

DOCUMENT RESUME

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Office Education.
INSTITUTION North Dakota State Board for Vocational Education,
Bismarck.
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*Program Evaluation; Secondary Education;
Stenography; Typewriting

ABSTRACT

The assessment instrument for office education programs is a five-point rating scale for determining how well student needs are met in typewriting, shorthand, and office practice courses. Detailed criteria are listed to be rated on the scale, which can also be used to indicate that the criterion statement does not apply. General areas for which criteria are listed the courses are: scope and objectives, instruction, standards, learning materials and facilities, guidance, organization, and content. A summary rating scale and space for comments and recommendations is provided for each of the three areas. The pages of the form are produced in duplicate for use with carbon paper. (MS)

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**OFFICE
EDUCATION**

NORTH DAKOTA

**VOCATIONAL EDUCATION
ASSESSMENT SYSTEM**

North Dakota State Board for
Vocational Education
900 East Boulevard
Bismarck, North Dakota 58501

"Buy North Dakota Products"

ED113467

004965



MEETING STUDENT NEEDS THROUGH TYPEWRITING

	NA	1	2	3	4	5
I. Scope and Objectives						
a. An equivalent of two years of typewriting instruction is offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A written course outline is available specifying course content and measurable objectives to be achieved by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provision is made for advanced placement of qualified junior high school typewriting students in advanced typewriting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. Instruction						
a. Vocational students have an opportunity to develop marketable skills on electric typewriters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Such non-typing activities as machine maintenance, ribbon changing, proofreading, and proper work habits are included as part of the course content for all typewriting students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Vocational instruction includes the use of some integrated projects, practice sets, or series of practical problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Observation of typewriting classes indicates that students are using proper typewriting techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The teacher has completed a methods course related to typewriting instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. Standards						
a. Specific terminal speed and accuracy standards have been established, and students are fully aware of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The established standards approximate those standards used in business offices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. If multiple sections of vocational typewriting are offered, the same minimum speed and accuracy standards are applied to each section.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MEETING STUDENT NEEDS THROUGH TYPEWRITING

I. Scope and Objectives	NA	1	2	3	4	5
a. An equivalent of two years of typewriting instruction is offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A written course outline is available specifying course content and measurable objectives to be achieved by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provision is made for advanced placement of qualified junior high school typewriting students in advanced typewriting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>						
II. Instruction	NA	1	2	3	4	5
a. Vocational students have an opportunity to develop marketable skills on electric typewriters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Such non-typing activities as machine maintenance, ribbon changing, proofreading, and proper work habits are included as part of the course content for all typewriting students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Vocational instruction includes the use of some integrated projects, practice sets, or series of practical problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Observation of typewriting classes indicates that students are using proper typewriting techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The teacher has completed a methods course related to typewriting instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>						
III. Standards	NA	1	2	3	4	5
a. Specific terminal speed and accuracy standards have been established, and students are fully aware of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The established standards approximate those standards used in business offices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. If multiple sections of vocational typewriting are offered, the same minimum speed and accuracy standards are applied to each section.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Learning Materials and Facilities

	NA	1	2	3	4	5
a. The textbooks are in good condition and are up to date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Supplementary reference books such as dictionaries, style manuals, or reference manuals are available for student use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. All typewriters are in good condition and are generally no more than five years old.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Several backup typewriters are available for use in the event of machine malfunction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Work stations consist of individual typing desks that can be easily adjusted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. A copy holder is located at each student work station.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. A teacher demonstration stand is located in each typewriting classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Related equipment such as stopwatches, interval timers, staplers, etc., are located in the typewriting room.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The typewriting classroom is attractive and creates a climate conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RATING SCALE FOR TYPEWRITING

0 20 40 60 80 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

IV. Learning Materials and Facilities

NA 1 2 3 4 5

- a. The textbooks are in good condition and are up to date.
- b. Supplementary reference books such as dictionaries, style manuals, or reference manuals are available for student use.
- c. All typewriters are in good condition and are generally no more than five years old.
- d. Several backup typewriters are available for use in the event of machine malfunction.
- e. Work stations consist of individual typing desks that can be easily adjusted.
- f. A copy holder is located at each student work station.
- g. A teacher demonstration stand is located in each typewriting classroom.
- h. Related equipment such as stopwatches, interval timers, staplers, etc., are located in the typewriting room.
- i. The typewriting classroom is attractive and creates a climate conducive to learning.

RATING SCALE FOR TYPEWRITING

0 20 40 60 80 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

MEETING STUDENT NEEDS THROUGH SHORTHAND

I. Scope and Objectives	NA	1	2	3	4	5
a. An equivalent of two years of shorthand instruction is offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A written course outline is available specifying course content and measurable objectives to be achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. Instruction	NA	1	2	3	4	5
a. Typewriter transcription is a major unit of instruction in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Word usage, punctuation, and spelling are an integral part of the total shorthand program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The terminal dictation achievement of most shorthand students approximates high vocational standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The teacher has completed a methods course related to shorthand and transcription.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. Guidance	NA	1	2	3	4	5
a. Students whose academic achievement and aptitude indicate they may have difficulty in learning shorthand receive counseling and guidance prior to enrollment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. At least fifty percent of the first-year shorthand students elect to complete a second year of shorthand instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. Learning Materials and Facilities	NA	1	2	3	4	5
a. The textbooks are in good condition and up to date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Different textbooks are available for each semester of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tape recorders, record players, or multichannel laboratories are available for dictation practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A substantial library of prepared dictation tapes or records is available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MEETING STUDENT NEEDS THROUGH SHORTHAND

	NA	1	2	3	4	5
I. Scope and Objectives						
a. An equivalent of two years of shorthand instruction is offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A written course outline is available specifying course content and measurable objectives to be achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. Instruction						
a. Typewriter transcription is a major unit of instruction in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Word usage, punctuation, and spelling are an integral part of the total shorthand program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The terminal dictation achievement of most shorthand students approximates high vocational standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The teacher has completed a methods course related to shorthand and transcription.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. Guidance						
a. Students whose academic achievement and aptitude indicate they may have difficulty in learning shorthand receive counseling and guidance prior to enrollment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. At least fifty percent of the first-year shorthand students elect to complete a second year of shorthand instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. Learning Materials and Facilities						
a. The textbooks are in good condition and up to date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Different textbooks are available for each semester of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tape recorders, record players, or multichannel laboratories are available for dictation practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A substantial library of prepared dictation tapes or records is available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COPY

- e. Supplementary reference books such as dictionaries, style manuals, or reference manuals are available for student use.
- f. Supplementary dictation books are available for teacher use.
- g. At least one stopwatch is provided for each shorthand teacher.
- h. Student work stations allow ample space for comfortable writing.
- i. The shorthand classroom is attractive and creates a climate conducive to learning.

RATING SCALE FOR SHORTHAND

0 20 40 60 80 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

- e. Supplementary reference books such as dictionaries, style manuals, or reference manuals are available for student use.
- f. Supplementary dictation books are available for teacher use.
- g. At least one stopwatch is provided for each shorthand teacher.
- h. Student workstations allow ample space for comfortable writing.
- i. The shorthand classroom is attractive and creates a climate conducive to learning.

RATING SCALE FOR SHORTHAND

0 20 40 60 80 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

MEETING STUDENT NEEDS THROUGH OFFICE PRACTICE

I. Scope and Objectives

- | | NA | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. A written course outline is available specifying course content and measurable objectives to be achieved. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

II. Organization

- | | NA | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. The course is designed as the capstone offering for vocational office education students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. At least one year of credit in typewriting is a prerequisite for office practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Enrollment in one class is limited to 16 - 20 students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

III. Content

- | | NA | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. The course content, based upon enrollment and needs of pupils, includes: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. Reference books, directories, secretary's handbooks, dictionaries, and other sources of business information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Application forms and letters, interviews, and miscellaneous job information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Correct business conduct, dress and grooming, and secretarial business traits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Telephoning techniques and procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Filing procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Skill development in dictation and transcription | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Office machines, equipment, and supplies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Simulation projects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Basic electronic data processing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Office recordkeeping | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IV. Facilities

- | | NA | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Teaching supplies and facilities are adequate for meeting course objectives, course content, and enrollment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The classroom is soundproofed and includes a wash basin, chalkboard, bulletin board, filing cabinets, and built-in storage cabinets. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

MEETING STUDENT NEEDS THROUGH OFFICE PRACTICE

I. Scope and Objectives

- | | NA | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| a. A written course outline is available specifying course content and measurable objectives to be achieved. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The North Dakota Curriculum Guide for Business and Office Education has been consulted and used as a basis for the development of the course outline. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

II. Organization

- | | NA | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| a. The course is designed as the capstone offering for vocational office education students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. At least one year of credit in typewriting is a prerequisite for office practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Enrollment in one class is limited to 16 - 20 students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

III. Content

- | | NA | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. The course content, based upon enrollment and needs of pupils, includes: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. Reference books, directories, secretary's handbooks, dictionaries, and other sources of business information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Application forms and letters, interviews, and miscellaneous job information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Correct business conduct, dress and grooming, and secretarial business traits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Telephoning techniques and procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Filing procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Skill development in dictation and transcription | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Office machines, equipment, and supplies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Simulation projects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Basic electronic data processing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Office recordkeeping | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

IV. Facilities

- | | NA | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| a. Teaching supplies and facilities are adequate for meeting course objectives, course content, and enrollment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The classroom is soundproofed and includes a wash basin, chalkboard, bulletin board, filing cabinets, and built-in storage cabinets. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- c. A master-control switch for all electrical outlets is conveniently located in the room.
 - d. Electrical outlets are conveniently located and are not a safety hazard.
 - e. Classroom furniture is arranged to create an office-like situation and to facilitate individual help, an adequate number of secretarial desks and posture chairs, as related to teaching methods and enrollment, are provided.
 - f. The following machines are available for student instruction in the office practice room:
1. Electric typewriters
 2. Manual typewriters
 3. Executive typewriters
 4. Liquid and stencil duplicators
 5. Transcribing machines
 6. Ten Key adding-listing machines
 7. Electronic Calculators
 8. Photocopying machines
 9. Printing calculators
 10. Offset duplicators

V. Standards

- | | NA | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Methods of performing job tasks are comparable to those used in actual working conditions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. The standards for the evaluation of classwork are similar to on-the-job work performed by beginning office employees. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

RATING SCALE FOR OFFICE PRACTICE

0 20 40 60 80 100

SCHOOL COMMENTS AND RECOMMENDATIONS:

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- c. A master-control switch for all electrical outlets is conveniently located in the room.
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- V. Standards
- | | NA | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Methods of performing job tasks are comparable to those used in actual working conditions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The standards for the evaluation of classwork are similar to on-the-job work performed by beginning office employees. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

RATING SCALE FOR OFFICE PRACTICE

0 20 40 60 80 100

SCHOOL COMMENTS AND RECOMMENDATIONS:
