

Instructional Materials Evaluation Criteria – Introduction to Information Technology

Title _____ **ISBN#** _____

Established Track Record? YES NO

If yes, please list research source(s):

Meets National Standards? YES NO

Standard I: Understand current issues related to Information Technology.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Students will be introduced to the importance of ethics and ethical behavior.			
Students will understand the importance of information privacy and security.			
Students will be introduced to the skills identified by employers as those needed to be an effective and valued employee.			
Students will understand the levels of education needed to be successful in the area of Information Technology that they are interested in pursuing.			
Students will take an on-line IT interest survey.			
Students will be introduced to the organization of a business and the role that Information Technology plays in the success of business.			

Standard II: Complete projects and assignments in the area of Interactive Media.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<p>Students will understand the different types of media included in an interactive multimedia project.</p> <ul style="list-style-type: none"> • Text • Graphics • Audio • Video • Animation 			
<p>Students will create original digital graphics through scanning and editing.</p>			
<p>Students will create original digital audio through capture and narration.</p>			
<p>Students will utilize the design model such as ADDIE to plan a multimedia project.</p>			
<p>Students will use multimedia software such as PowerPoint, Presentations, iShell Etc. to create an interactive multimedia project on a topic of their choice which includes audio, animation, graphics and links for user input.</p>			
<p>Students will create a web page using an HTML editor such as Dreamweaver, Frontpage Etc.</p>			
<p>Students will be introduced to careers and educational options in multimedia and Web development.</p>			

Standard III: Complete projects and assignments in the area of Information Support and Services.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Students will understand the input/output, processing and storage of data in a personal computer system.			
Students will be introduced to the following basic components of a modern computer system: Hardware, Software, Firmware and Power.			
Students will understand and demonstrate proper handling techniques and safety considerations for hardware components.			
Students will identify and describe the functions of the basic components of a computer system: Processor, Motherboard, RAM/ROM, Hard Drive, Input/Output Adaptors and Removable Storage Devices.			
Students will understand basic assembly and troubleshooting techniques for personal computer systems.			
Students will be introduced to databases, and their different uses.			
Students will be introduced to careers and educational options in technical support and database development.			

Standard IV: Complete projects and assignments in the area of Network Systems.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Students will understand the uses of computer networks in today's society.			
Students will be introduced to network operating systems.			
Students will understand networking in a local remote environment.			
Students will define the media transmission required for successful network communication.			
Students will define the communication devices required for successful networking.			
Students will be introduced to careers and educational options in network administration.			
Standard V: Complete projects and assignments in the area of Programming and Software Development.			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Students will understand the uses of programming concepts in the development of software applications.			
Students will be introduced to program design using the software development process.			
Students will create an application using a programming language such as QBASIC, Visual Basic, C++, Java, Scheme, Etc.			

Students will create a Web page using HTML code with Java script.			
Students will be introduced to careers and educational options in computer programming and software engineering.			
Standard VI: Complete an end-of-course project and attend work-based learning activities.			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Students will create an end-of-course project on an information technology topic or career of their choice. It is recommended that the students complete the project as a team. It is also recommended that the projects be in the form of a web page or PowerPoint presentation that can be delivered to the class as an oral presentation.			
Optional: Students will participate in a work-based learning activity. Work-based learning activities consist of field trips or tours, guest speakers, job shadows, etc.			

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.	