Rubric

	Criteria	Works well	Moderate concerns	Serious concerns	N/A
Accessible *Learning must be found easily at any time, and all learners and teachers have equitable access, regardless of culture, language, ability etc.*	Accessibility Standards	The tool meets common and legal accessibility guidelines. Features are designed to make use of the tool more equitable.	The tool meets accessibility and legal guidelines but limits usability in other ways. Features preference specific types of users.	The tool fails to meet accessibility guidelines or insufficient information of compliance is available.	
	Cost of Use for USask Students	All aspects of the tool can be used free of charge. Requires typical equipment that students and instructors are likely to have access to.	Limited aspects of the tool can be used for free with other elements requiring payment of a fee, membership, or subscription. The tool may require purchasing inexpensive equipment.	Use of the tool requires a fee, membership, or subscription (or is only available on campus). Likely to pose a geographic or financial burden on students (exceeding $50 for a single half term course).	
	Platform/ device	Users can effectively utilize the tool with any standard, up-to-date device and/or browser.	Users may encounter limited or altered functionality depending on the device and/or browser being used.	Users are limited to using the tool with one specific, up-to-date operating system and/or browser. Access to the tool is limited or absent on a mobile device.	

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	Offline Access	Core features of the tool can be accessed and utilized even when offline, maintaining functionality and content.	Offers a kind of offline mode, where the tool can be used offline but core functionality and content are affected.	The mobile platform cannot be used in any capacity offline.	
Active and social *Learning is a process of meaning-making, constructed through learning with others, and as a part of an intentional, deliberate system within a course and across experiences.*	Collaboration	The tool is designed to support both asynchronous and synchronous opportunities for communication, interactivity, and transfer of meaning between users.	The tool has the capacity to support a community of learning through asynchronous or synchronous opportunities for communication, interactivity, and transfer of meaning between users.	Communication, interactivity, and transfer of meaning between users is not supported or significantly limited.	
	Sharing	The tool is designed to allow users to choose multiple options for sharing learning, including public, to limited viewers, and private.	The tool allows for download/ transfer and reposting, so sharing and/or reuse is possible but not a key part of functionality.	The tool is designed for one-way communication between instructor and individual students, limiting opportunity to construct meaning together as a class or with the larger community.	

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Designed for reflection and growth *Learning is refined and extended through prompted and supported opportunities to focus on understanding and next steps.*	Reflection and revision	The tool is designed to allow annotation or versioning as a part of core functionality. Iterations can be easily shared and commented on by the creator as a part of core functions.	The tool has the capacity for versioning or changes over time, but it is cumbersome or limited in some areas.	The tool overtly restricts or limits access to annotate, change, and revise over time.	
Designed for students who are remixing and/or creating *Learning is most effective when systems are designed to help learners find, create, and/or repurpose significant content for the value of themselves and others.*	Creating	The tool is designed for easy generation of content that can be manipulated and reused.	The tool allows for making content, but not bringing outside content in easily or seamlessly noting its source	The tool only allows for consuming content.	
	File Format	The tool allows for exports in common file formats so that work can easily be shared and remixed.	The tool allows for exports in less common file formats, creating some barriers to remixing.	The tool does not allow for exports, making it difficult to share and impossible to remix.	

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Designed for student control and ownership of learning *Learners create and control spaces for learning, understanding and retaining ownership, and purposefully choosing how and when they share.*	Archiving, Saving, and Exporting Data	Users can archive, save, or import and export content or activity data in a variety of formats.	There are limitations to archiving, saving, or importing/exporting content or activity data.	Content and activity data cannot be archived, saved, or imported exported.	
	Data Privacy and Ownership	Users maintain ownership and copyright of their intellectual property/ data. The user can keep data private and decide if / how data is to be shared.	Users maintain ownership and copyright of their intellectual property/data. Data may appear private but be reused by a third party.	Users forfeit ownership and copyright of data. Data is shared publicly and cannot be made private, or no details are provided about how to do it. Data is not stored according to institutional or legal requirements.	
	Sign Up/ Sign In	Use of the tool does not require the creation of an external account, additional login or integration, so no personal user information is collected and shared.	Either instructors are the only users required to provide personal information to set up an account; or the tool has been vetted through appropriate channels to ensure adherence to policies, standards and legal requirements for protecting the collection and use of data.	All users (instructors and learners) must provide personal information to a third party in creating an account and there is some question or concern of the adherence to policies, standards, or legal requirements for collection and use of data.	

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	Customization	Tool is easy to customize to suit the classroom context and targeted learning outcomes.	Limited aspects of the tool can be customized to suit the classroom context and learning outcomes.	The tool is mostly the same regardless of context and offers few options.	
Efficient and easy to use *Learners need to work in a system that is fluid and requires a minimum number of steps in systems that are intuitive and integrated.*	Interface	The tool has a user-friendly interface, and it is easy for instructors and students to become skillful and personalize the tool.	The tool has an interface that may be confusing to either instructor or learner; there is limited opportunity for personalization.	The interface is not user-friendly for either the instructor or learner; it is cumbersome, unintuitive, rigid, and/or inflexible.	
	Additional Downloads	Users do not need to download additional software or browser extensions.	The tool uses a browser extension or software that requires a download and / or user permission to run.	Types of downloads pose a substantial risk to users or require extended effort.	
	Functionality	The tool is designed to offer all the key functions associated with its purpose effectively. There is little to no functional difference between the mobile and the desktop version, regardless of the device used to access it.	Core features of the main tool are functional on the mobile app, but advanced features are limited. Some difference in functionality between apps designed for different mobile operating systems, but difference has limited impact on learners' use of the tool given its purpose.	Key features that essential to the purpose of the tool are missing under certain circumstances or were never present for some users.	

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Designed to enable connection *Learners exist in accessible networks, and connect to the experiences, concepts, people, and ideas that they need.*	Scale	The tool can be scaled to accommodate any size class with the flexibility to create smaller sub-groups or communities of practice.	The tool can be scaled to accommodate any size class but lacks flexibility to create smaller sub-groups or communities of practice.	The tool is restricted to a limited number of users and cannot be scaled.	
	Flexibility of media	The tool allows users to communicate through different channels (audio, visual, textual) and allows users to directed how information is accessed.	The tool allows users to communicate through different channels (audio, visual, textual) but often forces users to move through content or process in proscribed ways.	The tool is restrictive in terms of the communication channels employed (audio, visual, textual) and presents information sequentially in a rigid, inflexible format.	
	Engagement	Instructors who want to provide active learning opportunities, multiple methods of feedback, and responses to student learning behaviors get good information and easy channels to interact.	The tool may offer some ways to support active learning, instructors monitoring learning, and feedback to and from students, but the way they are presented is unlikely to engage learners or is hard to use.	The tool is focused on transmission and offers limited or ineffective opportunities for active strategies and instructor involvement with student learning.	

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Inclusive of learning-centered assessment *Learning and feedback are iterative, and assessment comes from multiple sources, including self, peers, teachers, and outside experts.*	Feedback	This tool is designed to support commenting on the quality of the work by others. Feedback is stored with the content, is easy to view and act on, and can occur more than once.	Feedback is possible but very limited to general locations or overall comments. Only some users can provide feedback.	Feedback can only occur when something is completed or may only be accessible under limited circumstances.	
	Engagement	Instructors who want to provide active learning opportunities and responses to student learning behaviors get good information and easy channels to interact.	The tool may offer some ways to support active learning, or instructors monitoring learning but the way they are presented is unlikely to engage learners or is hard to use.	The tool is focused on transmission and offers limited or ineffective opportunities for active strategies and instructor involvement with student learning.	