

**UTAH CTE SKILL CERTIFICATION  
PERFORMANCE EVALUATION  
ADULT ROLES AND FINANCIAL LITERACY – TEST #317  
2011**

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 one year.

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:**

- |      |   |
|------|---|
| 1.03 | Identify two personal and one financial value and set a short and long-term goal that relates to each of these values.  |
| 2.02 | Research a career that includes educational requirements, skill development, and income potential.  |
| 2.03 | Demonstrate how to complete a personal state and federal tax form.  |
| 3.01 | Track your personal income and expenses for two weeks. Use your findings to develop a realistic monthly budget.   |
| 3.02 | Select an item to purchase. Research and compare at least three brands using consumer information resources. Use the decision-making process to determine which product to buy. |
| 4.02 | Demonstrate the ability to use at least two constructive communication skills.  |
| 5.02 | Set personal rules/responsibilities related to dating behaviors that support your personal values.  |

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**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 one year.

Indicate student achievement for each performance standard.  (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.  Student Name	Did the student achieve a score of 3 or 4 for every skill standard? Circle Yes or No.		State Standards for ARFL—Performance Objectives						
			1.03	2.02	2.03	3.01	3.02	4.02	5.02
			4 = Highly Skilled 3 = Moderately Skilled 2 = Limited Skill 1 = Not Skilled						
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							