

## Instructional Materials Evaluation Criteria – Administrative Procedures

**Title** \_\_\_\_\_ **ISBN#** \_\_\_\_\_

**Established Track Record? YES**  **NO**

If yes, please list research source(s):

**Meets National Standards? YES**  **NO**

**Standard I: Communication: Students will demonstrate effective reading, writing, speaking, and listening skills while performing business assignments and responsibilities.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<b>Identify and incorporate the communications process/cycle.</b>			
<b>Follow oral and written instructions.</b>			
<b>Compose business documents (letters, reports, memos, etc.) using proper formats, proofreading / editing skills, and English composition rules.</b>			
<b>Create financial documents (purchase orders, invoices, purchase requisitions, etc.)</b>			
<b>Understand basic financial statements and terminology.</b>			
<b>Use software templates to create business documents.</b>			
<b>Create and perform an oral presentation using presentation software, visual aides, and handouts.</b>			
<b>Understand the impact of cultural differences in international business.</b>			

**Standard II: Management: Students will learn resource management skills, including information, time, tasks and records.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Use a reminder/time management system(s) to calendar and prioritize work activities.			
Understand office ergonomic, security, and safety issues.			
Organize a business meeting (arranging for facilities, conducting, setup, agenda, minutes, parliamentary procedures, etc.).			
List the steps in the record life cycle.			
Identify and demonstrate the different types of manual and computerized filing systems.			
Understand storage medium and the retention schedule.			
Demonstrate the use of reference materials (dictionaries, thesaurus, directories, manuals, etc.).			
Identify proper handling of incoming and outgoing mail, including federal postal service and other mail services.			

**Standard III: Business Machine and Computer Technology: The student will demonstrate the use of common business machines and computer systems in today's office environment.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
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<b>Demonstrate telephone procedures, services, and etiquette when placing and receiving calls.</b>			
<b>Identify proper electronic etiquette in relation to voice mail, email, speaker phones, video and audio conference calling.</b>			
<b>Understand and/or demonstrate common business machines including: fax machine, photo copier, scanner, postage meter, etc.</b>			
<b>Demonstrate correct electronic calculator/keypad techniques.</b>			
<b>Understand and/or demonstrate the use of email including forwarding, replaying, copy notations, attachments, address books, and distribution lists.</b>			
<b>Understand advantages and disadvantages of email.</b>			
<b>Understand the basic terminology and processes of computer hardware and software (i.e., input/output, hardware components, software classifications, etc.).</b>			
<b>Understand the basic terminology and processes of telecommunication systems and networks (i.e., LANs, WANs, etc.)</b>			
<b>Demonstrate the use of the Internet in accessing business information (i.e., financial reports, travel, product information, etc.).</b>			

**Standard IV: Human Relations: Students will develop skills in working with others, maintaining professionalism, and improving job search abilities..**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<b>Describe personal characteristics that are critical for effective work performance.</b>			
<b>Explain the attitudes that contribute to a successful job experience.</b>			
<b>Demonstrate professionalism through appearance, manners, and etiquette.</b>			
<b>Discuss group/team dynamics and interactions between co-workers.</b>			
<b>Recognize and demonstrate proper ethics in the workplace.</b>			
<b>Develop decision making and problem solving abilities.</b>			
<b>Demonstrate job seeking skills by conducting a job search, completing an application form, creating a letter of application, preparing a resume, participating in an interview, and creating a follow-up letter.</b>			

<b>Curriculum Coverage</b>					<b>N/A</b>
Content	Accurate information reflecting current knowledge.  No content bias.	Some inaccuracies found, however, information reflects current knowledge.  No content bias.	Many inaccuracies were found on concepts.  Content bias created problems with concepts.	Major inaccuracies found in content or concepts.	
Age Appropriate	A wide range of activities to accommodate various developmental levels at a reasonable pace and depth of coverage.  Includes age appropriate cross-curricular references (e.g., literature, software, etc.)  Content organized so prerequisite skills and knowledge are developed before more complex skills.	Some activities are adaptable to the appropriate age level.  Some cross-curricular activities are given.  Some attention given to prerequisite skills and knowledge.	Limited developmentally appropriate activities.  Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced.	Age appropriate issues are not addressed.  Several activities are not based on appropriate levels.	
<b>Physical Qualities</b>					<b>N/A</b>
Durability	Materials are securely bound and reinforced.	Materials are hardbound adequately.	Materials have secure binding.	Materials have inferior binding.	
Print Size and legibility for intended grade level	Appropriate use of font size and format for intended grade level.	Font size adequate for intended grade level.	Font size and format too small or too large for age group.	Font size inconsistent.	
	Key words or phrases bold faced and/or italicized.	Some key words or phrases boldfaced and/or italicized.	Highlighting was used too much, emphasized too much information.	No key words or phrases boldfaced or italicized.	
Pictures, tables, and graphics	Appropriate and varied pictures, tables, and graphs.	Limited pictures, tables, and graphs.	Very limited pictures, tables, and graphs.	Inappropriate pictures, tables, and graphs.	
	Graphs and tables are correctly labeled (e.g., titles, keys, labels).	Some tables and graphs are not labeled correctly.			
Includes table of content, glossaries, and index	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students.  Clearly represents concepts within the text.	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students, are adequate but not clearly defined concepts within the text.	Simple tables of contents, indices, glossaries, content summaries, and assessment guides are included.	Is missing one or more of the following: simple table of contents, glossaries, content summaries, assessment guides, or indices.	

<b>Technology</b>					<b>N/A</b>
Ease of Use	Menus are easy to read and follow.	Menus are generally easy to read and follow.	Menus are easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.)	Menus are not very descriptive. Hard to follow.	
	User-friendly installation requires a minimal level of computer expertise.	Installation requires little computer expertise.	Installation requires some knowledge or expertise.	Installation requires expertise.	
	Manual and directions are understandable.	Manuals and directions are simple.	Manuals are included.	No manuals or written instructional materials are provided.	
Audio/Visual attributes	High quality audio and visuals are correct and contribute to overall effectiveness of program.	Audio and visuals are of good quality. Complements program effectiveness.	Audio and visuals are acceptable. Aligned with program content.	Audio and visual defects are apparent. Distracts from program content.	
	Information is current and up-to-date.	Information is current.	Information is mostly current.	Information is out-of-date.	
Enhances learning experience	Enhances learning experience. Adds depth and diversity.	Offers some additional depth and diversity to learning experience.	Mild impact to overall learning experience.	Does not impact learning experience.	
<b>Universal Access</b>					<b>N/A</b>
Content accurately reflects diverse population	Provides ways to adapt curriculum for all students (e.g., special needs, learning difficulties, English language learners, advanced learners.)	Provides some ways to adapt curriculum to meet assessed special needs.	Provides limited strategies to assist special needs students.	Inappropriate strategies to assist special needs students.	
	Accurate portrayal of cultural, racial, and religious diversity in society.	Mostly accurate portrayal of cultural, racial, and religious diversity in society.	Does not address diversity in society.	Inaccurate portrayal of diverse populations and society.	
<b>Assessment</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
Provides a variety of assessment options	Multiple measurements of individual student progress at regular intervals ensuring success of all students.	Assessment requires students to apply some concepts.	Assessment requires students to apply few concepts.	Provides only paper and pencil assessment.	