Computer Applications Evaluation Tool

2020 Curricular Materials Review

Grades 6-8 Computer Applications[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* 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.

# 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: Empowered Learner

### Goal 1:

Students leverage technology to take an active role in choosing, achieving and demonstrating

competency in their learning goals, informed by the learning sciences.

| 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):  |
| --- | --- | --- |
| ICT.6-8.1.a Students articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals. |  |  |
| ICT.6-8.1.b Students identify and develop online networks within school policy, and customize their learning environments in ways that support their learning, in collaboration with an educator. |  |  |
| ICT.6-8.1.c Students actively seek performance feedback from people, including teachers, and from functionalities embedded in digital tools to improve their learning process, and they select technology to demonstrate their learning in a variety of ways. |  |  |
| ICT.6-8.1.d Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies. |  |  |

## Standard 2: Digital Citizen

### Goal 2:

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

| 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): |
| --- | --- | --- |
| ICT.6-8.2.a Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable. |  |  |
| ICT.6-8.2.b Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online. |  |  |
| ICT.6-8.2.c Students demonstrate and advocate for an understanding of intellectual property with both print and digital media— including copyright, permission and fair use—by creating a variety of media products that include appropriate citation and attribution elements. |  |  |
| ICT.6-8.2.d Students demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies and computer viruses; they also understand the limitations of data management and how data-collection technologies work |  |  |

## Standard 3: Knowledge Constructor

### **Goal 3:**

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

| 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):  |
| --- | --- | --- |
| ICT.6-8.3.a Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning. |  |  |
| ICT.6-8.3.b Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance. |  |  |
| ICT.6-8.3.c Students locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes. |  |  |
| ICT.6-8.3.d Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them. |  |  |

## Standard 4: Innovative Designer

### Goal 4:

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

| 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):  |
| --- | --- | --- |
| ICT.6-8.4.a Students engage in a design process and employ it to generate ideas, create innovative products or solve authentic problems |  |  |
| ICT.6-8.4.b Students select and use digital tools to support a design process and expand their understanding to identify constraints and trade-offs and to weigh risks. |  |  |
| ICT.6-8.4.c Students engage in a design process to develop, test and revise prototypes, embracing the cyclical process of trial and error and understanding problems or setbacks as potential opportunities for improvement. |  |  |
| ICT.6-8.4.d Students demonstrate an ability to persevere and handle greater ambiguity as they work to solve open-ended problems. |  |  |

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## Standard 5: Computational Thinker

### Goal 5:

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

| 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):  |
| --- | --- | --- |
| ICT.6-8.5.a Students practice defining problems to solve by computing for data analysis, modeling or algorithmic thinking. |  |  |
| ICT.6-8.5.b Students find or organize data and use technology to analyze and represent it to solve problems and make decisions and tradeoffs and to weigh risks. |  |  |
| ICT.6-8.5.c Students break problems into component parts, identify key pieces and use that information to problem solve. |  |  |
| ICT.6-8.5.d Students demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions. |  |  |

Standard 6:

**Goal 6:**

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

| 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):  |
| --- | --- | --- |
| ICT.6-8.6.a Students select appropriate platforms and tools to create, share and communicate their work effectively. |  |  |
| ICT.6-8.6.b Students create original works or responsibly repurpose or remix other digital resources into new creative works. |  |  |
| ICT.6-8.6.c Students communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc. |  |  |
| ICT.6-8.6.d Students publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences. |  |  |

Standard 7: Global Collaborator

**Goal 7:**

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

| 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):  |
| --- | --- | --- |
| ICT.6-8.7.a Students use digital tools to interact with others to develop a richer understanding of different perspectives and cultures. |  |  |
| ICT.6-8.7.b Students use collaborative technologies to connect with others, including peers, experts and community members, to learn about issues and problems or to gain broader perspective. |  |  |
| ICT.6-8.7.c Students determine their role on a team to meet goals, based on their knowledge of technology and content, as well as personal preference. |  |  |
| ICT.6-8.7.d Students select collaborative technologies and use them to work with others to investigate and develop solutions related to local and global issues. |  |  |

# Indicators of quality Rubric

Supporting Criteria

Access and 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): |
| --- | --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |  |

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 and progresses in specificity to build students’ depth of knowledge and 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. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |  |
| 1. The material cross-refers and integrates other content areas.
 |  |  |
| 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.
 |  |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |  |

Pedagogical Approach:

| 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. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |  |

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): |
| --- | --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |  |
| 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.
 |  |  |
| 1. 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. Technology and digital media support, extend, and enhance learning experiences.
 |  |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |  |

1. [Idaho Information and Communication Technology Standards](http://www.sde.idaho.gov/academic/shared/archives/instructional-tech/Information-Communication-Technology-Content-Standards-Grades-9-12.pdf) [↑](#footnote-ref-1)