# WHAT'S IN A DIGITAL TOOL?

## SCIENCE

Digital tools can enhance student interactions and understanding of the content embedded in learning activities.

Many digital tools come preloaded with content such as texts, quizzes, or other activities that support student learning. Before using digital tools that are not part of state-approved instructional materials, educators should evaluate the digital tool for quality of the content.

Use this road map to analyze the content found in a digital tool to determine if it aligns to the Mississippi College- and Career-Readiness Standards (MS CCRS) for the appropriate content area and grade level.

## STANDARDS

### WHAT ARE YOU TEACHING?

The following are high priority considerations when selecting content in a digital platform:

- Does the content align to MS CCRS for Science for the appropriate grade level?
- Does the content match the intent of the performance objectives?

**UNSURE?** Check out the Instructional Planning Guides for Science

- Are the learning targets addressed through the problems or activities provided in the platform?

**IF NO, STOP!**

**IF YES, CONTINUE...**

## FURTHER EXPLORATION

**Want to learn more about integrating standards-aligned content and tools to create enhanced learning experiences?** Check out the Digital Learning Instructional Guide at mdek12.org/DLResources.

**Want to know more about high-quality instructional materials?** Visit Mississippi Instructional Materials Matter at msinstructionalmaterials.org.

# THREE DIMENSIONS OF SCIENCE

## HOW ARE YOU TEACHING?

The following are high priority considerations when selecting content in a digital platform:

» Is the content phenomenon-based?

» Does the platform engage in the **three dimensions of science teaching and learning?**

» Does the platform show evidence of student learning and progress?

Use a three-dimensional approach to science teaching and learning:

**Dimension 1:** Approach inquiry and investigation as scientists by using the eight Science and Engineering Practices (SEPs).

**Dimension 2:** Analyze presented phenomenon through the various lenses using the seven Crosscutting Concepts (CCCs).

**Dimension 3:** Content is based on valid scientific information about the science concepts being studied.

**UNSURE?** Check out this **PD on Demand** on the Three Dimensions of Science

**IF NO, STOP!**

**IF YES, CONTINUE...**

# ACCESS

## WHAT SUPPORTS ARE PROVIDED TO STUDENTS?

The following are other considerations when selecting content in a digital platform:

» Does it align with tools that can be used on state **MAAP tests**?

» Is the activity delivered in an age-appropriate manner?

» Does it allow or show student experiences or diversity?

» What are the available question-response types?

» Does it meet other considerations found in the **Digital Tool Evaluation Rubric**, such as ease of use, accessibility, privacy, and age-appropriateness?

**IF NO, PROCEED WITH CAUTION!**

**IF YES, TRY IT OUT!**

## RESOURCES

**Instructional Planning Guides for K-12 Science:** mdek12.org/secondaryeducation/science/Instructional-Planning-Guides-for-Science-K-12

**Selecting Phenomena:** sites.google.com/3d-grcscience.org/going3d/choosing-phenomenon

**Three Dimensions of Science PD on Demand:** mdek12.org/OPD/PDOD

**Three Dimensions of Science Overview:** mdek12.org/secondaryeducation/documents-and-resources

**Digital Tool Evaluation Rubric and other Digital Learning Resources:** mdek12.org/DLResources

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