

**Utah Skill Certification**  
**Student Performance Evaluation**  
**Test # 173 – Natural Resource Science II (CIP 030121)**

<b>(Print) Student's Name:</b>	<b>Date:</b>
<b>(Print) Teacher's Name:</b>	<b>School:</b>
<b>Teacher Signature:</b>	<b>District:</b>

The performance evaluation **is a required component of the skill certification process**. Each student must be evaluated on the required performance objectives outlined below. Performance objectives may be completed and evaluated at anytime during the course. Students who achieve a 3 or 4 (moderately to highly skilled) on **ALL** performance objectives and 80% or higher on the written test will be issued an ATE skill certification certificate.

- 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 objectives until they have performed at a minimum of a 3 or 4 (moderately to highly skilled) on all performance objectives.
- When all performance objectives have been achieved at a minimum of a 3 or 4 (moderately to highly skilled) then "Y" (Y=Yes) is recorded for that student on the Performance Evaluation Summary Score Sheet.
- If the student scores a 1 or 2 (limited to no skill) on any performance objective then "N" (N=No) is recorded for that student on the Performance Evaluation Summary Score Sheet.
- All performance objectives **MUST** be completed and evaluated prior to the written test.
- For Scan Sheets the teacher will bubble in "A" on the test answer sheet for item #81 for students who have achieved "Y" on all of the student performance objectives. For online testing the teacher will insert a check mark in the box; this indicates that the student has achieved "Y" on all of the student performance objectives. Leaving the box unchecked indicates no.
- For Scan Sheets the teacher will bubble in "B" on the test answer sheet for item #81 for students who have one or more "N's" on the student performance objectives. For online testing the teacher will leave the box unchecked which indicates no.
- The signed Student Performance Evaluation Sheet for each student must be kept in the teachers file for one year.

**Performance Rating Scale**

- |                        |  |
|------------------------|--|
| 4 = Highly Skilled     | Successfully demonstrated without supervision.             |
| 3 = Moderately Skilled | Successfully demonstrated with limited skill.              |
| 2 = Limited Skill      | Demonstrated with close supervision.                       |
| 1 = Not Skilled        | Demonstration requires direct instruction and supervision. |

# Student Performance Objectives

<b>Standard 01 - The integral nature of the Agricultural Education Program.</b> <ul style="list-style-type: none"> <li>• Develop short and long range leadership and personal development goals</li> <li>• Attend an FFA meeting</li> </ul>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>Standard 02 – Students will understand the benefits of a Supervised Agricultural Experience (SAE) Program.</b> <ul style="list-style-type: none"> <li>• Develop Short and Long-range SAE goals</li> <li>• In an approved record book, record all transactions and activities on a SAE</li> </ul>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>Standard 03 – Students will demonstrate written and verbal communication skills.</b> <ul style="list-style-type: none"> <li>• Demonstrate public speaking skills.</li> <li>• Complete a resume and job application.</li> </ul>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>Standard 05 – Students will examine the relationship between natural resources and society, including conflict management.</b> <ul style="list-style-type: none"> <li>• Participate in a conflict management activity.</li> </ul>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>Standard 06 – Students will compare and contrast the various energy resources and their uses and impacts.</b> <ul style="list-style-type: none"> <li>• Compare and contrast various energy resources, their reserves, use and impacts (i.e., solar, nuclear, hydro, geothermal, wind, waves, coal, gas, etc).</li> </ul>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>Standard 07 – Students will demonstrate an understanding of natural resource management.</b> <ul style="list-style-type: none"> <li>• Classify and identify indigenous wildlife species and their habitat needs.</li> <li>• Monitor wildlife habitat quality and quantity.</li> <li>• Compare forest products, their ownership, and their economic impact on the region: (i.e. timber, recreation, wildlife, range/grazing, urban forestry, small woodlot owners etc.)</li> <li>• Investigate the economics of recreational uses in the region.</li> <li>• Compare management techniques for recreational uses in the region.</li> </ul>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>Standard 08 – Students will analyze waste generation, waste reduction, disposal and impacts.</b> <ul style="list-style-type: none"> <li>• Assess agriculture’s impact on the environment through waste generation (i.e., animal waste, pesticide residue, fertilizer runoff, sedimentation/erosion, odors/dust, etc).</li> </ul>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>Standard 09 – Students will demonstrate an understanding of Inventory and monitoring methods.</b> <ul style="list-style-type: none"> <li>• Develop a basic plan for monitoring a natural resource project.</li> </ul>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>