Table 2: Suitability Results

| Scoring: | Dental | Pharmacy | Primary | Specialty |
|--|------------|----------|----------|-----------|
| 2=superior, 1=adequate, 0=not suitable | | | Care | Services |
| Content: | | | | |
| Purpose is evident | 2 | 2 | 2 | 2 |
| Content about behaviors | 1 | 2 | 2 | 2 |
| Scope is limited | 2 | 2 | 2 | 2 |
| Summary or review included | 1 | 2 | 2 | 2 |
| Literacy Demand: | | | | |
| Reading grade level | 1 | 1 | 1 | 0 |
| Writing, style, active voice | 2 | 2 | 2 | 2 |
| Context, sentence construction | 1 | 1 | 1 | 1 |
| Vocabulary uses common words | 1 | 1 | 2 | 1 |
| Learning aids via "road signs" | 1 | 1 | 2 | 1 |
| Graphics: | | | | |
| Cover graphic | 1 | 1 | 1 | 1 |
| Type of graphics | 2 | 2 | 2 | 2 |
| Relevance of illustrations | 2 | 2 | 2 | 2 |
| List, tables, etc. explained | 1 | 1 | 1 | 1 |
| Captions used for graphics | 1 | 2 | 2 | 1 |
| Layout and Topography: | | | | |
| Typography | 2 | 2 | 2 | 2 |
| Layout | 1 | 1 | 1 | 1 |
| Subheads ("chunking") | 1 | 1 | 1 | 1 |
| Learning Stimulation, Motivation: | | | | |
| Interaction used | 1 | 2 | 1 | 1 |
| Behaviors are modeled and specific | 0 | 2 | 1 | 1 |
| Motivation – self-efficacy | 1 | 2 | 0 | 0 |
| Cultural Appropriateness: | | | | |
| Match in logic, language, experience | N/A | N/A | N/A | N/A |
| Cultural image and examples | N/A | N/A | N/A | N/A |
| TOTAL/40=Score | 25/40=62.5 | 32/40=80 | 30/40=75 | 26/40=65 |