Instructional Materials Evaluation Criteria – Advanced Interior Design Rubric					
Title ISBN#					
Established Track Record? YES NO If yes, please list research source(s):					
Meets National Standards? YES NO					
Standard 20.0501-01: Students will review and apply architectural history and identify selected architectural features and styles.					
Standard 20.0501.02: Students will select and apply furniture styles.					
Standard 20.0501-03: Students will identify quality furniture.					
Standard 20.0501-04: Students will apply the design and function of interior space.					
Standard 20.0501.05: Students will select and apply surface treatments and backgrounds to interior used in interior design.					
Standard 20.0501-06: Students will apply lighting types to meet various lighting functions and needs.					

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.	