HOTS: Understanding and Applying Rating (using this rubric, out of 24 possible): 19

Age Group (grade): K-3  4-7 8-10 11-12 College / University 

Presentation App  Gaming App  Android  iOS 

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| --- | --- | --- | --- | --- |
|  | 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 thepurpose 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 thepurpose 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 one or more of Bloom’shigher 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’shigher order thinking skills. App may appeal to two or more of Gardner’s multiple intelligences | App encourages the use of one of Bloom’shigher order thinking skills. App may appeal to one or more of Gardner’s multiple intelligences | App is limited to the use of none of Bloom’s higher order thinking skills.App may appeal to only one of Gardner’s multiple intelligences. |
| Usability | Student can launch andoperate the app independently. No help is needed once a tutorial is completed (if applicable) | Student needs to have ateacher 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 asdirected 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):

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| --- | --- | --- | --- | --- |
|  | 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 butexporting 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 limitedFeedback 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 providedFeedback, 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 description 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>

 **iTunes** **Android**

App Store rating: 4 / 5 stars Google Play store rating: 4 / 5 stars

Cost: Free

HOTS (Blooms) – *Understanding and Applying* – This app helps children learn the basics of language arts (critical thinking skills), social studies (graphing) and math (money and graphing) by using fun games. One app can allow three different children to play under their own name. Once one student has completed the game, they could delete their account to make room for others. This app has the students map out the best route to get from point a to b without hitting and obstacles. There is a second graphing / location game where students are asked to find an item using up, down, left and right. There are math games that deal with giving change and spending a specific amount of money (which there are many different possibilities for so as a math teacher, I love this). Finally there are critical thinking games where students are given a list of criteria and they have to use that to either match people to their lunches or find a mystery person.

Customer Reviews:

<https://www.commonsensemedia.org/app-reviews/fizzys-lunch-lab-fresh-pick>

<http://www.amazon.com/Fizzys-Lunch-Lab-Fresh-Pick/dp/B00AKIHV5O>