Assessment factor	Description	Scoring guidance	Possible score range	Your score	Your notes
System resource requirements	The computational/storage requirements of the software. Is the size of the file(s) to be downloaded likely to be prohibitive? Does running the software require a large amount of CPU power, RAM, storage space, or graphics? Is there anything else about the software that might make it difficult to use, e.g. older operating systems or hardware, including lack of hypervisor support; on a system with limited resources, including restricted Internet connection/bandwidth? Consider requirements for both installation and operation of the software e.g. does installation require a large initial download?	0: we cannot expect the vast majority of learners to have access to a system that could support the technical requirements of the software (in terms of any/all of storage, processing, RAM, internet connection speed, operating system version, etc). 5: software has minimal requirements that we can expect all or the vast majority of learners to be able to meet with the system available to them.	0-5		
Ease of installation & setup	How easy would novices find it to install the software? Consider how much the installation process would require novices to come into contact with environments and concepts they are not (yet) familiar with: command line, environment variables, selecting the correct version, selecting from a menu of setup options etc. Consider installation on all operating systems, and include any essential post-installation steps required to complete initial setup. Note that the quality of the software's documentation is considered in another row of this rubric: try to focus here on the simplicity of the installation process itself, e.g. how many steps are involved, whether the command line must be used during installation, etc.	0: Any/all of the following: complicated installation involving many steps; high likelihood of learners making a mistake or running into trouble while following instructions; installation must be done from the command line. 5: simple, accessible installation process via a graphical interface.	0-5		
Cross-compatibility	How consistent is the installation process and software interface across different operating systems? Consider difficulties instructors may face supporting learners with unfamiliar operating systems. If the software is native to some operating systems (e.g. Bash on Mac OS and Linux) consider only those systems where the software would need to be installed.	0: the software is not available for a common operating system. 5: the software is available for all common operating systems, and the installation process and user interface are identical or very similar for each.	0-5		

Ease of launch	How easy is the software to find and launch after installation? Consider how much the launch process would require novices to come into contact with environments and concepts they are not (yet) familiar with, e.g. the command line.	0: Software requires command line interface to launch and is sensitive to the path where it is launched, and/or requires extensive configuration after launch. 4: Software is easy to find and launch after installation. It launches quickly and intuitively with no need to configure, using the primary launch mechanism for the operating system.	0-3		
Superuser permissions required	Does installing or running the software require administrative privileges, homebrew, or other additional complexities or limitations (especially for users of managed hardware)?	-5: the software requires administrative privileges, homebrew, and/or presents other obstacles to users, especially those with managed or shared hardware. 0: software can be installed and run by a normal user.	-5 or 0		
Open Source	Is the software available through an Open Source licence? When considering this, include any add-ons learners might need such as additional libraries/packages.	-3: the software is closed source. 0: the software is primarily open source but includes elements that are licensed in a way that could restrict learners' use during/after the workshop +3: all of the software is Open Source.	-3, 0, or +3		
Maturity, documentation and community support	How well documented is the software and its installation process? Can you find evidence of an engaged, welcoming environment for community support (a forum, GitHub issues, etc)? Is there evidence of maturity of the software, e.g. development and stable versions, documentation conventions, naming conventions, versioning scheme, governance policies, regular releases, community uptake?	-2: Software's developers/user support/community leaders are frequently unwelcoming and/or hostile to contributors; software is undocumented or poorly documented; software is very new or displays signs of immaturity (e.g. releases do not follow a versioning scheme). +2: Software enjoys excellent support and a vibrant community of developers/users; Documentation is organised, thorough, and well-written. Project has a history of regular releases.	-2 to +2		
Alignment with best practices	Will the software enable/encourage learners to adopt best practices before/during/after the workshop? If we choose to recommend this software for our workshops, will we be setting up our learners for future success?	-2: Use of software may lead learners to encounter problems later on, e.g. by encouraging them to manage their projects/environments in ways that are unsustainable or likely to result in mistakes. +2: standard use of the software encourages learners to adopt patterns of behaviour that will help them and others in the longer term.	-2 to +2		

Can be installed offline	Can the software be installed without a connection to the internet? E.g. downloaded elsewhere and installed from an external storage device (e.g. USB thumb drive)?	0: installation requires an active connection to the internet 1: offline installation is possible but introduces some complications 2: offline installation is easy	0 to 2		
Cognitive load of use	Does the interface of the software enable novice learners to focus on the concepts/skills that are taught in the lesson?	0: user interface is complex, includes many buttons/panes/features that may be intimidating or distracting to novices. 1: interface includes some extraneous features that may increase cognitive load for novice learners 2: interface is simple and helps novices focus on the lesson content	0 to 2		
Additional considerations	Award or penalise up to 3 additional points based on any other factors you may have identified. Leave notes to explain your reasoning. If there is any particular option that you want to advocate for, or warn against, use this row to boost or reduce your score accordingly.		-3 to +3		
Total			-15 to 32	0	