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Introduction

In 1998, the Nebraska State Board of Education approved standards in four core areas. Those standards were published and distributed in a document called *Nebraska L.E.A.R.N.S.* (Leading Educational Achievement through Rigorous Nebraska Standards). That document started the conversation in Nebraska about standards and what students should know and be able to do. Published in 2000, the *Links to L.E.A.R.N.S.* complements *Nebraska L.E.A.R.N.S.* and expands the conversation by showing how teachers throughout a school support and teach to the standards.

Standards in only reading, writing, math, science, and social studies/history are not enough to provide a full educational experience for our youth. We must also consider the Essential Learnings in areas not addressed by the standards. As with the standards, Essential Learnings are the most enduring concepts, ideas, and information in each subject or discipline. The Business Education Essential Learnings were crosswalked or correlated to the academic standards in 1999. The *Crosswalking Standards* chapter of the *Nebraska Business Education Framework* has assisted teachers across the state as local school districts have aligned curriculum and developed assessment plans.

The *STARS* (School-based Teacher-led Assessment and Reporting System) *Planning Guide* and *STARS Assessment Toolkit* were made available to administrators and were designed to assist teachers in implementing and assessing student performance where it matters most—in daily instruction in the classroom. Pages 4–14 of this chapter reflect the content found in the Reading/Mathematics section of the *STARS Assessment Toolkit*.

Assessment holds an ever-increasing role of importance in schools. Through assessment we are able to reflect on what we teach and how we teach. The challenge of designing quality assessment for all learners becomes central to curriculum design and school improvement.

As Nebraska moves toward assessment of our standards, it is important to recognize that just as a standard can be taught outside the four core areas, it can also be assessed in other classes in various ways. This new chapter features Business Education Assessment Models for the Business Education Essential Learnings (performance standards). A writing team comprised of middle school, secondary, and postsecondary business educators spent two weeks developing assessment models for each of the Business Education Essential Learnings. It is the team's hope that these exemplary assessment models will serve as a valuable resource for Nebraska's business education teachers.

Acknowledgments

Recognition and appreciation are extended to Pam Trefz, Deb Romanek, John LeFeber, Vickie Scow, and Pat Roschewski, Nebraska Department of Education (NDE), for developing much of the introductory assessment content found in this chapter. Thanks also to Kimberly Schultz, Iowa, who shared her expertise with the writing team and provided exemplary models. Special thanks to University of Nebraska–Lincoln (UN-L) staff and the NDE staff who have developed this new section of the *Nebraska K-12 Business Education Framework*.

NDE gratefully acknowledges the contributions of the following teachers who participated in the development of the Business Education Assessment Models.

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Introduction
to
Quality Classroom Assessment

Beliefs about Classroom Assessment

We believe that classroom assessment for all students should be:

- aligned to instructional goals,
- an integral, enriching part of learning and instruction,
- student-centered,
- reflective of individual needs and cultural influences,
- non-threatening and motivating,
- on-going to provide ample opportunities for success,
- aimed at development of self-assessment skills, and
- communicated to a variety of audiences.

What Does A “Good” Classroom Assessment Look Like?

- **Tests appropriate grade level and achievement of standards**
Curriculum, instruction, and assessment are not separate. Assessment needs to be aligned with learning and teaching. Design/selection of assessment tasks requires clear knowledge of the curriculum objectives. Students should only be assessed on the knowledge and skills their teachers have given them opportunities to learn, and each task should be well within the capabilities of most students. Students must be given the opportunity to learn the content of the assessment prior to being evaluated.
- **Written at appropriate levels of difficulty and readability**
The language of assessment must match the language of instruction and the students’ level of learning. If not, then assessment produces undue language biases and invalid results. Students must be fluent in the language in which they are to be assessed, and the level of language used in the assessment must match their stage of language development.
- **Contains clear, concise directions**
Directions must be written so that all students can follow them. Writing such directions requires clear objectives, a logical flow with transitions between steps, and language that is simple and appropriate for students’ age levels. Teacher questioning is an important mechanism for determining student problems, concerns, and misconceptions.
- **Is unbiased in terms of gender, race, religion, or culture**
Avoid using language that might be offensive to students based on their gender, ethnicity, socioeconomic status, religion, or other group-defining characteristics. Also, avoid using a context that might be unfamiliar to some of the students being assessed.

STARS Assessment Toolkit, 2000. Reading/Mathematics Section is used for pages 4–15 of this chapter.

Types of Assessment

The *STARS Toolkit* uses six types of assessment as a framework for assessment design. The table below provides examples of assessments described in the toolkit. The examples provided for each type of assessment are not exhaustive. Teachers may wish to include additional examples of their own.

Closed and Open-ended Assessments

Closed assessments are questions or tasks that have one single, specific correct answer. Typically, selected response assessments are closed.

Open-ended assessments are questions or tasks that have many correct or excellent responses intended to promote thinking and application of ideas and information. There are no single, specific correct answers. Assessment types listed below may be either closed or open-ended.

On pages 13 and 14 are charts describing some advantages and disadvantages of closed and open-ended assessments.

Assessment Types with Examples

Selected Response	Constructed Response	Product	Performance	Observation	Interaction/Personal Communication
Multiple Choice True/False Matching	Completion-Fill-in Short Answer Label a Diagram Show Work Visual Representation <ul style="list-style-type: none"> • Concept Map • Semantic Web • Chart • Graph 	Research Paper Project Report Exhibit Model Video Audiotape Multimedia Report Web Page	Oral Presentation Speech Demonstration Dramatic Reading Enactment Debate Multimedia Presentation Investigation Experiment	Anecdotal Records Checklist Informal Notes	Interview Oral Questioning Oral Discussion Think Aloud Learning Log Response Journal Conversations

Types of Assessment

Selected Response Assessments

What are selected response assessments?

Selected response assessments, also known as objective tests or forced-choice assessments, tend to be used to demonstrate mastery of factual information. However, it is possible to design selected response tests that measure more complex thinking. Three main selected-response format types are multiple choice, true/false, and matching.

Selected response assessments can sample mastery of knowledge and prerequisites skills for a performance or product. They cannot tap the performance itself or assess the quality of the product. (Stiggins, 1997)

What can these methods do?

- Assess a large number of topics and ideas.
- Be scored objectively.
- Provide formative and summative information.
- Be easily understood by students and parents.

Multiple Choice

Multiple choice items include a question or an incomplete statement and a set of responses from which to choose. The item asks for the students to choose the *best* or *correct* choice to answer the question or complete the statement.

The main body of a multiple choice item is the stem. The stem may take the form of an incomplete statement or a direct question. Alternatives or options are the choices provided from which a student selects the best or correct answer. Distracters or choices that are the correct answer are also included.

In constructing multiple-choice stems, these guidelines should be considered:

- Use a concise, direct question that describes a single problem.
- Follow the rules of grammar.
- Highlight critical words such as *always* and *never*.
- Use negatively stated items only if absolutely necessary.

In constructing alternatives for multiple-choice items, these guidelines should be considered:

- Use alternatives that are plausible as a correct response.
- Avoid technical and unfamiliar phrasing.
- Have a clearly *best* answer.
- Make alternatives that are consistent in length, parallel, grammatically correct, and correspond with the stem.
- Use logical or numerical ordering when needed.
- Include four options.
- Make options similar in content.
- Rotate position of correct answer.
- Do not use “all of the above,” “none of the above,” “a and b,” “b, c, and d,” etc.

Multiple-Choice Item Review Criteria

- Is the task implied by the item congruent with the skill/objective?
- Are accompanying graphics clear?
- Is the reading level of the item and of any accompanying text appropriate?
- Is the stem as short and concise as possible?
- Does the stem present a complete, unambiguous problem?
- Is the stem free of any grammatical clues?
- Is the stem stated in a positive rather than a negative way?
- Are there four alternatives?
- Are alternatives of approximate equal length?
- Is repetition of information in the alternatives and stem avoided?
- Is there one alternative that is clearly the correct answer?
- Is the correct answer specified on the answer key?
- Has cultural, gender, ethnic bias, and stereotyping been avoided?

Accounting Principles Example:

During periods of consistently rising prices, the _____ method of pricing inventory yields the highest possible amount of net income.

- a. LIFO
- b. Average-Cost Method
- c. FIFO*
- d. Specific Identification Method

Technology Operations Example:

Software used to access information on the web is referred to as a:

- a. home page
- b. window
- c. server
- d. browser*

True/False

When using this type of selected response, students indicate whether statements are true or false. It is very tempting when constructing these items to focus on small factual details from the material that was covered in class or presented in the textbook. If these factual details are not critical to the primary intended achievement targets, then it would be inappropriate to include this information in an assessment.

In constructing true/false items, these guidelines should be considered:

- Avoid using trivial statements.
- Avoid using broad general statements.
- Avoid the use of negative statements.
- Avoid including two ideas in one statement.
- Create true statements and false statements that are approximately equal in length.
- Balance the number of true and false statements.
- If an opinion is expressed, attribute it to the source.

* Indicates correct response.

Business and Consumer Law Example:

True* or False When there is a conflict among terms, handwriting prevails over typewriting, and typewriting prevails over typesetting.

Keyboarding Example:

True or False* In word processing programs, a return/enter at the end of each line will allow the text at the end of each line to wrap automatically and adjust the line breaks to fit within the specified margins.

Matching

Matching items consist of two parallel lists of words or phrases that require the student to match entries on one list with appropriate entries on the second list.

In constructing matching items, these guidelines should be considered:

- Use a homogeneous set of materials with all responses plausible for a given item.
- There should be an imperfect match between a number of items and responses in order to prevent students from simply using the process of elimination to determine the correct response.
- Include no more than *four to seven* items in each matching exercise.
- Arrange the responses in logical order if possible.
- Indicate in the directions the basis for matching.
- Place all of the items and responses on the same page.

Entrepreneurship Example:

In the blank next to each of the following e-commerce phrases or definitions, write the letter of the corresponding term or phrase.

- a. cookie (1)
- b. pop-up ads (no answer provided)
- c. electronic shopping cart (4)
- d. GIF (2)
- e. online malls (3)

- _____ 1. A file of information about you that some web sites create and store on your hard drive when you visit the site.
- _____ 2. Universal standard format for storing images for display in web browsers.
- _____ 3. Give access to a large number of stores in one convenient location.
- _____ 4. A small program at the site that keeps track of your selections as you shop.

Technology Operations Example:

Match the following terms to their appropriate definitions.

- | | |
|---------------------------------------|--------------------------------|
| _____ 1. network of networks | a. HTTP (3) |
| _____ 2. uniform resource locator | b. hyperlinks (5) |
| _____ 3. hypertext transfer protocol | c. Internet (1) |
| _____ 4. language to create animation | d. Java (4) |
| _____ 5. connects web pages | e. URL (2) |
| | f. Yahoo! (no answer provided) |

Constructed Response Assessments

What are constructed response assessments?

Constructed response assessments are brief responses to open-ended or specific questions. Constructed response assessments include fill-ins, short answers, labeling a diagram, showing work, visual representations, webs, charts, and graphs.

Constructed response assessments can tap understanding of relationships among facts and knowledge and provide some insight into reasoning proficiency. They can assess the prerequisite knowledge and skills. They can also reveal gaps in understanding or student misconceptions.

What can these methods do?

- Stimulate student thinking and creativity.
- Provide a variety of assessment formats.
- Promote higher-level thinking such as synthesis, analysis, and application.
- Provide a more in-depth assessment of specific topics and ideas.

Fill-in

Student supplies a word, a number, or a symbol in response to an incomplete sentence.

In constructing fill-in items, these guidelines should be considered:

- Reword statements so they do not come directly from the textbook.
- Word the statement in such a way that the required answer is both brief and specific.
- Use blank spaces that are equal in length.
- Provide adequate space for answering the item.
- Limit the number of blank spaces in each statement.

Marketing Example:

A(n) _____ is a registered symbol or brand name that can be used only by its owner to identify a product or service. (trademark)

Management Example:

An expenditure for the purchase or expansion of a long-term asset is called a(n) _____ . (capital expenditure)

Short Answer

Students supply a word, phrase, sentence(s) or draw a diagram or picture in response to a direct question.

In constructing short answer items, these guidelines should be considered:

- Use direct questions.
- Word the question in such a way that the required answer is both brief and specific.
- When the required answer is to be expressed in numerical units, indicate the unit of measurement to be used and the number of significant digits to be retained.

Telecommunications Example:

Explain the advantages of using electronic mail.

International Business Example:

What are the cultural differences between Americans and Japanese that could impact a business transaction?

Show Work

Students show all the steps of a process or procedure in sequential order.

In constructing show work items, these guidelines should be considered:

- Provide enough room for students to show each necessary step.
- Make sure the question lends itself to showing sequential steps.

Accounting Principles Example:

Solve the following problem. Show your work by writing each step for all operations.

ABC Company sold merchandise on account to James Morgan at a cost of \$2,010. The state sales tax is 6% and the local city tax is 1½%. Calculate the total amount of Mr. Morgan's accounts receivable.

Finance Example:

Solve the following problem. Show your work by writing each step for all operations.

Maria worked 42 hours last week. She earns \$8.50 an hour and earns time and a half for overtime hours over 40 hours. Calculate Maria's total gross earnings.

Label a Diagram

Students respond to the parts of a diagram the teacher specifies for labeling.

In diagram items, these guidelines should be considered:

- Keep drawings simple, clear, and neat.
- Directions are clear and concise on what is asked to be labeled.
- Provide enough room to place labels in the appropriate location.

Technology Exploration and Applications Example:

Label the icons on the word processing formatting toolbar.

Keyboarding Example:

Given a standard business letter, label each letter part.

Visual Representations

Students explain or clarify with an illustration that helps organize their information visually. Webs, charts, graphs, timelines, Venn diagrams, and character maps would be sample format types of visual representations.

Product Assessments

Product assessments allow students to demonstrate competence by creating tangible objects. To assess student achievement of some standards, teachers might examine and evaluate student-made products such as journals and logs, notebooks on particular topics, videotapes, audiotapes, multimedia presentations, computer demonstrations, bulletin boards, inventions, investigative reports, mathematical models, essays, research papers, science projects, spreadsheets, web pages, and exhibits. Portfolios may also be thought

of as products when they are designed to show evidence that a particular performance standard has been reached. Portfolios may also be used to organize and showcase multiple products students develop, providing teachers, students, and parents with representative samples of students' overall achievement in a subject.

Performance Assessments

Performance assessments, as defined in this document, present students with tasks, projects, or investigations that culminate in student presentations. Teachers or other assessors observe students' presentations and use predetermined criteria to rate their performances. Performance assessments are often used in conjunction with product assessment, since students frequently present information about a product they have developed. Observation and interaction/personal communication assessments are also used frequently with performance assessments to evaluate processes students used as they developed their performances.

Examples of performance assessments include oral presentations, demonstrations, dramatic readings, reenactments, debates, multimedia presentations, and formal speeches.

Observation Assessments

Observation assessments include systematic documentation of student progress using checklists, anecdotal records, and informal notes. Observation assessments are often used to provide documentation of student progress over time and to provide information about processes students use as they learn and demonstrate their new knowledge. Observations usually describe such things as students' attitudes, strengths, weaknesses, learning styles, skills, and strategies.

Examples of observation assessments include checklists, anecdotal records, and informal notes. A checklist is a recordkeeping device teachers use to monitor specific student skills and behaviors. Anecdotal notes are developed when teachers or other assessors record and date brief comments related to specific student standards or goals. Informal notes are narrative records of insights and inferences teachers gather as they observe students over time.

Interaction/Personal Communication Assessments

Interaction and personal communication can be used as assessment tools. They are spoken or written dialogues between students and assessors for the purpose of determining students' thinking processes, although they may also be used to evaluate whether students arrive at an appropriate answer to a problem or question. Interaction/personal communication assessments can also assess whether students make rote responses or incorporate new ideas into their own conceptual structures.

Examples of interaction/personal communication assessments include the following:

- *Interview*—formal and informal spoken or written exchange between teachers or assessors and students.
- *Oral questioning*—reflections and oral responses to activities and problems.
- *Think aloud*—verbalized thinking while performing a task.
- *Response journal*—written journal in which students respond, usually with structured assignments.
- *Conversations*—informal spoken exchanges about a specific topic.

Open-ended Assessments

Elements	Advantages	Disadvantages
Quantity	Fewer questions are used to provide an in-depth look at student knowledge and thinking skills.	More frequent, shorter forms of assessment are required.
Construction	Can be easily constructed.	Word choice is critical to obtain the information desired.
Administration Time	Potential flexibility with time and student interaction with assessor.	Test-taking time varies tremendously and depends on nature and quantity of questions.
Scoring	Does not reward guessing.	May take longer time to evaluate due to variety of responses and formats.
Appropriateness	Format is familiar to many students. Supports a variety of learning styles such as visual, kinesthetic, auditory, etc.	May be dependent on the ability to read and write. Language proficiency influences responses.
Student-Input Interaction	Students are encouraged to be creative and to express their thoughts and interests.	Student answers may become lengthy and disjointed.
Implications for Curriculum	Focuses on understanding, application, and synthesis of knowledge. Encourages relevancy. Provides insights into student thinking.	Factual knowledge is not emphasized.
Alignment to Instruction	Reveals gaps in understanding and misconceptions that should be used to plan further instruction.	Time consuming especially when reteaching or refocusing is required.
Feedback	Feedback is individualized. Provides more specific feedback about individual strengths and weaknesses.	Meeting diverse student needs requires more teacher time and preparation.
Interpretation	Interpretation is student centered and reflects levels of student understanding of a topic.	Time consuming. Results cannot be easily summarized by a single score.

Closed Assessments

Elements	Advantages	Disadvantages
Quantity	Assess large number of items in support of validity, reliability, and sampling issues.	Students may feel overwhelmed with large number of items that may promote guessing.
Construction	Take relatively little time to construct if commercially made products are used. Many commercially produced tests contain this type of assessment.	Difficult to construct good items. Can be time and labor intensive for teacher/district constructed tests.
Administration Time	May require shorter amounts of time to administer than other types of assessment.	Time depends on nature and quantity of questions.
Scoring	Can be scored objectively using a machine or template.	Many times only a composite score is provided but no further analysis provided.
Appropriateness	Most older students have experience with tests, quizzes, homework, or practice exercises. Require minimal directions for students to recognize and understand the expectations.	Primary age students with limited experience may have difficulty with assessment format. Language barriers, cultural influences, and use of various contexts can cause misinterpretation of question and responses.
Student-Input Interaction	Can involve students in generating questions and practicing self-assessment.	Limited opportunity for student creativity or expression of original thought.
Implications for Curriculum	Focus is on acquisition of facts, knowledge, and prerequisite skills.	Often not focused on understanding and application of concepts. May not be relevant to everyday problem solving.
Alignment to Instruction	Results guide reteaching and remediation by revealing common classroom mistakes.	Difficult to measure processes, critical thinking, creativity, oral communication, or social skills of individuals.
Feedback	Provide immediate feedback for students, teachers, and parents.	Can be too narrow if used as the single assessment instrument.
Interpretation	Easily understood by students and parents.	May lead to the perception that more learning has occurred than actually has. Factual recall does not necessarily mean the student fully understands the concept.

Assessment Methods and Products

The following list includes written, oral, creative, electronic, and other methods/tools of assessment. It is NOT meant to be an all-inclusive list.

Individual and Group Presentation/Performance	Written Forms	Graphic Organizers
Character/person portrayal	Advice column	Budget
Competitions	Book or autobiographies	Chart
Demonstration or debate	Character sketch	Database
Exhibits	Comic book	Plan
Fairs (career, science)	Critiques and reviews	Poster
Follow instructions	Editorial	Schematic drawing
Information interview	Feature story	Flowchart
Informative speech	Guidebook/instruction manual	Graph
Job interview	Instructions or directions	List
Marketing campaign	Itinerary	Spreadsheet
Meeting of the minds	Journal	Survey or poll
Musical rap	Letter to the editor	Table
Oral interpretation	Magazine article/news story	
Panel discussion	Outline	
Research paper	Summary	
Response paper	Worksheet	
Artistic Products and Forms	Technical Products	Electronic Productions
Cartoon	Assembly line	Audiotape an event
Collage or dioramas	Design an advertisement	Design a videotape
Computer graphics	Inventions	Musical recording
Design a model	Sales pitch	Radio or TV ads
Drawing or illustration	Scale or working model	Radio or TV documentary
Editorial cartoon	Technical drawings	Radio or TV news report
Game	Technical manual	Radio or TV variety show
Mobile	Technical specifications	Slide show
Photo album	Timeline	Talk show
Poster		Web site
Scripts		
Sculpture		
Storytelling		
Computer Programs		
Use word processing to . . .		
Use spreadsheet to . . .		
Use database to . . .		
Use Internet to . . .		
Use specialized program to . . .		
Use communications to . . .		

Adapted from *Teaching for High Performance*, John Wessels and Clyde Birkholz, 1995.

Rubric Design

What is a Rubric?

A rubric is one of the tools used in assessment. It is a scoring guide and self-assessment that describes student work at different levels of performance. It enables teachers and students to distinguish between performances of different quality. A rubric provides feedback by indicating to learners what the teacher expects and what they need to do to improve.

A Typical Rubric

- Articulates the knowledge and skills to be assessed.
- Provides to students indicators for each level of performance before the learning activity begins.
- Contains a scale with a range of quality.
- Becomes more concrete, descriptive, and valid when illustrated with the analysis of student work.

What is the Value of a Rubric?

Rubrics allow teachers to create their own sets of criteria to assess learner performance. A rubric provides clarity about objectives and the possibility of more reliable self-assessment and evaluation.

What are Language Considerations in Rubric Design?

- Language requires clarity: support indicators with exemplars and models.
- Use constructive terms rather than judgmental terms, (e.g., “shows detail” not “poorly illustrated”).
- Use words indicating quality rather than quantity.
- Rely on descriptive language as opposed to comparatives or value language. The key to good rubric construction is to eventually replace (or amplify the meaning of) words like “excellent” with language which, in effect, describes what excellence actually looks like in performance.
- Always describe the lowest points on the scale with an accomplishment rather than negative terms.
- Use indicators that are sufficiently rich to enable learners to verify their score, accurately self-assess, and self-correct.

How is a Rubric Developed?

- Decide what criteria will be used to assess the performance objective and whether there will be one rubric or separate rubrics for each criterion.
- List the criteria in the vertical column of the rubric grid.
- Build a rubric from the top, starting with a description of an exemplary performance (advanced level). Record these in the first vertical column of the grid.
- Continue identifying indicators for each level of achievement (proficient, basic, and in progress).

Wiggins, Grant. *Rubrics & Scoring Criteria: Guidelines and Examples*, CLASS, pg. 84, pg. 85, pg. 91, 1995.

Kitchen Sink Rubric				
	Professional	Quality	Acceptable	Not Acceptable
Format	Professionally laid out	Follows prescribed format	Format acceptable	Does not follow format
Mechanics	Sentences are complete and without flaw; mechanics are without flaw	Sentences are complete; capitalization, punctuation, and spelling are quality	Occasional errors, but not enough to distract	Sentences fragmented, too many errors
Word usage	Word choice is professional	Word choice makes piece interesting	Word choice acceptable	Word choice inadequate or inappropriate
Organization	Professionally organized; progression is effective	Organization is logical; gets point across well	Presentation is ordered in an acceptable manner	Random, disorganized, poorly planned
Neat and orderly	Professional appearance	Quality appearance	Neat and orderly	Lacks neatness and orderliness
Creativity	Very clever; creatively designed	Displays creative thinking	Shows some creative thinking	Lacks creativity
Message	Message flows and is pleasurable	Message is clear and easy to understand	Message can be understood	Message is not easy to understand
Demonstrated learning and understanding	Applied or integrated concepts, gave good examples	Used examples to make clear and enhance understanding	Used performance indicators to justify thinking	Thinking not justified; no evidence that knowledge was learned

Teaching for High Performance, John Wessels and Clyde Birkholz, 1995.

Assessment Definitions

<p>Accountability: Reporting a data-based summary of student learning to the public, including identification of system-wide strengths and weaknesses and specific plans for using the information to improve learning.</p>	<p>Norm-Referenced Test: A standardized assessment (in which all students perform under the same conditions) that compares a student or group of students with a specified reference group, usually one of the same grade and age.</p>
<p>Analytical Trait Scoring: Scoring performance on several dimensions; giving more than one score.</p>	<p>Open-ended: A question or task that has many correct or excellent responses—intended to promote thinking and application of ideas and information. There is no single, specific correct answer.</p>
<p>Assessment: Systematically gathering information about student learning and using that information to communicate with students, parents, and others to improve learning and performance.</p>	<p>Performance Assessment: Assessment that is based on observation and judgment of student-created products and/or performances; intended to provide a rich portrait of student learning.</p>
<p>Closed: A question or task that has one single, specific correct answer.</p>	<p>Performance Task: Short- or long-term activities that include rich opportunities to learn and systematic opportunities to assess the quality of student work.</p>
<p>Constructed-Response Item: An assessment unit with directions, a question, or a problem that elicits a written or graphic response from a student.</p>	<p>Personal Communication: Using oral questions and student responses as opportunities for assessment; also includes interviews, examining student questions, and informal conversation.</p>
<p>Criteria: The key qualities or dimensions of an effective performance.</p>	<p>Reliability: The degree to which an assessment yields dependable and consistent results repeated over time.</p>
<p>Criterion-Referenced Test: A standardized assessment (in which all students perform under the same conditions) that measures a student’s performance according to specified standards or criteria rather than in comparison with the performances of other test takers.</p>	<p>Rubric: A guide for scoring student performance; sometimes includes descriptions of key characteristics of varying levels of performance.</p>
<p>Evaluation: Making judgments about student performance based on quality information gathered systematically over time.</p>	<p>Selected-Response: A question or task in which students must choose what they believe is the best or correct answer.</p>
<p>Holistic Scoring: Scoring performance as a whole; based on criteria but not giving feedback on specific qualities of the student’s work; giving a single score.</p>	<p>Validity: The ability of a test to measure what its authors or users intend it to measure.</p>
<p>Inter-Rater Reliability: The reliability of scoring across raters. The most common measure of inter-rater reliability is the percent of exact agreements between two scorers independently scoring the same set of papers.</p>	

Assessment Models for Business Education Essential Learnings

Accounting Principles

Strategy: Rubric for Paired Payroll Presentation

Performance Standard: BE 12.14.0 Students will understand accounting principles and procedures. They will demonstrate competency by preparing, maintaining, and interpreting accounting records.

Instructional Content: BE 12.14.7 Payroll—apply payroll theory and procedures

Intended Student Level: Secondary level

Outcomes: Students will perform essential calculations, maintain employee records, and record related transactions.

Connecting Curricular Areas: Math

Link to L.E.A.R.N.S.:

M 12.2.3 Students will perform estimations and computations mentally, with paper and pencil, and with technology.

S 12.1.1 Students will develop an understanding of systems, order, and organization.

Procedures:

- Calculate hours worked, regular, overtime, total earnings, withholdings, and net pay.
- Paired Student Activity—Creating a visual presentation of payroll progression, pairs of students select from one or more of the following assignment options: flowchart, mapping, Venn Diagram, illustration, or an organizational chart. Activity may be done in sections, but the final presentation should be interconnected.
- Prepare payroll register and employee earnings records.
- Paired Student Activity, continuation.
- Journalize payment of employee salaries, employer payroll taxes, and payment of payroll taxes.
- Paired Student Activity, concluded.
- Paired Student Activity presented to class.

Teacher Tips:

- Grading scale may need to be adapted.
- International Business Graphic Organizer, found in the International Business section of this assessment chapter, may be adapted to this activity.

Resources:

Paycheck City

<http://www.paycheckcity.com>

Paycheck tools, e.g., calculate paychecks, information on W-4, calculate 401(k)

Payroll Reference Library

<http://www.payroll-taxes.com>

Payroll tax information

PAYROLL
Paired Student Activity Rubric

Criteria	Wt.	Score	Quality (+3)	Acceptable (+2)	Unacceptable (+1)
Content	2		Identifies all steps for calculations of net pay, maintenance of employee records, and subsequent journalizing	Shows steps for calculations of net pay, maintenance of employee records, and subsequent journalizing with only minor omissions	Shows steps for calculations of net pay, maintenance of employee records, and subsequent journalizing but with significant omissions
Procedure	2		Procedure presented clearly; steps are sequential	Procedure presented clearly with only one step not being sequential	Procedure unclear and numerous steps not sequential
Work Ethic	1		Used class time to maximum efficiency; worked well cooperatively	Used class time effectively; worked cooperatively	Did not use class time wisely; did not work cooperatively
Deadline	1		Completed on time and volunteered to present	Completed on time	Completed but not on time
Presentation Audio-visuals	1		Attractively communicated the payroll procedure	Attractively communicated the payroll procedure with only small gaps	Does not communicate
Presentation Delivery	1		Strong and clear	Weak or mumbled	Inaudible

TOTAL (24 pts)

--	--

Grading

A+ = 24 = 100%	B+ = 20 = 92	C+ = 16 = 85	D+ = 12 = 77
A = 23, 22 = 96	B = 19, 18 = 89	C = 15, 14 = 82	D = 11 = 74
A- = 21 = 93	B- = 17 = 86	C- = 13 = 78	D- = 10 = 70
			F = 9 or less = 65

Comments:

Accounting Principles

Strategy: Portfolio of Financial Statements

Performance Standard: BE 12.14.0 Students will understand accounting principles and procedures. They will demonstrate competency by preparing, maintaining, and interpreting accounting records.

Instructional Content:

- BE 12.14.2 Analysis—demonstrate the interpretation of financial statements for personal and business decisions
- BE 12.14.8 Planning and Management—demonstrate accounting procedures and practices related to inventory control, budgetary planning, and financial statement analysis
- BE 12.14.5 Financial Computations—use mathematical concepts to compute financial transactions

Intended Student Level: Secondary level

Outcomes: Students will assimilate information on a worksheet, use that information to generate financial statements, and write portfolio paragraphs analyzing the product and the process.

Connecting Curricular Areas: Math, Science, and English

Link to L.E.A.R.N.S.:

- M 12.2.2 Students will justify the reasonableness of solutions.
- M 12.2.3 Students will perform estimations and computations mentally, with paper and pencil, and with technology.
- S 12.1.1 Students will develop an understanding of systems, order, and organization.
- R/W 12.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.

Procedures:

- Prepare the worksheet and related financial statements.
- Select one series (worksheet and all financial statements) to place in student portfolio.
- Write portfolio paragraphs:
 - Paragraphs should define each of the financial papers and what it represents.
 - Paragraphs should explain the procedural progression and implications of the financial statements for business decisions.
 - Paragraphs should include student reflections of difficult concepts encountered and concepts mastered.

Teacher Tips:

- Portfolios are adaptable to various accounting units.
- Teacher may provide a portfolio template or model to guide students.

Sample Financial Statements Portfolio Paragraphs

Name _____

Class/Period _____

Portfolio Paragraphs

Financial Statements

Worksheet. The worksheet is . . . The worksheet tells me . . . The beginning information for the worksheet is obtained from . . . After obtaining the information, I completed the worksheet by . . . The information from the worksheet was used to . . .

Income Statement. The income statement is . . . The income statement tells me . . . The vital information for the income statement was obtained from . . . The information from the income statement was used to . . . A business would analyze this information to make decisions concerning . . .

(Distribution of Net Income section could be added)

Statement of Owner's Equity. The statement of owner's equity is . . . The statement of owner's equity tells me . . . The vital information for the statement of owner's equity was obtained from . . . The information from the statement of owner's equity was used to . . . A business would analyze this information to make decisions concerning . . .

Balance Sheet. The balance sheet is . . . The balance sheet tells me . . . The vital information for the balance sheet is obtained from . . . The information from the balance sheet was used to . . . A business would analyze this information to make decisions concerning . . .

Student Reflections

As I prepared the financial papers I had difficulty with . . .

I still feel a little unsure about . . .

As I prepared the financial papers I found the . . . to be easily mastered.

Financial Statements Portfolio Rubric					
Criteria	Wt.	Score	Commendable (+3)	Acceptable (+2)	Unacceptable (+1)
Portfolio Project					
Container	1		Neat, colorful, creative, free from distracting symbols or comments; divided into sections for portfolio paragraphs and financial papers	Neat, basic but attractive; sections present but not divided	Messy or inappropriate container; sections not in logical order
Neatness	1		Paragraphs typed; financial papers neatly done; ruler used	Paragraphs handwritten; financial papers neatly done; ruler not used	Paragraphs handwritten; financial papers scrawled; ruler not used
Deadline	1		Handed in early	Handed in on time	Handed in late
Financial Papers					
Completeness	1		Papers completed in detail	Papers completed with minor omissions	Papers present but not completed
Calculations	2		Calculations correct	One calculation error	Two or three calculation errors
Procedures	2		Forms formatted correctly and procedures sequential	One format and/or one sequencing error	Two or more format or sequencing errors
Portfolio Paragraphs					
Content	2		Definition of each item, explanation of meaning, and example clear and complete	Definition of each item, explanation of meaning and example present but somewhat vague	Missing one or two items or not explained
Mechanics	1		Sentences complete and words spelled correctly	Sentences complete with one spelling error	Sentences incomplete or two or three words spelled incorrectly
Concept Evaluation	2		Problems encountered clearly stated; any remaining confusion clearly questioned	Problems encountered stated; any confusion questioned	Problems encountered not clearly stated or present confusion not addressed
Total (39 points)					
Grading Scale					
A+ = 38-39		B+ = 32-33	C+ = 25-26		D+ = 18-19
A = 36-37		B = 29-31	C = 22-24		D = 16-17
A- = 34-35		B- = 27-28	C- = 20-21		D- = 14-15
Comments:					

Accounting Principles

Strategy: Rubric for Accounting Performance

Performance Standard: BE 12.14.0 Students will understand accounting principles and procedures. They will demonstrate competency by preparing, maintaining, and interpreting accounting records.

Instructional Content:

- BE 12.14.1 Accounting Cycle—apply the accounting cycle to various forms of business organizations
- BE 12.14.5 Financial Computations—use mathematical concepts to compute financial transactions
- BE 12.14.7 Payroll—apply payroll theory and procedures

Intended Student Level: Secondary level

Outcomes: Students will demonstrate accounting procedures learned.

Connecting Curricular Areas: Math

Link to L.E.A.R.N.S.:

- M 12.2.3 Students will perform estimations and computations mentally, with paper and pencil, and with technology.
- R/W 12.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.

Procedures:

- Students will demonstrate procedures learned using text activities.

Teacher Tips:

- Rubric can be adapted to any accounting or business class activity.

ACCOUNTING Performance Rubric

Criteria	Wt.	Score	Commendable(+3)	Acceptable(+2)	Unacceptable(+1)
Neatness	1		Neatly handwritten; errors corrected properly; ruler used	Neatly handwritten; errors corrected properly; no ruler used	Errors not corrected properly; no ruler used
Completeness	3		Work completed; necessary abbreviations only	Work completed; abbreviations used throughout	Work incomplete
Mathematical Correctness	3		All information is correct; no mathematical or transpositional errors have occurred	An early mathematical or transposition error forces later figures to be off that would otherwise be correct	Information is way off; numerous math and/or transpositional errors have occurred
Procedural Correctness	3		Work formatted correctly; procedurally correct	Work formatted correctly with minor errors; procedure unclear	Work formatted with numerous errors; procedure questionable
Deadline	1		Submitted on time	Submitted same day	Submitted next day or later
Resourcefulness	1		Sporadically accesses book or previous work; occasionally asks for assistance	Accesses book or previous work; often asks for assistance	Does not access book or previous work; continuously asks for assistance
Work Ethic	1		Begins promptly and stays on task; maintains neat work area; brings needed materials	Once or twice needs encouragement to begin or stay on task; maintains neat work area; brings needed materials	Must be prompted several times to begin or stay on task; work area unorganized; fails to bring needed materials

Total (39 points)

Grading Scale

A+ = 38-39	B+ = 32-33	C+ = 26-27	D+ = 20-21
A = 36-37	B = 30-31	C = 24-25	D = 18-19
A- = 34-35	B- = 28-29	C- = 22-23	D- = 16-17

Student's Name _____

Class _____ Period _____ Date _____

Reinforcement/Simulation Title _____

Business Computations

Strategy: Rubric for Oral Panel Discussion of Peanut Butter-Marshmallow Activity

Performance Standard: BE 8.1.0 Students will understand basic business computations. They will demonstrate competency by performing calculations when processing personal financial documents and making business transactions.

Instructional Content: BE 8.1.4 Statistics—analyze and interpret statistical data in charts, tables, and graphs

Intended Student Level: Middle and secondary level

Outcomes: Students will record, organize, analyze, and interpret statistical data using tables and graphs.

Connecting Curricular Areas: Math and Science

Link to L.E.A.R.N.S.:

S 8.1.1 Students will develop an understanding of systems, order, and organization.

M 8.5.1 Students will collect, analyze, interpret, and display data.

Procedures:

- Assign students into groups of five. One student for each of the following tasks:
 - time and record each individual task.
 - break the graham cracker into four small pieces, placing them on a plate.
 - apply peanut butter to two small pieces of graham cracker, placing them on a plate.
 - apply marshmallow to two small pieces of graham cracker, placing them on the plate.
 - sandwich a peanut butter piece with a marshmallow piece (repeat this for the other pieces), placing them on a plate.
- Each product run will be repeated five times, which results in a total of ten sandwiches.
- Students will complete the table by calculating the average time per task, totaling each product run, and calculating the average time for completed product runs.
- Students then evaluate their sandwiches for quality and calculate the quality control rating.
- Groups will prepare a graphic presentation showing the time for each of the tasks for each of the five product runs.
- Groups will discuss conclusions drawn from the individual task times and quality control data.
- Suggestions to maximize the efficiency and quality control should be offered.
- Groups, with the teacher as a moderator, will present their graph, conclusions, and suggestions as a panel.
- Individuals will evaluate each group using a rubric.

Teacher Tips:

- For a class of 20 this will require two boxes of graham crackers, one small jar of creamy peanut butter, one small jar of marshmallow cream, 8 knives, 8 large plates, 4 small plates, and one stopwatch **per group**.
- Two spoons will be needed to distribute the peanut butter and marshmallow cream to each group.
- Supplies will be needed to “clean up the students” and the desks after this activity.
- Chart for recording times can be teacher or student generated.
- Individual students or the teacher can evaluate each group using the rubric.
- Point values may be added to arrive at a grade.
- Popsicle sticks may be used in place of plastic knives.

Peanut Butter-Marshmallow Sandwich Activity

	Run #1	Run #2	Run #3	Run #4	Run #5	Average
Divide Cracker						
Spread Peanut Butter						
Spread Marshmallow Cream						
Make Sandwich						
Total Time						

Quality Control:
 Defective items/total items = quality control rate

Peanut Butter-Marshmallow Group Evaluation

Circle the column that best represents the group's efforts.

	Hello, Partner! You have been asked to become a full partner in the business!	You're the boss! You are promoted to quality control manager.	You're awarded the consolation prize! You are given a lifetime supply of peanut butter-marshmallow sandwiches.
Graph	Information is accurate; graph accurately shows information; graph is visible to entire class You're a math genius!	Information is accurate; graph is difficult to understand; graph is visible to entire class Tell me more!	Information is inaccurate; graph is too small to be seen by class Nice, but do I need glasses?
Conclusions	Numerous conclusions that follow logical reasoning I see! I see!	Only one conclusion that follows logical reasoning Good start!	No logical support for conclusion What???
Recommendations	Numerous logically possible recommendations Your profits will quadruple!	Only one recommendation that is logically possible Hope this works!	No logical recommendations made I'll sell you my share of the business—cheap!
Oral discussion	All participated in the group presentation I'll invest in your business!	Most group members participated Teamwork, yea!	Dominated by one group member The microphone must NOT be working!

Student's Name _____
 Class _____ Period _____ Date _____
 Comments _____

Finance

Strategy: Checklist for a Budgeting Mobile

Performance Standard: BE 8.7.0 Students will understand money management principles as they relate to personal decisions. They will demonstrate competency by applying financial principles in making their financial decisions.

Instructional Content: BE 8.7.1 Budgeting—develop a personal budget, including income, expenses, savings, and taxes

Intended Student Level: Middle and secondary level

Outcomes: Students will construct a budgeting mobile showing appropriate balance of income, expenses, savings, and taxes.

Connecting Curricular Areas: Math, Social Studies, and Art

Link to L.E.A.R.N.S.:

- M 8.2.3 Students will solve problems involving whole numbers, integers, and rational numbers (fractions, decimals, ratios, proportions, and percents) both with and without the use of technology. Problems will be of varying complexities and can involve real-life data.
- SS/H 12.4.27 Students will discuss, develop, and implement a plan for making informed personal economic decisions.

Procedures:

- Calculate net pay using gross pay less withholdings.
- Categorize expenses.
- Emphasize the need for savings.
- Balance net pay and total expenses.
- Complete Mobile Budget Activity.

Teacher Tips:

- The mobile could be used for numerous business areas, i.e., debits = credits, basic accounting equation.
- The three personalities from the following activities could be used to develop a spreadsheet.
- The art teacher may be involved for construction of the mobile.
- A variety of supplies will be needed to create the mobile or students may supply materials.
- The activity could be student or teacher evaluated.
- Points could be assigned to the checklist or a rubric created for evaluation.

Resources:

Human Resources (Eastern Michigan University)

<http://www.emich.edu/public/coe/nice>

Human resources, Consumer Fact Sheet, Mini-lessons on Credit, etc.

NASD Individual Investor Services

<http://www.investor.nasd.com>

Lesson plans for teachers on basics of savings and investing

Escape from Knab
<http://www.escapefromknab.com>
Online game of budgeting

Mobile Budget Activity

Students will select one of the following personalities:

Alex/Alexis Athlete participates in three sports at Acme High. Alex/Alexis is currently employed at Alberta's as a customer service clerk sacking groceries. Alex/Alexis earns \$50 a week and receives a monthly allowance of \$45. Alex's/Alexis' parents provide a '98 Astro van and pay the insurance. In addition, they give Alex/Alexis \$3 daily for school lunches. Alex/Alexis is required to pay for gas and routine upkeep. Athletic gear, school supplies, and clothes are also Alex's/Alexis' responsibility.

Tico/Tersita Techy attends Tasmania High and is the President of the Tasmania Computer Club. Tico/Tersita is currently employed at Technologies, Inc., as a data entry clerk for 20 hours a week, earning \$120. Tico/Tersita receives \$5 a day for expenses, including school lunches. Tico/Tersita owns a computer but no added peripheral devices. The city metro bus is Tico's/Tersita's only form of transportation. The bus costs 35 cents each way to work three days a week. Tico/Tersita walks to school and is responsible for school supplies, clothes, and computer gadgets.

Sam/Sammie Shop-oholic attends Shubert High and is the best-dressed student in the building. Sam/Sammie is currently employed at Sassy Sal's as a sales clerk. Sam/Sammie earns \$5.75 per hour, working 25 hours per week. All car expenses are paid by Sam's/Sammie's mother, who also provides a \$10 weekly allowance. Sam/Sammie is responsible for school supplies, clothes, and school lunches.

Student Name: _____

Personality Selected: _____

My mobile is: (2 points each)

- | | |
|--|--|
| <input type="checkbox"/> Attractive | <input type="checkbox"/> Mathematically balanced |
| <input type="checkbox"/> Creative and original | <input type="checkbox"/> Physically balanced |

My mobile includes: (2 points each)

- | | |
|--|---|
| <input type="checkbox"/> Allowance | <input type="checkbox"/> School lunches |
| <input type="checkbox"/> Gross Pay | <input type="checkbox"/> Clothing |
| <input type="checkbox"/> Net Pay (gross pay – 20 percent of gross pay = net pay) | <input type="checkbox"/> Savings (at least 5 percent of net income) |
| <input type="checkbox"/> Other income | <input type="checkbox"/> School supplies |
| <input type="checkbox"/> Auto expenses/transportation costs | <input type="checkbox"/> Three additional expenditures selected by student (6 total points) |

Total Points Received _____
(32 Points Maximum)

Finance

Strategy: Checklist for a Written Paper Evaluating Credit Cards

Performance Standard: BE 12.7.0 Students will understand the use of financial principles in making personal and business decisions. They will demonstrate competency by applying and analyzing concepts and principles.

Instructional Content: BE 12.7.2 Credit Management—evaluate the use of credit in a personal or business situation

Intended Student Level: Secondary level

Outcomes: Students analyze credit card applications—preparing a written paper to support their selection.

Connecting Curricular Areas: Social Studies and English

Link to L.E.A.R.N.S.:

R/W 12.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.

R/W 12.3.1 Students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge.

SS/H 12.4.27 Students will discuss, develop, and implement a plan for making informed personal economic decisions.

Procedures:

- Divide students into groups of three and distribute credit card applications (two for each group).
- After reviewing each application, students fill in a table with specific data.
- Rotate credit card applications until all groups have reviewed a sufficient number of applications.
- Based on the data, each group will discuss and then select the card they feel is the best choice.
- Individual students will prepare a written paper with statements supporting their group's selection. Papers should include statements comparing and contrasting data in various categories.

Teacher Tips:

- Some guidance should be given to students for credit card management and ethical responsibilities.
- Numerous credit card applications will need to be collected in advance.
- Any preprinted personal information on the applications will need to be blackened out.
- Points could be assigned to the checklist or a rubric created for evaluation.
- Correspondence Rubric for Good News Letter in the Communications section of this assessment chapter is adaptable.

Resources:

CreditNet

<http://www.creditnet.com>

Current information on credit and credit cards

Consumer Education for Teens

<http://www.wa.gov/ago/youth/creditca/index.html>

Tips for teens on credit cards and other consumer issues

Human Resources (Eastern Michigan University)

<http://www.emich.edu/public/coe/nice>

Human Resources, Consumer Fact Sheet, Mini-lessons on Credit, etc.

Credit Card Application Activity

Card Name	Intro Rate	Regular Rate	Cash Transfer Rate	Cash Transfer Fee	Annual Fee	Method of Calculating Finance Charge	Late Payment Fee	Comments

Credit Card Application Activity Checklist for Individual Written Evaluation

Name _____ Class/Period _____

- | | | |
|-----|--------------|---|
| ___ | 11-15 Points | Chart is included and contains accurate information. |
| | 6-10 Points | Chart is included and contains 7 of the 9 categories. |
| | 0-5 Points | Chart is included and contains 4 to 6 categories. |

- | | | |
|-----|--------------|---|
| ___ | 11-15 Points | Written paper reasonably compares and contrasts 4 or more categories of data. |
| | 6-10 Points | Written paper reasonably compares and contrasts 2 or 3 categories of data. |
| | 0-5 Points | Written paper explains 1 category of data but never compares or contrasts. |

- | | | |
|-----|--------------|---|
| ___ | 11-15 Points | Written paper presents a final selection with strong supporting statements. |
| | 6-10 Points | Written paper presents a final selection with supporting statements. |
| | 0- 5 Points | Written paper presents a final selection with no supporting statements. |

- | | | |
|-----|----------|--|
| ___ | 5 Points | Paper is neatly written and uses proper mechanics. |
| | 4 Points | Paper is neatly written with 2 or 3 mechanical errors. |
| | 3 Points | Paper contains numerous mechanical errors. |

- | | | |
|-----|-----------|-------|
| ___ | 50 Points | Total |
|-----|-----------|-------|

Careers

Strategy: Evaluation for Know-Want-Learn

Performance Standard:

BE 8.2.0 Career Awareness and Exploration—Students will understand career options and explore concepts for working in a global society. They will demonstrate competency by identifying and describing a variety of industries, occupations, and employment skills.

BE 12.3.0 Career Preparation and Job Acquisition—Students will understand career preparation and job acquisition skills required for employment, professional growth, and employment transitions in their chosen fields. They will demonstrate competency by matching skills and aptitudes for occupations, exploring career options, and applying job acquisition skills.

Instructional Content:

BE 8.2.1 Career Interest—assess personal interests related to career opportunities

BE 8.2.2 Career Qualifications—identify qualifications required for various occupations

BE 12.3.1 Career Exploration—explore career opportunities and projected trends nationally and internationally; investigate required education, training, and experience; and develop an individual educational plan

BE 12.3.4 Interest and Aptitude Assessments—examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities

Intended Student Level: Middle and secondary level

Outcomes: Students will job shadow in a career area of their choice.

Connecting Curricular Areas: All curricular areas

Link to L.E.A.R.N.S.:

R/W 12.2.5 Students will use self-generated questions, note-taking, summarizing and outlining to enhance learning.

R/W 12.4.1 Students will apply listening skills in a variety of settings.

Procedures:

- Students will select a career area of focus.
- Students will set up a job shadowing appointment.
- Students will complete the Know and Want portion of the Know-Want-Learn activity before the job shadowing experience.
- Students will complete the Learn portion of the Know-Want-Learn activity after the job shadowing experience.
- Teacher evaluates the Know-Want-Learn activity.

Teacher Tips:

- Job shadowing appointments should be approved through teacher.
- Teacher evaluation could be modified to a peer evaluation.

Resources:

Zeliff, Nancy, Schultz, Kimberly. *Authentic Assessment in Action: Preparing for the Business Workplace*. Delta Pi Epsilon, 1998.

CAREERS
Know-Want-Learn

Student Name		Company Name		
Date		Name/Occupation Shadowed		
Career Area				
Know	Want	Learn		
		Duties Performed	Technological Skills Needed	Human Relations Skills Used
	1 pt	1 pt	1 pt	1 pt
	1 pt	1 pt	1 pt	1 pt
	1 pt	1 pt	1 pt	1 pt
	1 pt	1 pt	1 pt	1 pt

CAREERS
Know-Want-Learn Evaluation

Know:

Completed (✓) _____

Want:

4 different questions are asked (+4) _____

3 different questions are asked (+3) _____

2 different questions are asked (+2) _____

1 question is asked (+1) _____

Learn:

Duties Performed

4 duties identified (+4) _____

3 duties identified (+3) _____

2 duties identified (+2) _____

1 duty identified (+1) _____

Technological Skills Needed

4 skills identified (+4) _____

3 skills identified (+3) _____

2 skills identified (+2) _____

1 skill identified (+1) _____

Human Relation Skills Used

4 skills identified (+4) _____

3 skills identified (+3) _____

2 skills identified (+2) _____

1 skill identified (+1) _____

TOTAL (16 points) _____

Comments:

Communications

Strategy: Reflective Article Summary (Holistic Rubric)

Performance Standard: BE 8.4.0/BE 12.4.0 Communications—Students will understand principles of effective communication. They will demonstrate competency by selecting and using appropriate forms of communication while working individually and in groups.

Instructional Content: BE 8.4.1/BE 12.4.1 Communications—present a positive image through verbal and nonverbal communication

Intended Student Level: Middle and secondary level

Outcomes: Students will write a reflective article summary.

Connecting Curricular Areas: All curricular areas

Link to L.E.A.R.N.S.:

R/W 8.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.

R/W 12.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.

SS/H 12.4.15 Students will develop the skills needed for informed participation in public affairs.

SS/H 12.2.4 Students will analyze how certain cultural characteristics can link or divide regions, such as language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems.

Procedures:

- Locate articles from a variety of sources that discuss communication issues, such as ethics, teamwork, diversity, office politics, technology, etc.
- Read articles and fill out reflective article summary sheet.

Teacher Tips:

- Article required to have two or more key ideas.
- A group discussion over articles could be done.
- An oral presentation could be given by each student.
- Excellent activity for special needs students.
- Excellent activity for writing across the curriculum.

Resources:

Burke, Kay. *The Mindful School: How To Assess Authentic Learning, 3rd Edition*. Skylight Professional Development, Arlington Heights, IL, 1999.

Reflective Article Summary

Name _____ Today's Date _____

Title of Article _____ Author _____

Source _____ Date of Article _____

1. What are the key ideas from this article? (2-3 key ideas)

2. What connections can I make with communications?

3. What questions or comments do I have about communications or the article?

Reflective Article Summary Scoring Guide		
Criteria	Present – 1-2 pts.	Not Present – 0 pts.
Key Ideas		
Connections to communications		
Questions/Comments about communications or article		
Total (6 points)		
Comments:		

Communications

Strategy: Quiz for Letter Parts and Proofreader's Marks
Pair/Peer Evaluation for Correspondence Checklist
Correspondence Rubric for Good News Letter

Performance Standard: BE 8.4.0/BE 12.4.0 Communications—Students will understand principles of effective communication. They will demonstrate competency by selecting and using appropriate forms of communication while working individually and in groups.

Instructional Content:

- BE 8.4.6 Writing—utilize writing skills in note-taking, composition, and daily activities
- BE 12.4.2 Correspondence—compose, format, and edit correspondence
- BE 12.4.7 Proofreading—edit and correct text for grammatical/spelling errors not identified through spell/grammar checking software programs

Intended Student Level: Middle and secondary level

Outcomes: Students will compose, format, edit, and key a Good News letter.

Connecting Curricular Areas: All curricular areas

Link to L.E.A.R.N.S.:

- R/W 8.2.1 Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.
- R/W 12.2.1 Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.
- R/W 8.2.3 Students will demonstrate improvement in organization, content, word choice, voice, sentence fluency, and standard English conventions after revising and editing their compositions.
- R/W 12.2.3 Students will demonstrate improvement in organization, content, word choice, voice, sentence fluency, and standard English conventions after revising and editing their compositions.
- R/W 12.2.4 Students will use a variety of forms to write for different audiences and purposes.

Procedures:

- Class discussion over letter formats, letter parts, editing techniques, and proofreader's marks.
- Quiz over letter parts and proofreader's marks.
- Class discussion over Good News letters.
- Compose a rough draft of a Good News letter.
- Pair/Peer Evaluation including a correspondence checklist.
- Edit Good News letter and submit to teacher.
- Utilize rubric for grading Good News letter.

Teacher Tips:

- Correspondence checklist and rubric can be modified for all types of correspondence.
- Letter Parts/Proofreader's Marks quiz could be read orally.
- Pair/Peer Evaluation can be graded or just checked off as completed.
- Rubric could be modified for other written correspondence activities.

Quiz – Letter Parts and Proofreader’s Marks

Name _____

Points _____ /20

Directions: Write your answer in the space provided.

- _____ 1. The return address is the address of the person who
- receives the letter.
 - writes the letter.
 - receives a copy of the letter.
 - delivers the letter.
- _____ 2. The letter address is the address of the person who
- receives the letter.
 - writes the letter.
 - keys the letter.
 - mails the letter.
- _____ 3. The letter part that starts “Dear . . .” is known as the
- complimentary close.
 - body.
 - salutation.
 - attention line.
- _____ 4. There are _____ returns/enters after the salutation.
- 1
 - 2
 - 3
 - 4
- _____ 5. There are _____ returns/enters between paragraphs in the body of a letter.
- 1
 - 2
 - 3
 - 4
- _____ 6. The space between the complimentary close and the writer’s name is used for
- the attention line.
 - the mailing notation.
 - comments.
 - the signature of person sending letter.
- _____ 7. In a modified block letter the _____ and _____ start at center.
- salutation and date
 - complimentary close and enclosure notation
 - date and complimentary close
 - letter address and complimentary close

- _____ 8. A letter begins at least a _____ below the letterhead.
- single space
 - double space
 - triple space
 - quadruple space
- _____ 9. In a block letter the paragraphs are
- double spaced (DS).
 - indented on the first line.
 - not indented.
 - right justified.
- _____ 10. Mixed punctuation means
- there is a colon after the salutation and a comma after the complimentary close.
 - there is a comma after the salutation and complimentary close.
 - there is no punctuation used in the letter.
 - there is a semicolon after the salutation and a colon after the complimentary close.

Directions: Draw in the appropriate proofreader's mark.

- | | |
|-------------------------|----------------------|
| _____ 11. move right | _____ 16. capitalize |
| _____ 12. new paragraph | _____ 17. lowercase |
| _____ 13. delete | _____ 18. insert |
| _____ 14. transpose | _____ 19. add space |
| _____ 15. close up | _____ 20. move left |

Answer Key:

- | | |
|-------|-----------|
| 1. b | 11. _____ |
| 2. a | 12. _____ |
| 3. c | 13. _____ |
| 4. b | 14. _____ |
| 5. b | 15. _____ |
| 6. d | 16. _____ |
| 7. c | 17. _____ |
| 8. b | 18. _____ |
| 9. c | 19. _____ |
| 10. a | 20. _____ |

Pair/Peer Evaluation Correspondence Checklist

Letter Type _____

Today's Date _____

Your Name _____

Evaluating Whom _____

Letter Format and Style:

Correct

Incorrect

Margins (Top, Bottom, Left, Right)

Paragraph Format (Block/Indented)

Spacing Between Letter Parts

Spacing Between Paragraphs

Block/Modified Block/Simplified

Mixed Punctuation/Open Punctuation

Message:

Direct/Indirect Approach

Introduction Paragraph

Supporting Details in Logical Order

Sincere Tone

Concluding Paragraph

Grammar and English Usage

Proofreading and Spelling

Mailable:

Comments:

COMMUNICATIONS
Correspondence Rubric for Good News Letter

Skill	Wt.	Points	Commendable +3	Acceptable +2	Unacceptable +1		
Deadline	1		Handed in early	Handed in on time	Handed in late		
Presentation Format	2		Typed/Keyed				
Format Features	1		All letter parts are included and in correct position	All letter parts are included but minor placement errors occur	Letter parts are missing or numerous errors in placement of letter parts		
Message	3		Opening paragraph catches reader's attention; good supporting information in logical order; conclusion is excellent; entire message concise	Opening paragraph is standard; good supporting information but logical order needs work; standard conclusion	Missing details or poorly composed paragraphs		
Grammar and English Usage	2		Excellent; no grammar or English errors	Good; easily corrected grammar or English errors	Poor; major grammar or English errors		
Proofreading/Spelling	2		No errors				
Total (33 points)							
Grading Scale							
A		B		C		D	
A+ = 33 pts.		B+ = 27-28 pts.		C+ = 21-22 pts.		D+ = 14-15 pts.	
A = 31-32 pts.		B = 25-26 pts.		C = 18-20 pts.		D = 12-13 pts.	
A- = 29-30 pts.		B- = 23-24 pts.		C- = 16-17 pts.		D- = 11 pts.	
Comments							

Communications

Strategy: Rubric for Oral Presentation

Performance Standard: BE 8.4.0/BE 12.4.0 Communications—Students will understand principles of effective communication. They will demonstrate competency by selecting and using appropriate forms of communication while working individually and in groups.

Instructional Content:

- BE 8.4.3 Presentations—research, compose, and orally present information for a variety of situations utilizing appropriate technology
- BE 12.4.3 International Communications—develop an awareness of the language and varying customs required for international communications
- BE 12.4.6 Presentations—research, compose, and orally present information for a variety of situations utilizing appropriate technology
- BE12.4.10 Technology—use appropriate forms of technology for communications

Intended Student Level: Middle and secondary level

Outcomes: Students will use technology to present research on a foreign country.

Connecting Curricular Areas: All curricular areas

Link to L.E.A.R.N.S.:

- R/W 8.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.
- R/W 12.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.
- R/W 8.1.2 Students will locate, access, and evaluate resources to identify appropriate information.
- R/W 12.1.2 Students will locate, access, and evaluate resources to identify appropriate information.
- R/W 8.2.1 Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.
- R/W 12.2.1 Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.
- R/W 12.2.4 Students will use a variety of forms to write for different audiences and purposes.
- R/W 12.3.2 Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.
- SS/H 12.2.4 Students will analyze how certain cultural characteristics can link or divide regions, such as language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems.

Procedures:

- Students will give an 8-10 minute oral presentation on a foreign country of their choice.

Teacher Tips:

- The oral presentation is a culminating activity. Information on report writing, visual aid preparation, and presentation skills should precede oral presentation.
- Students may use presentation software with their oral report.
- Rubric could be modified for a group presentation.
- Color may be added to visual aids with markers.
- Refer to Graphic Organizer in the International Business section of this chapter.

COMMUNICATIONS					
Individual Presentation Rubric					
Criteria	Wt.	Score	Commendable +3	Acceptable +2	Unacceptable +1
Topic/Purpose	2		Focus limited; purpose established	Focus limited; purpose vague	Focus too broad; purpose unknown
Delivery—Verbal (Pitch, Speed, Volume, Tone, Enunciation)	2		Appropriate pitch, speed, volume, tone, and enunciation	Pitch is up and down; speed and volume varies	Too high or too low; too fast or too slow; too loud or too soft
Delivery—Nonverbal (Eye Contact, Posture, Dress)	1		Smiles, good eye contact, stands up straight; hand gestures compliment speech; appropriate attire	Smiles; refers to notes frequently; stands up straight; few, if any, hand gestures; appropriate attire	No smile, reads from notes/does not address audience; sways and/or grips podium; hand gestures distract from speech; inappropriate attire
Language	1		Appropriate expressions; correct grammar; ideas clearly stated; easy to listen to; smooth transitions	Appropriate expressions; some slang; ideas stated, but not developed; contractions used; transitions need work	Inappropriate expressions; slang and contractions used; ideas are vague; no transitions; frequent um's and uh's
Visual Aids	2		More than two visual aids or an electronic presentation; uses more than one color; appropriate size; appropriate titles; neat; easy to read	One or two visual aids; one or more colors; appropriate size; appropriate titles; neat; easy to read	One visual aid; black/white; no titles; difficult to see and/or read
Introduction	2		Creative; captures attention; sets tone	Good; work on creativity	Blah; no introduction; misleading
Content	3		Clear, specific, and interesting examples are provided and developed; organized; complete; connections made	Examples are generalized; bounces around a bit; complete; connections alluded to	Examples are mentioned; unorganized; incomplete; no connections made
Conclusion	2		High interest finish	Main points revisited	Abrupt; left hanging
Time	1		Excellent length; 8-10 minutes long	Good length; one minute short or over time requirements	Need to work on length; two minutes or more over time requirement or two minutes or less under time requirement
Total (48 points)					
Grading Scale					
A+ = 48 pts.		B+ = 39-41 pts.		C+ = 30-32 pts.	
A = 45-47 pts.		B = 36-38 pts.		C = 27-29 pts.	
A- = 42-44 pts.		B- = 33-35 pts.		C- = 24-26 pts.	
D+ = 21-23 pts.				D = 18-20 pts.	
				D- = 16-17 pts.	
Comments					
<p>Commendable The speaking circuit is clamoring for you! Keynote speaking is in your future! Consider forming your own consulting business and striking out on your own.</p> <p>Acceptable Great breakout session speaker. Speaking engagements supplement income.</p> <p>Unacceptable Don't call us, we'll call you!</p>					

Communications

Strategy: Rubric for Class Portfolio

Performance Standard: BE 8.4.0/BE 12.4.0 Communications—Students will understand principles of effective communication. They will demonstrate competency by selecting and using appropriate forms of communication while working individually and in groups.

Instructional Content:

- BE 8.4.1 Communications—present a positive image through verbal and nonverbal communication
- BE 12.4.1 Communications—present a positive image through verbal and nonverbal communication
- BE 8.4.3 Presentations—research, compose, and orally present information for a variety of situations utilizing appropriate technology
- BE 12.4.6 Presentations—research, compose, and orally present information for a variety of situations utilizing appropriate technology

Intended Student Level: Middle and secondary level

Outcomes: Students will create a class portfolio.

Connecting Curricular Areas: All curricular areas

Link to L.E.A.R.N.S.:

- R/W 8.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.
- R/W 12.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.
- R/W 12.2.4 Students will use a variety of forms to write for different audiences and purposes.

Procedures:

- Students will collect work throughout the course and place it in a portfolio using the following categories: Verbal/Nonverbal, Correspondence, International Communications, and Technology.

Teacher Tips:

- Electronic portfolio may be used.
- Categories may be modified.
- More detailed list of items might be needed.
- This rubric matches up well with other assessments in this section.

COMMUNICATIONS
Class Portfolio Rubric

	Criteria	Wt.	Score	Commendable +3	Acceptable +2	Unacceptable +1
Container	Deadline	1		Handed in early	Handed in on time	Handed in late
	Folder/Notebook	1		Neat; creative; colorful; specifically labeled; appropriate	Neat; basic; black and white; generally labeled; appropriate	Messy; plain, no label; inappropriate
	Organization	2		Table of contents and dividers; items in order	Table of contents or dividers; items in order	No table of contents or dividers; items out of order
Contents	Verbal/Nonverbal	2		Minimum of 3 reflective article summaries	2 reflective article summaries	1 reflective article summary
	Correspondence	2		9 or 10 correspondence activities	7 or 8 correspondence activities	5 or 6 correspondence activities
	International Communications	2		Keyed copy of oral presentation; copy of visual aids; list of resources used in research	Keyed copy of oral presentation; list of resources used in research	Keyed copy of oral presentation
	Technology	2		E-mail evaluations; minimum of three future trend articles	E-mail evaluations; two future trend articles	E-mail evaluations; one future trend article
	Reflective Summary	1		Student fully discusses his/her strengths and weaknesses; sets specific goals	Student fully discusses his/her strengths and weaknesses; sets general goals	Student mentions strengths and does not mention weaknesses; sets no goals
Total (39 points)			<input type="text"/>			
Grading Scale						
A		B		C		D
A+ = 39 pts.		B+ = 32-33 pts.		C+ = 25-26 pts.		D+ = 18-19 pts.
A = 36-38 pts.		B = 29-31 pts.		C = 22-24 pts.		D = 15-17 pts.
A- = 34-35 pts.		B- = 27-28 pts.		C- = 20-21 pts.		D- = 13-14 pts.
Comments:						

Telecommunications

Strategy: Checklist or Rubric for E-mail Activity

Performance Standard: BE 12.12.0 Telecommunications—Students will understand the principles and procedures of transmitting information electronically. They will demonstrate competency by generating and communicating information through the use of electronic resources.

Instructional Content:

BE 12.12.3 Communication Applications—use communication services and applications including telephones, bulletin boards, online information services, electronic/voice mail, and fax machines

BE 12.4.10 Technology—use appropriate forms of technology for communications

Intended Student Level: Secondary level

Outcomes: Students will demonstrate proper e-mail format.

Connecting Curricular Areas: All curricular areas

Link to L.E.A.R.N.S.:

R/W 12.2.4 Students will use a variety of forms to write for different audiences and purposes.

Procedures:

- Teacher will create assignments for students to e-mail an instructor or classmates.
- Assignments could include answering questions in current unit, creating a signature block, sharing with peers, communicating with keypals, etc.
- Checklist/rubric could be used as a quick way to look for appropriate e-mail etiquette.

Teacher Tips:

- Checklist/rubric could be modified for voice mail, videoconferencing, etc.
- Refer to Netiquette guidelines—http://everythingemail.net/email_help_tips.html.
- Checklist/rubric could be sent back to students electronically.
- Activity could be modified for middle level.

Resources:

Lehman, Carol M., Dufrene, Debbie D. *Business Communication*. South-Western College Publishing, 1999.

Everything E-mail

http://everythingemail.net/email_help_tips.html

E-mail tips, netiquette guidelines, etc.

TELECOMMUNICATIONS
E-mail Activity

Criteria	Present (1 pt.)	Not Present (0 pts.)
Subject line meaningful to writer and receiver		
Begins with major idea		
Message clear and concise		
Correct English mechanics used		
Single spaces paragraphs/no indentation		
Uses mixed case for easy reading		
Includes signature file that identifies the writer		
Uses emoticons and e-mail abbreviations appropriately		
Total (8 points)		
Comments:		

TELECOMMUNICATIONS
E-mail Activity

Criteria	Present (1 pt.)	Not Present (0 pts.)
Subject line meaningful to writer and receiver		
Begins with major idea		
Message clear and concise		
Correct English mechanics used		
Single spaces paragraphs/no indentation		
Uses mixed case for easy reading		
Includes signature file that identifies the writer		
Uses emoticons and e-mail abbreviations appropriately		
Total (8 points)		
Comments:		

Keyboarding

Strategy: Rubric for Keyboarding Screening and/or Exit Exam

Performance Standard: BE 8.8.0 Keyboarding Performance—Students will understand basic operations necessary to operate a keyboard. They will demonstrate competency by using the touch method to key information in preparing written communications.

Instructional Content:

- BE 8.8.1 Composition—create and key personal and business documents
- BE 8.8.2 Formatting—format letters, reports, and other miscellaneous documents
- BE 8.8.3 Operation—demonstrate proper keyboarding techniques by keying alphabetic, numeric, and symbolic information

Intended Student Level: Middle level

Outcomes: Students will demonstrate proficiency in the touch method of keyboarding, emphasizing technique, speed, accuracy, and productivity.

Connecting Curricular Areas: All curricular areas

Links to L.E.A.R.N.S.:

- R/W 8.2.1 By the end of the eighth grade, students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.
- R/W 8.2.4 By the end of the eighth grade, students will use a variety of forms to write for different audiences and purposes.

Procedures:

- Observe students as they key various documents to assess their competency level in keyboarding.
- The students will prepare a letter, report, memo, and table among other possible documents.
- Observe students as they key for proper technique, computer usage, proofreading, and editing.
- Assess the students for a minimum speed and accuracy level of 30 gwam with 3 or fewer errors in 3 minutes without error corrections. (This is a suggested minimum level.)

Teacher Tips:

- The rubric can be used to evaluate the competency of students in keyboarding for screening purposes in order to take an advanced class without taking the lower level class.
- Examples of screening documents follow the rubric.
- Columbus High School requires keyboarding as a graduation requirement. Students have the option of testing out by meeting the requirement of keying 30 words a minute in a 3-minute timing with 3 or fewer errors. Out of approximately 300 in a class, ten will elect this option.
- Omaha Public Schools requires benchmarks in their course guide for Computer Information Management. The student competency portfolio can be found in the Resource and References section at the end of this chapter.
- Lincoln Public Schools provides a final project assessment in 8th- or 9th-grade beginning keyboarding.

Resources:

Horry County Schools, South Carolina
<http://www.hcs.k12.sc.us/learnser/results/Kbindex.htm>
Example of keyboarding proficiency test

Keyboarding Screening/Exiting Rubric

Name	Acceptable	Unacceptable
Keyboard straight copy paragraphs with a minimum of 30 words a minute for a period of 3 minutes with a maximum of 3 errors without error correction		
Demonstrate the proper techniques necessary for operation of the keyboard		
▪ Position at the keyboard		
▪ Keystroking		
▪ Space bar		
▪ Enter/return key		
▪ Tab key		
▪ Shift keys		
Produce letters, short reports and tables		
Letters		
▪ Proper letter format		
▪ 2 or fewer errors		
Memos		
▪ Proper memo format		
▪ 2 or fewer errors		
Reports		
▪ Proper report format		
▪ 2 or fewer errors		
Tables		
▪ Proper centering		
▪ 2 or fewer errors		

Note: For screening purposes, all production areas must be acceptable in order for a student to test out. Assessment options may include:

- speed only
- speed and accuracy requirement, followed by production part of assessment
- speed and production requirements

Key the following as a standard memo.

TO: All 8th and 9th Grade Students
FROM: Joseph M. Quade, Principal
DATE: Today's
SUBJECT: FOREIGN EXCHANGE STUDY

On Tuesday, January 12, Mr. Adam Doza of Rotary, International, will be here to discuss foreign study with prospective exchange students.

The meeting will be in Conference Room C of Hutchins Library at 11:15 a.m. After the general session, Mr. Doza will visit with each applicant separately.

Please be prompt for these meetings and bring all your application materials with you.

xx

Lincoln Public Schools Keyboarding Final Project (Exit Assessment), 2000.

Key the following as a two-page report. Make sure you put in a page number and use proper report format.

MARTIN LUTHER KING, JR. (1929-1968)

Martin Luther King was both hero and martyr of the black civil rights movement in this country. No other man has done so much for the black man in so short a time. While studying for the ministry, he began to develop a philosophy of life known as non-violence. During the Montgomery bus boycott of 1955, he showed how nonviolent resistance could help oppressed people. With nonviolent methods, King held the blacks together for over a year despite threats and violence by whites, including the bombing of his own home. The bus boycott ended after a court ruled against segregated seating in buses. With leadership thrust upon him, his ideas matured and found wide acceptance.

After the success of the bus boycott, King and his assistants planned several peaceful sit-ins and marches to dramatize black demands. Many were successful, though only after much blood had been spilled. King always insisted that the marchers remain non-violent, but white reaction was immediate and hostile.

Great strides were made in civil rights in a short time. His continuing activity in marches, demonstrations, and speeches made his efforts known throughout the world. King was recognized worldwide for his work toward peace when he won the Nobel Peace Prize. It was a remarkable honor and well deserved. In April, 1968, while helping sanitation workers on strike, King was struck down and killed by a white man's bullet. At the time his work was beginning to falter, many groups were fighting for black leadership; they felt the time for peaceful marches was over. King was a martyr, not only for the black cause, but for all freedom-loving people.

In addition to being an outstanding leader in the American Civil Rights Movement, King was also a world leader. He was also deeply admired by people all over the world, especially by Africans. Dr. King worked to gain greater civil rights for Blacks. He sought solutions to the many social problems that all people across the world face. He also worked hard for equal rights for women. In addition, he urged American leaders to end American involvement in Vietnam.

Lincoln Public Schools Keyboarding Final Project (Exit Assessment), 2000.

Key the following as a personal-business letter. Use your own return address and the current date.

Mr. Mike Garret
School Pictures, Inc.
457 Truman Avenue
Kansas City, MO 64106

Dear Mr. Garret

Ms. Taylor, our vice-principal, asked me to write to you regarding the arrangements for taking our school identification pictures.

As we understand it, our school will be able to use the pictures for school records, the yearbook, and the student body cards. Students may also buy a large packet for themselves by paying \$4 at the time the pictures are taken.

We have scheduled students whose names begin with A-L for Tuesday, May 5, and students whose names begin with M-Z for Wednesday, May 6. Students will report to the gym beginning promptly at 9 a.m. each day.

Sincerely yours

Your Name
Student Secretary

Lincoln Public Schools Keyboarding Final Project (Exit Assessment), 2000.

Key the following as a two-column table.

BOX OFFICE TOP MOVIES

Weekend of December 25-28, 1998

<u>Movie</u>	<u>Weeks in Release</u>
Patch Adams	one week
Stepmom	one week
You've Got Mail	two weeks
The Prince of Egypt	two weeks
The Faculty	one week
Mighty Joe Young	one week
A Bug's Life	six weeks
Star Trek: Insurrection	three weeks
Enemy of the State	six weeks
Jack Frost	three weeks

Lincoln Public Schools Keyboarding Final Project (Exit Assessment), 2000.

Keyboarding

Strategy: Checklist for a Keyed Letter

Performance Standard: BE 8.8.0 Keyboarding Performance—Students will understand basic operations necessary to operate a keyboard. They will demonstrate competency by using the touch method to key information in preparing written communications.

Instructional Content: BE 8.8.2 Formatting—format letters, reports, and other miscellaneous documents

Intended Student Level: Middle level

Outcomes: Students will demonstrate proper letter formatting.

Connecting Curricular Areas: All curricular areas

Link to L.E.A.R.N.S.:

R/W 8.2.1 By the end of the eighth grade, students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.

R/W 8.2.4 By the end of the eighth grade, students will use a variety of forms to write for different audiences and purposes.

Procedures:

- Provide students with the appropriate letter style model.
- Students will prepare a letter from arranged or unarranged copy from the textbook or outside materials.
- Observe students as they key and provide feedback as needed.

Teacher Tips:

- The checklist can be used with the following letter styles: block, modified block, and simplified.
- Use peer partners for students needing assistance.
- Use visuals of the appropriate model.

Resources:

Refer to Teaching Strategies for Enhancing Curriculum Chapter, pages 33, 35, and 37 in the *Nebraska Business Education Framework*

KEYBOARDING Letter Checklist

	Points	Totals
Letter Parts (6 points each)		
If letter part is not applicable, give 6 points		
Return address (Personal-Business)	_____	
Dateline	_____	
Letter address	_____	
Salutation	_____	
Body	_____	
Complimentary close	_____	
Typed signature	_____	
Reference initials	_____	
Special letter parts	_____	_____ (54)
Margins (3 points each)		
Top margin	_____	
Left margin	_____	
Right margin	_____	_____ (9)
Paragraph Format (3 points each)		
Indent/Block	_____	
Spacing within paragraph	_____	
Spacing between paragraphs	_____	_____ (9)
Spacing between letter parts (3 points each)		
Spacing after dateline	_____	
Spacing after complimentary close	_____	
DS after all others	_____	_____ (9)
Style (3 points each)		
Block/Modified Block/Simplified	_____	
Punctuation (Open/Mixed)	_____	
Alignment (all parts aligned correctly)	_____	_____ (9)
Error free	_____	_____ (10)
Total Points:		_____ (100)
Comments:		

Keyboarding

Strategy: Rubric for Keyboarding Technique

Performance Standard: BE 8.8.0 Keyboarding Performance—Students will understand basic operations necessary to operate a keyboard. They will demonstrate competency by using the touch method to key information in preparing written communications.

Instructional Content: BE 8.8.3 Operation—demonstrate proper keyboarding techniques by keying alphabetic, numeric, and symbolic information

Intended Student Level: Middle level

Outcomes: Students will demonstrate proper keyboarding techniques.

Connecting Curricular Areas: All curricular areas

Link to L.E.A.R.N.S.:

R/W 8.4.1 Students will apply listening skills in a variety of settings.

Procedures:

- Observe students as they key.

Teacher Tips:

- Rubric should be utilized weekly for beginning keyboarding students.
- In beginning keyboarding classes, technique could be as much as 50 percent of grade.

Keyboarding Techniques Rubric

Criteria	Score	Commendable	Acceptable	Unacceptable
Body Position		Feet flat on floor with one foot slightly ahead of the other; sits erect in chair; body in line with keyboard; arms relaxed against sides 7 - 5 pts.	Occasional improper placement of feet or legs; does not always sit erect in chair; body aligned with keyboard; arms somewhat comfortable near side 4 - 2 pts.	Feet or legs crossed or wrapped around chair legs; body slumped in chair; body not aligned with keyboard; arms raised at sides of body 1 - 0 pts.
Hand and Finger Position		Wrists properly elevated; fingers properly curved; fingers on home row keys when not striking keys 8 - 6 pts.	Wrists occasionally slump; fingers raised but not curved; hands on home row when not striking keys 5 - 3 pts.	Wrists rest on desk or keyboard; fingers flat; fingers not on proper home row keys when not striking keys 1 - 0 pts.
Eye-Head Position		Eyes consistently on copy; strikes keys without looking at hands 10 - 9 pts.	Eyes on copy most of the time; strikes keys with occasional peeking 7 - 5 pts.	Consistently looks at hands while striking keys; head moves back and forth from copy to keyboard to screen or paper 3 - 1 pts.
Keystroking Technique		Fingers strike keys with minimum hand and arm movement; uses proper alternate hand for shift key; correct fingers used for each key 15 - 12 pts.	Fingers strike keys with some hesitation; hands move for longer reaches; proper use of alternate hand for shift key; minor deviations from proper fingering 10 - 6 pts.	Fingers pound keyboard; hands roam the keyboard; uses same hand as letter for shifting; inconsistent use of fingers to strike keys 5 - 1 pts.
Total (40 pts.)				
Grades				
A+ = 40	B+ = 35 - 36	C+ = 28 - 29	D+ = 21 - 22	
A = 38 - 39	B = 32 - 34	C = 25 - 27	D = 18 - 20	
A- = 37	B- = 30 - 31	C- = 23 - 24	D- = 16 - 17	

Comments: Practice the circled keys to reinforce correct keystroking patterns.

q w e r t y u i o p 7 8 9
a s d f g h j k l ; ' 4 5 6
z x c v b n m , . / 1 2 3 0

Technology Exploration and Applications

Strategy: Checklist for Basic Word Processing, Spreadsheet, Database, and Presentation Software Techniques

Performance Standard: BE 8.9.0 Technology Exploration and Applications—Students will understand the function and operation of computers and related technology in the home, school, and work environment. They will demonstrate competency by utilizing technology as a tool for communicating and learning.

Instructional Content: BE 8.9.1 Applications—utilize a variety of software applications including word processing, spreadsheet, database, communications, multimedia, and desktop publishing

Intended Student Level: Middle level

Outcomes: Students will demonstrate basic competency techniques of word processing, spreadsheet, database, and presentation software.

Connecting Curricular Areas: All curricular areas

Link to L.E.A.R.N.S.:

R/W 8.1.2 Students will locate, access, and evaluate resources to identify appropriate information.

R/W 8.2.4 Students will use a variety of forms to write for different audiences and purposes.

Procedures:

- Teach basic techniques of word processing, spreadsheet, database, and presentation software.
- Provide students with problems to demonstrate the items found on the checklist.
- Checklist to be completed over a period of time.
- Observe students individually to determine mastery of the basic techniques.

Teacher Tips:

- To facilitate checking of students' competence of the techniques, provide students with another exercise to work on while they are waiting for the teacher check.

Basic Software Technique Applications

Name	Yes	No
Word Processing Techniques		
▪ Selecting text		
▪ Copy/Paste		
▪ Cut/Paste		
▪ Find/Replace text		
▪ Inserting page break		
▪ Inserting date		
▪ Formatting text (bold, underline, italics)		
▪ Formatting paragraphs (spacing)		
▪ Spellcheck		
▪ Thesaurus		
Spreadsheet Techniques		
▪ Entering data		
▪ Editing data		
▪ Inserting rows		
▪ Inserting columns		
▪ Deleting rows		
▪ Deleting columns		
▪ Formatting cells		
▪ Simple formulas		
▪ Simple functions (sum and average)		
Database Techniques		
▪ Designing a simple database		
▪ Entering fields		
▪ Entering data		
▪ Revising data		
▪ Sorting data		
▪ Adding records		
▪ Deleting records		
▪ Finding records		
Presentation Techniques		
▪ Creating slides		
▪ Inserting graphics or clipart		
▪ Formatting slide design		
▪ Formatting text		
▪ Inserting transitions		
▪ Inserting builds		
▪ Viewing slide show		

Technology Exploration and Applications

Strategy: Portfolio Rubric for Demonstration of a Word Processing, Spreadsheet, Database, and Presentation Software

Performance Standard: BE 8.9.0 Technology Exploration and Applications—Students will understand the function and operation of computers and related technology in the home, school, and work environment. They will demonstrate competency by utilizing technology as a tool for communicating and learning.

Instructional Content: BE 8.9.1 Applications—utilize a variety of software applications including word processing, spreadsheet, database, communications, multimedia, and desktop publishing

Intended Student Level: Middle level

Outcomes: Students will produce documents for personal and academic use.

Connecting Curricular Areas: All curricular areas

Link to L.E.A.R.N.S.:

- M 8.6.3 Students will describe and represent relations, using tables, graphs, and rules.
R/W 8.1.2 Students will locate, access, and evaluate resources to identify appropriate information.
R/W 8.2.4 Students will use a variety of forms to write for different audiences and purposes.

Procedures:

- Teach letter, memo, and report formatting and provide students with problems.
- Teach spreadsheet application and provide students with problems.
- Teach database design and creation and provide students with problems.
- Teach presentation software and provide students with problems.
- Review all documents and select one to be kept in the portfolio.
- Provide model for student's procedure for composing portfolio paragraphs.

Teacher Tips:

- Students should save all documents created and select one document that demonstrates competency of the application for their portfolio.

**TECHNOLOGY EXPLORATION AND APPLICATIONS
Portfolio Rubric**

Criteria	Wt.	Score	Commendable (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Deadline	1		Handed in early	Handed in on time	Handed in late
Container	1		Neat; creative; colorful; labeled; appropriate	Neat; basic; generally labeled; appropriate	Messy; plain; no label; inappropriate
Organization	1		Table of contents page; items in order	Table of contents page; items out of order	No table of contents page or order
Document Identification	1		Items specifically labeled	Item labels misleading	Items not labeled
Content Knowledge	3		Demonstrates understanding of application concepts	Demonstrates awareness of application concepts	Indicates student was in class; knowledge base unknown
Portfolio Paragraphs	3		Provides insight to learning acquired and previous learning applied	Provides incomplete picture of learning; not linked to previous learning	Topic sentence describing assignments missing; shows little or no link to previous learning
Total (30 points)					
Grading					
A+ = 30 pts.	B+ = 24 - 25 pts.	C+ = 18 - 19 pts.	D+ = 14 pts.		
A = 28 - 29	B = 22 - 23	C = 16 - 17	D = 12 - 13		
A- = 26 - 27	B- = 20 - 21	C- = 15	D- = 11		
Possible Content					
Word Processing Software: ▪ Business/personal letters ▪ Memos ▪ Reports	Spreadsheet Software: ▪ Example of spreadsheet printouts ▪ Example of tables	Database Software: ▪ Example of database printouts	Presentation Software: ▪ Slides printout ▪ Floppy disk		
Comments:					

Technology Exploration and Applications

Strategy: Rubric for a Computer-Generated Photo Album

Performance Standard: BE 8.9.0 Technology Exploration and Applications—Students will understand the function and operation of computers and related technology in the home, school, and work environment. They will demonstrate competency by utilizing technology as a tool for communicating and learning.

Instructional Content:

BE 8.9.4 Operations—analyze the ways in which a computer processes information and performs tasks
BE 8.9.7 Telecommunications—use electronic resources to access, retrieve, and transmit information

Intended Student Level: Middle level

Outcomes: Students will produce a computer-generated photo album of the different uses for computers.

Connecting Curricular Areas: All curricular areas

Link to L.E.A.R.N.S.:

R/W 8.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.
R/W 8.1.2 Students will locate, access, and evaluate resources to identify appropriate information.
R/W 8.4.1 Students will apply listening skills in a variety of settings.

Procedures:

- Identify, describe, and demonstrate the various forms of input to which students will have access—e.g., mouse, keyboard, scanner, digital camera, etc.
- Students may be given the opportunity to use each of the input forms available.
- Identify, describe, and demonstrate the various forms of output to which students will have access—e.g., screen, printouts, projector, etc.
- Students may be given the opportunity to produce each of the output formats available using word processing, database, spreadsheet, presentation, and/or desktop publishing software.
- Students will produce a computer-generated photo album of the different uses for computers.

Teacher Tips:

- Provide computer magazines, newspapers, and catalogs for pictures.
- Help students use scanner and/or copy/paste pictures from the web into document.
- Digital images may be placed in a three-ring binder with two per page, labeled, and placed in the following categories: computer input, computer output, computer ads, etc.
- An additional option may include a student presentation.

Computer-Generated Photo Album Rubric

Criteria	Wt.	Score	Commendable (+3)	Acceptable (+2)	Unacceptable (+1)
Deadline	1		Handed in early	Handed in on time	Handed in late
Notebook	1		Appropriate; easily expandable	Appropriate	Inappropriate
Cover (page)	1		Colorful; related graphics; name included	Black/white; unrelated graphics; name included	No graphics; name not included
Dividers	1		Colorful; related graphics; labeled	Black/white; unrelated graphics; labeled	No graphics; no labels
Organization	1		Dividers and table of contents clearly identify sections	Dividers or table of contents identify sections	Divisions not identified in any way
Content	3		Demonstrates knowledge of computer uses; all images under correct category; all images labeled	Demonstrates partial knowledge of computer uses; some images placed under incorrect category; some images not labeled	Some images not related to computer uses; many images placed under incorrect category; no images labeled
Total (24 points)					
Grading Scale					
A+ = 24 pts.	B+ = 20 pts.	C+ = 16 pts.	D+ = 12 pts.		
A = 22 - 23	B = 18 - 19	C = 14 - 15	D = 10 - 11		
A- = 21	B- = 17	C- = 13	D- = 9		
Comments:					

Technology Exploration and Applications

Strategy: Reading/Writing Log for Articles and a Writing Checklist

Performance Standard: BE 8.9.0 Technology Exploration and Applications—Students will understand the function and operation of computers and related technology in the home, school, and work environment. They will demonstrate competency by utilizing technology as a tool for communicating and learning.

Instructional Content: BE 8.9.6 Technology Innovations—explore the role of technology in future applications

Intended Student Level: Middle or secondary level

Outcomes: Students will write brief paragraphs summarizing articles written about new or future technology.

Connecting Curricular Areas: English

Links to L.E.A.R.N.S.:

R/W 8.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.

R/W 8.2.4 Students will use a variety of forms to write for different audiences and purposes.

Procedures:

- Students will read five brief articles about new or future technology.
- After reading each article, the student will write a paragraph telling about the new or future technology and why it is or will be important in the computer industry.

Teacher Tips:

- Use the form provided to keep a log of each student's activities and attach when returning the assessed paragraphs.
- The Reading/Writing log could be adapted for students to record articles.
- Assess the paragraphs using the Individual Article Summary checklist provided.

Reading/Writing Log

Name						
Date	Reading Required	Writing Required	Research Required	Topic	Reference Information	Pts.
Total Points (+2 for each article)						
Brief Description/Comments:						

Individual Article Summary

Name		
Areas Assessed (+3 each)	Criteria	Score
Deadline	Handed in on time	
Format	Unbound report style	
Mechanics	Good paragraph and sentence form	
Summary	Good description of article	
Reference	All parts listed	
Total (15 points)		

Technology Operations

Strategy: Rubrics for Spreadsheet, Database, Presentation, Multimedia, Web Page, and Desktop Publishing Applications

Performance Standard: BE 12.10.0 Technology Operations—Students will understand the operation, application, and function of computers and related technology in a constantly changing global society. They will demonstrate competency by creating, accessing, manipulating, and analyzing information.

Instructional Content: BE 12.10.1 Applications—utilize a variety of software applications including word processing, spreadsheet, database, communications, multimedia, authoring, desktop publishing, and presentation software

Intended Student Level: Secondary level

Outcomes: Students will prepare documents using various software programs.

Connecting Curricular Areas: All curricular areas

Link to L.E.A.R.N.S.:

R/W 12.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.

R/W 12.1.2 Students will locate, access, and evaluate resources to identify appropriate information.

R/W 12.2.4 Students will use a variety of forms to write for different audiences and purposes.

R/W 12.3.2 Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.

Procedures:

- Instruction provided on various software applications and skills.
- Projects applicable to various software applications will be given to complete the project.

Spreadsheet Rubric

Name				
Criteria	Score	Commendable	Acceptable	Unacceptable
Content		All applicable information entered; instructions followed correctly 5 -7 points	Lacks minor elements of content; not all instructions followed correctly 3-4 points	Several content errors; instructions not followed; information left out 0-2 points
Organization		Advanced formatting includes shading, borders, special fonts applied; appropriate labels; correct column/row width and height 5-7 points	Standard formatting; appropriate labels; correct column/row width and height 3-4 points	Formatting features not applied; labels not used; proper widths and heights not applied 0-2 point
Data entry and computations		Entered with 100% accuracy; correct use of formulas and functions 9-15 points	Minor errors; use of formulas and functions sometimes incorrect 5-8 points	Several errors; no mathematical formulas or functions 0-4 points
Output		Attractive; easy to read; all required information printed 4 points	Clear and easy to read; minor information omitted 3 points	Difficult to read and find information; major information omitted 0-2 points
Total (33 points)				
Grading				
A+ = 33 points	B+ = 26-27 points	C+ = 19-20 points	D+ = 13-14 points	
A = 31-32 points	B = 24-25 points	C = 17-18 points	D = 11-12 points	
A- = 28-30 points	B- = 21-23 points	C- = 15-16 points	D- = 10 points	
Comments:				

Database Rubric

Name				
Criteria	Score	Commendable	Acceptable	Unacceptable
Design		Logical fields and criteria created with descriptions; primary key identified 8-10 points	Logical fields created without criteria and descriptions; primary key not identified 3-7 points	Proper fields not identified; no criteria or descriptions 0-2 points
Data Records		Entered with 100% accuracy 15 points	Minor errors 7-14 points	Major errors; information omitted 0-6 points
Records editing		Add, delete, and edit records without assistance 4-5 points	Add, delete, and edit records with minimum assistance 2-3 points	Cannot demonstrate editing techniques unless assisted 0-1 points
Records manipulation		Manipulate through sorting, filtering, and querying without assistance 9-10 points	Manipulate through sorting, filtering, and querying with minimum assistance 3-8 points	Cannot demonstrate records manipulation unless assisted 0-2 points
Output		Attractive; easy to read; all required information printed 7-8 points	Clear and easy to read; minor information omitted 4-6 points	Difficult to read; major information omitted 0-3 points
Total (48 points)				
Grading				
A+ = 48 points	B+ = 40-42 points	C+ = 29-32 points	D+ = 19-21 points	
A = 45-47 points	B = 36-39 points	C = 25-28 points	D = 16-18 points	
A- = 43-44 points	B- = 33-35 points	C- = 22-24 points	D- = 15 points	
Comments:				

Presentation Rubric				
Name _____				
Criteria	Score	Commendable (3 pts.)	Acceptable (2 pts.)	Unacceptable (1 pt.)
Voice quality, diction		Clear and concise; correct grammar used	Somewhat difficult to understand; minor incorrect grammar usage	Could not understand; correct grammar not used
Poise and appearance		Used gestures effectively; excellent eye contact; self-confident	Used gestures; good eye contact; some nervousness detected	No gestures; no eye contact; extremely nervous
Slides content		Exceptionally designed with backgrounds, special fonts, and graphics; easy to read; lots of white space; no spelling errors	Well designed with some variance in backgrounds, special fonts and graphics; easy to read; lacking some white space; no spelling errors	Poorly designed; no background, special fonts, or graphics; hard to read; lacking white space; one or more spelling errors
Information		Topic covered in great detail; relevant facts presented in a logical, concise manner; several sources utilized	Topic covered; facts presented; only two sources utilized	Topic not entirely covered; one source utilized
Creativity		Original and unique	Okay, but not unique	Dull and boring
Effects and transitions		Effects and transitions enhanced the presentation	Effects and transitions could have been better	Very few effects and transitions did not work
Graphics		Utilized various, relevant graphical interfaces	Utilized only one form of relevant graphical interface	No graphical interface
Total (21 points)	<input type="text"/>			
Grading				
A+ = 21 points	B+ = 18 points	C+ = 14 points	D+ = 10 points	
A = 20 points	B = 16-17 points	C = 12-13 points	D = 9 points	
A- = 19 points	B- = 15 points	C- = 11 points	D- = 8 points	
Comments:				

Adapted from *NBEA 2000 Yearbook*, page 165.

Multimedia Rubric

Digital Camera, Scanner, Sound Clips, and Video

Name				
Criteria	Score	Commendable (3)	Acceptable (2)	Unacceptable (1)
Background		Included on each slide	Included on most slides	Most slides did not include background or not appropriate
Topic/content		Appropriate and useful	Educational substance lacking	Inappropriate or not relevant
At least 10 slides		10 or more slides	6-9 slides	3-5 slides
Audio sound		Audio CD clip played through at least four slides	Audio CD clip played but not through required four slides	No audio CD clip or did not work
Four scanned pictures		Four or more relevant scanned pictures	Four pictures; one or more irrelevant	Three or less pictures; irrelevant and inappropriate
Four digital pictures		Four or more relevant digital pictures	Four digital pictures; one or more irrelevant	Three or less digital pictures; irrelevant and inappropriate
Video		Two or more video clips; played correctly	Video clip; played correctly	Video clip but did not play
Effects and transitions		Enhanced presentation	Could have been better	Very few or no effects and transitions
Creativity		Original; unique	Okay, but not unique	Dull and boring
Classroom performance		On task; required no teacher assistance	On task; required minimum teacher assistance	Rarely on task; required maximum teacher assistance
Total (30 points)				
Grading				
A+ = 30 points	B+ = 24-25 points	C+ = 18-19 points	D+ = 13 points	
A = 28-29 points	B = 22-23 points	C = 16-17 points	D = 12 points	
A- = 26-27 points	B- = 20-21 points	C- = 14-15 points	D- = 11 points	
Comments:				

Web Page Design Rubric

Name					
Criteria	Wt.	Score	Commendable (3)	Acceptable (2)	Unacceptable (1)
Audience	1		Appropriate level for targeted audience; information relates to overall purpose	Appropriate level for targeted audience; not all information relates to overall purpose	Not appropriate for targeted audience; information does not relate to purpose
Authority	1		Author listed with credentials; e-mail contact/reply provided	Author listed without credentials; e-mail contact/reply provided	No author listed; no e-mail contact/reply provided
Theme	2		Completely developed	Weak with some links and/or text	Inadequately developed
Text and content	2		Error free; sound English mechanics; bias-free, timely and accurate	Minor English mechanics problems; typographical errors, content slightly dated	Excessive errors; content outdated; questionable in integrity
Colors, background, images, icons	2		Consistent; appropriate to theme; graphics optimized	Consistent; appropriate; graphics generally optimized	Inconsistent; inappropriate; graphic elements not optimized
Viewing in browsers	1		All links, graphics, and elements work in all browsers	Majority of links, graphics, and elements work in all browsers	Several links, graphics, and elements do not work and need a specific browser
Design	1		Loads well; easy to navigate; visually pleasing; easy to read	Loads well; easy to navigate; easy to read	Does not load well; difficult to read
Multimedia	1		Works properly	Works most of the time	Fails to work
Navigation	2		Easy to navigate through all the pages	Most navigation easy to follow	Difficult to navigate
Total (39 points)					
Grading					
A+ = 39 points		B+ = 32-33 points		C+ = 25-26 points	
A = 36-38 points		B = 29-31 points		C = 22-24 points	
A- = 34-35 points		B- = 27-28 points		C- = 20-21 points	
				D+ = 18-19 points	
				D = 15-17 points	
				D- = 14 points	
Comments:					

**Desktop Publishing Rubric
Flyers and Announcements**

Name				
Criteria	Score	Commendable	Acceptable	Unacceptable
Design		Prepared thumbnail sketch; visually attractive and appealing 5 points	Prepared thumbnail sketch; moderately attractive 4 points	Prepared thumbnail sketch; unattractive 1 point
Design functions		No errors in focus, balance, proportion, contrast, directional flow, consistency, and color 5 points	Minor errors in focus, balance, proportion, contrast, directional flow, consistency, and color 4 points	Major errors in focus, balance, proportion, contrast, directional flow, consistency, and color 1 point
Fonts		Typefaces match the tone; type sizes emphasize important data; headings and subheadings tracked and kerned 7 points	Typefaces match the tone; type sizes emphasize data; some headings and subheadings tracked and kerned 4 points	Typefaces do not match the tone; type sizes irregular; no headings or subheadings tracked and kerned 1 point
Graphics		Add excitement; generate enthusiasm; relate to the message 8 points	Relate to the message 6 points	Do not relate to message or no graphics 0-2 points
White space		Generous amount; not trapped 3 points	Apparent; not trapped 2 points	Hardly any; trapped 1 point
Color		Used consistently; created mood; spot color used; only one or two colors used 3 points	Created mood; spot color used; more than one or two colors used 2 points	Spot color not used; too many colors or no color used 1 point
Special effects		Utilized effectively and consistently; lines, borders, shading, shadows, and 3-D effects 5 points	Utilized; lines, borders, shading, shadows, and 3-D effects 3 points	Not utilized 0 points
Creativity		Creatively done; user friendly 3 points	Okay; not unique 2 points	Dull; unattractive 1 point

Camera-ready copy		Clear and concise; ready for duplication 5 points	Clear and concise; minor correction needed for duplication 3 points	Not ready for duplication 2 points
Classroom performance		On task; required no teacher assistance 3 points	On task; required minimum teacher assistance 2 points	Rarely on task; required optimum teacher assistance 1 point
Total (47 points)				
Grading				
A+ = 47 points	B+ = 37-39 points	C+ = 27-29 points	D+ = 17-19 points	
A = 43-46 points	B = 33-36 points	C = 23-26 points	D = 14-16 points	
A- = 40-42 points	B- = 30-32 points	C- = 20-22 points	D- = 12-13 points	
Comments:				

Technology Operations

Strategy: Rubric for Operating System Booklet

Performance Standard: BE 12.10.0 Technology Operations—Students will understand the operation, application, and function of computers and related technology in a constantly changing global society. They will demonstrate competency by creating, accessing, manipulating, and analyzing information.

Instructional Content: BE 12.10.5 Technical Skills—use operating platforms, categorize data, operate industry-standard equipment, and utilize information resources

Intended Student Level: Secondary level

Outcomes: Students will produce a booklet explaining the procedures for the operating system.

Connecting Curricular Areas: All curriculum areas

Links to L.E.A.R.N.S.:

- R/W 12.1.2 Students will locate, access, and evaluate resources to identify appropriate information.
- R/W 12.2.1 Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.
- R/W 12.2.3 Students will demonstrate improvement in organization, content, word choice, voice, sentence fluency and standard English conventions after revising and editing their compositions.
- R/W 12.2.4 Students will use a variety of forms to write for different audiences and purposes.
- R/W 12.3.1 Students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge.

Procedures:

- Demonstrate and describe the operating system in use.
- Discuss the help features of the operating system and other resources.
- Students will prepare a bound booklet of the proper procedures and steps required for a variety of tasks using the operating system available.

Teacher Tips:

- Prepare a list of required items to include in the booklet.
- Indicate enhancement features, such as: color, clip art, WordArt, Table of Contents, etc., that could be used in preparation of booklet.
- Students could help decide what items to include.
- Could be a small group or an individual project.

Operations Booklet Rubric

Name					
Criteria	Wt.	Score	Commendable (+3)	Acceptable (+2)	Unacceptable (+1)
Deadline	1		Handed in early	Handed in on time	Handed in late
Cover	1		Colorful; name included; graphics used	Black/white; name included; graphics inappropriate	Plain; name not included; no graphics
Organization	2		Transitions smoothly between sections; complete table of contents	Transitions between sections logical; incomplete table of contents	No logical transition between sections; no table of contents
Content	7		All required items present; additional items included	All required items present	Some required items missing
Text	1		Appropriate font, style, and size; easily read	Inappropriate font, style and size; some parts difficult to read	Inappropriate font, style and size; difficult to read
Total (36 points)					
Grading Scale					
A+ = 36 points		B+ = 31-32 points		C+ = 25-26 points	
A = 34-35		B = 29-30		C = 22-24	
A- = 33		B- = 27-28		C- = 20-21	
				D+ = 18-19 points	
				D = 15-17	
				D- = 13-14	
<p>Required items may include, but are not limited to, the steps for the following items:</p> <ul style="list-style-type: none"> ▪ Start Menu: adding to menu, adding and deleting shortcuts on start menu, empty documents folder ▪ Install and uninstall software, printers and drivers, with and without using the control panel install/uninstall feature ▪ Customize the desktop items: background, screensavers, date/time, icons ▪ Hide/show the Taskbar ▪ Empty the Recycle Bin ▪ Change the mouse settings ▪ Create, rename, and delete a folder and file ▪ Format, copy, and back up a floppy disk ▪ Restart the computer without shutting it off ▪ Required enhancements could include: clip art items from gallery and from CD, WordArt, page numbers, pagination 					

Technology Operations

Strategy: Checklists for Troubleshooting

Performance Standard: BE 12.10.0 Technology Operations Performance—Students will understand the operation, application, and function of computers and related technology in a constantly changing global society. They will demonstrate competency by creating, accessing, manipulating, and analyzing information.

Instructional Content: BE 12.10.7 Troubleshooting—Identify and correct basic hardware and software problems

Intended Student Level: Secondary level

Outcomes: Students will troubleshoot basic hardware and software problems.

Connecting Curricular Areas: All curriculum areas

Link to L.E.A.R.N.S.:

- R/W 12.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.
- R/W 12.1.2 Students will locate, access, and evaluate resources to identify appropriate information.
- R/W 12.2.4 Students will use a variety of forms to write for different audiences and purposes.
- S 12.1.1 Students will develop an understanding of systems, order, and organization.

Procedures:

- Present samples of hardware and software problems to students with possible solutions based on information provided on the computer screen, when the computer boots, information in an error dialog box, etc.
- Disable a computer in the room, have students troubleshoot to find the hardware or software problem, fix the problem, and write a paper describing the troubleshooting procedure followed.
- Present cases or scenarios of computer problems for students to analyze. (Sample cases/scenarios follow Teacher Tips) Students should analyze the situations using the checklist and write a paper describing the troubleshooting procedures that should be followed.
- Students should analyze the situations using the checklist and write the solution.

Teacher Tips:

- Provide students with a checklist of possible problems and solutions.
- Provide a checklist for the current problem for students to check off areas as they problem-solve the situation.
- The following problem areas could be included:
 - application not responding, printer does not print, taskbar not on desktop, windows or computer will not boot, cable connections, utility programs for troubleshooting, problems with sound, monitor, keyboard, mouse, floppy disk, hard drive, memory, and networks.
- Use lab disks with computer problems for students to solve, if available.
- Have students use demo online sample certification tests to assess their own learning.

Resources:

4tests.com

<http://www.4tests.com/>

Practice exams for NT Serve, NT Workstation, and A+

Microsoft Office User Specialist

<http://www.mous.net>

Sample tests, testing objectives, and testing sites for Microsoft Office applications

APLUSEXAM.COM

<http://aplusexam.com/>

A+ exam prep, sample exam, and A+ certification guides

Specialized Solutions

<http://www.quick-cert.com/>

Offers self-study training, certification materials, and demos

Sample Scenarios

Students should prepare a written analysis of each situation and give the possible solution.

1. The computer is turned on but will not power up. The monitor is blank and the fan on the power supply is not working. Turning the switch off and back on has no effect. What is the problem and a possible solution?
2. When the computer is turned on, there is no video, but a series of beeps sound when turned on—one long beep, then two short beeps. What is the problem and a possible solution?
3. When the computer is turned on, the screen is blank, but the light on the monitor, which is usually green, is orange. What is the problem and a possible solution?
4. While running an application and attempting to print to a network printer from Windows 98/2000, no hard copy is printed. The printer has lights, and the fan is running. What is the problem and a possible solution?
5. When attempting to use the floppy drive, the light on the drive comes on and stays on. What is the problem and a possible solution?

Answers

1. The computer is unplugged; plug it in
2. Video card problem; replace the video card
3. A loose cable, something is wrong with the computer or monitor, the computer may be off; the light indicates the monitor has power; check cable connections, turn computer monitor on, or replace faulty parts
4. Printer is offline, network computer is off; be sure the printer is online; if using stand-alone computers, the network computer is not booted to Windows 98/2000
5. The ribbon cable was reversed when the drive was hooked up; reverse the cable connection

Troubleshooting Checklist

Name _____

Problem Area to Investigate	Eliminated as Possible Problem (+2)	Possible Problem (+3)	Possible Solution (+5)
Application			
Printer			
Hard disk			
Floppy disk			
Screen display			
Boot error			
Utility used			
Monitor			
Keyboard			
Mouse			
Memory			
Cables			
Problem correctly solved (+5)			
Total (15 points)			
Comments:			

Troubleshooting Case Study Writing Checklist

Name _____

Criteria	Satisfactory (+3)	Needs Improvement (+2)	Unsatisfactory (+1)
Case summarized			
Problem identified			
Problem analyzed			
Steps followed were listed			
Solution(s) presented			
Viable solution(s) discussed			
English mechanics			
Total (21 points)			
Comments: 			

Technology Issues And Concerns

Strategy: Rubric for a Technology Issues and Concerns Portfolio

Performance Standard: BE 12.11.0 Technology Issues and Concerns—Students will understand the benefits, consequences, and implications of living and working in a technological world. They will demonstrate competency by recognizing, practicing, and evaluating professional procedures related to social issues and future trends.

Instructional Content:

- BE 12.11.1 Employment Opportunities—research and investigate technological knowledge and skills required by employers
- BE 12.11.2 Social and Legal Issues—analyze technological issues and impact on society of access, privacy, confidentiality, ethics, and emerging technologies
- BE 12.11.3 Technological Etiquette—demonstrate professional attitude and responsibility in using technology

Intended Student Level: Secondary level

Outcomes: Students will demonstrate practicing and evaluating social issues of technology, explore technology employment possibilities, and recognize proper netiquette procedures.

Connecting Curricular Areas: All curricular areas

Link to L.E.A.R.N.S.:

- R/W 12.1.2 Students will locate, access, and evaluate resources to identify appropriate information.
- R/W 12.3.1 Students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge.
- R/W 12.4.1 Students will apply listening skills for a variety of purposes.
- S 12.7.6 Students will develop an understanding of the role of science and technology in local, national, and global challenges.
- SS/H 12.3.18 Students will develop discussion, debate, and persuasive writing skills, focusing on enduring issues and demonstrating how divergent viewpoints have been addressed and reconciled.

Procedures:

- Teach terminology of social and legal issues and etiquette.
- Relate employment opportunities to students' interests.
- Discuss appropriate etiquette when using a computer.
- Use a variety of activities to create awareness of social and legal issues.
- Have students keep a portfolio of selected activities completed.

Teacher Tips:

- Possible activities could include:
 - Employment Opportunities—interviewing technology workers, job shadowing, and a research report on a technology career.
 - Social and Legal Issues—case studies and a WebQuest of copyright issues.
 - Technological Etiquette—*Ask Nettie* questions
- Activities in the portfolio could be assessed individually instead of as a unit.
- Provide a model portfolio.
- Suggested examples follow portfolio rubric.

Resources:

The Applied Information Management Institute

<http://www.careerlink.org/index.htm>

Career opportunities in Nebraska

Computer Professionals for Social Responsibility

<http://www.cpsr.org>

Ethics and privacy issues

The Copyright Web Site

<http://www.benedict.com/>

Provides real world, practical, and relevant copyright information

Ethics on the World Wide Web

http://commfaculty.fullerton.edu/lester/ethics/ethics_list.html

Ethics guidelines, case studies, and other types of information

Software and Information Industry Association

<http://www.sia.net>

Clearinghouse for anti-software piracy information

**Portfolio Rubric
Technology Issues And Concerns**

Name					
Criteria	Wt.	Score	Commendable (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Deadline	1		Handed in early	Handed in on time	Handed in late
Container	1		Neat; creative; colorful; labeled; appropriate	Neat; basic; generally labeled; appropriate	Messy; plain; no label; inappropriate
Organization	1		Table of contents page; items in order	Table of contents page; items out of order	No table of contents page or order
Document Caption	1		Items are specifically labeled	Item labels are misleading	Items are not labeled
Content Knowledge	3		Items demonstrate student's understanding of technology issues and concerns	Items demonstrate student's awareness of technology issues and concerns	Items indicate only that student was in class; knowledge base unknown
Portfolio Paragraphs	3		Paragraphs provide insight to learning acquired and previous learning applied while completing project	Paragraphs provide an incomplete picture of learning; has not linked previous learning to project	Paragraphs lack topic sentence describing assignments; show little or no link to previous learning
Total (30 points)					
Grading					
A+ = 30 pt	B+ = 24 - 25 pt	C+ = 18 - 19 pt	D+ = 14 pt		
A = 28 - 29	B = 22 - 23	C = 16 - 17	D = 12 - 13		
A- = 26 - 27	B- = 20 - 21	C- = 15	D- = 11		
Possible Content					
Employment Opportunities <ul style="list-style-type: none"> ▪ Interview technology workers ▪ Job shadow technology workers ▪ Research and prepare career report 	Social and Legal Issues <ul style="list-style-type: none"> ▪ Case studies ▪ WebQuest of copyright issues 	Technological Etiquette <ul style="list-style-type: none"> ▪ <i>Ask Nettie</i> questions 			

Case Study 1

Legal, Ethical, or Morally Correct?

Rochelle is the technology supervisor at Software Experts, a small company noted for creating specialized software applications for nonprofit organizations. She oversees a department of six marketing specialists and eight programmers. The marketing specialists are assigned territories and work closely with their clients to keep them updated with the latest software improvements. In addition, the marketing specialists are continually seeking new clients. The programmers write the programs to meet the clients' specifications, train the marketing specialists, and debug any problems found.

The marketing specialists and the programmers meet every Monday morning and every Friday afternoon. At these meetings, the marketing specialists receive training for new or updated software versions and share with the programmers any problems their clients encounter with the software and the software needs of the clients.

Rochelle's responsibilities include coordinating the schedules of these employees and directing the Monday and Friday meetings. One morning as she was working at her desk preparing for the meeting, she accidentally overheard Audrey, one of the marketing specialists, and Wesley, one of the programmers, talking about their church having a need for a database. A committee was being formed at the church to determine the database needs and to search for a program that met those needs.

Rochelle could not clearly hear all of the conversation, but she heard Wesley suggesting to modify a company program and to offer it to the church at a very cheap price to save the church money. Audrey agreed it would save money, but she did not know if the solution suggested by Wesley was ethical, legal, or morally right. Audrey and Wesley continued to discuss what was ethical, legal, or morally right. Rochelle could not believe she had heard two of her best employees debating what was legal, ethical, or morally right. Nor could she believe that Wesley would think of modifying a company program and selling it cheap without company authorization or permission. Wasn't that stealing from the company?

- Discuss the definitions of legal, ethical, and morally right.
- Is it right for Wesley to do what he is suggesting? What would motivate such an action?
- Brainstorm what actions Rochelle could take and what the implications would be for each action.
- Should Rochelle talk to her immediate supervisor? What should she say if she did decide to talk to her supervisor?
- Would a company policy help Rochelle in determining what to do? If so, what should the policy say?
- What would you do if you were Audrey? Explain what would motivate your actions.

Chalupa, Marilyn R., Assistant Professor, Ball State University, *Legal, Ethical, or Morally Correct?*, Case Number 12, *Case Studies for Effective Business Instruction*, Delta Pi Epsilon, 1999.

Case Study 2

The FBLA historian has requested a professional photographer's photograph of the FBLA President and the school board president to be digitally edited. The photo is to be placed on the FBLA school website. The historian would like to have the frown on the school board president's face replaced with a smile. The business department has the specialized equipment and software needed to edit digitized images. Assuming the request can be accomplished, should you do so? Justify your response.

WebQuest—Copyright Laws

Name _____

Directions: Use the Internet address given below to answer the following questions.
(<http://www.benedict.com>)

Describe who has fair use of copies?

Who owns the following copyrights?

Textual content

Photographs

Logos

Choreography

Who has inappropriately copied a rap song? What song was it?

How can you register your work with the Copyright Office?

What has happened to those who have sold Barney costumes?

How can you learn about good page design when you create a web page?

What is public domain?

What is copylefting?

What is copyhoarding?

In what area has ground been gained for the fair-use policy?

What four factors should be used to determine fair use?

List two books and two magazines that reference The Copyright Website.

Tell about a current news article on copyrights and cite the source.

List three items not eligible for copyright protection.

When does a copyright expire?

Are government documents copyrighted? What distinctions have been made in regard to public use of government documents?

If you do not have to register for a copyright, why might you choose to do so?

MGM has the exclusive rights to which character? What has that right done for them?

Ask Nettie Questions

Students create questions and other students write the response.

Suggestions:

My best friend continues to send me e-mail messages keyed in all caps. How do I tactfully tell this friend they are practicing inappropriate netiquette?

On a continuous basis I receive inappropriate jokes and chain letters forwarded to my office e-mail address from a co-worker. What can I say to my co-worker to discontinue this practice without offending them?

Systems and Implementation

Strategy: Rubric for Evaluating Work Ethic and Productivity
Checklist for Group Work

Performance Standard: BE 12.13.0 Systems and Implementation—Students will understand the factors contributing to a productive workforce in a pluralistic, technologically oriented environment. They will demonstrate competency by creating, developing, and producing information as an individual or a team member.

Instructional Content: BE 12.13.6 Work Ethic—demonstrate positive work habits and strive to achieve personal job satisfaction

Intended Student Level: Secondary level

Outcomes: Students will demonstrate productivity and work ethic in a classroom setting.

Connecting Curricular Areas: All curricular areas

Link to L.E.A.R.N.S.:

SS/H 12.2.14 Students will analyze the forces of conflict and cooperation.

Procedures:

- Will be dependent upon selected activities.

Teacher Tips:

- Rubric and checklist may be used in a variety of classroom activities.
- Rubric and checklist may be used in simulation activities, cooperative learning activities, or pair/individual learning activities.

Resources:

The Work Ethic Site

<http://www.coe.uga.edu/workethic/>

Site contains lesson plans and online lessons on work ethic

Work Ethic and Productivity Rubric

Name				
Criteria	Score	Commendable (3)	Acceptable (2)	Unacceptable (1)
Attendance		Understands importance of work; present every day	Absences excused; work made up	Excessive absences; no attempt to make up work
Punctuality		Always on time	Periodically arrives late; always has an acceptable excuse	Frequently arrives late; no excuse or unacceptable excuse
Deadlines		Continuously works hard to meet deadlines; willing to come in during free time	Meets deadlines at last minute; work product lower quality because of haste	Deadlines not met
Productivity		Begins class early or promptly; works up to the last minute; continuously on task	Tends to follow lead of class; at times appears unmotivated; on task most of the time	Easily distracted and is distracting; must be asked to begin working; quits early; very seldom on task
Resourcefulness		Listens, reads, and understands directions; accesses references; asks appropriate questions	Sometimes must ask for more guidance in completing work or misinterprets directions; needs to be directed to references	Frequently asks questions just addressed; no attempt to be resourceful—relies upon fellow classmates and teacher
Total (15 points)				
Grading				
A+ = 15 points A = 14 points A- = 13 points	B+ = 12 points B = 11 points B- = 10 points	C+ = 9 points C = 8 points C- = 7 points	D = 6 points	
Remarks				
<i>Commendable</i>	You are in line for a raise, promotion, or both. Keep up the good work!			
<i>Acceptable</i>	You are doing good work; we will continue to employ you. However, if you wish to be considered for a raise or promotion, we expect you to expend more time and energy in the tasks you undertake.			
<i>Unacceptable</i>	The accounting department has your last check. Please clean out your desk and make room for a more productive employee.			

Adapted from *Business and Electronic Communications*, Public Schools of North Carolina, State Board of Education, Department of Public Instruction, July, 1998, Foundations page 46.

Group Cooperation Checklist Secondary Level		
Categories and Specific Traits	Yes	No
Group Process Skills		
Stayed on task		
Handled material and equipment properly		
Divided up the task logically and equitably		
Resolved disagreements in timely manner		
Resolved disagreements fairly		
Maintained proper voice level for situation		
Showed body basics and good body language		
Showed other appropriate social skills		
Fulfillment of Task		
Completed on time		
Met quality standards for type of project (speaking, writing, etc.)		
Fulfilled other specific expectations		
Decision(s) appropriate to task		
Showed creativity and risk-taking		
Individual Group Member Performance		
Worked for good of group		
Fulfilled specific role assignment(s)		
Fulfilled specific independent task(s)		
Contributed ideas		
Not dominant or passive		
Showed appreciation for work of others		
Worked well with other group members		
Total Points (100—5 points each)		

Adapted from *Social Studies/History and Assessment*, John LeFeber, Nebraska Department of Education, 2000.

Systems and Implementation

Strategy: Reflection Rubric for Ergonomics Reaction Paper

Performance Standard: BE 12.13.0 Systems and Implementation—Students will understand the factors contributing to a productive workforce in a pluralistic, technologically oriented environment. They will demonstrate competency by creating, developing, and producing information as an individual or a team member.

Instructional Content: BE 12.13.5 Work Environment—design and organize an ergonomically correct work environment that maximizes productivity while considering human needs, budgetary guidelines, equipment, and supplies

Intended Student Level: Secondary level

Outcomes: The student will write a reaction paper discussing at least four ergonomic issues.

Connecting Curricular Areas: English and Science

Links to L.E.A.R.N.S.:

- R/W 12.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.
- R/W 12.1.6 Students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.
- R/W 12.2.1 Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.
- S 12.6.1 Students will develop an understanding of technological design.

Procedures:

- The students will research ergonomics using web sites.
- Using the information from the web site research, the students will write a reaction paper.

Teacher Tips:

- Provide a model of a reaction paper.
- Go over the rubric before the students write the reaction paper.

Resources:

Office Ergonomics

<http://www.office-ergo.com/>

Provides information on ergonomics

Science Fiction and Fantasy Writers of America, Inc.

<http://www.sfwawriters.org/ergonomics/>

Provides information on ergonomics

Typing Injury Fact Page by CTD Resources Network, Inc.

<http://www.tifaq.com/>

Provides information on ergonomics

Ergonomics Reaction Paper Evaluation Rubric

Name				
Criteria	Points	Commendable 4 pts	Acceptable 2-3 pts	Unacceptable 0-1 pts
Issues Discussed		1. 2. 3. 4. others	Issues discussed too closely related and considered less than four separate issues	Less than four issues discussed
Reaction to Issues		Thoroughly discussed; evidence of thought and self-examination	Adequately discussed	Very briefly discussed
Relativity to Class		Issues represent those discussed	Realistic issues but little relativity to class topics	Issues not relative to topic
References Cited		Four different references cited completely	Four references cited, but inaccurately	One or more issues not cited
English Mechanics		No spelling, grammatical, punctuation errors	1-5 English mechanics errors	More than 5 English mechanics errors
Total (20 points)				
Grades				
A+ = 20	B+ = 16	C+ = 12	D+ = 8	
A = 18 - 19	B = 14 - 15	C = 10 - 11	D = 7	
A- = 17	B- = 13	C- = 9	D- = 6	
Comments:				

Adapted from *Authentic Assessment in Action: Preparing for the Business Workplace*, Nancy Zeliff and Kimberly Schultz. Delta Pi Epsilon, 1998.

Business and Consumer Law

Strategy: Checklist for 3-Minute Write

Performance Standard: BE 12.15.0 Business and Consumer Law—Students will understand the legal rights and responsibilities relevant to personal and business practices. They will demonstrate competency by analyzing and applying personal and business law.

Instructional Content: BE 12.15.7 Legal Rights—discuss laws that protect individual and organizational rights

Intended Student Level: Secondary level

Outcomes: Students will organize and communicate ideas relating to individual rights.

Connecting Curricular Areas: Math, English, and Social Studies

Link to L.E.A.R.N.S.:

- M 12.4.7 Students will apply deductive reasoning to arrive at valid conclusions.
- R/W 12.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.
- R/W 12.2.5 Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.
- SS/H 12.4.6 Students will identify and explain the fundamental concepts of democracy, focusing on the equality of all citizens under the law, the fundamental worth and dignity of the individual, majority rule and minority rights, the necessity of compromise, individual freedom, and the rule of law.
- SS/H 12.4.7 Students will analyze in writing, discussion, and debate current issues confronting local, state, and national governments in terms of perennial challenges to democracies.
- SS/H 12.4.14 Students will explain the rights, responsibilities, and benefits of citizenship in the United States and Nebraska.

Procedures:

- Students will be given a specified amount of time to think about the topic before they begin to write.
- Students will be given three minutes to write a summation paragraph(s) on a topic of teacher's choice.
- Students will be given points based on the checklist. The points listed are maximums.

Teacher Tips:

- Topics could be relevant to real world situations: such as driver's license restrictions, community curfews, and school locker searches.
- The time allowed for writing could be modified for each topic.
- If this activity is difficult for special needs students, teachers could provide a template of beginning sentences to the students.
- Teachers may want to model a 3-minute write and give an example to the students.
- When evaluating student's paragraphs, the teacher could specifically focus on one section of the checklist. For example, one write could focus on content only and the next write could focus on writing style.

3-Minute Write Checklist

MECHANICS

- Complete Sentences (+2) _____
- Capitalization (+2) _____
- Punctuation (+2) _____
- Correct Spelling (+2) _____

WRITING STYLE

- Varied Use of Vocabulary (+2) _____
- Topic Sentence (+2) _____
- Concluding Sentence (+2) _____

CONTENT

- Concept(s) Identified (+10) _____
- Support Provided—Examples/Details (+10) _____
- Thinking Level—Ties into Prior Learning (+10) _____

FORMAT

- Typed or Written Neatly (+1) _____

Points Possible = _____ (45 points)

Percent/Grade = _____

Entrepreneurship

Strategy: Know, Want to Know, Learn (K-W-L) for Business Ownerships

Performance Standard: BE 8.16.0 Entrepreneurship—Students will understand entrepreneurship and describe its role in the private enterprise system. They will demonstrate competency by identifying product or service businesses that will meet consumer demands.

Instructional Content: BE 8.16.1 Business Ownership—differentiate among the types of ownership including proprietorships, partnerships, corporations, and franchises

Intended Student Level: Middle and secondary level

Outcomes: Students will develop an understanding of the types of businesses and ownerships in their community.

Connecting Curricular Areas: Social Studies, English, and Science

Link to L.E.A.R.N.S.:

- R/W 8.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.
- R/W 8.2.5 Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.
- R/W 8.4.1 Students will apply listening skills in a variety of settings.
- S 8.1.1 Students will develop an understanding of systems, order, and organization.
- SS/H 8.3.5 Students will explain the structure and operation of the United States economy.

Procedures:

- Provide a local or well known example for a sole proprietorship. (i.e., beauty shop owner)
- Students will complete the “What I KNOW About This Business” section of the K-W-L- form by listing what they know about the local business.
- Students will then complete the “What I WANT to Know About This Business” section.
- If a speaker is going to be utilized, this section could be completed by formulating questions to be asked of the speaker.
- After the first two sections have been completed, information about sole proprietorships is presented either by the speaker or the teacher.
- To conclude the activity, students will complete the “What I LEARNED About This Business” section.
- The same procedure will be completed for the remaining three types of business ownerships.

Teacher Tips:

- For additional information regarding the K-W-L strategy, refer to Teaching Strategies for Enhancing Curriculum section, pages 18–21, in the *Nebraska Business Education Framework* .

KNOW-WANT TO KNOW-LEARN

K-W-L

Types of Business Ownership

Name: _____

Date: _____

Business Name: _____

Business Ownership Type: _____

What I **KNOW**
About This
Business

What I **WANT**
To Know About
This Business

What I **LEARNED**
About This Business

Entrepreneurship

Strategy: Rating Sheet for Business Plan

Performance Standard: BE 12.16.0 Entrepreneurship—Students will understand how to organize a business. They will demonstrate competency by applying entrepreneurial concepts in domestic and international systems.

Instructional Content: BE 12.16.4 Business Plan—develop a business plan for organizing and operating a business

Intended Student Level: Secondary level

Outcomes: Students will demonstrate an understanding and mastery of the process required to develop and implement a new business venture by completing a business plan.

Connecting Curricular Areas: Math, Science, Social Studies, and English

Link to L.E.A.R.N.S.:

- M 12.5.1 Students will apply sampling techniques to gather data, organize, display, and interpret data to solve complex problems.
- R/W 12.1.2 Students will locate, access, and evaluate resources to identify appropriate information.
- R/W 12.1.6 Students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.
- R/W 12.2.1 Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.
- R/W 12.2.2 Students will write compositions with a clear focus, logically related ideas, and adequate supporting detail.
- R/W 12.2.3 Students will demonstrate improvement in organization, content, word choice, voice, sentence fluency, and standard English conventions after revising and editing their compositions.
- S 12.1.2 Students will develop an understanding of evidence, models, and explanation.
- SS/H 12.2.12 Students will analyze the patterns and networks of economic interdependence, such as formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications.

Procedures:

- After appropriate discussion, an effective business plan should be developed. This business plan should include the following information:
 - **Executive Summary.** Provides a brief synopsis of the key points and strengths included in the plan. Convinces the reader to read the rest of the report.
 - **Company Description.** Includes the basic details of the business. Provides an overview of the business, its location, and its legal structure and organization.
 - **Industry Analysis.** Provides an analysis of the larger industry to which the business will belong. Analyzes key trends and players in the industry. Demonstrates an understanding and awareness of business conditions.
 - **Target Market.** Provides a brief overview of the nature and accessibility of the target market.

- **Competitive Analysis.** Includes an honest and complete analysis of the business' competition. Demonstrates an understanding of the business' relative strengths and weaknesses.
- **Marketing Plan and Sales Strategy.** Demonstrates how the business' product or services will be marketed and sold. Includes both strategic and tactical elements of the marketing and sales approach.
- **Operations.** Provides an overview of the way the business will operate on a day-to-day basis. Includes production processes, physical facility reviews, utilization of technology, and processes followed to ensure delivery of products or services.
- **Management and Organization.** Describes the key participants in the new business venture. Identifies the human resources the business can draw upon either as part of the management team, employee pool, consultants, directors, or advisers and the role each will play in the business' development. Discusses compensation and incentives and details decision-making processes.
- **Long-Term Development.** Gives a clear vision for where the business will be in three, five, or more years. Demonstrates an honest and complete evaluation of the business' potential for success and failure. Identifies priorities for directing future business activities.
- **Financials.** Indicates the accounting methodology to be used by the business. Discusses any assumptions made in projecting future financial results. Presents projections honestly and conservatively.
- **Criteria.** Report formats must adhere to the following guidelines:
 - Reports must include a table of contents and front and back covers. A title page, divider pages, and appendices are optional.
 - Reports must not exceed thirty (30) pages, including the title page, table of contents, divider pages, and appendices. Front and back covers are not counted in the page limit.
 - Pages must be standard 8 1/2" x 11" paper.
 - Reports may be single- or double-spaced.
 - Report formats must follow the same sequence shown on the rating sheet.
 - Each side of the paper providing information is counted as a page.
 - Report covers must be of a weight such as cover stock, index stock, or card stock and must not exceed 9 1/2" x 12". Covers should not be laminated.
 - Two- or three-ring binders are not acceptable.
 - Valuable items should not be included with the report.
 - Quality reproductions, including photocopies and/or halftones, are acceptable. No items are acceptable that have been pasted on/attached to pages within the report.
 - Scrapbooks and loose or bulky exhibits are not acceptable.
- In addition, many business plans include copies of key supporting documents in an appendix. Examples of these types of documents might include letters of intent or advance contracts, product technical descriptions and/or illustrations, endorsements, etc.
- Report formats must follow the same sequence shown on the rating sheet. If information is not available for a particular criterion, include a statement to that effect in the report. The report must be similar to that of a business report with substantiated statements in a clear and concise format. Creativity through design and use of meaningful graphics is encouraged.

Evaluating:

- Reports will be reviewed by an individual from the business community or school staff to determine if the projects have met the above criteria. Those individuals will also evaluate each of the projects.

Resources:

These guidelines rely on the information contained in two publications, both of which are available through the FBLA-PBL MarketPlace. Students are encouraged to review Chapter 7, “Creating a Successful Business Plan,” in *Start Your Business, A Beginner's Guide*. Additional resources can be found in *The Successful Business Plan: Secrets & Strategies*. Both books are published by The Oasis Press/PSI Research.

Adapted from *National FBLA Handbook*, 1999-2000.

BUSINESS PLAN RATING SHEET

Points may range between zero and maximum number indicated.

CONTENT

Executive Summary	_____20
Convinces reader that business concept is sound and has a reasonable chance of success	
Is concise and effectively written	
Company Description	_____15
Legal form of business	
Effective date of business	
Company mission statement/vision	
Company governance	
Company location(s)	
Immediate development goals	
Overview of company's financial status	
Industry Analysis	_____15
Description of industry (size, growth rate, nature of competition, history)	
Trends and strategic opportunities within industry	
Target Market	_____20
Target market defined (size, growth potential, needs)	
Effective analysis of market's potential, current patterns, and sensitivities	
Competition	_____15
Key competitors identified	
Effective analysis of competitors' strengths and weaknesses	
Potential future competitors	
Barriers to entry for new competitors identified	
Marketing Plan and Sales Strategy	_____20
Key message to be communicated identified	
Options for message delivery identified and analyzed	
Sales procedures and methods defined	
Operations	_____20
Business facilities described	
Production plan defined and analyzed	
Workforce plan defined and analyzed	
Impact of technology	
Management and Organization	_____15
Key employees/principals identified and described	
Board of directors, advisory committee, consultants, and other human resources identified and described	
Plan for identifying, recruiting, and securing key participants described	
Compensation and incentives plan	

Long-Term Development _____15
 Long-term goals identified and documented
 Risks and potential adverse results identified and analyzed
 Strategy in place to take business toward long-term goals

Financials _____20
 Type of accounting system to be used identified
 Financial projections appear sound and reasonable
 Assumptions clearly identified
 Appropriate metrics provided to allow for effective evaluation

Subtotal _____175

FORMAT OF REPORT

Clear and concise presentation with logical arrangement of information _____10
 Reports must include a table of contents and front and back covers
 Reports must not exceed thirty (30) pages
 Report formats must follow the same sequence shown on rating sheets
 Each side of the paper providing information is counted as a page

Creativity of written presentation, design, and graphics _____5
 Valuable items should not be included with the report
 Quality reproductions, including photocopies and/or halftones, are acceptable

Correct grammar, punctuation, spelling, and acceptable business style _____10
 Pages must be standard 8 1/2" x 11" paper
 Reports may be single- or double-spaced
 Report covers must be of a weight such as cover stock
 Scrapbooks and loose or bulky exhibits are not acceptable

Subtotal _____25

TOTAL SCORE _____200

Judge's Signature _____

Judge's Comments _____

Adapted from *National FBLA Handbook*, Business Plan Ratings Sheet, 1999-2000.

International Business

Strategy: Rubric for Foreign Country Graphic Organizer and Oral Presentation

Performance Standard: BE 12.17.0 International Business—Students will understand international and domestic business concepts from a multicultural, global perspective. They will demonstrate competency by describing how trade practices and cultural awareness are combined to conduct business in a global society.

Instructional Content:

- BE 12.17.2 Customs and Beliefs—recognize social, religious, and political similarities and differences
- BE 12.17.5 Protocol—demonstrate behavior inherent to conducting international business

Intended Student Level: Secondary level

Outcomes: Students will recognize social, religious, and political similarities and differences when conducting international business activities.

Connecting Curricular Areas: English, Social Studies and Science

Link to L.E.A.R.N.S.:

- R/W 12.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.
- R/W 12.1.2 Students will locate, access, and evaluate resources to identify appropriate information.
- R/W 12.2.5 Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.
- R/W 12.3.2 Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.
- SS/H 12.2.4 Students will analyze how certain cultural characteristics can link or divide regions, such as language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems.
- SS/H 12.2.13 Students will distinguish between developed and developing countries, identifying and relating the level of economic development to the quality of life.
- SS/H 12.4.23 Students will discuss the fundamentals of international trade, such as comparative advantage, absolute advantage, and exchange rates.

Procedures:

- Students will research a country and use a graphic organizer to report their findings. The results could be given in oral form.

Teacher Tips:

- A number of example rubrics for International Business are given in the *Nebraska Business Education Framework*, International Business chapter.
- Graphic organizer can be as simplified or detailed as teacher requires.

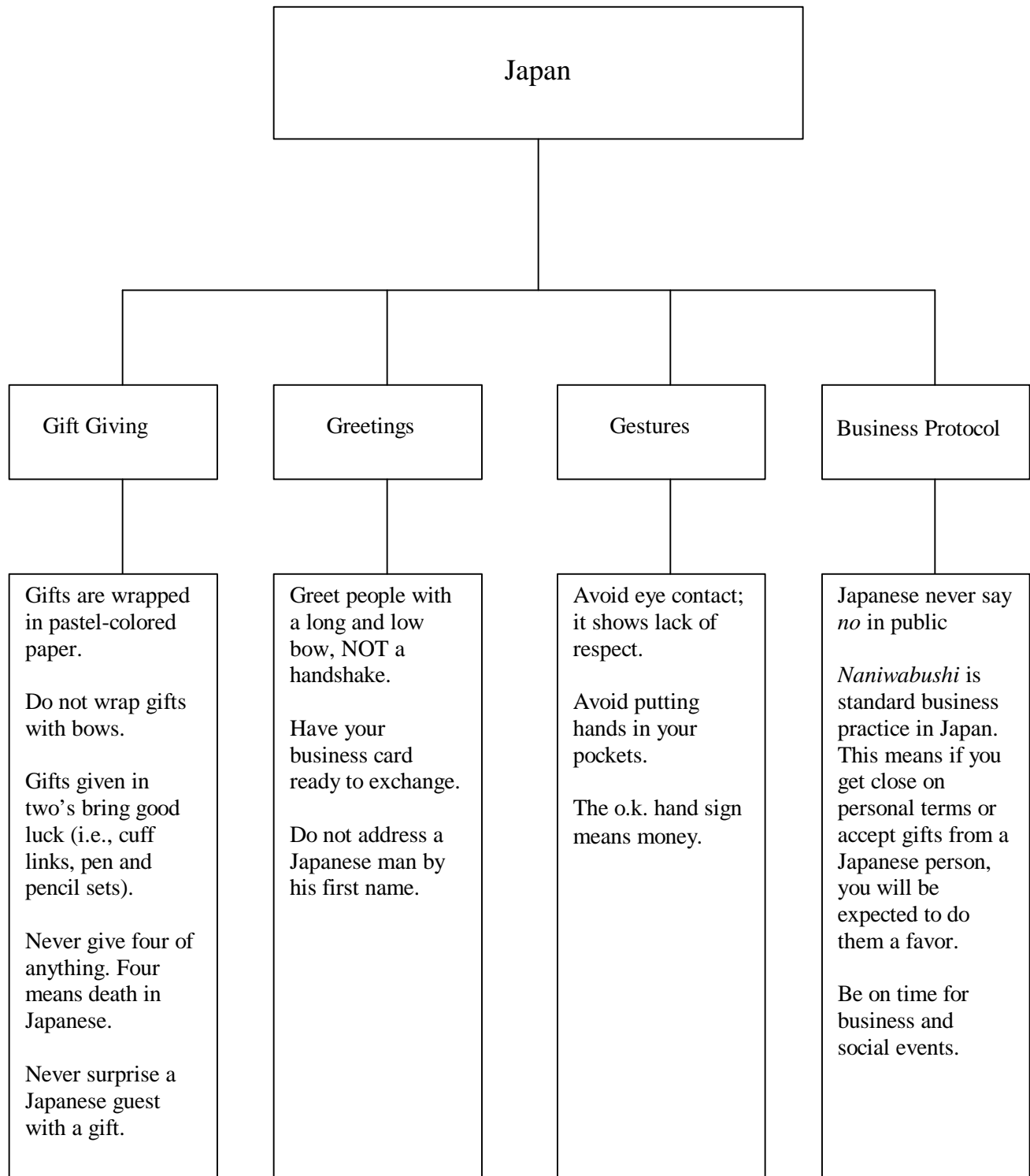
Resources:

Nebraska Business Education Framework, International Business Chapter

<http://www.nde.state.ne.us/BUSED/beframeworks.htm>

Reference the Consumer Economics Wants and Needs Collage and Presentation Rubric for Assessment found in this section

Graphic Organizer Example



Management

Strategy: Rubric for Debate

Performance Standard: BE 12.18.0—Students will understand the principles of managing a business. They will demonstrate competency by describing and applying management functions, principles, and processes that contribute to the achievement of organizational goals.

Instructional Content: BE 12.18.6 Managerial Ethics—discuss managerial situations presenting ethical dilemmas

Intended Student Level: Secondary level

Outcomes: Students will describe and apply management principles to situations that present management dilemmas.

Connecting Curricular Areas: English and Social Studies

Link to L.E.A.R.N.S.:

- R/W 12.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.
- R/W 12.1.6 Students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.
- R/W 12.2.5 Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.
- R/W 12.3.1 Students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge.
- R/W 12.3.2 Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.
- R/W 12.4.1 Students will apply listening skills for a variety of purposes.
- SS/H 12.2.12 Students will analyze the patterns and networks of economic interdependence, such as formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications.

Procedures:

- Students will debate issues common to business environment.
- One possible issue could be personal use of computers by employees.

Teacher Tips:

- Specific debate topics may be taken from various sources including textbook supplements, newspapers, etc.
- This rubric is to be used as a tool for assessing debates on many types of issues.
- Rubric could be used as a group or individual assessment tool.

Resources:

McAllister-Kizzier, Donna, *Case Studies for Effective Business Instruction*, Delta Pi Epsilon, 1999.

Debate Rubric

Criteria	Wt.	Score	Commendable (+3)	Acceptable (+2)	Unacceptable (+1)
Participation	2		Actively involved in debate discussion	Limited involvement in debate discussion	No involvement in debate discussion
Organization	2		Issues presented in well organized and logical manner	Issues presented are logical	Issues presented in no organized or logical manner
Content	3		Gives specific information and examples to support argument	Gives specific information but lacks support for argument	Gives little information to support argument
Delivery	1		Clear and appropriate volume	Too loud/soft or difficult to understand	Nearly or completely inaudible
Response to Question(s)	1		Answers question(s) completely and accurately	Attempts to answer question(s)	Avoids or cannot answer question(s)
Total (27 points)					
Grading					
A+ = 27 points A = 24-26 points A- = 23 points		B+ = 22 points B = 19-21 points B- = 18 points		C+ = 17 points C = 14-16 points C- = 13 points	
				D+ = 12 points D = 11 points D- = 10 points F = 9 points	
Comments:					

Marketing

Strategy: Reflection Page for Student Evaluation of E-commerce Web Site

Performance Standard: BE 12.19.0 Marketing—Students will develop an understanding and appreciation of the marketing concept and its application in the business world. They will demonstrate competency by applying marketing knowledge to a variety of business situations.

Instructional Content:

- BE 12.19.3 Marketing Mix—apply the basic elements of the marketing mix (product/service planning, place, price, and promotion) to business situations
- BE 12.19.5 Promotional Strategies—discuss the role and importance of advertising, publicity, sales promotion, and personal selling in a business environment

Intended Student Level: Secondary level

Outcomes: Students will be aware of the use of promotional strategies and the marketing mix used by e-commerce.

Connecting Curricular Areas: English and Social Studies

Link to L.E.A.R.N.S.:

- R/W 12.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.
- R/W 12.1.2 Students will locate, access, and evaluate resources to identify appropriate information.
- R/W 12.2.4 Students will use a variety of forms to write for different audiences and purposes.
- SS/H 12.4.21 Students will explain how forces of supply and demand in a market system answer basic economic questions, such as what to produce, how to produce, and for whom to produce.
- SS/H 12.4.24 Students will explain the interrelationship of producers, consumers, and government in the American economic system.

Procedures:

- Students will evaluate an e-commerce web site using the student evaluation form provided.
- After completing the evaluation, students will analyze their findings using a reflection page.

Teacher Tips:

- Teachers can assign or have students choose appropriate e-commerce web sites.

Resources:

The Original 20 Reasons to Put Your Business on the WWW by Stormy Knight

<http://www.net101.com/reasons.html>

Includes information on web site design, repair, and marketing

A How-to Guide for Web Developers

<http://www.webmonkey.com>

Tips from the pros for beginners as well as experienced developers

Student Evaluation of E-Commerce Web Site

Student: _____ **Date:** _____
Business Name: _____
Web Site Address: _____
Last Updated: _____

Search:

Web address contains business name or type of business	☺	☹	☠
Web site is found with a search of more than one search engine	☺	☹	☠

Home Page:

Home page is appealing and attractive	☺	☹	☠
Home page is functional and purposeful	☺	☹	☠

Design:

Can move easily from page to page	☺	☹	☠
Appropriate for the audience this site will attract	☺	☹	☠
Most important information is at the top of the page	☺	☹	☠
Good use of graphics (banner ads, pictures, color)	☺	☹	☠

Technical Elements:

The site loads quickly (within 30 seconds)	☺	☹	☠
All links work	☺	☹	☠

Product Ordering:

Ordering appears to be “customer friendly”	☺	☹	☠
Option for “talking” to a salesperson is available (toll-free number/e-mail)	☺	☹	☠
A secure web site is provided for ordering (closed lock/key)	☺	☹	☠

Customer Benefits:

Promotional materials are available (free products, electronic newsletter, etc.)	☺	☹	☠
E-mail message is sent to confirm receipt of order and estimated shipping time (if applicable)	☺	☹	☠
Online FAQ list is available for product information, etc.	☺	☹	☠

Comments:

REFLECTION PAGE

Use complete sentences to describe three things you learned about e-commerce.

1.

2.

3.

Use complete sentences to describe two things you liked about the e-commerce web site you evaluated.

1.

2.

Use complete sentences to describe one thing you would change about the e-commerce web site you evaluated.

1.

Consumer Economics

Strategy: Rubric for a Stock Market Portfolio

Performance Standard: BE 8.5.0 Consumer Economics—Students will understand economic concepts that influence personal, business, and government decisions. They will demonstrate competency by practicing the role of a consumer, producer, saver, and investor in the market system.

Instructional Content: BE 8.5.4 Personal Economics—apply economic reasoning to the management of individual resources, including time, money, assets, and knowledge

Intended Student Level: Middle or secondary level

Outcomes: Each student will create a portfolio, which will include information on selecting, tracking, charting, and summarizing the procedure followed in this stock market activity.

Connecting Curricular Areas: Math, Social Studies, and English

Link to L.E.A.R.N.S.:

- M 8.5.2 Students will read and interpret tables, charts, and graphs to make comparisons, predictions, and inferences.
- R/W 8.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.
- SS/H 8.3.5 Students will explain the structure and operation of the United States economy by explaining the role of individuals and businesses as consumers, savers, investors, and borrowers.

Procedures:

- Select three to five stocks.
- Create a report on a company to include the criteria on the Stock Market Portfolio Rubric provided.
- Using a fictional \$100,000, each student will invest in the stock as he/she wishes.
- Create a spreadsheet using the Stock Market Portfolio Rubric criteria.
- Create a chart(s) using the Stock Market Portfolio Rubric criteria.
- Each student will provide a reflection or summary using the Stock Market Portfolio Rubric criteria.

Teacher Tips:

- Information in the charts may include closing prices, earnings, beginning and ending value, etc.
- This activity may be included as a portion of the student's portfolio for the class, or a portfolio could be implemented for just this activity.
- Students may complete the activity manually or using a spreadsheet.
- Students could also submit via hard copy or electronically.

Resources:

SMG Worldwide

<http://www.smgww.org/>

Stock Market Game that is utilized by the Nebraska Council on Economic Education (fee required)

Academic Investment Challenge

<http://ichallenge.net>

Online stock market game used by FBLA chapters (fee required)

Virtual Stock Exchange

<http://www.virtualstockexchange.com/>

Online stock market game (free, however, you need an account to join)

Darwin Survival of the Fittest

http://www.ameritrade.com/investing_basics/investing_basics.fhtml

Site to access a free Darwin® CD-ROM stock market game

Stock Market Portfolio Rubric

Name _____

Criteria	Wt.	Score	Commendable (+3)	Acceptable (+2)	Unacceptable (+1)
Deadline	1		Handed in early	Handed in on time	Handed in late
Stock Selection	1		Selected 5 stocks	Selected 4 stocks	Selected 3 or fewer stocks
Selection Process	2		Included at least 3 sources to select stock as documented in the summary	Used 2 sources to select stock; documented	Used 1 source to select stock; documented
Report on Company	2		Included 7 of the following 9 items: name, ticker symbol, stock price, industry, sales/production, price/earnings ratio, earnings per share, history of company, headquarters	Included 5-6 of the 9 items	Included 4 of the 9 items
Spreadsheet	3		Included all 7 items: ticker symbol, purchase price, number of shares, current price (recorded as required), purchase value, current value, difference between purchase and current value	Did not record 1 or 2 days of information or included only 5-6 of the 7 items	Missed 3-4 days or included only 4 of the 7 items
Charts	2		Created 2 or more charts showing labels, title, values/percentages, and legends	Created 1 complete chart or created 2 incomplete charts	Chart is incomplete
Reflection (Summary)	2		Provided information for 5 of the following 6 items: selection (with source), research, purchase, spreadsheet, charts, and future applications	Provided information on 4 of the 6 items	Provided information on 3 items

Total (39 points)

Grading

A+ = 39 pts.	B+ = 32-33 pts.	C+ = 25-26 pts.	D+=18-19 pts.
A = 36-38 pts.	B = 29-31 pts.	C = 22-24 pts.	D=15-17 pts.
A- = 34-35 pts.	B- = 27-28 pts.	C- = 20-21 pts.	D-=14 pts.

If the Unacceptable requirements have not been met, the student will be given an opportunity to correct or no credit will be given.

Consumer Economics

Strategy: Rubric for a Wants and Needs Collage and Oral Presentation

Performance Standard: BE 8.5.0 Consumer Economics—Students will understand economic concepts that influence personal, business, and government decisions. They will demonstrate competency by practicing the role of a consumer, producer, saver, and investor in the market system.

Instructional Content: BE 8.5.4 Personal Economics—apply economic reasoning to the management of individual resources, including time, money, assets, and knowledge

Intended Student Level: Middle or secondary level

Outcomes: Each student will create a collage illustrating wants and needs and give an oral presentation about his/her findings.

Connecting Curricular Areas: Social Studies, English, and Art

Link to L.E.A.R.N.S.:

- SS/H 8.3.5 Students will explain the structure and operation of the United States economy by explaining the concepts of scarcity, choice, trade-offs, specialization, productivity, inflation, profits, markets, and incentives.
- R/W 12.3.2 Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.
- SS/H 12.4.19 Students will diagram the concepts of scarcity, opportunity cost, and the types of economic systems that deal with unlimited wants and limited resources.

Procedures:

- Using magazines, catalogs, or newspapers, have the students create a collage illustrating wants and needs.
- Each student will give an oral presentation about his/her collage.
- Using the rubric provided, each student will be assessed on his/her oral presentation.

Teacher Tips:

- Provide a variety of magazines, catalogs, etc., for students to use.
- The National Voluntary Economic Content Standards classify all our desires as economic wants, rather than wants and needs. Scarcity exists because human wants for goods and services exceeds the quantity of goods and services that can be produced using all available resources. When students are making their presentations about their collages, encourage them to describe choices they must make in deciding their economic wants. Both individuals and groups must learn to live with limited resources.

Wants and Needs Collage and Oral Presentation

Name _____

	Criteria	Wt.	Score	Commendable (+3)	Acceptable (+2)	Unacceptable (+1)
Based on Collage	Deadline	1		Handed in early	Handed in on time	Handed in late
	Knowledge of Concepts	3		Included each need and at least four wants; demonstrated a strong knowledge of wants and needs	Difficulty explaining wants and/or needs; included 2 needs and at least 2 wants	Little knowledge of wants and/or needs; only 1 need and/or want
	Collage	2		Easy to follow and understand	Contained all information, but difficult to follow	Information incomplete; difficult to follow
Based on Presentation	Voice	2		Clear and appropriate volume	Too loud/soft or difficult to understand	Nearly or completely inaudible
	Poise	2		Confident and well prepared	Uneasy	Visibly shaken or unprepared
	Question(s) Addressed	1		Answered completely and accurately	Attempted to answer	Avoided or could not answer

Total (33 points)

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Grading

A+ = 33 pts.	B+ = 27-28 pts.	C+ = 21-22 pts.	D+ = 15-16 pts.
A = 31-32 pts.	B = 25-26 pts.	C = 19-20 pts.	D = 13-14 pts.
A- = 29-30 pts.	B- = 23-24 pts.	C- = 17-18 pts.	D- = 12 pts.

If the Unacceptable requirements have not been met, the student will be given an opportunity to correct or no credit will be given.

Comments:

Consumer Economics

Strategy: Rubric for an Insurance Brochure

Performance Standard: BE 8.5.0 Consumer Economics—Students will understand economic concepts that influence personal, business, and government decisions. They will demonstrate competency by practicing the role of a consumer, producer, saver, and investor in the market system.

Instructional Content: BE 8.5.4 Personal Economics—apply economic reasoning to the management of individual resources, including time, money, assets, and knowledge

Intended Student Level: Middle or secondary level

Outcomes: Each group will create a brochure about one of the four types of insurance and/or give an oral presentation about their findings.

Connecting Curricular Areas: Social Studies and English

Link to L.E.A.R.N.S.:

- R/W 8.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.
- R/W 8.2.4 Students will use a variety of forms to write for different audiences and purposes.
- SS/H 8.3.5 Students will explain the structure and operation of the United States economy by explaining the role of individuals and businesses as consumers, savers, investors, and borrowers.
- SS/H 8.3.8 Students will demonstrate an understanding of the rights and responsibilities of citizens in America by describing and evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

Procedures:

- Divide the students into groups of two or three.
- Each group will research and gather information about one of the four types of insurance.
- Using desktop publishing/word processing software, each group will design a brochure providing information to a prospective client about one of the four types of insurance.

Teacher Tips:

- May need to provide a brief overview of the features of desktop publishing.
- May need to provide the students training in cooperative learning.
- May grade individually or as a group project.
- When having the students do an oral presentation, refer to Consumer Economics Wants and Needs Collage and Oral Presentation Rubric or the Communications Individual Presentation Rubric found in this section.
- May also use the Systems and Implementation Work Ethic Rubric found in this section.

Resources:

IIAA Consumer Information

<http://www.iaa.org/Consumer/default.htm>

Provides a great deal of information about insurance

Insure.com—The Consumer Insurance Guide

<http://www.insure.com/>

Provides not only information about insurance but also information on each state

Insurance Brochure

Name _____

Criteria	Wt.	Score	Commendable (+3)	Acceptable (+2)	Unacceptable (+1)
Deadline	1		Handed in early	Handed in on time	Handed in late
Introduction/ Title to Brochure	1		Original; descriptive	Unoriginal; unclear	
Content for Brochure	3		Contained 4 features about that type of insurance	Contained 3 features	Contained 2 or fewer features
Design of Brochure	2		Visually attractive and appealing; correct formatting	1-2 formatting errors	3 or more formatting errors
Creativity	2		Attractive; unique	Lacked uniqueness	
Spelling and Grammar	1		No spelling or grammatical errors	1-3 spelling or grammatical errors	4 or more spelling or grammatical errors
Group Participation	1		Cooperated; contributed; helped achieve group's goals	Did not contribute equally; provided some input	Provided little or no input; uncooperative

Total (33 points)

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Grading

A+ = 33 pts.	B+ = 27-28 pts.	C+ = 21-22 pts.	D+ = 14-15 pts.
A = 31-32 pts.	B = 25-26 pts.	C = 18-20 pts.	D = 12-13 pts.
A- = 29-30 pts.	B- = 23-24 pts.	C- = 16-17 pts.	D- = 11 pts.

If the Unacceptable requirements have not been met, the student will be given an opportunity to correct or no credit will be given.

Comments:

Consumer Economics and Economics

Strategy: Online Quiz over Economic Systems

Performance Standard:

- BE 8.5.0 Consumer Economics—Students will understand economic concepts that influence personal, business, and government decisions. They will demonstrate competency by practicing the role of a consumer, producer, saver, and investor in the market system.
- BE 12.6.0 Economics—Students will understand basic economic principles in order to pursue their interests as consumers and producers in domestic and global economies. They will demonstrate competency by applying economic reasoning to individual, business, and government practices.

Instructional Content:

- BE 8.5.1 Economic Systems—describe how traditional, command, and market economic systems determine what shall be produced, how it is produced, and for whom it is produced
- BE 12.6.2 Economic Systems—compare the achievement of different economic systems relative to economic freedom, efficiency, equity, security, and growth

Intended Student Level: Middle and secondary level

Outcomes: Each student will answer questions over the different types of economic systems through the use of the web.

Connecting Curricular Areas: Social Studies

Link to L.E.A.R.N.S.:

- SS/H 8.3.7 Students will compare the United States economic system to systems such as China, Japan, Canada, South America, and other Western European nations, such as the degree of market, command, and traditional characteristics in various mixed economies and analyze costs and benefits of these economic systems.
- SS/H 12.2.4 Students will analyze how certain cultural characteristics can link or divide regions, such as language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems.
- SS/H 12.4.16 Students will compare the United States political and economic systems with those of major democratic and authoritarian nations.
- SS/H 12.4.17 Students will analyze the United States market economy.

Procedures:

- Create an online quiz through the use of one of the online quiz resources listed below.
- An example of a quiz can be found at <http://www.quia.com/t/113972.html>.
- Each student will take the quiz online.
- The results will be provided for the student at the end of the quiz. The teacher will have to view the student's screen to record the results.

Teacher Tips:

- Use as a review or record grades.
- If the teacher wants the grades to be e-mailed back to him/her, the quiz in Quia! needs to be prepared in the Java format.

Resources:

Quia!

<http://www.quia.com>

Teacher can create online quizzes and a variety of additional teaching tools but will need to register and set up a free account

Fun Brain

<http://www.funbrain.com>

A K-8 Internet resource used to create online quizzes and other activities through the creation of a free class account

Hot Potatoes

<http://web.uvic.ca/hrd/halfbaked>

Freeware that allows you to create interactive assessments for the World Wide Web

Economic Systems Quiz

<http://www.quia.com/t/113972.html>

Name _____

By taking this quiz, the student will be able to determine his/her knowledge on the different economic systems.

1. True/False In a traditional economy, goods are created as they always were, generation to generation.
[A] True
[B] False

2. In this type of economy, the government owns the resources and makes the economic decisions.
[A] Traditional
[B] Mixed
[C] Command
[D] Market

3. The United States is an example of this type of economy.
[A] Traditional
[B] Mixed
[C] Command
[D] Underground

4. In this type of economy, individuals make most economic decisions.
[A] Market
[B] Command
[C] Traditional
[D] Black Market

5. After the Soviet Union, these countries are the best-known command economies.
[A] Japan and India
[B] Mexico and Canada
[C] North Korea and Cuba
[D] United States and United Kingdom

6. In this type of economy, the government decides what is produced, prices, colors, and quantity produced.
[A] Command
[B] Traditional
[C] Market
[D] Mixed

7. The United States is considered to be a mixed economy because it has characteristics of these two types of economies.
[A] Traditional and Market
[B] Traditional and Command
[C] Market and Command
[D] Black Market and Traditional

8. True/False another name for market economy is capitalist economy.
[A] TRUE
[B] FALSE
9. The purpose of most businesses in a market economy is to
[A] make its quota.
[B] pass on methods to the next generation.
[C] make a profit.
[D] give bribes.
10. In this type of economy, buyers and sellers are free to buy and sell any goods and services they wish without government help or restrictions.
[A] Market
[B] Command
[C] Traditional
[D] Mixed

Answer key for online quiz over economic systems.

1. A
2. C
3. B
4. A
5. C
6. A
7. C
8. A
9. C
10. A

Economics

Strategy: Checklist for a Business Cycle Poster

Performance Standard: BE 12.6.0 Economics—Students will understand basic economic principles in order to pursue their interests as consumers and producers in domestic and global economies. They will demonstrate competency by applying economic reasoning to individual, business, and government practices.

Instructional Content: BE 12.6.4 Macroeconomics—analyze macroeconomic situations and determine alternative government policies and consequences

Intended Student Level: Secondary level

Outcomes: Each student will create a business cycle poster that will include information on expansion, contraction, peak, and trough through the passage of time.

Connecting Curricular Areas: English, Social Studies, and Art

Link to L.E.A.R.N.S.:

R/W 12.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.
SS/H 12.3.10 Students will analyze and explain the Great Depression, explaining factors, such as causes and effects of changes in business cycles.

Procedures:

- Students will create a business cycle poster depicting all aspects of the business cycle (expansion, contraction, trough, peak, and time).

Teacher Tips:

- Encourage students to be creative with their poster.
- Students could include pictures of what is happening at each part of the business cycle.
- The terms in the business cycle poster could also be inflation, deflation, recession, and depression.
- Students could fill out the checklist as a self-evaluation only.

Business Cycle Poster Checklist

Criteria	Student		Teacher	
	Yes	No	Yes	No
Turned in on time				
Checklist completed				
Format				
Appropriate size				
More than 1 color				
Title				
Student identification on poster				
Graphics				
Spelling (no errors)				
Neatness (nothing crossed out and easy to read)				
Business Cycle				
Cycle drawn correctly				
Expansion labeled correctly				
Contraction labeled correctly				
Trough labeled correctly				
Peak labeled correctly				
Passage of time indicated				
Totals				

Grading		
15 Yes = A+	13 Yes = B+	11 Yes = C
14 Yes = A	12 Yes = B	10 Yes = D

Student's Evaluation = _____

Final Grade = _____

Comments:

Economics

Strategy: Team Self-evaluation on a Negotiation Simulation

Performance Standard: BE 12.6.0 Economics—Students will understand basic economic principles in order to pursue their interests as consumers and producers in domestic and global economies. They will demonstrate competency by applying economic reasoning to individual, business, and government practices.

Instructional Content: BE 12.6.5 Microeconomics—analyze microeconomic situations and determine appropriate actions for the individual consumer and the organization

Intended Student Level: Secondary level

Outcomes: Students will participate in a management/labor negotiation simulation.

Connecting Curricular Areas: English and Social Studies

Link to L.E.A.R.N.S.:

R/W 12.3.2 Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.

SS/H 12.1.9 Students will analyze and explain the affects of the Industrial Revolution, identifying factors, such as the evolution of work and labor, such as the slave trade, mining and manufacturing, and the union movement.

SS/H 12.2.12 Students will analyze the patterns and networks of economic interdependence, such as formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications.

SS/H 12.4.17 Students will analyze the United States market economy, identifying factors, such labor/management relationships.

Procedures:

- Students will be placed in two groups representing management and labor.
- Each group will be given a packet representing labor or management.
- The groups will be given time to brainstorm and develop their strategies.
- The two groups will conduct collective bargaining meetings and negotiate an agreement.
- Agreement will include wages and fringe benefits.
- As part of the assessment process, teams will complete the Negotiation Simulation Self-evaluation showing the negotiation process.

Teacher Tips:

- Present each group with a packet.
- The management package will include what the wages and benefits currently are, what the corporate office is willing to give, and the priorities of the benefits.
- The labor package will include what the wages and benefits currently are, what the workers want, what they are willing to give, and the priorities of the benefits.
- The teacher may need to step in as an intermediary if no progress is made.
- The teacher may want to have a student initiate a personal preference that is not part of the group's priorities to see how the group reacts and handles the situation.

Negotiation Simulation Team Self-Evaluation

Circle Team: Management

Labor

Description	Yes	No
A group leader was elected		
I was confident in my leader		
My group worked well together towards our common goals		
All group members worked equally		
We had a plan of action before the negotiations started		
We worked for the priorities given to us in our packet before personal priorities		
No one in my group became mad during the negotiations		
We listened while the other team was talking		
No one from my group mistreated anyone from the other group		
After the negotiation process, both teams were able to agree on a wage and benefit package that included some priorities of both groups		
My group members felt good about the contract that was agreed upon		
I felt good about the contract that was agreed upon		
I feel that I better understand the negotiation process		

After looking at your *Yes* and *No* columns, how do you feel your team did? Circle the response that best fits your group.

Hooray! My company has received the Best Negotiation Award.

Shake hands. Both groups are bending and a company picnic is planned.

Watch out. The picket lines are forming now.

Update resume. Company is closed.

Reflect upon what you have learned about the negotiation process.

Economics

Strategy: Learning Log based on the *Escape From Knab* Simulation

Performance Standard: BE 12.6.0 Economics—Students will understand basic economic principles in order to pursue their interests as consumers and producers in domestic and global economies. They will demonstrate competency by applying economic reasoning to individuals, business, and government practices.

Instructional Content: BE 12.6.5 Microeconomics—analyze microeconomic situations and determine appropriate actions for the individual consumer and the organization

Intended Student Level: Secondary level

Outcomes: As the students progress through the *Escape from Knab Simulation*, they will complete a learning log of their journey.

Connecting Curricular Areas: Social Studies and English

Link to L.E.A.R.N.S.:

R/W 12.1.1 Students will identify the basic facts and essential ideas in what they have read or viewed.

SS/H 12.4.19 Students will diagram the concepts of scarcity, opportunity costs, and the types of economic systems that deal with unlimited wants and limited resources.

SS/H 12.4.20 Students will discuss the economic goals of growth, stability, full employment, efficiency, equity, and justice, explaining the need for tradeoffs as these goals are pursued.

SS/H 12.4.22 Students will define the basic economic indicators, such as Gross Domestic Product, employment statistics, and other measures of economic conditions.

SS/H 12.4.27 Students will discuss, develop, and implement a plan for making informed personal economic decisions.

Procedures:

- Students will complete the *Escape From Knab* Internet simulation found at <http://www.escapefromknab.com>.
- Students will complete the Learning Log while completing the simulation on the Internet.
- The Learning Log is designed to have the student reflect monthly on his/her decision-making process.

Teacher Tips:

- Simulation would be a great way to finalize a unit on personal finance.
- The web site given below includes online simulation, activity sheets, and a simulation log for the students' use.

Resources:

Escape from Knab

<http://www.escapefromknab.com>

Online simulation where the student needs to make consumer and economic decisions to escape the planet Knab and return to Earth

Learning Log for Escape from Knab		
Student		Date
Month	Log Entry	
January		
February		
March		
April		
May		
June		
July		
Comments:		

Resources and References

Resources and References

THE PURPOSE OF TESTING Written by Dr. Jef Johnson for NASCD Winter 1998

Why do we test students? We test students for three primary reasons: *to improve what and how students learn; to improve what and how we teach; and to demonstrate accountability for both.*

Many educators, policy makers, and the media have placed a heavy emphasis on standardized, norm-referenced achievement test results. However, *improving student learning and demonstrating accountability* cannot be accomplished with a single kind of test. This pamphlet discusses a variety of tests and how they might be used to help students improve learning.

What are the various kinds of tests and how should they be used?

We can categorize tests into three major kinds: norm-referenced tests, criterion-referenced tests, and classroom-based assessments.

TEST	PURPOSE
Norm-referenced achievement	Compare students to each other on multiple choice content.
Criterion-referenced	Demonstrate students' attainment of curriculum content or standards.
Classroom-based assessments	Provide evidence of individual student growth.

Norm-referenced tests (commonly called achievement tests), usually given in a multiple choice format, compare students or groups of students to each other. In contrast, *criterion-referenced* tests demonstrate students' attainment of specific curriculum content or standards. For example, on norm-referenced achievement tests, students answer multiple choice questions about writing essays; on criterion-referenced tests, students write "real" essays and are judged on the merits of their writing. *Classroom-based assessments* are the kinds of assessments teachers use daily in their work with students. Examples of classroom-based assessments include teachers' analyses of students' work, classroom observations of students' progress, homework, weekly tests, and quizzes. Classroom assessments most readily show the relationship among curriculum, instruction, and assessment because they are closest to what teachers and students actually do and typically comprise 90% of the assessment program in a school.

What can we learn from norm-referenced achievement tests?

Norm-referenced achievement tests are widely used by schools and reported by the media. Commonly used tests include the California Achievement Test, Iowa Test of Basic Skills, Metropolitan Achievement Test, Stanford Achievement Test, and for most Nebraska high school graduates planning to attend college, the ACT. Norm-referenced achievement tests mainly rely on multiple choice formats in their design, and their primary purpose is to *rank and compare students*. It is important to remember that the comparison is among students who *take the same multiple choice test*. Comparing groups of students on different norm-referenced achievement tests is like comparing apples and oranges, since different tests are based on different content and therefore yield different results.

What are the strengths and weaknesses of norm-referenced tests?

Norm-referenced tests rely on responses to multiple choice questions to rank and compare students. Test publishers go to great lengths to ensure that their tests can accurately compare students from all regions of the country *who take the same multiple choice test*.

However, to make tests manageable, many of the tested subject areas utilize from 10 to 60 multiple choice questions. This is one of the weaknesses of norm-referenced achievement tests. Imagine a biology course—complete with a 600-page test, lab experiments, lectures, discussions, supplemental curriculum materials, and use of technology—narrowed to 30 multiple choice questions. Precision is achieved with a cost; the richness and depth of the everyday curriculum, instruction, and assessment experienced by students is not represented by the test score.

Norm-referenced achievement tests are inappropriate for use with young children. The information gathered is generally unreliable, unpredictable, and not connected to the kinds of learning experiences which are appropriate for young children. Since there are better ways to observe learning in young children, early childhood professionals do not recommend norm-referenced achievement tests for children younger than age 8.

What do norm-referenced achievement test scores mean?

Scores are reported as *percentiles* (not to be confused with percentages). By converting the number of correct responses to percentile scores, students are ranked on a bell curve from first to last, 99th percentile to 1st percentile. For example, if a group of people sitting in a room were ranked by percentile scores on their heights, the tallest person would be at the 99th percentile, the middle person would be at the 50th percentile, and the shortest person at the 1st percentile.

But let us assume that everyone in the room is six feet or taller, and in another room everyone is five feet or shorter. Percentile scores are the same in each room—the tallest person in each room is at the 99th percentile, even though one may be 6' 8" and the other 5'. Percentiles measure ranking, not actual height.

The same is true of students' performances on norm-referenced achievement tests. Percentile scores rank students who take the same multiple choice test, but the scores give very little information about what students learn. And again, comparing scores on different norm-referenced achievement tests makes no sense since the students are tested on different content.

How should any test scores be used to compare students?

Cautiously! Norm-referenced achievement tests require the greatest caution. Many school districts and newspapers already publish the average percentile scores of students at various grade levels. In Nebraska, average scores typically range from above the 80th percentile to below the 50th percentile. The difference in achievement appears to be huge.

Take a closer look! The difference between the 80th percentile and the 50th percentile may be as few as 3 or 4 incorrect multiple choice responses out of 30 test items. (Most major test publishers provide a technical manual to show how the percentile scores are calculated.) The highest ranking schools may not really be much different from the lowest ranking schools in achievement, and thus an overreliance on norm-referenced scores may have little educational impact and questionable cost effectiveness. Educators, policy makers, and the media must carefully consider the practicality and usefulness of ranking schools in this way.

Here is another way of looking at rankings. By correctly answering 20 out of 20, or a minimum of 16 out of 20, multiple choice test questions, Nebraskans receive a driver's license. There would be a HUGE difference in percentile scores between 20 and 16, yet the practical significance would be small (since

most applicants would get a license anyway). Percentile rankings are not computed because the information isn't needed. What is needed is a determination of the ability to drive, so vision testing, traffic records, and actual driving performance are also considered.

An overreliance on norm-referenced achievement tests shortchanges Nebraska students! Educators, policy makers, and the media must examine information in addition to norm-referenced achievement test results if they want to know what students are learning. Percentile scores and the rankings they offer simply do not tell us enough about student learning. *Criterion-referenced* tests and *classroom-based* assessments can help provide valuable information if our goal is to improve student learning.

What are criterion-referenced tests?

Criterion-referenced tests demonstrate students' attainment of specific curriculum content or standards. For example, a criterion-referenced program called *The Writing Assessment System*, developed at ESU 3, evaluates student writing by rating student writing according to standardized criteria. The criterion-referenced test provides an authentic example of student writing along with a score and a brief written analysis of the writing. Students, teachers, parents, and the public can readily see examples of the quality of student writing. Furthermore, it holds promise for meeting one of the primary goals of testing—to *improve student learning*, by allowing parents and students, teachers, and the public to see exactly what students are able to do and what they need to improve. The emphasis is on a curriculum product and student learning rather than a percentile test score.

What can we learn from classroom-based assessments?

If parents want to know how their child is doing in school, they need information about the daily curriculum, instruction, and assessment that takes place in the classroom. *Teachers and students are the best sources of information*, and most often, this information is shared at parent-teacher-student conference time, examining actual student work. Examples of classroom-based assessments include teachers' analyses of students' work, classroom observations of students' progress, homework, weekly tests, and quizzes.

However, not all classroom-based assessments are created equal. Unless teachers use criterion measures for creating classroom-based assessments and for grading, classroom-based assessment can be just as limited as norm-referenced achievement tests.

Typically, schools have provided very little staff development time to help teachers improve and document student progress using their own classroom assessments. A rich source of information about learning is neglected! Investing time and resources in staff development training that improves classroom-based assessment may be highly rewarding if the goal is to *improve student learning*.

Where do we go from here?

A balanced testing program (see graph below) makes extensive use of criterion-referenced tests; with major emphases on improving sound assessment practices in classrooms, along with purposeful application of norm-referenced achievement tests. An overreliance on any one testing format shortchanges Nebraska students. A balanced testing program provides educators, policy makers, and parents with information about how we improve learning opportunities for children.

TEST	TESED LEVELS	FREQUENCY	PURPOSE
Norm-referenced achievement	Samples at 3 grade levels (e.g. grades 4, 8, and 12)	Annually	Comparative ranking
Criterion-referenced	Multiple grade levels and subjects	Annually	School-wide achievement of curriculum content or standards
Classroom-based	All grade levels	Continuous	Show individual student growth

Johnston, Dr. Jef, *Nebraska Association for Supervision and Curriculum Development*, Winter 1998, <http://www.ascd.org>.

Assessment Worksheet

Standard:

Develop clear achievement targets by unpacking the standard.

Students know the following: (content)

Students can do the following: (processes)

Choose an assessment type that matches the achievement target.

(Note: Student portfolios may be used to collect and analyze samples of student work using many different types of assessments.)

Assessment Types	Selected Response	Constructed Response	Product	Performance	Observation	Interaction/Personal Communication
Examples	Multiple Choice True/False Matching	Completion Short Answer Label a Diagram Show Work Visual Representation • Concept Map • Semantic Web • Chart • Graph	Research Paper Project Report Exhibit Model Video Audiotape Multimedia Report Web Page	Oral Presentation Speech Demonstration Dramatic Reading Enactment Debate Multimedia Presentation Investigation Experiment	Anecdotal Records Checklist Informal Notes	Interview Oral Questioning Oral Discussion Think Aloud Learning Log Response Journal Conversations
Typical Achievement Targets	Knowledge	Knowledge	Skills and Processes	Skills and Processes	Skills and Processes	Skills and Processes

Locate or develop assessments that match the assessment type and achievement target.

Develop scoring guides, rubrics, or cut-scores that identify levels of student performance (beginning, progressing, proficient, advanced).

STARS Assessment Toolkit, Reading/Mathematics Section, 2000.

Rubric Design Template

Criteria	Wt.	Score			
TOTAL					
GRADING					
A+ =		B+ =		C+ =	
A =		B =		D =	
A- =		B- =		D- =	
COMMENTS					

Provided by Kimberly Schultz, June 2000.

Sample Rubric Point Distribution Charts

Directions: The following point distribution charts are examples only. If the charts are used for grading, be certain the rubric (taking the weight of the areas into account) has the total points possible AND also the minimum desired for a D-. A variety of examples are provided.

RUBRIC POINT TOTALS			
A+ = 18 pt	B+ = 15 pt	C+ = 12 pt	D+ = 9 pt
A = 17	B = 14	C = 11	D = 8
A- = 16	B- = 13	C- = 10	D- = 7

RUBRIC POINT TOTALS			
A+ = 21 pt	B+ = 18 pt	C+ = 14 pt	D+ = 10 pt
A = 20	B = 16-17	C = 12-13	D = 9
A- = 19	B- = 15	C- = 11	D- = 8

RUBRIC POINT TOTALS			
A+ = 24 pt	B+ = 20 pt	C+ = 16 pt	D+ = 12 pt
A = 22-23	B = 18-19	C = 14-15	D = 10-11
A- = 21	B- = 17	C- = 13	D- = 9

RUBRIC POINT TOTALS			
A+ = 27 pt	B+ = 22 pt	C+ = 17 pt	D+ = 12 pt
A = 24-26	B = 19-21	C = 14-16	D = 11
A- = 23	B- = 18	C- = 13	D- = 10

RUBRIC POINT TOTALS			
A+ = 30 pt	B+ = 24-25 pt	C+ = 18-19 pt	D+ = 13 pt
A = 28-29	B = 22-23	C = 16-17	D = 12
A- = 26-27	B- = 20-21	C- = 14-15	D- = 11

RUBRIC POINT TOTALS			
A+ = 33 pt	B+ = 27-28 pt	C+ = 21-22 pt	D+ = 15-16 pt
A = 31-32	B = 25-26	C = 19-20	D = 13-14
A- = 29-30	B- = 23-24	C- = 17-18	D- = 12

RUBRIC POINT TOTALS			
A+ =	B+ =	C+ =	D+ =
A =	B =	C =	D =
A- =	B- =	C- =	D- =

Provided by Kimberly Schultz, June 2000.

Last Name

First Name

Student Number

Outcome	Evaluation	Pass (+) or Fail (-)	Outcome	Evaluation	Pass (+) or Fail (-)	
*01 Demonstrate the proper techniques necessary for operation of the keyboard, including function and service keys. A. Proper Techniques Position at the Keyboard Keystroking Space Bar Enter/Return Key Tabulator Shift Keys Paper Handling Work Station B. Function and Service Keys Function/Service Keys			*04 Proofread and make necessary corrections. Edit Copy Use Proofreaders' Marks Report Mechanical Errors Neatness			
				*05 Keyboard straight copy paragraphs with a minimum of 25 words per minute (one-semester course) or 15 words per minute (9-week course) for a period of 3 minutes with a maximum of 9 errors. Speed (25 w.a.m. — 1 semester) (15 w.a.m. — 9 weeks) Accuracy (9 or fewer errors)		
	*02 Demonstrate proper care of keyboarding equipment and software. Care and maintenance of software and hardware			06 Apply language arts skills to compose responses and sentences at the keyboard. Composition Application of Language Arts Skills		
	03 Produce personal business and business letters, outlines, short reports, tabulations, and statistical material from a ranged and unarranged copy. A. Personal Business and Business Letters Proper Letter Format Proper Envelope Fomat Mechanical Errors Neatness B. Outlines and Reports Outlines *Reports Mechanical Errors Neatness C. Tables Statistical Tables Mechanical Errors Neatness			*07 Load and unload a word processing program. Handling Diskettes Turning on Equipment Rebooting Computer Quitting Program Removing Diskette from Drive		
				*08 Identify people of various cultural and ethnic backgrounds and gender who have been or are successful in business. Report		
				FINAL GRADE		
				* = Outcomes for 9-week courses		
			STUDENT COMPETENCY PORTFOLIO COMPUTER KEYBOARDING OR KEYBOARDING/WORD PROCESSING I Omaha Public Schools			

Outcome	Evaluation	Pass (+) or Fail (-)	Outcome	Evaluation	Pass (+) or Fail (-)
01 Demonstrate proper keyboarding techniques while producing acceptable documents. Proper Techniques Position at the Keyboard Keystroking Space Bar Enter/Return Key Tabulator Shift Keys Paper Handling Work Station			04 Demonstrate use of correct word processing terminology; format, save, retrieve, and print acceptable documents. A. Demonstrate Use of Correct Word Processing Terminology Report Learning Guide Mechanical Errors Neatness B. Format, Save, Retrieve, Edit, and Print Acceptable Documents Table Letter Report Mechanical Errors Neatness		
02 Demonstrate improvement of speed and accuracy on statistical copy; keyboard straight copy paragraphs with a minimum of 35 words a minute for a period of three or five minutes with a maximum of two errors per minute. A. Speed and Accuracy on Statistical Copy Speed Accuracy B. Speed and Accuracy on Straight Copy Speed Accuracy			05 Compose business and personal communications. Student's Composed Letter Students' Response to Another Student's Letter Mechanical Errors Neatness		
03 Apply language arts skills, such as word division, numbers, grammar, punctuation, capitalization, and spelling to produce acceptable documents; proofread and edit copy. A. Apply Language Arts Skills Application of Language Arts Skills B. Proofread and Edit Copy Edit Copy Use Proofreaders' Marks Report Mechanical Errors Neatness			06 Identify people of various cultural and ethnic background and ethnic gender who have been or are successful in business. Multi-Page Report		
			FINAL GRADE		
STUDENT COMPETENCY PORTFOLIO KEYBOARDING/WORD PROCESSING 2 Omaha Public Schools					