HOTS: Applying and Creating 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 two 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 or more 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 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 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>



App Store Rating: 4/5 stars

Cost: Free

HOTS (Blooms) Applying: This easy to use app allows students to create stop motion videos, complete with sound and video effects.  It features a very intuitive set of controls, and easy to understand interface that will have students creating very quickly.  I have used this app with my students to create “W.I.T.S” videos for our anti bullying week.  Working in small groups they each created a small skit that represent one of the W.I.T.S strategies: walk away, ignore, talk it out, seek help.   Creating these videos served as a great way for students to synthesize their learning and apply this knowledge to a task that was highly engaging, fun, and open ended enough to encourage some very creative movies!  This app has a lot of potential as a tool for students to express their learning at the end of a unit, and can serve as a great assessment tool for teachers.

* Podcast review from [boing boing](http://boingboing.net/2013/10/21/apps-for-kids-048-stop-motion.html). (app review starts at 4:32, ends around 6:10) Pretty adorable review - Dad and daughter discuss the app, plus lots of other stuff!
* [PrePrint Blog](http://preprints.wordpress.com/2013/06/03/app-review-of-stop-motion-studio-for-ipad/).  An app review, as well as a video detailing the process of creating a stop motion video with the app by 6 and 12 year old users.