UTAH CTE SKILL CERTIFICATION PERFORMANCE EVALUATION Adult Roles and Financial Literacy - Yearlong TEST # 319 - 2016

The performance evaluation is a required component of the skill certification process. Each student must be evaluated on the required performance objectives. Performance objectives may be completed and evaluated anytime during the course.

- Students should be aware of their progress throughout the course, so that they can concentrate on the objectives that need improvement.
- Students should be encouraged to repeat the performance objectives until they have performed at a minimum of a number 3 or 4 on the rating scale (moderately to highly skilled level).
 - 4 = highly skilled ⇒ Successfully demonstrated without supervision
 - 3 = moderately skilled ⇒ Successfully demonstrated with limited supervision
 - $2 = \text{limited skill} \Rightarrow \text{Demonstrated with close supervision}$
 - 1 = not skilled

 Demonstration requires direct instruction and supervision
 - (0 = no exposure)
- When a performance objective has been achieved at a minimum of 80% (moderately to highly skilled level), "Y" (Y=YES) is recorded on the Summary Score Sheet. If a student **does not** achieve a 3 or a 4 (moderately to highly skilled level), then "N" (N=NO) is recorded on the Summary Score Sheet for that objective.
- All performance objectives MUST be completed and evaluated prior to the state skills certification test.
- The signed Summary Score Sheet(s) MUST be kept in the teachers' file for one year.

Students who achieve a 3 or a 4 (moderately to highly skilled) on ALL performance objectives and 80% on the written test will be issued a CTE skill certificate.

OBJECTIVES THE REQUIRED PERFORMANCE OBJECTIVES ARE:

- 1. Complete FCCLA Step One. http://www.uen.org/cte/facs cabinet/facs cabinet10.shtml
- 2. Identify two personal and one financial value and set a short and long-term goal that relates to each of these values. (ARFL 1.3)
- 3. Research a career that includes educational requirements, skill development, and income potential. (ARFL 2.2)
- 4. Track your personal income and expenses for two weeks. (ARFL 3.1)
- 5. Select an item to purchase. Research and compare at least three brands using consumer information resources. Use the decision-making process to determine which product to buy. (ARFL 3.2)
- 6. Practice using at least two constructive communication skills. (ARFL 4.1)
- 7. Set personal rules/responsibilities related to dating behaviors that support your personal values. (ARFL 5.2)
- 8. Develop a personal list of characteristics, qualities and values desired in a marriage partner. (ARFL 6.1)
- 9. Apply conflict resolution and problem-solving strategies to resolve an identified common source of marital conflict. (ARFL 6.3)
- 10. Develop a realistic monthly budget for a family based upon a set income which includes: savings, housing, utilities, transportation, insurance, clothing, entertainment, and miscellaneous categories. (ARFL 6.5)
- 11. Demonstrate how to manage a checking/debit account. Include how a bank statement is reconciled with a monthly statement. (ARFL 7.1)
- 12. Evaluate three different credit card applications AND determine the total cost of an item purchased on credit at three different rates of interest. (ARFL 7.2)
- 13. Evaluate personal readiness for parenting (social, emotional, physical, intellectual etc.). (ARFL 8.1)
- 14. Apply positive guidance techniques to resolve three child-rearing problems. (ARFL 8.5)

ADULT ROLES AND FINANCIAL LITERACY – Yearlong TEST #319 SUMMARY SCORE SHEET

| I verify that this is an accurate record of student performance. DatePeriodSchool Teacher Signature Teacher Name (Print) | | | | | | | | | | | | | | | | |
|---|---|---|--|---|---|---|---|---|---|---|----|----|----------|----------|----------|--|
| | | | | | | | | | | | | | | | | |
| The signed Summary Score Sheet(s) MUST be kept in the t | eachers' file fo | or two years | | | | | | | | | | | | | | |
| Indicate student achievement for each performance standard. | ve a | Performance Objectives for ADULT ROLES AND FINANCIAL LITERACY | | | | | | | | | | | | | | |
| (This score sheet corresponds with the optional <i>Performance Skills Evaluation Checklist.</i>) A minimum score of 3 for <u>each</u> performance must be achieved to meet state skill certification requirements—which represents attaining at least 80% competency within each standard and its supporting objectives. Student Name | Did the student achieve a score of 3 or 4 for every skill standard? Circle Yes or No. | 1 | 2 | 3 | 4 | 5 | 9 | L | & | 6 | 10 | 11 | 12 | 13 | 14 | |
| | C St 3 C Di | | 4 = Highly Skilled 3 = Moderately Skilled 2 = Limited Skill 1 = Not Sk | | | | | | | | | | | d | | |
| 1 | Y | | | | | | | | | | | | | | <u> </u> | |
| 2 | Y | | | | | | | | | | | | | | ↓ | |
| 3 | Y | | | | | | | | | | | | <u> </u> | ļ | | |
| 4 | Y | | | | | | | | | | | | <u> </u> | <u> </u> | | |
| 5 | Y | | | | | | | | | | | | <u> </u> | <u> </u> | | |
| 6 | Y | | | | | | | | | | | | <u> </u> | <u> </u> | | |
| 7 | Y | | | | | | | | | | | | | | | |
| 8 | Y | | | | | | | | | | | | | | | |
| 9 | Y | | | | | | | | | | | | | | | |
| 10 | Y | | | | | | | | | | | | | | | |
| 11 | Y | | | | | | | | | | | | | | | |
| 12 | Y | J | | | | | | | | | | | | | | |
| 13 | Y | J | | | | | | | | | | | | | | |
| 14 | Y | | | | | | | | | | | | | | | |
| 15 | Y | 1 | | | | | | | | | | | | | | |
| 16 | Y | J | | | | | | | | | | | | | | |
| 17 | Y | I | | | | | | | | | | | | | | |
| 18 | Y | 1 | | | | | | | | | | | | | | |
| 19 | Y | I | | | | | | | | | | | | | | |
| 20 21 | Y | I | | | | | | | | | | | | | | |
| 21 | Y | 1 | | | | | | | | | | | | | | |
| 22 | Y | J | | | | | | | | | | | | | | |
| 23 | Y | 1 | | | | | | | | | | | | | | |
| 24 | Y | 1 | | | | | | | | | | | | | | |
| 22 23 24 25 26 | Y | | | | | | | | | | | 1 | 1 | | 1 | |
| 26 | Y | | | | | 1 | | | | | | 1 | 1 | | † | |
| 27 | Y | | | | | 1 | | | | | | 1 | 1 | | † | |
| 27 28 | Y | | | | | | | | | | | | 1 | | 1 | |