## Publisher/Provider:

##### Computer Applications

Grades 3-5

##### Idaho Content Standards

**Information & Communication Technology Standards**

****

## Title of Material:

##

## Author:

### **(ISBN #): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Copyright\_\_\_\_\_\_\_\_\_\_**

###

## Reviewers:

**Meets Content Standards Alignment: \_\_\_\_\_\_\_Yes \_\_\_\_\_\_\_ No**

**Meets Literacy Standards Alignment: \_\_\_\_\_\_\_Yes \_\_\_\_\_\_\_ No**

**Meets Material Analysis Evaluation: \_\_\_\_\_\_\_Yes \_\_\_\_\_\_\_ No**

 \_\_\_\_\_ **Recommended as a:** (See also notes page at end of evaluation sheets.)

 ***\_\_\_\_\_ Comprehensive Program***

 ***\_\_\_\_\_ Component Program***

 ***\_\_\_\_\_ Intervention Program***

 ***\_\_\_\_\_ Supplemental/ Resource***

 **\_\_\_\_\_ NOT Recommended- Please explain. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(See also notes page at end of evaluation sheets.)

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| **Title of Textbook and Publisher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Copyright \_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Standards Alignment Evaluation Rubric****0 =** No Alignment– **Not Evident:** Science content as described in the Standards is **not evident**.**.5 =** Partial Alignment- **Partially Evident:** Science content as described in the Standards is **partially evident** and there are few gaps. **1 =** High Alignment – **Clearly Evident:** Science 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. |
| **Idaho Information & Communication Technology Standards: Grades 3-5** |
| **Standard 1: Creativity and Innovation**  | **Comments/Examples****(Publisher & Reviewer)****Provider: List units with specific examples of where concepts are Introduced/Taught/Assessed** | **Point Value****0/.5/1**  |
| **Goals:** |  |  |  |
| Goal 1.1: Demonstrate creative thinking, construct knowledge, and use information and communication technologies to develop innovative products and processes. | 3-5. ICT.1.1.1 Demonstrate different ways to gain  knowledge to create products.  |  |  |
| 3-5. ICT.1.1.2 Create original works as a means of personal or group expression incorporating teacher selected resources.  |  |  |
| 3-5 ICT.1.1.3 Interpret models and simulations to explore systems and issues.  |  |  |
| **Standard 2: Communication and Collaboration** | **Comments/Examples****(Publisher & Reviewer)****Provider: List units with specific examples of where concepts are Introduced/Taught/Assessed** | **Point Value****0/.5/1**  |
| **Goals:** |  |  |  |
| 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. | 3-5. ICT.2.1.1 Illustrate and present ideas using digital media and environments.  |  |  |
| 3-5. ICT.2.1.2 Select an issue and use digital tools and media to present solutions collaboratively.  |  |  |
| **Standard 3: Research Skills and Critical Thinking** | **Comments/Examples****(Publisher & Reviewer)****Provider: List units with specific examples of where concepts are Introduced/Taught/Assessed** | **Point Value****0/.5/1**  |
| **Goals:** |  |  |  |
| Goal 3.1: Exercise critical thinking to plan and conduct research using a variety of information resources including print, digital and other sources | 3-5. ICT.3.1.1 Categorize and understand information needs and create research questions to solve an information problem or make an informed decision.  |  |  |
| 3-5. ICT.3.1.2 Select information resources to solve an information problem or make an informed decision.  |  |  |
| 3-5. ICT.3.1.3 Demonstrate navigation skills in accessing information resources. |  |  |
| 3-5 ICT.3.1.4 Collect and  analyze data and information to make decisions,  draw conclusions, and create new understanding. |  |  |

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| **Standard 4: Digital Citizenship** | **Comments/Examples****(Publisher & Reviewer)****Provider: List units with specific examples of where concepts are Introduced/Taught/Assessed** | **Point Value****0/.5/1**  |
| **Goals:** |  |  |  |
| Goal 4.1: Understand human, cultural, and societal issues related to information and communication technologies and practice legal and ethical behavior.  | 3-5 ICT.4.1.1 Describe safe, ethical,  and responsible practices in the use of information and technology.   |  |  |
| 3-5.ICT.4.1.2  Identify and cite information and  sources in an ethical and responsible manner.  |  |  |
| **Standard 5: Technology Operations & Concepts**  | **Comments/Examples****(Publisher & Reviewer)****Provider: List units with specific examples of where concepts are Introduced/Taught/Assessed** | **Point Value****0/.5/1**  |
| **Goals:** |  |  |  |
| Goal 5.1: Demonstrate a sound understanding of technology concepts, systems, and operations. | 3-5. ICT. 5.1.1 Identify and use technology tools independently such as electronic devices and keyboards.    |  |  |
| 3-5. ICT.5.1.2 Identify and use software applications independently.  |  |  |
| 3-5. ICT.5.1.3 Identify technology tools and software application problems.  |  |  |
| 3-5. ICT.5.1.4 Identify and experiment with new technologies such as hardware, software applications and web-based applications.  |  |  |



Please double check the material’s alignment to standards.

Alignment to Idaho Content Standards: \_\_\_\_\_% correlation

\*\*If the material aligns to the Idaho Content Standards with at least an 80%, move on to: **Material Analysis**. If the material has less than an 80% alignment, please notify your team leader.

**Material Analysis:**

|  |  |  |
| --- | --- | --- |
| **Student Focus**  | **Comments/Examples** **(Publisher and Reviewer)** | **Point Value****(Reviewer)****0 =** Not Evident**.5 =** Partially Evident**1 =** Clearly Evident**N/A** = Not applicable for standard. |
| 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.
 |  |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |  |
| 1. 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 independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.
 |  |  |
| 1. The material engages the reader, i.e. Does it correspond with age appropriate interests?
 |  |  |
| 1. The material cross-refers and integrates with other subjects in related areas of the curriculum.
 |  |  |
| 1. The material includes strategies and textual content that are grade appropriate.
 |  |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |  |
| 1. The material includes appropriate instructional strategies.
 |  |  |
|  **Pedagogical Approach** | **Comments/Examples** **(Publisher and Reviewer)** | **Point Value****(Reviewer)****0 =** Not Evident**.5 =** Partially Evident**1 =** Clearly Evident**N/A** = Not applicable for standard. |
| 1. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.
 |  |  |
| 1. 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.
 |  |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |  |
| 1. 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.
 |  |  |
| 1. 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.
 |  |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |  |
| 1. 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 CCSS.
 |  |  |
| 1. The material offers ongoing, easily implemented, and varied assessments.
* 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.
 |  |  |

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| **Technology** | **Comments/Examples****(Publisher and Reviewer)** | **Point Value****(Reviewer)****0 =** Not Evident**.5 =** Partially Evident**1 =** Clearly Evident**N/A** = Not applicable for standard. |
| 1. The material includes or references technology that provides teachers with additional tasks for students.
 |  |  |
| 1. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.
 |  |  |
| **Presentation and Design** | **Comments/Examples****(Publisher and Reviewer)** | **Point Value****(Reviewer)****0 =** Not Evident**.5 =** Partially Evident**1 =** Clearly Evident**N/A** = Not applicable for standard. |
| 1. The material has an aesthetically appealing appearance (attractive, inviting).
 |  |  |
| 1. The material has headings and sub-headings that make it easy to navigate through the book.
 |  |  |
| 1. The material uses a language/reading level suitable for the intended readers.
 |  |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |  |
| **Electronic/digital/online version** | **Comments/Examples****(Publisher and Reviewer)** | **Point Value****(Reviewer)****0 =** Not Evident**.5 =** Partially Evident**1 =** Clearly Evident**N/A** = Not applicable for standard. |
| 1. The material has “platform neutral” technology (i.e., will run on Windows or other platforms) and availability for networking.
 |  |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |  |

Comments: (be specific)

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| **STRENGTHS** | **WEAKNESSES** |
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