Computer Applications Evaluation Tool

2020 Curricular Materials Review

Grades 9-12 Computer Applications[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* ISBN #:
* Author:
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# 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.9-12.1.a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. |  |  |
| ICT.9-12.1.b Students build networks and customize their learning environments in ways that support their individualized learning process. |  |  |
| ICT.9-12.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. |  |  |
| ICT.9-12.1.d Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging 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.9-12.2.a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. |  |  |
| ICT.9-12.2.b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. |  |  |
| ICT.9-12.2.c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. |  |  |
| ICT.9-12.2.d Students manage their personal data to maintain digital privacy and security and are aware of data collection technology used to track their navigation online. |  |  |

## 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.9-12.3.a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. |  |  |
| ICT.9-12.3.b Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. |  |  |
| ICT.9-12.3.c Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. |  |  |
| ICT.9-12.3.d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions. |  |  |

## 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.9-12.4.a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. |  |  |
| ICT.9-12.4.b Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. |  |  |
| ICT.9-12.4.c Students develop, test and refine prototypes as part of a cyclical design process. |  |  |
| ICT.9-12.4.d Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with 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.9-12.5.a Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions. |  |  |
| ICT.9-12.5.b Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making. |  |  |
| ICT.9-12.5.c Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving. |  |  |
| ICT.9-12.5.d Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated 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.9-12.6.a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. |  |  |
| ICT.9-12.6.b Students create original works or responsibly repurpose or remix digital resources into new creations. |  |  |
| ICT.9-12.6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. |  |  |
| ICT.9-12.6.d Students publish or present content that customizes the message and medium for their intended 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.9-12.7.a Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. |  |  |
| ICT.9-12.7.b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. |  |  |
| ICT.9-12.7.c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. |  |  |
| ICT.9-12.7.d Students explore local and global issues and use collaborative technologies to work with others to investigate, develop new understandings, make decisions, and/or solve problems. |  |  |

# 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)