

## Instructional Materials Evaluation Criteria – Entrepreneurship

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

**Established Track Record?** YES  NO

If yes, please list research source(s):

**Meets National Standards?** YES  NO

### Standard I: Students will understand basic economic concepts related to business ownership.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Define entrepreneurship.			
Explain the profit motive.			
Describe effects of supply, demand, and scarcity on businesses.			
Graph supply and demand curves.			
Describe concept of equilibrium.			
Describe the impact of small business/entrepreneur's contributions.			
Explain the role of competition and how "market structure" (i.e., monopolies) affects price.			
Describe government's role in business.			

### Standard II: Students will identify and assess entrepreneurial traits and opportunities.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Describe desirable entrepreneurial character traits and skills.			
Evaluate goals and personal capabilities to determine entrepreneurial potential.			

Assess personal interests, ROI objectives, capital required, and external resources needed to supplement entrepreneur's expertise.			
Compare risks and rewards of owning a business.			
Determine essential factors needed to choose type of business to start.			
Assess business opportunities and trends, both domestic and global (include new and existing ideas, franchises, and web-based enterprises.)			
Apply idea-generation methods.			
Determine feasibility of ideas.			
Outline available resources and government agencies to assist small business owners.			

<b>Standard III: Students will analyze a market's customers, competitors, and industry.</b>			
<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
Define target market.			
Define market segmentation by demographics, psychographics, geographics, and buying characteristics.			
Distinguish the difference between primary and secondary research.			
Describe a focus group.			
Identify the steps of market research.			
Research competitors and assess their niche, strengths, and weaknesses.			
Assess industry characteristics.			
<b>Standard IV: Students will be able to develop a business plan.</b>			

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<b>Describe purposes of a business plan.</b>			
<b>List common components of a business plan.</b>			
<b>Identify available sources for business plan information.</b>			
<b>Construct a mission statement for a company.</b>			
<b>Explain rationale for starting business by utilizing market research.</b>			
<b>Describe business, its products/services, and customers.</b>			
<b>Compare types of ownership for business, and select best option.</b>			
<b>Determine organizational structure and management skills needed to operate business.</b>			
<b>Assess locations for business.</b>			
<b>Identify the 4 components of the marketing mix and how each will be utilized in a business.</b>			
<b>Determine product brands, product mix, and inventory methods for business.</b>			
<b>Understand pricing strategies utilized to make a profit, mark-up, cost-based, competition-based, demand-based, methods of psychological pricing, discounting, and credit.</b>			
<b>Identify the components of a promotional mix and how each will be utilized in a business.</b>			
<b>Describe channels of distribution, and determine best methods for</b>			

business.			
<b>Standard V: Students will be able to make use of financial documents utilized in a business.</b>			
<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>Project cash flow for a business; including start-up costs, gross and net income, Cost of Goods Sold, operating expenses, and break-even point.</b>			
<b>Interpret an Income Statement.</b>			
<b>Differentiate between fixed and variable costs.</b>			
<b>Identify sources of capital, including own collateral or equity.</b>			
<b>Calculate interest rate and capitalization rate.</b>			

<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.	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.	

<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.	