ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Inquiry

FEBRUARY 2018
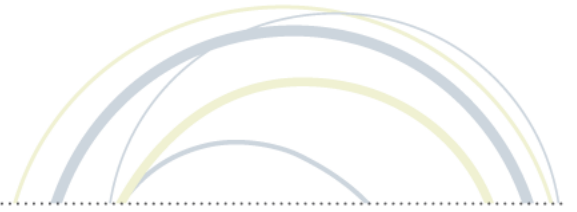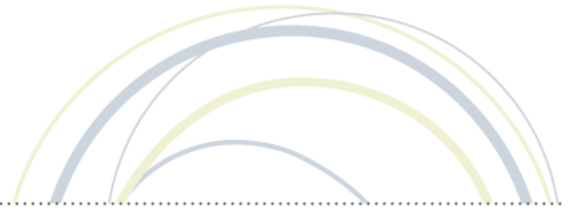
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ABOUT

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The International Society for Technology in Education (ISTE) is the premier nonprofit membership organization serving educators and education leaders. ISTE is committed to empowering connected learners in a connected world and serves more than 100,000 education stakeholders throughout the world.

As the creator and steward of the definitive education technology standards, our mission is to empower learners to nourish in a connected world by cultivating a passionate professional learning community, linking educators and partners, leveraging knowledge and expertise, advocating for strategic policies, and continually improving learning and teaching
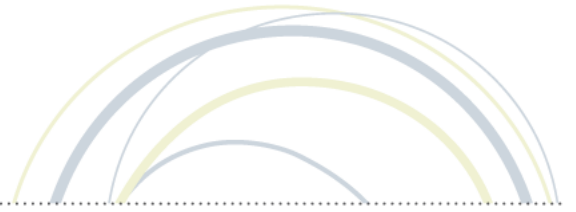
ISTE SEAL OF ALIGNMENT

Resources and products designed with the ISTE Standards in mind are choosing to demonstrate their commitment to support critical digital age learning skills and knowledge. Regardless of a solution's intended grade level, purpose or content area, by addressing the ISTE Standards and earning a Seal of Alignment, a solution is shown to consciously, purposefully and meaningfully support best practices for digital age teaching and learning.

ISTE considers a solution aligned to the ISTE Standards only after an extensive review conducted by trained ISTE Seal of Alignment reviewers, and it has been determined to meet all critical elements of a particular standard indicator in accordance with specific review criteria.

By earning a Seal of Alignment, ISTE verifies that this product:
- Promotes critical technology skills
- Supports the use of technology in appropriate ways
- Contributes to the pedagogically robust use of technology for teaching and learning
- Aligns to the ISTE Standards in specific ways as described in the review finding report

RESOURCE DESCRIPTION

WHAT IS THE INQUIRY CURRICULUM?

The Inquiry curriculum by Learning.com is a library of units offered in conjunction with the EasyTech curriculum that provides students with the opportunity to use applications and technology skills as part of real-world learning scenarios.
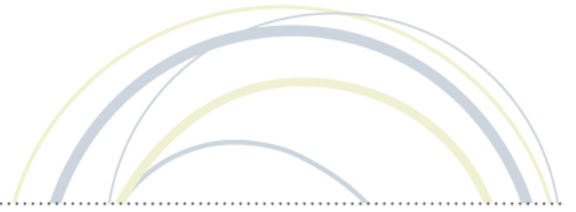
The units take a project-based learning approach and offer challenges appropriate for students from Kindergarten through 8th grade. Units are available in ELA, Math, Science, and Social Studies.

HOW IS THE INQUIRY CURRICULUM IMPLEMENTED?

Anchored in real-world contexts, each unit begins with an *Essential Question* that asks students to research and draw conclusions, then to create a presentation of their findings to their peers. Students work collaboratively as they research information, create digital media, and present their learning to peers.

Students are presented with a technology skills pre-test that assesses the specific technology skills and concepts that are needed to complete the unit. Students receive instant feedback as they progress through each pre-test, lesson, quiz and the keyboarding practice apps. Teachers are able to then assign technology practice if students need additional practice.

Rubrics appropriate to the final product are presented and students are encouraged to evaluate their work and reflect on their learning process. Inquiry's built-in reflections give students the opportunity to evaluate their learning and develop critical thinking skills.

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Product: Inquiry
Company: Learning.com
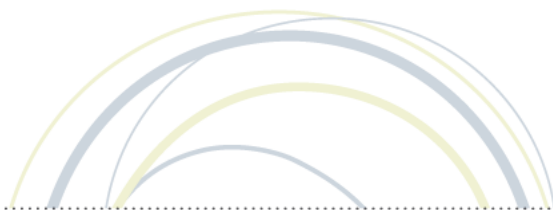**Date of Award:** February 2018

REVIEW METHODOLOGY

ISTE Seal of Alignment reviews are conducted by a panel of education and instructional experts. Reviewers use data collected both separately and collectively to determine how a solution addresses specific elements described in each of the indicators of the ISTE Standards. Special instruments are used by reviewers to collect data on potential alignment across all resource materials. Alignment is determined based on the extent to which all or some of specific elements are addressed within the materials. Reviewers conduct regular calibrations to assure the validity and reliability of the results and final review findings are combined for an overall score for alignment on each individual indicator.

The Learning.com Inquiry resource was reviewed for alignment against the ISTE Standards for Students, at the Proficiency level. Proficiency level reviews examine how a resource instructs and/or assesses students and their ability to apply technology for learning in ways that allow them to practice the skills and knowledge described in the ISTE Standards.

SCOPE OF REVIEW

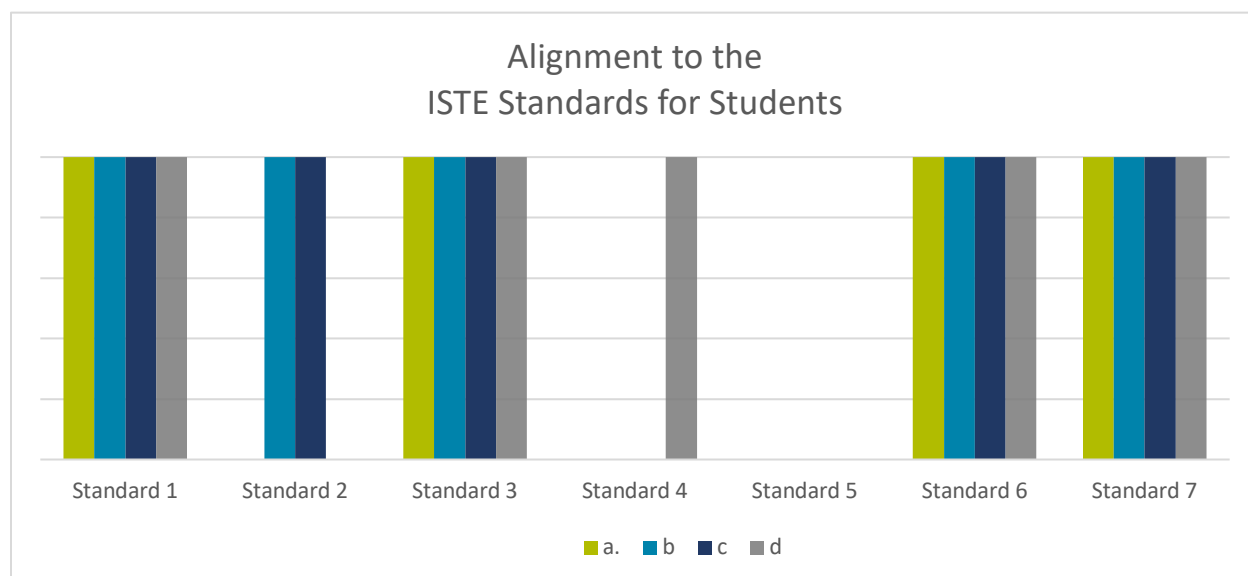During the review process reviewers:
- collected data on when and how each activity addressed specific skills and knowledge described in the ISTE Standards for Students.
- compiled findings to determine overall alignment across all ISTE Standards for Students and indicators.
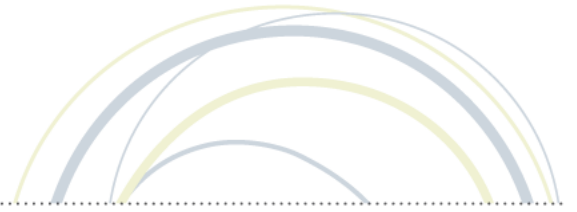- used aggregate findings to form the basis of the overall alignment results.

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REVIEW FINDINGS

The Inquiry curriculum aligns to the following indicators of the ISTE Standards for Students:

Alignment to the ISTE Standards for Students

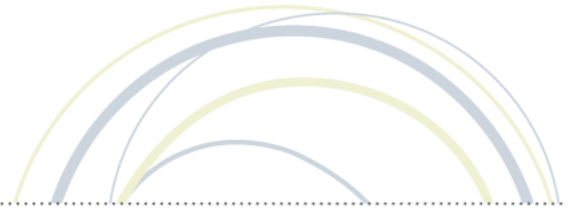|	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7

■ a. ■ b ■ c ■ d

The Inquiry curriculum aligns to the ISTE Standards for Students in the following ways:
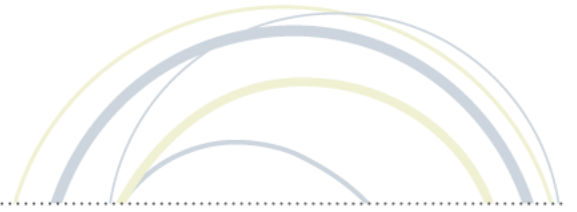
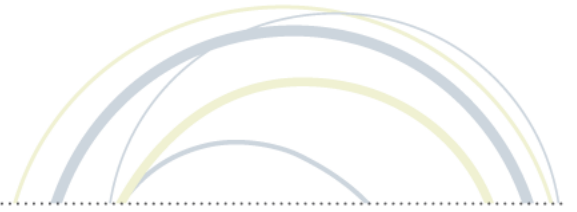| ISTE Standard	Finding Statement
1. Empowered Learner	
1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	Students are given opportunities to reflect on their learning and evaluate their product as a concluding activity. Rubrics are provided to guide the self-assessment.
1.b. Build networks and customize their learning environments in ways that support the learning process.	Most activities include extensions to connect learners or experts related to the unit topic. Given that the Inquiry platform is directed at students in grades K-8, many schools limit students under 13 from engaging in one-to-one communication, the units suggest appropriate resources to connect students outside their classroom.

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1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	Every activity includes some form of presentation of ideas and conclusions. This begins in Kindergarten and becomes more varied in format as the grade levels progress. All units include practice in providing feedback to peers with guidelines for appropriate online conduct.
1.d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.	The Inquiry platform is designed to provide students with practice in applying technology skills, concepts, and applications skills in new situations. By increasing the combination of skills and concepts into the production of a final product, students are required to transfer their knowledge across situations and tools.
2. Digital Citizen	
2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	
2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	The foundation of engaging safe, legal, and ethical behaviors online is consistent throughout the units. As students move progress to higher grade levels, posting on wikis, blogs, and providing feedback online are a regular element. Principles of Digital Citizenship are modeled and promoted throughout.
2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	All of the units include the creation of a final product to demonstrate learning. In the elementary and upper grade levels these products include multimedia elements, research strategies, and presentation design. The rights and obligations in the use of media is reinforced and proper citation is included as part of evaluation rubrics where appropriate.
2.d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	
3. Knowledge Constructor	
3.a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	The platform provides templates and prompts to assist the student in the research process and in refining their information for the final original product.

3.b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	The guided research process reinforces the need for students to consider their sources when searching. Search strategies are not directly part of the unit directions as there is an assumption that students know how to search and how to evaluate results. The units themselves provide opportunities to apply this knowledge in the development of their final product. Source citation is included as part of the evaluation rubric
3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	The activities are research-based and require students to use information from a variety of sources and media types. The information is used to construct and support conclusions in response to the essential question.
3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	All units are anchored in relevant and real-world contexts. Students respond to relevant questions and issues appropriate to their grade level and interests. In many challenges students are given the opportunity to select a related topic or issue that is of interested to them.
4. Innovative Designer	
4.a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	
4.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	
4.c. Develop, test and refine prototypes as part of a cyclical design process.	
4.d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.	The units in the upper grades include essential questions that are very relevant to the age group. Because of the nature of many of the questions, the conclusions are very open-ended and require that the student think through their ideas and present evidence to support their findings. The templates and prompts included in the platform help the students organize their thoughts and work through the project tasks.
5. Computational Thinker	

5.a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	
5.b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.	
5.c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.	
5.d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	
6. Creative Communicator	
6.a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	Units end with a final presentation of learning. A variety of media formats are used in the creation of these products as well as options for presenting the final asset.
6.b. Create original works or responsibly repurpose or remix digital resources into new creations.	Students work in pairs or individually to create new products to demonstrate their learning. The media used to create and present their findings varies as appropriate to the task and students are often given a choice to determine the medium most appropriate to their message.
6.c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	Mapping tools, word clouds, outlines, storyboards are used when planning a presentation and organizing information. Templates guide the students in how to use the tools as part of the activity.
6.d. Publish or present content that customizes the message and medium for their intended audiences.	The units' essential questions are often open-ended, and present issues that are complex for the grade level. Students work through their response towards a presentation that communicates their ideas effectively to varied audiences. A wide variety of presentation options are integrated as appropriate to the task. Feedback from peers informs the students of the clarity of their message

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7. Global Collaborator	
7.a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	Resources such as ePals and community connections are highlighted as activities that a teacher may easily integrate if the school's policies allow for this type of student interaction.
7.b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	Many activities include gathering ideas, impressions, perspectives from others. Beginning in the early grades, students are encouraged to share their findings and teachers are given discussion prompts to help students compare and contrast ideas. As units become more complex, surveys are used to gather input, along with a number of strategies for using primary source documents to gain perspective.
7.c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	Many units are designed for teams or pairing of students. The templates within the platform help the students manage their teams, assign roles, and provide for monitoring progress. The templates help students divide the tasks and then synthesize the information from all team members into the final product.
7.d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.	The units are anchored in real-world issues and contexts. In many units, students are directed to explore the essential question within their own communities, developing responses to issues that are immediately applicable. Lesson notes to the teacher encourages students to seek feedback from community members on solutions presented.

CONCLUSION

The Inquiry curriculum is designed to challenge students to apply their technology knowledge through complex tasks that communicate ideas, produce original work, and research a variety of topics. Each unit provides students with experiences, across all of the core content areas, that integrate technology in a variety of ways. In addition, the accompanying resources and guides, support teachers in customizing and refining the learning activities even further, as appropriate for their own curriculum goals. For teachers who are new to technology, the units facilitate the students' experience while also providing connections and extensions for those more experienced.

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