Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Evaluation Tool for High-Quality Curricular Materials for K-8 Technology (Computer Science)

The purpose of this evaluation tool is for a reviewer(s) to consider each component independently in relation to the overall rating defined. Each criteria (i.e., row) is defined as a yes/no determination. Criteria defined as a non-negotiable (Sections I, II, and III) must be indicated as "Yes" for further evaluation in Section IV (optional criteria). The review considers three specific process steps: 1) independent review by a credible third party research entity, 2) independent review by each educator reviewer, and 3) consensus by the Indiana Department of Education's (IDOE's) hosted review committee. Process steps and documentation provided by the curricular organization will inform the overall determination defined in step 3.

The reviewer(s) must complete the process for each row independently based on the evidence provided by the curricular organization. Anecdotes or research beyond what the organization explicitly provided will not inform ratings.

1. Review the **required** criteria in Sections I, II, and III and **optional** criteria in Section IV.
   - If there is a "Yes" for all required criteria (i.e., rows), materials receive an overall "Yes" for that section.
   - If there is a "No" for any of the required criteria (i.e., rows), materials receive an overall "No" for that section.
2. Materials must meet all required criteria in Sections I, II, and III. Criteria in Section IV are optional, but may serve as a point of differentiation across providers that successfully navigate the review process.
3. A curricular organization must receive an overall "Yes" in Sections I, II, and III to be deemed high-quality. Details about each organization's rating completed by the independent third party research entity must be submitted with the corresponding documentation for review.

Submissions are evaluated on the extent to which they meet all of the criteria noted below. Deficient submissions will be allowed one additional submission round to provide additional evidence or clarification for reviewers. **The term "materials" is used throughout the rubric to mean "instructional materials" utilized by the educator or provided to students unless otherwise noted.**

Section I: K-8 Non-Negotiable Criteria for High-Quality Curricular Materials: Instruction

Evidence must meet all criteria noted in Section I.

Key Element Required	Determination: Yes/No	Notes/Evidence
Curriculum includes at least 85% alignment with the Indiana Academic Standards for K-8 Computer Science for the grade level being reviewed.	Select Ranking	
At least 85% of lessons provide opportunities to engage in authentic computer science learning experiences in alignment with the core computer science practices.	Select Ranking	
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 the simple to more complex, and how knowledge and skills build and connect across grade levels.	Select Ranking	
At least 85% of lessons provide scaffolding or fading of support over time to promote student proficiency and independence with targeted computer science skills.	Select Ranking	
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).	Select Ranking	
Only Evaluated if Applicable Digital materials are web-based, compatible with a variety of internet browsers, and platform-neutral.	Select Ranking	

Section I (Continued): K-8 Non-Negotiable Criteria for High-Quality Curricular Materials: Instruction

Evidence must meet all criteria noted in Section II.

Key Element Required	Determination: Yes/No	Notes/Evidence
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.	Select Ranking	
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.	Select Ranking	

Section II: K-8 Non-Negotiable Criteria for High-Quality Curricular Materials: Assessment

Evidence must meet all criteria noted in Section II.

Key Element Required	Determination: Yes/No	Notes/Evidence
Explicit guidance for all assessments includes scoring guides and student work examples for teachers and administrators to evaluate student performance.	Select Ranking	
Formative assessments (e.g., classroom-based assessments, unit assessments, lesson-based summative assessments) are included within the instructional framework to continuously monitor progress and identify the skill level and needs of each student (e.g., assessments in students' home language when possible).	Select Ranking	
Multiple types of formative and summative assessments are embedded throughout the materials, including but not limited to: projects, presentations, homework assignments, surveys, common misconceptions, tests, student self-assessments, and in-class discussion prompts.	Select Ranking	

Section III: K-8 Non-Negotiable Criteria for High-Quality Curricular Materials: Professional Development and Educator Support

Evidence must meet all criteria noted in Section III.

Key Element Required	Determination: Yes/No	Notes/Evidence
Curriculum is identified as an accredited professional development program by the Computer Science Teachers Association.	Select Ranking	
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).	Select Ranking	

Section IV: K-8 Optional Criteria for High-Quality Curricular Materials

Evidence may meet the additional criteria noted in Section IV to allow for a higher evaluation rating.

Optional Key Element	Determination: Yes/No	Notes/Evidence
Curriculum includes at least 60% alignment with the 2023 Indiana Academic Standards for Integrated STEM at the corresponding grade level(s).	Select Ranking	
Materials include experiential learning opportunities including hands-on activities, opportunities for reflection, and authentic problems.	Select Ranking	