

**UTAH CTE SKILL CERTIFICATION
PERFORMANCE EVALUATION
TEEN LIVING - TEST #305**

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 objective 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:

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| 1.0 | Complete FCCLA Step One. http://www.schools.utah.gov/cte/facs_cabinet10.html |
| 2.0 | Create a road map of life that analyzes the influence of personal values and goals related to college/career pathways. |
| 3.0 | Demonstrate the correct usage of I-Messages in each of the following environments: family, career and community. |
| 4.0 | Conduct career research and pathway planning for a career of choice based upon self-assessment results. (Career Investigation FCCLA STAR Event could be integrated.) |
| 5.0 | Reflect on the role and impact of personal attitudes and behaviors on family relationships. |
| 6.0 | Practice using two appropriate refusal skills in each of the following environments: family, career and community. |
| 7.0 | Actively participate in an experience involving the practice of appropriate social interactions in the family, career and/or community setting. |
| 8.0 | Participate in an activity that simulates the demands and responsibilities of parenting. |

