



# Computer Applications Evaluation Tool

## 2018 Curricular Materials Review

Grades 6-8 Computer Applications<sup>1</sup>

### PUBLISHER INFORMATION

- Publisher Name:
- Title:
- ISBN #:
- Author:
- Copyright:

### INSTRUCTIONS:

#### Publishing Company:

- Complete the course evaluation form below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

#### Review Team Member:

- Please use information and attachments to complete the course evaluation form.
- Explain any discrepancies between your findings and those provided information. Explanations and comments should directly reflect the rubric.
- Further, explain any findings.

---

<sup>1</sup> [Idaho Information and Communication Technology Standards](#)

## SCORING:

- 0 = No Alignment– Not Evident: content as described in the Standards is not evident.
- .5 = Partial Alignment- Partially Evident: content as described in the Standards is partially evident and there are few gaps.
- 1 = High Alignment – Clearly Evident: content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is clearly evident.
- N/A = Not applicable for standard.

## STANDARDS ALIGNMENT EVALUATION RUBRIC:

### Standard 1: Creativity and Innovation

#### Goal 1.1:

Demonstrate creative thinking, construct knowledge, and use information and communication technologies to develop innovative products and processes.

Performance Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
6-8. ICT.1.1.1 Apply existing knowledge to generate new ideas, products, or processes.		
6-8. ICT.1.1.2 Create original works as a means of personal or group expression using student selected resources.		
6-8. ICT.1.1.3 Build models and simulations to explore systems, issues and trends.		

## Standard 2: Communication and Collaboration

### Goal 2.1:

Use digital media and environments to communicate and work collaboratively, to support individual learning, and to contribute to the learning of others.

<b>Performance Standards</b>	<b>Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.</b>	<b>Rating (Reviewer Only):</b>
6-8.ICT.2.1.1 Inquire, interact, and communicate ideas, employing a variety of digital media and environments.		
6-8. ICT.2.1.2 Collaborate with others, using digital tools and media to identify and research an issue, compare solutions and make a decision.		

## Standard 3: Research Skills and Critical Thinking

### Goal 3.1:

Exercise critical thinking to plan and conduct research using a variety of information resources including print, digital and other sources.

<b>Performance Standards</b>	<b>Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.</b>	<b>Rating (Reviewer Only):</b>
6-8.ICT.3.1.1 Organize and analyze information needs to formulate research questions to solve an information problem or make an informed decision.		
6-8.ICT.3.1.2 Compare and select information resources to solve an information problem or make an informed decision.		
6-8.ICT.3.1.3 Demonstrate navigation skills in accessing a variety of information resources and begin using advanced search skills.		
6-8.ICT.3.1.4 Collect, analyze and organize data and information to make decisions, draw conclusions, and create new understanding.		

## Standard 4: Digital Citizenship

### Goal 4.1:

Understand human, cultural, and societal issues related to information and communication technologies and practice legal and ethical behavior.

Performance Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
6-8.ICT.4.1.1 Practice safe, ethical, legal, and responsible use of information and technology.		
6-8.ICT.4.1.2. Use and cite all information and sources in an ethical and responsible manner.		

## Standard 5: Technology Operations & Concepts

### Goal 5.1:

Demonstrate a sound understanding of technology concepts, systems, and operations.

Performance Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
6-8.ICT.5.1.1 Differentiate, use and integrate technology tools.		
6-8.ICT.5.1.2 Select and use software applications.		

Performance Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
6-8.ICT.5.1.3 Troubleshoot technology tools and software applications.		
6-8.ICT.5.1.4 Apply previous knowledge to new technologies.		

### INDICATORS OF QUALITY RUBRIC:

#### Literacy Connections Across All Content Areas:

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
1. Students will build knowledge and academic language through content rich, complex nonfiction texts.		
2. Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.		
3. Students will use digital resources strategically to conduct research and create and present material in oral and written form.		

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
4. Students will collaborate effectively for a variety of purposes while also building independent literacy skills.		

Equity:

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
<p>1. Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, culture, religion, etc., and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences.</p> <ul style="list-style-type: none"> <li>• Multicultural representation</li> <li>• Free from bias</li> <li>• Designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education</li> </ul>		

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
<p>(SPED) students.</p> <ul style="list-style-type: none"> <li>The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices.</li> </ul>		
<p>2. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.</p>		

**Accessibility:**

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
<p>1. Accessible Education Materials (AEM): Print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them</p>		



Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
usable across the widest range of student variability regardless of format (print, digital, graphical, audio, video).		

**Student Focus:**

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
1. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.		
2. The material provides many and varied opportunities for students to work with each standard within the grade level.		
3. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their		

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.		
4. The material engages the reader, i.e. does it correspond with age appropriate interests?		
5. The material cross-refers and integrates with other subjects in related areas of the curriculum.		
6. The material includes strategies and textual content that are grade appropriate.		
7. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.		
8. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.		

<b>Standards</b>	<b>Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.</b>	<b>Rating (Reviewer Only):</b>
9. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.		
10. The material has activities and assignments that reflect varied learning styles of students.		
11. The material includes appropriate instructional strategies.		

**Pedagogical Approach:**

<b>Standards</b>	<b>Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.</b>	<b>Rating (Reviewer Only):</b>
1. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.		

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
<p>2. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students' opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.</p>		
<p>3. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.</p>		
<p>4. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.</p>		
<p>5. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measureable against the expectations of the ICS.</p>		

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
<p>6. The material offers ongoing, easily implemented, and varied assessments.</p> <ul style="list-style-type: none"> <li>Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.</li> </ul>		

**Presentation and Design:**

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
<p>1. The material has an aesthetically appealing appearance (attractive, inviting).</p>		
<p>2. Layout is consistent, clear, and understandable.</p> <ul style="list-style-type: none"> <li>The material has headings and sub-headings that make it easy to navigate through the book.</li> <li>Chapters are logically arranged.</li> </ul>		

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
<ul style="list-style-type: none"> <li>• Text provides a useful table of contents, glossary, and index.</li> <li>• Text contains references, bibliography, and resources.</li> </ul>		
3. The material uses a language/reading level suitable for the intended readers.		
4. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.		
5. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.		
6. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.		

## Technology:

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
1. The material includes or references technology that provides teachers with additional tasks for students.		
2. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.		
3. The material has “platform neutral” technology (i.e., will run on Windows or other platforms) and availability for networking.		
4. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).		

---

### For Questions Contact

Academics  
Idaho State Department of Education  
650 W State Street, Boise, ID 83702  
208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov)