

SECTION 2 - ACADEMIC OFFICER

QUICK CURRICULUM COVERAGE RECORD

One MAJOR SUBJECT at a time. Use consolidated pages for broader views.

Subject:

Grades:

Version / Edition:

Record No.:

Review Date:

Resource Coverage Goals

Describe what these resources contain, instructional purpose, target learner group, curriculum role, and unique characteristics.

#	Resource	Purpose / Trigger	Flow Pattern	Coverage / Standards Notes	Decision
1					
2					
3					
4					
5					
Status ☐ Adequate coverage ☐ Minor gaps ☐ Major gaps ☐ Redundancy present		Decision Needed ☐ Keep ☐ Revise use ☐ Replace ☐ Investigate		Follow-Up ☐ Teacher input ☐ Usage data ☐ Cost review ☐ Leadership review	

Additional Notes & Observations

Location, Identity & Secure Access

Portal URL / Location	LMS / Folder / Shelf	Username / Login	Password / Access Code / Notes

SECURITY REMINDER: Store this page securely if credentials are recorded.

IDENTITY, DESCRIPTION & CURRICULUM ROLE | STANDARDS COVERAGE

Record No.:		Resource Name:	
Company / Provider:		Product Line:	
Version / Edition:		Adoption Date:	
Renewal Date:		Last Review:	
Department / Program:	Grade Band:	Subject Area:	Course(s):
Primary Owner:	Funding Source:	License Scope:	Review Cycle:

Curriculum Role Classification

☐ Core curriculum	☐ Assessment	☐ District-created material
☐ Supplemental	☐ Digital library	☐ Open source / OER
☐ Intervention	☐ AI-enabled curriculum	☐ Publisher-created
☐ Enrichment	☐ Teacher-created companion	☐ Other

Resource Description

Describe what this resource contains, instructional purpose, target learner group, curriculum role, and unique characteristics.

Curriculum Role Questions

Academic Evidence Question	Y	N	Notes / Evidence
Is this resource intended as core curriculum, supplemental support, intervention, enrichment, assessment, or content library?	☐	☐	
Which learner populations is this resource intended to serve, and which learner populations may need additional supports?	☐	☐	
Does this resource replace teacher-created curriculum, supplement a core program, or operate as an independent course/program?	☐	☐	
Does this resource require teacher mediation to maintain coherence, pacing, academic rigor, or student engagement?	☐	☐	
Is this resource strategically necessary, nice-to-have, redundant, or unclear in the current academic architecture?	☐	☐	

Standards & Coverage Questions

Are academic standards embedded in instruction, assessed directly, and reportable, or only tagged superficially?	☐	☐	
Can reviewers verify alignment evidence at the lesson, module, unit, item, or performance-task level?	☐	☐	
Does the resource provide sufficient depth, rigor, and coverage for the intended grade/course expectations?	☐	☐	
Are gaps, weakly covered standards, prerequisite assumptions, or overrepresented standards visible?	☐	☐	
Does coverage support Tier 1, Tier 2, Tier 3, enrichment, multilingual learners, and learners with accommodations?	☐	☐	

ADOPTION, REDUNDANCY, RISK & RECOMMENDATION

Resource Name:

Reviewer:

Implementation & Adoption Questions

Academic Evidence Question	Y	N	Notes / Evidence
Is onboarding realistic for teachers, students, administrators, and support staff?	☐	☐	
Does the resource require significant training, manual setup, rostering, SSO, or data configuration?	☐	☐	
Is actual use high enough to justify cost, training time, instructional time, and workflow complexity?	☐	☐	
Does the resource rely on external links, and is there evidence of link-checking or content maintenance?	☐	☐	
Does this resource create additional teacher workload, or does it reduce workload while improving learning evidence?	☐	☐	

Redundancy, Data & Risk Questions

Which existing resources may duplicate, overlap, replace, or partially serve the same purpose?	☐	☐	
Does the resource collect student identity, student work, behavior data, assessment data, or attention/engagement data?	☐	☐	
Is vendor data use, AI training use, data retention, deletion, third-party sharing, and auditability clear?	☐	☐	
If AI tutoring or AI scoring is present, are guardrails, restricted outputs, teacher visibility, and escalation clear?	☐	☐	
Does this resource require Tech, Privacy, Legal, or Leadership review before adoption, renewal, or retirement?	☐	☐	

Possible Overlap / Review Candidates

Resource	Overlap Concern	Review Owner	Compare?
			☐ Yes ☐ No ☐ Unsure
			☐ Yes ☐ No ☐ Unsure
			☐ Yes ☐ No ☐ Unsure
			☐ Yes ☐ No ☐ Unsure
			☐ Yes ☐ No ☐ Unsure

Academic Recommendation

- | | |
|---|---|
| ☐ Adopt / continue | ☐ Retire / replace possibility |
| ☐ Keep but clarify use | ☐ Needs teacher evidence |
| ☐ Compare with similar resource | ☐ Needs Tech review |
| ☐ Supplement with other material | ☐ Needs privacy review |
| ☐ Revise implementation | ☐ Needs cost review |

Final Academic Rationale

Summarize the academic decision, evidence used, remaining uncertainty, and recommended next action.

LEARNING ARCHITECTURE, ASSESSMENT & INSTRUCTIONAL QUALITY

Resource Name:

Reviewer:

Learning Architecture Questions

Academic Evidence Question	Y	N	Notes / Evidence
Does the resource provide a coherent sequence, fixed scope-and-sequence, adaptive path, or modular library?	☐	☐	
Can teachers or academic leaders assign modules without breaking instructional coherence?	☐	☐	
Does the resource identify prerequisite skills, underlying concepts, or misconceptions behind learner errors?	☐	☐	
Does the resource provide remediation, extension, or alternate pathways tied to skill evidence?	☐	☐	
Does the resource provide estimated time norms or pacing expectations for modules, lessons, items, or units?	☐	☐	

Architecture Flags

- | | |
|--|--|
| ☐ Fixed sequence | ☐ Remediation pathway visible |
| ☐ Modular library | ☐ Enrichment pathway visible |
| ☐ Teacher-controlled sequence | ☐ Pacing/time norms present |
| ☐ Adaptive pathway | ☐ Standards reportable |
| ☐ Prerequisite logic visible | ☐ Alignment evidence unclear |

Assessment & Feedback Questions

Does the resource include embedded formative checks before final grading or completion?	☐	☐	
Does the resource include credible summative assessment, performance tasks, rubrics, or formal scoring evidence?	☐	☐	
Are assessment items aligned to the actual cognitive demand of the standards rather than just topic tags?	☐	☐	
Does feedback help learners improve, or does it only show correct/incorrect/completion?	☐	☐	
Can teachers review, override, annotate, or adjust grading/scoring decisions?	☐	☐	

Instructional Quality & Evidence Questions

What parts of teaching still require teacher explanation, modeling, questioning, discussion, or reteaching?	☐	☐	
Does the resource check for understanding during instruction, after practice, or only at the end?	☐	☐	
Does the resource summarize multiple assignments into usable learner, class, standard, or skill views?	☐	☐	
Does the resource show before/after growth, progress over time, attempts, time-on-task, or item analysis?	☐	☐	
Does the dashboard lead to clear instructional action or mostly display low-value activity data?	☐	☐	

Evidence Outputs Present

- | | | |
|---------------------------------------|--|--|
| ☐ Completion | ☐ Standards mastery | ☐ Growth over time |
| ☐ Scores | ☐ Skill mastery | ☐ Teacher dashboard |
| ☐ Attempts | ☐ Item analysis | ☐ Admin dashboard |
| ☐ Time on task | ☐ Error patterns | ☐ Exportable data |

CURRICULUM - CROSS-ROLE REVIEW

Complete this only for major adoption, renewal, replacement, or comparison decisions.

Resource Name:

Reviewer:

Content Provenance ☐ Publisher-created ☐ District-created ☐ Teacher-created ☐ Open Educational Resource ☐ AI-generated ☐ Hybrid ☐ Unknown Source	Content Governance ☐ Version control visible ☐ Last update visible ☐ Editorial oversight visible ☐ Source citations visible ☐ Editable text	Personalization Controls ☐ Teacher-controlled ☐ Student-controlled ☐ AI-driven ☐ Fixed ☐ Mixed	Cognitive Demand ☐ Recall ☐ Comprehension ☐ Application/ Manipulative ☐ Analysis ☐ Evaluation ☐ Creation
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X – Not Evaluated / Insufficient Evidence: The reviewer does not have enough information to assign a rating.	1 – Deficient: Significantly impedes use, learning, or workflow; major weaknesses are evident.	2 – Limited: Present but weak, inconsistent, or only partially effective.	3 – Adequate: Meets basic expectations; generally functional without major strengths.	4 – Strong: Consistently effective, well-designed, and supports intended outcomes.	5 – Exemplary: Exceptional implementation; serves as a model of best practice and adds significant value.
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Navigation & Operability

Measure	1	2	3	4	5	Notes
Navigation clarity	☐	☐	☐	☐	☐	
Number of clicks to task completion	☐	☐	☐	☐	☐	
Consistency of menus	☐	☐	☐	☐	☐	
Back-button behavior	☐	☐	☐	☐	☐	
Search effectiveness	☐	☐	☐	☐	☐	
Error recovery ease	☐	☐	☐	☐	☐	
Save-and-return functionality	☐	☐	☐	☐	☐	
Mobile operability	☐	☐	☐	☐	☐	

User Interface Design

Visual clarity	☐	☐	☐	☐	☐	
Screen readability	☐	☐	☐	☐	☐	
Information density	☐	☐	☐	☐	☐	
Age-appropriate design	☐	☐	☐	☐	☐	
Visual hierarchy	☐	☐	☐	☐	☐	
Color accessibility	☐	☐	☐	☐	☐	
Font readability	☐	☐	☐	☐	☐	
Screen clutter level	☐	☐	☐	☐	☐	

Affordances

Obvious clickable elements	☐	☐	☐	☐	☐	
Discoverability of features	☐	☐	☐	☐	☐	
Tool-tip support	☐	☐	☐	☐	☐	
Action visibility	☐	☐	☐	☐	☐	
Feedback after actions	☐	☐	☐	☐	☐	
Predictable interactions	☐	☐	☐	☐	☐	

Embedded Support

Embedded definitions	☐	☐	☐	☐	☐	
Glossary pop-ups	☐	☐	☐	☐	☐	
Vocabulary assistance	☐	☐	☐	☐	☐	
Contextual help	☐	☐	☐	☐	☐	
Embedded examples	☐	☐	☐	☐	☐	
Just-in-time guidance	☐	☐	☐	☐	☐	

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Resource Name:

Reviewer:

Visual & Multimedia Learning Supports

Measure	1	2	3	4	5	Notes
Image enlargement	☐	☐	☐	☐	☐	
Interactive diagrams	☐	☐	☐	☐	☐	
Animation quality	☐	☐	☐	☐	☐	
Animation relevance	☐	☐	☐	☐	☐	
Audio support	☐	☐	☐	☐	☐	
Captions	☐	☐	☐	☐	☐	

Digital Manipulatives & Interactivity

Virtual manipulatives	☐	☐	☐	☐	☐	
Simulations	☐	☐	☐	☐	☐	
Interactive models	☐	☐	☐	☐	☐	
Construction tools	☐	☐	☐	☐	☐	
Interactive maps	☐	☐	☐	☐	☐	
Sandbox environments	☐	☐	☐	☐	☐	

Gamification & Engagement

Progress indicators	☐	☐	☐	☐	☐	
Goal tracking	☐	☐	☐	☐	☐	
Achievement badges	☐	☐	☐	☐	☐	
Adaptive difficulty	☐	☐	☐	☐	☐	
Exploration opportunities	☐	☐	☐	☐	☐	
Engagement mechanics	☐	☐	☐	☐	☐	

Assignment & Workflow Design

Ease of assignment	☐	☐	☐	☐	☐	
Clarity of instructions	☐	☐	☐	☐	☐	
Assignment customization	☐	☐	☐	☐	☐	
Embedded scaffolds	☐	☐	☐	☐	☐	
Differentiation controls	☐	☐	☐	☐	☐	
Teacher monitoring workflow	☐	☐	☐	☐	☐	

Assessment Experience

Checks for understanding	☐	☐	☐	☐	☐	
Practice opportunities	☐	☐	☐	☐	☐	
Immediate feedback	☐	☐	☐	☐	☐	
Hint systems	☐	☐	☐	☐	☐	
Mastery progression	☐	☐	☐	☐	☐	
Portfolio support	☐	☐	☐	☐	☐	

Learner Accessibility

Text-to-speech	☐	☐	☐	☐	☐	
Speech-to-text	☐	☐	☐	☐	☐	
Translation	☐	☐	☐	☐	☐	
Closed captions	☐	☐	☐	☐	☐	
Keyboard navigation	☐	☐	☐	☐	☐	
Multilingual support	☐	☐	☐	☐	☐	

Alignment Transparency

Standards visibility	☐	☐	☐	☐	☐	
Learning objective visibility	☐	☐	☐	☐	☐	
Mastery indicators	☐	☐	☐	☐	☐	
Gap notifications	☐	☐	☐	☐	☐	
Alignment reporting	☐	☐	☐	☐	☐	

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CURRICULUM - CROSS-ROLE REVIEW

Resource Name:

Reviewer:

Data Visibility

Measure	1	2	3	4	5	Notes
Learner progress visibility	☐	☐	☐	☐	☐	
Teacher dashboard usefulness	☐	☐	☐	☐	☐	
Goal visibility	☐	☐	☐	☐	☐	
Growth visibility	☐	☐	☐	☐	☐	
Exportability	☐	☐	☐	☐	☐	
Auditability	☐	☐	☐	☐	☐	

AI Experience

AI explanation quality	☐	☐	☐	☐	☐	
Citation transparency	☐	☐	☐	☐	☐	
Human override options	☐	☐	☐	☐	☐	
Guardrail effectiveness	☐	☐	☐	☐	☐	
Personalization usefulness	☐	☐	☐	☐	☐	
AI auditability	☐	☐	☐	☐	☐	

Workflow & Process Efficiency

Ease of onboarding	☐	☐	☐	☐	☐	
Ease of setup/configuration	☐	☐	☐	☐	☐	
Rostering and user management	☐	☐	☐	☐	☐	
Assignment creation workflow	☐	☐	☐	☐	☐	
Assignment distribution workflow	☐	☐	☐	☐	☐	
Time-to-first-use	☐	☐	☐	☐	☐	
Time-to-proficiency	☐	☐	☐	☐	☐	
Ease of monitoring learner progress	☐	☐	☐	☐	☐	
Ease of locating evidence/data	☐	☐	☐	☐	☐	
Ease of grading/scoring	☐	☐	☐	☐	☐	
Ease of feedback delivery	☐	☐	☐	☐	☐	
Ease of remediation assignment	☐	☐	☐	☐	☐	
Ease of differentiated assignment	☐	☐	☐	☐	☐	
Ease of group assignment	☐	☐	☐	☐	☐	
Ease of reassigning work	☐	☐	☐	☐	☐	
Workflow automation	☐	☐	☐	☐	☐	
Reduction of manual tasks	☐	☐	☐	☐	☐	
Reduction of duplicate data entry	☐	☐	☐	☐	☐	
Integration into existing workflows	☐	☐	☐	☐	☐	
Reporting workflow efficiency	☐	☐	☐	☐	☐	
Data export workflow	☐	☐	☐	☐	☐	
Communication workflow	☐	☐	☐	☐	☐	
Collaboration workflow	☐	☐	☐	☐	☐	
Administrative workflow burden	☐	☐	☐	☐	☐	
Overall workflow efficiency	☐	☐	☐	☐	☐	

Time Efficiency

Time to assign	☐	☐	☐	☐	☐	
Time to customize	☐	☐	☐	☐	☐	
Time to monitor progress	☐	☐	☐	☐	☐	
Time to locate struggling learners	☐	☐	☐	☐	☐	
Time to generate reports	☐	☐	☐	☐	☐	
Time to communicate results	☐	☐	☐	☐	☐	
Time saved compared to alternatives	☐	☐	☐	☐	☐	
Time saved for teachers	☐	☐	☐	☐	☐	
Time saved for administrators	☐	☐	☐	☐	☐	

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CURRICULUM - CROSS-ROLE REVIEW

Resource Name:

Reviewer:

Workflow Friction

Measure	1	2	3	4	5	Notes
Number of unnecessary steps	☐	☐	☐	☐	☐	
Frequency of navigation dead ends	☐	☐	☐	☐	☐	
Frequency of extra clicks	☐	☐	☐	☐	☐	
Frequency of duplicate actions	☐	☐	☐	☐	☐	
Frequency of modal interruptions	☐	☐	☐	☐	☐	
Frequency of login interruptions	☐	☐	☐	☐	☐	
Frequency of context switching	☐	☐	☐	☐	☐	
Frequency of workflow breakdowns	☐	☐	☐	☐	☐	
Overall workflow friction	☐	☐	☐	☐	☐	

Instructional Workflow Alignment

Alignment with lesson planning process	☐	☐	☐	☐	☐	
Alignment with instructional delivery	☐	☐	☐	☐	☐	
Alignment with assessment process	☐	☐	☐	☐	☐	
Alignment with intervention process	☐	☐	☐	☐	☐	
Alignment with MTSS workflows	☐	☐	☐	☐	☐	
Alignment with IEP/accommodation workflows	☐	☐	☐	☐	☐	
Alignment with grading workflows	☐	☐	☐	☐	☐	
Alignment with reporting workflows	☐	☐	☐	☐	☐	
Alignment with professional practice	☐	☐	☐	☐	☐	

Advanced Operability Measures

Persistence of user state	☐	☐	☐	☐	☐	
Save-and-return functionality	☐	☐	☐	☐	☐	
Workflow continuity across devices	☐	☐	☐	☐	☐	
Workflow continuity after interruption	☐	☐	☐	☐	☐	
Session recovery capability	☐	☐	☐	☐	☐	
Context preservation	☐	☐	☐	☐	☐	
Task completion support	☐	☐	☐	☐	☐	
Error recovery support	☐	☐	☐	☐	☐	
Administrative override capability	☐	☐	☐	☐	☐	
Workflow auditability	☐	☐	☐	☐	☐	

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SUMMARY OF ALL 4 PAGES

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DOCUMENT INTERVENTION, ACCOMODATION, ENRINCHMENT AND SUPPORT RESOURCES.

Record No.:		Resource Name:	
Company / Provider:		Product Line:	
Version / Edition:		Adoption Date:	
Renewal Date:		Last Review:	
Department / Program:	Grade Band:	Subject Area:	Course(s):
Primary Owner:	Funding Source:	License Scope:	Review Cycle:

#	Support Resource / Program	Learners Served	Support Type	Trigger / Entry Criteria	Owner / Team
1					
Support Type ☐ Intervention ☐ Accommodation ☐ Modification ☐ Acceleration ☐ Enrichment		Flow Pattern ☐ Teacher-led ☐ Specialist-led ☐ Platform-guided ☐ Small group ☐ Individual plan		Connection Point ☐ Core instruction ☐ Assessment data ☐ IEP / plan ☐ Family communication ☐ Progress review	

Support Connection Notes

Record No.:		Resource Name:	
Company / Provider:		Product Line:	
Version / Edition:		Adoption Date:	
Renewal Date:		Last Review:	
Department / Program:	Grade Band:	Subject Area:	Course(s):
Primary Owner:	Funding Source:	License Scope:	Review Cycle:

#	Support Resource / Program	Learners Served	Support Type	Trigger / Entry Criteria	Owner / Team
2					
Support Type ☐ Intervention ☐ Accommodation ☐ Modification ☐ Acceleration ☐ Enrichment		Flow Pattern ☐ Teacher-led ☐ Specialist-led ☐ Platform-guided ☐ Small group ☐ Individual plan		Connection Point ☐ Core instruction ☐ Assessment data ☐ IEP / plan ☐ Family communication ☐ Progress review	

Support Connection Notes

DOCUMENT INTERVENTION, ACCOMODATION, ENRINCHMENT AND SUPPORT RESOURCES.

Record No.:		Resource Name:			
Company / Provider:		Product Line:			
Version / Edition:		Adoption Date:			
Renewal Date:		Last Review:			
Department / Program:	Grade Band:	Subject Area:	Course(s):		
Primary Owner:	Funding Source:	License Scope:	Review Cycle:		
#	Support Resource / Program	Learners Served	Support Type	Trigger / Entry Criteria	Owner / Team
3					
Support Type ☐ Intervention ☐ Accommodation ☐ Modification ☐ Acceleration ☐ Enrichment		Flow Pattern ☐ Teacher-led ☐ Specialist-led ☐ Platform-guided ☐ Small group ☐ Individual plan		Connection Point ☐ Core instruction ☐ Assessment data ☐ IEP / plan ☐ Family communication ☐ Progress review	

Support Connection Notes

Record No.:		Resource Name:			
Company / Provider:		Product Line:			
Version / Edition:		Adoption Date:			
Renewal Date:		Last Review:			
Department / Program:	Grade Band:	Subject Area:	Course(s):		
Primary Owner:	Funding Source:	License Scope:	Review Cycle:		
#	Support Resource / Program	Learners Served	Support Type	Trigger / Entry Criteria	Owner / Team
4					
Support Type ☐ Intervention ☐ Accommodation ☐ Modification ☐ Acceleration ☐ Enrichment		Flow Pattern ☐ Teacher-led ☐ Specialist-led ☐ Platform-guided ☐ Small group ☐ Individual plan		Connection Point ☐ Core instruction ☐ Assessment data ☐ IEP / plan ☐ Family communication ☐ Progress review	

Support Connection Notes

SECTION 2 - ACADEMIC OFFICER

CURRICULUM RESOURCE REVIEW BY SUBJECT - GAPS

IDENTIFY MISSING COVERAGE, WEAK ALIGNMENT, ACCESS LIMITATIONS, AND NEEDED ACTIONS.

Subject:		Grade Band:		Course/Program:		Review Date:	
#	Gap Area	Evidence / Source		Impact on Learners		Priority	
1							
2							
3							
4							
5							
6							
Action Needed		Owner	Timeline	Resource / Support Required		Status / Notes	

Leadership / Curriculum Notes

SECTION 2 - ACADEMIC OFFICER
CURRICULUM RESOURCE REVIEW - REDUNDANCY (SHORT FORM)

IDENTIFY OVERLAPPING RESOURCES AND OPPORTUNITIES TO SIMPLIFY WORK.

Subject(s)		Grade Band:		Course/Program:		Review Date:	
Purpose:							
#	Resource 1	Resource 2 / Overlap	Duplicate Function	Use Evidence	Decision		
1 > 2							
>3		Resource 3 / Overlap	Duplicate Function	Use Evidence	Decision		
>4		Resource 4 / Overlap	Duplicate Function	Use Evidence	Decision		
>5		Resource 5 / Overlap	Duplicate Function	Use Evidence	Decision		
>6		Resource 6 / Overlap	Duplicate Function	Use Evidence	Decision		
Keep Because • Distinct learning value • Required • High usage • Unique data		Reduce Because • Low use • Duplicate function • Cost concern • Access friction • Other		Support ☐ Training ☐ Position champions		Recommendation Keep _____ Retire _____ Pilot alternative _____ ☐ Escalate review	
Other:							

*COMPARE FOUR RESOURCES HOLISTICALLY.***Evidence Flags**

1 = Absent 2 = Weak 3 = Functional 4 = Strong 5 = Exceptional	
A. Vendor-claimed only	E. Standards report available
B. Teacher evidence available	F. Assessment item quality unclear
C. Usage data available	G. Content source unknown
D. Student work sample available	H. Needs curriculum review

Academic & Learning Quality Matrix

RESOURCE NAME:				
Analysis Area	Resource A	Resource B	Resource C	Resource D
Purpose fit / instructional role	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Academic coverage depth	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Standards alignment integrity	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Content source reliability	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Learning sequence architecture	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Modular assignment flexibility	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Skill dependency visibility	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Remediation logic	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Formative assessment quality	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Summative assessment quality	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Human intelligence development	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Before/after growth evidence	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
1. SUMMARIZE AND AVERAGE				

Workflow & Learner Experience Matrix

RESOURCE NAME:				
Analysis Area	Resource A	Resource B	Resource C	Resource D
Ease of onboarding	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Time to assign	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Group vs individual assignment	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Differentiation capability	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Teacher instructional duty	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Manual grading / scoring burden	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Learner navigation age fit	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Button/touch target usability	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Modal closing / error recovery	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Language translation support	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Pop-up definitions / vocabulary	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Learner input modes	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Notes / highlighting / annotation	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Co-editing / collaboration / messaging	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
2. SUMMARIZE AND AVERAGE				

Data, AI, Security & Risk Matrix

RESOURCE NAME:				
Analysis Area	Resource A	Resource B	Resource C	Resource D
Data output value	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Dashboard actionability	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Evidence aggregation across assignments	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Attendance / attention-over-time tracking	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Vendor data use transparency	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Student identity risk	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
AI tutoring present and limited	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
AI escalation to teacher	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Restricted outputs / guardrails	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Auditability	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
External link checking	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
Privacy / security concerns	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H	Rate 1-5 A-H
Notes:				
3. SUMMARIZE AND AVERAGE				
TOTAL OF SUMMARIES				