

Instructional Materials Evaluation Criteria – Business Communications II

Title _____ **ISBN#** _____

Established Track Record? YES **NO**

If yes, please list research source(s):

Meets National Standards? YES **NO**

Standard I: The student will develop and practice effective oral communication skills.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
0101-0107: If continuing from BCI, build on standard 1, objective 1-7 from BCI.			
Evaluate oral presentations analytically and critically (videotape presentation for evaluation suggested).			
Deliver impromptu and planned speeches with confidence.			
Present a formal oral presentation that includes suitable supporting materials.			

Standard II: The student will improve and demonstrate effective informational reading strategies.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
00201-0205: If continuing from BCI, build on standard 2, objectives 1-5 from BC1.			
Use basic research techniques, finding different types of information and using a variety of			

sources.			
Read and report on several current business articles.			

Standard III: The student will compose an effective research paper.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Identify the parts of a business research paper; title page, table of contents, letter of transmittal and appendix.			
Create a report which demonstrates introduction, body, and conclusion.			
Use in-text citations – MLA or APA format.			
Create a bibliography using MLA or APA format.			
Select and use appropriate visuals including charts, graphs, tables, etc. to enhance report.			

Standard IV: Students will use technology to enhance the effectiveness of communications.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Demonstrate basic keyboarding and computer functions using basic software applications.			
Be able to use the telephone, videos, CD-ROMs, modems, copy machines, and basic business equipment.			
Demonstrate the proper use of			

telephone techniques and manners.			
Discuss basic business terminology including WATS lines, LAN systems, cellular technology, voice recognition, dictation, and Internet applications.			
Use or watch demonstrations of basic email, bulletin boards, IRC channels, information services, and electronic communication capabilities as available.			
Consider electronic ethics, ownership, and confidentiality.			
Learn new terminology that relates to technical communications.			
Practice using a wide variety of electronic devices to enhance communication skills.			

Standard V: Students will integrate all forms of communication in the successful pursuit of employment communication skills.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Write a mailable application letter, resume, and follow up letter for a simulated job opportunity.			
Complete a job application form properly.			
Role-play interviews and examine proper attire and nonverbal communication.			
Differentiate among business attire (e.g., casual, business-casual, professional business, and formal attire) and select correct attire for			

specific situations.			
Talk about qualities that employers expect in employees.			
Examine legal and illegal employment practices.			
Explore job search strategies and sources for job placement.			
Use correct strategies for accepting or rejecting an offer.			
Prepare a list of questions to ask an interviewer and common mistakes made by interviewers and interviewees.			

Standard VI: Students will develop organizational communication skills through the development of leadership, personal ethics, and customer-business relationships.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Explain the importance of taking moral responsibility for all oral and written communications and actions taken.			
Investigate office relationships, sexual harassment, office politics, ethics, customer and employee rights, tact, courtesy, and correct business behavior.			
Write short- and long-term personal and professional goals.			
Incorporate standards of personal ethics into effective communication.			
Combine proper leadership, supervision techniques, and customer service strategies to develop positive customer and business relationships.			

Practice relevant strategies for dealing with dissatisfied customers on the telephone, through face-to-face communication, and in writing.			
Identify situations in which technology can positively and negatively impact customer service.			

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.	Limited pictures, tables, and graphs.	Very limited pictures, tables, and graphs.	Inappropriate pictures, tables, and graphs.	
	Graphs and tables are correctly labeled (e.g., titles, keys, labels).	Some tables and graphs are not labeled correctly.			
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.	