Instructional Materials Evaluation Criteria – Desktop Publishing I

Title _____ **ISBN#** _____

Established Track Record? YES ☐ NO ☐
If yes, please list research source(s):

Meets National Standards? YES ☐ NO ☐

Standard I: Using a current professional software students will create, correct, and store a publication. *Microsoft Publisher is not considered to be professional desktop publishing software by the industry.*

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Access and utilize the online help system and/or reference materials.			
Import text created by a standard word processing program and the Internet.			
Create text directly via the publishing program, *understanding defaults. Utilizing the ability to move text by cutting, copying and pasting.*			
Save and print a publication using appropriate desktop publishing commands. *Understand and produce (mechanical).*			
Change printer selection and print quality.			

Standard II: Students will apply basic desktop publishing design principles.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Students will understand how to create headers/footers, which are commonly used in newsletters, manuscripts, textbooks, reports, and other publications.			

Students will learn the steps in designing and understanding a page layout which include: a thumbnail sketch; standard page size and dimensions; letter (8 ½ x 11), legal (8 ½ x 14), tabloid (11 x 17), and custom size; (tall portrait and (wide) landscape orientation; set number of pages and margins; double sided or facing pages option utilizing masterpages, *bleed, nominal page, live area, body, columns guides, gutters, margins, slug areas.*			
Students will change the layout /appearance of text: hyphenation, tab settings with leaders, columns with knowledge of gutters.			
Students will provide a focal point on a page and enhance the overall appearance of a publication by using graphic elements: fonts, alignment, reverse text, drop cap, ruled lines, clip art, tables, chart, graphs, pullquotes, and bullets.			
Students will understand and use their text editing features of spell check and grammar check in each unit of text for all publications *and make a final check of work prior to printing which includes proofreading, consistency and widow/orphans.*			
Students will be able to change the size of their text block.			
Students will compare methods of reproducing finished work for mass production.			
Students will apply consistent styles to portions of a publication.			

Standard III: Students will understand relevant desktop publishing layout principles.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Students will use elements consistent			

with good design when developing master pages, facing pages, sub heads, templates and when using design elements.			
Students will learn to size design elements in relation to their relative importance and to each other, white space is important in sizing elements proportionately in the publication.			
Students will understand contrast in different degrees of lightness and darkness. Students will utilize contrast as an organizational aide to help follow the logical flow of information.			
Students will achieve balance by equally distributing the weight of various elements on the page (both symmetrical an asymmetrical design).			
Students will use directional flow to draw the reader's eyes through the text to particular words or images that the designer wishes to emphasize.			
Students will create consistency within a publication from page to page in fonts, color, margins, and design elements.			

Standard IV: Students will demonstrate and understand basic typography.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Students will select an appropriate typeface to portray a particular mood or feeling in their publication.			

Students will understand the characteristics that will distinguish one typeface from another; baseline, cap height, x-height, ascender and descender.			
Students will recognize and appropriately use the two main categories of proportional typefaces: serif and sans serif.			
Students will utilize the four basic categories of type families: normal, bold, italic, and *book and heavy*.			
Students will understand points and picas.			
Utilize kerning, tracking, and leading.			
Students will understand the purpose and difference between em dash and en dash.			

Standard V: Students will know how to import clipart that relates to the message of the publication.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Students will scan and manipulate an image using cropping, reversing, shading, mirroring, sizing, rotating, skewing, rotating, and snap-to-zone.			
Students will skew text blocks, draw and import graphics for special effects.			
Students will select objects to be grouped together permanently.			
Students will create and edit boxes, borders, shading, and text wrap using standoff.			

Students will create and edit vertical, horizontal and custom lines (rules).			
Students will import digitized images and adjust the standoff.			
Students will create simple drawings to include several shapes, fills, colors, strokes, and lines.			
Students will integrate text and graphics within the same image creating an inline graphic.			
Students will draw vector graphics, scan and work with raster images.			

Standard VI: Students will follow guidelines using color in publications.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Students will use color to add emphasis and style to the publication.			
Students will use color to communicate, not decorate.			
Students will understand color process theory (RGB & CYMK).			
Students will understand how to print publications using registration marks.			

Standard VII: Students will create original business publications utilizing desktop publishing design and layout principles.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Create letterhead for a personal, business, school, or organization containing a logo.			

Create a single sheet flyer.			
Create a business card to include a logo.			
Create a publication using tables.			
Create a one-page, multi-column newsletter, including an original nameplate, folio style, headline, subheads, byline and a pull quote, etc.			
Create a multi-fold brochure with the use of a dummy. Students will recognize common folds such as letter fold, parallel fold, accordion fold, map fold, gatefold, right-angle fold, and single fold.			
Students will analyze and critique: own work, peer's publications, and professional produced publications.			

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.	