



Business Management (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.

Business Management (Proc 17) Pre-Test/Post-Test TEKS Blueprint

Knowledge & Skills Statement	Student Expectation	ICEV Lesson Title
(2) The student demonstrates an understanding of the management concept. The student is expected to	(A) define the term management	Management Functions
(2) The student demonstrates an understanding of the management concept. The student is expected to	(F) identify the external and internal environmental factors that influence management	Management Functions
(2) The student demonstrates an understanding of the management concept. The student is expected to	(H) summarize how to make ethical decisions	Ethics in Business
(2) The student demonstrates an understanding of the management concept. The student is expected to	(I) define social responsibility	Business & Management Concepts
(2) The student demonstrates an understanding of the management concept. The student is expected to	(K) research contemporary cases dealing with ethics and social responsibility using appropriate online technology	Ethics in Business
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(B) explain the necessity of proper planning	Managing Functions
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(E) determine competitive advantage	Evaluating the Competition
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(G) determine innovative strategies	Strategies & Solutions: Keys to Solving Business Problems
(3) The student recognizes the importance of planning in an organization. The student is expected to:	(I) define global management	Global Industry
(4) The student recognizes the importance of organizations. The student is expected to:	(A) explain how to design an adaptive organization	Organizational Structures
(4) The student recognizes the importance of organizations. The student is expected to:	(C) define the chain of command	Organizational Structures
(4) The student recognizes the importance of organizations. The student is expected to:	(D) explain line authority	Managing People
(4) The student recognizes the importance of organizations. The student is expected to:	(E) define staff authority	Managing People
(4) The student recognizes the importance of organizations. The student is expected to:	(H) compare and contrast centralized and decentralized organizations	Workplace Issues
(5) The student explains the role of staffing within an organization. The student is expected to:	(A) describe ethics in human resource issues	Employability Skills
(5) The student explains the role of staffing within an organization. The student is expected to:	(B) explain or define the major federal employment laws	Workplace Issues
(5) The student explains the role of staffing within an organization. The student is expected to:	(D) identify sexual harassment in the workplace	Workplace Issues
(5) The student explains the role of staffing within an organization. The student is expected to:	(F) define the selection process for new employees	Business Characteristics
(5) The student explains the role of staffing within an organization. The student is expected to:	(I) explain employee compensation in a competitive environment	Successful Business Operations
(5) The student explains the role of staffing within an organization. The student is expected to:	(K) rationalize the costs of employee turnover and what can be done to reduce turnover rate	Successful Business Operations
(5) The student explains the role of staffing within an organization. The student is expected to:	(M) research contemporary cases addressing recruitment, downsizing, and diversity using appropriate online resources	Managing Diversity
(6) The student demonstrates the qualities of leadership. The student is expected to:	(A) define motivation	Business Characteristics
(6) The student demonstrates the qualities of leadership. The student is expected to:	(B) distinguish between extrinsic and intrinsic rewards	Business Characteristics
(6) The student demonstrates the qualities of leadership. The student is expected to:	(C) explain how to address real or perceived inequities in the workplace	Managing Diversity
(6) The student demonstrates the qualities of leadership. The student is expected to:	(D) define the Expectancy Theory	Successful Business Operations

Business Management (Proc 17) Pre-Test/Post-Test TEKS Blueprint

Knowledge & Skills Statement	Student Expectation	iCEV Lesson Title
(6) The student demonstrates the qualities of leadership. The student is expected to:	(E) explain how rewards and goals affect motivation	Successful Business Operations
(6) The student demonstrates the qualities of leadership. The student is expected to:	(F) compare a leader to a manager	Leadership Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(G) explain the roles of a leader	Leadership Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(H) explain the traits of an effective leader	Leadership Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(I) define the different styles of leadership, including autocratic, democratic, and free rein	Leadership Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(J) explain when each style of leadership is appropriate	Leadership Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(K) define the management communication process	Communication Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(M) analyze the communication process	Communication Styles
(6) The student demonstrates the qualities of leadership. The student is expected to:	(N) compare and contrast formal and informal communication	Communication Styles
(7) The student understands the necessity of the control process. The student is expected to:	(A) examine the control process	Management Functions
(7) The student understands the necessity of the control process. The student is expected to:	(B) illustrate the five primary control methods	Management Functions
(7) The student understands the necessity of the control process. The student is expected to:	(C) explain the importance of quality control	Product Planning & Development
(7) The student understands the necessity of the control process. The student is expected to:	(E) develop the importance of gathering and sharing information	Management Functions
(7) The student understands the necessity of the control process. The student is expected to:	(F) explain the importance of managing for productivity and growth	Managing People
(7) The student understands the necessity of the control process. The student is expected to:	(G) define the quality-related characteristics for products	Product Planning & Development
(7) The student understands the necessity of the control process. The student is expected to:	(H) explain International Standards Organization (ISO) standards, including ISO 9000 and ISO 14000	Business & Management Concepts
(7) The student understands the necessity of the control process. The student is expected to:	(N) define Total Quality Management	Managing People
(7) The student understands the necessity of the control process. The student is expected to:	(O) explain service operations	Successful Business Operations
(7) The student understands the necessity of the control process. The student is expected to:	(P) develop a service quality standards instrument such as a customer satisfaction survey or SERVQUAL survey	Successful Business Operations
(7) The student understands the necessity of the control process. The student is expected to:	(R) define inventory in the management context	Inventory Management
(7) The student understands the necessity of the control process. The student is expected to:	(S) explain the fiscal importance of controlling inventory	Distribution & Inventory Methods
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(B) develop a project plan	Aspects of a Business Plan
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(C) execute a project	Aspects of a Business Plan
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(D) monitor and control a project	Aspects of a Business Plan
(9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:	(E) close a project	Aspects of a Business Plan