Checklist for reviewing online or software-based digital resources for remediation, enrichment, or support:

1. Degree of Alignment to Standards
- ❏ *Does the resource fully address identified WA State Learning Standards and PSD approved instructional frameworks.?*
- ❏ *Does the resource maintain focus on the identified standards or specific skills/knowledge subset/components of identified standards?*

2. Quality of Explanation of the Subject Matter
- ❏ *Does the resource provide comprehensive information effectively, so that the target audience should be able to understand the subject matter without additional explanation or materials?*
- ❏ *Does the resource connect important associated concepts within the subject matter?*
  For example, a lesson on multi-digit addition makes connections with place value, rather than simply showing how to add multi-digit numbers. Or a lesson designed to analyze how an author develops ideas across extended text would make connections among the various developmental steps and the various purposes the author has for the text.
- ❏ *Are the main ideas of the subject matter addressed in the resource clearly identified for the learner?*

3. Quality of Assessment
- ❏ *Do all of the skills and knowledge assessed align clearly to the content and performance expectations as stated in the resource?*
- ❏ *Is anything assessed that is not included in the scope of the intended material unless it is identified as extension material? *If off-topic knowledge is assessed, that might be a reason to take a closer look...*
- ❏ *Are the most important aspects of the expectations targeted and are given appropriate weight/attention in the assessment?*
- ❏ *Do the assessments require the user (student) to demonstrate the depth of knowledge (DOK)? Are there assessments that allow students to apply or extend their learning to other situations?*

4. Quality of Technological Interactivity
- ❏ *Is the resource responsive to student input in a way that creates an individualized learning experience? (This means the resource adapts to the user based on what s/he does, or the resource allows the user some flexibility or individual control during the learning experience.)*
- ❏ *Is the interactive element purposeful and directly related to learning?*
- ❏ *Is the resource well-designed and easy to use, encouraging learner use?*
- ❏ *Does the resource appear to function smoothly/consistently on the intended platform?*

5. Quality of Instructional and Practice Exercises
- ❏ *Does the resource offer more exercises than needed for the average student to facilitate mastery of the targeted skills? (For complex tasks, one or two rich practice exercises may be considered more than enough.)*
- ❏ *Are the exercises clearly written and supported by accurate answer keys or scoring guidelines as applicable?*
- ❏ *Are there a variety of exercise types and/or the exercises are available in a variety of formats, as appropriate to the targeted concepts and skills?*

6. Assurance of Accessibility
- ❏ *Are there options for other languages (support in other languages)?*
- ❏ *Is there a text-to-speech option?*
- ❏ *Are there visual supports?*
- ❏ *Is there adjustability for reading level, student differentiation?*

7. **Assurance of compliance with COPPA and FERPA**
   - ❏ *Do the terms and conditions have statements that indicate that no student data is shared with any other entity without the explicit permission from Peninsula School District?* **If no, do not use the resource.**
   - ❏ *If the resource allows students to communicate directly with each other or people outside of PSD, are the communications moderated by the PSD staff member sponsoring use? Can any posts or comments be deleted or reviewed for appropriateness where needed?*
   - ❏ *Is the resource to be used with students 13 or younger? If so, does it require an account for each student?*
   - ❏ *If the resource is a paid subscription, does the agreement/license automatically renew each year? Is there notification from the company prior to removal?*
   - ❏ *What steps must be taken to cancel the agreement/subscription?*
   - ❏ *Who is responsible for managing accounts in the system?*
   - ❏ *If the system is a paid service, who will be responsible for monitoring the terms of use, billing, and payment process?*
   - ❏ *Is any of the collected student data used for marketing purposes?*

Additional Notes about COPPA and FERPA:

The Children's Online Privacy Protection Act (COPPA) is a federal law, enacted in April 2000, related to the online collection of personal information from students under age 13.

- COPPA makes it clear to website owners what they must include in their privacy policy when they must seek consent from parents for a child under 13 to use their services, and what the website owner's responsibilities are to protect the online privacy and safety of children.
- These rules apply regardless of whether the website is fee-based or not.
- COPPA does not preclude schools from acting as intermediaries between operators and parents in the notice and consent process, or from serving as the parent's agent in the process of collecting personal information online from students in the school context when parents have provided permission for student Internet use.
- Peninsula's use and sharing of student data are solely for educational purposes.

PSD uses a variety of software systems in the classroom, including some that are hosted outside the District's facilities in "the Cloud". When used appropriately and thoughtfully, these tools can help create a rich, flexible, and engaging learning environment for students. Additionally, experience accessing materials in the Cloud in a responsible and effective manner is an important part of students becoming good digital citizens.

PSD supports FERPA & COPPA and insists that websites the District use adhere to this law. It is important that all PSD staff members who work with children be aware of and follow FERPA & COPPA and other state and federal regulations related to student Internet access and related data use.