Computer Applications Evaluation Tool

2018 Curricular Materials Review

Grades 6-8 Computer Applications[1]

PUBLISHER INFORMATION

- Publisher Name: CompuScholar, Inc.
- Title: Digital Savvy
- ISBN #: 978-0-9887070-8-5
- Author: CompuScholar, Inc.
- Copyright: 2017

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.

NOTE: Unless otherwise specified, all citations refer to the "Lesson Text" component.

[1] Idaho Information and Communication Technology Standards

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: Creativity and Innovation

Goal 1.1:
Demonstrate creative thinking, construct knowledge, and use information and communication technologies to develop innovative products and processes.

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):
6-8. ICT.1.1.1 Apply existing knowledge to generate new ideas, products, or processes.	CHAPTER 7, LESSONS 1 - 3: Search, obtain & verify existing knowledge CHAPTER 14 (Mid-Term Project) and CHAPTER 25 (Final Project): In small groups, research and assemble data to generate new digital artifacts (documents, spreadsheets, presentations, databases, websites, etc) around a selected topic.	
6-8. ICT.1.1.2 Create original works as a means of personal or group expression using student selected resources.	CHAPTER 14 (Mid-Term Project) and CHAPTER 25 (Final Project): In small groups, research and assemble data to generate new digital artifacts (documents, spreadsheets, presentations, databases, websites, etc) around a selected topic.	
6-8.ICT.1.1.3 Build models and simulations to explore systems, issues and trends.	CHAPTER 14 (Mid-Term Project) and CHAPTER 25 (Final Project): Modeling, simulation and trend analysis are all acceptable themes for these student-driven projects. SUPPLEMENTAL CHAPTER 2, LESSON 5: Explore modeling and simulations of real-world phenomena	

Standard 2: Communication and Collaboration

Goal 2.1:

Use digital media and environments to communicate and work collaboratively, to support individual learning, and to contribute to the learning of 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):
6-8.ICT.2.1.1 Inquire, interact, and communicate ideas, employing a variety of digital media and environments.	CHAPTER 7: Acquiring knowledge CHAPTERS 9 - 12: Creating Word Processing Documents, Spreadsheets, Presentations, Databases CHAPTER 16: Interactive Internet Communications CHAPTERS 19 - 21: Creating websites CHAPTER 14 (Mid-Term Project) and CHAPTER 25 (Final Project): Projects include peer and expert review/feedback and publication of digital artifacts in a variety of formats.	
6-8. ICT.2.1.2 Collaborate with others, using digital tools and media to identify and research an issue, compare solutions and make a decision.	CHAPTERS 9 - 12: Creating Word Processing Documents, Spreadsheets, Presentations, Databases CHAPTER 16: Interactive Internet Communications CHAPTERS 19 - 21: Creating websites CHAPTER 14 (Mid-Term Project) and CHAPTER 25 (Final Project): Projects include presentations on chosen topics that may include data synthesis, recommended solutions to problems, etc.	

Standard 3: Research Skills and Critical Thinking

Goal 3.1:

Exercise critical thinking to plan and conduct research using a variety of information resources including print, digital and other sources.

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):
6-8.ICT.3.1.1 Organize and analyze information needs to formulate research questions to solve an information problem or make an informed decision.	CHAPTER 7: Searching, obtaining and verifying data CHAPTER 14 (Mid-Term Project) and CHAPTER 25 (Final Project): Projects include research phase to gather data in support of the chosen topic.	
6-8.ICT.3.1.2 Compare and select information resources to solve an information problem or make an informed decision.	CHAPTER 7: Searching, obtaining and verifying data CHAPTER 14 (Mid-Term Project) and CHAPTER 25 (Final Project): Projects include research phase to gather data in support of the chosen topic.	
6-8.ICT.3.1.3 Demonstrate navigation skills in accessing a variety of information resources and begin using advanced search skills.	CHAPTER 7, LESSON 1: Using Search Engines CHAPTER 7, LESSON 2: Search Results CHAPTER 7, LESSON 3: Verifying and Citing Sources	
6-8.ICT.3.1.4 Collect, analyze and organize data and information to make decisions, draw conclusions, and create new understanding.	CHAPTER 7: Searching, obtaining and verifying data CHAPTER 14 (Mid-Term Project) and CHAPTER 25 (Final Project): Projects include collection, analysis and display of data in support of the chosen topic.	

Standard 4: Digital Citizenship

Goal 4.1:

Understand human, cultural, and societal issues related to information and communication technologies and practice legal and ethical behavior.

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):
6-8.ICT.4.1.1 Practice safe, ethical, legal, and responsible use of information and technology.	CHAPTER 8, LESSON 1: Protect Yourself Online CHAPTER 8, LESSON 4: Ethical Computing CHAPTER 8, LESSON 5: Intellectual Property CHAPTER 18, LESSON 4: Online Safety	
6-8.ICT.4.1.2. Use and cite all information and sources in an ethical and responsible manner.	CHAPTER 7, LESSON 3: Verifying and Citing Sources CHAPTER 14 (Mid-Term Project) and CHAPTER 25 (Final Project): Students will cite sources of data as part of their projects.	

Standard 5: Technology Operations & Concepts

Goal 5.1:

Demonstrate a sound understanding of technology concepts, systems, and operations.

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):
6-8.ICT.5.1.1 Differentiate, use and integrate technology tools.	CHAPTER 3, LESSON 2: Managing your OS CHAPTERS 9 - 11: Select and use word processing, spreadsheet, and presentation software or service CHAPTERS 17 - 18: Evaluate social media platforms CHAPTERS 19 - 21: Implement web pages CHAPTERS 22 - 23: Implement Scratch programs	
6-8.ICT.5.1.2 Select and use software applications.	CHAPTERS 9 - 11: Select and use word processing, spreadsheet, and presentation software or service CHAPTERS 19 - 21: Select text editor and implement web pages CHAPTER 14 (Mid-Term Project) and CHAPTER 25 (Final Project): Projects require students to integrate different types of digital artifacts.	

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):
6-8.ICT.5.1.3 Troubleshoot technology tools and software applications.	CHAPTER 5, LESSON 1: Taking care of hardware CHAPTER 5, LESSON 2: Software upgrades and data backups CHAPTER 5, LESSON 3: Finding and fixing problems	
6-8.ICT.5.1.4 Apply previous knowledge to new technologies.	Students learn new skills in many technical areas throughout the course, and are required to demonstrate those skills within chapter activities and mid-term and final projects. Examples: CHAPTERS 17 - 18: Learn to safely use new and popular social media platforms CHAPTERS 22 - 23: Use Scratch programming to form algorithms	

INDICATORS OF QUALITY RUBRIC:

Literacy Connections Across All Content Areas:

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. Students will build knowledge and academic language through content rich, complex nonfiction texts.	Every lesson has a Lesson Text that is the primary vehicle for knowledge delivery. Where relevant, those lessons refer to external non-fiction sources. For example: CHAPTER 8, LESSON 4: Students will obtain and read the school's Acceptable Use Policy. CHAPTER 8, LESSON 5: Students are referred to the US Copyright Office website for copyright registration procedures.	
2. Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.	Students are encouraged read, write and present results to the class in many activities. Examples: CHAPTER 3 ACTIVITY: OS Report CHAPTER 7 ACTIVITY: Search Report CHAPTER 11, ACTIVITY 2: Giving a Presentation CHAPTERS 14 and 25, ACTIVITY 3: Project presentations	
3. Students will use digital resources strategically to conduct research and create and present material in oral and written form.	CHAPTER 7: Searching and verifying data CHAPTER 11: Creating and giving presentations CHAPTER 14 (Mid-Term Project) and CHAPTER 25 (Final Project): Projects require students to conduct research and create and present digital artifacts.	

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
4. Students will collaborate effectively for a variety of purposes while also building independent literacy skills.	The course includes active reading, writing and digital artifact activities in every chapter. Students may work independently (most exercises) or in small groups (CHAPTER 14 and 25 projects). CHAPTER 16: Internet Communications explores online collaboration technologies.	

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 free from bias in their portrayal of ethnic groups, gender, age, disabilities, culture, religion, etc., and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences. • Multicultural representation • Free from bias • Designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education	Our materials are free from bias against any group. Lessons generally avoid depicting individuals of any recognizable group, instead using generic icons or technical images. Lessons are presented in both text and audio-visual (video) formats to support differentiated instruction and multiple learning styles. Individual activities may be scaled "up" or "down" by teachers to meet individual student capabilities. Advanced students may move through the course at a faster pace. A link to a technical language translator is provided at the end of the table of contents. The online system infrastructure (menu prompts, etc) can be switched to Spanish or other languages (excluding lesson content).	

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
(SPED) students. • The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices.		
2. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.	This is a technical course that teaches computing skills. Widespread use of cultural references is avoided in order to avoid any appearance of bias or inappropriate interpretation. Students may explore cultures and experiences by selecting appropriate topics in their own self-directed activities (e.g. CHAPTERS 7, 11, 14 and 25 projects).	

Accessibility:

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. Accessible Education Materials (AEM): Print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them	Our online curriculum meets WCAG 2.0 (AA)and Section 508 standards for accessibility. This includes, but is not limited to: alt tags, keyboard navigation, closed-captioning of videos, etc. The courses contain a mixture of text, videos, graphics, etc to appeal to a wide range of students. Popular 3rd party tools have been tested and can be used to do things like converting text to audio or supporting web page highlighting.	

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
usable across the widest range of student variability regardless of format (print, digital, graphical, audio, video).		

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. Those skills are necessary for a student's independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.	Our courses begin by assuming no prior knowledge of the specific subject. All relevant skills are taught from the ground up in a careful, step-by-step sequence. Later chapters and projects will re-enforce earlier concepts by frequent repetition. For example, file management with Windows File Explorer and Mac OS Finder is carefully explained in CHHAPTER 4, LESSON 2. Subsequent lessons such as CHAPTER 19, LESSON 1 will ask students to perform file management tasks to re-enforce that knowledge.	
2. The material provides many and varied opportunities for students to work with each standard within the grade level.	Specific standards are not published by Idaho for this course. The skills taught are re-enforced frequently after initial introduction as described above.	
3. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their	Specific standards are not published by Idaho for this course. Student skills and projects begin simply and gradually increase in complexity as new topics are covered. Students demonstrate their independent mastery of skills in regular chapter activities and two self-selected projects (CHAPTERS 14 and 25).	

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.		
4. The material engages the reader, i.e. does it correspond with age appropriate interests?	Our material uses age-appropriate examples of interest. Examples include CHAPTER 7, LESSONS 1 and 2 (searching for information on care of puppies) and CHAPTER 20, LESSON 2 (movies example when designing a web page).	
5. The material cross-refers and integrates with other subjects in related areas of the curriculum.	CHAPTER 7, LESSON 3: Verifying and citing sources can be applied to all other subjects CHAPTER 9, LESSON 3: Use of extract from Homer's Odyssey in Work-with-Me section CHAPTER 10, ACTIVITY 1 and 2: Use of checkbook register to model financial transactions SUPPLEMENTAL CHAPTER 2, Lesson / Activity 5 (Examination of simulations to model real-world phenomena)	
6. The material includes strategies and textual content that are grade appropriate.	Our material includes grade-appropriate text. Teaching relies on frequent assessment (auto-graded quizzes and tests and frequent hands-on projects (Work-with-Me lesson exercises and Chapter activities). (See CHAPTER 11, LESSON 3 or any other Lesson Text for example).	
7. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.	Each lesson text includes, where appropriate, short and long paragraphs, bulleted lists, tables, highlighted codes boxes, and relevant imagery. See CHAPTER 8, LESSON 4 for example.	
8. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.	Many lessons include optional practice "Work with Me" exercises that students can do to demonstrate the lesson concepts. See CHAPTER 11, LESSON 3 for example. All chapters also have hands-on projects under the "Activity" heading within the course interface. See CHAPTER 11, ACTIVITIES 1 and 2 for example.	

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
9. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.	CHAPTER 4, LESSON 3: Troubleshooting strategies for hardware and software CHAPTER 4 ACTIVITY: Research steps to solve categories of issues CHAPTER 13, LESSON 3: Iterative development and problem solving as a team	
10. The material has activities and assignments that reflect varied learning styles of students.	Material includes both instructional videos and lesson text with many hands-on project opportunities to appeal to a wide range of learning styles. See CHAPTER 11, LESSON 3 and many other lessons for examples.	
11. The material includes appropriate instructional strategies.	Each lesson comes with a Teacher's Guide that describes the main objectives and suggests classroom discussion questions. A course syllabus and pacing guide is available through the Professional Development link in the Teacher's Menu.	

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. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.	Our online learning management system allows advanced students to progress at their own pace. They are also encouraged to expand or customize hands-on projects beyond the initial requirements. For example, self-selected projects in CHAPTERS 14 and 25 can be expanded as desired. Students in need of remediation can be identified by observing the results of the automated quizzes present after every lesson.	

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
2. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students' opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.	Lessons and activities are scaffolded by providing high levels of initial detail and guidance for tasks that are first introduced (e.g. CHAPTER 7 walk-through of using search engines and verifying/citing sources). Level of detail is gradually reduced until students can perform the task on their own with minimal guidance (e.g. CHAPTERS 14 and 25 ACTIVITIY 2 to perform online research) Additionally, we provide "starter" projects for many hands-on exercises (e.g. CHAPTER 10, LESSON 3 "Work with me" download of starter spreadsheet) so students can focus just on applying a new skill and not creating unrelated parts of the entire project.	
3. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.	ELL students are expected to participate on grade level with the relevant course material. Our online LMS can be switched into other languages (e.g. Spanish) to provide native system prompts and navigational menus (though the course material remains English). Instructional videos are closed-captioned, so ELL students can choose to read and hear the English transcript at the same time. There is a link to the Microsoft language translator at the end of the course to translate technical terms into native languages.	
4. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.	All courses follow the same standard Chapter and Lesson layout, with links clearly labeled and easy to find. Course material provides step-by-step guidance in the form of numbered or bulleted steps in the hands-on activities (e.g. CHAPTER 11, LESSON 5 Work-with-Me and CHAPTER 11, ACTIVITY 1).	
5. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measureable against the expectations of the ICS.	Built-in assessments include automated quizzes for every lesson and automated tests for every chapter. Hands-on projects (Work-with-me and Chapter Activities) provide additional opportunity to solve problems and demonstrate mastery of skills.	

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
6. The material offers ongoing, easily implemented, and varied assessments. • Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.	Built-in assessments include automated quizzes for every lesson and automated tests for every chapter. Upon completion, student results are automatically scored and sent to the electronic grade-book. Hands-on projects come with scoring rubrics to assist teachers with grading of those activities. A Comprehensive Reporting feature is available from the Teacher's Menu to provide meta-data about student results, help identify problem areas, etc. Idaho has not published specific standards for this course.	

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 (attractive, inviting).	Our online delivery system uses a professionally designed color scheme and layout. The lesson text is full-color with appropriate imagery and highlighting of key points (e.g. CHAPTER 11, LESSON 5).	
2. Layout is consistent, clear, and understandable. • The material has headings and sub-headings that make it easy to navigate through the book. • Chapters are logically arranged.	The course uses a consistent pattern for navigation and common heading styles throughout the lessons. Hands-on exercises are clearly identified in "Work-with-me" sections or Chapter Activities. Chapters are arranged in sequence to teach all required skills from the ground up. The main course page displays the table of contents (chapter list). We provide a full-text keyword search feature as a modern replacement for a printed textbook index. Lessons contain links to external resources, where appropriate (e.g. CHAPTER 9, LESSON 2 links to word processing software options, CHAPTER 15, LESSON 1 links to image editing software options)	

Standards	Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.	Rating (Reviewer Only):
• Text provides a useful table of contents, glossary, and index. • Text contains references, bibliography, and resources.		
3. The material uses a language/reading level suitable for the intended readers.	Our material uses language and vocabulary appropriate for the high school age group.	
4. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.	Our material uses a mixture of lesson text and appropriate images (e.g. CHAPTER 15, LESSON 2 pictures of photo editing tools). Font sizes can be adjusted and personalized using standard web browser accessibility features.	
5. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.	Most images are meant to provide specific support for the text (e.g. CHAPTER 15, LESSON 2 photo editing tools). Some pictures are provided to aid overall visualization, encourage student interest and break up passages of text (e.g. CHAPTER 15, LESSON 3 images are illustrative but not directly referenced or used).	
6. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.	Built-in lesson images, associated instructional videos, starter files and other content are accurate and relevant (e.g. CHAPTER 10, LESSON 3 material and starter files).	

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. The material includes or references technology that provides teachers with additional tasks for students.	The course provides a comprehensive set of hands-on tasks in the form of Lesson "Work-with-Me" sections and guided Chapter Activities.	
2. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.	The course is delivered on a learning management system that delivers multi-media content, automatically graded quizzes and tests and comprehensive reporting.	
3. The material has "platform neutral" technology (i.e., will run on Windows or other platforms) and availability for networking.	The course material can be delivered to any HTML5-compliant web browser on any platform (Windows, Mac, mobile). Hands-on projects can be completed where-ever the relevant software can be installed or run online (e.g. Windows, Mac OS).	
4. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).	The user interface allows users to freely navigate among all of the course elements. Teachers can optionally show or hide individual lesson links or entire chapters.	

For Questions Contact

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