



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: I am recommending this with reservations. This curriculum is good for level 3 and maybe level 4 students. This curriculum caters to the "average" student. It does not take into account the lower level, ESE, ESOL student. Nor does it take into account a level 5 learner. Not all students are average. Most classrooms have a blend of students. Teachers need to be aware that the first three lessons will need to be modified. The schools will need to be aware that there IT departments will need to install the Eclipse compiler and also the proper Java JRE files. The teacher will need to be aware that the curriculum does not provide for a good introduction to vocabulary. The vocabulary should be discussed first to allow the students to understand the vocabulary that is within the videos.

Notation: These materials are suited for the average student. It does not take into account the lower level, ESE, ESOL student. Nor does it take into account a level 5 learner. Not all students are average. Most classrooms have a blend of students. Teachers need to be aware that the first three lessons will need to be modified. The schools will need to be aware that there IT departments will need to install the Eclipse compiler and also the proper Java JRE files. The teacher will need to be aware that the curriculum does not provide for a good introduction to vocabulary. The vocabulary should be discussed first to allow the students to understand the vocabulary that is within the videos.

Material for Review

Course: Foundations of Programming (9007210)

Title: TeenCoder: Java Programming (Abridged) , Edition: 2015

Copyright: 2015

Author: CompuScholar, Inc.

Grade Level: 9 - 12

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

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To answer each item, select the appropriate rating from the following scale:

- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

- Reviewers are instructed that submissions should be consistently rated as 5 or 4 to be recommended for adoption. Materials that are consistently rated 2 or 1 are not expected to be recommended for adoption.
- Comments are strongly encouraged to justify each rating. Please use the Comments section to list any strengths, weaknesses,

concerns, issues, and/or to provide examples supporting the rating.

- Additional information regarding the Content, Presentation, and Learning requirements are located in the Career and Technical Education Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The materials are adaptable. However, the teacher will need to do the adaption. This does not come in print for ESE or ESOL students. The teacher would need to print out the entire lesson for ESE. There is also a major issue with the first three lessons. the materials/publisher does not take into regard the following issues: the students will need headphones and are not a part of the "package"; some counties will not allow students to utilize zip files; county IT departments will need to install the Java JRE files; county IT departments will need to install the Eclipse editor; utilizing the IT departments will cost the school extra monies that are not noted in this bid. Also, in the first three lessons it asks the students to use the command line. For most counties, this is a very big "no no". The command line allows students to "hack" into the computer and the network. Consequently the first three lessons would need to be heavily modified by most teachers.

B. Level of Treatment 4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

the curriculum recommends that you show or have the students view the videos first. However, the videos have new vocabulary in them. There is NO explanation for the vocabulary. The pdf and the teacher discussion area do not discuss the vocabulary that is used during the videos. the teacher will need to add in vocabulary on each lesson BEFORE the students view the videos. In addition, the teacher will need to present the videos rather than the students viewing them on their own. The reason for this is so he/she can have a discussion on the content and vocabulary as the video goes thru it.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The complexity and difficulty are there. However the pictures are juvenile for the 9-12 grade levels.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

the curriculum recommends that you show or have the students view the videos first. However, the videos have new vocabulary in them. There is NO explanation for the vocabulary. The pdf and the teacher discussion area do not discuss the vocabulary that is used during the videos. the teacher will need to add in vocabulary on each lesson BEFORE the students view the videos. In addition, the teacher will need to present the videos rather than the students viewing them on their own. The reason for this is so he/she can have a discussion on the content and vocabulary as the video goes thru it.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

This could only be correctly determined by piloting the course. Teachers have many different levels of learning in their classrooms.

C. Expertise for Content Development 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

yes. The information presented is correct and current

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:
they contribute to the quality, but there is not enough of them . i.e. vocabulary

D. Accuracy of Content10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

This is almost too objective. The videos are boring.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

E. Currency of Content14. E. The content is up-to-date according to agriculture industry standards of practice.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

this question has nothing to do with the submission. these standards are not for agriculture. They are for Java Programming

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The videos are boring.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

it is not appropriate for ALL learners. The vidos do have subtitles. However, the issue of not having a printed book for those that need it, brings this down to only Good.

F. Authenticity of Content17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

The content is very dry. The chapters are very standard and do not realte to the students.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

This could be better. More science and math needs to be included

G. Multicultural Representation19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

H. Humanity and Compassion20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** **FAIR ALIGNMENT** **POOR ALIGNMENT** **VERY POOR/NO ALIGNMENT**

Justification:

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

the course covers the benchmarks and standards

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There really is no way to know this accurately. It would need to be piloted to be able to know if additional materials would be needed for student comprehension or practice

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

D. Readability of Instructional Materials 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

the visuals are only somewhat engaging. some of the illustrations are juvenile for a 9-12 grade student

E. Pacing of Content 5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

there is not a way to accurately assess this question. One would need to pilot the program with various types of students in various classrooms. The type of students in classrooms are not consistent in every school. Teachers present differently. It would not be accurate to say this is correct without having an ESE or ESOL or a level 1/2 student complete the course.

Accessibility6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes but. Again, the teacher/school is responsible to create a print copy of the curriculum for students that have issues with learning via an online environment.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes and no. the projects do not really relate to the students as well as they should. The videos are boring.

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

However, the first three chapters are useless for some counties due to the inclusion of some aspects that the students would not be able to access i.e. command line prompt, note pad

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

some students do not learn with videos. The videos do have subtitles. However, not all students can become independent learners/thinkers with videos.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This is not a question that can be accurately evaluated with out having students with various learning styles pilot the program. The presented curriculum is adaptable to a point. The teacher/school would need to print page by page (expensive) to be able to have a print book to meet all accomodations.

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The teacher will need to include additional activities for this to be noted as anymore than fair. The content is the standard content for any beginner level curriculum. some of it has been over used. There is not a lot of creativity in this curriculum. the teacher will need to add in creativity to each lesson.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

the materials do include good organizatijon. some of it is boring.

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes and no. The teacher will need to enhance the creativity of the curriculum in order to meet the learning outcomes. some of the students will fly thru this material because it is very basic. The teacher will need to enhance the material for quick learners.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Yes and no. The teacher will need to enhance the creativity of the curriculum in order to meet the learning outcomes. some of the students will fly thru this material because it is very basic. The teacher will need to enhance the material for quick learners.

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

this is correct. However, the content is not very interesting to the real world of a student.

Universal Design for Learning12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

It considers the needs of most students. Again there is an issue for level 1/2 and ESE/ESOL learners. There is also an issue with level 5 learners. It meets the middle students just fine.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

It considers the needs of most students. Again there is an issue for level 1/2 and ESE/ESOL learners. There is also an issue with level 5 learners. It meets the middle students just fine.

If you have questions contact Office of Instructional Materials, imstaff@fldoe.org or 850-245-0425

For questions & comments regarding education issues: Commissioner@fldoe.org

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