Business Information Management II (Proc 17)

PRE-TEST/POST-TEST TEKS BLUEPRINT

Pre-Test/Post-Test Development Overview

TEKS Addressed Selection Process

The Texas Essential Knowledge & Skills (TEKS) included in the course pre-test and post-test were selected for their direct relevance to the course content. This selection process was guided by the goal of assessing learners' understanding of specific topics and skills that are integral to the course. As a result, TEKS related to general employability skills or broader topics were often excluded. This focus ensures that the assessments accurately measure students' mastery of the subject matter, allowing educators to gain a clear insight into areas where students excel or may need additional support. By concentrating on content-specific TEKS, the tests provide a more precise evaluation of the students' knowledge and understanding of the core material.

Test Question Development Process

The questions created for the pre-test and post-test were designed using psychometric principles to ensure they are of high quality and fairness. This approach helps to accurately assess student understanding. These principles guide the development of questions to be reliable, valid, and free from bias, ensuring that they effectively measure the knowledge and skills the students are expected to acquire in the course.

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Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(2) The student demonstrates project management processes to conduct a business project using emergin technologies. The student is expected to:	(A) initiate a project	Formulas for Career Success: Portfolio Development
(2) The student demonstrates project management processes to conduct a business project using emergin technologies. The student is expected to:	(B) plan a project	Formulas for Career Success: Portfolio Development
(2) The student demonstrates project management processes to conduct a business project using emergin technologies. The student is expected to:	(C) execute a project	Formulas for Career Success: Portfolio Development
(2) The student demonstrates project management processes to conduct a business project using emergin technologies. The student is expected to:	(D) monitor and control a project	Formulas for Career Success: Portfolio Development
(2) The student demonstrates project management processes to conduct a business project using emergin technologies. The student is expected to:	(E) close a business project	Formulas for Career Success: Portfolio Development
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(A) employ verbal and active listening skills when obtaining and conveying information.	Communication Styles
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(B) record information needed to present a report on a given topic and use items such as tables of content, indexes, tabs, footnotes, endnotes, captions, and/or building blocks	Microsoft® Word Advanced
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(C) write business correspondence using advanced word processing features such as templates and forms; mail merge, including letters, labels, and envelopes; and document protection and security that conveys information effectively using correct grammar, spelling, punctuation, and captialization	Microsoft® Word Advanced
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(D) use online word processing technologies to create, edit and share documents	Workplace Technology
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(E) communicate with relevant parties such as coworkers and customers by interpreting verbal and nonverbal behaviors	Communication Styles
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(F) apply strategies for communicating about issues in dealing with a diverse workforce such as sexual harassment and cultural differences	Managing Diversity
(3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace. The student is expected to:	(G) demonstrate the ability to communicate and resolve conflicts within a diverse workforce	Conflict Management
(4) The student creates, evaluates and uses information resources to accomplish specific occupational tasks. The student is expected to:	(A) create and interpret items such as tables, charts, infographics, and figures to accomplish specific occupational tasks	Microsoft® PowerPoint Advanced Microsoft® Excel Advanced Microsoft® Word Advanced
(4) The student creates, evaluates and uses information resources to accomplish specific occupational tasks. The student is expected to:	(B) use resources such as informational texts, Internet websites, and technical materials to review and apply information sources for occupational tasks	Internet Basics

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Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(4) The student creates, evaluates and uses information resources to accomplish specific occupational tasks. The student is expected to:	(C) evaluate the reliability of information from sources such as informational texts, Internet websites, and technical materials and resources	Internet Basics
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(A) prepare oral presentations to provide information for specific purposes and audiences	Public Speaking Basics
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(B) identify support materials that will enhance an oral presentation	Public Speaking Basics
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(C) prepare support materials that will enhance an oral presentation	Public Speaking Basics
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(D) deliver an oral presentation that sustains listeners' attention	Public Speaking Basics
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(E) align presentation strategies to the intended audience	Public Speaking Basics
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(F) implement multimedia strategies for presentations	Microsoft® PowerPoint Advanced
(5) The student develops and delivers formal and informal presentations using appropriate media to engage and inform audiences. The student is expected to:	(G) use online presentation management technologies to create, edit, transport and share documents	Workplace Technology
(6) The student demonstrates public relations skills to increase internal and external customer satisfaction. The student is expected to communicate effectively when developing positive customer relationships	(A) communicate effectively when developing positive customer relationships	Customer Satisfaction
(7) The student designs solutions to mathematical business problems using advanced spreadsheet technologies. The student is expected to:	(A) recognize and apply spreadsheet items such as lookup tables, what-if and built-in functions, macros, and advanced charts, graphs, and functions	Microsoft® Excel Advanced
(7) The student designs solutions to mathematical business problems using advanced spreadsheet technologies. The student is expected to:	(B) create and interpret financial statements such as comparisons and projections, predictions and forecasts, trend analyses, and charts and graphs	Microsoft® Excel Advanced
(8) The student follows procedures of advanced data management. The student is expected to:	(A) design a database to solve business problems	Microsoft® Access Advanced
(8) The student follows procedures of advanced data management. The student is expected to:	(B) use advanced functions of database management such as updating queries, creating formulas, using built-in formulas, and creating custom format reports	Microsoft® Access Advanced
(9) The student documents technical knowledge and skills. The student is expected to:	(A) prepare a professional electronic portfolio that includes information such as: (i) attainment of technical skill competencies; (ii) licensures or certifications; (iii) recognitions, awards, and scholarships; (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations; (v) sample letter of application; (vi) abstract of key points of accomplishments; (vii) resume; (viii) samples of work; and (ix) evaluation from a teacher	Formulas for Career Success: Portfolio Development
(9) The student documents technical knowledge and skills. The student is expected to:	(B) present the portfolio to interested stakeholders	Formulas for Career Success: Portfolio Development