

## Instructional Materials Evaluation Criteria –Marketing – Advanced Rubric

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

See attached standards for Advanced Marketing.

- This program covers at least 80% or better of the core for this course and can be recommended primary.
- This program covers a limited amount of the core for this course and can be recommended limited.
- This program is a student resource.
- This program is a teacher resource.

**Standard 08.0708-01: Students will understand and demonstrate the importance of developing a successful marketing and corporate strategy.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<b>08.0708-0101</b> Describe the three organizational levels of strategy.			
<b>08.0708-0102</b> Describe why business, mission, culture, and goals are important in organizations.			
<b>08.0708-0103</b> Explain how organizations set strategic direction by assessing where they are now and seek to be in the future.			
<b>08.0708-0104</b> Describe the strategic marketing process and its three key phases: planning, implementation, and control.			

<b>08.0708-0105</b> Explain how the marketing mix elements are blended into a cohesive marketing program.			
<b>Standard 08.0708.02: Students will understand and demonstrate the importance of scanning the marketing environment.</b>			
<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0708-0201</b> Explain how environmental scanning provides information about social, economic, technological, competitive, and regulatory forces.			
<b>08.0708-0202</b> Describe how social forces such as demographics and culture and economic forces such as macroeconomic conditions and consumer income affect marketing.			
<b>08.0708-0203</b> Describe how technological changes can affect marketing.			
<b>08.0708-0204</b> Discuss the forms of competition that exist in a market, key components of competition, and the impact of competition on corporate structures.			
<b>08.0708-0205</b> Explain the major legislation that ensures competition and regulates the elements of the marketing mix.			
<b>Standard 08.0708-03: Students will understand the importance of consumer behavior in the field of marketing.</b>			
<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0708-0301</b> Describe the stages in the consumer purchase decision process.			

<b>08.0708-0302 Distinguish among three variations of the consumer purchase decision process; routine, limited, and extended problem solving.</b>			
<b>08.0708-0303 Identify major psychological influences on consumer behavior.</b>			
<b>08.0708-0304 Identify major sociocultural influences on consumer behavior.</b>			
<b>Standard 08.0708-04: Students will understand and demonstrate the importance of marketing information: from information to action.</b>			
<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0708-0401 Identify the reason for doing marketing research, and describe the five-step marketing research approach leading to marketing actions.</b>			
<b>08.0708-0402 Describe how secondary and primary data are used in marketing, including the uses of questionnaires, observations, experiments, and panels.</b>			
<b>08.0708-0403 Explain how information technology and data mining link massive amounts of marketing information to meaningful marketing actions.</b>			
<b>Standard 08.0708.05: Students will understand and demonstrate the importance of identifying market segments and targets.</b>			
<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0708-0501 Explain what market segmentation is and when to use it.</b>			

<b>08.0708-0502</b> Identify the five steps involved in segmenting and targeting markets.			
<b>08.0708-0503</b> Recognize the different factors used to segment consumer and organizational markets.			
<b>08.0708-0504</b> Know how to develop a market-product grid to identify a target market and recommend resulting actions.			
<b>08-0708-0505</b> Explain how marketing managers position products in the marketplace.			
<b>08.0708-0506</b> Describe three approaches to developing a sales forecast for a company.			

**Standard 08.0708.06: Students will understand and demonstrate the importance of developing new products and services.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0708-0601</b> Recognize the various terms that pertain to products and services.			
<b>08.0708-0602</b> Identify the ways in which consumer and business good and services can be classified.			
<b>08.0708-0603</b> Explain the implications of alternative ways of viewing “newness” in new products and services.			
<b>08.0708-0604</b> Describe the factors contributing to a product’s or service’s failure.			
<b>08-0708-0605</b> Explain the purposes of each step of the new-product process.			

**Standard 08.0708.07: Students will understand and demonstrate the importance of managing products and brands.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
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<b>08.0708-0701</b> Explain the product life cycle concept.			
<b>08.0708-0702</b> Identify ways in which marketing executives manage a product's life cycle.			
<b>08.0708-0703</b> Recognize the importance of branding and alternative branding strategies.			
<b>08.0708-0704</b> Describe the roles of packaging, labeling, and warranties in the marketing of a product.			

**Standard 08.0708.08: Students will understand and demonstrate the importance of building the price foundation.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0708-0801</b> Identify the elements that make up a price.			
<b>08.0708-0802</b> Recognize the objectives a firm has in setting prices and the constraints that restrict the range of prices a firm can charge.			
<b>08.0708-0803</b> Explain what a demand curve is and the role of revenues in pricing decisions.			
<b>08.0708-0804</b> Describe what price elasticity and demand means to a manager facing a pricing decision.			
<b>08-0708-0805</b> Explain the role of costs in pricing decisions.			
<b>08.0708-0806</b> Describe how various combinations of price, fixed cost, and unit variable cost affect a firm's break-even point.			

**Standard 08.0708.09: Students will understand and demonstrate the importance of managing marketing channels and wholesaling.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
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<b>08.0708-0901</b> Explain what is meant by a marketing channel of distribution and why intermediaries are needed.			
<b>08.0708-0902</b> Distinguish among traditional marketing channels, electronic marketing channels, and different types of vertical marketing systems.			
<b>08.0708-0903</b> Describe the factors and considerations that affect a company's choice and management of a marketing channel.			
<b>08.0708-0904</b> Recognize how conflict, cooperation, and legal considerations affect marketing channel relationships.			

**Standard 08.0708.10: Students will understand and demonstrate the importance of advertising, sales promotion, and public relations.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0708-1001</b> Explain the differences between product advertising and institutional advertising and the variations within each type.			
<b>08.0708-1002</b> Describe the steps used to develop, execute, and evaluate an advertising program.			
<b>08.0708-1003</b> Explain the advantages and disadvantages of alternative advertising media.			
<b>08.0708-1004</b> Discuss the strengths and weaknesses of consumer-oriented and trade-oriented sales promotions.			
<b>08-0708-1005</b> Recognize public relations as an important form of communication.			

<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.	