Triple E Evaluation Rubric- Evaluating Apps and Websites for Learning Potential by Liz Kolb

Engagement in the learning	0=No	1=Somewhat	2=Yes
Can the technology allow the student to focus on the assignment/activity/ goals with less distraction (Time on Task).			
Can the technology motivate students to start the learning process.			
Can the technology cause a shift in the behavior of the student, where they move from passive to active social learners (through co-use or co-engagement).			
Enhancement of the learning goals	0=No	1=Somewhat	2=Yes
Can the technology tool allow the student to develop or demonstrate a more sophisticated understanding of the learning goals or content (using higher-order thinking skills).			
Can the technology create supports (scaffolds) to make it easier to understand concepts or ideas (e.g. differentiate, personalize or scaffold learning)			
Can the technology create paths for the student to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools.			
Extending the learning goals	0=No	1=Somewhat	2=Yes
Can the technology create opportunities for the student to learn outside of their typical school day.			
Can the technology create a bridge between the student's school learning and their everyday life experiences (connects learning goals with real life experiences).			
Can the technology allow the student to build authentic life soft skills, which they can use in their everyday lives.			

READING THE RESULTS

- 14-18 Points: Exceptional potential
- 10-13 Points: Strong potential
- 7-9 Points: Average potential, depends on instructional moves around tool

- 6 Points or below: Low potential. Needs strong instructional moves around tool.

TOTALS
_____/18

Reading the Results

13-18 Points=Green Light: Exceptional or very strong potential to connect learning through technology tool. Technology has many effective instructional strategies built into the tool. Often including (but not limited to) co-engagement/co-use, reflective thinking practices and opportunities for real world connections to happen through the tool When an app has at least 13 points, it is always meeting all three components of the Framework. Students should be able to engage as active time-on task social learners through the technology. Students understanding of the learning goals could be enhanced through the technology in ways that traditional tools could not easily do, and finally students understanding of the learning goals could transcend the classroom so that they are connecting what they are learning to their everyday life.

7-12 Points= Yellow Light: When an app is meeting between 10 and 12 points, the tool is meeting at least two of the three levels of the Framework. By meeting at least two levels (most often engagement and enhancement or engagement and extension) there is a strong potential connection between technology tools and student's take up of the learning goals. When an app has between 7 and 9 points, the app is usually meeting two of the levels of the Framework. However, it is not usually meeting both components at all the highest options. Thus, while there is a potential connection between technology and learning goals, educators should take time to make certain that instructional moves are implemented around the technology so that it helps to enhances and/or extends the learning goals in some significant way.

6 Points or below= Red Light: When an app has 6 points or below, the app is often meeting only one of the levels of the Framework. Consequently, the connection between technology, instructional moves and learning goals tends to be low. As a result, the educator should consider that if this particular technology is used in the lesson, then more instructional moves should be added to better leverage the technology for engageing, enhancing or extending learning.

Instructional Strategies

If your app has 12 or less points, consider adding some instructional moves to better connet the technology tools to the learning goals. Below are some suggestions of strategies that teachers can use around and/or with the technology tool to help students foster reflective thinking practices, joint media engagement (co-use), monitor learning, and develop more authentic bridges between school learning and everyday life.

Engagement

- Guided practice
- Modeling thinking
- Modeling navigation of the tool
- Software tour
- I do, we do, you do
- Teacher monitoring
- Student self-reflective monitoring
- Co-use or co-engagement
- Purposeful partnering
- Gradual release of learning
- Create a mentor text
- Share-aloud
- Turn and talk
- Switcheroo
- Eliciting Prior Knowledge

Enhancement

- Active listening
- Switcheroo
- Self reflective practices
- Visible thinking routines
- Graphic organizers
- Visual representations of learning
- Reflective notebooks
- Anticipation guides
- Questioning practices
- Predicting
- Differentiation
- Personalization
- Share-aloud

Extension

- Real world issues
- Partner with real world organizations
- Connect with authentic experts
- Engage students in authentic discourse with others
- Pen Pals
- Student's investigate and direct their own project
- Role playing
- Use authentic tools that are prominent in everyday life