

**Figure 6.3** Evaluation of Distance Learning Tools

Name of Tool \_\_\_\_\_

Question	Answer
What learning function does this tool fulfill?	
Is the tool/site developmentally appropriate for my students to use with minimal adult assistance?	
Does this tool have accessibility features that are aligned to digital compliance requirements (e.g., provides closed captioning, supports screen-reader software)? What are they?	
<p>Key Features Checklist</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A way to prerecord lessons and directions</li> <li><input type="checkbox"/> A written or video-based discussion forum for students</li> <li><input type="checkbox"/> A means for students to submit work</li> <li><input type="checkbox"/> A way to provide feedback to students about their work</li> <li><input type="checkbox"/> A way for students to provide feedback to one another</li> <li><input type="checkbox"/> Assessment tools that allow for formative and summative evaluation</li> <li><input type="checkbox"/> A way to host individual meetings with students, families, and other professionals</li> <li><input type="checkbox"/> A way to share and communicate with other teachers</li> </ul>	

Retrieved from the companion website for *The Distance Learning Playbook, Grades K–12: Teaching for Engagement and Impact in Any Setting* by Douglas Fisher, Nancy Frey, and John Hattie. Thousand Oaks, CA: Corwin, [www.corwin.com](http://www.corwin.com). Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.