## Evaluating tools for making

Makerspaces provide access to tools and materials. But since every makerspace is different, there is no one-size-fits-all shopping list. It is important to know the right questions to ask when considering a new purchase in order to invest school resources in the tools that are appropriate for the developmental stage of your program.

Use this worksheet as a guide when investing in new tools, seeking out donated tools, or expanding your toolkit.

Tool:
Manufacturer:
Up-front cost: \$
Estimated annual maintenance: \$
Ongoing consumables may include:
Estimated annual cost for consumables: \$
Does this tool require the use of any peripheral tools or non-consumable accessories?
Does this tool require software in order to function? If so, the software must export

<sup>\*</sup> Be sure to confirm that any software is compatible with the operating system of your computers



## **Access and Integration**

In gene	eral, I ex	xpect th	is tool	to be u		umber)	times p	er	(class/v	week/da	av/me	nth)	·		
Who w	rill be o	perating	g/using	the too	•	urriber)			(Class/v	veek/ua	iy/IIIC	)II(II)			
П			,		П	П	П			Г	7		1	П	П
К	1	2	3	4	5	6	7	8	<u></u> 9	1	0	11		12	ப adults
What is	s the ide	eal tool	-to-stu	ident ra	tio for	this too	ol to be i	useful	in a cl	assro	om s	ettii	ng?		
1.1		9		9 •	• •	1.10	• • •	2000	•	• •	•	•	•	•	• •
1:1		1:2		1:5		1:10 (Tool:Stud	dent)	2:Wnot	e class		L:Wnc	le cla	ISS	T.W	hole schoo
Descri	he how	this to	ol intec	ırates in	nto the	workflo	ow of a t	tynical	user f	rom o	onc	enti	on to	ء داء	eanun.
Descri						- VOIRIC		ургсас							zariap.
Safe	etv														
	Checkl	ist:													
_	protectio		Пн	earing pro	otection		☐ Sec	ure loose	e clothir	ng, jewe	elry, h	air			
Ven	tilation		_ D	esignated	working	space	Adu	ılt superv	ision/						
How n	nuch tra	aining d	o stude	ents nee	ed in oi	rder to ı	use this	tool sa	afelv?						
No		<i>y</i> .							,						Intensive
up-front training	◀•	• • •	• •	• •	• •	• • •	• •	• •	• •	• •	•	•	•		up-front training
Does t	his tool	require	adult s	supervis	sion du	ring use	e?								
• •	• •	• • •	• •	• •	• •	• • •	• •	• •	• •	• •	•	•	•	•	• •
Independe use	nt					Expl permi								:	Direct supervision
How n	nuch tra	aining w	rill adul	lts need	l to ma	intain th	nis tool	and to	help :	stude	nts เ	ıse i	t safe	elv?	
No		• • • • • • • • • • • • • • • • • • • •							·					. <del>. ,</del> .	Intensive
up-front training	◀•	• • •	• •	• •	• •	• • •	• •	• •	• •	• •	•		• •		up-front training



Learning and effective use
Describe your plan for introducing and supporting appropriate use among adults and students:
Describe your plant for introducing and supporting appropriate use among adults and students.
Describe a specific project/activity when this tool will be used:
Do any peripheral tools, equipment, or software require their own training and/or supervision?
Time-intensivence or N/A  Time-intensivence or N/A  Time-intensivence or N/A  Time-intensivence or N/A  Supervision  and/or training  required
What specific skills and knowledge will users develop as they gain experience with this tool?
what specific skills and knowledge will users develop as triey gain experience with this toot:

