

Instructional Materials Evaluation Criteria – Business Management

Title _____ **ISBN#** _____

Established Track Record? YES NO

If yes, please list research source(s):

Meets National Standards? YES NO

Standard I: Students will identify and describe the planning function of management.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Explain what planning is and the importance of planning.			
Explain the business decision-making process.			
Distinguish between strategic (long-term) and operational (short-term) plans.			
Identify planning tools used in project planning (budgets, schedules, policies, etc.).			

Standard II: Students will identify and describe the organizing function of management.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Identify and provide examples of basic ownership forms: sole proprietorship, partnership, corporations, franchises, cooperatives, S-corporations and evaluate the advantages and disadvantages of each form.			
Identify types of organization			

structure: line, line and staff, matrix, team, committee, and grapevine (optional); centralized vs. decentralized; understand organization charts.			
Understand legal aspects of business: laws pertaining to business practices (Sherman Act, Wheeler Lea Act, Clayton Act, and Robinson-Patman Act).			

Standard III: The student will identify and describe the directing (leadership) function of management.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Describe effective leadership qualities and the need for leadership.			
Compare and contrast leadership styles: autocratic, democratic, laissez-faire.			
Describe techniques managers use to motivate individual employees (e.g., goal setting, management, cross-training, empowerment, and self-direction).			
Understand professionalism and why membership in professional associations is important.			

Standard IV: Students will identify and describe the controlling and evaluating functions of management.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Describe the importance of business mission statement, goals (short-term			

and long-term) and objectives.			
Determine alternative actions when goals are not being met in a specific situation (e.g., changing goals, changing strategies).			
Evaluate performance expectations with established standards.			

Standard V: Students will analyze and understand the importance of financial information.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Understand the purpose of various financial statements.			
Analyze and interpret the data that appears on financial statements, and how companies determine break-even analysis.			
Identify sources for securing financing and information for starting and operating a business.			

Standard VI: Students will define the overall nature of marketing and economics.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Understand economic growth and problems (recession, depression, inflation, GDP, etc.).			
Identify ways businesses compete with one another both domestically and globally.			
Compare and contrast supply and demand and its affect on competition.			

Compare and contrast various forms of competition (monopoly, monopolistic competition, oligopoly, pure competition).			
Present various types of market segmentation and how a manager identifies a target market.			
Identify and understand the four P's (the marketing mix: product, price, place, promotion).			

Standard VII: Students will describe human resource management and its importance to the successful operation of an organization.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Discuss employee training and development. Understand management theories: Theories X, Y, Z, Herzberg's, Maslow's Hierarchy of Needs, etc.).			
Identify methods used to recruit and select employees including issues such as hiring from within or from outside.			
Describe how the workplace has changed as a result of labor legislation (e.g., drug testing, ADA, sexual harassment, safety, right-to-privacy, affirmative action, termination/demotion, etc.).			
Identify trends in the modern workplace such as downsizing, quality control circles, teams, flexible work schedules, job-sharing, telecommuting, etc.).			

Understand compensation and benefits.			
Standard VIII: Understand and identify ethics and social responsibility as it relates to business.			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Describe a business code of ethics.			
Identify ethical issues in business such as dumping goods on the market at below-cost prices, bribery, trading with other countries where labor practices are unfair and human rights violations exist, computer hacking, false advertising, bait & switch tactics, etc., and their impact.			
Explain the overall nature of social responsibility.			

Curriculum Coverage					N/A
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.	
Physical Qualities					N/A
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. Graphs and tables are correctly labeled (e.g., titles, keys, labels).	Limited pictures, tables, and graphs. Some tables and graphs are not labeled correctly.	Very limited pictures, tables, and graphs.	Inappropriate pictures, tables, and graphs.	
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.	

Technology					N/A
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.	
Universal Access					N/A
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.	
Assessment	3	2	1	0	N/A
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.	