Instructional Mater	rials Evaluation C	riteria – Word Processing Basics ISBN#	
Established Track Record? YES NO If yes, please list research source(s):			
Meets National Standards? YES □ NO □			
Standard I: Keyboarding			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Students will use correct keyboarding technique to improve speed and accuracy. This includes the following:			
 Eyes on copy or screen, not on keys. Fingers curved and oriented to home row. 			
 Correct fingers used for keystrokes on alphabet, number, and symbol keys. Key with smooth rhythm and quiet hands. 			
 Forearms parallel to slant of keyboard; wrists low but not resting on any surface. 			
 Proper sitting posture: body centered, feet provide balance, elbows naturally at sides. 			
Demonstrate a speed increase of 4 to 8 words			
per minute on a 3-minute timed writing with no more than 2 errors per minute (6 errors on a 3-			
minute timed writing).			
Standard II: Basic Word Processing Fund	etions		
		Comments on Coverage	Percentage

Objectives	Covered Yes/No	of
		Coverage
Follow written instructions.		
Identify all components of the word processing		
window and know default settings for margins,		
line spacing, alignment and tabs. Access		
features and execute commands using menus,		
toolbars, and the keyboard.		
Move the insertion point and select text using		
the mouse and the keyboard.		
Create and save a document.		
Open and close a document.		
View and print a document.		

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Demonstrate ability to make corrections indicated by proofreaders' marks.			
Use writing tools for spelling, thesaurus, and grammar.			
Demonstrate various deletion methods and use Undo and Redo.			
Edit documents using Insert and Overtype (Typeover).			
Use cut, copy, and paste within a document.			

Covered Yes/No

Comments on Coverage

Objectives

Percentage of

Coverage

Use alignment, line spacing, and	
margin features to format	
documents.	
Use page numbering, vertical	
centering, and headers and footers to	
format documents.	
Change the appearance of text by	
using bold, italics, and underline;	
and by changing the font face, size,	
and appearance.	
Set left, right, center, decimal, and	
dot leader tabs, and create tabulated	
text.	
Format paragraphs with left indent,	
a left and right indent, and a hanging	
indent.	
Use widow/orphan protection and	
insert page breaks.	
Insert bullets and create numbered	
lists.	
Organize information in rows and	
columns using the table feature.	

Standard V: Business Documents

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Prepare a properly formatted memo			
for use in a business setting.			
Create business letters using block			
and modified block styles and open			
and mixed punctuation.			
Prepare a report with references			
using an acceptable format.			

Curriculum Cov	erage				N/.
Content	Accurate information reflecting current knowledge.	Some inaccuracies found, however, information reflects current knowledge.	Many inaccuracies were found on concepts.	Major inaccuracies found in content or concepts.	
	No content bias.	No content bias.	Content bias created problems with concepts.		
Age Appropriate	A wide range of activities to accommodate various developmental levels at a	Some activities are adaptable to the appropriate age level.	Limited developmentally appropriate activities.	Age appropriate issues are not addressed.	
	reasonable pace and depth of coverage.	Some cross-curricular activities are given.	Prerequisite skills and prior knowledge are not sufficiently developed before more complex	Several activities are not based on appropriate levels.	
	Includes age appropriate cross- curricular references (e.g., literature, software, etc.)	Some attention given to prerequisite skills and knowledge.	concepts are introduced.		
	Content organized so prerequisite skills and knowledge are developed before more complex skills.				
Physical Qualitie	es .				N/
Durability	Materials are securely bound and reinforced.	Materials are hardbound adequately.	Materials have secure binding.	Materials have inferior binding.	
Print Size and legibility for	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.	
intended grade level	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.	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	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.	
	Clearly represents concepts within the text.	text.			

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	3				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.	