HOTS: Analyzing Rating (using this rubric, out of 24 possible): 22.5   
  
Age Group (grade): K-3  4-7 8-10 11-12 College / University 

Presentation App  Gaming App  Android  iOS 

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Relevance (PLOs) | The app’s focus has a strong connection to the purpose for the app and appropriate for the student. The app also connects to one or more PLOs in a subject or over a variety of subjects. | The app’s focus is related to the purpose for the app and mostly appropriate for the student. The app also connects to one or more PLOs in a subject. | Limited connection to the  purpose for the app and may not be appropriate for the student. The app may cover one PLO in any given subject. | Does not connect to the  purpose for the app and not appropriate for the student. The app does not cover any PLOs. |
| Customization | App offers complete flexibility to alter content and settings to meet student needs.  If using a presentation app, it allows many different levels of presentations to be created. | App offers some flexibility to alter content and settings to meet student needs.  If using a presentation app, it allows some different levels of presentations to be created. | App offers limited flexibility to adjust content and settings to meet student needs.  If using a presentation app, it allows few different levels of presentations to be created. | App offers no flexibility to meet student needs.  If using a presentation app, it allows one type of presentation to be created. |
| Thinking Skills & Multiple Intelligences (Bloom and Gardner) | App encourages the use of two or more of Bloom’s  higher order thinking skills.  App may appeal to three or more of Gardner’s multiple intelligences | App encourages the use of one or more of Bloom’s  higher order thinking skills.  App may appeal to two or more of Gardner’s multiple intelligences | App encourages the use of one or more of Bloom’s  higher order thinking skills.  App may appeal to one or more of Gardner’s multiple intelligences | App is limited to the use of Bloom’s higher order thinking skills.  App may appeal to only one of Gardner’s multiple intelligences. |
| Usability | Student can launch and  operate the app independently. No help is needed once a tutorial is completed (if applicable) | Student needs to have a  teacher show or model how to operate the app. Little to no help is needed once a tutorial is completed (if applicable) | Student needs to be cued each time the app is used. Some help is needed once a tutorial is completed (if applicable) | App is difficult to operate or crashes often. The tutorial is useless and students need a lot of help and guidance from the teacher. (if applicable) |
| Engagement | Student is highly motivated to use the app.  App is engaging for students of two or three learning styles. | Student uses the app as  directed by the teacher.  App is engaging for students of one or more learning styles. | Student perceives app as  “more schoolwork” and may be off-task when directed to use the app.  App is engaging for students of one or more learning styles. | Student avoids the use of the app and might complain when its use is required. |

Options (choose one):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Sharing (presentation apps) | Student product is saved in app and can be exported to the teacher or for an audience on a different device. | Student product is available in app but  exporting is limited and may require a screenshot. | Student product is not accessible from anyone external to the device – the device must physically be in the teachers hand to see the final project. | No student product is saved, students do not have anything to show for their time spent in the app. |
| Feedback (game apps) | Student is provided specific feedback within the app which allows them to extend their learning.  Performance data may be shared with teacher or others by exporting it. | Student is provided feedback within the app that may help to extend their learning.  Performance data may be shared with teacher or others using a screenshot. | Student is provided limited  Feedback within the app which does not allow them to extend their learning.  Performance data may be shared with teacher or others using a screenshot. | Student is not provided  Feedback, if feedback is needed, would come from a teacher or others watching them play the game and guiding them after. |

Additional Comments about the App: See below

Adapted from the Vincent App Rubric for evaluating educational apps found at: <http://static.squarespace.com/static/50eca855e4b0939ae8bb12d9/50ecb58ee4b0b16f176a9e7d/50ecb593e4b0b16f176aa974/1330908312793/Vincent-App-Rubric.pdf>

[](https://itunes.apple.com/ca/app/explain-everything/id431493086?mt=8) **iTunes** [](https://play.google.com/store/apps/details?id=com.morriscooke.explaineverything) **Google Play**

App Store Rating 4.5/5 stars Google Play Rating: 4/5 stars

Cost:  iPad $2.99;  Google Play $3.54

It is definitely worth the price . I downloaded the app on to my iPad. Once I had reviewed the step by step instructions  at “ STiLt”  <http://ipads.nths.net/students/apps/explain-everything/>  I was ready to  start creating. Another good explanation site for reference is “Morris Cooke”  <http://www.morriscooke.com/?p=134> .  This app is like a number of different online tools all rolled into one.  I had a look at this app as I have signed up to attend a workshop,  being hosted by my district,  on how to use it in the classroom.  I can see myself using this  with my math students to demonstrate their understanding of a concept and my PE students as an alternate to a written reflection and/or to record a video of themselves  participating or teaching a lesson.  I am sure there are others ways that both groups  could show me  how they could use it to demonstrate their learning.

HOTS (Blooms) Analyzing:  According to Diane Darrow (2011), “Apps that fit into the "analyzing" stage improve the user's ability to differentiate between the relevant and irrelevant, determine relationships, and recognize the organization of content. Verbs commonly used to describe this phase include differentiating, discriminating, selecting, distinguishing, focusing, attributing, deconstructing, structuring, integrating, outlining, and parsing.”   Explain Everything is an interactive whiteboard and screencasting app. Students can choose how many whiteboard pages they wish to create/use and then add a range of content presented in varied ways. Students improve their analyzing skills as they decide what information they are going to share, how they wish to present it  and then putting it all together. This may be as simple as using the writing tool directly on the whiteboard to demonstrate their understanding of a math concept, to creating a video to share their understanding to the more complex, creating a full length presentation in which they match images to text, add voice and/or music , annotate images/documents, and record a video and annotate it.  Projects, pictures, files, videos can be uploaded to Dropbox, Google Drive, Youtube, Evernote, WedbDav, box, SkyDrive, vimeo plus more.

Ages: I found one review(2) that said “Explain Everything is a tool that can be used with any content by virtually any grade level..” and another reveiw (1) where they feel “content is age appropriate for kids this age” being ages 13 and up.

Online Reviews:

(1): Common Sense Media.(2014). *Explain Everything.* Retrieved from <http://www.commonsensemedia.org/app-reviews/explain-everything>

edshelf . (2014). *Explain Everything. Retrieved from*<https://edshelf.com/tool/explain-everything>

(2) Fijor, Mark. (19, February , 2013). *Explain Everything is a Must Have For iPad*. New School Technology. Retrieved from<http://www.newschooltechnology.org/2013/02/explain-everything/>

Hartwig, Peg.(4, January, 2012).*Epic iPad Digital: Explain Everything* StoryTelling. Retrieved from <http://blog.discoveryeducation.com/blog/2012/01/04/epic-ipad-digital-storytelling-explain-everything/>

References

Darrow, Diane. (8, September, 2011). *K-5 Apps for Analyzing(Blooms Taxonomy, Part 4).* Retreived from <http://www.edutopia.org/blog/ipad-apps-elementary-blooms-taxomony-analyzing-diane-darrow>

STiLT Students Helping Students.(n.d.).*Explain Everything.* Retreived from<http://ipads.nths.net/students/apps/explain-everything/>

MorrisCooke.(2014).*Explain Everything.* Retrieved from <http://www.morriscooke.com/?p=134>