

## Instructional Materials Evaluation Criteria – Keyboarding II Rubric

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

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

If yes, please list research source(s):

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

**Standard I: Students will demonstrate correct touch keyboarding techniques at the keyboard and use appropriate terminology to identify computer components.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<p><b>The student will demonstrate eyes on copy, correct fingering, good techniques, and appropriate posture while operating the keyboard.</b></p> <ul style="list-style-type: none"> <li>• <b>Feet placed appropriately for balance.</b></li> <li>• <b>Center body to the “h” key with elbows at sides.</b></li> <li>• <b>Sit up straight.</b></li> <li>• <b>Curve fingers over the home keys.</b></li> <li>• <b>Keep wrists off the keyboard.</b></li> <li>• <b>Keep eyes on printed copy.</b></li> <li>• <b>Key by touch.</b></li> </ul>			
<p><b>The student will demonstrate a knowledge of computer components, functions, and care.</b></p> <ul style="list-style-type: none"> <li>• <b>Identify and explain the function of computer input devices.</b></li> <li>• <b>Identify and explain the</b></li> </ul>			

<p>function of computer output devices.</p> <ul style="list-style-type: none"> <li>• Identify and explain the function of computer storage devices.</li> <li>• Exhibit appropriate care and treatment of computer components.</li> </ul>			
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**Standard II: Students will develop touch keystroking speed and accuracy. (Objectives indicate minimum achievement at the end of grading periods.)**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<p>The student will develop and improve keystroking speed and accuracy.</p> <ul style="list-style-type: none"> <li>• Complete a program of customized drills, exercises, and timings to reinforce touch operation of the keyboard and to increase speed and accuracy.</li> <li>• End of first nine weeks: Using 95% high frequency words (hfw) straight-copy material and 2 minute timed writings, key by touch at 35 wpm with 8 or fewer errors.</li> <li>• End of semester: Using 90% high frequency words (hfw) straight-copy material and 2 minute timed writings, key by touch at 45 wpm with 8 or fewer errors.</li> </ul>			
<p>The student will determine wpm</p>			

<p><b>and accuracy level.</b></p> <ul style="list-style-type: none"> <li>• Calculate wpm on at least 10 timed writings.</li> <li>• Calculate accuracy level on at least 10 timed writings.</li> </ul>			
<p><b>The student will demonstrate skill in using numbers, symbols and punctuation marks.</b></p> <ul style="list-style-type: none"> <li>• Key numbers by touch using the 10-key pad.</li> <li>• Use the fourth row to key numbers and symbols by touch.</li> <li>• Use appropriate spacing rules for numbers, symbols and punctuation.</li> </ul>			

<b>Standard III: Students will demonstrate a working knowledge of basic word processing functions and proofreading.</b>			
<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<p><b>The student will apply basic word processing functions using a variety of documents.</b></p> <ul style="list-style-type: none"> <li>• Utilize basic file functions: open, close, save, save as, and print.</li> <li>• Utilize basic editing and formatting functions: copy, move, paste, insert/typeover, font, line spacing, justification, margins, word wrap, widow/orphan, and convert case.</li> <li>• Utilize outlines, bullets, and numbering functions.</li> </ul>			

<p><b>The student will be able to proofread and make corrections using word processing software.</b></p> <ul style="list-style-type: none"> <li>• <b>Edit documents using proofreader’s marks.</b></li> <li>• <b>Make spelling and punctuation corrections on a variety of documents.</b></li> </ul>			
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**Standard IV: The student will develop skill composing at the keyboard.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<p><b>The student will demonstrate composition skills at the keyboard.</b></p> <ul style="list-style-type: none"> <li>• <b>Key composition exercises from dictation.</b></li> <li>• <b>Compose sentences, short paragraphs, and stories.</b></li> </ul>			

<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.  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.	

<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.	