

**UTAH ATE SKILL CERTIFICATION
PERFORMANCE EVALUATION
EARLY CHILDHOOD EDUCATION A — TEST # 325
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:

1.02	Identify 10 Utah State Licensing Standards for early childhood education centers.
1.01	Compare the types of early childhood education programs.
2.01	Create or update a personal resume.
3.01	Practice appropriate sanitation techniques.
4.02.b	Identify problem behavior and demonstrate appropriate management solutions.
4.04	Draft or evaluate a developmentally appropriate learning environment.
5.01.c	Develop and implement developmentally appropriate lesson plans; include themes, objectives, concepts, procedures, and transitions.
5.02.a	Develop and implement a developmentally appropriate language/literacy activity (finger plays, stories, show and tell).
5.02.b	Develop and implement a developmentally appropriate math activity (sequencing, sorting, classification, matching, and serration).
5.02.c	Develop and implement a developmentally appropriate creative art activity.
5.02.d	Develop and implement a developmentally appropriate science/sensory activity.
5.02.e	Develop and implement a developmentally appropriate music and movement activity.

