**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT,**

**OFFICE MANAGEMENT PROGRAM OF STUDY**

**BUSINESS MANAGEMENT & ADMINSTRATION CAREER CLUSTER**

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| **BEFORE YOU BEGIN** |
| ALIGNMENT TO THE TENNESSEE CAREER AND TECHNICAL EDUCATION STANDARDS:  Tennessee’s Career and Technical Education Standards (hereafter, “the standards”) represent a significant shift in the definition of student proficiency within career and technical education environments. Evaluators of materials should understand that the standards replace the proficiency frameworks of years past in three major respects:   1. A shift to clear, specific, and measurable expectations for student learning. The standards articulate deep knowledge and skill attainment, departing from the competency-based structure of years past. 2. Increased focus on rigor in literacy and mathematics within technical contexts. 3. Sequential progression of knowledge and skills within and across courses. The new standards build on each other both within course content and across course levels, arranged within programs of study that culminate in capstone and/or work-based learning experiences for students.   Evaluators of materials must be well versed in the standards for the course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards with respect to conceptual understanding, fluency, and technical application. Aligned courses in the Business Management & Administration Career Cluster:  **COMPUTER APPLICATIONS (5891)**  **BUSINESS COMMUNICATIONS (5888)**  **BUSINESS MANAGEMENT (5889)**  **ADVANCED COMPUTER APPLICATIONS (5904)** |
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| **REVIEW** |
| Book Title and ISBN: \_978-1-61459-592-2 iCEV Bus, Mkt, Fin, IT & Media Site - Computer Applications\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level(s)/Course(s): \_5891 – Computer Apps\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Publisher: \_\_\_iCEV\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **STATEMENT OF STUDENT PROFICIENCY** |
| Office Management program of study prepares students to continue postsecondary training in business-related programs, provides advanced training for students pursuing a career in administrative and information support, and supports obtaining an industry certification in specific software applications (such as the Microsoft Office Suite). Program content and projects are meant to simulate workplace scenarios and draw on skills related to communications, operations, management, and teamwork in order to accomplish information management goals. Upon completion of this program, proficient students will be fluent in a variety of information management software applications and will be prepared to sit for the Microsoft Office Specialist (MOS).  Note to reviewers: *All materials reviewed as part of this application must align to the statement of student proficiency provided above.* |

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| **ORGANIZATION OF THIS DOCUMENT** |
| SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA  All submissions must meet all of the non-negotiable criteria for each course before passing on to Section II.  SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY  Section II includes additional criteria for alignment to the standards as well as indicators of quality.  SECTION III: FOCUS AREA *(optional)*  Section III allows reviewers to capture qualitative observations on an additional area of focus, if presented in the materials. |

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| **SECTION I(1):**  **FOCUS:**  **Students and teachers using the materials as designed devote the majority of time in each level to the course standards.\*** | |
| **METRICS:** | |
| |  |  |  | | --- | --- | --- | | 1. In any single course level, materials are designed where there is 80%\*\* alignment to the course standards. | **Yes \_\_X\_\_\_** | **No \_\_\_\_\_\_** | | 1. All materials are appropriate for the designated course level, both in terms of content and in terms of language. For materials spanning multiple course levels and/or grade bands, content is presented at the appropriate grain size (i.e., level of detail) commensurate to expectations in the standard. | **Yes \_\_X\_\_** | **No \_\_\_\_\_** | | 1. Materials focus equally on the *conceptual knowledge* as well as the *technical skill* outlined in the standards. | **Yes \_\_X\_\_** | **No \_\_\_\_\_** | | 1. Topics do not deviate from the content outlined in the course standards. Topics may go “above and beyond” stated learning expectations, but not in a manner that distracts from the focus on specific knowledge and skills as determined by the standards. | **Yes \_\_X\_\_\_** | **No \_\_\_\_\_** | | |
| **To be aligned to the Tennessee Standards, materials for each level must attend to all four indicators of Focus. All four indicators must be marked Yes.** | **Meet?**  **Yes \_\_X\_\_\_ No \_\_\_\_\_** |
| **Justification/Notes**  This textbook meets the mandatory 80 percent alignment to course standards in Computer Applications. | |

\*For the purposes of this document, Tennessee CTE students are considered to be enrolled in course “levels” (i.e., Level 1, Level 2, Level 3, and Level 4) due to variation in the *grade* level at which students may take a course. For example, a tenth-grade student may be enrolled in a Level 1 course. For this reason, reviewers are asked to evaluate materials on the basis of their alignment to particular *course levels*, not *grade* *levels* or *grade bands*.

\*\*This percentage is a guide. Reviewers should not attempt to compute percentages based on counting pages or counting lessons.Reviewers will use their professional judgment to determine how students are meant to spend their time to determine focus and provide evidence for their decision.

**COMPUTER APPLICATIONS (5891)**

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| **Evidence of 80% Alignment with Standards** | | | |
| **Standard** | **Yes** | **No** | **Evidence (e.g. page numbers and/or examples of inclusion**) |
| 1. Research recent developments in information technology affecting the supply/demand characteristics of the job market, including career pathways and occupational outlooks for occupations in business and finance that require information technology expertise. Synthesize findings into a presentation highlighting the typical roles and responsibilities of professionals in high-growth occupations. |  | X | NO - This standard requires the student to access outside information (current demand of the job market) which cannot be incorporated into vendor materials. However, knowledge-level information to complete this standard is included in the Exploring Careers: Business Management & Administration Lesson (Administrative Support & Business Information Management segments). |
| 1. Identify, connect, and demonstrate the correct usage of elements of a typical home computer, including a monitor, keyboard, mouse, network cable, and USB devices (such as camera, memory, or scanner). Perform basic troubleshooting as needed for situations involving these components (e.g., if the computer does not recognize a device). |  | X | NO – Although basic home computer and internal components are addressed in the Introduction to Computers lesson, external peripherals, such as monitor, keyboard, mouse, etc. are not explicitly included. Further, basic troubleshooting for peripheral devices, such as updating device drivers is not included, although general troubleshooting is included. |
| 1. Correctly and safely execute basic file management operations on a typical personal computer and shared storage media, including the opening, creating, copying, moving, deleting, and renaming of files and folders, as well as searching for a specified file or folder on local or networked storage media. | X |  | Basic file management operations are included in the “Windows 10 Operating systems Basics – Unit 3” lesson. The videos included in the lesson are very helpful in visualizing the task. |
| 1. Describe and demonstrate the correct connections and setup for a new wireless router in a home computing environment. Discuss the impact of network speeds, wireless communication, firewalls, and gateways on individual and societal productivity. |  | X | NO– Although the student handout, “Wireless Internet Basics,” describes how to set up a network connection for a new wireless home router, it would be improved if there were a video that accompanied the handout which showed a visual of the steps.  Although internet risks are generally discussed, the network speed, wireless communication, firewalls, and gateways are not covered. |
| 1. Describe the steps necessary to retrieve, download, and safely install new applications, updates, and plug-ins from the Internet. |  | X | NO – This standard is not covered in adequate depth. The “Internet Basics” lesson only describes how the internet is a tool to download applications. It does not address the need for updates or plug-ins; nor does it describe steps to safely download and install applications, updates, or plug-ins. |
| 1. Compare and contrast the accessibility of the Internet through a home router versus through a public wi-fi access point. Discuss the risks and advantages of using secure home networks versus publicly accessible networks. | X |  | Wireless security on secured vs unsecured networks discussed in the “Internet Basics” lesson, specifically the student handout, “Wireless Internet Basics.” It is further discussed in the “Network Security” segment of the “Web Ethics and Safety” lesson. |
| 1. While preparing materials and assignments in this course, use a browser to access and download Internet resources by uniform resource locator (URL), hyperlink, or favorite/bookmark. | X |  | “Internet Basics” lesson covers URLs, hyperlinks, and favorites/bookmarks. |
| 1. Use a word processing program to create and format documents with academic and business styles (e.g., memos, letters, agendas, reports, tabular lists) to communicate the results of research, meetings, lab reports, and relevant assignments in this course. | X |  | “Microsoft Word 2016 Basic” lessons (units 1-14) meet this standard. Specific projects associated with this standard are the “Project – Business Letter” (Unit 4), “Project – Fax Cover Sheet & Business Memo” (Unit 14), and the “Project – Business Partnership Report” (Unit 10) |
| 1. Craft documents using word processing program features and methods such as:   a. Paragraph formatting (line spacing, justification, indentations)  b. Bulleted and numbered lists  c. Tables of multiple columns, with and without borders  d. Margins, headers, footers, page numbers, and footnotes  e. Typeface fonts and weights, including hyperlinks  f. Capitalization, punctuation, number expression, grammar  g. Printing orientation, one- or two-sided, to a selected printer  h. Bibliographies and tables of contents  i. Saving to a file that can be shared and/or transported, including saving to cloud-based or external sources | X |  | All Microsoft Word program features listed in this standards are adequately covered the “Microsoft Word 2016 Basics” lessons |
| 1. Enhance documents by including graphic arts components such as borders and shaded elements, graphs and charts from other programs, watermarks, and imagery imported from technology devices and drives as well as sources retrieved from the Internet, including adding citations and/or captions for each element when appropriate. |  | X | NO  The graphic arts component of this standard is included (“Microsoft Word 2016 Basics – Unit 2,” specifically the Business Letterhead project). However, citations and captions were not explicitly included. |
| 1. Create, format, and edit documents suitable for print or electronic distribution, both four-color and two-color (black and white). | X |  | See “Microsoft Word 2016 Basics – Unit 5” |
| 1. Critique and edit existing documents with standard proofreading and editing marks to conform to a standard business style guide (e.g., fonts, colors, line spacing). Practice the use of electronic revision marks and comments, where supported. | X |  | See “Microsoft Word 2016 Basics – Unit 11” |
| 1. Complete a comprehensive word-processing project with instructor approval that applies the skills acquired in this section. For example, prepare a contract, MLA-style report, business proposal, or budget report from a student organization. | X |  | This standard refers to a culminating project that incorporates all previous standards. The online resources support the content knowledge needed to complete this standard. |
| 1. Use a spreadsheet program to create and format academic and business documents for the purposes of tabulating and calculating numerical and/or textual data (e.g., statistics, historical data, measurements), such as budget calculations, sales reports, lab data, and related analyses. | X |  | “Microsoft Excel 2016 Basics – Units 1-3”includes spreadsheet tabulating & calculating |
| 1. Craft documents using a spreadsheet program using features and methods such as:   a. Cells, columns, and rows  b. Formulas and functions  c. Copy, move, delete, and fill  d. Cell-value formats (numerical and text) and alignment  e. Column and row width/height, insert/delete, move  f. Printing to a selected printer  g. Saving with a file format that can be shared and/or transported. | X |  | “Microsoft Excel 2016 Basics – Units 4-5” and “Microsoft Excel 2016 Advanced – Unit 6” includes features of spreadsheets such as basic formulas and functions, data manipulation, cell value formats, column/row width/height, printing, and saving. |
| 1. Create new formulas to analyze data by calculating with, extracting from, presenting, and/or summarizing, including:   a. Basic arithmetic calculations  b. Basic mathematic (e.g., SUM, AVG, MIN, MAX) and text (e.g., LEN, LEFT, RIGHT, MID) functions  c. Copying formulas that include both relative and absolute cell references  d. Sorting in ascending/descending order  e. Filtering data to retrieve specific values  f. Basic conditional formatting (e.g., red for negative values) | X |  | “Microsoft Excel 2016 Basics – Units 4-5” discusses creating formulas to analyze data |
| 1. Create and format for optimal clarity a variety of types of graphs and charts, including bar charts, line charts, pie charts, and X-Y graphs, based on tabulated data. | X |  | “Microsoft Excel 2016 Basics – Unit 8” discusses visual enhancements of data including charts and graphs based on tabulated data |
| 1. Retrieve a spreadsheet template (from those installed with the program or from the Internet) and customize it for a particular assignment approved by the instructor. For example, prepare a “timecard” of one’s daily hours spent on a month-long job assignment. | X |  | This standard refers to updating a template that incorporates all previous spreadsheet standards. The text supports the content knowledge needed to complete this standard and also provides templates to complete hands on examples and projects. General information regarding modifying templates is covered throughout the Microsoft Excel 2016 lessons, including the Microsoft Excel 2016 Unit 10 Final Review Lesson. |
| 1. Use a database program to interpret the structure of an existing database (found in teaching resources or teacher-created), identifying tables, fields, key fields, queries, forms, and reports. | X |  | The “Microsoft Access 2016 Basics” Lessons 1-9 cover structures of existing databases including tables, fields, key fields, queries, forms, & reports. There are several student activities to choose from that allow students to practice skills learned via the instructional presentations and/or videos. Several projects require the student to download a file from the vendor site to complete the project):  Identify Tables – Project – Formatting the Business Contact Table in unit 2 lesson  Identify fields - Project – Business Contact Table in unit 2 lesson  Identify queries – Project – Element Accounts Queries and Project – Mailing list Queries in unit 5 lesson  Identify forms – Project – Business Contacts form in unit 6 lesson  Identify reports – Project – Business Contact Phone Book in Unit 7 lesson |
| 1. Using an existing database (found in teaching resources or teacher-created), create and run a database report based on basic queries. For example, retrieve the relevant information to answer a customer product inquiry during a mock customer service phone call. | X |  | “Microsoft Access 2016 Basics Unit 5” Lesson satisfies this standard |
| 1. Using an existing database (found in teaching resources or teacher-created), create, modify, and perform basic queries through a form to create a new table/view in a database. | X |  | “Microsoft Access 2016 Basics Units 2, 4, & 5” and the Atomsville Media Database project in Lesson 10 covers this standard |
| 1. Design, create, and deliver an oral presentation for a selected audience on a topic approved by the instructor. Using a specified slide number and duration, include the following elements:   a. A selected theme (colors, background, fonts, etc.)  b. Bulleted text based on a chosen style  c. Photographs and other imagery  d. Charts and graphs  e. Video and animated graphics  f. Animated transitions of slides and components within a slide  Save the file in a format that can be transported and shared with the audience. | X |  | All of the “Microsoft PowerPoint Basics and Advanced” Lessons provide the contextual basis to create and deliver a presentation, including themes, bulleted text, photographs, charts/graphs, video, animation, & saving |
| 1. Design, create, and deliver a self-running electronic slideshow for a selected audience on a topic approved by the instructor. Using a specified slide number and duration, include the following elements:   a. A selected theme (colors, background, fonts, etc.)  b. Photographs and other imagery  c. Video and animated graphics  d. Animated transitions of slides  Save the file in a format that can be transported and shared with the audience. | X |  | “Microsoft PowerPoint Advanced Unit 6” lesson includes explicit instruction on how to create a self-running presentation |
| 1. Research, summarize, and deliver (via presentation, document, spreadsheet data/chart, or other format) a summary of the various perspectives and ramifications surrounding an ethical issue related to modern-day electronic communications, as approved by the instructor. Develop and strengthen claim(s) and counterclaim(s) about the issue, citing supportive evidence. Potential issues include spam, flaming, cyberbullying, libel, slandering, and mining of personal data for profit. | X |  | The “Web Ethics & Safety,” “Legal and Ethical Responsibilities in IT,” and “Web Ethics & E-issues” lessons provide the contextual basis to summarize ramifications and perspectives surrounding ethical issues related to modern day electronic communications. |
| 1. Research, summarize, and deliver (via presentation, document, spreadsheet data/chart, or other format) a summary of the various perspectives and ramifications surrounding an ethical issue related to intellectual property rights, as approved by the instructor. Develop and strengthen claim(s) and counterclaim(s) about the issue, citing supportive evidence. Potential issues include copyright infringement, piracy, plagiarism, art licensing, creative commons, and the state/federal laws that govern them. | X |  | The “Web Ethics & Safety,” particularly the “Copyrights and Plagiarism” segment, provides the contextual basis to summarize perspectives and issues related to intellectual property rights. |
| 1. Explain, furnish examples, and demonstrate technical literacy with the following terms:   a. The Internet, World Wide Web, and various browsers  b. Network speeds, wireless communication, firewalls, and gateways  c. Domains, hyperlinks, homepages, favorites/bookmarks, plugins, tabs, and downloads/uploads | X |  | Throughout all lessons, technical and content area vocabulary is identified with a vocabulary handout and assessed within the lesson materials. |
| 1. Employ skills covered in this course (document processing, spreadsheet applications, electronic presentations, databases, Internet fluency) to complete a cross curricular project approved by the instructor. | X |  | This standard refers to a culminating project that incorporates all previous standards. The vendor materials support the content knowledge needed to complete this standard. However, this text would be improved if a culminating project was included that would fully satisfy the intent of this standard. |

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| **SECTION I(2):**  **RIGOR:**  **Each level’s instructional materials reflect high expectations for all students. They follow faithfully the level of rigor intended in the standards and support student learning through high-quality presentation of content and challenging application.** | |
| **METRICS:** | |
| |  |  |  | | --- | --- | --- | | 1. Materials effectively meet the level of rigor intended in the standards. | **Yes \_\_X\_\_\_** | **No \_\_\_\_\_** | | 1. High-quality problems and questions designed to invite exploration and support conceptual understanding are included throughout. A variety of problems, both conceptual and technical, enable students to connect course content and transfer understandings to new situations. | **Yes \_\_ X \_\_\_** | **No \_\_\_\_\_** | | 1. All materials reinforce literacy and mathematics instruction in career and technical education environments. Texts are of an appropriately challenging Lexile level; mathematics problems push students to apply quantitative reasoning to specific technical situations. | **Yes \_\_ X \_\_\_** | **No \_\_\_\_\_** | | 1. Materials support the development of fluency, including regular opportunities to practice knowledge and skills, appropriately apply tools, and use technology. | **Yes \_\_ X \_\_\_** | **No \_\_\_\_\_** | | 1. Domain-specific vocabulary and industry terminology are frequently used to explain topics, or to make connections to key workplace activities. | **Yes \_ X \_\_\_\_** | **No \_\_\_\_\_** | | |
| **To be aligned to the standards, all five indicators of Rigor must be marked Yes.** | **Meet?**  **Yes \_\_ X \_\_\_ No \_\_\_\_\_** |
| **Justification/Notes**  Lessons generally begin with direct instruction with guided notes and content area vocabulary acquisition. Following direct instruction, student practice one or more projects, which give them opportunities to practice together. The extensive numbers of projects allow teachers to assign projects as formative, collaborative, individual, or summative assessments and extend student practice to support conceptual understanding and transfer understandings to new situations. Throughout all lessons, technical and content area vocabulary is identified with a vocabulary handout and assessed within the lesson materials. These activities support the development of fluency and domain-specific vocabulary. | |

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| **SECTION I(3):**  **POSTSECONDARY AND CAREER READINESS:**  **Materials promote multiple pathways to student success beyond high school, highlighting a range of career opportunities aligned with entry and exit points to and from appropriate postsecondary programs. Aligned pathways are presented in a fair and balanced fashion that underscores the need for advanced training beyond high school, but does not privilege one set of credentials over another and is consistent with occupational requirements.** | |
| **METRICS:** | |
| |  |  |  | | --- | --- | --- | | 1. Technical skills are promoted within the context of applicable industries and work environments. They are *not* presented in isolation or without meaningful connections to aligned careers. | **Yes \_\_X\_\_\_** | **No \_\_\_\_\_** | | 1. Materials showcase a diversity of career and postsecondary opportunities for students upon completion of high school, including all applicable levels of postsecondary training (i.e., technical schools, community colleges, four-year universities, etc.). | **Yes \_\_X\_\_\_** | **No \_\_\_\_\_** | | 1. Connections to relevant certifications and other credentials are clearly explained, and their value in industry is communicated where appropriate. | **Yes \_\_X\_\_\_** | **No \_\_\_\_\_** | | 1. Materials provide opportunities for students to practice and reflect upon 21st century (or “soft”) skills. | **Yes \_\_X\_\_\_** | **No \_\_\_\_\_** | | |
| **To be aligned to the standards, all four indicators of Postsecondary and Career Readiness must be marked Yes.** | **Meet?**  **Yes \_X\_\_\_\_ No \_\_\_\_\_** |
| **Justification/Notes**  The Exploring Careers: Business Management & Administration Lesson (Administrative Support & Business Information Management segments) as well as the Career Connections Activities in each lesson connect course content to aligned careers, showing a variety of opportunities at multiple exit points. Some Career Connections interviews reference credientials and certifications that are relevant to their career. However, these are not emphasized throughout the material. Having emphasis on the Microsoft Office Specialist certifications throughout this course would be beneficial to Tennessee textbook information, since these certifications are available in a subsequent course in the program of study (advanced computer applications) Several projects and activities provide opportunities for students to reflect upon 21st century skills, incidentally to the conceptual and technical knowledge in the lessons. | |

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| **Were all three non-negotiables in section I met?**  **(Was each component marked “yes”?)** | **Yes \_\_X\_\_\_ No \_\_\_\_\_** |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY** |
| *Materials must meet all non-negotiable criteria in Section I to be aligned to the course standards and receive state approval.*  Section II includes additional criteria for alignment to the course standards as well as indicators of quality. Instructional materials evaluated against the criteria in Section II will be rated on the following scale:   * **2** – (meets criteria): A score of 2 means that the materials meet the full intention of the criterion in all grades. * **1** – (partially meets criteria): A score of 1 means that the materials meet the full intention of the criterion for some grades or meets the criterion in many aspects but not the full intent of the criterion. * **0** – (does not meet criteria): A score of 0 means that the materials do not meet many aspects of the criterion. |

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| **Section II(1). ADDITIONAL ALIGNMENT CRITERIA** | **SCORE** | **JUSTIFICATION/NOTES** |
| 1. Materials are aligned to relevant **national and/or industry standards** where appropriate. For example, *Mechatronics I* materials routinely make reference to and reinforce connections with national industry certification standards from companies like Siemens. | 2 1 0 | 2 –  Software: This text references the latest Office 2016 products. |
| 1. Materials are aligned to discipline-specific **content or pedagogical frameworks** frequently used by professionals in associated industries. For example, Differentiating Instruction materials routinely make reference to and reinforce connections with instructional strategies that meet the educational needs of the student, as specified in the standards. | 2 1 0 | 2 – Pre-made lesson plans are provided for teachers. Teacher could customize delivery of the content to meet to differentiate between learners. There appear to be different levels of activities for diverse learners. |
| 1. Connections are made to discipline-specific **professional societies and organizations**, and their value is clearly communicated in the materials. For example, *School Counseling* materials routinely make reference to and reinforce connections with the American School Counselor Association (ASCA). | 2 1 0 | 2 –  Lesson plans include links to professional societies or organizations as well as relevant CTSOs |

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| **Section II(2). SEQUENCE AND PROGRESSION OF STANDARDS** | **SCORE** | **JUSTIFICATION/NOTES** |
| 1. Connections are made within a course between knowledge and skills, where these connections are appropriate and natural, as set forth by the standards. | 2 1 0 | 2 – Students have opportunities to observe the skill being practiced and then extends student practice to complete an “on your own” type task, then more extensive projects support conceptual understanding and transfer understandings to new situations. |
| 1. Materials are vertically coherent with previous courses and these connections are made clear in the materials. The connections are explicit to the other materials in the course. | 2 1 0 | 2 (N/A) – This is an introductory course |
| 1. For materials in a series, content progressions reflect the progressions as seen in the standards. These progression connections are clearly indicated in the materials. Any discrepancies in content progressions enhance the required learning in each course and are clearly aimed at helping students meet the standards as written. | 2 1 0 | 2 (N/A) – This is an introductory course |

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| **Section II(3). TEACHER SUPPORTS** | **SCORE** | **JUSTIFICATION/NOTES** |
| 1. Materials support teachers in ways such as the following: planning (including ideas for pacing), sample lessons, laboratory applications, projects, vocabulary, and instructional strategies. | 2 1 0 | 2 - Each lesson includes a comprehensive lesson plan which includes suggested activities, projects, and pacing. |
| 1. Materials include teacher-directed materials that explain the role of the practice activities in the classroom and in students’ content development. Problems and activities present opportunities for students to make use of and exhibit the skills as they work on mastery of content. | 2 1 0 | 2 - Each lesson includes a comprehensive lesson plan which includes suggested activities, projects, and pacing. |
| 1. Opportunities and resources are provided for teachers to conduct independent study to enhance their own understanding and knowledge of course topics. Materials provide avenues to seek and identify quality professional development in a manner that will support student learning. | 2 1 0 | 1 - Lesson plans include links for further resources. However, these links do not always include explicit information on the content in the lesson itself. |

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| **Section II(4). USABILITY** | **SCORE** | **JUSTIFICATION/NOTES** |
| 1. Materials can be accessed in a variety of formats and media, including but not limited to printed textbooks, digital storage devices, online applications, and cloud-based forums. | 2 1 0 | 1 – This program is completely online. Although this could be convenient for 1:1 device schools with full internet access, it could be challenging for students with limited access. |
| 1. Materials are clear and easy to read for students, teachers, and parents. The design and graphics do not distract from the course content and are appropriately placed. | 2 1 0 | 1 – Graphics, presentations, and videos are professionally created and are easy to read. Although course content is organized logically from the perspective of a teacher, it might be confusing for a student who is trying to find one lesson out of many. Additionally, this resource would be much improved if the subject matter of the lessons were included in the title instead of simply labeling the lessons, “unit 1, unit 2, unit 3, etc). |
| 1. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students. | 2 1 0 | 2 – Videos contain closed captions for students who are hearing impaired. Pre-made lesson plans are provided for teachers. Teacher could customize delivery of the content to meet to differentiate between learners. There appear to be different levels of activities for diverse learners. |
| 1. Materials are culturally and politically sensitive to the full range of potential users, and do not advance unwarranted opinions that are not factually based. All materials strive to present content, not beliefs. | 2 1 0 | 2 – Videos and graphics within presentations appear to celebrate diversity |

Please note any concerns with sensitivity below:

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| **Section II(5). ASSESSMENTS** | **SCORE** | **JUSTIFICATION/NOTES** |
| 1. Materials include aligned assessments at regular intervals throughout the text(s), or as supplements to the primary instructional materials. Aligned assessments may include end-of-chapter quizzes, unit test modules, and practice exams. | 2 1 0 | 2 – Lessons have summative assessments at the end of each lesson in addition to formative projects, crossword and word search puzzles, and worksheets. |
| 1. Materials offer ideas and guidance on measuring student progress throughout the duration of the aligned course(s). Formative, interim, and summative assessment strategies are all presented to inform instructional strategy and improvement. | 2 1 0 | 2 – Lessons have summative assessments at the end of each lesson in addition to formative projects, crossword and word search puzzles, and worksheets. |
| 1. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency. | 2 1 0 | 1 – Teacher could modify some activities and assessments for diverse learners, but these have not been prepared by the vendor. |

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| **SECTION III *(optional)*:FOCUS AREA**  Use this section to capture qualitative observations on an additional area of focus, if presented in the materials. A sample focus area for the Health Informatics program of study is provided in the following. If applicable, fill in the blank table with observations and notes. |

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| **III. EXAMPLE: FOCUS IN Health Information Systems** | **NOTES** |
| 1. Materials include coverage of major parameters most frequently reported in health databases. | [*Insert reviewer evaluation here.*] |
| 1. Materials draw clear connections between policy and procedures and the legal ramifications of health informatics. | [*Insert reviewer evaluation here.*] |

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| **III. FOCUS AREA:** | **NOTES** |
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