulative acts are kept simple.					

EMOTIONAL DISABILITIES		Software Evaluation Tool				
		AGREE		DISAGREE		
INSTRUCTION		5	4	3	2	1
	Activities are fast-paced, requiring student to respond quickly.					
	Problem-solving models are incorporated into the instructional design.					
DIRECTIONS AND DOCUMENTATION		5	4	3	2	1
	Explicit goals are provided to the student.					
FEEDBACK AND EVALUATION		5	4	3	2	1
	Feedback is immediate, continuous, and positive.					
	Score keeping is available.					
INDIVIDUALIZATION OPTIONS		5	4	3	2	1
	Varied performance levels are available to students.					
INTERFACE AND SCREEN DESIGN		5	4	3	2	1
	Auditory and visual effects are emphasized (e.g., video game look-and-feel).					

EARLY CHILDHOOD		Software Evaluation Tool				
		AGREE		DISAGREE		
		5	4	3	2	1
INSTRUCTION		5	4	3	2	1
	Exploration and open-ended discovery is encouraged.					
	Cause-and-effect processes are highlighted.					
	Trial-and-error discovery is promoted.					
	Multiple correct answers are possible for activities.					
	Activities encourage creative play.					
	Problem solving activities are included.					
	Orientation is on the process rather than on a product.					
	Social interaction activities are included.					
DIRECTIONS AND DOCUMENTATION		5	4	3	2	1
	Instructions are simple and are available as graphics or sound.					
	Directions are either iconic or aural (i.e., no written directions)					
FEEDBACK AND EVALUATION		5	4	3	2	1
	Child can complete tasks independently with little instruction or teacher monitoring.					
CONTENT		5	4	3	2	1
	Content and activities are developmentally appropriate.					
	Content is presented in appropriate entry level, then increasing levels of challenge.					
	No violence is explicit or implicit in the content or activities.					
	Content accurately portrays aspects of a child's world.					
INDIVIDUALIZATION OPTIONS		5	4	3	2	1
	Program branches to appropriate new content or tasks.					
INTERFACE AND SCREEN DESIGN		5	4	3	2	1
	Menus and navigation elements are pictures and icons.					
	Choices are available and easy to select.					
ACCESSIBILITY		5	4	3	2	1
	Hand-eye coordination skills are appropriate.					
	Keyboard requirements are minimal.					