Evaluation Rubric For iPad Applications

Created by: Harry Walker, Johns Hopkins University, October 18, 2010 [Adapted for SLP use by: Angie Sterling-Orth and Shannon Collins, 2011]

App Title _____   **Price** _____

Instructions: Evaluate your app by circling the appropriate rating for each domain and tallying a total.

DOMAIN	1	2	3	4
CURRICULUM/ TARGET CONNECTION	Skill(s) reinforced in the app are not clearly connected to the targeted skill or concept	Skill(s) reinforced are prerequisite or foundation skills for the targeted skill or concept	Skill(s) reinforced are related to the targeted skill or concept	Skill(s) reinforced are strongly connected to the targeted skill or concept
AUTHENTICITY	Skills are practiced in a rote or isolated fashion (e.g., flashcards)	Skills are practiced in a contrived game/simulation format (e.g., memory matching)	Some aspects of the app create an authentic learning environment	Targeted skills are practiced in an authentic format and problem-based learning environment
FEEDBACK	Feedback is limited to correctness of student responses	Feedback is limited to correctness of student responses and may allow for student to try again	Feedback is specific and results in improved student performance (may include tutorial aids)	Feedback is specific and results in improved student performance. Data is available electronically to student and teacher
DIFFERENTIATION	App offers no flexibility (settings cannot be altered)	App offers limited flexibility (e.g., can simply set levels at easy, medium, or hard)	App offers more than one degree of adjustment or flexibility to meet student needs	App offers complete flexibility to alter a wide range of important settings to meet student needs
USER FRIENDLINESS	App is not intuitive for use and students need a high level of support and instruction to understand use of the app	App offers limited ease of use and instructions need to be repeated at times	App has increased ease of use, with only occasional assistance and reminders required	App use is highly intuitive and students can launch and navigate the app with little to no instruction or support
STUDENT MOTIVATION	Students avoid use of the app or complain when it is presented	Students view the app as "busy-work" and may be off task when it is required for use	Students use the app with little insistence of the educator	Students are highly motivated by the app and select it as a top choice from among other similar apps
EVIDENCE BASED PRACTICE	App is an interference when using field-specific EBPs	App has limited potential for use with field-specific EBPs	App has reasonable use with field-specific EBPs	App allows for use of field-specific EBPs even better than alternate activities

TOTAL: _____ OUT OF 28

_____   _____
Requester's Signature   Date   Supervisor's Signature   Date