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

 $2 = \text{limited skill} \Rightarrow \text{Demonstrated with close supervision}$

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:
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.

TEEN LIVING – TEST #305

SUMMARY SCORE SHEET

I verify that this is an accurate record of student performance. Date	Period	School	
Teacher Signature			
Teacher Name (Print)			
The gigned Summery Sears Sheet(s) MUST he bent in the teacher	ra' fila for two was	rs (Can be saved electronically)	

The signed Summary Score Sheet(s) MUST be kept in	the te	achers	file for tv	vo years	. (Can be	e saved e	electronic	cally.)			
Indicate student achievement for each performance standard.					St	ate Standa	ards for Tee	en Living—F	Performance	Objectives	
(This score sheet corresponds with the optional <i>Performance Skills Evaluation Checklist</i> .) A minimum score of 3 for <u>each</u> performance must be achieved to meet state skill certification requirements—which represents attaining at least 80% competency within each standard and its supporting objectives.		s or 4 for every skill standard? Circle Yes or No.	FCCLA Step One	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0
Student Name		stanc Circl			4 = Highly	y Skilled 3	= Moderate	ly Skilled 2 =	= Limited Skill	1 = Not Skille	ed
1	Y	N									
2	Y	N									
3	Y	N									
4	Y	N									
5	Y	N									
6	Y	N									
7	Y	N									
8	Y	N									
9	Y	N									
10	Y	N									
11	Y	N									
12	Y	N									
13	Y	N									
14	Y	N									
15	Y	N									
16	Y	N									
17	Y	N									
18	Y	N									
19	Y	N									
20	Y	N									
21	Y	N									
22	Y	N									
	_							1	1		