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:**


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)
**ADULT ROLES AND RESPONSIBILITIES – TEST #310 SUMMARY SCORE SHEET**

I verify that this is an accurate record of student performance.  Date __________________ Period _______ School ________________________________________________________________________________

Teacher Signature _________________________________________ Teacher Name (Print) ___________________________________________________________________

The signed Summary Score Sheet(s) **MUST** be kept in the teachers’ file for two years.

Indicate student achievement for each performance standard.

(This score sheet corresponds with the optional *Performance Skills Evaluation Checklist.*) A minimum score of 3 for each 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 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
|--------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|              | Y | N |   |   |   |   |   |   | Y | N |   |   |   |   |   |   |   |   |   | Y | N |   |   |   |   |   |   |   |

State Standards for ADULT ROLES AND RESPONSIBILITIES—Performance Objectives

4 = Highly Skilled  3 = Moderately Skilled  2 = Limited Skill  1 = Not Skilled