

## UTAH ATE SKILL CERTIFICATION PERFORMANCE EVALUATION INTERIOR DESIGN II — TEST # 333 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 | Complete a project related to architectural features and styles.   |
| 2.02 | Complete a project related to furniture styles and features.   |
| 4.02 | Draw or draft a home floor plan. <ul style="list-style-type: none"><li>a. Use a minimum of a living room, kitchen with an eating area, bedroom and bathroom.</li><li>b. Use good line quality in ¼ inch scale.</li></ul>   |
| 4.01 | Design a presentation board for one or more rooms incorporating the concepts of interior design including: furniture selection/arrangements, backgrounds and surface treatments, elements and principles of design and lighting. <ul style="list-style-type: none"><li>a. Select samples that illustrate the textiles used (i.e. window, furniture, floor, etc.)</li><li>b. Create professional quality keys/legends and labels</li><li>c. Arrange and mount an effective overall design of the visuals and samples.</li><li>d. Prepare an accurate oral or written description of the presentation board which includes: the focal point, balance and rhythm, color scheme, style used and how harmony was developed.</li></ul> |

## INTERIOR DESIGN II – TEST #330 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 Interior Design II—Performance Objectives			
			1.02	2.02	4.02	4.01
			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				
23	Y	N				
24	Y	N				