Nevada Instructional Materials Review

Computer Science (Winter 2023)

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Table of Contents

Review Process

All materials were reviewed using the following process:

1. Technical Review of Application (completed by Nevada Department of Education)
   The technical review of instructional materials includes a thorough review of the vendor application for thoroughness and full access to materials identified in the application. Vendors were notified of incomplete applications and/or restricted or limited access to materials with a seven day deadline to resubmit or provide access to materials.
2. Scoring Consensus Building
   The review team convened to complete a scoring consensus to build score reliability. Each member scored a material individually. Discussions were held as a team to identify and discuss discrepancies, then establish a baseline consensus.
3. Materials Scoring
   a. Materials were assigned to reviewers based on their expertise. For example, high school teachers typically scored materials identified for high school. Conversely, elementary school teachers scored materials identified for elementary school. Each material was scored by at least two reviewers individually. A mean score for each rubric criteria was generated.
   b. Reviewers met in small groups established by commonly reviewed materials. For example, all reviewers who scored materials for Vendor X CS Principles met together in a breakout room. Consensus scores were established in these small group discussions that were guided by individual and mean rubric scores and with valid evidence.
4. Score Validation
   a. All materials had a blind review completed by an individual who did not partake in group discussions to determine score validation and identify large discrepancies. While none were presented, materials with large discrepancies were to be flagged for discussion with all reviewers.

Comprehensive List of Recommendations

Vendor: BootUp

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
BootUp Scratch and Scratch Jr.	K-5	16	12	Do Not Approve	Materials cover all K-5 standards over all lessons, but not as individual courses. Opportunities for discussion, collaboration, and problem solving are present throughout. Materials present diverse perspectives and viewpoints.

Vendor: Code Central

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Computer Science High School (.5 Grad Req)	9-12 Core	2	8	Do not Approve	Course does not align to all required standards for this course. There are limited collaboration opportunities and materials are heavily text-based with few areas for differentiation.

Vendor: Code.org

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Nevada Standards Aligned CS Fundamentals Course A	K	18	12	Approve	This curriculum meets all rubric criteria and aligns with standards. The materials are organized and intuitive for teachers and students. Materials are accessible for students and include opportunities for increased student engagement.
Nevada Standards Aligned CS Fundamentals Course B	1	18	12	Approve	This curriculum meets all rubric criteria and aligns with standards. The materials are organized and intuitive for teachers and students. Materials are accessible for students and include opportunities for increased student engagement.
AP Computer Science A	9-12 CTE	18	12	Approve	This curriculum meets all rubric criteria and aligns with standards. It

					is also approved by College Board as an AP course. Materials include accessibility features and opportunities for increased student engagement and collaboration.
Nevada Standards Aligned CS Fundamentals Course C	2	15	11	Do Not Approve	This material does not address 3 (of 9) standards. Quality of supplementary materials do not match the quality of other Code.org materials and leave gaps in student engagement.
Nevada Standards Aligned CS Fundamentals Course D	3	15	5	Do Not Approve	Limited opportunities for engaging in authentic and meaningful learning that support state standards, specifically in the Nevada-specific supplementary materials. Equitable representation of diverse students is not present in all learning materials.
Nevada Standards Aligned CS Fundamentals Course E	4	16	5	Do Not Approve	Several lessons lack culminating activities that are essential in computer science. Opportunities for creativity, problem solving, and collaboration are limited across all materials in this course. Materials do not consistently represent diverse student populations or include accessibility features for students.
Nevada Standards Aligned CS Fundamentals Course F	5	16	5	Do Not Approve	Opportunities for authentic and rich learning opportunities are inconsistent and limited across all materials in the course. Some lessons include deep-learning and student engagement, while others only include slides with discussion or reflection. Materials do not consistently represent diverse student populations or include accessibility features for students.

Vendor: CodeHS

Course Name	**Grade Level**	**Standards Alignment (18 = pass)**	**Access & Equity (12 = pass)**	**Recommendation**	**Justification**
Advanced CS I	9-12 CTE	16	10	Do Not Approve	The content is accurate, appropriate, and relevant to Advanced CS I goals. There are few opportunities for student collaboration and discussion. Minimal collaborate content restrains opportunities for students

					to share and express their strengths, backgrounds, culture, etc.
Computer Science K-2	K-2	2	0	Do not Approve	This curriculum does not align with individual grade level standards, requiring teachers to filter activities within lessons to meet their specific grade. Many materials are too advanced for primary grade students while others require minimal cognitive engagement. No evidence of equitable representation or accessibility features are present.
Computer Science 3-5	3-5	12	3	Do not Approve	Several standards are not covered in this curriculum. The grade-banded design of the materials require teachers to filter activities within each lesson to best fit their grade level. Student dialogue and collaboration is not consistent across the materials. Evidence of equitable representation and accessibility are minimal.

Vendor: Ellipsis Education

Course Name	**Grade Level**	**Standards Alignment (18 = pass)**	**Access & Equity (12 = pass)**	**Recommendation**	**Justification**
CS Foundations 2	2	16	7	Do Not Approve	This curriculum does not fully align with Nevada standards. While standards are covered, there are many lessons that cover standards in higher grades. Much of the work is centered on interdependent activities with traditional teaching structures. Minimal opportunities for cooperative learning and diversity are included in the materials.
CS Foundations 5	5	16	9	Do Not Approve	Materials are standards aligned and include different engagement activities. Some lessons lack relevance to students' lives and collaborative opportunities. Curriculum does not provide opportunities for students to share diverse experiences, backgrounds, cultures, etc. or include diverse representation of non-dominant backgrounds.

Vendor: eDynamic

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Programming 1a/1b	9-12	18	10	Approve	This curriculum meets all rubric criteria and aligns with standards. The materials are organized and easy to navigate. Students are provided multiple opportunities for critical thinking, discussion, collaboration, and authentic learning activities.

Vendor: iCEV

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Advanced CS	9-12	16	10	Do Not Approve	Materials align with NV standards, but the accuracy of materials is inconsistent throughout the lessons and activities. Assessments are limited to surface-level content and do not reach the depth of CS content and skills development for high school students. Collaborative learning experiences and opportunities for students to express their learning are minimal.

Vendor: OptimaEd

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Computer Science Discoveries	6-8	2	2	Do not Approve	This course does not address a majority of the standards. No structured opportunities for student discourse are included in lessons or activities. Course materials are designed for independent completion by students without sufficient opportunities for students to collaborate.

Vendor: Rex K-12

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification

Kinder Foundations of Technology Education	K	4	7	Do not Approve	The vocabulary level is too high for kindergarten in this material. While the standards were covered, student access is very limited outside of heavily guided 1:1 or small group instruction. Few opportunities for peer interactions. Overall, materials are not appropriate for the grade level.
1st Grade Introduction to Coding	1	4	6	Do not Approve	This material does not cover all grade level standards. The content is too advanced for 1st grade and therefore not grade appropriate. Academic discussions and peer interaction is lacking throughout the materials. Relevance to grade appropriate topics is lacking.
2nd Grade Technology Education for Greater Understanding	2	9	6	Do not Approve	Many of the lessons align to standards outside of 2nd grade and are inaccessible to most 2nd graders. Critical thinking and peer interaction is limited as most lessons are whole group or student independent. Real life connections are limited and materials do not reflect diverse philosophies, perspectives, cultures, etc.
3rd Grade Foundations of Higher Level Coding	3	14	5	Do not Approve	Materials lack rigorous discussions. Although Scratch promotes authentic student learning, assessments and other activities lack opportunities for authentic learning, collaboration, or deep learning. Materials lack inclusion of non-dominant backgrounds and diverse cultures.
4th Grade Building with Code	4	13	5	Do not Approve	Materials lack rigorous discussions and include mostly close-designed activities and assessments (e.g. fill in the blank, multiple choice). Discussion questions, when available, lack proper implementation to foster deeper learning or promote student-centered learning. Inclusion of non-dominant backgrounds and diverse cultures is limited.
5th Grade Innovations in Technology	5	9	5	Do not Approve	Materials do not fully align to all grade level standards. Lessons are grade appropriate, but rely on

					students having received CS instruction in prior grades. Student discourse is inconsistent and few authentic learning experiences are present. Materials include limited presentation of diverse individuals, languages, and cultures.
Computer Science 6-8	6-8	17	12	Do Not Approve	Course materials address all required standards and provide opportunities for student engagement through peer interaction and collaboration. The use of Java as a programming language alongside Python at the middle school level may not be appropriate for most students and will require teacher-designed scaffolds to support struggling students.
Computer Science 9-12	9-12 Core	15	10	Do Not Approve	Materials align to standards, but do not follow a logical sequential order. Lesson content is primarily surface level and does not allow for deeper learning. Materials don't consistently include diverse philosophies, cultures, individuals, etc.
NV Graduation Requirement Course	9-12 Core	10	12	Do not Approve	This course does not address all the required standards for this course. Over 50% of required standards are excluded from course materials, leaving few opportunities for authentic learning within the required content.

Vendor: Savvas

Course Name	**Grade Level**	**Standards Alignment (18 = pass)**	**Access & Equity (12 = pass)**	**Recommendation**	**Justification**
Computer Science: A Problem Solving Approach	9-12	10	6	Do not Approve	While content standards are addressed, there is little opportunity for student voice, access, and equity. CTE performance standards are not included in the course.
Fundamentals of Computer Science	9-12	10	6	Do not Approve	While content standards are addressed, there is little opportunity for student voice, access, and equity. CTE

					performance standards are not included in the course. Student discourse, collaboration, and problem solving are minimal.
Intro to Computer and Information, Preparing for the IC3 Technology	9-12	11	9	Do not Approve	Curriculum is related to some integrated technology standards, but there is very limited.

Vendor: SkillStruck

Course Name	**Grade Level**	**Standards Alignment (18 = pass)**	**Access & Equity (12 = pass)**	**Recommendation**	**Justification**
AP CS Principles	9-12	18	12	Approve	Course materials cover all required standards and content. While collaborative skills and critical thinking could be improved in some lessons, there are options provided for teachers to incorporate into activities. This course is already approved by College Board.
Python ITS Certification Prep	9-12 Elective	18	12	Approve	Materials and resources engage students in learning through their own experiences while reaching advanced 9-12 CS standards. Resources are equitable and accessible, and connections for a diverse group of learners.
Exploring Computer Science	9-12 Elective	18	12	Approve	Materials engage students in learning through personal authentic experiences and connect to advanced CS concepts and standards. Resources include diverse representations and are equitable and accessible for all students.
Creative Coding/Game Design	9-12 Elective	16	12	Do Not Approve	Materials align to most NV standards and include diverse representation and opportunity throughout. These materials are best suited for an introductory CS course with a focus on game design.
High School Python	9-12 Elective	17	12	Do Not Approve	Shortcomings exist in the materials around peer collaboration, critical thinking, and deep learning experiences.

Web Development	9-12 Elective	16	12	Do Not Approve	While the materials don't align with NV standards direction, the lessons are engaging and connect to CS concepts applied in other courses. These materials introduce programming in web development.
Computer Science and Applications	9-12 Core	17	12	Do Not Approve	Most of the required standards are included; however, lessons and application focused on digital learning tools (e.g. documents, spreadsheets, presentations) are not included in the course as required.

Vendor: Popfizz

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Intro to CS with Raspberry Pi and Python	6-8	4	3	Do not Approve	Materials only cover approximately 25% of the required CS standards. Little teacher guidance is included in the lessons or activities with few opportunities for peer discussion or collaboration. Student choice in authentic learning experiences is minimal.
Intro to Physical Computing with Microbit	6-8	3	1	Do not Approve	Materials only cover programming standards and do address the remaining CS standards. There are occasional typographical errors in the materials and the overall course is confusing. Discussion and collaboration is minimal throughout the materials.
AP Computer Science Principles	9-12	16	10	Do not Approve	All required standards are addressed, but the materials are lacking in deep learning experiences. Collaboration and opportunities for student voice are minimal. When testing the Java script, the browser section did not consistently display the correct result, which could impact student learning if not addressed by the teacher.

Vendor: Seesaw Learning

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification

Digital Learning with Bean	K-3	15	10	Do Not Approve	Materials primarily cover digital citizenship, leaving many standards uncovered in the lessons. The lessons are grade and age appropriate, but require the teacher to identify the appropriate lessons for the grade level.
The Digital Leaders	4-5	15	10	Do Not Approve	Materials cover a portion of the grade level standards, specifically digital citizenship. Many CS concepts, topics, and skills are not covered in the lessons. Provided lessons include several opportunities for collaboration and discussion, including opportunities for student choice and voice.
Computational Thinking	K-2	15	10	Do Not Approve	Materials align to many standards, but will require teachers to identify the lessons appropriate for their grade level due to the design of the course.
Computational Thinking Adventures	3-5	15	10	Do Not Approve	Materials align to most standards. The grade-banded design of the course requires the teacher to identify which lessons are appropriate for their grade level. Lessons may be either too simple or too difficult for students because of the grade-band design. Opportunities for collaboration and discussion are included throughout.
Code the World	K-2	15	11	Do Not Approve	Materials align to most standards. The grade-banded design of the course requires the teacher to identify which lessons are appropriate for their grade level. Lessons may be either too simple or too difficult for students because of the grade-band design.
Mission Code	3-5	15	12	Do Not Approve	Materials align to most standards. The grade-banded design of the course requires the teacher to identify which lessons are appropriate for their grade level. Lessons may be either too simple or too difficult for students because of the grade-band design.
Careers in CS	K-5	11	9	Do Not Approve	Materials align to few standards, but provide good background for students on computing careers.

					Although there are only a few lessons included, the lessons incorporate discussion and personal connections.
Visual Data Talks	K-5	15	12	Do Not Approve	Materials do not align with all CS standards, but include specific connections to data visualization within computing fields. Lessons incorporate discussion and some collaboration. Opportunities for students to share personal connections are also included.
STEAM	K-2	2	6	Do not Approve	Materials do not include lessons related to computer science and focus primarily on Science concepts. The lack of CS-related concepts eliminate opportunity for CS-focused discussion, collaboration, and problem solving.
STEAM: Design Thinking	3-5	0	5	Do not Approve	Materials do not align with CS standards and primarily focus on Science concepts. There are very few connections to CS in the few lessons.

Detailed Reviews for each Vendor Submission

BootUp

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
BootUp Scratch and Scratch Jr.	K-5	16	12	Do Not Approve	Materials cover all K-5 standards over all lessons, but not as individual courses. Opportunities for discussion, collaboration, and problem solving are present throughout. Materials present diverse perspectives and viewpoints.

Course: BootUp Scratch and Scratch Jr.

Category 1 Rubric – Alignment to Standards

Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	Materials cover all grade-level standards across the lessons. The lessons are set up to align with varying grade levels, requiring teachers to identify appropriate lessons.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	Lessons follow a clear sequence, but the grade-banded design of the materials requires the teacher to identify which lessons are appropriate to their specific grade.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Opportunities for discussion are present across all materials.
B2. Materials help students think more critically about a topic.	2	Students are prompted to think critically in most lessons.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide opportunities for students to discuss with peers.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and age appropriate.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Opportunities for collaboration are available
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.
Overall Score	**14**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Students are provided opportunities to collaborate and build on strengths and interests.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide opportunities for grade-appropriate discourse.
Criteria C. 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	Students are presented with opportunities to account for grade-appropriate inclusive computing practices in the materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Real life connections are consistently representative of various cultures and life experiences.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Evidence of culturally diverse authors or philosophies is present.
Overall Score	**12**	

Code Central

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Computer Science High School (.5 Grad Req)	9-12 Core	2	8	Do not Approve	The course does not align to all required standards for this course. There are limited collaboration opportunities and materials are heavily text-based with few areas for differentiation.

Course: Computer Science High School (.5 Grad Req)

Category 1 Rubric – Alignment to Standards

Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	0	Many of the required standards for this course are not addressed in this material.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	0	Materials do not meet required high school rigor for this course.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	While present, the teacher facing materials are not user friendly.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	0	Few opportunities for discussion across all materials.
B2. Materials help students think more critically about a topic.	0	Students are not prompted to think critically in most lessons. Lessons are primarily close ended.
B3. Materials spark student dialogue and support further exploration.	0	Materials provide few opportunities for students to discuss with peers.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	0	Learning activities do not include authentic learning experiences for developing computational artifacts.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	Opportunities for collaboration are available in some lessons, but presence is inconsistent.
C3. Materials are relevant to students' lives.	0	Materials are relevant to grade level knowledge and interests.
Overall Score	**2**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	Score	Justification
Criteria A. 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.	1	Course materials provide predominately text-based experience that doesn't empower students to engage as authentically.
Materials provide learning and tasks that is predominantly student centered.	1	Materials are inconsistently student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide opportunities for grade-appropriate discourse.
Criteria C. 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.	1	There are limited ways for teachers to differentiate or adapt course content.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	Course includes isolated instances of inviting students to reflect on material as it relates to them.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Materials are neutral and appeal to diverse students and experiences.
Overall Score	**8**	

Code.org

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Nevada Standards Aligned CS Fundamentals Course A	K	18	12	Approve	This curriculum meets all rubric criteria and aligns with standards. The materials are organized and intuitive for teachers and students. Materials are accessible for students and include opportunities for increased student engagement.
Nevada Standards Aligned CS Fundamentals Course B	1	18	12	Approve	This curriculum meets all rubric criteria and aligns with standards. The materials are organized and intuitive for teachers and students. Materials are accessible for students and include opportunities for increased student engagement.
AP Computer Science A	9-12 CTE	18	12	Approve	This curriculum meets all rubric criteria and aligns with standards. It is also approved by the College Board as an AP course. Materials include accessibility features and opportunities for increased student engagement and collaboration.
Nevada Standards Aligned CS Fundamentals Course C	2	15	11	Do not Approve	This material does not address 3 (of 9) standards. Quality of supplementary materials do not match the quality of other Code.org materials and leave gaps in student engagement.
Nevada Standards Aligned CS Fundamentals Course D	3	15	5	Do not Approve	Limited opportunities for engaging in authentic and meaningful learning that support state standards, specifically in the Nevada-specific supplementary materials. Equitable representation of diverse students is not present in all learning materials.
Nevada Standards Aligned CS Fundamentals Course E	4	16	5	Do not Approve	Several lessons lack culminating activities that are essential in computer science. Opportunities for creativity, problem solving, and collaboration are limited across all materials in this course. Materials do not consistently represent diverse student populations or include accessibility features for students.
Nevada Standards	5	16	5	Do not Approve	Opportunities for authentic and rich learning opportunities are

Aligned CS Fundamentals Course F					inconsistent and limited across all materials in the course. Some lessons include deep-learning and student engagement, while others only include slides with discussion or reflection. Materials do not consistently represent diverse student populations or include accessibility features for students.

Course**:** Nevada Standards Aligned CS Fundamentals Course A

Category 1 Rubric – Alignment to Standards

Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	Materials align to all course related standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials accurately reflect grade appropriate skills and content.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Discussion opportunities are present throughout the materials.
B2. Materials help students think more critically about a topic.	2	Multiple opportunities for students to dive deeper into topics are provided.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide multiple opportunities for further or deeper exploration of topics in lessons.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and present across all lessons.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Materials include several collaboration opportunities through diverse activities.
C3. Materials are relevant to students' lives.	2	Diverse learning activities are relevant to grade level knowledge and interests.
Overall Score	**18**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Multiple opportunities to work collaboratively are included throughout the course.
Materials provide learning and tasks that is predominantly student centered.	2	Activities and materials are student-focused and include meaningful learning experiences.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide a variety of examples of inclusivity.
Criteria C. 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	Multiple opportunities for students to express their learning and interact with materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Many real life connections can be found across the materials.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Diversity is represented in all materials.
Overall Score	**12**	

Course**:** Nevada Standards Aligned CS Fundamentals Course B

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	Materials align to all course-related standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials accurately reflect grade appropriate skills and content.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Discussion opportunities are present throughout the materials.
B2. Materials help students think more critically about a topic.	2	Multiple opportunities for students to dive deeper into topics are provided.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide multiple opportunities for further or deeper exploration of topics in lessons.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and present across all lessons.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Materials include several collaboration opportunities through diverse activities.
C3. Materials are relevant to students' lives.	2	Diverse learning activities are relevant to grade level knowledge and interests.
Overall Score	**18**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Multiple opportunities to work collaboratively are included throughout the course.
Materials provide learning and tasks that is predominantly student centered.	2	Activities and materials are student-focused and include meaningful learning experiences.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide a variety of examples of inclusivity.
Criteria C. 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	Multiple opportunities for students to express their learning and interact with materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Many real life connections can be found across the materials.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Diversity is represented in all materials.
Overall Score	**12**	

Course**:** AP Computer Science A

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	Materials align to all course-related standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials accurately reflect grade appropriate skills and content.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Discussion opportunities are present throughout the materials.
B2. Materials help students think more critically about a topic.	2	Multiple opportunities for students to dive deeper into topics are provided.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide multiple opportunities for further or deeper exploration of topics in lessons.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and present across all lessons.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Materials include several collaboration opportunities through diverse activities.
C3. Materials are relevant to students' lives.	2	Diverse learning activities are relevant to grade level knowledge and interests.
Overall Score	**18**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Opportunities for collaborative work is present throughout all lessons.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student-focused and provide meaningful learning experiences throughout.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Inclusivity is consistent throughout all lessons.
Criteria C. 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	Multiple opportunities for students to express learning and interact with materials are present throughout lessons.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Many real-life connections can be found across materials.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Diversity is represented in all materials.
Overall Score	**12**	

Course: Nevada Standards Aligned CS Fundamentals Course C

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	0	The following standards are not addressed to the depth and complexity expected: 2.AP.PD.2, 2.IC.C.1, 2.DA.S.1.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Inconsistent opportunities for discussion across all materials.
B2. Materials help students think more critically about a topic.	2	Students are prompted to think critically in most lessons.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide opportunities for students to discuss with peers.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful, but are inconsistent in quality across all lessons.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Opportunities for collaboration are available.
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.
Overall Score	**15**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Students are provided opportunities to collaborate and build on strengths and interests.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide opportunities for grade-appropriate discourse.
Criteria C. 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	Students are presented with opportunities to account for grade-appropriate inclusive computing practices in the materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	Real life connections are not representative of various cultures and life experiences.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Minimal evidence of culturally diverse authors or philosophies.
Overall Score	**10**	

Course: Nevada Standards Aligned CS Fundamentals Course D

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	The lesson objectives target the main skill students need as indicated in the standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Inconsistent opportunities for discussion across all materials.
B2. Materials help students think more critically about a topic.	2	Students are prompted to think critically in most lessons. Lesson integrates reflection questions to foster brainstorming.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide opportunities for students to discuss with peers. Lessons include opportunities to reflect on learning experiences at end of lessons.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	1	Learning activities are inconsistent across all lessons. Some lessons include superficial learning experiences.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	Opportunities for collaboration are available, but opportunities for creativity and deep problem solving are inconsistent across all lessons.
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.
Overall Score	**15**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	1	Students are provided inconsistent opportunities to collaborate and build on strengths and interests, but not deeply interwoven throughout every lesson.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	0	Lessons do not consistently represent women, people of color, LGBTQ, Indigenous People, second language learners, and students of foreign backgrounds, like Japanese, African, and others.
Criteria C. 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.	0	It is not evident that the activities have been informed by student input, cultures, languages, values, and customs.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	The lessons do not show examples of different cultures and traditions that students can identify with.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	The lessons/activities only include some varying authors.
Overall Score	**5**	

Course: Nevada Standards Aligned CS Fundamentals Course E

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	The lesson objectives target the main skill students need as indicated in the standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Opportunities for student discussion are included.
B2. Materials help students think more critically about a topic.	2	Students are prompted to think critically in most lessons. Lesson integrates reflection questions to foster brainstorming.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide opportunities for students to discuss with peers. Lessons include opportunities to reflect on learning experiences at end of lessons.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	1	Learning activities are inconsistent across all lessons. Some lessons include superficial learning experiences and lack authentic learning activities relevant to computer science and designing computational artifacts.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	Opportunities for collaboration are available, but opportunities for creativity and deep problem solving are inconsistent across all lessons.
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.
Overall Score	**16**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	1	Students are provided inconsistent opportunities to collaborate and build on strengths and interests, but not deeply interwoven throughout every lesson.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	0	Lessons do not consistently represent women, people of color, LGBTQ, Indigenous People, second language learners, and students of foreign backgrounds, like Japanese, African, and others.
Criteria C. 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.	0	It is not evident that the activities have been informed by student input, cultures, languages, values, and customs
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	The lessons do not show examples of different cultures and traditions that students can identify with.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	The lessons/activities only include some varying authors.
Overall Score	**5**	

Course: Nevada Standards Aligned CS Fundamentals Course F

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	The lesson objectives target the main skill students need as indicated in the standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Opportunities for student discussion are included.
B2. Materials help students think more critically about a topic.	2	Students are prompted to think critically in most lessons. Lesson integrates reflection questions to foster brainstorming.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide opportunities for students to discuss with peers. Lessons include opportunities to reflect on learning experiences at end of lessons.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	1	Learning activities are inconsistent across all lessons. Quality learning experiences are inconsistent and lack authentic learning activities relevant to computer science and designing computational artifacts.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	Opportunities for collaboration are available, but opportunities for creativity and deep problem solving are inconsistent across all lessons.
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.
Overall Score	**16**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	1	Students are provided inconsistent opportunities to collaborate and build on strengths and interests, but not deeply interwoven throughout every lesson.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	0	Lessons do not consistently represent women, people of color, LGBTQ, Indigenous People, second language learners, and students of foreign backgrounds, like Japanese, African, and others.
Criteria C. 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.	0	It is not evident that the activities have been informed by student input, cultures, languages, values, and customs.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	The lessons do not show examples of different cultures and traditions that students can identify with.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	The lessons/activities only include some varying authors.
Overall Score	**5**	

CodeHS

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Advanced CS I	9-12 CTE	16	10	Do Not Approve	The content is accurate, appropriate, and relevant to Advanced CS I goals. There are few opportunities for student collaboration and discussion. Minimal collaborate content restrains opportunities for students to share and express their strengths, backgrounds, culture, etc.
Computer Science K-2	K-2	2	0	Do not Approve	This curriculum does not align with individual grade level standards, requiring teachers to filter activities within lessons to meet their specific grade. Many materials are too advanced for primary grade students while others require minimal cognitive engagement. No evidence of equitable representation or accessibility features are present.
Computer Science 3-5	3-5	12	3	Do not Approve	Several standards are not covered in this curriculum. The grade-banded design of the materials require teachers to filter activities within each lesson to best fit their grade level. Student dialogue and collaboration is not consistent across the materials. Evidence of equitable representation and accessibility are minimal.

Course: Advanced CS I

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	Materials align to all course-related standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are accurate throughout the materials and relevant to Advanced CS I goals.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Discussion opportunities are present throughout the materials.
B2. Materials help students think more critically about a topic.	1	Although discussion opportunities are present, there are few assignments/assessments that require students to engage in critical thinking
B3. Materials spark student dialogue and support further exploration.	2	Materials provide opportunities for students to discuss with peers.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and present across all lessons.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	Peer code review and commenting is largely absent; lacking an emphasis on collaborative work.
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.
Overall Score	**16**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	1	Minimal collaborative content is provided in the course materials, including opportunities for students to share or express personal experiences, backgrounds, etc.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	1	Opportunities for discourse and discussion exist, but are not integrated in such a way as to make them required for student success.
Criteria C. 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	Multiple opportunities are provided for students to interact with materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Many real life connections can be found across the materials.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Authors provide multiple perspectives and cultures that reflect the beliefs and values of diverse populations.
Overall Score	**8**	

Course: Computer Science K-2

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	Some standards do not align with the lessons. The grade-banded format of this curriculum does not delineate which activities within lessons are aligned for each grade level (kinder, 1st, or 2nd).
A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	Materials require significant background knowledge and skill in other content (reading, writing, math) to be successful in the lessons. The lessons are not consistently grade appropriate because of the grade banded format. Many lessons are designed for all K-2 students, but are far too rigorous for kindergartners.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	0	Learning progression is unclear. The curriculum is designed with individual 45-minute lessons that don't consistently flow or build on one another.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	0	Presentation of information relies on plug and play, but there isn't enough information for the teacher to take the discussion deeper or to relate it to authentic life experiences. Materials are either very low cognitive demand or too complex for the grade.
B2. Materials help students think more critically about a topic.	0	Students are not prompted to think critically in lessons.
B3. Materials spark student dialogue and support further exploration.	0	Grade appropriate student dialogue is not present in all lessons. Suggestions for extension activities are provided, but they are not fully supported in the material where the teacher can use them with students.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	0	Learning activities are either too basic and rely on rote memorization or too advanced requiring students in this grade band to

		have experiences that are not provided in the materials. Many activities are generic and not necessarily anything the grade band would have familiarity with.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	0	Opportunities for collaboration are not available. There are interviews that take place, but there is no opportunity for collaborative problem solving or computer science related work that requires collaboration.
C3. Materials are relevant to students' lives.	0	Materials are not relevant to each grade level. The grand banded design of the materials make lessons either too complex for students (kinder) or too basic (2nd grade).
Overall Score	**2**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	0	There is no evidence of encouraging students to collaborate and problem solve together.
Materials provide learning and tasks that is predominantly student centered.	0	Materials do not include student voice or choice. Most lessons are repetition and skill building.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	0	Materials are based on videos that only include a voice over. There is no diversity or culture shown in the materials.
Criteria C. 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.	0	There are extension activities for students to continue working when finished early, but success is dependent on enough knowledge and skills from the regular lesson. Culture is absent from the materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	0	Few real life connections are included. There are a couple of interviews of other students about what season they like, but no other connections are included.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	0	Minimal evidence of culturally diverse authors or philosophies.
Overall Score	**0**	

Course: Computer Science 3-5

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	The following standards are not represented in the materials: 5.DA.IM.1, 5.NI.NCO.2. The grand banded design of the materials makes it difficult for teachers to identify which activities align with their grade level requirements.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Group or partner academic discussions are not consistent throughout the materials.
B2. Materials help students think more critically about a topic.	1	Critical thinking, where students analyze, question, or challenge a topic or project is not consistent.
B3. Materials spark student dialogue and support further exploration.	1	Student dialogue and further exploration is inconsistent throughout the materials. Some lessons include extra activities, but they do not incorporate deeper exploration of content.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Students work on projects and culminating activities at the end of the lesson or unit that support the course content.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	Students are given opportunity to give peer feedback and reflections and the end of each lesson/unit, but it is not required.
C3. Materials are relevant to students' lives.	1	Materials are relevant to grade level knowledge and interests in most lessons/activities.
Overall Score	**12**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	1	Some lessons encourage paired programming and working with peers, but it is inconsistent throughout materials.
Materials provide learning and tasks that is predominantly student centered.	2	Student projects and culminating activities are centered in student development of ideas and creativity.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	0	Materials did not provide discourse and perspectives presented in a variety of inclusive ways that honor student diversity.
Criteria C. 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.	0	There's no evidence that activities have been informed by student input, cultures, languages, values, and customs.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	0	No evidence of more than three real-life connections representing a variety of cultures.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	0	No evidence that lesson materials include various perspectives, philosophies, and backgrounds of diverse individuals.
Overall Score	**3**	

eDynamic

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Programming 1a/1b	9-12	18	10	Approve	This curriculum meets all rubric criteria and aligns with standards. The materials are organized and easy to navigate. Students are provided multiple opportunities for critical thinking, discussion, collaboration, and authentic learning activities.

Course: Programming 1a/1b

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	Materials align to all course-related standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials accurately reflect grade appropriate skills and content.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Discussion opportunities are present throughout the materials.
B2. Materials help students think more critically about a topic.	2	Multiple opportunities for students to dive deeper into topics are provided.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide multiple opportunities for further or deeper exploration of topics in lessons.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and present across all lessons.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Materials include several collaboration opportunities through diverse activities.
C3. Materials are relevant to students' lives.	2	Diverse learning activities are relevant to grade level knowledge and interests.
Overall Score	**18**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Multiple opportunities to work collaboratively are included throughout the course.
Materials provide learning and tasks that is predominantly student centered.	2	Activities and materials are student-focused and include meaningful learning experiences.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide a variety of examples of inclusivity.
Criteria C. 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	Multiple opportunities for students to express their learning and interact with materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Many real life connections can be found across the materials.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Diversity is represented in all materials.
Overall Score	**12**	

Ellipsis Education

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
CS Foundations 2	2	16	7	Do Not Approve	This curriculum does not fully align with Nevada standards. While standards are covered, there are many lessons that cover standards in higher grades. Much of the work is centered on interdependent activities with traditional teaching structures. Minimal opportunities for cooperative learning and diversity are included in the materials.
CS Foundations 5	5	16	9	Do Not Approve	Materials are standards aligned and include different engagement activities. Some lessons lack relevance to students' lives and collaborative opportunities. Curriculum does not provide opportunities for students to share diverse experiences, backgrounds, cultures, etc. or include diverse representation of non-dominant backgrounds.

Course: CS Foundations 2

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	Materials align to all course-related standard, but some of the lessons extend into other grade level content.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are accurate relevant to grade level. The use of Scratch Jr is appropriate for the grade level.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students, but lessons don't seem directly tied to standards for a clear instructional pathway. There is some autonomy for teachers in how to progress through lessons.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Discussion opportunities are present throughout the materials. Multiple discussions focused on importance of skills and online information are included.
B2. Materials help students think more critically about a topic.	2	Students are prompted to engage in critical thinking multiple times.
B3. Materials spark student dialogue and support further exploration.	1	Materials do not provide opportunities for further or deeper exploration of topics in most lessons.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and present across all lessons.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	The majority of the lessons are independent work with few opportunities for collaboration or peer problem solving.
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.
Overall Score	**16**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	Score	Justification
Criteria A. 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.	1	Minimal opportunity for cooperative learning. Most activities are student independent.
Materials provide learning and tasks that is predominantly student centered.	1	Students are not provided autonomy. Materials lack student agency.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	1	Some videos show diversity, but most lessons are limited in this area. Many of the resources will be very challenging for second language learners.
Criteria C. 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.	1	Although there are some areas for students to use their culture and identities for challenges, the main structures of the lessons are limited to one pathway for students to interact with content.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Many real life connections can be found across the materials.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Very limited diversity is represented in the lessons outside of the videos.
Overall Score	**7**	

Course: CS Foundations 5

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	Materials align to all course-related standards and include opportunity for deep learning of computer science concepts through authentic learning experiences.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are accurate throughout the materials and relevant to grade level. Students reflect and share throughout the lessons.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students. The Scope and sequence is provided in an appropriate way beginning with safe online practices culminating in developing a computational artifact that applies several concepts.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Discussion opportunities are present throughout the materials. Meaningful discussions and peer reviews are included in most lessons.
B2. Materials help students think more critically about a topic.	2	Students are prompted to engage in critical thinking multiple times through reflections, supporting opinions, and meaningful discussions.
B3. Materials spark student dialogue and support further exploration.	2	Students are given collaborative projects and taught how to engage in effective academic dialogue to further explore topics.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	1	Learning activities include starter projects that incorporate some authentic learning experiences, but it is not consistent across all lessons.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Majority of the lessons include collaboration and problem solving activities for students.

C3. Materials are relevant to students' lives.	1	Some lessons lack relevance for grade level students. The role playing as an IT technician is valuable and relevant, but similar contexts are not consistent across lessons.
Overall Score	**16**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Students collaborate in several lessons, including producing a model computer circuit.
Materials provide learning and tasks that is predominantly student centered.	2	Materials incorporate creativity lessons where students create computational artifacts and support student-centered learning.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	0	Materials do not focus on students with non-dominant backgrounds.
Criteria C. 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.	1	Materials provide some opportunities for students to share personal background or experiences, but do not elicit student input, cultures, languages, values, or customs.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Many real life connections can be found across the materials.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	The individuals highlighted in the lessons reflect diverse backgrounds, cultures, beliefs, and gender identities.
Overall Score	**9**	

iCEV

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Advanced CS	9-12	16	10	Do Not Approve	Materials align with NV standards, but the accuracy of materials is inconsistent throughout the lessons and activities. Assessments are limited to surface-level content and do not reach the depth of CS content and skills development for high school students. Collaborative learning experiences and opportunities for students to express their learning are minimal.

Course: Advanced CS

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	Materials align to all course-related standards and include opportunity for deep learning of computer science concepts through authentic learning experiences.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	Materials are not consistently accurate across all lessons and activities.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students and aligns with course expectations.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Discussion opportunities are present throughout the materials. Meaningful discussions and peer reviews are included in most lessons.
B2. Materials help students think more critically about a topic.	1	Students are not consistently prompted to think critically. Much of the content is surface level content presentation and assessment.
B3. Materials spark student dialogue and support further exploration.	2	Students are given collaborative projects and taught how to engage in effective academic dialogue to further explore topics
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities include authentic learning activities that align with course expectations.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Majority of the lessons include collaboration and problem solving activities for students.
C3. Materials are relevant to students' lives.	2	Lessons are mostly relevant to students' lives. Materials align with course expectations for this advanced course.
Overall Score	**16**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Students collaborate in several lessons, including producing a model computer circuit.
Materials provide learning and tasks that is predominantly student centered.	2	Materials incorporate creativity lessons where students create computational artifacts and support student-centered learning.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	0	Materials do not focus on students with non-dominant backgrounds
Criteria C. 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.	1	Materials provide some opportunities for students to share personal background or experiences, but do not elicit student input, cultures, languages, values, or customs.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Many real life connections can be found across the materials.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	The individuals highlighted in the lessons reflect diverse backgrounds, cultures, beliefs, and gender identities
Overall Score	**9**	

OptimaEd

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Computer Science Discoveries	6-8	2	2	Do not Approve	This course does not address a majority of the standards. No structured opportunities for student discourse are included in lessons or activities. Course materials are designed for independent completion by students without sufficient opportunities for students to collaborate.

Course: Computer Science Discoveries

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	0	Materials do not align to all course-related standards. There are many standards not addressed in the lessons and activities.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	Materials do not contain consistently accurate information.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	Learning progression is not clear and challenging to navigate.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	0	Discussion opportunities are not provided throughout the materials.
B2. Materials help students think more critically about a topic.	0	Opportunities for critical thinking are not present in the materials. Learning is superficial and does not include deep learning.
B3. Materials spark student dialogue and support further exploration.	0	Materials do not include student dialogue and opportunities to extend learning.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	0	Course materials are structured for independent completion by students without opportunities for collaboration.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	0	Materials do not include collaboration or problem solving opportunities.
C3. Materials are relevant to students' lives.	0	The design of the course does not include connections to students' lives.
Overall Score	**2**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	0	No opportunities to work collaboratively are included throughout the course. Course is designed for independent work with minimal teacher facilitation.
Materials provide learning and tasks that is predominantly student centered.	2	Activities and materials are student-focused and include meaningful learning experiences.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	0	Materials do not provide opportunities for discourse due to independent design.
Criteria C. 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.	0	Students have one opportunity to learn the materials by completing step-by-step instructions. Different learning modalities or needs are not considered.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	0	No real life connections can be found across the materials.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	0	No evidence of diverse viewpoints present in materials.
Overall Score	**2**	

Rex K-12

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Kinder Foundations of Technology Education	K	4	7	Do not Approve	The vocabulary level is too high for kindergarten in this material. While the standards were covered, student access is very limited outside of heavily guided 1:1 or small group instruction. Few opportunities for peer interactions. Overall, materials are not appropriate for the grade level.
1st Grade Introduction to Coding	1	4	6	Do not Approve	This material does not cover all grade level standards. The content is too advanced for 1st grade and therefore not grade appropriate. Academic discussions and peer interaction is lacking throughout the materials. Relevance to grade appropriate topics is lacking.
2nd Grade Technology Education for Greater Understanding	2	9	6	Do not Approve	Many of the lessons align to standards outside of 2nd grade and are inaccessible to most 2nd graders. Critical thinking and peer interaction is limited as most lessons are whole group or student independent. Real life connections are limited and materials do not reflect diverse philosophies, perspectives, cultures, etc.
3rd Grade Foundations of Higher Level Coding	3	14	5	Do not Approve	Materials lack rigorous discussions. Although Scratch promotes authentic student learning, assessments and other activities lack opportunities for authentic learning, collaboration, or deep learning. Materials lack inclusion of non-dominant backgrounds and diverse cultures.
4th Grade Building with Code	4	13	5	Do not Approve	Materials lack rigorous discussions and include mostly close-designed activities and assessments (e.g. fill in the blank, multiple choice). Discussion questions, when available, lack proper implementation to foster deeper learning or promote student-centered learning. Inclusion of non-dominant

					backgrounds and diverse cultures is limited.
5th Grade Innovations in Technology	5	9	5	Do not Approve	Materials do not fully align to all grade level standards. Lessons are grade appropriate, but rely on students having received CS instruction in prior grades. Student discourse is inconsistent and few authentic learning experiences are present. Materials include limited presentation of diverse individuals, languages, and cultures.
Computer Science 6-8	6-8	17	12	Do Not Approve	Course materials address all required standards and provide opportunities for student engagement through peer interaction and collaboration. The use of Java as a programming language alongside Python at the middle school level may not be appropriate for most students and will require teacher-designed scaffolds to support struggling students.
Computer Science 9-12	9-12 Core	15	10	Do Not Approve	Materials align to standards, but do not follow a logical sequential order. Lesson content is primarily surface level and does not allow for deeper learning. Materials don't consistently include diverse philosophies, cultures, individuals, etc.
NV Graduation Requirement Course	9-12 Core	10	12	Do not Approve	This course does not address all the required standards for this course. Over 50% of required standards are excluded from course materials, leaving few opportunities for authentic learning within the required content.

Course: Kinder Foundations of Technology Education

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	All grade level standards are present.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	0	Materials are not appropriate for grade level. Many activities are not accessible and require higher cognitive skills to complete or are aligned to higher grade levels.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	0	Learning progression is clear for teachers, but material is inaccessible for many students due to highly complex text.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Materials do not consistently provide opportunity for discussion. Many of the lessons are "follow along" and do not incorporate discussions of topics.
B2. Materials help students think more critically about a topic.	0	Students are not prompted to think critically in lessons.
B3. Materials spark student dialogue and support further exploration.	0	Materials do not provide opportunities for peer discussion. Many of the activities are too difficult for kindergartners and are not conducive to grade appropriate dialogue.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	1	Learning activities are meaningful, but are too challenging for the grade level. Typing activities are good for letter recognition, but do not align to CS standards.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	0	Opportunities for collaboration are not available. Lessons are primarily in a "follow along" format until coding can be done independently.
C3. Materials are relevant to students' lives.	0	Materials may be relevant to kindergarten students, but they are not grade level appropriate throughout. Many lessons are too difficult and reflect content/skills in higher grades.
Overall Score	**4**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	1	Activities are primarily "follow along" or independent. Few opportunities for collaborative work or sharing of student backgrounds are included.
Materials provide learning and tasks that is predominantly student centered.	1	Materials do not provide opportunity for student voice and are too challenging for this grade level.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	1	Videos and images represent a female and one student of color. Diversity is not represented throughout all materials.
Criteria C. 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.	1	The structure of the lessons are limited to one pathway for students to interact with the content. Many of the items do not incorporate student choice or option to express individuality.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Real life connections are present in all lessons.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Minimal evidence of culturally diverse authors or philosophies.
Overall Score	**7**	

Course: 1st Grade Introduction to Coding

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	0	Many lessons are the same as the kindergarten course and do not align to first-grade standards. Some standards are only applied in the culminating project with minimal instruction.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	0	Materials are not appropriate for grade level students. Text required for lessons is too complex for grade level, themes are not grade appropriate or incorporate topics that are too complex for 1st grade, and videos are too fast.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	0	Learning progression is not clear. Lessons mirror those of prior grade. Lesson complexity varies drastically – some early lessons are very complex, whereas later lessons are very simplistic.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Inconsistent opportunities for discussion across all materials. Few lessons require academic discussions and are very "surface level" learning.
B2. Materials help students think more critically about a topic.	0	Students are not provided with an opportunity for critical thinking. Many lessons are surface level learning.
B3. Materials spark student dialogue and support further exploration.	0	Student dialogue and support are not present in the materials.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	0	Authentic learning activities are not present in the materials. Lessons rely on follow along activities.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	Opportunities for collaboration are limited. Lessons are primarily whole group or independent.
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.

Overall Score	**4**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	0	Students are not provided opportunity for peer interaction, sharing, or representation of their backgrounds, interests, or experiences. Work is primarily whole group, except for the final project where students can only choose the design, action, and topic of their project.
Materials provide learning and tasks that is predominantly student centered.	1	Materials are not student focused. There is very little peer interaction or student voice incorporated in the lessons.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Videos include a lot of diversity. There is a vast group of diverse people who appear to have written the content.
Criteria C. 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.	1	Very little opportunity with the lack of peer interaction.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	0	Little opportunity for authentic student voice due to absence of peer to peer interaction or representation of hardware that students are familiar with.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Good diversity in the writers and representation of diverse individuals
Overall Score	**6**	

Course: 2nd Grade Technology Education for Greater Understanding

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	Some standards for 2nd grade are covered in other grade level materials, leaving them out of this material.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	Materials do not use academic language appropriate for this grade level
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	Learning progression is clear, but lessons do not have teacher guidance or support.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Teacher materials are not consistently provided in all lessons, including guidance on academic discussions.
B2. Materials help students think more critically about a topic.	1	Critical thinking is very limited. Lessons are primarily mimicking videos or models.
B3. Materials spark student dialogue and support further exploration.	1	Student dialogue is minimal. Most lessons require students to watch a video, then complete the same task.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	1	Lessons provide very few opportunities for collaboration and dialogue through authentic learning activities.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	Creativity is limited to only copying the model or video outside of one unit.
C3. Materials are relevant to students' lives.	1	Some materials are relevant to grade level knowledge and interests, but it is not consistent across all lessons.
Overall Score	**9**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	Score	Justification
Criteria A. 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.	1	Student interaction, collaboration, and interests are only available in software development life cycle activity.
Materials provide learning and tasks that is predominantly student centered.	1	Materials are not student-focused and do not include opportunity for student choice.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	1	Very limited opportunity for discourse. Perspectives presented do not represent diversity of students, cultures, etc.
Criteria C. 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.	1	Videos are hard to follow – "mouse" moves around fast and isn't always in the accurate location. The font colors on the white background are not ADA friendly.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	Real life connections are only applied in the SDLC project or privacy lesson.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Materials do not reflect diverse philosophies, perspectives, cultures, etc.
Overall Score	**6**	

Course: 3rd Grade Foundations of Higher Level Coding

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	The lesson objectives target the main skill students need as indicated in the standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Some materials provide tools to foster academic discussions, but it is not consistent across all lessons.
B2. Materials help students think more critically about a topic.	1	Critical thinking opportunities are limited to independent activities and projects where students must problem solve on their own. Questions and fill-in-the-blank assessments leave little room for deep critical thinking.
B3. Materials spark student dialogue and support further exploration.	1	Some materials spark student dialogue, like group discussions, but it is not consistent across lessons.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Students are engaged in meaningful activities like building, showing creativity, and social awareness.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	Opportunities for collaboration are available in some lessons, but not consistently. Collaborative problem solving and teamwork are infrequent.
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.
Overall Score	**14**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	1	Students work as a team in building a digital story about their experiences, but instruction is primarily teacher-centered with few opportunities for critical reflection.
Materials provide learning and tasks that is predominantly student centered.	1	Few student-centered learning opportunities are included. Most lessons are teacher-centered.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	0	Materials do not focus on students with non-dominant backgrounds or represent student diversity.
Criteria C. 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.	1	Materials provide some opportunities for sharing experiences, but student input, cultures, languages, values, and customs are infrequent. Students are not provided opportunities to express learning through multiple modalities, mostly through videos and fill-in-the-blank activities.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	The lessons do not consistently provide opportunities for students to share personal experiences or cultures.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	The lessons/activities only include some varying authors. The authors' central voice is represented in the curriculum to show diverse representation.
Overall Score	**5**	

Course: 4th Grade Building with Code

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	The lesson objectives target the main skill students need as indicated in the standards. While standards are met, the lessons are not consistently rigorous for 4th graders.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students, but many lessons are duplications of previous year curriculum.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Some materials provide tools to foster academic discussions, but it is not consistent across all lessons. Discussion prompts are generally surface level and do not foster deep discussion.
B2. Materials help students think more critically about a topic.	1	Questions in the materials do not adequately prompt students to think more critically.
B3. Materials spark student dialogue and support further exploration.	1	Some materials spark student dialogue, like group discussions, but it is not consistent across lessons. Dialogue is primarily group discussions and not peer-to-peer.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Students are engaged in meaningful activities like building, showing creativity, and social awareness. Scratch projects support authentic learning.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	Opportunities for collaboration are available in some lessons, but not consistently. Collaborative problem solving and teamwork are lacking throughout.
C3. Materials are relevant to students' lives.	1	Materials are somewhat relevant to grade level knowledge and interests. Topics are not consistently relatable to 4th grade students or student friendly.

Overall Score	**13**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	1	Students work as a team in building a digital story about their experiences, but instruction is primarily teacher-centered with few opportunities for critical reflection.
Materials provide learning and tasks that is predominantly student centered.	1	Few student-centered learning opportunities are included. Most lessons are centered around videos that are teacher led and lack student engagement.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	0	Materials lack different perspectives and variety of inclusive ways to honor students of non-dominant backgrounds.
Criteria C. 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.	1	Materials provide some opportunities for sharing experiences, but overall lack opportunities for students to express ideas in multiple modalities.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	Students learn how technology advances to improve transportation around the world, provide clean water in Africa, and renewable energy. Lessons connecting innovations and worldly change were not found in the materials. Diverse cultural representation was lacking.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Authors are varied, but not reflected in the artifacts, philosophies, or structures that promote inclusion of students' backgrounds.

Overall Score	**5**	

Course: 5th Grade Innovations in Technology

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	Most of the standards are presented, but some are not included in lessons and projects. For example, proper attribution in program development is not presented and required in lessons.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	Most materials are appropriate for grade level students, but materials do not consistently provide scaffolding materials for students with limited prior CS exposure.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	Learning progression is clear, but scope and sequence excludes materials for supporting struggling learners within the grade level materials
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Student discourse is inconsistent and infrequently included in lessons.
B2. Materials help students think more critically about a topic.	1	Critical thinking opportunities are rare. Students are only asked to think critically when creating the culminating project.
B3. Materials spark student dialogue and support further exploration.	1	Student dialogue is limited to surface level prompts in the material.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	1	Most activities involve remixing or debugging existing projects, leaving limited exposure and opportunity for meaningful authentic learning.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	Collaboration is rarely offered as a recommendation in the materials.
C3. Materials are relevant to students' lives.	1	Revisiting existing projects leaves minimal opportunity for students to bring relevance and creativity to the already created projects.

Overall Score	**9**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	1	Cooperative learning and sharing of diverse experiences or strengths is limited to the culminating project.
Materials provide learning and tasks that is predominantly student centered.	1	Tasks are student centered, but do not provide opportunity for student voice.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	0	Discourse is limited to very few representations (female, 1 black woman, 1 Kiwi).
Criteria C. 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.	1	Student input is limited to the culminating project. Accessibility is limited due to language use in videos.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	Videos include diverse individuals, but few cultural differences or experiences are included throughout lessons. The lessons do not consistently provide opportunities for students to share personal experiences or cultures.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	There is limited presentation of diverse individuals, language, cultures, etc. Students are not provided opportunity to include their own backgrounds consistently.
Overall Score	**5**	

Course: Computer Science 6-8

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	Materials align to all course-related standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	Materials rely on Java and Python languages. The complexity of these languages combined may be inappropriate for many middle school students, specifically 6th graders or students with limited exposures to CS. Scaffolds for struggling students are not provided in the materials.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Discussion opportunities are present throughout the materials.
B2. Materials help students think more critically about a topic.	2	Multiple opportunities for students to dive deeper into topics are provided. Challenge activities also provide options to deepen understanding.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide multiple opportunities for further or deeper exploration of topics in lessons.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and present across all lessons.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Materials include several collaboration opportunities through diverse activities.
C3. Materials are relevant to students' lives.	2	Diverse learning activities are relevant to grade level knowledge and interests.
Overall Score	**17**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Multiple opportunities to work collaboratively throughout the course.
Materials provide learning and tasks that is predominantly student centered.	2	Almost everything is student centered, provides great teacher resources that all for facilitation, but keeps the activities student centered.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide a variety of examples of inclusivity.
Criteria C. 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	Multiple opportunities for students to express their learning and interact with materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Many real life connections can be found across the materials.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Diversity is represented in all materials.
Overall Score	**12**	

Course: Computer Science 9-12

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	Materials align to all course-related standards and include opportunity for deep learning of computer science concepts through authentic learning experiences.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	Materials provided do not include all chapters, making it difficult to follow and measure grade level appropriateness. Gaps are present due to missing material.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	Materials provided for review were not presented in a sequential manner and there are missing chapters. The lessons appear to be done well, but the scope and sequence is difficult to follow.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Discussion opportunities are present throughout the materials. Meaningful discussions and peer reviews are included in most lessons.
B2. Materials help students think more critically about a topic.	1	Content does not go deep enough to promote critical thinking.
B3. Materials spark student dialogue and support further exploration.	2	Students are given collaborative projects and opportunities to engage in effective academic dialogue to further explore topics.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities include starter projects that incorporate some authentic learning experiences.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Majority of the lessons include collaboration and problem solving activities for students.
C3. Materials are relevant to students' lives.	2	Content is engaging and relevant for students with career building platforms.
Overall Score	**15**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Students collaborate in several lessons, including producing a model computer circuit.
Materials provide learning and tasks that is predominantly student centered.	2	Materials incorporate creativity lessons where students create computational artifacts and support student-centered learning.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	1	There is no evidence that the content represents a variety of backgrounds other than one project in the entire curriculum.
Criteria C. 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	Materials provide some opportunities for students to share personal background or experiences, but do not elicit student input, cultures, languages, values, or customs.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Many real life connections can be found across the materials.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Materials don't clearly show diverse backgrounds or philosophies.
Overall Score	**10**	

Course: Nevada Graduation Requirement Course

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	0	The course addresses less than 50% of the required standards for this course. Absence of critical standards prevents students' ability to show mastery of required content.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	Most materials are appropriate for grade level students, but do not accurately reflect the expected rigor of all standards at a high school level.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	0	Learning progression is clear, but the absence of most required standards leaves gaps in the material that requires teachers to supplement or create their own lessons.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Opportunities for deep discussion is present for digital citizenship and cybersecurity.
B2. Materials help students think more critically about a topic.	2	Critical thinking opportunities are consistent throughout lessons.
B3. Materials spark student dialogue and support further exploration.	2	Student dialogue is available in the materials.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	1	Authentic learning activities are available, but the absence of required standards leaves significant gaps in learning for this course.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Collaboration and problem solving opportunities are available in the materials.
C3. Materials are relevant to students' lives.	0	The absence of significant standards divides the relevance and importance of this course, leaving disconnects for students.
Overall Score	**10**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	Score	Justification
Criteria A. 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	Students have multiple opportunities to work together throughout the course, including through discussions and sharing work.
Materials provide learning and tasks that is predominantly student centered.	2	Tasks are student centered with teacher feedback.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Inclusivity is consistently demonstrated throughout materials.
Criteria C. 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	Many lessons incorporate student expression through learning and interaction with materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Many topics make real-life connections, including cybersecurity, digital citizenship, and attribution.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Diverse beliefs, traditions, and structures are presented throughout materials.
Overall Score	**12**	

Savvas

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Computer Science: A Problem Solving Approach	9-12	10	6	Do not Approve	While content standards are addressed, there is little opportunity for student voice, access, and equity. CTE performance standards are not included in the course.
Fundamentals of Computer Science	9-12	10	6	Do not Approve	While content standards are addressed, there is little opportunity for student voice, access, and equity. CTE performance standards are not included in the course. Student discourse, collaboration, and problem solving are minimal.
Intro to Computer and Information, Preparing for the IC3 Technology	9-12	11	9	Do not Approve	Curriculum is related to some integrated technology standards, but there is very limited.

Course: Computer Science: A Problem Solving Approach

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	CTE Performance Standards are not addressed in the course.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	Materials are text-based and do not meet appropriate rigor for high school CS courses.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Discussion opportunities are not consistent throughout materials.
B2. Materials help students think more critically about a topic.	1	Students are infrequently prompted to think critically in most lessons.
B3. Materials spark student dialogue and support further exploration.	1	Discussion topics are limited to the teacher directly instructing students.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	1	Curriculum is text-based and does not provide opportunities for authentic computer science learning.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	Materials do not provide opportunities that foster creativity, collaboration, or problem solving.
C3. Materials are relevant to students' lives.	1	Materials are relevant to grade level knowledge, but do not provide engagement opportunities for student interest.
Overall Score	**10**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	1	While there is opportunity for CTSO exploration, majority of materials are direct instruction focused.
Materials provide learning and tasks that is predominantly student centered.	1	Opportunities for student interaction is limited to the "Prepare and Engage" sections.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	1	Bias free due to no opportunities for multiple perspectives and diversity.
Criteria C. 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.	1	Few opportunities for student discussion, and when there is, it is on a superficial level.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	Some opportunities in the Prepare and Engage sections, minimal to none in other sections/chapters.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Minimal opportunities for this in the Prepare and Engage and a few select review exercises at the end of the chapter.
Overall Score	**6**	

Course: Fundamentals of Computer Science

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	While the content standards are addressed, the materials do not include the required CTE performance standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	Materials are primarily text-based with few images, graphs, or other representations of content.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Materials are primarily teacher-focused with few opportunities for student discussion.
B2. Materials help students think more critically about a topic.	1	Students are not prompted to think critically. Lessons are limited to teacher explanations of examples.
B3. Materials spark student dialogue and support further exploration.	1	Very few opportunities for student dialogue.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	1	Curriculum focuses on direct instruction without opportunities for authentic learning and application of computer science skills and knowledge in authentic activities.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	Opportunities for collaboration are very limited to a few reviews and exercises at the end of each chapter.
C3. Materials are relevant to students' lives.	1	Materials do not meet the relevance of student lives within the scope of computer science. Opportunities to create relevant computational artifacts are not present.
Overall Score	**8**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	1	The learning is primarily independent. Opportunity for students to share and collaborate is limited to a few review exercises at the end of the chapter.
Materials provide learning and tasks that is predominantly student centered.	1	Materials are not student focused as they do not include opportunity for diverse learning.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	1	Materials are bias free due to no opportunities for multiple perspective and diversity.
Criteria C. 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.	1	Little opportunities for in-depth student discussion. The few opportunities that exist are superficial and restricted to surface-level topics.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	Materials are textbook driven and very limited in scope.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Real life connections are limited to the abstract connection of coding to real life, but multiple perspectives/pathways are not encouraged in the materials.
Overall Score	**6**	

Course: Intro to Computer and Information, Preparing for the IC3 Technology

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	Does not support a CTE Advanced CS pathway course or standards. Many performance standards are not addressed.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Opportunities for student discussion are minimal. Topics for discussion in the materials are not consistently CS focused.
B2. Materials help students think more critically about a topic.	1	Discussion topics are surface level and not consistently focused on computer science topics.
B3. Materials spark student dialogue and support further exploration.	1	Further exploration is limited to chapter review, but topics are not consistently related to computer science.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	1	Materials are antiquated and textbook based. Students do not have opportunities to authentically learn with technology.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	1	Opportunities for collaboration and creativity are not available consistently throughout the materials.
C3. Materials are relevant to students' lives.	1	Materials are not consistently relevant to students' lives or reflect modern technology.
Overall Score	**11**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Materials focus on 21st century skills.
Materials provide learning and tasks that is predominantly student centered.	2	Most of the "Teaching Tips" include student-centered strategies.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials focus on 21st century skills.
Criteria C. 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.	1	Materials are limited and textbook driven.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	"Technology @ Work" sections add relevance for students, but topics are not focused on computer science standards and concepts.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	The materials are antiquated and don't represent diverse cultures, languages, routines, etc. There are few opportunities for students to authentically learn with technology.
Overall Score	**9**	

SkillStruck

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
AP CS Principles	9-12	18	12	Approve	Course materials cover all required standards and content. While collaborative skills and critical thinking could be improved in some lessons, there are options provided for teachers to incorporate into activities. This course is already approved by College Board.
Python ITS Certification Prep	9-12 Elective	18	12	Approve	Materials and resources engage students in learning through their own experiences while reaching advanced 9-12 CS standards. Resources are equitable and accessible, and connections for a diverse group of learners.
Exploring Computer Science	9-12 Elective	18	12	Approve	Materials engage students in learning through personal authentic experiences and connect to advanced CS concepts and standards. Resources include diverse representations and are equitable and accessible for all students.
Creative Coding/Game Design	9-12 Elective	16	12	Do Not Approve	Materials align to most NV standards and include diverse representation and opportunity throughout. These materials are best suited for an introductory CS course with a focus on game design.
High School Python	9-12 Elective	17	12	Do Not Approve	Shortcomings exist in the materials around peer collaboration, critical thinking, and deep learning experiences.
Web Development	9-12 Elective	16	12	Do Not Approve	While the materials don't align with NV standards direction, the lessons are engaging and connect to CS concepts applied in other courses. These materials introduce programming in web development.
Computer Science and Applications	9-12 Core	17	12	Do Not Approve	Most of the required standards are included; however, lessons and application focused on digital learning tools (e.g. documents, spreadsheets, presentations) are not included in the course as required.

Course: AP CS Principles

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	Materials align to all course-related standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials accurately reflect grade appropriate skills and content.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Discussion opportunities are present throughout the materials.
B2. Materials help students think more critically about a topic.	2	Multiple opportunities for students to dive deeper into topics are provided.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide multiple opportunities for further or deeper exploration of topics in lessons.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and present across all lessons.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Materials include several collaboration opportunities through diverse activities.
C3. Materials are relevant to students' lives.	2	Divserse learning activities are relevant to grade level knowledge and interests.
Overall Score	**18**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Multiple opportunities to work collaboratively are included throughout the course.
Materials provide learning and tasks that is predominantly student centered.	2	Activities and materials are student-focused and include meaningful learning experiences.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide a variety of examples of inclusivity.
Criteria C. 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	Multiple opportunities for students to express their learning and interact with materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Many real life connections can be found across the materials.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Diversity is represented in all materials.
Overall Score	**12**	

Course: Python ITS Certification Prep

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	Materials align to all course-related standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials accurately reflect grade appropriate skills and content.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Discussion opportunities are present throughout the materials.
B2. Materials help students think more critically about a topic.	2	Multiple opportunities for students to dive deeper into topics are provided.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide multiple opportunities for further or deeper exploration of topics in lessons.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and present across all lessons.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Materials include several collaboration opportunities through diverse activities.
C3. Materials are relevant to students' lives.	2	Divserse learning activities are relevant to grade level knowledge and interests.
Overall Score	**18**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Multiple opportunities to work collaboratively are included throughout the course.
Materials provide learning and tasks that is predominantly student centered.	2	Activities and materials are student-focused and include meaningful learning experiences.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide a variety of examples of inclusivity.
Criteria C. 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	Multiple opportunities for students to express their learning and interact with materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Many real life connections can be found across the materials.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Diversity is represented in all materials.
Overall Score	**12**	

Course: Exploring Computer Science

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	Materials align to all course-related standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials accurately reflect grade appropriate skills and content.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Discussion opportunities are present throughout the materials.
B2. Materials help students think more critically about a topic.	2	Multiple opportunities for students to dive deeper into topics are provided.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide multiple opportunities for further or deeper exploration of topics in lessons.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and present across all lessons.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Materials include several collaboration opportunities through diverse activities.
C3. Materials are relevant to students' lives.	2	Divserse learning activities are relevant to grade level knowledge and interests.
Overall Score	**18**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Multiple opportunities to work collaboratively are included throughout the course.
Materials provide learning and tasks that is predominantly student centered.	2	Activities and materials are student-focused and include meaningful learning experiences.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide a variety of examples of inclusivity.
Criteria C. 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	Multiple opportunities for students to express their learning and interact with materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Many real life connections can be found across the materials.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Diversity is represented in all materials.
Overall Score		

Course: Creative Coding/Game Design

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	All grade level standards are present and incorporated into meaningful learning activities.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Critical and impactful content with accurate and appropriate materials.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Materials include multiple opportunities for deep academic discussions.
B2. Materials help students think more critically about a topic.	1	Students are not prompted to think critically consistently throughout materials.
B3. Materials spark student dialogue and support further exploration.	2	Opportunities for further exploration are consistently included.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Lessons 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	Opportunities are provided in a way that supports the course content and fosters collaborative skills.
C3. Materials are relevant to students' lives.	1	Some lessons/activities are not directly related to students' lives.
Overall Score	**16**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	Score	Justification
Criteria A. 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	Cooperative opportunities are provided throughout the materials.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are consistently student centered.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials are clearly free from bias, stereotypes, and barriers.
Criteria C. 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	Learning is consistently expressed in multiple ways throughout materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	Materials do not provide multiple real-life connections or connect to multiple cultures.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Authors provided multiple perspectives and cultures that reflect beliefs and values of diversity.
Overall Score	**11**	

Course: High School Python

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	All grade level standards are present and incorporated into meaningful learning activities.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Critical and impactful content with accurate and appropriate materials.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Materials include multiple opportunities for deep academic discussions.
B2. Materials help students think more critically about a topic.	1	Lacking materials for critical thinking throughout the materials.
B3. Materials spark student dialogue and support further exploration.	2	Opportunities for further exploration are consistently included.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Lessons 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	Opportunities are provided in a way that supports the course content and fosters collaborative skills.
C3. Materials are relevant to students' lives.	2	All lessons/activities are directly related to students' lives.
Overall Score	**17**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Cooperative opportunities are provided throughout the materials.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are consistently student centered.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials are clearly free from bias, stereotypes, and barriers.
Criteria C. 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	Learning is consistently expressed in multiple ways throughout materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	Materials do not provide multiple real-life connections or connect to multiple cultures.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Authors provided multiple perspectives and cultures that reflect beliefs and values of diversity.
Overall Score	**11**	

Course: Web Development

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	Materials do not directly align with a web development course, but does include multiple connections to CS concepts that are applied in other CS courses.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Critical and impactful content with accurate and appropriate materials.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Materials include multiple opportunities for deep academic discussions
B2. Materials help students think more critically about a topic.	1	Students are not prompted to think critically consistently throughout materials. Students are given a set of instructions to follow to complete tasks.
B3. Materials spark student dialogue and support further exploration.	2	Opportunities for further exploration are consistently included.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Lessons 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	Opportunities are provided in a way that supports the course content and fosters collaborative skills.
C3. Materials are relevant to students' lives.	2	Students have multiple opportunities for free choice and project options.
Overall Score	**16**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Cooperative opportunities are provided throughout the materials.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are consistently student centered.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials are clearly free from bias, stereotypes, and barriers.
Criteria C. 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	Learning is consistently expressed in multiple ways throughout materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Lessons require students to make connections to cultures and life experiences in several projects.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Authors provided multiple perspectives and cultures that reflect beliefs and values of diversity.
Overall Score	**12**	

Course: Computer Science and Applications

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	Materials adequately address the CS standards, but do not include the required digital applications component.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Critical and impactful content with accurate and appropriate materials.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Materials include multiple opportunities for deep academic discussions.
B2. Materials help students think more critically about a topic.	2	Students are required to think critically consistently throughout materials.
B3. Materials spark student dialogue and support further exploration.	2	Opportunities for further exploration are consistently included.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Lessons 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	Opportunities are provided in a way that supports the course content and fosters collaborative skills.
C3. Materials are relevant to students' lives.	2	Materials are connected to students' lives.
Overall Score	**17**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Cooperative opportunities are provided throughout the materials.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are consistently student centered.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials are free from bias, stereotypes, and barriers.
Criteria C. 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	Learning is consistently expressed in multiple ways throughout materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Materials provide multiple real-life connections to multiple cultures.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Authors provide multiple perspectives and cultures that reflect beliefs and values of diversity.
Overall Score	**12**	

Popfizz

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Intro to CS with Raspberry Pi and Python	6-8	4	3	Do not Approve	Materials only cover approximately 25% of the required CS standards. Little teacher guidance is included in the lessons or activities with few opportunities for peer discussion or collaboration. Student choice in authentic learning experiences is minimal.
Intro to Physical Computing with Microbit	6-8	3	1	Do not Approve	Materials only cover programming standards and do address the remaining CS standards. There are occasional typographical errors in the materials and the overall course is confusing. Discussion and collaboration is minimal throughout the materials.
AP Computer Science Principles	9-12	16	10	Do not Approve	All required standards are addressed, but the materials are lacking in deep learning experiences. Collaboration and opportunities for student voice are minimal. When testing the Java script, the browser section did not consistently display the correct result, which could impact student learning if not addressed by the teacher.

Course: Intro to CS with Raspberry Pi and Python

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	0	Materials do not align to a majority of the standards. Lessons focus primarily on programming, but exclude about 75% of the CS standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are accurate relevant to grade level. The use of Scratch Jr is appropriate for the grade level.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	Learning progression is confusing. Course and sub-course titles are not clear. Teacher-facing materials are sparse.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	0	Teacher-facing materials do not provide guidance for facilitation of activities or discussions.
B2. Materials help students think more critically about a topic.	0	Embedded discussion prompts are insufficient to support deep student discourse or critical thinking.
B3. Materials spark student dialogue and support further exploration.	0	Discussion prompts included in materials are insufficient. Student dialogue is minimal and few opportunities for further exploration are included.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	1	There are plenty of activities that students can duplicate with their own code and devices, but few opportunities for students to generalize concepts and apply them to self-selected projects or topics exist.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	0	Materials to do not include significant supports or opportunities for student collaboration.
C3. Materials are relevant to students' lives.	0	Materials lack self-selected projects or topics, not a lot of student choice that would increase relevance.
Overall Score	**4**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	1	Minimal opportunity for cooperative learning. Most activities are student independent.
Materials provide learning and tasks that is predominantly student centered.	1	Students are not provided autonomy. Materials lack student agency.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	1	Some videos show diversity, but most lessons are limited in this area. Many of the resources will be very challenging for second language learners.
Criteria C. 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.	1	Although there are some areas for students to use their culture and identities for challenges, the main structures of the lessons are limited to one pathway for students to interact with content.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Many real life connections can be found across the materials.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Very limited diversity represented in the lessons outside of the videos.
Overall Score	**7**	

Course: Intro to Physical Computing with Microbit

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	0	Materials only address programming standards, leaving over 50% of standards not addressed.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	Materials include some typographical errors.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	Learning progression is not clear for teachers and students. The course is confusing to navigate and in-person materials are lacking.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	0	Opportunities for discussion are not included in the materials.
B2. Materials help students think more critically about a topic.	1	Critical thinking is not included in lessons or activities. Some reflection prompts are provided, but students do not contribute original thoughts or discuss.
B3. Materials spark student dialogue and support further exploration.	0	No opportunities for student dialogue or deep exploration are included.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	0	Materials focus on programming topics only. The absence of significant standards limits authentic learning opportunities that are standards aligned.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	0	Collaboration opportunities are not included in lessons.
C3. Materials are relevant to students' lives.	0	Self-directed projects or topics relevant to students are not included.
Overall Score	**3**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	Score	Justification
Criteria A. 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.	0	Materials do not support deep discussion or cooperative work.
Materials provide learning and tasks that is predominantly student centered.	1	Materials incorporate some student-centered activities, but it is not consistent across all lessons or activities.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	0	Materials do not provide opportunities for student discourse.
Criteria C. 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.	0	Materials do not provide opportunities for the teacher to change the lessons based on student strengths and needs.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	0	Most projects and activities involve copying tutorials. There are no significant opportunities for students to reflect or pursue their own ideas.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	0	Since most projects and activities involve following tutorials, there are no significant elements of the course that involve a diverse array of authors or perspectives.
Overall Score	**1**	

Course: AP Computer Science Principles

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	2	All grade level standards are present and incorporated into meaningful learning activities.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	The Java script used in the materials was tested and the browser section did not consistently display the correct result, which can negatively impact learning.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	Learning progression is clear for teachers and students and aligns to AP course requirements.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Materials include multiple opportunities for deep academic discussions.
B2. Materials help students think more critically about a topic.	2	Students are prompted to think critically consistently throughout materials.
B3. Materials spark student dialogue and support further exploration.	2	Opportunities for further exploration are not consistently included.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	1	Lessons 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	Opportunities are provided in a way that supports the course content and fosters collaborative skills.
C3. Materials are relevant to students' lives.	2	Lessons/activities are directly related to students' lives.
Overall Score	**16**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	1	Deep learning experiences are minimal and do not include cooperative learning opportunities.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are consistently student centered.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Student discourse is included, but require teacher assistance for success.
Criteria C. 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.	1	It is not adequately demonstrated that multiple opportunities are there for students to express their learning materials have been informed by student languages, customs, or needs.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Materials provide multiple real-life connections across all lessons.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Authors provided multiple perspectives and cultures that reflect beliefs and values of diversity.
Overall Score	**10**	

Seesaw Learning

Course Name	Grade Level	Standards Alignment (18 = pass)	Access & Equity (12 = pass)	Recommendation	Justification
Digital Learning with Bean	K-3	15	10	Do Not Approve	Materials primarily cover digital citizenship, leaving many standards uncovered in the lessons. The lessons are grade and age appropriate, but require the teacher to identify the appropriate lessons for the grade level.
The Digital Leaders	4-5	15	10	Do Not Approve	Materials cover a portion of the grade level standards, specifically digital citizenship. Many CS concepts, topics, and skills are not covered in the lessons. Provided lessons include several opportunities for collaboration and discussion, including opportunities for student choice and voice.
Computational Thinking	K-2	15	10	Do Not Approve	Materials align to many standards, but will require teachers to identify the lessons appropriate for their grade level due to the design of the course.
Computational Thinking Adventures	3-5	15	10	Do Not Approve	Materials align to most standards. The grade-banded design of the course requires the teacher to identify which lessons are appropriate for their grade level. Lessons may be either too simple or too difficult for students because of the grade-band design. Opportunities for collaboration and discussion are included throughout.
Code the World	K-2	15	11	Do Not Approve	Materials align to most standards. The grade-banded design of the course requires the teacher to identify which lessons are appropriate for their grade level. Lessons may be either too simple or too difficult for students because of the grade-band design.
Mission Code	3-5	15	12	Do Not Approve	Materials align to most standards. The grade-banded design of the course requires the teacher to identify which lessons are appropriate for their grade level. Lessons may be either too simple or

					too difficult for students because of the grade-band design.
Careers in CS	K-5	11	9	Do Not Approve	Materials align to few standards, but provide good background for students on computing careers. Although there are only a few lessons included, the lessons incorporate discussion and personal connections.
Visual Data Talks	K-5	15	12	Do Not Approve	Materials do not align with all CS standards, but include specific connections to data visualization within computing fields. Lessons incorporate discussion and some collaboration. Opportunities for students to share personal connections are also included.
STEAM	K-2	2	6	Do not Approve	Materials do not include lessons related to computer science and focus primarily on Science concepts. The lack of CS-related concepts eliminate opportunity for CS-focused discussion, collaboration, and problem solving.
STEAM: Design Thinking	3-5	0	5	Do not Approve	Materials do not align with CS standards and primarily focus on Science concepts. There are very few connections to CS in the few lessons.

Course: Digital Learning with Bean

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	Materials cover many grade-level standards, but several standards are missing for each grade level. The courses are set up so that one course covers digital citizenship, another covers programming, and so on. Individual courses do not cover all grade level standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	Lessons follow a clear sequence, but the grade-banded design of the materials requires the teacher to identify which lessons are appropriate to their specific grade.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Inconsistent opportunities for discussion across all materials.
B2. Materials help students think more critically about a topic.	2	Students are prompted to think critically in most lessons.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide opportunities for students to discuss with peers.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and age appropriate.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Opportunities for collaboration are available.
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.
Overall Score	**15**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Students are provided opportunities to collaborate and build on strengths and interests.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide opportunities for grade-appropriate discourse.
Criteria C. 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	Students are presented with opportunities to account for grade-appropriate inclusive computing practices in the materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	Real life connections are not consistently representative of various cultures and life experiences.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Minimal evidence of culturally diverse authors or philosophies.
Overall Score	**10**	

Course: The Digital Learners

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	Materials cover many grade-level standards, but several standards are missing for each grade level. The courses are set up so that one course covers digital citizenship, another covers programming, and so on. Individual courses do not cover all grade level standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	Lessons follow a clear sequence, but the grade-banded design of the materials requires the teacher to identify which lessons are appropriate to their specific grade.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Inconsistent opportunities for discussion across all materials.
B2. Materials help students think more critically about a topic.	2	Students are prompted to think critically in most lessons.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide opportunities for students to discuss with peers.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and age appropriate.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Opportunities for collaboration are available.
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.
Overall Score	**15**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Students are provided opportunities to collaborate and build on strengths and interests.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide opportunities for grade-appropriate discourse.
Criteria C. 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	Students are presented with opportunities to account for grade-appropriate inclusive computing practices in the materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	Real life connections are not consistently representative of various cultures and life experiences.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Minimal evidence of culturally diverse authors or philosophies.
Overall Score	**10**	

Course: Computational Thinking

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	Materials cover many grade-level standards, but several standards are missing for each grade level. The courses are set up so that one course covers digital citizenship, another covers programming, and so on. Individual courses do not cover all grade level standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	Lessons follow a clear sequence, but the grade-banded design of the materials requires the teacher to identify which lessons are appropriate to their specific grade.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Inconsistent opportunities for discussion across all materials.
B2. Materials help students think more critically about a topic.	2	Students are prompted to think critically in most lessons.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide opportunities for students to discuss with peers.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and age appropriate.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Opportunities for collaboration are available.
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.
Overall Score	**15**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	Score	Justification
Criteria A. 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	Students are provided opportunities to collaborate and build on strengths and interests.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide opportunities for grade-appropriate discourse.
Criteria C. 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	Students are presented with opportunities to account for grade-appropriate inclusive computing practices in the materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	Real life connections are not consistently representative of various cultures and life experiences.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Minimal evidence of culturally diverse authors or philosophies.
Overall Score	**10**	

Course: Computational Thinking Adventures

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	Materials cover many grade-level standards, but several standards are missing for each grade level. The courses are set up so that one course covers digital citizenship, another covers programming, and so on. Individual courses do not cover all grade level standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	Lessons follow a clear sequence, but the grade-banded design of the materials requires the teacher to identify which lessons are appropriate to their specific grade.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Inconsistent opportunities for discussion across all materials.
B2. Materials help students think more critically about a topic.	2	Students are prompted to think critically in most lessons.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide opportunities for students to discuss with peers.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and age appropriate.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Opportunities for collaboration are available.
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.
Overall Score	**15**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	Score	Justification
Criteria A. 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	Students are provided opportunities to collaborate and build on strengths and interests.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide opportunities for grade-appropriate discourse.
Criteria C. 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	Students are presented with opportunities to account for grade-appropriate inclusive computing practices in the materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	Real life connections are not consistently representative of various cultures and life experiences.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Minimal evidence of culturally diverse authors or philosophies.
Overall Score	**10**	

Course: Code the World

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	Materials cover many grade-level standards, but several standards are missing for each grade level. The courses are set up so that one course covers digital citizenship, another covers programming, and so on. Individual courses do not cover all grade level standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	Lessons follow a clear sequence, but the grade-banded design of the materials requires the teacher to identify which lessons are appropriate to their specific grade.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Inconsistent opportunities for discussion across all materials.
B2. Materials help students think more critically about a topic.	2	Students are prompted to think critically in most lessons.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide opportunities for students to discuss with peers.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and age appropriate.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Opportunities for collaboration are available.
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.
Overall Score	**15**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Students are provided opportunities to collaborate and build on strengths and interests.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide opportunities for grade-appropriate discourse.
Criteria C. 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	Students are presented with opportunities to account for grade-appropriate inclusive computing practices in the materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Real life connections are consistently representative of various cultures and life experiences.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Minimal evidence of culturally diverse authors or philosophies.
Overall Score	**11**	

Course: Mission Code

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	1	Materials cover many grade-level standards, but several standards are missing for each grade level. The courses are set up so that one course covers digital citizenship, another covers programming, and so on. Individual courses do not cover all grade level standards.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	Lessons follow a clear sequence. Some coding connections are too difficult for students in lower grades and too simple for higher grades because of grade-band design.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Inconsistent opportunities for discussion across all materials.
B2. Materials help students think more critically about a topic.	2	Students are prompted to think critically in most lessons.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide opportunities for students to discuss with peers.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and age appropriate.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Opportunities for collaboration are available.
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.
Overall Score	**15**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Students are provided opportunities to collaborate and build on strengths and interests.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide opportunities for grade-appropriate discourse.
Criteria C. 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	Students are presented with opportunities to account for grade-appropriate inclusive computing practices in the materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Real life connections are not consistently representative of various cultures and life experiences.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Minimal evidence of culturally diverse authors or philosophies.
Overall Score	**12**	

Course: Careers in CS

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	0	Materials cover few grade-level standards. Many standards are missing for each grade level. This is a great reference material for all grades, especially for building interest, but few CS concepts are covered.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	Lessons follow a clear sequence, but the lessons do not require application of CS knowledge or skills.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	0	Discussion is limited to superficial topics across all materials with minimal connection to CS concepts.
B2. Materials help students think more critically about a topic.	1	Students are not prompted to think critically in most lessons.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide opportunities for students to discuss with peers or family.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	1	Learning activities are meaningful and age appropriate, but do not include deep learning of CS concepts or skills.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Opportunities for collaboration are available.
C3. Materials are relevant to students' lives.	2	Materials are relevant to students' lives in that it covers historical aspects.
Overall Score	**11**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	Score	Justification
Criteria A. 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.	1	Students are provided with few opportunities to collaborate and build on strengths and interests. Collaboration is focused mainly on sharing.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	1	Materials provide few opportunities for grade-appropriate discourse.
Criteria C. 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	Students are presented with opportunities to include personal experiences and perspectives in activities.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Real life connections are consistently representative of various cultures and life experiences.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Minimal evidence of culturally diverse authors or philosophies.
Overall Score	**9**	

Course: Visual Data Talks

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	0	Materials cover few grade-level CS standards. The lessons included focus on data visualization and cover those standards, but other CS standards are excluded.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	Materials are appropriate for grade level students.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	1	Lessons follow a clear sequence, but the grade-banded design of the materials requires the teacher to identify which lessons are appropriate to their specific grade.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	2	Discussion is included in all lessons.
B2. Materials help students think more critically about a topic.	2	Students are prompted to think critically in most lessons, specifically when analyzing data.
B3. Materials spark student dialogue and support further exploration.	2	Materials provide opportunities for students to discuss with peers.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	Learning activities are meaningful and age appropriate.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	Opportunities for collaboration and problem solving are available.
C3. Materials are relevant to students' lives.	2	Materials are relevant to grade level knowledge and interests.
Overall Score	**15**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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	Students are provided opportunities to collaborate and build on strengths and interests.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	Materials provide opportunities for grade-appropriate discourse.
Criteria C. 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	Students are presented with opportunities to account for grade-appropriate inclusive computing practices in the materials.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	Real life connections are consistently representative of various cultures and life experiences. Data includes a variety of topics and diverse representation.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	Evidence of culturally diverse authors or philosophies is presented.
Overall Score	**12**	

Course: STEAM

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	0	Materials do not include CS standards in lessons.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	1	Materials are appropriate for grade level students, but connection to CS is lacking.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	0	Lessons do not incorporate enough CS concepts or skills for sequential learning.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	1	Inconsistent opportunities for CS-focused discussion across all materials.
B2. Materials help students think more critically about a topic.	0	Students are not prompted to think critically about CS topics in lessons.
B3. Materials spark student dialogue and support further exploration.	0	Materials provide opportunities for students to discuss with peers, but few connections to CS concepts.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	0	Learning activities are meaningful and age appropriate, but do not include CS concepts or skills.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	0	Opportunities for CS-focused collaboration are not available.
C3. Materials are relevant to students' lives.	0	Materials do not connect CS and students in the lessons.
Overall Score	**2**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	1	Students are provided opportunities to collaborate and build on strengths and interests, but they are not centered on CS topics or concepts.
Materials provide learning and tasks that is predominantly student centered.	2	Materials are student focused.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	1	Materials provide opportunities for grade-appropriate discourse, but not CS-related.
Criteria C. 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.	0	Materials do not include CS-focused materials that present diverse populations, languages, values, etc.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	Real life connections are not consistently representative of various cultures and life experiences.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Minimal evidence of culturally diverse authors or philosophies.
Overall Score	**6**	

Course: STEAM: Design Thinking

Category 1 Rubric – Alignment to Standards
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. Breadth		
A1. Materials target the most critical and impactful content in all grade level standards.	0	Materials do not include CS standards in the five included lessons.
A2. Materials are accurate, well written, and appropriate for the grade level or span.	0	Materials are appropriate for grade level students, but connection to CS is not present.
A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	0	Lessons do not incorporate enough CS concepts or skills for sequential learning.
Criteria B. Depth		
B1. Materials provide educators with tools to foster deep academic discussions.	0	No opportunities for CS-focused discussion are included in materials.
B2. Materials help students think more critically about a topic.	0	Students are not prompted to think critically about CS topics in lessons.
B3. Materials spark student dialogue and support further exploration.	0	Materials provide opportunities for students to discuss with peers, but no connections to CS concepts.
Criteria C. Application		
C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	0	Learning activities are meaningful and age appropriate, but do not include CS concepts or skills.
C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	0	Opportunities for CS-focused collaboration are not available.
C3. Materials are relevant to students' lives.	0	Materials do not connect CS and students in the lessons.
Overall Score	**0**	

Category 2 Rubric – Alignment to Access and Equity
Scores: 2 = Meets Expectations; 1 = Needs Improvement; 0 = Inadequate

Metrics	**Score**	**Justification**
Criteria A. 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.	1	Students are provided opportunities to collaborate and build on strengths and interests, but they are not centered on CS topics or concepts.
Materials provide learning and tasks that is predominantly student centered.	1	Materials are student focused, but do not include grade-appropriate leaning of CS-related concepts or skills.
Criteria B. Equity		
Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	1	Materials provide opportunities for grade-appropriate discourse, but not CS-related.
Criteria C. 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.	0	Materials do not include CS-focused materials that present diverse populations, languages, values, etc.
Criteria D. Connections		
Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	1	Real life connections are not consistently representative of various cultures and life experiences, specifically limiting associations with CS.
Criteria E. Culturally Centered		
Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	1	Minimal evidence of culturally diverse authors or philosophies.
Overall Score	**5**	