

UTAH CTE SKILL CERTIFICATION PERFORMANCE EVALUATION ADULT ROLES AND FINANCIAL LITERACY – TEST #317

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 competencies that need improvement.
- Students should be encouraged to repeat the objectives until they have performed at a minimum of **80% (moderately to highly skilled level)**.
- When a performance objective has been achieved at a minimum of 80% (moderately to highly skilled level), **X (X = YES)** is recorded on the performance summary evaluation form. If a student **does not** achieve 80% (moderately to highly skilled level), then the space on the summary sheet for that objective is left **BLANK**.
- All performance objectives **MUST** be completed and evaluated prior to the written test.
- The teacher will bubble in **A** on the answer sheet for item **#81** for students who have achieved **Xs** on **ALL performance objectives**.
- The teacher will bubble in **B** on the answer sheet for item **#81** for students who have **ONE or more BLANKS** on the performance objectives.
- The signed summary evaluation sheet(s) **MUST** be kept in the teacher's file for two years.
- A copy is also kept on file with the school's CTE skills certification testing coordinator for two years.

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

THE REQUIRED PERFORMANCE OBJECTIVES ARE:

1. 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)
2. Research a career that includes educational requirements, skill development, and income potential. (ARFL 2.2)
3. Demonstrate how to complete a personal state and federal tax form. (ARFL 2.3)
4. Track your personal income and expenses for two weeks. Use your findings to develop a realistic monthly budget. (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. Demonstrate the ability to use at least two constructive communication skills. (ARFL 4.2)
7. Set personal rules/responsibilities related to dating behaviors that support your personal values. (ARFL 5.2)