Administrative Service Evaluation Tool

2020 Curricular Materials Review

Idaho CTE Business and Marketing (BAM) Administrative Service 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 BMAS.1.0: Use Standard Office Software Applications

### Performance Standard BMAS.1.1 Demonstrate Proficiency in Word Processing

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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 BMAS.1.1.1 Use a template to create a business document. |  |
| CTE BMAS.1.1.2 Create tables, charts, and graphs to depict information. |  |
| CTE BMAS.1.1.3 Demonstrate appropriate formatting and design to create business documents (i.e., letters, emails, memos, reports, and proposals). |  |
| CTE BMAS.1.1.4 Demonstrate competency in keyboarding and 10‐key. |  |
| CTE BMAS.1.1.5 Draft, edit, and revise written work. |  |
| CTE BMAS.1.1.6 Create various desktop publications (e.g., newsletters, certificates, brochures, and flyers). |  |
| CTE BMAS.1.1.7 Use data to create mail merging with other software applications. |  |

### Performance Standard BMAS.1.2 Demonstrate Proficiency in Spreadsheet Applications

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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 BMAS.1.2.1 Generate formulas and use functions to solve a problem. |  |
| CTE BMAS.1.2.2 Use formatting and editing to create a spreadsheet. |  |
| CTE BMAS.1.2.3 Create tables, charts, and graphs to depict information. |  |
| CTE BMAS.1.2.4 Demonstrate sorting and filtering data. |  |
| CTE BMAS.1.2.5 Export data to other software applications. |  |
| CTE BMAS.1.2.6 Import data to create spreadsheets. |  |
| CTE BMAS.1.2.7 Implement security measures for spreadsheet protection. |  |

### Performance Standard BMAS.1.3 Demonstrate Proficiency in Database Applications

| 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 BMAS.1.3.1 Use data to create tables. |  |
| CTE BMAS.1.3.2 Create forms to collect and enter data. |  |
| CTE BMAS.1.3.3 Formulate reports utilizing data queries to convey meaningful information. |  |
| CTE BMAS.1.3.4 Use filters to answer inquiries and create final reports. |  |
| CTE BMAS.1.3.5 Edit and revise collected data. |  |

### Performance Standard BMAS.1.4 Demonstrate Proficiency in Presentation Software

| 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 BMAS.1.4.1 Use a template to create a presentation. |  |
| CTE BMAS.1.4.2 Demonstrate appropriate formatting and design of business presentations. |  |
| CTE BMAS.1.4.3 Edit and revise presentation content consistent with professional standards. |  |
| CTE BMAS.1.4.4 Customize presentations (e.g., animations, transitions, hidden slides, sound files). |  |
| CTE BMAS.1.4.5 Capture and insert graphics, audio, and video appropriate to the presentation. |  |
| CTE BMAS.1.4.6 Manage presentations (e.g., use rehearsed timings, screen navigation tools, pen, highlighter). |  |

### Performance Standard BMAS.1.5 Demonstrate proficiency in Presentation Software

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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 BMAS.1.5.1 Evaluate Internet research sites for credibility and reliability. |  |
| CTE BMAS.1.5.2 Manage an electronic file storage system. |  |
| CTE BMAS.1.5.3 Recognize the potential risks associated with information management. |  |
| CTE BMAS.1.5.4 Identify and apply information security practices (e.g., password security, login, logout). |  |
| CTE BMAS.1.5.5 Practice safe, legal, and responsible use of technology in the workplace. |  |
| CTE BMAS.1.5.6 Demonstrate effective and appropriate use of social media. |  |

Standard BMAS.2.0: Understand Accounting Functions

### Performance Standard BMAS.2.1 Perform Accounting Procedures

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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 BMAS.2.1.1 Balance cash and receipts. |  |
| CTE BMAS.2.1.2 Balance bank statements with checkbook. |  |
| CTE BMAS.2.1.3 Maintain accounting records (e.g., AP, AR, payroll, cost, tax). |  |
| CTE BMAS.2.1.4 Process invoices for payment. |  |
| CTE BMAS.2.1.5 Prepare bank deposits. |  |
| CTE BMAS.2.1.6 Prepare purchase requisitions. |  |
| CTE BMAS.2.1.7 Complete travel vouchers. |  |
| CTE BMAS.2.1.8 Document and process receipt of payment. |  |
| CTE BMAS.2.1.9 Explain the nature of accounts payable and accounts receivable. |  |
| CTE BMAS.2.1.10 Manage budget allocation. |  |

### **Standard BMAS.3.0: Understand Legal and Ethical Issues That Impact Business**

### Performance Standard BMAS.3.1 Understand Legal Issues In 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 BMAS.3.1.1 Describe various fraudulent business activities. |  |
| CTE BMAS.3.1.2 Explain legal issues associated with information management. |  |
| CTE BMAS.3.1.3 Describe methods used to protect copyrights, intellectual property, and corporate property. |  |
| CTE BMAS.3.1.4 Research local, state, and federal regulations impacting business operations. |  |
| CTE BMAS.3.1.5 Discuss the importance of maintaining records for software licenses. |  |
| CTE BMAS.3.1.6 Describe employee rights in the workplace. |  |

### Performance Standard BMAS.3.2 Understand Ethics in Business

| 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 BMAS.3.2.1 Explain ethical characteristics and traits. |  |
| CTE BMAS.3.2.2 Discuss business ethics in the office environment. |  |
| CTE BMAS.3.2.3 Describe the importance of workplace confidentiality. |  |
| CTE BMAS.3.2.4 Discuss and examine ethical usage of media content. |  |

### **Standard BMAS.4.0: Understand the Importance of Positive Customer Relations**

### Performance Standard BMAS.4.1 Foster Positive Relationships with Customers

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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 BMAS.4.1.1 Recognize the importance of and demonstrate how to properly acknowledge customers/clients. |  |
| CTE BMAS.4.1.2 Identify and address needs of customers/clients. |  |
| CTE BMAS.4.1.3 Provide helpful, courteous, and knowledgeable service. |  |
| CTE BMAS.4.1.4 Identify appropriate channels of communication with customers/clients (e.g., phone call, face‐ to‐face, email, Web, social media, technology). |  |
| CTE BMAS.4.1.5 Identify techniques to seek and use customer/client feedback to improve company services. |  |
| CTE BMAS.4.1.6 Recognize the relationship between customer/client satisfaction and company success. |  |

### Performance Standard BMAS.4.2 Resolve Conflicts With/For Customers

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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 BMAS.4.2.1 Identify conflict resolution skills to enhance productivity and improve workplace relationships. |  |
| CTE BMAS.4.2.2 Implement conflict resolution strategies and problem‐solving skills. |  |
| CTE BMAS.4.2.3 Explain the role of documentation as a component in conflict resolution. |  |

### **Standard BMAS.5.0: Understand Business Communication**

### Performance Standard BMAS.5.1 Demonstrate Written and Oral Communication

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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 BMAS.5.1.1 Prepare correspondence (e.g., memo, business letter, electronic mail). |  |
| CTE BMAS.5.1.2 Proofread for all content, format, and keying errors. |  |
| CTE BMAS.5.1.3 Transcribe notes from written, verbal, and/or recorded formats. |  |
| CTE BMAS.5.1.4 Prepare agendas and compile materials for meetings. |  |
| CTE BMAS.5.1.5 Communicate with liaisons outside the company. |  |
| CTE BMAS.5.1.6 Prepare and deliver oral presentations. |  |

### **Standard BMAS.6.0: Understand Business and Office Operations**

### Performance Standard BMAS.6.1 Manage Office Functions for a 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 BMAS.6.1.1 Demonstrate management of office projects and meeting deadlines. |  |
| CTE BMAS.6.1.2 Explain purchasing, shipping, and receiving procedures. |  |
| CTE BMAS.6.1.3 Make travel arrangements for business purposes. |  |
| CTE BMAS.6.1.4 Plan and organize a meeting. |  |
| CTE BMAS.6.1.5 Describe the function of facilities management. |  |
| CTE BMAS.6.1.6 Plan organization/department activities. |  |
| CTE BMAS.6.1.7 Create and maintain electronic office calendars, tasks, appointments, resources. |  |

### Performance Standard BMAS.6.2 Understand mail/shipping processes

| 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 BMAS.6.2.1 Process incoming and outgoing mail. |  |
| CTE BMAS.6.2.2 Identify special mail services through USPS (e.g., certified, registered, return receipt). |  |
| CTE BMAS.6.2.3 Identify mail/shipping couriers (e.g., FEDEX, UPS, DHL). |  |

### Performance Standard BMAS.6.3 Understand Telephone Techniques and Etiquette

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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 BMAS.6.3.1 Identify techniques for answering, screening, and placing calls. |  |
| CTE BMAS.6.3.2 Identify techniques for placing callers on hold, transferring calls, and taking/leaving messages. |  |
| CTE BMAS.6.3.3 Locate telephone numbers and contact information. |  |

### Performance Standard BMAS.6.4 Understand File/Records Management

| 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 BMAS.6.4.1 Identify types of filing supplies, procedures, and systems. |  |
| CTE BMAS.6.4.2 File office information manually and electronically. |  |
| CTE BMAS.6.4.3 Retrieve information from files. |  |
| CTE BMAS.6.4.4 List the phases of a record life cycle. |  |

### Performance Standard BMAS.6.5 Understand How Businesses Are Organized

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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 BMAS.6.5.1 Describe the differences between the various types of business ownership. |  |
| CTE BMAS.6.5.2 Describe the hierarchy of a business organization and the roles of key officers. |  |
| CTE BMAS.6.5.3 Compare and contrast various types of management styles. |  |

### Performance Standard BMAS.6.6 Understand Proper Use of Office Tools and Equipment

| 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 BMAS.6.6.1 Identify when to use facsimile versus scanned documents. |  |
| CTE BMAS.6.6.2 Discuss copy machine usage and maintenance. |  |
| CTE BMAS.6.6.3 Operate 10‐Key calculator. |  |
| CTE BMAS.6.6.4 Set up and use audio visual equipment. |  |
| CTE BMAS.6.6.5 Explain the use of multi‐line phones and conference calls. |  |
| CTE BMAS.6.6.6 Describe web‐based and video conferencing. |  |
| CTE BMAS.6.6.7 Discuss technology device trends as applied to business environments. |  |

### Performance Standard BMAS.6.7 Investigate Careers in Administrative Services

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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 BMAS.6.7.1 Research various careers related to administrative services and office management. |  |
| CTE BMAS.6.7.2 Compare personal traits, likes, and dislikes with characteristics typical in administrative services careers. |  |
| CTE BMAS.6.7.3 Explain the role and responsibilities of administrative assistants. |  |

# 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 Administrative Service Program Standards](https://cte.idaho.gov/wp-content/uploads/2016/01/Administrative_Service_Standards-1.pdf) [↑](#footnote-ref-1)