This rubric can help you evaluate digital content resources for students.

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|  | **Good** | **Fair** | **Poor** |
| **Content** | The digital content provides accurate information with ideas that are developed completely. | The digital content provides mostly accurate information. Some ideas are underdeveloped. | The digital content lacks accurate information. Ideas are poorly developed. |
| **Personalization** | The digital content will be understood by all students and is presented in a way that meets the needs of different learners. | The digital content will be understood by most students. It is presented in a way that meets the needs of most learners. | The digital content will not be understood by most students. It is presented in a way that does not meet the needs of all groups of learners. |
| **Organization** | The digital content is free of ads and banners. It is formatted with subject headings and, when applicable, a table of contents. | The digital content has some ads and banners, but they are not distracting. Some of the content is formatted with subject headings. | The digital content has distracting ads and banners. The content is unformatted. |
| **Format** | Page layout, size and style of print make the content easy to read on a variety of devices. | Page layout, size and style of print make the content easy to read on a select number of devices. | Page layout, size and style of print make the content hard to read. |
| **Supplementary Information** | The digital content provides links to related materials that enhance the reading, including video, audio, images, and Web sites. | The digital content provides links to some related materials. | The digital content does not contain related links, or it links to unrelated materials. |

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| **Interactivity** | The digital content engages students with interactivity. | The digital content provides some interactivity. | The digital content does not allow for interactivity. |
| **Real-Life Connection** | The digital content includes real-life examples that are pertinent to the student. | The digital content includes a few references to real-life examples. | The digital content does not make connections to real-life examples. |
| **Student Appeal** | The digital content includes visually appealing elements that promote inquiry questions and help students make connections to the learning. | The digital content includes some visually appealing elements that help students make connections to the learning. | The digital content is not visually appealing. |