



Entrepreneurship (Proc 17)

PRE-TEST/POST-TEST TEKS BLUEPRINT

** This course will be retiring Summer 2025 due to the creation of new content or updated TEKS.*

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 an understanding of entrepreneurship and the entrepreneurial way of life. The student is expected to:	(C) analyze the advantages and disadvantages of entrepreneurship	A Job Defined: Entrepreneur
(3) The student visits local businesses and franchises to investigate business opportunities. The student is expected to:	(B) evaluate the issues involved with starting a business, taking over a business, or expanding an existing business	Starting a Small Business
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(B) research business plan outlines, resources, and templates	Aspects of a Business Plan
(4) The student identifies the importance of a well-written business plan. The student is expected to:	(C) create and present a well orchestrated business plan and critically explain the contents	Aspects of a Business Plan
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(A) describe the nature of a business and list the marketplace needs that it satisfies	Starting a Small Business
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(C) list the specific consumers, organizations or businesses that a company targets or will target	Starting a Small Business
(5) The student explains the goal of a business and its unique proposition. The student is expected to:	(E) create a well-orchestrated company description	Business Cycle & Growth
(6) The student explains and demonstrates how to meet the needs of a growing organization. The student is expected to:	(A) describe the role of operations and organization in the growing business	Business Cycle & Growth
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(A) determine the financial plan, including financial requirements and sources of financing	Aspects of a Business Plan
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(B) explain the idea of a growth strategy, including horizontal and vertical growth strategies	Business Cycle & Growth
(7) The student explains investment and financial resources to achieve business goals and objectives. The student is expected to:	(C) explain the idea of an exit strategy, including selling the business, going public, and liquidating the business	Business Cycle & Growth
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(A) explain and define basic accounting functions and terms, including assets and types of assets, cash, accounts receivable, fixed, liquid, illiquid, and inventory goods on hand	Basic Accounting Principles
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(C) calculate owner's equity or net worth	Basic Accounting Principles
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(D) evaluate a balance sheet understanding the balance sheet equation (A = L + OE)	Basic Accounting Principles
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(E) analyze profit and loss statement	Basic Accounting Principles
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(G) determine expenses and types of expenses	Basic Accounting Principles
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(I) discuss the importance of budgeting and cash flow	Budgeting for Business
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(J) use common accounting forms to demonstrate an understanding of their functions and results	Basic Accounting Principles
(8) The student demonstrates and explains financial and accounting terms and forms. The student is expected to:	(L) explain the impact of the law of diminishing returns	Economic Concepts
(9) The student knows the effects of credit on price and profit. The student is expected to:	(A) identify types of consumer credit	Introduction to Credit
(9) The student knows the effects of credit on price and profit. The student is expected to:	(B) recommend types of consumer credit a business might offer	Introduction to Credit
(9) The student knows the effects of credit on price and profit. The student is expected to:	(D) describe how credit affects profit and the negotiated prices	Financial Aspects of Business
(10) The student understands the importance of product management and how it meets the needs of the customer. The student is expected to:	(A) explain product management	Product Planning & Development

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(10) The student understands the importance of product management and how it meets the needs of the customer. The student is expected to:	(C) create product-mix strategies, including branding elements and extended product features to meet customer needs	Product Service Management
(11) The student knows that pricing has policies, objectives, and strategies. The student is expected to:	(A) develop and analyze the pricing objectives	Pricing Strategies & Concepts
(11) The student knows that pricing has policies, objectives, and strategies. The student is expected to:	(C) recommend appropriate pricing strategies	Pricing Strategies & Concepts
(12) The student knows the importance of managing the pricing structure. The student is expected to:	(A) communicate the differences among pricing structures for goods, services, and ideas	Pricing Strategies & Concepts
(12) The student knows the importance of managing the pricing structure. The student is expected to:	(B) develop a pricing structure for an entrepreneurial venture	Pricing Strategies & Concepts
(12) The student knows the importance of managing the pricing structure. The student is expected to:	(C) demonstrate how to calculate prices, markups, and discounts	Calculating Prices & Discounts
(13) The student knows elements and processes of product planning. The student is expected to:	(B) define the term product mix	Product Service Management
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(A) explain how market penetration strategies contribute to successful marketing	Promoting the Product
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(D) use appropriate technology to create promotional materials	The Promotional Mix
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(E) apply evaluation strategies to determine promotional campaign effectiveness	Promoting the Product
(14) The student knows the process for development, implementation, and evaluation of a marketing plan. The student is expected to:	(G) apply evaluation strategies to determine the effectiveness of sales activities	Determining Sales Quotas
(15) The student knows that purchasing usually occurs in a continuous cycle. The student is expected to:	(A) demonstrate the process of selecting suppliers and sources	Purchasing Procedures
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(A) categorize business risks such as human, natural, and economic	Risk Management
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(B) classify business risks as pure or speculative, controllable or uncontrollable, and insurable or uninsurable	Risk Management
(16) The student knows that entrepreneurial risk is the possibility of loss or failure. The student is expected to:	(C) explain security precautions as well as health, safety, and worker welfare regulations	Safe Working Environment
(18) The student understands business ethics and legal responsibilities. The student is expected to:	(A) explain ethical actions in business operations, including ethical considerations in providing information, confidential information, and information appropriate to obtain from a client or another employee	Ethics in Business
(19) The student acquires foundational knowledge of business laws and regulations to understand their nature and scope. The student is expected to:	(A) identify the legal issues affecting businesses	Ethics in Business
(19) The student acquires foundational knowledge of business laws and regulations to understand their nature and scope. The student is expected to:	(B) investigate the impact of the legal issues	Ethics in Business
(20) The student explains the civil foundations of the legal environment of business to demonstrate knowledge of contracts. The student is expected to:	(A) identify the basic torts relating to business enterprises	Contract & Employment Law
(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(A) describe the nature of legal procedure	Business Law Basics

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(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(B) discuss the nature of debtor creditor relationships	Business Law Basics
(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(C) explain the nature of agency relationships	Business Law Basics
(21) The student explores the regulatory environment of business to understand the diversity of regulations. The student is expected to:	(E) identify the role of administrative law	Business Law Basics
(22) The student knows the scope and nature of distribution. The student is expected to:	(B) explain how distribution can add value to goods, services, and intellectual property	Distribution
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(B) identify components of the marketing research process	Marketing Research
(23) The student knows that marketing research is a specific inquiry to solve a problem. The student is expected to:	(D) identify sources of primary and secondary data	Marketing Research
(24) The student knows the process of collecting marketing information to facilitate decision making. The student is expected to:	(C) conduct an analysis of strengths, weaknesses, opportunities, and threats	SWOT Analysis