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| 1 | Technical Reviewer | Comment | Item Addressed | Action Taken |
| 2 | Lindsey | K.NI.C.1 | Example | Added example |
| 3 | Lindsey | 3.CS.HS.1 | grammar | Delet word explanation:, added measurable language for student expectation |
| 4 | Lindsey | 3.CS.HS.2 | grammar | Delet words for example:, added measurable language for student expectation |
| 5 | Lindsey | 6.CS.D.1 | Example | Added an example of how teachers can clarify the topic. |
| 6 | Lindsey | 6.CS.HS.1 | Example | Revised existing example to add clarity |
| 7 | Lindsey | Intro/Vision | duplicated content | removed duplicated text from vision |
| 8 | Lindsey | K.NI.NCO.1 | Example | Remove: Details about the connection points are not expected at this level. Add: For example, kindergarten students should be able to explain that devices are connected, though details about connection points are not expected at this level. |
| 9 | Lindsey | K.DA.S.1 | Example | Add: For example, students should be able to create and save a document. |
| 10 | Lindsey | 6.CS.T.1 | Content | |
| 11 | Lindsey | 6.CS.NI.C.1 | Example | Added examples of ciphers. |
| 12 | Stephenson | HS Overview | Grammar | revised wording |
| 13 | Lindsey | 3.NI.C.1 | Example | Added example |
| 14 | Lindsey | 6.NI.C.2 | Other | Remove "Explanation:" in the description |
| 15 | Lindsey | 6.NI.CO.1 | Other | Remove "Explanation:" in the description |
| 16 | Lindsey | 3.NI.NCO.1 | Example | |
| 17 | Lindsey | K.DA.IM.1 | Content Change Example | Remove text in red - too high for Kinder. Add: For example, students preview a weather graph for one week in their city and make predictions about the weather for the following week. |
| 18 | Lindsey | 6.DA.CVT.1 | Content/Grammar | Added "to" for grammar, added "analyze and present" to the standard to match the desired outcome. |
| 19 | Lindsey | 3.DA.S.1 | Example | Added example wording |
| 20 | Stephenson | HS.CS.D.1 | Grammar | revised wording |
| 21 | Lindsey | K.AP.A.1 | Content/Example | Remove sentence in red. Add: For example, students begin to recognize daily step-by-step processes, such as brushing teeth or following a morning procedure, as "algorithms" that lead to an end result. |
| 22 | Lindsey | 6.DA.S.1 | Other | Binary and ASCII are defined in the glossary |
| 23 | Lindsey | 6.AP.A.1 | Other | Changed verbiage to clarify intent |
| 24 | Lindsey | 3.DA.IM.1 | Example | Added words for clarification |
| 25 | Stephenson | HS.DA.S.1 | Grammar | revised wording |
| 26 | Lindsey | 6.AP.M.1 | Other | Re-wrote explanation |
| 27 | Stephenson | 6.AP.M.1 | Other | No changes, decision was made to keep parts instead of subproblems for clarity |
| 28 | Lindsey | 6.IC.SLE.1 | Example | Added example to match the standard |
| 29 | Lindsey | 3.AP.V.1 | Content | Content removed for clarity |

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| 30 | Lindsey | HS.AP.M.1 | Example | Added example |
| 31 | Lindsey | K.AP.C.1 | Example | For example, kindergarten students should be able to recognize loops and sequences in songs, rhymes, and games, such as the song B-I-N-G-O. |
| 32 | | 3.AP.C.1 | Content | Content deleted to provide clarity |
| 33 | Lindsey | K.AP.PD.1 | Content/Example | Change: "their program" to "an end product" Add: For example, kindergarten students could illustrate the beginning, middle, and end of a favorite story. |
| 34 | Lindsey | 7.CS.D.1/6.C S.D.1 | Content | Re-worded standard for clarity |
| 35 | Lindsey | 7.CS.T.1 | Content | Changed solutions to strategies |
| 36 | Lindsey | K.AP.PD.3 | Example | Add: For example, kindergarten students should be able to identify incorrect order in a series of events and place them in the correct order, such as getting ready for school or making a peanut butter sandwich. |
| 37 | Nelson | Third Grade Overview | Other | Computer Science Literate is preferable to "computationally literate" used earlier |
| 38 | Stephenson | Glossary | Content & Grammar | revised introductory statement; revised definitions; added term |
| 39 | Lindsey | K.AP.PD.4 | Content | Replace "programs" with "instructions they develop" and "creating programs" with "developing their instructions." |
| 40 | Stephenson | 3.AP.A.1 | Content | Change wording |
| 41 | Nelson | Glossary | Content & Grammar | revised definition |
| 42 | Lindsey | K.AP.PD.4 | Content | change to: classroom blogs. |
| 43 | Lindsey | K.AP.PD.4 | Example | For example, kindergarten students could describe their thinking about a story map or set of instructions they develop. |
| 44 | Lindsey | 7.NI.NCO.1 | Other | Re-wrote standard, removed "role" and clarified data transmission |
| 45 | Stephenson | 3.CS.T.1 | content | added and deleted wording for content clarification |
| 46 | Stephenson | 3.NI.NCO.1 | content | Changed wording for clarification |
| 47 | Stephenson | 3.AP.M.1 | content | Changed wording for clarification |
| 48 | Lindsey | 8.NI.C.1/7.NI .C.1 | Content | Changed "to mode" to "for" to clarify intent |
| 49 | Lindsey | K.NI.NCO.1 | Content | Change: define computer networks and how they can be used... |
| 50 | Stephenson | 3.AP.PD.2 | content | Changed wording for clarification |
| 51 | Stephenson | 3.IC.C.1 | grammar | added wording |
| 52 | Washington | K.NI.NCO.1 | Example | Add: For example, kindergarten students understand that they are part of non-computing networks such as family, class, school, etc |
| 53 | Stephenson | 3.IC.C.2 | grammar | added s |

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| 54 | | 1.CS.D.1 | grammar | device to devices |
| 55 | Lindsey | 7.DA.CVT.1 | Content | Re-worded standard for clarity & added example |
| 56 | Stephenson | 3.IC.SLE.1 | content | Changed wording for clarification |
| 57 | Stephenson | Fourth Grade Overview | Content | Suggested wording in comments |
| 58 | Lindsey | 7.DA.IM.1 | Content | Determined that standard is age appropriate |
| 59 | Lindsey | 8.CS.T.1 | Content | Changed solutions to strategies |
| 60 | Stephenson | 4.CS.D.1 | content | Suggested wording change |
| 61 | Lindsey | 4.CS.HS.1 | example | Added example |
| 62 | Lindsey | 8.NI.NCO.1 | Content/Example | Re-wrote standard and example |
| 63 | Lindsey | 4.CS.HS.2 | example | Added example |
| 64 | Stephenson | 4.CS.T.1 | content | Changed wording for clarification |
| 65 | Nelson | Sixth Grade Overview | Content | Changed security to cybersecurity |
| 66 | Lindsey | 1.NI.C.1 | Content/Example | Change to: Example, first grade students should be able to accurately enter a password to log on to a program and understand the importance of keeping passwords private in order to protect our personal information. |
| 67 | Lindsey | 4.CS.T.1 | content | Changed wording for clarification |
| 68 | Stephenson | 4.CS.T.1 | example | Changed wording for clarification |
| 69 | Nelson | 6.AP.PD.3 | Other/Example | Deleted reference to other grades and added example |
| 70 | Lindsey | 1.NI.NCO.1 | Example | Add: For example, students will participate in a class discussion about how different networks connect people, places, things and information, such as a phone call to grandma in another state, using Facetime or Skype to connect with a content area expert, connecting devices via bluetooth, or accessing an online game through wifi. |
| 71 | Nelson | 4.DA.CVT.1 | Content | wording deleted for clarity |
| 72 | Lindsey & Washington | HS.NI.C.1 | Grammar | Revised wording |
| 73 | Lindsey | 1.DA.S.1 | Example | Add: For example, first graders should be able to retrieve files that they previously created and saved, such as, locating and opening a word processing they saved the previous day. |
| 74 | Nelson | 7.AP.M.1 | Example | Added example and reworded explanation |
| 75 | Nelson | 7.AP.PD.1 | Other | Clarified development teams refers to industry, added "For example" |
| 76 | Nelson | 7.AP.PD.3 | Other | Removed reference to prior grades. |
| 77 | Lindsey | 1.AP.A.1 | Example/Content | Remove sentence in red. Add: For example, students begin to understand and model daily step-by-step processes, such as brushing teeth, implementing a morning procedure, or following a simple recipe as "algorithms" that lead to an end result. |
| 78 | Lindsey | 4.DA.S.1 | example | wroding changed for example clarity |

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| 79 | Nelson | 8.AP.PD.3 | Other | Removed reference to prior grades. |
| 80 | Nelson | 8.IC.SLE.1 | Example | Added example |
| 81 | Stephenson | 4.AP.A.1, 5.AP.A.1 | content | change wording for clarity |
| 82 | Stephenson | 6.CS.D.1 | Example | Added example |
| 83 | Stephenson | 6.CS.HS.1 | Example | Changed format to list |
| 84 | Lindsey | 4.AP.V.1, 5.AP.V.1 | content | Words deleted for consistency |
| 85 | Lindsey | 1.AP.C.1 | example | For example, first grade students independently identify loops and sequences in songs, rhymes, and games, such as the song B-I-N-G-O or the game Red Rover. |
| 86 | Stephenson | 6.CS.T.1 | Other | Adjusted adjectives and phrasing |
| 87 | | 4.AP.C.1, 5.AP.C.1 | content | Words deleted for consistency |
| 88 | Stephenson | 6.NI.NCO.1 | Other | Fixed passive voice |
| 89 | Stephenson | 4.AP.PD.2, 5.AP.PD.2 | content | Wording changed for consistency |
| 90 | Lindsey | 1.AP.PD.1 | content | Add: their end product |
| 91 | Stephenson | 4.IC.C.1, 4.IC.C.1 | content | words added |
| 92 | Lindsey | 1.AP.PD.1 | example | Add: For example, students create a comic strip with at least 3 panels showing the sequence of a story. |
| 93 | Stephenson | 6.AP.A.1 | Content | Re-worded standard to match intent and explanation |
| 94 | Stephenson | 4.IC.SLE.1, 5.IC.SLE.1 | content | words changed for consistency |
| 95 | Lindsey | 1.AP.PD.3 | example | Add: For example, first graders should be able to identify and fix incorrect order in a series of events, placing them in the correct order, such as washing dishes at home or designing a robot. |
| 96 | Lindsey | 1.AP.PD.4 | content | Replace "programs" with "instructions they develop" and "creating programs" with "developing their instructions." |
| 97 | Lindsey | 1.AP.PD.4 | content | Change: classroom blogs |
| 98 | Stephenson | 6.IC.C.2 | Example | Re-worded example for clarity |
| 99 | Stephenson | 7.CS.HS.1 | Grammar | Re-formatted to list |
| 100 | Lindsey | 1.AP.PD.4 | example | For example, first grade students do a class presentation sharing the process, choices they made, and outcomes for a fictitious product they developed |
| 101 | Stephenson | 7.NI.NCO.1 | Grammar | Changed passive voice |
| 102 | Lindsey | 1.IC.SLE.1 | content | personal interactions |
| 103 | Lindsey | 1.IC.SLE.1 | content | Remove: such as "stranger danger" |

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| 104 | Nelson, Lindsey | all 5th grade standards | examples | examples added throughout for clarity |
| 105 | Lindsey | 1.CS.D.1 | example | change compare to identify |
| 106 | Stephenson | 7.AP.A.1 | Content | Change wording in standard for clarity |
| 107 | Lindsey | 1.IC.SLE.1 | example | For example, students routinely practice logging in and logging out of online resources to protect their personal information. Students should also commit to interacting with only those they know in person in online environments. |
| 108 | Lindsey | 1.CS.D.1 | content | change compare to identify |
| 109 | Stephenson | 7.IC.C.2 | Grammar | Re-worded for clarity |
| 110 | Stephenson | 7.IC.C.2 | Example | Re-worded example for clarity |
| 111 | Stephenson | 8.CS.T.1 | Grammar | Re-worded explanation for clarity |
| 112 | Stephenson | 8.NI.NCO.1 | Grammar | Changed passive voice |
| 113 | Stephenson | 8.DA.CVT.1 | Grammar | Changed passive voice |
| 114 | Stephenson | 8.DA.S.1 | Grammar | Removed words for efficiency and clarity |
| 115 | Stephenson | 8.DA.M.1 | Grammar | Removed words for efficiency and clarity |
| 116 | Lindsey | 2.CS.D.1 | content | change compare to identify |
| 117 | Lindsey | 2.CS.D.1 | content | Remove this sentence |
| 118 | Stephenson | 8.AP.A.1 | Grammar | Re-worded standard for clarity |
| 119 | Lindsey | 2.CS.T.1 | content | the device is frozen, the link doesn't work, the internet is not connecting |
| 120 | Stephenson | 8.AP.PD.5 | Grammar | Adjusted grammar for efficiency |
| 121 | Stephenson | 8.AP.PD.2 | Grammar | Split run-on sentence into two sentences |
| 122 | Lindsey | 2.NI.C.1 | example | Add: For example, students learn to not share passwords and not use anyone else's password. |
| 123 | Stephenson | 8.IC.SI.1 | Grammar | Changed utilizing to using |
| 124 | Lindsey | 2.NI.NCO.1 | example | Add: For example, students will participate in a class discussion about how different networks connect people, places, things and information, such as a phone call to grandma in another state, using conferencing software to connect with a content area expert, or accessing an online game via wifi. |
| 125 | Lindsey | 2.DA.S.1 | example | For example, students will learn to save files in specific locations, such as a folder, and retrieve those files for use later. |
| 126 | Amresh | General HS Comments | content | These comments are generally supportive of the standards and made suggestions that are already embedded in the standards, such as HS.AP.M.1 and HS.NI.C.1. Some of the more specific suggestions deal more with curriculum rather than standards and therefore did not lead to any changes in the standards |
| 127 | Washington | 6.CS.D.1 | Content | Re-worded standard for clarity. |
| 128 | Washington | 6.AP.PD.4 | Content | Re-worded for clarity |
| 129 | Washington | 7.NI.NIC.1 | Content | Re-worded for clarity |
| 130 | Washington | 3.CS.HS.2 | content | added wording for clarity |
| 131 | Washington | 8.CS.D.1 | Content | Re-worded for clarity and condensed |

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| 132 | Washington | 8.AP.V.1 | Content | Removed subjective terminology. |
| 133 | Washington | 8.CS.HS.1, 8.CS.T.1, 8.DA.CVT.1, 8.DA.IM.1, 8.AP.PD.1, 8.AP.PD.4 | Content | These standards were reviewed and concluded to fit into three separate standards as currently configured. |
| 134 | Washington | 3.IC.SI.1 | content | content deleted for student appropriateness |
| 135 | Washington | 3.IC.SLE.1 | standard | wording changed for clarity |
| 136 | Amresh | 3.AP.PD.2 | content | wording changed for clarity |
| 137 | Amresh | 3.AP.PD.3 | example | example added for cross curricular connection |
| 138 | Amresh | 3.AP.PD.5 | content/ example | wording added for clarity and example |
| 139 | Stephenson | HS.AP.PD.2 | grammar | reworded standard to clarify focus and intent |
| 140 | Stephenson | HS.AP.M.2 | grammar | reworded standard to clarify focus and intent |
| 141 | Stephenson | HS.AP.M.1 | grammar | removed excess wording that distracted from intent of standard |
| 142 | Stephenson | HS.AP.C.2 | grammar | Feedback from Stephenson suggested the wording obscured the intent of this standard. Moved some of the wording from the standard into the description to clarify intent of the standard |
| 143 | Lindsay | HS.NI.C.2 | Description | Re-worded the description to more clearly connect back to standard |
| 144 | Lindsay | HS.CS.HS.1 | Content | Replaced the verb of the standard from "compare" to "describe" to make the expectations of the standard more clear |
| 145 | Lindsay | HS.DA.IM.1 | Grammar | Simplified wording |
| 146 | Lindsay | HS.IC.SI.1 | Grammar | Simplified wording to make standard clearer |
| 147 | Washinton | 4.DA.CVT.1 | content | wording deleted to increase teacher choice |
| 148 | Washinton | 4.DA.S.1 | content | wording changed for clarity |
| 149 | Amresh | 6.DA.IM.1 | Content | Re-worded DA.IM.1 standards for 6th-8th grade for clarity and progression |
| 150 | Amresh | 6.DA.S.1 | Content | Re-worded example to clarify the introductory level at which the topic is being presented |
| 151 | Washinton | 4.AP.V.1 | Standard/content | wording removed for clarity |
| 152 | Washington | 5.AP.V.1 | standard/ content | wording deleted and replaced for clarity |
| 153 | Amresh | 8.NI.C.1 | Content | When considering the explanation and examples for this standard, it is appropriate for this grade level |
| 154 | Amresh | 8.NI.C.2 | Content | When considering the explanation and examples for this standard, it is appropriate for this grade level |
| 155 | Washinton | 5.IC.C.1 | standard/content | wording deleted and adjusted for concise language |
| 156 | Washington | 4.IC.C.1 | standard/content | wording deleted and adjusted for clarity |
| 157 | Amresh | 6.NI.NCO.1 | Content | Standard simplified and example added to suggest introductory level of content |
| 158 | Washington | 4.IC.SI.1 | standard | wording changed for student appropriateness |

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| 159 | Washington | 4.IC.SLE.1 | standard | wording changed for clarity |
| 160 | Washington | 5.NI.NCO.1 | standard | wording removed for redundancy |
| 161 | Washington | Data and analysis | standards | wording adjusted for clarity |
| 162 | Washington | 5.IC.C.2 | content | words removed for clarity |
| 163 | Washington | Glossary | content | remix added to the glossary |
| 164 | Amresh | 2.CS.T.1 | content | words added for consistency |
| 165 | Amresh | 2.AP.PD.4 | content | words added for clarification |

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| 1 | K-2 Comment Review, 28 Aug 2018 | | | |
| 2 | Tech Reviewer | Comment | Suggested Direction | Action Taken |
| 3 | Lindsey | 2.DA.S.1: Same feedback as the standard for K and 1. It could use further explanation of what 2 nd grade students should be able to do. For example, "Second graders should be able to save files using an intentional strategy, such as placing it in a specific folder, and retrieve those files later." | Provide example | see comment added on 8-14 |
| 4 | Lindsey | 2.AP.A.1: Needs an example to illustrate what second graders should be able to do. | Provide example | deleted sentence; added examples |
| 5 | Lindsey | 2.AP.C.1: See feedback for 1.AP.C.1 (same) | Provide example | added example |
| 6 | Lindsey | 2.AP.PD.1: See feedback for 1.AP.PD.1 (same) | Provide example, see K.AP.PD.1 | replaced a word; added an example |
| 7 | Lindsey | 2.AP.PD.2: By second grade, student can give attribution in written form, at minimum by listing a website where they got information/picture/music. They may also use a citation builder to format into APA or MLA format. | Reword to accommodate if possible | deleted sentence; added examples |
| 8 | Lindsey | 2.AP.PD.3: See feedback for 1.AP.PD.3 (same) | Provide example | added example |
| 9 | Lindsey | 2.AP.PD.4: Same feedback as 1.AP.PD.4 in terms of the expectation for them to write programs. | Provide example, see K.AP.PD.4 | modified wording |
| 10 | Lindsey | 2.IC.SLE.1: Same feedback as 1.IC.SLE.1 in terms of phrasing it in the positive. | Reword to accommodate if possible | modified wording; added an example |
| 11 | Nelson | K.IC.C.1: It's an interesting question as to whether young students can discuss how the world was prior to computing technology. Even their parents grew up in a computing age (and possibly grandparents). | Reword to accommodate if possible | modified wording |
| 12 | Nelson | K.IC.SI.1: A kindergartner is going to keep a blog?? | Reword to accommodate if possible | revised |
| 13 | Nelson | K.IC.SLE.1: This seems beyond most kindergarteners (and likely beyond most 1st grader) | Provide example | revised for clarity; content is appropriate for Kinder |

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| 14 | Nelson | 1.CS.T.2: If they are not specified in the standards, why is this section here? I'd suggest either including them or not, and eliminating the "ideally" language. | Reword/delete last sentence and provide example | Reworded for clarity |
| 15 | Nelson | 1.DA.IM.1: when do students learn the concept of averages? | Remove non-grade appropriate examples | deleted references for averages |
| 16 | Stephenson | 1.CS.D.1: "or if they are asked to create a presentation, they should be able to open and use presentation software." --This is beyond the capability for pre-literate children. | Remove non-grade appropriate examples | non grade appropriate material removed |
| 17 | Amresh | I recommend the following standards should be moved to higher grades or reworked with simpler examples: K.CS.T.1, K.NI.C.1, K.DA.IM.1, K.AP.M.1, K.AP.PD.3, K.IC.SLE.1 | Consider deleting/moving standards from K | revised KCST1; revised KN1C1; revised KDA1M1 8-14; KAPM1 revised; KAPPD3 example added 8-14; K1CSLE1 revised |
| 18 | Amresh | I recommend 1.CS.T.1, 1.CS.T.2, 1.NI.C.1, 1.DA.IM.1, 1.AP.M.1, 1.AP.PD.3, 1.IC.SLE.1 be moved or reworked. | Consider deleting/moving standards from 1st grade | 1CST1 revised;1CST2 revised;1N1C1 revised;1DA1Ma revised; 1APM1 revised; 1APPD3 revised; 11CSLE1 revised |
| 19 | Amresh | I recommend 2.CS.T.2, 2.DA.S.1, 2.DA.IM.1, 2.AP.M.1, 2.AP.PD.3, 2.AP.PD.4 be moved or reworked | Consider deleting/moving standards from 2nd grade | revisions made |