CRITERIA FOR THE CONTENT AND FORM OF THE SPECIFICATIONS

1.   By content:

Whether the curriculum developed is suitable to contribute to the development of the students' knowledge and skills.

Content aspects:

- Is the wording appropriate for the age group?
- Is the instruction clear?
- Does the task classification match the task type as originally defined?
- Does the exercise contain all the information needed to solve the problem?
- Is the time allowed to complete the task sufficient?
- Does the question help the student to solve the original task?
- Does the explanation of the task contain all the information to enable the student to solve the task independently?
- Does the explanation help the learner to understand and master the material?
- Is the explanation of the task appropriate for the age group selected?
- Does the explanation of the task build on prior knowledge that the learners already have?

2.   By form:

The extent to which the curriculum is age-appropriate for the students, interesting, motivational, appropriate instructions, clear wording, etc.

Formal aspects:

- Visibility, legibility: written text and images are legible and clearly visible
- Linguistic accuracy: use of terminology, spelling, grammatical correctness
- Is the text of the exercise within the limits of space?
- Are the mathematical formulae presented well to the pupils?
- Technical control aspects:
- Does the task start, does the task start, does the engine load?
- Is the task readable, are the letters the right size?
- Do the formulas and pictures appear?
- Is the solution correct?
- Is the request for help and explanation adequately presented?