Proclamation 2024 State Review Panel Evaluation Instrument: Feedback

Subject	Chapter 126. Technology Applications		
Subchapter	Subchapter A. Elementary		
Course	Technology Applications		
Publisher	Typing.com		
Correction Type		Feedback grand total=7	

Title	Component ISBN	Page Number	Description of the specific location	Hyperlink to the location for electronic programs	Feedback	Publisher's response	Publisher's Comment (Required)
Typing.com: Grade 1	9798987771716	Screen 2	Data Collection - Data Hair color and shirt Color	https://www.typing.com/student/lesson/209386/collecting-data#2	The dragging hair color didn't quite work right. It was a matching activity and didn't reproduce itself when dragged to the corrct place. For example, when you dragged a short sleeve shirt the shirt would reproduce and you could use it several times. The hair color activity didn't work the same way - feel like it was a glitch. I dragged the blonde hair to the circle and that was all that happened, I couldn't collect more than one. Also - could you add a place where students could type what other data they could collect? It would be a good typing exercise and help with the TEK to EXPLAIN hw data could be found and collected, not just collect it.	Accept (I will make the change)	You're correct, that was a glitch. We've fixed it!

In regards to having a typing exercise to explain how data can be collected: We already have a section in the intro screen that discusses different types of data and how it's collected/measured. As our current cross-curricular typing unit is all typing screens already, we don't want to add yet another lesson that is solely typing screens. |
Typing.com: Grade 2	9798987771723	all	Detective Time: Concept Maps: All screens	https://www.typing.com/student/lesson/212716/detective-time-concept-maps	The narrative lists the problem as the child remembering to feed her dog; the concept map has the problem as not being able to keep her do in the backyard. Shouldn't they reflect the same problem?	Accept (I will make the change)	We will update the content to say "In this lesson, Ella has a new problem: Her dog keeps escaping from her backyard!"
Typing.com: Grade 4	9798987771747	Screen 1	Pattern Puzzles: Screen 1: Click & Drag activity	https://www.typing.com/student/lesson/218107/pattern-puzzles#1	The drag and drop doesn't work well. You have to drag to a very specific spot for it to accept it. Students could drag and drop the correct answer and it pops back as incorrect.	Accept (I will make the change)	We will increase the draggable area for this activity so that it is less sensitive.
Typing.com: Grade 5	9798987771754	Pattern Puzzles: Screen 1	Pattern Puzzles - Real World Patterns - Shell	https://www.typing.com/student/lesson/218108/pattern-puzzles#1	We accepted the activity because it is technically a real world and a pattern. But this same activity is in the lower grades and it is way to easy for a fifth grader. This really teaches nothing to a fifth grade child. Can you please create a harder pattern in real world problem? This should be more complex. A real world pattern is looking at a data chart and see what days students come late to lunch or some type or real world data, not sea shells.	Accept (I will make the change)	We will update this activity to look at data patterns. We will show a chart displaying the amount of books checked out from the school library each week. Students will look at the data and find patterns in the number of books checked out each week. They will predict how many books will be checked out in subsequent weeks, and thhey will calculate the average number of books checked out per week.
Typing.com: Grade 5	9798987771754	Pattern Puzzles Screen 2	Pattern Puzzles - Real World Patterns - Complex Shell	https://www.typing.com/student/lesson/218108/pattern-puzzles#2	This is too simple for a fifth grade child and they have done the same activity in the lower grades. The green, green, blue ,red shells at the bottom are in the exact order they need to be dragged to the pattern. Please give a more complex pattern maybe something other than shells.	Accept (I will make the change)	We will provide an additional screen to practice identifying patterns. This screen will show a table with the amount of times each playground equipment is used over a period of 4 weeks. Students will identify the patterns in usage of various playground equipment items and they will predict how many times each piece of equipment will be used in weeks 5 and 6.
Typing.com: Grade 5	9798987771754	Screen 1	Pattern Puzzles: Screen 1	https://www.typing.com/student/lesson/218108/pattern-puzzles	On the narrative, the pattern is given...green/green/blue/red and then you ask the student to predict the pattern. Technically this is correct, but by naming the pattern then asking the student to name the pattern there really is no prediction.	Accept (I will make the change)	See the above proposed activity
Typing.com: Grade 6	9798987771761	NA	This is a new activity that will be in our existing coding unit	https://docs.google.com/document/d/1pbTCXGn76mEysTiZcQowiQfxMi5fm3q-d5kfmRDi_QI/edit	#2 Please update your activity to replace the name Twitter to "X" as Twitter is no longer a valid company name.	Accept (I will make the change)	We will update "Twitter" to "X"

Proclamation 2024 State Review Panel Evaluation Instrument: Feedback

Subject	Chapter 127.2. Career and College Exploration		
Subchapter	Subchapter C. High School		
Course	Computer Science I		
Publisher	CEV Multimedia Ltd.		
Correction Type		Feedback grand total=4	

Title	Component ISBN	Page Number	Description of the specific location	Hyperlink to the location for electronic programs	Feedback	Publisher's response	Publisher's Comment (Required)
iCEV Computer Science I (Individual Course)	9798888640036		Page 7	https://login.icevonline.com/mycourses/ADOCOMPU002/lesson/22294	The technical term for what is referred to in the material as "descriptive identifier" is a "variable". Please change this terminology as it can confuse students	Reject (I will not make the change)	Descriptive identifiers and variables are closely related concepts in coding. However, the two components have distinctions. Variables can have identifiers, but not all descriptive identifiers are variables. Variables are a storage location in a computer's memory to store a value. A variable is identified by its name, or identifier, which may or may not be descriptive. Descriptive identifiers can refer to any named component in the code, such as variables, functions or classes. Additionally, descriptive identifiers aim to describe the role.
iCEV Computer Science I (Individual Course)	9798888640036		Page 19 - 21	https://login.icevonline.com/mycourses/ADOCOMPU002/lesson/22304	There is no explanation of what the terms "statically typed", "dynamically typed" etc. These are important concepts and should be explained properly	Reject (I will not make the change)	In the slides mentioned, various typing disciplines are currently defined as the following: statically typed variables are determined before the program is run, checked by the compiler for errors before the program is executed and programming languages can include Java or Python; dynamically typed variables are determined at runtime based on the value assigned to it, can hold values of different types at different times during the execution of the program and programming languages can include Python and JavaScript; strongly typed variables can only hold values of a specific type, allows mistakes to be caught before the program is run and programming languages can include C++, Java and Python; weakly typed or untyped are not strictly enforced, more permissive and less strict about type checking and programming languages can include JavaScript and C. Therefore, no edit will be made.
iCEV Computer Science I (Individual Course)	9798888640036		Top of page ("Choosing Data Types")	https://files.icevonline.com/html/CEV71519_V2_HTML/CEV71519_V2_HTML_Student_Handout_-_Data_Types_and_Structures.htm	"fixed-width integer types like intX_t and uintX_t (from <stdint.h>), where X represents the number of bits" Unclear why C++ specific syntax is used here as an example. The lack of context can confuse students. Highly recommend this section be about concepts and remain as language agnostic as possible I also see no explanation for what a bit is.	Accept (I will make the change)	When writing program solutions, it is important to choose the appropriate data types for integer data based on the requirements of the program and the range of values one needs to represent. Common considerations include: Small Integer Types used when the range of numbers is limited and memory efficiency is important examples: 'short' or 'byte' Standard Integer Types used for general-purpose calculations and can store a moderate range of values example: 'int' Large Integer Types used when the range of possible values is large and more memory is occupied examples: 'long' or 'long long' Fixed-Width Integer Types: used to specify the number of bits to ensure compatibility and consistency examples: 'intX_t', where X represents the number of bits, such as 'int8_t' or 'int16_t' Bit is the smallest unit of data containing one of two values, 0 or 1. This definition is presented in a previous lesson, Defining Programming Languages, on slide 5, and is not added to this Student Handout not to duplicate foundational knowledge previously discussed.
iCEV Computer Science I (Individual Course)	9798888640036		Top of page ("Choosing Data Types")	https://files.icevonline.com/html/CEV71519_V2_HTML/CEV71519_V2_HTML_Student_Handout_-_Data_Types_and_Structures.htm	"When working with Boolean data in program solutions, the appropriate data type is typically a Boolean type or its equivalent in the programming language being used." Sentence is unclear. Somewhere in here can indicate Boolean data contains True/False values to be more clear	Accept (I will make the change)	When working with Boolean data in program solutions, it is important to use the appropriate data type which can represent True/False values. Common Boolean types include: · bool (C++, Python) · Boolean (Java) · bool (C#) · int (C, where 0 represents False and non-zero represents True)