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# Evaluation Tools

## Business Management & Administration Services

### Sample Performance Assessment

#### **RUBRIC**

“A rubric is a printed set of guidelines that distinguishes performances or products of different quality. A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have indicators providing specific examples or tell-tale signs of things to look for in work.”

The word rubric derives from the Latin word for red. Long ago, a rubric was a set of instructions for a law or liturgical services, typically written in red. Thus, a rubric instructs people on how to “lawfully” judge a performance.

Not only does a good rubric provide a consistent and reliable means for assessing performance, it also provides the student with a clear and written explanation of the instructor’s expectations of a performance.

#### **FBLA COMPETITIVE EVENTS**

[www.fbla-pbl.org](http://www.fbla-pbl.org)

# Evaluation Tools

## Sample Rubric

\_\_\_\_\_  
School

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
CTE Program - Level III

\_\_\_\_\_  
Course Name

### LEVELS OF PERFORMANCE

3	2	1	0	0
90% +	80% +	70% +	60% +	Less than 60%
Mastered	Exceeded	Attained	Approaching Attainment	Unattained
<p>Student presents a clear, specific understanding of the competency. All notes, assignments, test, work place records and labs required are completed on time, are extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and or experiments. The student has used his/her new knowledge when participating in all oral discussions, assignments and written work. Student makes connections between classroom and work place. The students' notes, tests, labs, workplace records, debates, CTSO participation, and assignments are of the highest level of achievement above 90%.</p>	<p>Student presents a clear, specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All notes, assignments, tests, workplace records and labs required are completed on time, are very well organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge both orally and in written work and uses this knowledge in his/her assignments and oral participation. New knowledge is evident when student shows connections between classroom and work place relationships. Student notes, tests, labs, work place records, CTSO participation, debates and assignments are clearly organized, carefully done, and often go beyond teacher expectations. All tests are beyond the standard level of achievement between 80% to 89%.</p>	<p>Student meets assignment expectations. The student demonstrates new knowledge learned in oral participation and or written tasks. The work is well organized and complete. The student understood the assignments. He/she used the resources required and organized information in all notes, assignments, tests,work place records, debates and labs. All notes, assignments and labs are complete, carefully done and the student meets just above the minimum requirements and expectations. All tests, work place records, CTSO participation, assignments and labs meet the standard level of achievement between 70% to 79%.</p>	<p>Student knowledge of the topic is understood, but at minimum level of competency. The assignments, notes and labs are occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Some of the information included by the student was not important to the topic. Student does most of what is required, but nothing more. Some of the work may not be finished. Tasks are not carefully done and the information from the resources is not used. Tests, labs, notes, CTSO participation, and workbased learning results are at a level of achievement between 60% to 69%.</p>	<p>Student knowledge of the subject is not shown. Steps through the process were not followed. Notes, tests, assignments, workbased learning and labs lack neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Parts are missing. Participation is weak, or student is often not participating. Labs, tests, CTSO participation, and assignments are poorly done and fall well behind the standard level of achievement. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 60%.</p>

**Definition of Rubric:**

"A rubric is a printed set of guidelines that distinguishes performances or products of different quality. A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have indicators providing specific examples or tell-tale signs of things to look for in work."

The word rubric derives from the Latin word for red. Long ago, a rubric was the set of instructions for a law or liturgical service, typically written in red. Thus, a rubric instructs people on how to "lawfully" judge a performance. A good rubric allows valid and reliable--criterion-referenced--discrimination of performance.

# Evaluation Tools

## Business Management & Administrative Services

### EVALUATION OF BUSINESS PLAN

[http://projects.edtech.sandi.net/memorial/franchise/business\\_plan\\_rubric.htm](http://projects.edtech.sandi.net/memorial/franchise/business_plan_rubric.htm)

	BEGINNING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
Summary and Product/ Service	Gives the name of the franchise and service sold.	Explains name, location, and services sold.	Addresses name, location, history of the company, and goods/services sold.	Adequately addresses name, location, detailed history of the company, and the goods/services sold.
Management Experience/ Expertise	Report tells who the owners are.	Report tells who owners are and how they will be managed.	Report tells who the owners are and how they will work together, and how they will manage.	Report explains who owners are specifically how they will work together, and how management will work.
Personnel Requirements	Hiring procedures are addressed.	Training is addressed and hiring procedures are briefly discussed.	Training is addressed and provides a detailed explanation of how employees will be hired	Specific explanation of training for owners and employees, how people will be hired, and criteria for job placement.
Market Analysis	Very little numerical data is given	Numerical data is basically copied from website. No calculations.	Report provides some numerical data involving calculations and analysis. May or may not use charts or graphs.	Report provides calculated data and analysis for how this company is successful. Report includes charts and graphs.
Oral Presentations	Student exhibits fair voice projection, fair body language, correct grammar and pronunciation. No visual aid is used.	Student exhibits fair voice projection, fair body language, correct grammar and pronunciation. Has few or poor quality visual aids.	Student exhibits good voice projection, appropriate body language, correct grammar and pronunciation. Report contains adequate visual aids that complement the oral presentation.	Student exhibits good voice projection, appropriate body language, correct grammar and pronunciation. Report also includes visual aids that enhance the oral presentation.

# Evaluation Tools

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### Rubric to Evaluate the Quality of a Rubric

SBE Design Team of Northern Colorado BOCES

[www.coloradoboccs.org](http://www.coloradoboccs.org)

CRITERIA	NEEDS TO BE REWORKED	ACCEPTABLE BUT NEEDS MORE CLARITY	CLEARLY WRITTEN
Performance Levels Addressed	Scoring guide is open-ended	Scoring guide provides for different performance levels	Scoring guide is descriptive of each level of performance
Description of Performance Levels	There are no specific descriptions of the different performance levels	Differences between the levels rely on looking for a number of examples or responses	The descriptions define clear and significant differences between the performance levels.
Language Specificity	Vague words are used to discriminate between levels: some, many, few, good, excellent	Subjective words (good excellent, some) are used to discriminate between levels but are further defined	The critical attributes between each level of performances are included
Usefulness	The ratings do not provide useful instructional information.	Ratings provide instructional information that needs further task analysis.	Ratings provide useful instructional information.

# Evaluation Tools

## Business Management & Administrative Services

### The Five Learning & Employability Profile Traits

1. Commitment to Quality - *Gives best effort, evaluates work, and completes work to quality standards.*

Minimal/0-11	Initial/12-13	Progress/14-15	Proficient/16-17	Exemplary/18-20
Minimal effort. Attempt to evaluate work and utilize feedback is not evident. Does not regularly complete work.	Rarely gives best effort. Rarely evaluates work and utilizes feedback. Completes work inconsistently.	Inconsistently gives best effort. Sometimes evaluates work and utilizes feedback. Completes work; does not consistently meet quality standards.	Usually gives best effort. Usually evaluates work and utilizes feedback. Completes work; usually meets quality standards.	Consistently gives best effort. Constantly evaluates work and fully utilizes feedback to improve product quality. Consistently completes work according to the highest quality standards.

2. Work Habits - *Displays initiative, flexibility, and time management.*

Minimal/0-11	Initial/12-13	Progress/14-15	Proficient/16-17	Exemplary/18-20
Reluctant to begin tasks. Poor use of time. Rarely adjusts well to new situations.	Reluctant to begin tasks without significant teacher intervention. Needs frequent reminders to use available time. Has difficulty adjusting to new situations.	Inconsistently begins and completes tasks. Needs occasional prompting. Sometimes uses time effectively. Adjusts to new situations in an inconsistent manner.	Usually begins and remains on task without prompting until the work is completed. Generally uses time effectively. Usually adjusts well to new situations.	Consistently begins and remains on task until the work is completed. Maximizes time available. Consistently responds to changing situations in a successful manner.

3. Communication - *Reads with comprehension, writes with skill, and communicates effectively and responsibly in a variety of ways and settings.*

Minimal/0-11	Initial/12-13	Progress/14-15	Proficient/16-17	Exemplary/18-20
Understands and interprets information incorrectly. Presents information in a vague and unorganized manner. Refuses to access or use appropriate resources.	Seldom understands and interprets information accurately. Presents information in an unorganized manner. Accesses minimal resources.	Inconsistently receives, understands and interprets information accurately. Demonstrates a limited ability to present information in an organized manner. Inconsistently accesses appropriate resources.	Usually, receives, understands, and interprets information accurately. Presents information in a clear and organized manner using appropriate methods and resources.	Consistently receives, understands, and interprets information accurately. Consistently presents information in a clear, organized and engaging manner using a variety of methods and resources.

4. Interpersonal Effectiveness - *Works effectively with others and contributes productively as a member of a work team.*

Minimal/0-11	Initial/12-13	Progress/14-15	Proficient/16-17	Exemplary/18-20
Uncooperative and disrespectful in working with others. Disruptive to group efforts.	Demonstrates inappropriate group behaviors. Improvement needed in treating others with respect. Rarely contributes to group efforts.	Utilizes a limited number of positive group behaviors. Generally respectful of others. Contributes to group efforts in an inconsistent manner.	Consistently works well with others and is respectful. Contributes significantly to group efforts.	Consistently works well with others and is respectful. Contributes significantly to group efforts. Facilitates positive groups dynamics and respectful environment. Demonstrates leadership that plays a significant role in the success of group efforts.

5. Attendance and Punctuality - *Contributes to the learning environment in a consistent and responsible manner.*

Minimal/0-11	Initial/12-13	Progress/14-15	Proficient/16-17	Exemplary/18-20
Uncooperative and disrespectful in working with others. Disruptive to group efforts.	Demonstrates inappropriate group behaviors. Improvement needed in treating others with respect. Rarely contributes to group efforts.	Utilizes a limited number of positive group behaviors. Generally respectful of others. Contributes to group efforts in an inconsistent manner.	Consistently works well with others and is respectful. Contributes significantly to group efforts.	Consistently works well with others and is respectful. Contributes significantly to group efforts. Facilitates positive groups dynamics and respectful environment. Demonstrates leadership that plays a significant role in the success of group efforts.
Excessive absences make it difficult to contribute in class and are a serious obstacle to successful classroom performance. Student refuses to accept responsibility of making-up missed work.	Absences limit opportunities to contribute in class and consistently impact classroom performance. Student makes-up missed work only after frequent reminders.	Absences impact opportunity to contribute in class and noticeably impact classroom performance. Student needs occasional reminders before missed work is made up.	Absences rarely impact opportunity to contribute in class and rarely affect overall classroom performance. Student is usually responsible in seeking out and making-up missed work.	Absences do not limit opportunity to contribute in class and do not affect classroom performance. Student is consistently responsible in seeking out and making-up missed work.
PUNCTUALITY - (3+ Tardies per Quarter) Pattern of tardiness indicates lack of self-discipline related to punctuality.		PUNCTUALITY - (2 Tardies per Quarter) Instances of tardiness indicate punctuality may become a concern.		PUNCTUALITY - (0-1 Tardies per Quarter) Exemplary self-discipline related to punctuality.

# Evaluation Tools

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### Technology Education: Career Report Rubric

Student Name \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Quality of Information</b>	Information gathered provides answers to the main questions along with several supporting details and/or examples for each.	Information gathered provides answers to main questions along with 1-2 supporting details and/or examples.	Information gathered provides answers to main questions, but no details and/or examples are given.	Information gathered has little or nothing to do with the questions posed.
<b>Amount of Information</b>	All topics are addressed, and all questions answered, with at least 3 sentences about each.	All topics are addressed and most questions answered, with at least 3 sentences about each.	All topics are addressed, and most questions answered with 1-2 sentences about each.	All topics not addressed OR most questions answered with words or phrases instead of sentences.
<b>Organization</b>	Information is very well organized with headings that relate clearly to the material.	Information is organized with headings, but some material under the headings may be out of place.	Information is generally organized, but no headings are used.	There appears to be little organization of the material.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
<b>Sources</b>	Sources for information and graphics are documented in the designated format.	Most sources for information and graphics are documented in the designated format.	Sources for information and graphics are documented, but most are not in the correct format.	Some sources for information and graphics are not documented.

Source for lesson and rubric: [http://www.geocities.com/tech\\_ed\\_2000/units/wadd/career.htm](http://www.geocities.com/tech_ed_2000/units/wadd/career.htm)

#### Career Preparation

Evaluation Tools

Business Management & Administrative Services 2006

# Evaluation Tools

## Business Management & Administrative Services

### Problem-Solving Task

This scale evaluates the process employed in response to a problem-solving task. It takes into consideration the level of student knowledge and understanding with respect to the given problem solving task; the selection and implementation of appropriate procedures and/or strategies; and the accuracy of the solution obtained.

**4 Response is characterized by all of the following:**

- The student selects and implements relevant concepts and procedures/strategies needed to solve this problem.
- The student considers all constraints of the problem situation.
- The solution and all relevant work is correct; or, there is a mistake due to some minor computational or copying error.

**3 Response is characterized by one of the following:**

The student selects appropriate procedures/strategies to solve this problem; however, the response/solution is not entirely correct because one of the following is apparent:

- There is evidence the student has a misconception or has failed to consider a relevant concept needed to solve the problem correctly.
- The student fails to consider a constraint of the problem situation.
- The student has considered an irrelevant variable or failed to consider a relevant variable.

The response/solution is generally correct; however, from the information provided it is not completely clear how the student arrived at this solution.

**2 Response is characterized by one of the following:**

The student selects appropriate procedures/strategies to solve this problem; however, the response/solution is not correct because one or more of the following are:

- There is evidence that the student has several misconceptions or has failed to consider several relevant concepts needed to solve the problem correctly.
- The student fails to consider several constraints of the problem situation.
- The student has also considered several irrelevant variables or failed to consider several relevant variables.
- The student did not carry the procedures/strategies far enough to reach a solution.

The response/solution is generally correct; however, there is no information showing how the student arrived at this response/solution.

**1 Response is characterized by the following:**

An incomplete and/or incorrect response/solution is provided evidencing an attempt to solve the problem. In addition, one or more of the following are apparent:

- The student did consider a constraint or variable of the problem situation.
- The student understands some concepts relevant to the problem task.
- The student selected a totally inappropriate procedure/strategy.

**0 Response is characterized by the following:**

- It is blank.
- The student response only repeats information in the problem task.
- An incorrect solution/response is given and no other information is shown.

The solution/response and supportive information is totally irrelevant to the problem task.

# Evaluation Tools

## Business Management & Administrative Services

### Social Science Rubric: The Impact of Current Events on Consumer Prices

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Exceeds standard (total points 11 - 12)

Meets standard (total points 8 - 10)

Approaches standard (total points 5 - 7)

Begins standard or absent (total points 1 - 4)

Score	Knowledge of evidence from the social sciences: facts/ supporting details; themes/ issues; and concepts/ideas	Reasoning: Analysis, evaluation and synthesis of evidence	Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic or mixed media presentation
4	Key concepts/themes/ issues/ ideas are thoroughly identified, defined and described. Significant facts/ supporting details are included and accurately described. Has little or no factual inaccuracies.	Identifies and logically organizes almost all relevant evidence. Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches informed conclusions based on the evidence.	Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation is well focused with a well-defined thesis. Presentation shows substantial evidence of organization. Presentation shows attention to the details of specific performance conventions.
3	Key concepts/themes/ issues/ ideas are identified, defined and described. Facts/ supporting details are included. May have a major factual inaccuracy, but most information is correct.	Identifies and organizes most of the relevant evidence. Uses partial critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches informed conclusions based on the evidence.	Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation demonstrates a focus and thesis with several narrative gaps. Presentation demonstrates adequate evidence of organization. Presentation has mistakes in attention to the details of specific performance conventions.
2	Some key concepts/ themes/ issues/ideas are identified, defined and described. Some facts/supporting details are included. Has some correct and some incorrect information.	Identifies some relevant evidence and omits most of the other evidence. Uses unclear, inappropriate or incomplete critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches incomplete or inaccurate conclusions based on the evidence.	Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation demonstrates an inadequate focus and thesis. Presentation demonstrates inadequate evidence of organization. Presentation has insufficient attention to the details of specific performance conventions.
1	Few or no key concepts/ themes/issues/ideas are identified, defined and described. Few or no facts/ supporting details are included. Information is largely inaccurate, absent or irrelevant.	Important evidence relevant to the problem is not identified. Critical thinking skills and habits of mind are absent. Conclusions are lacking, absent or unclear.	Expression of almost all ideas in the presentation is unclear. The presentation demonstrates little focus and lacks a thesis. Presentation demonstrates little or no evidence of organization. Presentation has multiple mistakes in attention to the details of specific performance conventions.

# Evaluation Tools

## Business Management & Administrative Services

### STUDENTS USING TECHNOLOGY

Key Questions	Below Standard	Standard	Above Standard
Does the student demonstrate an ability to operate technology appropriate to his or her academic level?	<ul style="list-style-type: none"> <li>• Does basic operations with help</li> <li>• Unable to troubleshoot</li> </ul>	<ul style="list-style-type: none"> <li>• Performs routine tasks independently with a minimum of assistance</li> <li>• Can troubleshoot common operational difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Performs complex tasks independently</li> <li>• Can troubleshoot some advanced operational difficulties</li> </ul>
Does the student use technology tools safely, responsibly, and ethically?	<ul style="list-style-type: none"> <li>• Seldom works cooperatively and collaboratively with technology</li> <li>• Demonstrates little or no evidence of ethical use of technology</li> <li>• Demonstrates little or no evidence or concern for personal or physical safety</li> </ul>	<ul style="list-style-type: none"> <li>• Usually works cooperatively and collaboratively with technology</li> <li>• Demonstrates ethical use of technology</li> <li>• Uses technology with appropriate concern for personal and physical safety</li> </ul>	<ul style="list-style-type: none"> <li>• Takes a leadership role in collaborative work with technology</li> <li>• Models a high level of respect for personal and physical safety</li> <li>• Models technology with appropriate concern for personal and physical safety</li> </ul>
Does the student use technology as a problem-solving and decision-making tool?	<ul style="list-style-type: none"> <li>• Demonstrates little or no evidence of formulating problems or choosing appropriate strategies for using technology</li> <li>• Uses few or inefficient technology resources to gather information</li> <li>• Seldom evaluates accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources</li> </ul>	<ul style="list-style-type: none"> <li>• Formulates problems and chooses appropriate strategy with some guidance using technology</li> <li>• Uses a variety of technology resources to gather information</li> <li>• Usually evaluates accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources</li> </ul>	<ul style="list-style-type: none"> <li>• Formulates problems and chooses appropriate strategy using technology</li> <li>• Consistently uses the most appropriate technology resources to gather information</li> <li>• Almost always researches and evaluates the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources</li> </ul>
Does the student use technology to produce school assignments and projects?	<ul style="list-style-type: none"> <li>• Needs much assistance to produce a product using technology</li> <li>• Tends to use a minimum of resources repeatedly</li> <li>• Communicates and/or illustrates ideas with difficulty using technology</li> </ul>	<ul style="list-style-type: none"> <li>• Uses technology to design, develop, publish and present a product with a minimum of assistance</li> <li>• Routinely uses a variety of resources</li> <li>• Communicates and/or illustrates ideas with technology</li> </ul>	<ul style="list-style-type: none"> <li>• Designs and develops advanced products with little or no assistance</li> <li>• Consistently seeks new resources to support work projects</li> <li>• Fluently communicates and/or illustrates ideas with technology</li> </ul>

Source: <http://jls.palo-alto.ca.us/eslr/eslrTechnology.pdf>

# Evaluation Tools

## Business Management & Administrative Services

### RESUME RUBRIC

Developed by the University of Maine ([www.umeedu.maine.edu](http://www.umeedu.maine.edu))

	1	2	3	4	5
<b>Application to Job</b>	Resume does not apply to the job in any way	A few aspects of the resume apply to the job	Half of the resume applies to the job	Most of the resume applies directly to the job	Resume is excellent, applies directly to the job
<b>Clarity of Writing</b>	The writing is unclear and has no consistency to it	Very little of the writing is clear and the consistency is inadequate	Meets task, but lacks some clarity and consistency	Writing is mostly clear and reasonably consistent	Writing is very clear
<b>Voice</b>	Voice lacks any professionalism and is not positive	Voice lacks professionalism, but is mostly positive	Voice is generally positive and has some professional parts	Voice is good, but lacks personality	Voice is both professional and positive
<b>Layout</b>	Resume is poorly spaced and takes up either more than one page or significantly less than one page. No attempt has been made to layout the information	Resume is poorly spaced in that it is longer than one page or too short, but an obvious effort has been made	Resume meets length requirements, but layout is too cramped or words are too small to read	Resume is generally well-spaced, but is either a bit cramped or has a little too much white-space	Resume is well-spaced, taking up one page
<b>Mechanics</b>	Resume contains frequent or serious errors in mechanics, usage and structure	Resume contains a pattern or accumulation of errors in mechanics, usage or structure	Resume presents some errors in mechanics, but not a pattern of such errors	Resume is generally free from errors in mechanics, usage and sentence structure	Resume is free from errors in mechanics, usage and structure

# Evaluation Tools

## Business Management & Administrative Services

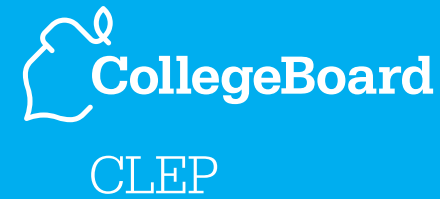
### EVALUATING STUDENT PRESENTATIONS

Developed by Information Technology Evaluation Services, North Carolina Department of Public Instruction  
([www.ncsu.edu](http://www.ncsu.edu)).

	1	2	3	4
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information	Audience has difficulty following presentation because student jumps around	Student presents information in logical sequence which audience can follow	Student presents information in logical, interesting sequence which the audience can follow
<b>Subject Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject	Student is uncomfortable with information and is able to answer only rudimentary questions	Student is at ease with expected answers to all questions, but fails to elaborate	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration
<b>Mechanics</b>	Student's presentation has four or more spelling errors and/or grammatical errors	Presentation has three misspellings and/or grammatical errors	Presentation has no more than two misspellings and/or grammatical errors	Presentation has no misspellings or grammatical errors
<b>Graphics</b>	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation	Student's graphics relate to text and presentation Student's voice is clear. Student pronounces most words correctly.	Student's graphics explain and reinforce screen text and presentation
<b>Elocution</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear	Student's voice is low. Student incorrectly pronounces some terms. Audience members have difficulty hearing	Most audience members can hear	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear
<b>Eye Contact</b>	Student reads all of report with no eye contact	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes	Student maintains eye contact with audience, seldom returning to notes

The five CLEP exams every business student should know about.

Who should know about CLEP business exams?



# The CLEP® Five.

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Colleges and universities grant credit for successful CLEP scores. Each institution sets its own CLEP policy regarding how much credit it will grant and for which exams. Students who decide to take a CLEP examination can contact a CLEP test center directly for information about test dates and times, registration fees, and other details.

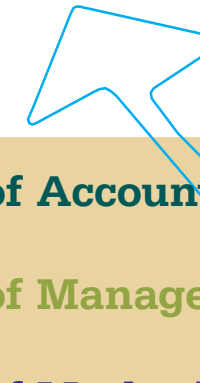
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Principles of Accounting

Principles of Management

Principles of Marketing

Introductory Business Law

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— **Robin Richard**  
Accounting Major—Class of 2006  
The University of Louisiana at Monroe  
Took Principles of Marketing and Principles of Management CLEP exams



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— **Lynda Cable**  
Accounting Major, Class of 2006  
The University of Louisiana at Monroe

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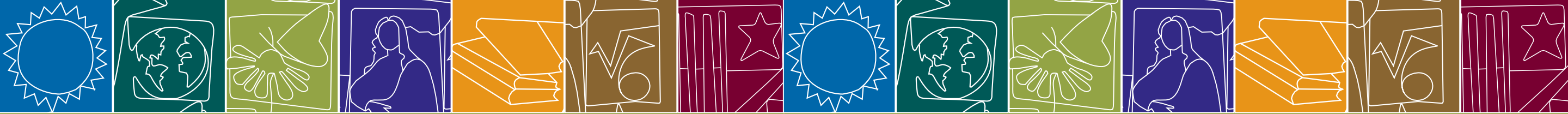


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# The CLEP Five business exams...put them to work.

## What are the CLEP Five?

Five CLEP exams that cover business fundamentals; they are particularly well suited for students taking business courses or pursuing business degrees.

Each exam covers topics usually taught in introductory courses.

- 1. Principles of Management**—Covers organization and human resources, operational aspects of management, functional aspects of management, and international management and contemporary issues.
- 2. Principles of Marketing**—Covers the role of marketing in society, the role of marketing in a firm, target marketing, and marketing mix.
- 3. Principles of Accounting\***—Covers financial and managerial accounting.
- 4. Introductory Business Law**—Covers the history and sources of American law/Constitutional law, American legal systems and procedures, contracts, legal environment, and torts.
- 5. Information Systems and Computer Applications**—Covers computer/telecommunications hardware and hardware functions, computer software/programming, data management, information processing management, information technology applications in organizations, and social/ethical implications and issues.

**\*CLEP will introduce a Financial Accounting exam in 2007. This new exam will replace the Principles of Accounting exam.**

**New in 2007!**

## Students

**STEP 1.** Decide which exam(s) to take. You can read detailed descriptions of the exams at [www.collegeboard.com/clep](http://www.collegeboard.com/clep).

**STEP 2.** Explore your college's CLEP policy. Before you take your exam(s), contact your college's admissions office, test center, or academic adviser to find out:

- If your college recognizes CLEP business examinations.
- What score you need to obtain credit for the equivalent course.
- If earning that credit allows you to skip one or more courses.
- If there are additional requirements before credit is granted.

For a list of the colleges that grant credit for CLEP, visit [www.collegeboard.com/CLEPcolleges](http://www.collegeboard.com/CLEPcolleges).

**STEP 3.** Register to take your exam(s). To register, contact a CLEP test center and make an appointment. Make sure to ask about administration fees. If your institution does not administer CLEP, you can find a list of test centers at [www.collegeboard.com/CLEPtestcenters](http://www.collegeboard.com/CLEPtestcenters).

## High School Teachers and Counselors

**STEP 1.** Visit the CLEP Web site at [www.collegeboard.com/highered/clep](http://www.collegeboard.com/highered/clep) to:

- Learn more about the CLEP program.
- Link to exam descriptions and other preparation aids for students.
- Review the list of local colleges that are CLEP test centers.
- Order free CLEP brochures and materials from the "Free Resources" page.

**STEP 2.** Talk to qualified students and their parents about CLEP.

**STEP 3.** Contact the local colleges that offer CLEP testing to find out their testing schedules and policies. Ask about special testing arrangements for your students.



"Murry Bergtraum High School has been encouraging its college accounting students to take the CLEP Principles of Accounting exam for over 10 years. Many of our students have taken the exam and have earned up to six college credits in accounting. CLEP has been and will continue to be a valuable and much-appreciated option for our students."

— **Sandy Hiller**  
Senior Accounting Teacher  
Murry Bergtraum High School for Business Careers  
New York, NY

## College Faculty and Advisers

**STEP 1.** Learn about your college's CLEP program. Is your college a test center? What is the CLEP credit-granting policy?

**STEP 2.** Visit the CLEP Web site at [www.collegeboard.com/highered/clep](http://www.collegeboard.com/highered/clep).

- Use the "Free Resources" page to order free CLEP brochures and resources, including CLEP Advising Kits for yourself and other professional staff.
- If your college does not offer CLEP testing, find the closest CLEP test center.

**STEP 3.** Discuss CLEP with your business students. Give them information about CLEP business exams and about your college's CLEP credit-granting policy.

**CLEP offers additional exams that can help students satisfy prerequisites for some business courses: Principles of Macroeconomics, Principles of Microeconomics, College Mathematics, Precalculus, and Calculus. Visit the CLEP Web site, [www.collegeboard.com/clep](http://www.collegeboard.com/clep), for more information about these and other CLEP exams.**