

Person/s Requesting \_\_\_\_\_

Building: \_\_\_\_\_

Software: \_\_\_\_\_

Version: \_\_\_\_\_

Manufacturer: \_\_\_\_\_

System Requirements: \_\_\_\_\_

**Battle Creek Area Schools**  
**SOFTWARE EVALUATION GUIDE**  
Funded by a Federal Technology Innovation Challenge Grant.

**I. SENSITIVE CONTENT/LEGAL COMPLIANCE**

**Equity Issues:**

The software consistently represents genders, racial/ethnic, cultural, and religious groups without bias or stereotype. (Outstanding software represents a diverse racial/ethnic, gender, cultural, and religious perspective without bias or stereotype.)

**Seldom or Never: 1**

**Occasionally: 2**

**Usually: 3**

**Always: 4**

**Inappropriate Material:**

The software consistently avoids lewdness, profanity, and questionable graphics in its presentation of people and situations. The software consistently presents violence/substance abuse as things to avoid and the use of violence as a historical or literary reference rather than as a student engagement strategy.

**Seldom or Never: 1**

**Occasionally: 2**

**Usually: 3**

**Always: 4**

**II. INSTRUCTIONAL DESIGN**

**Meaningful Learning (Stand-Alone Software):**

Addresses content in ways that lead students to deep knowledge of big ideas through

- higher-order thinking.
- substantive conversation.
- connections to the world beyond the classroom.

**Seldom or Never: 1**

**Occasionally: 2**

**Usually: 3**

**Always: 4**

**Meaningful Learning (Teacher-Guided Software):**

Guides the teacher through the use of material and/or experiences that lead students to deep knowledge of big ideas through

- higher-order thinking.
- substantive conversation.\*
- connections to the world beyond the classroom.

**Seldom or Never: 1**

**Occasionally: 2**

**Usually: 3**

**Always: 4**

**III. CURRICULUM**

**Content Standards:**

Addresses local/state/national standards/benchmarks **accurately** in a **meaningful** way and supports enrichment for accelerated students. The program encourages the student to place the underlying big ideas in context, to see them in relation to other concepts, and/or to apply them in new contexts, while avoiding misconceptions.

**Seldom or Never: 1**

**Occasionally: 2**

**Usually: 3**

**Always: 4**

**Developmental Level:**

Addresses content in a way that provides for **multiple developmental and interest levels**.

**Seldom or Never: 1**

**Occasionally: 2**

**Usually: 3**

**Always: 4**

**Supplemental Materials:**

Provides many supplemental materials such as age-appropriate reading materials, professional articles, listservs, websites, lists of extended activities, etc.

**Seldom or Never: 1**

**Occasionally: 2**

**Usually: 3**

**Always: 4**