Marketing

Evaluation Form

2025 Curricular Materials Review

# Publisher information

* Publisher Name:
* Title:
* ISBN #:
* Author:
* Copyright:
* Most Recently Published Edition and Website:
* Materials provided for evaluation:
* Intended Teacher Audience(s):
* Intended Student Audience(s):
* Is this curriculum in a digital format, print format, or both?

# Instruction

## Publishing Company

* Complete the curriculum evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

## Review Team Member:

* Please use information and attachments to complete the curriculum evaluation form.
* Explain any discrepancies between your findings and the provided information.
* Findings, explanations, and comments should directly reflect the rubric.

Scoring for Alignment to Program Standards:

To evaluate each course’s materials for alignment to [**Marketing**](https://cte.idaho.gov/wp-content/uploads/2024/04/marketing-standards-2024-draft.pdf), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with program standards.

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| Standard for Marketing is not evident. | There is some evidence of the Standard for Marketing. | Materials explicitly align to and support the Standard for Marketing through regular and authentic engagement opportunities for students. |  |

# CONTENT STANDARD CTE M.1.0: Professional Organizations and Leadership

### Performance Standard CTE M.1.1 Student Leadership in Career Technical Student Organizations (CTSO) and Professional Associations

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.1.1.1 Explore the role of professional organizations and/or associations in the marketing industry.
 | 0 1 2 N/A |  |
| 1. CTE M.1.1.2 Define the value, role, and opportunities provided through career technical student organizations.
 | 0 1 2 N/A |  |
| 1. CTE M.1.1.3 Engage in career exploration and leadership development.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE M.2.0: Business fundamentals

### Performance Standard CTE M.2.1 Fundamental Business Concepts

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.2.1.1 Describe the marketing concept.
 | 0 1 2 N/A |  |
| 1. CTE M.2.1.2 Describe the impact of marketing on the consumer.
 | 0 1 2 N/A |  |
| 1. CTE M.2.1.3 Describe activities involved in marketing.
 | 0 1 2 N/A |  |
| 1. CTE M.2.1.4 Compare marketing strategies for products, services, ideas, and persons.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE M.3.0: economic systems, indicators/trends, and international concepts

### Performance Standard CTE M.3.1 Fundamental Economic Concepts

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.3.1.1 Compare goods and services.
 | 0 1 2 N/A |  |
| 1. CTE M.3.1.2 Describe the concept of economic resources.
 | 0 1 2 N/A |  |
| 1. CTE M.3.1.3 Describe microeconomics, macroeconomics, and personal finance.
 | 0 1 2 N/A |  |
| 1. CTE M.3.1.4 Define the forms of economic utility.
 | 0 1 2 N/A |  |
| 1. CTE M.3.1.5 Describe the principles of supply, demand, and equilibrium.
 | 0 1 2 N/A |  |
| 1. CTE M.3.1.6 Compare scarcity, trade, and production.
 | 0 1 2 N/A |  |
| 1. CTE M.3.1.7 Describe how quantity demand, quantity supply, and elasticity affect price.
 | 0 1 2 N/A |  |
| 1. CTE M.3.1.8 Describe economic situations that affect marketing decisions.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.3.2 Fundamental Economic Systems

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.3.2.1 Describe the types of economic systems.
 | 0 1 2 N/A |  |
| 1. CTE M.3.2.2 Describe the concept of private enterprise.
 | 0 1 2 N/A |  |
| 1. CTE M.3.2.3 Describe how competition benefits the consumer.
 | 0 1 2 N/A |  |
| 1. CTE M.3.2.4 Describe the role of government in market and command economies.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.3.3 Basic Economic Indicators/Trends

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.3.3.1 Describe the concept of productivity.
 | 0 1 2 N/A |  |
| 1. CTE M.3.3.2 Describe current global economic events that influence marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.3.3.3 Identify the importance of unemployment, inflation, and gross domestic product (GDP) as economic indicators.
 | 0 1 2 N/A |  |
| 1. CTE M.3.3.4 Describe the impact of economic cycles on business activities.
 | 0 1 2 N/A |  |
| 1. CTE M.3.3.5 Describe the economic impact of interest rate fluctuations.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.3.4 International Marketing and Trade

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.3.4.1 Describe the benefits and drawbacks of international marketing and trade.
 | 0 1 2 N/A |  |
| 1. CTE M.3.4.2 Identify cultural and social environments that affect marketing and trade.
 | 0 1 2 N/A |  |
| 1. CTE M.3.4.3 Evaluate factors that influence a nation’s ability to trade.
 | 0 1 2 N/A |  |
| 1. CTE M.3.4.4 Describe the purpose of the significant trade alliances between countries.
 | 0 1 2 N/A |  |
| 1. CTE M.3.4.5 Describe how scarcity and surplus influence trade between two or more countries.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE M.4.0: Ethics in business

### Performance Standard CTE M.4.1 Code of Ethics

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.4.1.1 Describe how culture influences business ethics.
 | 0 1 2 N/A |  |
| 1. CTE M.4.1.2 Describe how ethics affects the successful conduct of business.
 | 0 1 2 N/A |  |
| 1. CTE M.4.1.3 Describe the consequences of unethical business practices.
 | 0 1 2 N/A |  |
| 1. CTE M.4.1.4 Identify the effects of ethics on marketing and product development.
 | 0 1 2 N/A |  |
| 1. CTE M.4.1.5 Describe the roles of patents, copyrights, and trademarks.
 | 0 1 2 N/A |  |
| 1. CTE M.4.1.6 Define fraud.
 | 0 1 2 N/A |  |
| 1. CTE M.4.1.7 Describe how artificial intelligence (AI) can affect business ethics.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE M.5.0: External factors to marketing

### Performance Standard CTE M.5.1 External Factors that Impact Marketing

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.5.1.1 Describe how government regulations can influence marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.5.1.2 Describe how concerns for the economy can influence marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.5.1.3 Describe how concerns for the environment can influence marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.5.1.4 Describe how special interest groups can influence marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.5.1.5 Describe how culture can influence marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.5.1.6 Describe how technology can influence marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.5.1.7 Describe how competition can influence marketing decisions.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE M.6.0: product/service management

### Performance Standard CTE M.6.1 Product Life Cycle

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.6.1.1 Describe how new products and services are conceived, developed, and market-tested.
 | 0 1 2 N/A |  |
| 1. CTE M.6.1.2 Identify the stages of the product life cycle.
 | 0 1 2 N/A |  |
| 1. CTE M.6.1.3 Describe how life cycle stages impact marketing strategies.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.6.2 Product Packaging and Branding

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.6.2.1 Identify the common elements and functions of product packaging.
 | 0 1 2 N/A |  |
| 1. CTE M.6.2.2 Describe the importance of packaging in marketing.
 | 0 1 2 N/A |  |
| 1. CTE M.6.2.3 Identify the qualities of effective branding.
 | 0 1 2 N/A |  |
| 1. CTE M.6.2.4 Compare national, private label, generic brands, and product packaging.
 | 0 1 2 N/A |  |
| 1. CTE M.6.2.5 Describe the importance of branding in marketing strategies.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.6.3 Product Mix and Extensions

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.6.3.1 Define product mix.
 | 0 1 2 N/A |  |
| 1. CTE M.6.3.2 Describe how product mix affects marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.6.3.3 Describe the advantages and disadvantages of product line diversification (e.g., extending product lines, adding new product lines).
 | 0 1 2 N/A |  |
| 1. CTE M.6.3.4 Describe the role of cannibalization in product mix and extensions.
 | 0 1 2 N/A |  |
| 1. CTE M.6.3.5 Define industrial product categories and consumer product categories.
 | 0 1 2 N/A |  |
| 1. CTE M.6.3.6 Describe the need for comprehensive marketing of the extended product (e.g., warranty, service contract, and returns).
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE M.7.0: Pricing

### Performance Standard CTE M.7.1 Roles of Pricing and Pricing Strategies

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.7.1.1 Identify pricing objectives (e.g., market share, profit margin).
 | 0 1 2 N/A |  |
| 1. CTE M.7.1.2 Identify the factors influencing product price (e.g., production cost, value perception, competition).
 | 0 1 2 N/A |  |
| 1. CTE M.7.1.3 Identify pricing policies (e.g., volume-driven, wholesale, retail, regulations).
 | 0 1 2 N/A |  |
| 1. CTE M.7.1.4 Describe the use of break‐even analysis to determine price.
 | 0 1 2 N/A |  |
| 1. CTE M.7.1.5 Calculate and set a product price using a variety of methods.
 | 0 1 2 N/A |  |
| 1. CTE M.7.1.6 Calculate a break‐even point using cost and price information.
 | 0 1 2 N/A |  |
| 1. CTE M.7.1.7 Describe the relationship between price and perceived quality.
 | 0 1 2 N/A |  |
| 1. CTE M.7.1.8 Describe how economies of scale affect pricing strategy.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE M.8.0: place and distribution

### Performance Standard CTE M.8.1 Distribution Processes and Plans

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.8.1.1 Describe the role of distribution.
 | 0 1 2 N/A |  |
| 1. CTE M.8.1.2 Identify supply chain entities (e.g., producer, wholesaler, transportation, retailer, consumer).
 | 0 1 2 N/A |  |
| 1. CTE M.8.1.3 Describe direct and indirect distribution strategies.
 | 0 1 2 N/A |  |
| 1. CTE M.8.1.4 Compare the advantages and disadvantages of perpetual and physical inventory systems.
 | 0 1 2 N/A |  |
| 1. CTE M.8.1.5 Identify sources of inventory loss (e.g., theft, shoplifting, pilferage, spoilage, obsolescence, damage).
 | 0 1 2 N/A |  |
| 1. CTE M.8.1.6 Describe how companies minimize shrinkage.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE M.9.0: promotional mix

### Performance Standard CTE M.9.1 Advertising

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.9.1.1 Identify the medium used to advertise (e.g., digital, print, broadcast).
 | 0 1 2 N/A |  |
| 1. CTE M.9.1.2 Describe the importance of graphic design and copywriting in advertising.
 | 0 1 2 N/A |  |
| 1. CTE M.9.1.3 Describe the factors of an effective advertisement (e.g., clear and concise message, unique positioning statement, hook, appeal).
 | 0 1 2 N/A |  |
| 1. CTE M.9.1.4 Identify the factors (e.g., audience, location) that determine the marketing medium selection.
 | 0 1 2 N/A |  |
| 1. CTE M.9.1.5 Describe how research can be used in advertising (e.g., demographics, audience segmentation, data, user experience).
 | 0 1 2 N/A |  |
| 1. CTE M.9.1.6 Describe how marketing media choices drive creative decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.9.1.7 Describe how technology (e.g., desktop, mobile, tablet, billboard) affects advertising strategy.
 | 0 1 2 N/A |  |
| 1. CTE M.9.1.8 Identify the components of an advertising budget.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.9.2 Sales Promotion

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.9.2.1 Choose appropriate sales promotion tools (e.g., display, print, digital, samples) for a product or service.
 | 0 1 2 N/A |  |
| 1. CTE M.9.2.2 Compare forms of sales promotion (e.g., specials, discounts).
 | 0 1 2 N/A |  |
| 1. CTE M.9.2.3 Identify the components of a sales promotion budget within a company’s advertising budget.
 | 0 1 2 N/A |  |
| 1. CTE M.9.2.4 Describe how marketers combine trade and consumer promotions.
 | 0 1 2 N/A |  |
| 1. CTE M.9.2.5 Compare visual merchandising and displays.
 | 0 1 2 N/A |  |
| 1. CTE M.9.2.6 Analyze the layout of a local department store in terms of ease of entry, traffic flow, display space, and customer convenience.
 | 0 1 2 N/A |  |
| 1. CTE M.9.2.7 Create a themed display.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.9.3 Public Relations

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.9.3.1 Identify forms of public relations activities (e.g., press releases, community events, philanthropy) used by marketers.
 | 0 1 2 N/A |  |
| 1. CTE M.9.3.2 Analyze the effectiveness of public relations activities used by marketers.
 | 0 1 2 N/A |  |
| 1. CTE M.9.3.3 Compare public relations activities (i.e., controllable) and publicity (i.e., uncontrollable).
 | 0 1 2 N/A |  |
| 1. CTE M.9.3.4 Discuss ways in which companies can manage unfavorable publicity.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.9.4 Personal Sales

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.9.4.1 Describe the importance of personal selling.
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.2 Identify the steps involved in the personal selling process.
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.3 Describe the characteristics of successful sales managers (e.g., personable, organized, knowledgeable).
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.4 Identify consumers' roles (e.g., buyer, influencer, user) and how these roles affect sales.
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.5 Evaluate sales approaches (e.g., order‐getting, order‐taking).
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.6 Describe how sales forecasting contributes to business success.
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.7 Identify the roles of sales personnel (e.g., openers, closers).
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.8 Compare rational buying, emotional buying, and brand loyalty.
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.9 Identify the benefits of product features in the sales process.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE M.10.0: retail management

### Performance Standard CTE M.10.1 Retailing Support Activities

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.10.1.1 Compare cash, credit and debit card, and app sales transactions.
 | 0 1 2 N/A |  |
| 1. CTE M.10.1.2 Define returns, exchanges, and allowances.
 | 0 1 2 N/A |  |
| 1. CTE M.10.1.3 Describe the use of technology in retailing.
 | 0 1 2 N/A |  |
| 1. CTE M 10.1.4 Create a sales invoice.
 | 0 1 2 N/A |  |
| 1. CTE M 10.1.5 Calculate sales tax on a sales invoice.
 | 0 1 2 N/A |  |
| 1. CTE M 10.1.6 Describe miscellaneous charges that may be part of a sale.
 | 0 1 2 N/A |  |
| 1. CTE M 10.1.7 Demonstrate cash control procedures (e.g., balancing the cash drawer, giving proper change to customers, and calculating discounts).
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE M.11.0: Market research

### Performance Standard CTE M.11.1 Purpose and Forms of Market Research

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.11.1.1 Identify the steps in the market research process.
 | 0 1 2 N/A |  |
| 1. CTE M.11.1.2 Describe reasons for conducting market research.
 | 0 1 2 N/A |  |
| 1. CTE M.11.1.3 Compare primary and secondary sources of data in marketing research.
 | 0 1 2 N/A |  |
| 1. CTE M 11.1.4 Compare qualitative and quantitative research.
 | 0 1 2 N/A |  |
| 1. CTE M 11.1.5 Describe data collection and sampling techniques.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE M.12.0: Market characteristics

### Performance Standard CTE M.12.1 Marketing Segmentation

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.12.1.1 Compare the wholesale and retail markets.
 | 0 1 2 N/A |  |
| 1. CTE M.12.1.2 Describe market segmentation methods (e.g., demographics, psychographics, geographics).
 | 0 1 2 N/A |  |
| 1. CTE M.12.1.3 Forecast the marketing potential of market segments.
 | 0 1 2 N/A |  |
| 1. CTE M 12.1.4 Identify a target market for a given product or service.
 | 0 1 2 N/A |  |
| 1. CTE M 12.1.5 Describe marketing strategies used to reach a given target market.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.12.2 Market Positioning

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.12.2.1 Describe how a product or service can contribute to a company’s competitive advantage.
 | 0 1 2 N/A |  |
| 1. CTE M.12.2.2 Describe how manufacturing locations are selected.
 | 0 1 2 N/A |  |
| 1. CTE M.12.2.3 Compare a domestic marketing plan and an international marketing plan for a given product or service.
 | 0 1 2 N/A |  |
| 1. CTE M 12.2.4 Compare marketing plans between small and large businesses.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE M.13.0: Marketing plans

### Performance Standard CTE M.13.1 Components of Marketing Plans

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.13.1.1 Describe why market planning is essential for organization and product success.
 | 0 1 2 N/A |  |
| 1. CTE M.13.1.2 Identify the steps involved in the development of a marketing plan.
 | 0 1 2 N/A |  |
| 1. CTE M.13.1.3 Describe how the marketing plan addresses an organization’s marketing activities.
 | 0 1 2 N/A |  |
| 1. CTE M 13.1.4 Differentiate between strategic and short‐term, tactical planning.
 | 0 1 2 N/A |  |
| 1. CTE M 13.1.5 Demonstrate the ability to develop a marketing plan.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE M.14.0: Digital marketing

### Performance Standard CTE M.14.1 Concepts, Strategies, Language, and Systems to Convey Ideas and Information

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.14.1.1 Define digital marketing.
 | 0 1 2 N/A |  |
| 1. CTE M.14.1.2 Describe the benefits of digital marketing.
 | 0 1 2 N/A |  |
| 1. CTE M.14.1.3 Compare digital marketing and traditional marketing.
 | 0 1 2 N/A |  |
| 1. CTE M 14.1.4 Describe how technology can influence customer behaviors.
 | 0 1 2 N/A |  |
| 1. CTE M 14.1.5 Describe how digital media and multimedia are used to execute marketing strategies.
 | 0 1 2 N/A |  |
| 1. CTE M 14.1.6 Identify practical elements of digital marketing.
 | 0 1 2 N/A |  |
| 1. CTE M 14.1.7 Identify legal and ethical considerations in digital media.
 | 0 1 2 N/A |  |
| 1. CTE M 14.1.8 Define key terms and concepts related to digital marketing (e.g., search, paid marketing, advertising, social media).
 | 0 1 2 N/A |  |

### Performance Standard CTE M.14.2 Search Engine Marketing (SEM)

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.14.2.1 Define search engine marketing (SEM).
 | 0 1 2 N/A |  |
| 1. CTE M.14.2.2 Describe how search engines function (e.g., crawling, indexing, ranking).
 | 0 1 2 N/A |  |
| 1. CTE M.14.2.3 Describe trends in keyword optimization.
 | 0 1 2 N/A |  |
| 1. CTE M 14.2.4 Identify keywords for optimization.
 | 0 1 2 N/A |  |
| 1. CTE M 14.2.5 Create metatags based on keyword research.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE M.15.0: financing and financial analysis

### Performance Standard CTE M.15.1 Nature and Scope of Financing

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.15.1.1 Develop a marketing campaign budget.
 | 0 1 2 N/A |  |
| 1. CTE M.15.1.2 Describe the need for banking relations.
 | 0 1 2 N/A |  |
| 1. CTE M.15.1.3 Identify the advantages and risks associated with obtaining business credit.
 | 0 1 2 N/A |  |
| 1. CTE M 15.1.4 Describe the advantages and disadvantages of using bank or store cards for business transactions.
 | 0 1 2 N/A |  |
| 1. CTE M 15.1.5 Describe the legal considerations for obtaining and using credit.
 | 0 1 2 N/A |  |
| 1. CTE M 15.1.6 Describe loan evaluation criteria used by lending institutions.
 | 0 1 2 N/A |  |
| 1. CTE M 15.1.7 Complete a business or personal loan application package.
 | 0 1 2 N/A |  |
| 1. CTE M 15.1.8 Develop a personal budget and set financial goals.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.15.2 Financial Resources

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.15.2.1 Describe the time value of money.
 | 0 1 2 N/A |  |
| 1. CTE M.15.2.2 Estimate the total cash needed to start a business.
 | 0 1 2 N/A |  |
| 1. CTE M.15.2.3 Compare marginal costs and sunk costs.
 | 0 1 2 N/A |  |
| 1. CTE M 15.2.4 Identify records needed for the daily operation of a business.
 | 0 1 2 N/A |  |
| 1. CTE M 15.2.5 Prepare pro forma financial statements for a business.
 | 0 1 2 N/A |  |
| 1. CTE M 15.2.6 Describe the role of financial ratios in decision-making.
 | 0 1 2 N/A |  |
| 1. CTE M 15.2.7 Determine the financial condition of a business based on its financial records.
 | 0 1 2 N/A |  |
| 1. CTE M 15.2.8 Identify potential business threats and opportunities.
 | 0 1 2 N/A |  |
| 1. CTE M 15.2.9 Estimate project costs and return on marketing investment (ROMI).
 | 0 1 2 N/A |  |
| 1. CTE M 15.2.10 Describe the financial implications of product cannibalization.
 | 0 1 2 N/A |  |

Scoring for Best Practices and Assessment

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of the teaching practice. | The teaching practice is embedded in some lessons. | Materials regularly embed supports for teachers to implement best practices and assessment.  |  |

Scoring for Alignment to Best Practices and Assessment:

| Best Practices and Assessments | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials contain clear statements and explanations of purpose, goals, and learning outcomes.
 | 0 1 2 N/A |  |
| 1. Materials are systematic and sequential – prerequisite skills taught first and vertically aligned appropriately.
 | 0 1 2 N/A |  |
| 1. Materials include formative and summative assessments and/or test data banks that allow the instructor to edit materials when appropriate.
 | 0 1 2 N/A |  |
| 1. Digital materials and assessments are easy to edit and revise and access to distribute and/or print.
 | 0 1 2 N/A |  |

Scoring for Additional Indicators of Quality Materials

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of differentiation elements or engaging tools.  | There is some evidence of differentiation elements or engaging tools. | Materials include differentiation elements as well as engaging tools. |  |

Scoring for Alignment to Additional Indicators of Quality Materials:

| Indicators of Quality Materials | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide instructional strategies to accommodate the learning differences of all students.
 | 0 1 2 N/A |  |
| 1. Materials are available in language(s) other than English.
 | 0 1 2 N/A |  |
| 1. The material has an aesthetically appealing appearance.
 | 0 1 2 N/A |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 | 0 1 2 N/A |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 | 0 1 2 N/A |  |

Scoring for Best Practices in the Use of Technology

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of best practices in using technology.  | There is some evidence of best practices in using technology. | Materials include best practices in using technology. |  |

Use of Technology

| **Use of Technology** | **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 – Curricular Materials

Idaho Department of Education

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