DLCS Curriculum Evaluation Tool Grades K-2

Name of Reviewer: _____ School/District: _____ Date: _____

Name of Curriculum Materials: _____ Publication Date: _____ Grade Level(s): _____

Scale:		
Not Found	N	The digital literacy and computer science content was not found.
Low	L	Major gaps in the digital literacy and computer science content were found.
Marginal	M	Gaps in the digital literacy and computer science content, as described in the Standards, were found and these gaps may
Acceptable	A	Few gaps in the digital literacy and computer science content, as described in the Standards, were found and these gaps
High	H	The digital literacy and computer science content was fully formed as described in the Standards.

Overarching Considerations:		
To what extent do the materials:	N-L-M-A-H	Comments:
Provide a multitude of avenues to meet standards (unplugged, online, visual, auditory, kinesthetic)		
Meet accessibility standards (physically and digitally) or Provides accommodations fro differences in learning styles and language proficiency		
Address a variety of comprehension levels (Blooms, DOK)		
Guidance for teachers in effectively teaching the standards (clear procedures are provided to assist in implementation of the materials; essential learning material such as handouts, student text, and other instructional tools provided)		
Provide varied assessment strategies that include:		
Basic response items (e.g., multiple choice, matching, true and false)		
Performance Assessments		

Reflect, over time, on what and how they have learned		
Project-based Tasks		
Provide examples of cross-curricular integration		
The resource provides guidance to the student regarding practicing and applying the skill using real life scenarios/ experiences		
Glossaries, bibliographies, indices, appendices, and tables of content are included, comprehensive, and easy to use		

DLCS Grade K	Chapter, Pages, Resource	N-L-M-A-H	DLCS Grade 1	Chapter, Pages, Resource	N-L-M-A-H	DLCS Grade 2	Chapter, Pages, Resource	N-L-M-A-H
Recurring Standards			**Recurring Standards**			**Recurring Standards**		
Safety, Privacy, and Security			**Safety, Privacy, and Security**			**Safety, Privacy, and Security**		
R1. Identify, demonstrate, and apply personal safe use of digital devices.			R1. Identify, demonstrate, and apply personal safe use of digital devices.			R1. Identify, demonstrate, and apply personal safe use of digital devices.		
Legal and Ethical Behavior			**Legal and Ethical Behavior**			**Legal and Ethical Behavior**		
R2. Recognize and demonstrate age-appropriate responsible use of digital devices and resources as outlined in school/district rules.			R2. Recognize and demonstrate age-appropriate responsible use of digital devices and resources as outlined in school/district rules.			R2. Recognize and demonstrate age-appropriate responsible use of digital devices and resources as outlined in school/district rules.		
Impact of Computing			**Impact of Computing**			**Impact of Computing**		
R3. Assess the validity and identify the purpose of digital content.			R3. Assess the validity and identify the purpose of digital content.			R3. Assess the validity and identify the purpose of digital content.		
Systems			**Systems**			**Systems**		
R4. Identify and employ appropriate troubleshooting techniques used to solve computing or connectivity issues.			R4. Identify and employ appropriate troubleshooting techniques used to solve computing or connectivity issues.			R4. Identify and employ appropriate troubleshooting techniques used to solve computing or connectivity issues.		
Collaborative Research			**Collaborative Research**			**Collaborative Research**		

R5. Locate and curate information from digital sources to answer research questions.			R5. Locate and curate information from digital sources to answer research questions.			R5. Locate and curate information from digital sources to answer research questions.		
Digital Tools			**Digital Tools**			**Digital Tools**		
R6. Produce, review, and revise authentic artifacts that include multimedia using appropriate digital tools.			R6. Produce, review, and revise authentic artifacts that include multimedia using appropriate digital tools.			R6. Produce, review, and revise authentic artifacts that include multimedia using appropriate digital tools.		
Computational Thinker			**Computational Thinker**			**Computational Thinker**		
			Abstraction			**Abstraction**		
			1. Classify and sort information into logical order with and without a computer. Examples: Sort by shape, color, or other attribute; sort A-Z.			1. Create and sort information into useful order using digital tools. Examples: Sort data spreadsheets A-Z, simple filters, and tables.		
Algorithms			**Algorithms**			**Algorithms**		
1. List the sequence of events required to solve problems. Examples: Tying shoes, making a sandwich, brushing teeth.			2. Order events into a logical sequence or algorithm. Examples: Unplugged coding activities, sequence of instruction. Examples: Unplugged coding activities, sequence of instruction.			2. Create an algorithm for other learners to follow. Examples: Unplugged coding activities, illustrate sequence of a process such as baking a cake.		
Programming and Development			**Programming and Development**			**Programming and Development**		
2. Demonstrate use of input devices. Examples: Mouse, touch screen, keyboard.			3. Construct elements of a simple computer program in collaboration with others. Examples: Block programming, basic robotics, unplugged programming.			3. Construct elements of a simple computer program using basic commands. Examples: Digital block-based programming, basic robotics.		
						4. Identify bugs in basic programming. Examples: Problem-solving, trial and error.		
Citizen of a Digital Culture			**Citizen of a Digital Culture**			**Citizen of a Digital Culture**		
Safety, Privacy, and Security			**Safety, Privacy, and Security**					

3. Distinguish between private and public information. Example: Your birth date is private; your shirt color is public.			4. Demonstrate age-appropriate methods for keeping personal information private. Example: Keep passwords confidential, use anonymous profile picture or avatar, develop user names that are non-identifying or do not include actual name.					
4. Identify age-appropriate methods for keeping personal information private. Example: Keeping passwords, name, address, and phone number confidential.								
Legal and Ethical Behavior			**Legal and Ethical Behavior**			**Legal and Ethical Behavior**		
5. Demonstrate appropriate behaviors for working with others responsibly and kindly. Examples: Face-to-face collaborative groups or interactions, online interactions, role play.			5. Differentiate between prior knowledge and ideas or thoughts gained from others.			5. Cite media and/or owners of digital content at an age-appropriate level. Example: Basic website citation.		
			6. Identify appropriate and inappropriate behaviors for communicating in a digital environment. Examples: Cyberbullying, online etiquette.			6. Demonstrate appropriate behaviors for communicating in a digital environment. Example: netiquette.		
			Digital Identity			**Digital Identity**		
			7. Recognize that a person has a digital identity.			7. List positive and negative impacts of digital communication. Example: Anything posted or communicated electronically may be easily reproduced and could remain a positive or negative part of your digital identity/footprint.		
Impact of Computing			**Impact of Computing**			**Impact of Computing**		

6. Recognize ways in which computing devices make certain tasks easier. Examples: Communication, doctor's visits/medical records, maps and directions.			8. Identify ways in which computing devices have impacted people's lives. Example: Location services, instantaneous access to information.			8. Interpret ways in which computing devices have influenced people's lives. Example: Discuss tasks completed daily in which some type of device is used to make the tasks easier (calculator, microwave to quickly heat food, mobile phone for instant communication).		
Global Collaborator			**Global Collaborator**			**Global Collaborator**		
			Communication			**Communication**		
			9. Use a variety of digital tools collaboratively to connect with other learners. Examples: Video calling, blogs, collaborative documents.			9. Use a variety of digital tools to connect with other learners. Examples: Online conferences, blogs, collaborative documents.		
Digital Tools			**Digital Tools**			**Digital Tools**		
7. Locate letters and numbers on the keyboard.			10. Identify an appropriate tool to complete a task when given guidance and support. Examples: Choosing a word processing tool to write a story, choosing a spreadsheet for a budget.			10. Identify multiple tools which could be used to complete a task.		
			11. Type five words per minute minimum with 95% accuracy using appropriate keyboarding techniques.			11. Type 10 words per minute with 95% accuracy using appropriate keyboarding techniques.		
Collaborative Research			**Collaborative Research**			**Collaborative Research**		
8. Present information from a variety of digital resources			12. Identify keywords in a search and discuss how they may be used to gather information.			12. Conduct basic keyword searches to gather information.		

9. Create a research-based product collaboratively using online digital tools, given specific guidance. Examples: Find simple facts about a specific topic, create a slide that contains facts located in trade books or other sources as a group or with a partner.			13. Create a research-based product collaboratively using online digital tools. Examples: Find simple facts about a specific topic, create a slide that contains facts located in trade books or other sources			13. Create a research-based product using online digital tools.		
Computing Analyst			**Computing Analyst**			**Computing Analyst**		
Data			**Data**			**Data**		
10. Collect data and organize it in a chart or graph collaboratively.			14. Discuss the purpose of collecting and organizing data.			14. Collect, create, and organize data in a digital chart or graph.		
11. Describe how digital devices save information.			15. Interpret data displayed in a chart. Example: Using charts which depict data students interpret the data either verbally or in written form (which has more, less, are equal).			15. Explain how users control the ways digital devices save information in an organized manner. Examples: Folders, cloud-based, pictures, chronologically, naming files.		
			16. Demonstrate how digital devices can save information as data that can be stored, searched, retrieved, and deleted.					
Systems			**Systems**			**Systems**		
12. Use a variety of digital devices, in both independent and collaborative settings. Examples: Interactive boards, tablets, laptops, other handheld devices.			17. Use digital devices with a variety of operating systems. Examples: Interactive boards, tablets, laptops, other handheld devices			16. Compare the different operating systems used on digital devices.		
			18. Label visible components of digital devices. Examples: Visible input and output components such as USB, touch screen, keyboard, audio and video connectors, speakers.			17. Explain the purposes of visible input and output components of digital devices. Examples: Purpose of keyboard, mouse, ports, printers, etc.		
Innovative Designer			**Innovative Designer**			**Innovative Designer**		
Design Thinking			**Design Thinking**			**Design Thinking**		

13. Use a design process in a guided setting to create an artifact or solve a problem. Example: Problem - understanding locations on the school campus. Solution - draw paper or digital maps of the school.			19. Identify and revise problem-solving strategies to solve a simple problem. Examples: Scientific method, visual images or mind pictures, look for patterns, systematic list.			18. Investigate the design process and use digital tools to illustrate potential solutions to a problem, given guidance and support. Examples: Create a presentation, drawing or graphic, audio tool, or video.		

Overall Impressions:	**Comments:**
What are your overall impressions of the curriculum	
What are the strengths and weaknesses of the materials	
Have you identified gaps within this domain? What are	