

# Teen Living

## Test Number: 305

### CTE Skill Certificate Test Performance Documentation

This document must be submitted to the test coordinator at the end of testing each trimester/semester.

Instructor's Name: \_\_\_\_\_ Course: Teen Living  
School: \_\_\_\_\_ Test Number: 305  
# Students in course: \_\_\_\_\_ Date: \_\_\_\_\_  
# Students tested: \_\_\_\_\_  
# Students who passed the online test at or above 80%: \_\_\_\_\_  
# Students who passed the performance objectives at or above 80%: \_\_\_\_\_

This is to verify that the students marked **YES** on performance accomplished the following performance objectives at or above the 80% (moderately to highly skilled) level.

1. Complete FCCLA Step One. [http://www.schools.utah.gov/cte/facs\\_cabinet10.html](http://www.schools.utah.gov/cte/facs_cabinet10.html)
2. Create a road map of life that analyzes the influence of personal values and goals related to college/career pathways. (Standard 1)
3. Demonstrate the correct usage of I-Messages in each of the following environments: family, career and community. (Standard 1)
4. Conduct career research and pathway planning for a career of choice based upon self-assessment results. (Career Investigation FCCLA STAR Event could be integrated.) (Standard 1)
5. Reflect on the role and impact of personal attitudes and behaviors on family relationships. (Standard 2)
6. Practice using two appropriate refusal skills in each of the following environments: family, career and community. (Standard 3)
7. Actively participate in an experience involving the practice of appropriate social interactions in the family, career and/or community setting. (Standard 4)
8. Participate in an activity that simulates the demands and responsibilities of parenting. (Standard 4)

**Each performance is documented and kept on file by the teacher for two years.  
(Check the documentation method used)**

- Class period summary score sheet
- Recorded and identified in the class grade book

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_