Computer Applications Evaluation Tool

2020 Curricular Materials Review

Grades K-2 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.K-2.1.a With guidance from an educator, students consider and set personal learning goals and utilize appropriate technologies that will demonstrate knowledge and reflection of the process. |  |  |
| ICT.K-2.1.b With guidance from an educator, students learn about various technologies that can be used to connect to others or make their leaning environments personal and select resources from those available to enhance their learning. |  |  |
| ICT.K-2.1.c With guidance from an educator, students recognize performance feedback from digital tools, make adjustments based on that feedback and use age appropriate technology to share learning. |  |  |
| ICT.K-2.1.d With guidance from an educator, students explore a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools. |  |  |

## 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.K-2.2.a Students practice responsible use of technology through teacher guided online activities and interactions to understand how the digital space impacts their life. |  |  |
| ICT.K-2.2.b With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others. |  |  |
| ICT.K-2.2.c With guidance from an educator, students learn about ownership and sharing of information, and how to respect the work of others. |  |  |
| ICT.K-2.2.d With guidance from an educator, students demonstrate an understanding that technology is all around them and the importance of keeping their information private. |  |  |

## 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.K-2.3.a With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest. |  |  |
| ICT.K-2.3.b With guidance from an educator, students become familiar with age appropriate criteria for evaluating digital content. |  |  |
| ICT.K-2.3.c With guidance from an educator, students explore a variety of teacher-selected tools to organize information and make connections to their learning. |  |  |
| ICT.K-2.3.d With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others. |  |  |

## 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.K-2.4.a With guidance from an educator, students ask questions, suggest solutions, test ideas to solve problems and share their learning. |  |  |
| ICT.K-2.4.b Students use age-appropriate digital and nondigital tools to design something and are aware of the step-by-step process of designing. |  |  |
| ICT.K-2.4.c Students use a design process to develop ideas or creations, and they test their design and redesign if necessary. |  |  |
| ICT.K-2.4.d Students demonstrate perseverance when working to complete a challenging task. |  |  |

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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.K-2.5.a With guidance from an educator, students identify a problem and select appropriate technology tools to explore and find solutions. |  |  |
| ICT.K-2.5.b With guidance from an educator, students analyze age appropriate data and look for similarities in order to identify patterns and categories. |  |  |
| ICT.K-2.5.c With guidance from an educator, students break a problem into parts and identify ways to solve the problem. |  |  |
| ICT.K-2.5.d Students understand how technology is used to make a task easier or repeatable and can identify real-world examples. |  |  |

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.K-2.6.a With guidance from an educator, students choose different tools for creating something new or for communicating with others |  |  |
| ICT.K-2.6.b Students use digital tools to create original works. |  |  |
| ICT.K-2.6.c With guidance from an educator, students share ideas in multiple ways— visual, audio, etc. |  |  |
| ICT.K-2.6.d With guidance from an educator, students select technology to share their ideas with different people. |  |  |

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.K-2.7.a With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond. |  |  |
| ICT.K-2.7.b With guidance from an educator, students use technology to communicate with others and to look at problems from different perspectives. |  |  |
| ICT.K-2.7.c With guidance from an educator, students take on different team roles and use age-appropriate technologies to complete projects. |  |  |
| ICT.K-2.7.d With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions. |  |  |

# 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)