# Instructional Materials Evaluation Criteria – Electronic Spreadsheets and Database

**Title** _____ **ISBN#** _____

**Established Track Record?  YES ☐  NO ☐**
If yes, please list research source(s):

**Meets National Standards?  YES ☐  NO ☐**

## Standard I: The student will use a spreadsheet application to organize data and complete calculations.

| Objectives | Covered Yes/No | Comments on Coverage | Percentage of Coverage |
|---|---|---|---|
| **Create and save a spreadsheet containing data.** | | | |
| **Change the appearance and/or format of labels and values by:**<br>• **Rotating text.**<br>• **Applying text and background colors.**<br>• **Changing cell alignment.**<br>• **Wrapping text in a cell.**<br>• **Using number formats.** | | | |
| **Use the AutoFill feature to:**<br>• **Create a series.**<br>• **Copy values, labels, and formulas.** | | | |
| **Add conditional formatting to a range of cells.** | | | |
| **Use the Format Painter and Autoformat feature to format cells.** | | | |
| **Use editing features to insert, move, delete, and copy portions of the spreadsheet.** | | | |
| **Use relative and absolute cell references.** | | | |
| **Use formulas and functions to perform advanced calculations.** | | | |
| **Use the "IF" function to perform a logical test.** | | | |
| **Use VLookup/HLookup functions.** | | | |
| **View parts of a large worksheet by freezing titles and splitting the window.** | | | |

| Objectives | | | |
|---|---|---|---|
| **Use fonts, lines, borders, colors, and drop shadows to enhance spreadsheets.** | | | |
| **Answer what-if questions.** | | | |
| **Color tabs, move, copy, delete, and rename worksheets.** | | | |

## Standard II: Students will use database features in a spreadsheet.

| Objectives | Covered Yes/No | Comments on Coverage | Percentage of Coverage |
|---|---|---|---|
| **Sort data in ascending/descending order and by multiple fields.** | | | |
| **Define and apply filters/queries.** | | | |
| **Use subtotals with lists.** | | | |

## Standard III: The student will use spreadsheet information to graph data and develop professional reports.

| Objectives | Covered Yes/No | Comments on Coverage | Percentage of Coverage |
|---|---|---|---|
| **Create and identify charts to appropriately represent various data types: pie, bar, column, and line.** | | | |
| **Create embedded charts and chart sheets.** | | | |
| **Resize and move embedded charts.** | | | |
| **Format chart titles and data labels.** | | | |
| **Use legends, leader lines, patterns, and shading.** | | | |

## Standard IV: Students will setup, preview, and print spreadsheets.

| Objectives | Covered Yes/No | Comments on Coverage | Percentage of Coverage |
|---|---|---|---|

| Use options in page setup to:<br>  • **Fit worksheet on one page (scaling).**<br>  • **Print with gridlines.**<br>  • **Change page orientation from portrait to landscape.**<br>  • **Create custom page headers and/or footers.** | | | |
| Use options to print:<br>  • **A selection of cells.**<br>  • **Multiple sheets.** | | | |
| Display and print formulas on a worksheet. | | | |

## Standard V:  Students will use database application software to create and manage tables.

| Objectives | Covered Yes/No | Comments on Coverage | Percentage of Coverage |
|---|---|---|---|
| Describe databases and database management systems. | | | |
| Identify components of a database window. | | | |
| Define the following terms: field, record, table, relational database, and primary key. | | | |
| Create tables; enter and edit fields and records. | | | |
| Restructure a table, add and delete fields; change field names and properties. | | | |
| Rename, preview, and print tables. | | | |

## Standard VI:  Students will use queries in a database.

| Objectives | Covered Yes/No | Comments on Coverage | Percentage of |
|---|---|---|---|

| | | | Coverage |
|---|---|---|---|
| **Create queries in design view and using a wizard.** | | | |
| **Edit queries by adding, deleting, moving, and hiding fields.** | | | |
| **Use text, wildcard, and numeric, compound, and comparison operators in query criteria.** | | | |
| **Sort queries.** | | | |
| **Change field properties in a query.** | | | |
| **Join tables in a query.** | | | |
| **Rename, preview, and print queries.** | | | |

## Standard VII: Students will create forms and reports in a databse.

| Objectives | Covered Yes/No | Comments on Coverage | Percentage of Coverage |
|---|---|---|---|
| **Create forms and reports using eh Autoform/Autoreport and form/report wizard features.** | | | |
| **Enter and edit data using a form.** | | | |
| **Open, save, close, and rename forms and reports.** | | | |
| **Modify the design of forms and/or reports by:**<br>• **Moving, resizing, and adding fields and/or labels.**<br>• **Changing field properties.** | | | |
| **Rename, preview, and print forms and/or reports.** | | | |

## Standard VIII: Students may participate in the following enrichment activities.

| Objectives | Covered Yes/No | Comments on Coverage | Percentage of |
|---|---|---|---|

| | | | Coverage |
|---|---|---|---|
| • **MOUS Certification**<br>• **Concurrent Enrollment Courses**<br>• **Explore careers associated with technological advances in computer technology.**<br>• **Explore Internet websites that focus on new computer technology.** | | | |

| **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. | |