Computer Support Evaluation Tool

2020 Curricular Materials Review

Idaho Engineering and Technology Education (ETE) Computer Support Program Standards[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* ISBN #:
* Author:
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# Instructions:

Complete the Publisher Standards Alignment Report 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.

# Publisher STANDARDS ALIGNMENT Report:

## Standard CMPS.1.0: PC Hardware

### Performance Standard CMPS.1.1 Students Will Be Able To Identify, Install, and Configure PC Hardware

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMPS.1.1.1 Identify and understand motherboards and related components. |  |
| CTE CMPS.1.1.2 Identify and understand RAM types and features. |  |
| CTE CMPS.1.1.3 Identify and understand expansion card uses and differences. |  |
| CTE CMPS.1.1.4 Understand differences and use of storage devices and media types. |  |
| CTE CMPS.1.1.5 Identify and understand CPU types and features. |  |
| CTE CMPS.1.1.6 Learn about Power Supply Units. |  |
| CTE CMPS.1.1.7 Demonstrate custom configurations per customer needs. |  |

## Standard CMPS.2.0: Networking Technologies

### Performance Standard CMPS.2.1 Students Will Be Able To Identify and Explain Networking Technologies

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMPS.2.1.1 Identify network cables and connectors and their characteristics. |  |
| CTE CMPS.2.1.2 Explain TCP/IP characteristics and properties. |  |
| CTE CMPS.2.1.3 Identify and understand the use of common TCP / UDP ports, protocols, and their characteristics. |  |
| CTE CMPS.2.1.4 Understand wireless networking standards and encryption types. |  |
| CTE CMPS.2.1.5 Demonstrate installation, configuration, and deployment of a Home office network. |  |
| CTE CMPS.2.1.6 Understand and explain different Internet connection types and features. |  |
| CTE CMPS.2.1.7 Understand different network devices, their functions, and features. |  |
| CTE CMPS.2.1.8 Identify and understand the use of connector types and associated cables. |  |
| CTE CMPS.2.1.9 Demonstrate the appropriate use of networking tools. |  |

## Standard CMPS.3.0: Laptops

### Performance Standard CMPS.3.1 Students Will Be Able To Identify, Install, and Configure Laptop and Related Hardware

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMPS.3.1.1 Demonstrate custom configurations per customer needs. |  |
| CTE CMPS.3.1.2 Install and configure laptop hardware and components. |  |
| CTE CMPS.3.1.3 Compare and contrast the components within the display of a laptop. |  |
| CTE CMPS.3.1.4 Compare and contrast laptop features. |  |

## Standard CMPS.4.0: Printers

### Performance Standard CMPS.4.1 Students Will Be Able To Explain the Differences between the Various Printer Types and Understand the Associated Imaging Process

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMPS.4.1.1 Demonstrate the installation and configuration of various printers and associated hardware. |  |
| CTE CMPS.4.1.2 Given a scenario, install and configure printers. |  |
| CTE CMPS.4.1.3 Demonstrate and explain perform printer maintenance. |  |

## Standard CMPS.5.0: Workplace Readiness

### Performance Standard CMPS.5.1 Students Will Learn and Demonstrate Workplace Readiness Skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMPS.5.1.1 Understand and demonstrate appropriate safety procedures. |  |
| CTE CMPS.5.1.2 Understand and explain the impact of environmental controls. |  |
| CTE CMPS.5.1.3 Understand and demonstrate proper communication and professionalism. |  |
| CTE CMPS.5.1.4 Understand the fundamentals of dealing with prohibited content/activity. |  |

## Standard CMPS.6.0: Operating Systems

### Performance Standard CMPS.6.1 Students Will Develop an Understanding of Microsoft Windows Operating Systems

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMPS.6.1.1 Understand the features and requirements of various Microsoft operating systems. |  |
| CTE CMPS.6.1.2 Demonstrate how to install, upgrade, and configure the operating system. |  |
| CTE CMPS.6.1.3 Understand and demonstrate the use of command line tools. |  |
| CTE CMPS.6.1.4 Understand and demonstrate Control Panel utilities and other operating system tools. |  |
| CTE CMPS.6.1.5 Understand Windows networking and configuration. |  |
| CTE CMPS.6.1.6 Understand and explain the differences in basic OS security settings. |  |
| CTE CMPS.6.1.7 Understand the basics of client-side virtualization. |  |

## Standard CMPS.7.0: Security

### Performance Standard CMPS.7.1 Students Will Understand and Demonstrate How to Secure a Network and a Workstation

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMPS.7.1.1 Understand the application and usage of common prevention methods. |  |
| CTE CMPS.7.1.2 Understand the differences in common security threats. |  |
| CTE CMPS.7.1.3 Demonstrate the implementation of best practices to secure a workstation. |  |
| CTE CMPS.7.1.4 Understand appropriate data destruction and disposal methods. |  |
| CTE CMPS.7.1.5 Understand and demonstrate how to secure a Home office wired and wireless network. |  |

## Standard CMPS.8.0: Mobile Devices

### Performance Standard CMPS.8.1 Students Will Develop an Understanding of Mobile Devices

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMPS.8.1.1 Understand the basic features of mobile operating systems. |  |
| CTE CMPS.8.1.2 Understand the basic network connectivity and configuring email. |  |
| CTE CMPS.8.1.3 Demonstrate the implementation of best practices to secure a workstation. |  |
| CTE CMPS.8.1.4 Understand how to secure mobile devices. |  |
| CTE CMPS.8.1.5 Understand and recognize differences in tablets and laptops. |  |
| CTE CMPS.8.1.6 Understand the configuration of mobile device synchronization. |  |

## Standard CMPS.9.0: Troubleshooting Techniques

### Performance Standard CMPS.9.1 Students Will Demonstrate Proper OS and Workstation Troubleshooting Techniques

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMPS.9.1.1 Troubleshoot common problems with PC Hardware with the appropriate tools. |  |
| CTE CMPS.9.1.2 Troubleshoot hard drives and RAID with appropriate tools. |  |
| CTE CMPS.9.1.3 Troubleshoot video and displays. |  |
| CTE CMPS.9.1.4 Troubleshoot operating systems with appropriate tools. |  |
| CTE CMPS.9.1.5 Troubleshoot common laptop issues with appropriate tools. |  |
| CTE CMPS.9.1.6 Troubleshoot common laptop issues with appropriate tools. |  |
| CTE CMPS.9.1.7 Troubleshoot printers with appropriate tools. |  |
| CTE CMPS.9.1.8 Troubleshoot common security issues with appropriate tools and best practices. |  |

## Standard CMPS.10.0: Industry Trends

### Performance Standard CMPS.10.1 Students Will Understand Current and Emerging Computer Based Technologies

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE CMPS.10.1.1 Demonstrate an understanding of the constant change of emerging technologies. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies. |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate. |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette. |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios. |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements. |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 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. |
| --- | --- |
| 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. |
| --- | --- |
| 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. |
| --- | --- |
| 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. |
| --- | --- |
| 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). |  |

For Questions Contact

Content & Curriculum

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1. [Idaho ETE Computer Support Program Standards](https://cte.idaho.gov/wp-content/uploads/2018/03/Computer-Support..pdf) [↑](#footnote-ref-1)