



# Digital Content Review Rubric [Public Access]

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## Section I: Content Quality

Dimension I: Content Quality				
Criterion/ Rating Scale	Insufficient	Minimal	Adequate	Strong
<b>Q1 Accuracy:</b> Content contains currently accepted knowledge <u>and</u> is free from errors, misleading statements, or statements that may reinforce commonly held student misconceptions. (C, NC, Ad, U, L, G, A, LO)				
<b>Q2 Clarity:</b> Content is expressed in clear concise language that is appropriate for the discipline <u>and</u> the developmental level of the student. (C, NC, Ad, U, L)				
<ul style="list-style-type: none"> <li>➤ <b>Q2a</b> Content is expressed in clear concise language that is appropriate for the discipline and the intended audience. (LO)</li> </ul>				
<b>Q3 Identifying a sense of purpose:</b> Content effectively conveys an overall sense of purpose and direction that is clear to students <u>and</u> involves students in a logical or strategic sequence of learning activities. . (C, NC, U, L)				
<ul style="list-style-type: none"> <li>➤ <b>Q3a</b> Learning object provides content, task, practice or context that would contribute to a sense of purpose of student learning when connected with learning objects.(LO)</li> </ul>				
<b>Q4 Developing conceptual understanding:</b> Resource supports student conceptual understanding development. Provides opportunities for students to access information about discipline appropriate knowledge/ skills, engage in tasks/questions/ problems that require students to think critically and apply knowledge in a variety of situations and create solutions and/or products. (C, NC, Ad, U, L, G)				
<b>Q5 Assessing student progress:</b> Content aligns assessment activities to learning objectives; includes assessment tasks that inform instruction and provide opportunities for students to apply ideas and skills as evidence of learning. (C, NC, Ad, U, L)				
<b>Q6 Feedback:</b> a) Provides feedback on progress to student; and b.) Student has an opportunity to act on feedback. (G, A)				

RESOURCE TYPE KEY							
Core	Non-core	Adaptive	Unit	Lesson	Games	Apps	Learning Objects
C	NC	Ad	U	L	G	A	LO

## Section II: Pedagogy

Dimension II: Pedagogy				
Criterion/ Rating Scale	Insufficient	Minimal	Adequate	Strong
<p><b>P1 Building on student ideas:</b> Resource effectively specifies necessary prerequisite knowledge and skills <u>and</u> provides opportunities to connect to prior knowledge and skills (e.g., alerts teachers to commonly held student ideas and misconceptions, provides strategies for uncovering student ideas prior to introducing new material, addresses commonly held student ideas and misconceptions). (C, NC, U, L)</p> <p>➤ <b>P1a Building on student knowledge:</b> System provides scaffolding of the content when students need further support to complete the learning experience. (Ad)</p>				
<p><b>P2 Engaging students:</b> Resource provides varied contexts and approaches <u>and</u> firsthand experiences (e.g., inquiry investigations, interviews, real-world problem solving) to provoke student interest and curiosity. (C, NC, U, L, LO)</p> <p>➤ <b>P2a Varied contexts and approaches:</b> System provides students with a variety of approaches such as problems, activities, simulations, and scenarios for sustained learning; and, is void of unnecessary repetition. (Ad, G, A)</p>				
<p><b>P3 Promoting student thinking:</b> Resource tasks/questions/problem sequences require students to utilize higher-level thinking and encourages students to examine their own thinking (metacognition). (C, NC, U, L, G, A)</p>				
<p><b>P4 Developing discipline-based processes and practices:</b> Resource provides multiple and varied opportunities for students to engage in discipline-based processes (e.g. mathematical practices, scientific inquiry and technological design, increasing complexity of text and using evidence from the text to support responses) <u>and</u> promotes behaviors and skills that sustain learning beyond the course/curriculum. (C, NC, U, L)</p>				
<p><b>P5 Enhancing the learning environment:</b> Resource supports all students by setting high expectations, utilizing a variety of learning models (such as inquiry based, project based, flipped classroom, direction instruction, peer to peer, station rotation) and criteria for student success is transparent, balanced and authentic. (C, NC, U, L)</p>				
<p><b>P6 Attention to diversity:</b> Resource is culturally accurate and free of bias. Resource supports all students by fostering a sense of cultural inclusion. (C, NC, Ad, U, L)</p>				
<p><b>P7 Differentiation:</b> Provides multiple and varied instructional/learning supports and tools to address the learning needs and learning styles of a diverse population of students. (e.g., English language learners, students with physical and learning disabilities, etc.) (C, NC, Ad, U, L)</p> <p>➤ <b>P7a Personalized Learning:</b> Resource provides effective opportunities for students to engage in activities specific to their unique learning needs. (e.g. Learning styles, learning preferences, readiness, and interest.) (G, A, LO)</p>				
<p><b>P8 Player control:</b> Designed to give player choices in a.) The path of the game and b.) The pace with which the player progresses through segments of the game. (G)</p>				
<p><b>P9 Progressive leveling/ challenges:</b> a.) Game is designed to progressively increase the complexity of series of tasks/ challenges as knowledge/ skills and understandings increase. (G)</p>				

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## Section III: Technology

Dimension III: <u>Technology A. Technology Use</u>				
Criterion/ Rating Scale	Insufficient	Minimal	Adequate	Strong
<b>T1 Creativity and innovation*:</b> Resource utilizes technology in ways that lead to student skills in creativity <u>and</u> innovation. (C, NC, U)				
<ul style="list-style-type: none"> <li>➤ <b>T1a P21 Partnership for 21<sup>st</sup> Century Learning (non-evaluative):</b> Learning &amp; Innovation Skills (Creativity, Critical Thinking, and Communication &amp; Collaboration); Information, Media, &amp; Technology Skills (Informational Literacy, Media Literacy, and Technology Literacy); and Life and Career Skills (Flexibility, Initiative, and Social Skills). (L, G, A)</li> </ul>				
<b>T2 Communication and collaboration*:</b> Resource utilizes technology in ways that lead to student skills in communication <u>and</u> collaboration. (C, NC, U)				
<b>T3 Research and information fluency*:</b> Resource utilizes technology in ways that lead to student skills in research <u>and</u> information fluency. (C, NC, U)				
<b>T4 Critical thinking, problem solving, and decision-making*:</b> Resource utilizes technology in ways that lead to student skills in critical thinking, problem solving, <u>and</u> decision-making. (C, NC, U)				
Dimension III: <u>Technology B. System Interface</u>				
<b>T5 Design:</b> The system’s design (form and function) is appropriate for the student experience and enables the learning through the use of high quality tools that enhance the experience in an efficient and effective manner. (C, NC, Ad, U, G, A, LO)				
<b>T6 Student Navigation:</b> The system’s navigation is intuitive, purposeful and provides supports for the student that facilitates the learning. (C, NC, Ad, U, G, A, LO)				
<b>T7 Teacher Navigation:</b> The system’s navigation is intuitive, purposeful and provides supports for the teacher to move with ease across the various components of the system. (C, NC, Ad, U)				
<b>T8 Purposeful use of tools:</b> The system provides digital tools that enhance the learning environment by presenting opportunities for students to explore, develop and extend conceptual understanding. (Ad)				
<b>T9 High-quality tools:</b> The system supports the learning experience by including current, accurate, easy to manipulate, developmentally appropriate tools for the student. (Ad, G, A)				

\* See ISTE-S Standards 1-4

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## Section IV: Subject Area Standards

### Standards Alignment for Math, Science, Social Studies, and English Language Arts

Criterion/ Rating Scale	Insufficient	Minimal	Adequate	Strong
<p><b>S1 Content Alignment:</b> Resource topics address key content as described in <i>Ohio's Learning Standards</i>, material is at the correct grade level and aligns with the intent of the Clusters and Standards. (C)</p> <p><b>S1a Topic List</b> (Non-Evaluative): (NC, U, L, G, A, LO)</p> <p><b>S1b Standards Addressed</b> (Non-Evaluative): (U, L, G, A, LO)</p>				
<p><b>S2 Depth of Coverage:</b> Resource integrates developmentally appropriate levels of text complexity, academic vocabulary, and cognitive demands throughout the resource, while challenging students to meet or exceed the level of understanding articulated in <i>Ohio's Learning Standards</i>, for the targeted course or grade level. (C)</p>				
<p><b>S3 Range of Coverage:</b> The resource's lessons, activities, and tasks covers the full range of standards in <i>Ohio's Learning Standards</i> and provides contextual learning examples and meaningful application as is appropriate to the target grade level. (C)</p>				
<p><b>S4 Balance of Coverage:</b> Topics and concepts emphasized in the digital content (activities, readings, questions, tasks, etc.) are consistent with the emphasis found in <i>Ohio's Learning Standards</i> for subject area and course/grade level. (C)</p>				

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