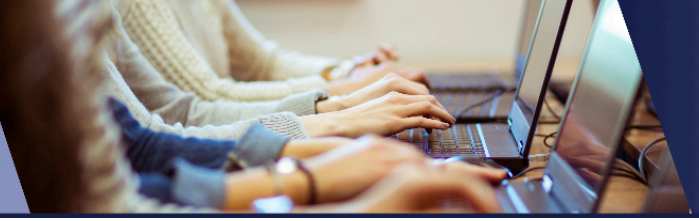
INDIANA DEPARTMENT of EDUCATION

HIGH-QUALITY CURRICULAR MATERIALS EVALUATION TOOL: COMPUTER SCIENCE & ENGINEERING



Third-Party Reviewer Information

Organization:
Reviewer Name:
Review Completion Date:

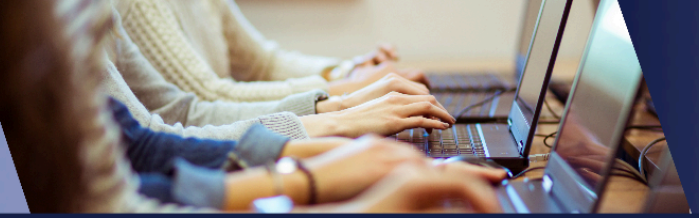
Curricular Materials Information

Vendor Name:
Product Name:
Indiana Course Name and Number:

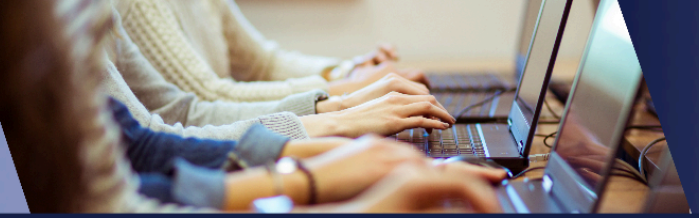
Section I Criteria: Instruction

Evidence must meet all applicable Section I criteria for the course noted above.

Subject(s)	Criteria	Notes/Evidence
Computer Science Engineering	Curriculum includes at least 85% alignment with NLPS standards specific to the high school course being reviewed.	
Computer Science	At least 85% of lessons provide opportunities for students to engage in authentic computer science learning experiences in alignment with the core computer science practices.	
	At least 85% of lessons provide scaffolding or fading of support over time to promote student proficiency and independence with targeted computer science skills.	
	At least 85% of lessons provide multiple representations by adapting for a variety of different types of learners using alternatives to reading, writing, listening, and speaking such as translations, pictures, or graphic organizers.	
	At least 85% of lessons provide teachers with common misconceptions and challenges that students have regarding computer science concepts and potential	



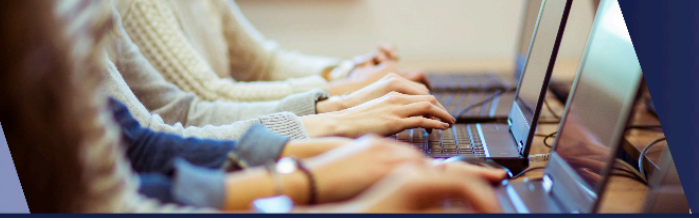
	explanations or solutions associated with computer science.	
Engineering	At least 85% of lessons provide opportunities for students to use phenomena and/or engineering problems as the basis of instruction and also span multiple lessons.	
	At least 85% of lessons opportunities for students to activate prior knowledge and apply prior learning when investigating phenomena and/or engineering problems.	
Computer Science Engineering	At least 95% of lessons Include differentiated support to meet the needs of all students including, but not limited to, students with special learning needs and English learners (e.g., linguistic scaffolds).	
	The instructional framework has a comprehensive scope and sequence that includes a direct order in which skills are presented and allow for continued practice to build automaticity, skills building from simple to more complex, and how knowledge and skills build and connect across grade levels.	
	Materials included experiential learning opportunities including hands-on activities, opportunities for reflection, and authentic problems.	
	Digital materials are web-based, compatible with a variety of internet browsers, and platform-neutral.	



Section II Criteria: Assessment

Evidence must meet all applicable Section II criteria for the course noted above.

Subject(s)	Criteria	Notes/Evidence
Computer Science Engineering	Explicit guidance for all assessments includes scoring guides and student work samples for teachers and administrators to evaluate student performance.	
	Formative assessments (e.g., classroom-based assessments, unit assessments, lesson-based summative assessments) are included within the instructional framework to continually monitor progress and identify the skill level and needs of each student (e.g., assessments in students' home language when possible).	
	At least 85% of lessons include multiple types of formative and summative assessments that are embedded throughout the materials (e.g., projects, presentations, homework assignments, surveys, common misconceptions, tests, student self-assessments, in-class discussion prompts).	



Section III Criteria: Professional Development & Educator Support

Evidence must meet all applicable Section III criteria for the course noted above.

Subject(s)	Criteria	Notes/Evidence
Computer Science	Curriculum is identified as an accredited professional development program by the Computer Science Teachers Association.	
	At least 85% of instructional materials support teachers with differing levels of computer science content knowledge (i.e., computer science definitions and examples of computer science concepts are offered to support teacher learning).	
Engineering	At least one day of professional development opportunities and explicit guidance for implementation, coaching, and evaluation is provided.	
	All lessons include guidance and resources designed specifically to build teachers' knowledge. Relevant supports might bolster aspects of content knowledge and pedagogical content knowledge	
	All materials have clear and direct instructions that connect all applicable curricular resources.	
	All lesson scripts/explanations are provided with explicit guidance to teach each concept in a systematic, cumulative way.	