

Evaluating Apps

Title Move the Turtle

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| Questions | Yes | No | Comments/ Notes |
|--|-----|----|---|
| Have you played enough to know every aspect? <ul style="list-style-type: none">• Did you try things that were wrong and/or unexpected | X | | |
| Did the software crash? | | X | |
| Was the content appropriate? Did it meet the user's needs? | X | | |
| Were the screens appealing? <ul style="list-style-type: none">• Color, items on screen, sounds | X | | Very colorful |
| Is it easy to navigate? | X | | |
| Is it easy to learn? | X | | |
| Does the user need Supervision to use | X | | Depending on what the user is creating |
| If the App required a response, was it appropriate? (right or wrong) | X | | You have to move the turtle yourself |
| Were there bells and whistles? <ul style="list-style-type: none">• If so, do they enhance instead of detract?• If not, should there be? | X | | Enhances and makes projects very nice look at |
| Did you like using the App? | X | | |

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| What was the cost? <ul style="list-style-type: none"> • Was there a "lite" version <ul style="list-style-type: none"> ○ If so, was it enough | X | | The app cost \$3.99 |
| Were there in-app purchases? <ul style="list-style-type: none"> • If so, what were the additional costs? | | X | |
| How does it compare to other apps that do the same? | X | | We thought it was more creative than Hopscotch and more fun |
| Additional Comments | | | |

Developmentally Appropriate

| Questions | Yes | No | Comments/ Notes |
|--|-----|----|---|
| Child Development and Learning <ul style="list-style-type: none"> • Subject Matter appropriate? • Educational Focus? • Provides for Learning New Content? • Follows Appropriate Teaching Sequence? | X | | If the child is old enough to understand the material and how to use it than it can be very educational |
| Individual <ul style="list-style-type: none"> • Does it match individual's abilities? • Does it meet individual's needs? | X | | |

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| Social/Cultural <ul style="list-style-type: none">• Bias?• Commercialism Comments | | X | |
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