

## Instructional Materials Evaluation Criteria – Computer Technology

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

**Established Track Record?** YES  NO

If yes, please list research source(s):

**Meets National Standards?** YES  NO

### Standard I: Students will enhance keyboarding skills.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<p><b>Students will use correct keyboarding technique to improve speed and accuracy. This includes the following:</b></p> <ul style="list-style-type: none"> <li>• Eyes on copy or screen, not on keys.</li> <li>• Fingers curved and oriented to home row.</li> <li>• Correct fingers used for keystrokes.</li> <li>• Key with smooth rhythm and quiet hands.</li> <li>• Forearms parallel to slant of keyboard; wrists low but not resting on any surface.</li> <li>• Proper sitting posture: body centered, feet provide balance, elbows naturally at sides.</li> </ul>			

### Standard II: Students will develop knowledge of computer basics and use an operating system.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<p><b>Review the history of computer technology, progression to systems of today, types of computers used in a variety of settings, and</b></p>			

trends for the future.			
<p>Identify the major components of microcomputers in the following categories and determine how each contributes to a computer's performance:</p> <ul style="list-style-type: none"> <li>• Hardware including: system unit, microprocessor, RAM, ROM, storage devices, input devices, output devices, peripheral devices.</li> <li>• Software for operating systems and software for applications including: consideration of platform, icons, menus, specialized tasks, and multitasking.</li> </ul>			
Describe how a computer functions including: boot process, input, data processing, and output.			
Describe networks: LAN, WAN.			
<p>Become familiar with <i>General Computer Terminology</i> available through the <i>Teacher Helps</i> link.  <a href="http://www.usoe.k12.ut.us/ate/skills/bus/250.htm">http://www.usoe.k12.ut.us/ate/skills/bus/250.htm</a></p>			
Identify viruses and destructive programs. Understand the importance of vigilance in their detection, prevention, and repair.			
Create, copy, move, rename, and delete files and folders.			

<p><b>Standard III: Students will apply document-processing skills. Each student will be able to use the following when creating a letter, memo, report, or other business document.</b></p>			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Retrieve, edit, save, and print a document.			
Include textual citations and references (bibliography) in a report.			

<b>Insert text files, graphics, or other objects into an existing document.</b>			
<b>Change margins, text alignment, line spacing, tabs, indents, move, copy, and page setup.</b>			
<b>Change the typeface and emphasis (font, underscore, italics, and boldface) of existing text.</b>			
<b>Proofread and correct all language mechanics errors (grammar, spelling, punctuation, and word usage) in an existing document with the aid of a spell checker, grammar checker, and thesaurus.</b>			

**Standard IV: Students will create spreadsheets and manipulate data. Each student will be able to perform the following tasks:**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>Create, retrieve, modify, format, save, and print a spreadsheet.</b>			
<b>Copy, move, insert, and delete data.</b>			
<b>Insert and delete columns and rows.</b>			
<b>Calculate with formulas (+, -, *, /) and simple functions (sum, average).</b>			
<b>Sort data.</b>			
<b>Create, save, retrieve, print, and interpret a chart (graph).</b>			

**Standard V: Students will demonstrate an understanding of ethics related to computer technology. Each student will be able to demonstrate an understanding of the following topics:**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of</b>
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			<b>Coverage</b>
<b>Copyright and license law regarding software, database contents, Internet publications, and other published materials.</b>			
<b>Ethics relating to posting and citing Internet information resources.</b>			
<b>The role of an Acceptable Use Policy.</b>			
<b>Rights of privacy, property, intent, and accessibility with respect o computer-based information.</b>			

**Standard VI: Students will access on-line information resources. Each students will be able to perform the following tasks:**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>Use the alphabetical brose and keyword search functions, including Boolean operator (AND, OR), or a library on-line catalog to find author, title, and subject information.</b>			
<b>Download Internet resources stored at World Wide Web sites.</b>			
<b>Evaluate the quality of information on web sties (i.e., compare conflicting sites, assess the site's legitimacy, identify bias in a web site's content).</b>			

**Standard VII: Students will successfully use electronic mail (email). Using his/her own account, each student will be able to perform the following tasks:**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>

Use a personal email account to send, receive, reply to, and forward email messages.			
Send a file (word processing document, graphic, etc.) as an attachment to an out-going message.			
Receive and open an attachment to an email message.			

**Standard VIII: Students will create an electronic presentation. The presentation should include the following items:**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
A variety of slide layouts.			
Transitions and automatic timing.			
Graphics and text.			
Proofread and correct all language mechanics errors (grammar, spelling, punctuation, and word usage) in the presentation.			

**Standard IX: With the cooperation of a teacher in a different content area, students will creat and implement an integrated project.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Students will use any or all of the following in a project to be presented for grading to the Computer Technology teacher and a cross-curricular teacher: document processing, spreadsheet, electronic presentation.			

<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.	