

Instructional Materials Evaluation Criteria – Business Web Page Design

Title _____ **ISBN#** _____

Established Track Record? YES NO

If yes, please list research source(s):

Meets National Standards? YES NO

Standard I: The student will demonstrate a basic knowledge of the Internet and the tools used to access information (5 hours or 8%).

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Identify important events in the history of the Internet, World Wide Web, and browsers.			
Explain how the Internet works.			
Define basic Internet terminology.			
Differentiate between Internet and intranet.			
Understand file types and file extensions: .jpeg, .gif, .html, .exe, .txt, .doc, .zip, and .pdf.			

Standard II: Students will understand and/or use email (5 hours or 8%).

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Use various techniques on multiple search engines to locate specific information.			
Utilize category searches: people, maps, current events, etc.			
Use an online library to search for specific information.			

Standard III: The student will be able to demonstrate how easily information can be located and utilized (5 hours or 8%).

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Use various techniques on multiple search engines to locate specific information.			
Utilize category searches: people, maps, current events, etc.			
Use an online library to search for specific information.			

Standard IV: The student will explore Internet sites related to business disciplines and resources (8 hours or 13%).

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Explore a variety of business sites to access product or vendor support information; such as game cheats, instruction manuals, parts, updated software, etc.			
Understand the use and security risks of smart cards/credit cards and electronic banking; such as secure sites s. non-secure sites. (padlock – encryption).			
Collect, analyze, and compare data from the Internet in a project. (Example: stocks, home and/or car purchase, trip, etc.)			

Standard V: The student will use HTML to create attractive Web pages (15 hours or 25%). (*Link to HTML tag list*)

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
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Explore and understand basic good Web design principles such as white space, font styles, set up, use of graphics, viewing patterns, load time, purpose and audience.			
Create paragraphs, line breaks, horizontal rules, bulleted and numbered lists, and tables.			
Use headings and font enhancements (bold, italics, etc.).			
Create hyperlinks and email links.			
Insert and format images.			
Use colors to change backgrounds and text.			
Use images for backgrounds.			

Standard VI: The student will use commercial Web design software (i.e., Macromedia), to create attractive Web pages (20 hours or 33%).

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Create paragraphs, line breaks, horizontal rules, bulleted and numbered lists, and tables.			
Use headings and font enhancements (bold, italics, etc.).			
Create hyperlinks and email links.			
Insert and format images and buttons, including cropping and editing in a graphic design program such as Fireworks.			
Use colors to change backgrounds and text.			
Use images for backgrounds.			
Use a scanner or digital camera to incorporate photos into a Web page.			

Convert a word processed and/or Excel, PowerPoint document into a Web page with appropriate formatting.			
Standard VII: Students will understand personal safety issues of Internet use, including viruses (2 hours or 3%).			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Explain appropriate and inappropriate uses of chat lines.			
Determine the validity of various Websites.			
Understand and adhere to an Acceptable Use Policy.			
Explain proper ethics and copyright when using the Internet.			
Explain differences in software copyrights (freeware, shareware, public domain, commercial, etc.).			

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.	