



Assessment Rubric

For

National Standards of Practice for Entrepreneurship Education

Facilitate student **motivation**

Enhance **opportunities** for work and life

Increase **invention** and **innovation**

Strengthen **economies**

The National Standards of Practice are intended to provide encouragement and ideas to facilitate entrepreneurship education with the structure to assure a consistent and high-quality result. This assessment rubric allows program developers and deliverers to examine their status in relationship to the National Standards of Practice.

The **National Standards of Practice** complement the **National Content Standards** for Entrepreneurship Education, which provide additional detail with individual learning outcomes. The 403 performance indicators in the National Content Standards allow program deliverers to connect with the essentials that practicing entrepreneurs indicate they must know and be able to do in order to have success as an entrepreneur.

Concepts that Facilitate Entrepreneurial Thinking

The Big Picture

- Allow students to recognize opportunities to create and build something from practically nothing.
- Enable students to realize that they have self-employment options as well as those involving working for others.
- Encourage big dreams, build skills, and enable students to catch the vision, see the opportunity, and

Review the concepts and evaluate (Gap Analysis) against the evidence of delivery and determine if your situation is meeting the National standards of practice. If an area is not ok move to the last page and identify the strategies needed for improvement.

Concepts	Evidence of Delivery	OK
<p>Comprehensive Curriculum Delivery Provide a curriculum that is organized around the five entrepreneurial processes: Discovery, Concept Development, Resourcing, Actualization, and Harvesting. Offer sufficient depth to ensure successful entrepreneurial performance as identified in the National Content Standards for Entrepreneurship Education.</p>	<p>The National Content Standards have been used in the development of the curriculum used in delivery of instruction.</p> <p>Instruction addresses sufficient breadth of the 403 performance indicators to provide competence for potential and practicing entrepreneurs.</p>	
	Evidence of Delivery	OK
<p>Basic Academic Skills Use entrepreneurship as the real-world context to demonstrate the importance of academic skills, including math, science, communications, digital skills, technology, geography, history, and more.</p>	<p>Problem based learning uses entrepreneurial-focused, market-based scenarios in academic and career technical courses to acquaint the students with how these skills will be used in the market/work place.</p>	
	Evidence of Delivery	OK
<p>Economic Concepts Portray, in a realistic way, the relationship between risk and reward in the entrepreneurial process as it operates in the free-enterprise system. Provide opportunities to understand basic economic concepts such as savings, interest, supply and demand, and more.</p>	<p>Practical applications of economic concepts allow students to see the opportunity for rewards when the free enterprise systems works in unrestrained manners.</p>	
	Evidence of Delivery	OK
<p>Personal Interest and Investment Provide opportunities for students to start and operate enterprises of an appropriate size and scope, in which they are personally invested, and in a manner that is significant to them.</p>	<p>Students use resources they possess or orchestrate to gain experience in risking their personal resources in projects that matter to them in order to gain realistic experience.</p>	
	Evidence of Delivery	OK
<p>Risk Management Reinforce the concept that successful entrepreneurs take calculated risks based on sound research and relevant information, including economic analysis.</p>	<p>Plans for businesses projected by students indicate that the risks have been researched and appropriate analysis has been conducted so that surprise risks are minimized.</p>	
	Evidence of Delivery	OK
<p>Business Planning Require students to develop a comprehensive business plan that addresses its financial, marketing, and operational aspects.</p>	<p>Age-appropriate business planning assignments utilized a format or software that ensures comprehensive plans that are acceptable to resource partners in the community.</p>	

	Evidence of Delivery	OK
<p>Career Guidance Generate an understanding of the many career fields that offer entrepreneurial opportunities. Opportunities abound for entrepreneurial thinkers in all sectors and industries, whether starting or managing a business, or as employees offering new ideas and approaches.</p>	Experiential curriculum allows students to examine career opportunities in the career field of the student's personal interest. Experiences allow for consideration of the range of entrepreneurial contributions in all business ventures.	
	Evidence of Delivery	OK
<p>Ethical Behavior Emphasize the need to operate enterprises and organizations in a legal, ethical, and socially and environmentally responsible manner.</p>	Opportunities to discuss and demonstrate ethical behavior in a range of business situations are provided to the students.	
	Evidence of Delivery	OK
<p>Entrepreneurship as an Economic Force Demonstrate the place for entrepreneurship in school-to-career transition, community service, and economic development strategies, as students become involved in for-profit, not-for-profit, and public sectors of the economy.</p>	Students are given experiences that allow them to see that they can contribute to the economy, just as effectively as an entrepreneur when they create a job for themselves, and even more than anyone who takes a job from an existing company.	



Methods for Delivering Entrepreneurship Education

The Big Picture Instructors should act as facilitators and coaches, rather than providers of knowledge.

- Apply experiential and problem-based learning approaches.
- Use diverse strategies that encourage the entrepreneurial spirit to emerge.

Review the concepts and evaluate (Gap Analysis) against the evidence of delivery and determine if your situation is meeting the National standards of practice. If an area is not ok move to the last page and identify the strategies needed for improvement.

Concepts	Evidence of Delivery	OK
<p>Facilitating and Coaching Instructors should position themselves, not as the providers of knowledge, but as facilitators of learning, whose role is to build knowledge in their students; facilitate the discovery process and provide coaching to guide students to solutions; and allow them to choose their own paths and to learn from their own mistakes and successes.</p>	<p>Instructor(s) manage(s) student learning in ways that allows individual students to focus on their needs and to advance their knowledge base and build competence needed for their individual success.</p> <p>Instructional plans provide evidence of individual student planning.</p>	
Concepts	Evidence of Delivery	OK
<p>Experiential Learning Entrepreneurs are not born; rather, they become through the experiences of their lives. Provide hands-on learning opportunities where students actively learn by doing. Personalize the learning experience for each student whenever possible to build emotional equity in the learning process and ownership of the outcome.</p>	<p>Instructor(s) provide experiential learning experiences that allow students to learn through their own personalized learning plan and demonstrate gained competence through their individual performances.</p>	
Concepts	Evidence of Delivery	OK
<p>Problem-Based Learning Entrepreneurial thinkers are good problem-solvers. Curriculum should provide the opportunity to tackle both simple and complex problems. Activities should include challenges with and without clear solutions.</p>	<p>Instructor(s) organize student learning activities for students to look for alternative options and work their way through simple and complex problems in order to seek solutions to market/work place problems.</p>	
Concepts	Evidence of Delivery	OK
<p>Students as Leaders Wherever possible, students should be provided the responsibility to lead their own inquiry-based learning opportunities. Such student-directed activities may include planning, creating, and operating businesses, field trips, negotiation exercises, and group problem-solving.</p>	<p>Instructor(s) organize their programs so that students may direct themselves through inquiry-based learning activities. Planning, creating and operating businesses are encouraged as an essential learning strategy.</p>	
Concepts	Evidence of Delivery	OK
<p>People in the Community Involve individuals from the surrounding community to serve as guest speakers, mentors, advisors, and role models.</p>	<p>Community volunteers are utilized in a variety of ways to guide, advise and inform students.</p>	
Concepts	Evidence of Delivery	OK
<p>Variety of Methods Use a variety of methods to facilitate the learning process with a focus on higher-level learning, including books, courses, seminars, research, group learning, role-playing, guest speakers, mentors, advisors, role models, field trips, computer-based training, and more.</p>	<p>Methods used to equip students for the entrepreneurial challenges ahead are focused on higher level learning strategies that challenge students to equip their minds appropriately.</p>	

Concepts	Evidence of Delivery	OK
<p>Lifelong Learning Model for Entrepreneurship Education</p> <p>Entrepreneurship is a lifelong learning process that has at least five distinct stages of development, as outlined in the chart below. Entrepreneurial skills can be fostered throughout all levels of education from elementary to adult. Learning outcomes are adjusted for each level as students mature and build on previous knowledge.</p>	<p>Assessments are made of the students to determine the level of competence possessed.</p> <p>Program strategies are leveled at the appropriate stage of the life long learning model depending upon the needs of the students.</p>	

The Life Long Learning Model



Accountability Encourages Success

The Big Picture

- Align entrepreneurship education efforts with the objectives of your organization and focus on providing positive benefits for all stakeholders.
- Use qualified personnel within a supportive and rewarding environment.
- Apply quality standards, frequent evaluation, and continuous improvement.

Review the concepts and evaluate (Gap Analysis) against the evidence of delivery and determine if your situation is meeting the National standards of practice. If an area is not ok move to the last page and identify the strategies needed for improvement.

Concepts	Evidence of Delivery	OK
Organization Vision, Mission, and Goals Entrepreneurship education can be implemented in all types of organizations, from public schools, community-based organizations, economic development incubators, community colleges, universities, and more. Seek to align entrepreneurship education efforts with your organization's underlying values and direction.	Entrepreneurship program is aligned with the values and direction of the sponsoring organization. A published vision, mission and goals statement guides the entrepreneurship program.	
Concepts	Evidence of Delivery	OK
Qualified Personnel in a Supportive Environment Ensure that individuals designing and delivering entrepreneurship education programs are appropriately qualified with sufficient credentials and/or experience. Support them with the resources, training, guidance, and encouragement needed to maximize success.	Instructors and counselors are qualified through experience and education as evidenced through resume and education credentials. Support, resources, and encouragement are provided to optimize performance of the instructional leadership and student success.	
Concepts	Evidence of Delivery	OK
Quality Standards Align with available content standards to provide a curriculum framework that is both thorough and focuses on the right learning outcomes.	Program developers and instructors have aligned the entrepreneurship curriculum with the essential core academic content standards in order to focus on essential competencies for advancing in the education environment and the workplace.	
Concepts	Evidence of Delivery	OK
Positive Benefits Establish measurable outcomes that focus on providing value for all stakeholders.	Measurable outcomes are identified and accessed with the assistance of stakeholders so that the outcomes delivered have value to the program participants and the community.	
Concepts	Evidence of Delivery	OK
Continuous Improvement Document, reflect, measure, and evaluate programs and learning outcomes. Practice continuous improvement and frequently measure results and impact.	A continuous improvement process is followed that allows for planning, implementing, studying the results and acting on the results in appropriate manners to adjust in order to optimize student performance.	
Concepts	Evidence of Delivery	OK
Diversity in Program Leadership Seek to include people of all backgrounds in the program, as instructors, leaders, and mentors to enhance and expand program design and delivery.	Instructors, leaders, and mentors represent a diverse array of the community population who model for the student's success as entrepreneurs.	
Concepts	Evidence of Delivery	OK
Social Entrepreneurship Be the model of responsible entrepreneurship that you wish to instill in students, by acting ethically as an initiator of change within your institution or community	Changes initiated by the program/school demonstrate entrepreneurial thinking and result in value added to the community it serves.	

National Standards of Practice for Entrepreneurship Education Assessment Rubric Assessment Summary

The National Standards of Practice are intended to provide encouragement and ideas to facilitate entrepreneurship education with the structure to assure a consistent and high-quality result. This assessment rubric allows program developers and deliverers to examine their status in relationship to the National Standards of Practice.

Review of our program/courses using the rubric found the following gaps from acceptable practice and therefore opportunities for improvement:

Concepts That Facilitate Entrepreneurial Thinking	Evidence Lacking	Improvement Strategies to be Completed
Methods For Delivering Entrepreneurship Education	Evidence Lacking	Improvement Strategies to be Completed
Accountability Encourages Success	Evidence Lacking	Improvement Strategies to be Completed



<http://www.entre-ed.org>

We encourage you to download from our website:

Copies of the brochure explaining the
Standards of Practice for Entrepreneurship Education.
Members may request multiple copies at no charge, others may order for
\$.60 per brochure plus shipping. . . .
<http://www.entre-ed.org/stdsofpractice.htm>

White Paper promoting the importance of entrepreneurship education to
our future economy. http://www.entre-ed.org/_entre/whitepaperfinal.pdf

Description of the field of entrepreneurship education as defined by
entrepreneurs in 403 Performance Indicators, known as the **National
Content Standards for Entrepreneurship Education.** Members may
request multiple copies of the brochure at no charge, others may order for
\$.60 per brochure plus shipping. . . .
http://www.entre-ed.org/Standards_Toolkit/

Testimony from the US Congress supporting entrepreneurship
education at all levels of education (H Res #699) that passed on June 7,
2006. . . . <http://www.entre-ed.org/testimony.htm>

For further information and/or to join the Consortium

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