Administrative Services

Evaluation Form

2025 Curricular Materials Review

# Publisher information

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

# Instruction

## Publishing Company

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

## Review Team Member:

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

Scoring for Alignment to Program Standards:

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

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

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

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

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

# CONTENT STANDARD CTE AS .2.0: Career exploration

### Performance Standard CTE AS.2.1 Careers in Administrative Services

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.2.1.1 Research careers (e.g., front desk, C-suite, assistant, office manager) related to administrative services and office management.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.1.2 Identify educational requirements, available certifications, professional organizations, and compensation ranges related to an administrative services career pathway.
 | 0 1 2 N/A |  |
| 1. CTE AS.2.1.3 Describe the role and responsibilities of administrative services professionals.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE AS.3.0: microsoft office software applications

### Performance Standard CTE AS.3.1 Microsoft Word

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.3.1.1 Create a business document (e.g., resumé) from a template.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.1.2 Create a table, chart, and graph from the same data set.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.1.3 Format business documents (e.g., letters, emails, memos, reports, proposals), adhering to standard business communication principles.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.1.4 Enter data using a variety of input devices.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.1.5 Draft, edit, and revise written work.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.1.6 Create desktop publications (e.g., newsletters, certificates, brochures, and flyers).
 | 0 1 2 N/A |  |
| 1. CTE AS.3.1.7 Create mail merging through Microsoft software applications.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.1.8 Manage files, backups, and file sharing, using Cloud-based services.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.3.2 Microsoft Excel

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.3.2.1 Generate formulas using functions to solve a problem.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.2.2 Create a spreadsheet using formatting and editing.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.2.3 Create tables, charts, and graphs to depict information.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.2.4 Sort and filter spreadsheet data.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.2.5 Export data to various software applications.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.2.6 Import data to create spreadsheets.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.2.7 Implement security measures for spreadsheet protection.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.3.3 Microsoft PowerPoint

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.3.3.1 Create a presentation from a template and theme.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.3.2 Describe formatting and design goals for business presentations.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.3.3 Revise presentation content, formatting, and design, consistent with professional standards.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.3.4 Customize presentations (e.g., animations, transitions, hidden slides, audio files, speaker notes).
 | 0 1 2 N/A |  |
| 1. CTE AS.3.3.5 Import graphics, audio, and video content into a presentation.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.3.6 Manage presentation, using other common software tools (e.g., rehearse timings, screen navigation tools, pen, highlighter, spell checker).
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.3.4 Media Technologies

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.3.4.1 Evaluate Internet research sites for credibility and reliability.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.4.2 Manage an electronic media file storage system, applying file management techniques, including through The Cloud.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.4.3 Recognize the potential risks associated with information management.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.4.4 Apply information security practices (e.g., password security, login, logout).
 | 0 1 2 N/A |  |
| 1. CTE AS.3.4.5 Describe safe, legal, and responsible use of technology in the workplace, including use of social media.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.4.6 Describe trends in Cloud-based applications, file sharing, and the use of artificial intelligence in administrative services.
 | 0 1 2 N/A |  |
| 1. CTE AS.3.4.7 Identify security threats (e.g., phishing, fraudulent links and attachments, robocalls, spam emails, texts).
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE AS.4.0: accounting functions

### Performance Standard CTE AS.4.1 Accounting Procedures

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.4.1.1 Balance cash and receipts.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.1.2 Balance bank statements.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.1.3 Maintain accounting records (e.g., accounts payable, accounts receivable, payroll, cost, tax, accounting or spreadsheet software).
 | 0 1 2 N/A |  |
| 1. CTE AS.4.1.4 Process invoices for payment.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.1.5 Document and process receipt of payment.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.1.6 Describe the nature of accounts payable and accounts receivable.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.1.7 Manage budget allocations.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.1.8 Prepare bank deposits.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.1.9 Prepare purchase requisitions.
 | 0 1 2 N/A |  |
| 1. CTE AS.4.1.10 Complete procedures and authorization for travel, travel vouchers, and accommodations purchases.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE AS.5.0: legal and ethical issues

### Performance Standard CTE AS.5.1 Legal Issues Affecting Business

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.5.1.1 Describe fraudulent business activities
 | 0 1 2 N/A |  |
| 1. CTE AS.5.1.2 Describe legal issues associated with misuse of information management.
 | 0 1 2 N/A |  |
| 1. CTE AS.5.1.3 Describe methods used to protect copyright, intellectual property, and corporate property.
 | 0 1 2 N/A |  |
| 1. CTE AS.5.1.4 Define the elements of a valid contract.
 | 0 1 2 N/A |  |
| 1. CTE AS.5.1.5 Describe local, state, and federal regulations impacting business operations.
 | 0 1 2 N/A |  |
| 1. CTE AS.5.1.6 Describe the importance of maintaining records for software licenses.
 | 0 1 2 N/A |  |
| 1. CTE AS.5.1.7 Describe employee rights in the workplace, including the responsibility to report violations.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.5.2 Ethics Affecting Business

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.5.2.1 Describe the value of ethics and ethical guidelines in the workplace.
 | 0 1 2 N/A |  |
| 1. CTE AS.5.2.2 Describe the importance of workplace confidentiality.
 | 0 1 2 N/A |  |
| 1. CTE AS.5.2.3 Describe the ethical usage of media content.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE AS.6.0: business communication

### Performance Standard CTE AS.6.1 Written and Oral Communication

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.6.1.1 Prepare correspondence (e.g., memo, business letter, electronic mail).
 | 0 1 2 N/A |  |
| 1. CTE AS.6.1.2 Edit Adobe PDF documents to include electronic signatures.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.1.3 Proofread content, format, grammar, and keying errors.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.1.4 Transcribe notes from written, verbal, and recorded formats.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.1.5 Prepare agendas, minutes, and materials for meetings.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.1.6 Communicate with liaisons outside the company (e.g., professional email, etiquette).
 | 0 1 2 N/A |  |
| 1. CTE AS.6.1.7 Deliver presentations.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.6.2 Telephone and Other Communication Device Techniques and Etiquette

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.6.2.1 Identify techniques for professionally answering, screening, and placing calls.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.2.2 Identify techniques for placing callers on hold, transferring calls, and taking/leaving messages.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.2.3 Describe techniques for locating telephone numbers and contact information.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.2.4 Demonstrate video conferencing etiquette.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.6.3 Positive Customer Service and Customer Relations

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.6.3.1 Describe the importance of acknowledging customers/clients.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.3.2 Identify the needs of customers/clients.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.3.3 Provide helpful, courteous, and knowledgeable service.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.3.4 Identify appropriate channels of communication with customers/clients (e.g., phone call, face‐to‐face, email, Web, social media, other technologies).
 | 0 1 2 N/A |  |
| 1. CTE AS.6.3.5 Identify techniques to seek and use customer/client feedback to improve company services.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.3.6 Describe the relationship between customer/client satisfaction and company success.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.6.4 Conflict Resolution

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE AS.6.4.1 Identify conflict-resolution techniques to enhance productivity and improve workplace relationships.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.4.2 Implement conflict-resolution strategies and problem‐solving skills.
 | 0 1 2 N/A |  |
| 1. CTE AS.6.4.3 Describe the role of documentation as a component of professional conflict resolution.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE AS .7.0: Business and office operations

### Performance Standard CTE AS.7.1 Basic Steering and Suspension Introduction

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.7.1.1 Describe the importance of time management and meeting deadlines.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.1.2 Describe common purchasing, shipping, and receiving procedures.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.1.3 Research options for travel and accommodations (e.g., flight, hotel) for business purposes.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.1.4 Plan a meeting.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.1.5 Describe the function of facilities management.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.1.6 Plan organization/department activities (e.g., team building, life events).
 | 0 1 2 N/A |  |
| 1. CTE AS.7.1.7 Maintain electronic office calendars, tasks, appointments, allocating necessary resources (e.g., reserving rooms, room preparation, technology, equipment).
 | 0 1 2 N/A |  |
| 1. CTE AS.7.1.8 Describe the importance of working as a calendar delegate.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.1.9 Describe office hazards and safety protocols.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.7.2 Mail/Shipping Processes

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.7.2.1 Process incoming and outgoing mail, including interoffice mail.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.2.2 Identify special mail services (e.g., certified, registered, return receipt) available through the United States Post Office (USPS).
 | 0 1 2 N/A |  |
| 1. CTE AS.7.2.3 Identify common mail/shipping couriers (e.g., FedEx, UPS, DHL) and reasons businesses use them.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.7.3 File/Records Management

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.7.3.1 File office information manually and electronically.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.3.2 Describe ARMA filing rules.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.3.3 List the life cycle phases for records.
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.7.4 Business Organization

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.7.4.1 Compare the types of business ownership (e.g., sole proprietorship, partnership, corporation).
 | 0 1 2 N/A |  |
| 1. CTE AS.7.4.2 Identify common departments (e.g., human resources, sales/marketing, customer
2. relations, management, executive leadership, board of directors) and their business
3. functions.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.4.3 Describe the importance of chain of command, business organization models, and organizational charts.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.4.4 Compare leadership styles (e.g., autocratic, democratic, laissez-faire, transformational).
 | 0 1 2 N/A |  |

### Performance Standard CTE AS.7.5 Office Tools and Equipment

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE AS.7.5.1 Identify when to use facsimile versus scanned documents.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.5.2 Describe copy machine usage and maintenance.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.5.3 Improve 10‐key calculator proficiency.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.5.4 Set up audio/visual equipment.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.5.5 Describe the use of multi‐line phones and conference calls.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.5.6 Set up web‐based and video conferencing.
 | 0 1 2 N/A |  |
| 1. CTE AS.7.5.7 Describe technology device trends as applied to business environments.
 | 0 1 2 N/A |  |

Scoring for Best Practices and Assessment

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

Scoring for Alignment to Best Practices and Assessment:

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

Scoring for Additional Indicators of Quality Materials

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

Scoring for Alignment to Additional Indicators of Quality Materials:

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

Scoring for Best Practices in the Use of Technology

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

Use of Technology

| **Use of Technology** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum – Curricular Materials

Idaho Department of Education

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