Marketing Evaluation Tool

2020 Curricular Materials Review

Idaho CTE Business and Marketing (BAM) Marketing Program Standards[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* ISBN #:
* Author:
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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard MKT.1.0: Business Fundamentals

### Performance Standard MKT.1.1 Fundamental Business Concepts

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.1.1.1 Define and describe the marketing concept. |  |
| CTE MKT.1.1.2 Explain the impact of marketing on the consumer. |  |
| CTE MKT.1.1.3 Explain the diverse set of activities involved in marketing. |  |
| CTE MKT.1.1.4 Compare and contrast marketing strategies for products, services, ideas, and persons. |  |

Standard MKT.2.0: Economic Systems, Indicators/Trends, and International Concepts

### Performance Standard MKT.2.1 Fundamental Economic Concepts

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.2.1.1 Distinguish between economic goods and services. |  |
| CTE MKT.2.1.2 Explain the concept of economic resources. |  |
| CTE MKT.2.1.3 Describe the nature and scope of economics and economic activities. |  |
| CTE MKT.2.1.4 Distinguish between the forms of economic utility. |  |
| CTE MKT.2.1.5 Explain the principles of supply, demand, and equilibrium. |  |
| CTE MKT.2.1.6 Compare and contrast the relationship between scarcity, trade, and production. |  |
| CTE MKT.2.1.7 Explain how quantity demand, quantity supply, and elasticity affect price. |  |
| CTE MKT.2.1.8 Describe economic concepts that relate to and affect marketing decisions. |  |

### Performance Standard MKT.2.2 Fundamental Economic Systems

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.2.2.1 Explain the types of economic systems. |  |
| CTE MKT.2.2.2 Explain the concept of private enterprise. |  |
| CTE MKT.2.2.3 Explain the nature of competition. |  |
| CTE MKT.2.2.4 Explain how and why government plays a role in a market economy. |  |
| CTE MKT.2.2.5 Compare and contrast the fundamental economic systems with its relationship between government and business. |  |

### Performance Standard MKT.2.3 Basic Economic Indicators/Trends

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| --- | --- |
| CTE MKT.2.3.1 Explain the concept of productivity. |  |
| CTE MKT.2.3.2 Describe the nature of current global economic events and how they influence marketing decisions. |  |
| CTE MKT.2.3.3 Explain measures used to analyze economic conditions. |  |
| CTE MKT.2.3.4 Determine the impact of economic cycles on business activities. |  |
| CTE MKT.2.3.5 Explain the economic impact of interest rate fluctuations. |  |

### Performance Standard MKT.2.4 International Marketing and Trade

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.2.4.1 Explain the nature of international marketing and trade. |  |
| CTE MKT.2.4.2 Identify the impact of cultural and social environments on world marketing and trade. |  |
| CTE MKT.2.4.3 Evaluate factors that influence a nation’s ability to trade. |  |
| CTE MKT.2.4.4 Define the purpose of the major trade alliances between countries. |  |
| CTE MKT.2.4.5 Explain how scarcity and surplus influence trade between two or more countries. |  |

### **Standard MKT.3.0: Ethics in Marketing**

### Performance Standard MKT.3.1 Code of Ethics

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.3.1.1 Describe how and why different cultures have different ethical systems. |  |
| CTE MKT.3.1.2 Explain the importance of trust for the successful conduct of business. |  |
| CTE MKT.3.1.3 Differentiate between ethics and government relations. |  |
| CTE MKT.3.1.4 Give examples of how unethical behavior leads to governmental regulations. |  |
| CTE MKT.3.1.5 Identify ethical considerations relating to marketing and product development. |  |
| CTE MKT.3.1.6 Determine how patents, copyrights, and trademarks are used to combat unethical behavior. |  |
| CTE MKT.3.1.7 Illustrate how unethical behavior can lead to fraudulent behavior. |  |

### **Standard MKT.4.0: External Factors to Business**

### Performance Standard MKT.4.1 External Factors That Impact Business

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.4.1.1 Explain how government regulations influence marketing decisions. |  |
| CTE MKT.4.1.2 Describe how the economy influences marketing decisions. |  |
| CTE MKT.4.1.3 Recognize how the environment influences marketing decisions. |  |
| CTE MKT.4.1.4 Provide an example for how special interest groups influence marketing decisions. |  |
| CTE MKT.4.1.5 Analyze how cultural differences influence marketing decisions. |  |
| CTE MKT.4.1.6 Synthesize how technology influences marketing decisions. |  |
| CTE MKT.4.1.7 Evaluate how competition influences marketing decisions. |  |

### **Standard MKT.5.0: Product/Service Management**

### Performance Standard MKT.5.1 Product Life Cycle

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.5.1.1 Describe how new product/services are conceived, developed, and test marketed. |  |
| CTE MKT.5.1.2 List the stages of the product life cycle and identify the stage in which a product is located. |  |

### Performance Standard MKT.5.2 Product Packaging and Branding

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.5.2.1 Name the common elements of a product’s packaging. |  |
| CTE MKT.5.2.2 Explain the various functions of packaging and why each is important. |  |
| CTE MKT.5.2.3 Identify the qualities of effective branding. |  |
| CTE MKT.5.2.4 Differentiate between brand name and generic products. |  |

### Performance Standard MKT.5.3 Product Mix and Extensions

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.5.3.1 Define the nature of a product mix in a particular company. |  |
| CTE MKT.5.3.2 Identify product mix decisions that must be made in order to successfully market the product or service. |  |
| CTE MKT.5.3.3 Explain the advantages and disadvantages of product line diversification (i.e., extending product lines and adding new ones). |  |
| CTE MKT.5.3.4 Define industrial or consumer product categories and provide examples of products that fit each category. |  |
| CTE MKT.5.3.5 Explain the need for comprehensive marketing of the extended product such as warranty, service, contract, etc. |  |

### **Standard MKT.6.0: Pricing**

### Performance Standard MKT.6.1 Roles of Pricing and Pricing Strategies

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
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| CTE MKT.6.1.1 Identify the various objectives of pricing. |  |
| CTE MKT.6.1.2 Identify the factors that will influence product price. |  |
| CTE MKT.6.1.3 Identify various pricing policies and the circumstances in which each is applicable. |  |
| CTE MKT.6.1.4 Explain the use of break‐even analysis to determine price. |  |
| CTE MKT.6.1.5 Calculate product price using a variety of methods. |  |
| CTE MKT.6.1.6 Calculate a break‐even point using cost and price information. |  |
| CTE MKT.6.1.7 Explain the relationship between price and perceived quality. |  |
| CTE MKT.6.1.8 Describe how economies of scale attained through mass production affect pricing strategy. |  |

### **Standard MKT.7.0: Place/Distribution**

### Performance Standard MKT.7.1 Distribution Processes and Plans

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.7.1.1 Explain how channel management related to other marketing activities. |  |
| CTE MKT.7.1.2 Explain the nature of channel member relationships. |  |
| CTE MKT.7.1.3 Explain the nature of channel strategies. |  |
| CTE MKT.7.1.4 Describe how distribution channels are selected. |  |
| CTE MKT.7.1.5 Describe inventory control systems and how they are selected. |  |
| CTE MKT.7.1.6 Discuss a typical order fulfillment process. |  |
| CTE MKT.7.1.7 Assess inventory control methods in order to minimize costs and meet customer demand. |  |
| CTE MKT.7.1.8 Identify sources of inventory loss and describe how to minimize shrinkage. |  |

**Standard MKT.8.0: Promotional Mix**

**Performance Standard MKT.8.1 Advertising**

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.8.1.1 Identify the various mediums available for advertising. |  |
| CTE MKT.8.1.2 Demonstrate the basics of the design process in graphics. |  |
| CTE MKT.8.1.3 Describe the elements of an effective advertisement. |  |
| CTE MKT.8.1.4 Identify the factors that determine media selection. |  |
| CTE MKT.8.1.5 Explain how research can be used in the advertising process (e.g., pretesting, post testing). |  |
| CTE MKT.8.1.6 Describe the roles of advertising in the creative process. |  |
| CTE MKT.8.1.7 Explain how changing technology affects advertising. |  |
| CTE MKT.8.1.8 Develop an advertising budget. |  |

**Performance Standard MKT.8.2 Sales Promotion**

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.8.2.1 Choose appropriate sales promotion tools for a particular product or service. |  |
| CTE MKT.8.2.2 Compare and contrast the alternative forms of sales promotion. |  |
| CTE MKT.8.2.3 Describe the factors used to determine the proportion of the promotional budget that should be allocated to sales promotion vs. advertising. |  |
| CTE MKT.8.2.4 Describe how marketers combine trade and consumer promotions in developing effective promotional programs. |  |
| CTE MKT.8.2.5 Distinguish between visual merchandising and a display. |  |
| CTE MKT.8.2.6 Prepare merchandise for display and instructions for its maintenance. |  |
| CTE MKT.8.2.7 Critique the layout of a local department store in terms of ease of entry, traffic flow, display space, and customer conveniences. |  |
| CTE MKT.8.2.8 Create a themed display. |  |

### Performance Standard MKT.8.3 Public Relations

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.8.3.1 Identify the various forms of public relations activities used by marketers. |  |
| CTE MKT.8.3.2 Critique public relations activities being used by marketers. |  |
| CTE MKT.8.3.3 Differentiate between public relations activities (which are largely controllable) and publicity (which is largely uncontrollable). |  |
| CTE MKT.8.3.4 Discuss ways in which companies can manage unfavorable publicity. |  |

**Performance Standard MKT.8.4 Personal Sales**

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.8.4.1 Explain the importance of personal selling in a company’s operation. |  |
| CTE MKT.8.4.2 Demonstrate the steps involved in the selling process. |  |
| CTE MKT.8.4.3 Describe the qualities necessary for success as a sales manager. |  |
| CTE MKT.8.4.4 Identify the roles played by people involved in the purchase or use of the product (i.e. buyer, influencer, user). |  |
| CTE MKT.8.4.5 Evaluate a variety of sales approaches (e.g. order‐getting vs. order‐taking). |  |
| CTE MKT.8.4.6 Describe how sales forecasting contributes to business success. |  |
| CTE MKT.8.4.7 Identify the various types of sales personnel and their functions. |  |
| CTE MKT.8.4.8 Analyze customer’s rational and emotional buying motives and decisions. |  |
| CTE MKT.8.4.9 Analyze various products to identify the features and benefits of each. |  |

### **Standard MKT.9.0: Retail Management**

### Performance Standard MKT.9.1 Retailing Support Activities

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.9.1.1 Define cash, credit and debit card, and layaway sales transactions. |  |
| CTE MKT.9.1.2 Define returns, exchanges, and allowances. |  |
| CTE MKT.9.1.3 Describe the use of technology in the selling function. |  |
| CTE MKT.9.1.4 Demonstrate how to create a sales invoice. |  |
| CTE MKT.9.1.5 Compute the sales tax on a sales invoice. |  |
| CTE MKT.9.1.6 Explain the miscellaneous charges that may be part of a sale. |  |
| CTE MKT.9.1.7 Demonstrate proper cash control procedures (balancing cash drawer, giving proper change to customers, and calculating discounts). |  |

### **Standard MKT.10.0: Market Research**

### Performance Standard MKT.10.1 Market Research Project

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.10.1.1 Identify the steps in the market research process. |  |
| CTE MKT.10.1.2 Explain the purposes for conducting market research. |  |
| CTE MKT.10.1.3 Differentiate between primary and secondary sources of data. |  |
| CTE MKT.10.1.4 Compare and contrast qualitative and quantitative research. |  |
| CTE MKT.10.1.5 Evaluate the various data collection and sampling techniques. |  |

### **Standard MKT.11.0: Market Characteristics**

### Performance Standard MKT.11.1 Marketing Segmentation

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| --- | --- |
| CTE MKT.11.1.1 Differentiate between the consumer market and non‐consumer market. |  |
| CTE MKT.11.1.2 Describe various methods of market segmentation. |  |
| CTE MKT.11.1.3 Explain the marketing potential of multiple segments. |  |
| CTE MKT.11.1.4 Identify a target market for a given product or service. |  |
| CTE MKT.11.1.5 Explain why market segmentation is important to the achievement of market goals. |  |
| CTE MKT.11.1.6 Explain the marketing strategies used to reach a given target market. |  |

### Performance Standard MKT.11.2 Market Position

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.11.2.1 Explain how the characteristics of a given product or service contribute to a company’s competitive advantage. |  |
| CTE MKT.11.2.2 Identify why manufacturing locations are often close to the market served. |  |
| CTE MKT.11.2.3 Determine extended product features that give a product a competitive advantage. |  |
| CTE MKT.11.2.4 Contrast a domestic and international marketing plan for a given product or service. |  |

### **Standard MKT.12.0: Marketing Plans**

### Performance Standard MKT.12.1 Components of marketing plans

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| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| CTE MKT.12.1.1 Explain why market planning is essential for organization and product success. |  |
| CTE MKT.12.1.2 Identify the steps involved in the development of a marketing plan. |  |
| CTE MKT.12.1.3 Explain how the marketing plan addresses all elements of an organization’s marketing activities. |  |
| CTE MKT.12.1.4 Differentiate between strategic and short‐term tactical planning. |  |
| CTE MKT.12.1.5 Demonstrate the ability to develop a marketing plan. |  |

### **Standard MKT.13.0: E-Marketing**

### Performance Standard MKT.13.1 Concepts, Strategies, Language, and Systems to Covey Ideas and Information

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| --- | --- |
| CTE MKT.13.1.1 Define digital marketing. |  |
| CTE MKT.13.1.2 Describe the benefits of digital marketing. |  |
| CTE MKT.13.1.3 Compare and contrast digital marketing to traditional marketing. |  |
| CTE MKT.13.1.4 Discuss how technology changes customer behaviors. |  |
| CTE MKT.13.1.5 Explain how digital media and multimedia are used in marketing strategies. |  |
| CTE MKT.13.1.6 Specify required elements needed in social media content designed for marketing campaigns. |  |
| CTE MKT.13.1.7 Provide examples of how organizations use online media platforms as effective marketing tools. |  |
| CTE MKT.13.1.8 Identify important metrics required for effective e‐marketing. |  |
| CTE MKT.13.1.9 Identify legal and ethical considerations in digital media and e‐marketing. |  |
| CTE MKT.13.1.10 Explain other key terms and concepts related to digital marketing including: SEL, Google analytics and Adwords, link strategies, e‐mail campaigns, mobile marketing, electronic signatures, and server‐based computing. |  |

### **Standard MKT.14.0: Financing and Financial Analysis**

### Performance Standard MKT.14.1 Nature and Scope of Financing

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| --- | --- |
| CTE MKT.14.1.1 Explain the nature and scope of financing a marketing campaign. |  |
| CTE MKT.14.1.2 Analyze the need for banking relations. |  |
| CTE MKT.14.1.3 Identify and analyze the risks associated with obtaining business credit. |  |
| CTE MKT.14.1.4 Explain the advantages and disadvantages of the use of bank and/or store cards for business transactions. |  |
| CTE MKT.14.1.5 Explain loan evaluation criteria used by lending institutions. |  |
| CTE MKT.14.1.6 Complete business or personal loan application package. |  |
| CTE MKT.14.1.7 Complete a personal budget and set financial goals. |  |
| CTE MKT.14.1.8 Explain the legal considerations for credit use. |  |

### Performance Standard MKT.14.2 Financial Resources

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| --- | --- |
| CTE MKT.14.2.1 Explain the time value of money. |  |
| CTE MKT.14.2.2 Project the total cash needed to start a business. |  |
| CTE MKT.14.2.3 Determine the differences between marginal costs and sunk costs. |  |
| CTE MKT.14.2.4 Recommend records needed for the daily operation of a planned business. |  |
| CTE MKT.14.2.5 Prepare pro forma financial statements for a planned business. |  |
| CTE MKT.14.2.6 Understand the role of financial ratios in decision making. |  |
| CTE MKT.14.2.7 Determine the financial condition of a business based on its financial records. |  |
| CTE MKT.14.2.8 Identify potential threats and opportunities to protect a business’s financial well‐being. |  |
| CTE MKT.14.2.9 Estimate project costs and return on marketing investment (ROMI). |  |
| CTE MKT.14.2.10 Explain the financial implications of product cannibalization. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies. |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate. |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette. |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios. |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements. |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements. |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study. |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:    1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.    2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.    3. Digital and print resources that provide various levels of readability.    4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.    5. Materials in multiple language formats. |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards. |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education. |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level. |  |
| 1. The material cross-refers and integrates other content areas. |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts. |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text. |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level. |  |
| 1. The material has activities and assignments that reflect varied learning styles of students. |  |
| 1. The material includes appropriate instructional strategies. |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material. |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content. |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content. |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text. |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand. |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate. |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics). |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning. |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students. |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts. |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance. |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use. |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size. |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving. |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text. |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences. |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking. |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities). |  |

For Questions Contact

Content & Curriculum

Idaho State Department of Education

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1. [Idaho BAM Marketing Program Standards](https://cte.idaho.gov/wp-content/uploads/2016/01/Marketing_Program_Standards-1.pdf-Program-Standards-2018.pdf) [↑](#footnote-ref-1)