

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 = limited skill ⇨ 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)

