# Instructional Materials Evaluation Criteria – Electronics Rubric

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

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

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

**See attached standards for Electronics.**

- ☐ **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.**

| **Curriculum Coverage** | | | | | **N/A** |
|---|---|---|---|---|---|
| Content | Accurate information reflecting current knowledge.<br><br>No content bias. | Some inaccuracies found, however, information reflects current knowledge.<br><br>No content bias. | Many inaccuracies were found on concepts.<br><br>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.<br><br>Includes age appropriate cross-curricular references (e.g., literature, software, etc.)<br><br>Content organized so prerequisite skills and knowledge are developed before more complex skills. | Some activities are adaptable to the appropriate age level.<br><br>Some cross-curricular activities are given.<br><br>Some attention given to prerequisite skills and knowledge. | Limited developmentally appropriate activities.<br><br>Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced. | Age appropriate issues are not addressed.<br><br>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.<br><br>Graphs and tables are correctly labeled (e.g., titles, keys, labels). | Limited pictures, tables, and graphs.<br><br>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.<br><br>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. | |