Computer Applications Evaluation Tool

2020 Curricular Materials Review

Grades 3-5 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.3-5.1.a Students develop learning goals in collaboration with an educator, select the technology tools to achieve them, and reflect on and revise the learning process as needed to achieve goals. |  |  |
| ICT.3-5.1.b With the oversight and support of an educator, Students build a network of experts and peers within school policy, and customize their environments to enhance their learning. |  |  |
| ICT.3-5.1.c Students seek feedback from both people and features embedded in digital tools, and use age-appropriate technology to share learning. |  |  |
| ICT.3-5.1.d Students explore age appropriate technologies and begin to transfer their learning to different tools or learning environments. |  |  |

## 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.3-5.2.a Students demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online. |  |  |
| ICT.3-5.2.b With guidance from an educator, students practice and encourage others in safe, legal and ethical behavior when using technology and interacting online. |  |  |
| ICT.3-5.2.c Students learn about, demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others. |  |  |
| ICT.3-5.2.d Students demonstrate an understanding of what personal data is, how to keep it private and how it might be shared 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.3-5.3.a Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. |  |  |
| ICT.3-5.3.b Students learn how to evaluate sources for accuracy, perspective, credibility and relevance. |  |  |
| ICT.3-5.3.c Using a variety of strategies, students organize information and make meaningful connections between resources. |  |  |
| ICT.3-5.3.d Students explore real-world problems and issues and collaborate with others to find answers or 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.3-5.4.a Students explore and practice how a design process works to generate ideas, consider solutions, and plan to solve a problem or create innovative products that are shared with others. |  |  |
| ICT.3-5.4.b Students use digital and nondigital tools to plan and manage a design process. |  |  |
| ICT.3-5.4.c Students engage in a cyclical design process to develop prototypes and reflect on the role that trial and error plays. |  |  |
| ICT.3-5.4.d Students demonstrate perseverance when working 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.3-5.5.a Students explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking, with guidance from an educator. |  |  |
| ICT.3-5.5.b Students select effective technology to represent data. |  |  |
| ICT.3-5.5.c Students break down problems into smaller parts, identify key information, and propose solutions. |  |  |
| ICT.3-5.5.d Students understand and explore basic concepts related to automation, patterns and algorithmic thinking |  |  |

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.3-5.6.a Students recognize and utilize the features and functions of a variety of creation or communication tools. |  |  |
| ICT.3-5.6.b Student create original works and learn strategies for remixing or repurposing to create new artifacts. |  |  |
| ICT.3-5.6.c Students create digital artifacts to communicate ideas visually and graphically. |  |  |
| ICT.3-5.6.d Students learn about audience and consider their expected audience when creating digital artifacts and presentations. |  |  |

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.3-5.7.a Students use digital tools to work with friends and people from different backgrounds or cultures. |  |  |
| ICT.3-5.7.b Students use collaborative technologies to connect with others, including peers, experts and community members, to explore different points of view on various topics. |  |  |
| ICT.3-5.7.c Students perform a variety of roles within a team using age appropriate technology to complete a project or solve a problem |  |  |
| ICT.3-5.7.d Students work with others using collaborative technologies to explore 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)