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 |  |

# INDICATORS OF QUALITY RUBRIC:

**Access and Equity:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |  |

**Student Focus:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |  |
| 1. The material cross-references and integrates other content areas.
 |  |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |  |
| 1. The material includes appropriate instructional strategies.
 |  |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |  |

**Pedagogical Approach:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and self-assessment measures of learning.
 |  |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |  |

**Presentation and Design:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) is accurate and well-integrated into the text.
 |  |  |

**Technology:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 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

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