Instructional Materials Evaluation Criteria – Advanced 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 be able to create HTML documents with advanced features using HTML language and using GUI web editor.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Use tables in a web document.			
Create HTML documents using frames.			
Include music, sound, or video in a document.			
Use meta tags to improve a Web document.			
Design, plan, organize, and create different HTML documents for a Web site using style sheets for uniformity.			
Create a variety of links (hypertext, target tags/jump links, mail links).			
Use an image map with hot spots as a hyperlink.			

Standard II: Students will understand and implement the use of scripting to create a dynamic, interactive Web site.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Setup a form that can be used to survey or collect data from users (Java Applet).			
Use necessary HTML tags to implement the survey form (0201).			
Understand the use of software to create a			

database to collect and/or organize data from the Internet.			
Explain how various plug-ins can be used to enhance Web interaction, i.e., Active-X, CGI, Shockwave, Flash, Acrobat Reader, RealPlayer.			
Understand the use of cookies.			
Create navigational bars with text and rollover images in image software.			

Standard III: The student will demonstrate the principles of good design and graphics and apply them to the creation of web pages.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Use existing clipart files and convert them to an appropriate web format and size.			
Edit/crop an imported image using graphics editing software.			
Use a drawing, paint, or image editing program to create simple drawings (imaging).			
Demonstrate how to capture an image using a scanner, digital camera or other method for use in a web document.			
Create and use simple animations.			
Explain and demonstrate the principles of good web page design.			
Combine art, clipart, and text to create a visually appealing document.			
Understand the concept of Web safe colors.			

Standard IV: The student will be able to demonstrate competency as a Webmaster.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Explain security issues as they apply to secured sites, secured servers, encryption, security software, etc.			
Research possible careers in the web industry.			
Create a web page portfolio of projects completed in class.			
Understand the use of FTP for download or upload documents.			
Understand the process of registering and/or changing a domain for the Internet (register.com or godaddy.com).			
Understand the process of registering a web site with a search engine.			
Explain the purpose of setting up a server to keep and analyze log files of user access and traffic (CGI files).			

Standard V: The student will understand safety issues of Internet Use.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Understand and adhere to an Acceptable Use Policy.			
Explain proper ethics and copyright when using the Internet.			

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.	