Test before teaching

Check the actual prototype, not just the prompt. Record any needed fixes before classroom use.

Learning & human judgment

[ ] The goal is specific, and each feature supports it.

[ ] Students predict, choose, or explain before an answer is shown.

[ ] The teacher interprets student thinking and decides the next instructional step.

[ ] A new task or explanation will show whether learning transfers.

Accuracy & behavior

[ ] I tested known examples, boundaries, and invalid inputs against verified expected results.

[ ] Changing an input clears stale answers; reset restores the full starting state.

[ ] Units, assumptions, and model limitations are visible and accurate.

[ ] The tool does not invent sources, evidence, observations, or claims of approval.

Access and classroom readiness

Access & participation

[ ] Directions use clear language; vocabulary and representations support actual learners.

[ ] All controls work by keyboard with visible focus and meaningful labels.

[ ] The page remains usable on a small screen and with enlarged text.

[ ] Meaning is not conveyed only by color, dragging, audio, or images.

[ ] I checked screen-reader use and any individual access needs with appropriate support.

Data & classroom readiness

[ ] I reviewed the code and network behavior for unrequested data collection or external services.

[ ] The first build uses no student accounts, identifying data, stored responses, or live AI calls.

[ ] The resource follows school-approved tool and privacy procedures; a prompt alone does not establish compliance.

[ ] I have a print, discussion, or other backup if the technology fails.

Fixes before classroom use

After the lesson

What did students explain or do? What needs to change?