Nevada Instructional Materials Review K-12 Computer Science (Summer 2024)

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Narrative

The following instructional materials for K-12 Computer Science Education were reviewed by educators from the following districts: Clark County School District, Douglas County School District, Elko County School District, Nye County School District, and Washoe County School District. A minimum of three individuals reviewed each material and came to a consensus on whether that material would be recommended to the State Board of Education for adoption.

Pursuant to Nevada Revised Statute (NRS) 389.850, the instructional materials appeals listed below have been reviewed and determined to be aligned with the Nevada Academic Content Standards (NVACS) for K-12 Computer Science and Social Justice criteria.

Summary of K-12 Computer Science Instructional Materials Recommendations

Vendor	Course Name	Grade Level	Standards Alignment Score (out of 18)	Social Justice Alignment Score (out of 12)	Status
Cobi/Popfizz	AP Computer Science Principles	9-12	18	12	RECOMMENDED
Code.org	Nevada Standards Aligned CS Fundamentals Course C	2	18	12	RECOMMENDED
Code.org	Nevada Standards Aligned CS Fundamentals Course D	3	18	12	RECOMMENDED
Code.org	Nevada Standards Aligned CS Fundamentals Course E	4	18	12	RECOMMENDED
Code.org	Nevada Standards Aligned CS Fundamentals Course F	5	18	12	RECOMMENDED
CodeHS	Advanced CS I	9-12	18	12	RECOMMENDED
CodeHS	Computer Science K-2	K-2	18	12	RECOMMENDED
CodeHS	Computer Science 3-5	3-5	18	12	RECOMMENDED
Ellipsis Education	CS Foundations 2	2	18	12	RECOMMENDED

Ellipsis Education	CS Foundations 5	5	18	12	RECOMMENDED
SkillStruck	Creative Coding/Game Design	9-12 Elective	18	12	RECOMMENDED
SkillStruck	High School Python	9-12 Elective	18	12	RECOMMENDED
SkillStruck	Computer Science and Applications	9-12 Core	18	12	RECOMMENDED

Cobi/Popfizz

Vendor Name: Cobi/Popfizz

Course Name: AP Computer Science Principles

Grade Levels: 9-12

Appeal Status: RECOMMENDED

Justification of Approval:
Cobi provided evidence and offered a solution to ensure deep learning experiences were consistent across all instructional materials, along with collaboration opportunities for student voice. Cobi provided documentation of multiple opportunities for students to express their learning, and how the learning materials were informed by student languages, customs, and needs. When testing the Python code, the browser section consistently displayed correct results. Additionally, the curriculum is endorsed by the College Board for the AP Computer Science Principles Exam.

Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for Computer Science.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities for deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials consistently incorporate authentic learning experiences with connections to appropriate standards.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to grade-level knowledge and interests.
	Column Totals:	18	0	0	**OVERALL SCORE: 18**

Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	The instructional materials provide multiple opportunities for students to express their learning and interact with materials and incorporate their personal experiences, cultures, and unique perspectives.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

Criteria	Metric	ME	NI	IA	Justification
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	Column Totals:	12	0	0	**OVERALL SCORE: 12**

Code.org Nevada Standards Aligned CS Fundamentals Course C

Vendor Name: Code.org

Course Name: Nevada Standards Aligned CS Fundamentals Course C

Grade Levels: 2

Appeal Status: RECOMMENDED

Justification of Approval:
Code.org provided evidence and offered a solution to ensure that the Nevada Standards Aligned CS Fundamentals Course C instructional materials are aligned to the Nevada Academic Content Standards for Computer Science. Code.org provided an updated course to improve the quality of supplementary materials to ensure all standards are met and do not leave gaps in student engagement. Code.org offered documentation of the multiple opportunities for discussion across all materials, culturally diverse authors, and real-life connections that are representative of various cultures and life experiences.

Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for Computer Science.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities for deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials consistently incorporate authentic learning experiences with connections to appropriate standards.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to grade-level knowledge and interests.
	Column Totals:	18	0	0	OVERALL SCORE: 18

Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	The instructional materials provide multiple opportunities for students to express their learning and interact with materials and incorporate their personal experiences, cultures, and unique perspectives.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

Criteria	Metric	ME	NI	IA	Justification
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	Column Totals:	12	0	0	**OVERALL SCORE: 12**

Code.org Nevada Standards Aligned CS Fundamentals Course D

Vendor Name: Code.org

Course Name: Nevada Standards Aligned CS Fundamentals Course D

Grade Levels: 3

Appeal Status: <mark>RECOMMENDED</mark>

Justification of Approval:
Code.org offered a solution to ensure that the Code.org Nevada Standards Aligned CS Fundamentals Course D provided opportunities for engaging in authentic and meaningful learning in the Nevada-specific supplementary materials. Code.org provided further evidence of the equitable representation of diverse students, opportunities for discussion and demonstrated consistent deep learning experience across all materials.

Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for Computer Science.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities for deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials consistently incorporate authentic learning experiences with connections to appropriate standards.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to grade-level knowledge and interests.
	Column Totals:	18	0	0	**OVERALL SCORE: 18**

Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	The instructional materials provide multiple opportunities for students to express their learning and interact with materials and incorporate their personal experiences, cultures, and unique perspectives.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

Criteria	Metric	ME	NI	IA	Justification
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	Column Totals:	12	0	0	**OVERALL SCORE: 12**

Code.org Nevada Standards Aligned CS Fundamentals Course E

Vendor Name: Code.org

Course Name: Nevada Standards Aligned CS Fundamentals Course E

Grade Levels: 4

Appeal Status: <mark>RECOMMENDED</mark>

Justification of Approval:
Code.org provided evidence of essential culminating activities in all learning units, as well as opportunities for creativity, problem-solving, and collaboration. Code.org provided further evidence of the equitable representation of diverse students including accessibility features present in the instructional materials, examples of real-life cultures and traditions students can identify with, and varying authors of diverse cultures, languages, traditions, beliefs and values.

Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for Computer Science.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities for deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials consistently incorporate authentic learning experiences with connections to appropriate standards.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to grade-level knowledge and interests.
Column Totals:		18	0	0	**OVERALL SCORE: 18**

Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	The instructional materials provide multiple opportunities for students to express their learning and interact with materials and incorporate their personal experiences, cultures, and unique perspectives.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

Criteria	Metric	ME	NI	IA	Justification
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	Column Totals:	12	0	0	**OVERALL SCORE: 12**

Code.org Nevada Standards Aligned CS Fundamentals Course F

Vendor Name: Code.org

Course Name: Nevada Standards Aligned CS Fundamentals Course F

Grade Levels: 5

Appeal Status: RECOMMENDED

Justification of Approval:
Code.org provided evidence and offered a solution to ensure that the Code.org Nevada Standards Aligned CS Fundamentals Course F instructional materials provided authentic and rich learning opportunities across all materials in the course. Code.org provided further evidence of the equitable representation of diverse students including accessibility features present in the instructional materials, connections to real-life cultures and traditions, and varying authors of diverse cultures, languages, traditions, beliefs, and values.

Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for Computer Science.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities for deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials consistently incorporate authentic learning experiences with connections to appropriate standards.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to grade-level knowledge and interests.
	Column Totals:	18	0	0	**OVERALL SCORE: 18**

Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	The instructional materials provide multiple opportunities for students to express their learning and interact with materials and incorporate their personal experiences, cultures, and unique perspectives.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

Criteria	Metric	ME	NI	IA	Justification
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	Column Totals:	12	0	0	**OVERALL SCORE: 12**

CodeHS Advanced CS I

Vendor Name: CodeHS

Course Name: Advanced CS I

Grade Levels: 9-12

Appeal Status: <mark>RECOMMENDED</mark>

Justification of Approval:
CodeHS provided evidence and offered a solution to ensure that the CodeHS Advanced CS I instructional materials provided multiple opportunities for critical thinking, student collaboration, and discussion in all lessons, including opportunities for students to share and express personal experiences, backgrounds etc. The content is accurate, appropriate, and relevant to Advanced CS I goals.

Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for Computer Science.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities for deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials consistently incorporate authentic learning experiences with connections to appropriate standards.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to grade-level knowledge and interests.
	Column Totals:	18	0	0	**OVERALL SCORE: 18**

Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	The instructional materials provide multiple opportunities for students to express their learning and interact with materials and incorporate their personal experiences, cultures, and unique perspectives.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

Criteria	Metric	ME	NI	IA	Justification
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	Column Totals:	12	0	0	**OVERALL SCORE: 12**

CodeHS Computer Science K-2

Vendor Name: CodeHS

Course Name: Computer Science K-2

Grade Levels: K-2

Appeal Status: RECOMMENDED

Justification of Approval:
CodeHS provided evidence and offered a solution to ensure that the CodeHS Computer Science K-2 instructional materials are aligned to the Nevada Academic Content Standards (NVACS) for Computer Science and that the content can be aligned to appropriate grade levels. CodeHS provided an updated course listing with Nevada grade-level specific courses for clarity on alignment and a clear, actionable scope and sequence. CodeHS provided evidence of equitable representation and accessibility features present in all instructional materials, including real-life connections to real-life cultures and traditions, and language options.

Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for Computer Science.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities for deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials consistently incorporate authentic learning experiences with connections to appropriate standards.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to grade-level knowledge and interests.
	Column Totals:	18	0	0	**OVERALL SCORE: 18**

Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	The instructional materials provide multiple opportunities for students to express their learning and interact with materials and incorporate their personal experiences, cultures, and unique perspectives.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

Criteria	Metric	ME	NI	IA	Justification
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	Column Totals:	12	0	0	**OVERALL SCORE: 12**

CodeHS Computer Science 3-5

Vendor Name: CodeHS

Course Name: Computer Science 3-5

Grade Levels: 3-5

Appeal Status: <mark>RECOMMENDED</mark>

Justification of Approval:
CodeHS provided evidence and offered a solution to ensure that the CodeHS Computer Science 3-5 instructional materials are aligned to the Nevada Academic Content Standards (NVACS) for Computer Science and that the content can be aligned to the appropriate grade levels. CodeHS provided an updated course listing with Nevada grade-level specific courses for clarity on alignment. CodeHS provided evidence of equitable representation and accessibility features present in all instructional materials, including real-life connections to real-life cultures and traditions, and language options.

Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for Computer Science.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities for deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials consistently incorporate authentic learning experiences with connections to appropriate standards.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to grade-level knowledge and interests.
	Column Totals:	18	0	0	**OVERALL SCORE: 18**

Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	The instructional materials provide multiple opportunities for students to express their learning and interact with materials and incorporate their personal experiences, cultures, and unique perspectives.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

Criteria	Metric	ME	NI	IA	Justification
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	Column Totals:	12	0	0	**OVERALL SCORE: 12**

Ellipsis Education CS Foundations 2

Vendor Name: Ellipsis Education

Course Name: CS Foundations 2

Grade Levels: 2

Appeal Status: RECOMMENDED

Justification of Approval:
Ellipsis Education provided evidence and offered a solution to ensure that the CS Foundations 2 instructional materials are aligned to the Nevada Academic Content Standards (NVACS) for Computer Science and that the content can be aligned to the appropriate grade levels. Ellipsis Education provided further evidence that multiple opportunities for cooperative learning and diversity are included in the materials, including opportunities for students to use their culture and identities in their learning.

Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for Computer Science.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities for deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials consistently incorporate authentic learning experiences with connections to appropriate standards.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to grade-level knowledge and interests.
Column Totals:		18	0	0	**OVERALL SCORE: 18**

Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	The instructional materials provide multiple opportunities for students to express their learning and interact with materials and incorporate their personal experiences, cultures, and unique perspectives.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

Criteria	Metric	ME	NI	IA	Justification
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	Column Totals:	12	0	0	**OVERALL SCORE: 12**

Ellipsis Education CS Foundations 5

Vendor Name: Ellipsis Education

Course Name: CS Foundations 5

Grade Levels: 5

Appeal Status: <mark>RECOMMENDED</mark>

Justification of Approval:
Ellipsis Education provided evidence and offered a solution to ensure that the CS Foundations 5 instructional materials provide opportunities for students to share diverse experiences, backgrounds, cultures, etc. and include diverse representations of non-dominant backgrounds. Ellipsis Education provided further evidence that all lessons contain relevance to students' lives and collaborative opportunities. The materials are standards-aligned and include different engagement activities.

Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for Computer Science.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities for deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials consistently incorporate authentic learning experiences with connections to appropriate standards.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to grade-level knowledge and interests.
	Column Totals:	18	0	0	**OVERALL SCORE: 18**

Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	The instructional materials provide multiple opportunities for students to express their learning and interact with materials and incorporate their personal experiences, cultures, and unique perspectives.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

Criteria	Metric	ME	NI	IA	Justification
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	Column Totals:	12	0	0	**OVERALL SCORE: 12**

SkillStruck Creative Coding/Game Design

Vendor Name: SkillStruck

Course Name: Creative Coding/Game Design

Grade Levels: 9-12

Appeal Status: RECOMMENDED

Justification of Approval:
SkillStruck provided evidence that critical thinking is consistently prompted throughout the materials and further evidence of multiple connections to real-life examples and cultures in all lessons. The instructional materials align to Nevada Academic Content Standards for Computer Science and include diverse representation and opportunity throughout. These materials are best suited for an introductory CS course with a focus on game design.

Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for Computer Science.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities for deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials consistently incorporate authentic learning experiences with connections to appropriate standards.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to grade-level knowledge and interests.
	Column Totals:	18	0	0	**OVERALL SCORE: 18**

Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	The instructional materials provide multiple opportunities for students to express their learning and interact with materials and incorporate their personal experiences, cultures, and unique perspectives.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

Criteria	Metric	ME	NI	IA	Justification
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	Column Totals:	12	0	0	**OVERALL SCORE: 12**

SkillStruck High School Python

Vendor Name: SkillStruck

Course Name: High School Python

Grade Levels: 9-12 Elective

Appeal Status: RECOMMENDED

Justification of Approval:
SkillStruck provided evidence of multiple connections to real-life examples and multiple cultures present in all instructional materials. The instructional materials align to Nevada Academic Content Standards for Computer Science. SkillStruck provided further evidence of critical thinking materials available in all instructional materials.

Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for Computer Science.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities for deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials consistently incorporate authentic learning experiences with connections to appropriate standards.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to grade-level knowledge and interests.
Column Totals:		18	0	0	**OVERALL SCORE: 18**

Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	The instructional materials provide multiple opportunities for students to express their learning and interact with materials and incorporate their personal experiences, cultures, and unique perspectives.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

Criteria	Metric	ME	NI	IA	Justification
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	Column Totals:	12	0	0	**OVERALL SCORE: 12**

SkillStruck Computer Science and Applications

Vendor Name: SkillStruck

Course Name: Computer Science and Applications

Grade Levels: 9-12 Core

Appeal Status: <mark>RECOMMENDED</mark>

Justification of Approval:
SkillStruck provided further evidence that the Computer Science and Applications instructional materials are aligned to the Nevada Academic Content Standards for Computer Science and that lessons and applications focused on digital learning tools were included in the course as required.

Category 1 Rubric – Alignment to Standards

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Breadth	A1. Materials target the most critical and impactful content.	2	1	0	The instructional materials are aligned to the academic content standards for Computer Science.
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	The instructional materials are aligned to the appropriate grade level standards and the content is accurate and well written.
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	The instructional materials provide an appropriate scope and sequence and learning progression.
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	The instructional materials provide multiple opportunities for deep academic discussions.
	B2. Materials help students think more critically about a topic.	2	1	0	The instructional materials allow students to think more critically about topics.
	B3. Materials spark student dialogue and support further exploration.	2	1	0	The instructional materials offer many opportunities for student dialogue that support further exploration.
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that reinforce course content.	2	1	0	The instructional materials consistently incorporate authentic learning experiences with connections to appropriate standards.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	The instructional materials provide multiple opportunities for students to engage in activities that build collaboration skills.
	C3. Materials are relevant to students' lives.	2	1	0	The instructional materials are relevant to grade-level knowledge and interests.
Column Totals:		18	0	0	**OVERALL SCORE: 18**

Category 2 Rubric – Alignment to Social Justice

Legend: ME (Meets Expectations), NI (Needs Improvement), IA (Inadequate)

Criteria	Metric	ME	NI	IA	Justification
A. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	The instructional materials provide multiple opportunities for students to express their learning and interact with materials and incorporate their personal experiences, cultures, and unique perspectives.
B. Connections	Materials provide more than three real-life connections made or represented from a variety of cultures and life experiences.	2	1	0	The instructional materials offer a variety of opportunities for students to share their own experiences throughout the content.
C. Culturally Centered	Materials include varying authors that present multiple philosophies, perspectives, identities, and cultures that reflect the diversity in culture, languages, traditions, beliefs, values, and customs through artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	The instructional materials were developed by multiple authors and offer diverse perspectives throughout to promote inclusion.
D. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students from historically underserved backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	The instructional materials provide discourse and perspectives that are presented in a manner that is inclusive of Nevada's diverse student population.
E. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	The instructional materials provide the opportunity for students to work cooperatively and share their unique experiences and perspectives throughout.

Criteria	Metric	ME	NI	IA	Justification
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	The instructional materials are student-focused and relevant to their lives and learning experiences.
	Column Totals:	12	0	0	**OVERALL SCORE: 12**