

UTAH CTE SKILL CERTIFICATION PERFORMANCE EVALUATION Adult Roles and Responsibilities - TEST # 310 - 2015

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 two years.

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.schools.utah.gov/cte/facs_cabinet10.html
2. Identify 4 personal values and explain how these values impact behavior and choices. (ARR 1.2)
3. Research a human services career that includes educational requirements, skill development, and income potential (ARR 1.5)
4. Practice using at least two constructive communication skills. (ARR 2.1)
5. Set personal rules/responsibilities related to dating behaviors that support personal values. (ARR 3.2)
6. State your personal beliefs of marriage, and develop a list of characteristics, qualities, and values desired in a marriage partner (ARR 4.1)
7. Develop a realistic monthly budget, based upon a set income, to include: savings, housing, utilities, transportation, insurance, clothing, entertainment, and misc. categories. (ARR 4.5)
8. Apply positive guidance techniques to resolve three child-rearing problems. (ARR 5.5)

