

Standard: Three career profiles, all sections completed for each profile

Area of Career Exploration: _____

for Module _____

Career Profile 1

Career Profile 2

Career Profile 3

JOB TITLE:
Description (tasks, working conditions)
Education Qualifications
Employment Opportunities
Advancement Potential
Salary Range and Benefits
Would you enjoy this type of work? Why? Why not?
Reference used (book, interview, etc.)

JOB TITLE:
Description (tasks, working conditions)
Education qualifications
Employment Opportunities
Advancement potential
Salary range and benefits
Would you enjoy this type of work? Why? Why not?
Reference used (book, interview, etc.)

JOB TITLE:
Description (tasks, working conditions)
Education qualifications
Employment Opportunities
Advancement potential
Salary range and benefits
Would you enjoy this type of work? Why? Why not?
Reference used (book, interview, etc.)

STUDENT:

TRAINING SITE:

WORK ORDER/TASK:

Observed Rating	Standard			CRITERIA
	Intro.	Inter.	Adv.	
_____	1	2	3	The Student PART 1 Customer Need <input type="checkbox"/> greets customer in appropriate manner <input type="checkbox"/> is friendly/helpful while receiving order <input type="checkbox"/> asks leading questions to prompt customer response. <hr/> Writing Work Order <input type="checkbox"/> provides proper opening and closing <input type="checkbox"/> enters required details <input type="checkbox"/> uses appropriate service data (serial #, etc.) <input type="checkbox"/> is legible <input type="checkbox"/> _____
_____	1	2	3	PART 2 Performs Service <input type="checkbox"/> responds to customer need <input type="checkbox"/> sees other potential problems <input type="checkbox"/> manages time <input type="checkbox"/> shows eagerness, enthusiasm for working on customer tasks <input type="checkbox"/> shows commitment to quality service <input type="checkbox"/> demonstrate ethics <hr/> Work Collaboratively <input type="checkbox"/> is able to get along with co-workers <input type="checkbox"/> takes responsibility for balanced work load <input type="checkbox"/> contributes to problem solving and decision making <input type="checkbox"/> _____ Quality of Service <input type="checkbox"/> service meets work order request <input type="checkbox"/> service exhibits completeness in adjustments, replacement of components and operation <input type="checkbox"/> uses supplies effectively, tools used correctly <input type="checkbox"/> cleanliness / general appearance restored <input type="checkbox"/> report portrays service performed
_____	1	2	3	PART 3 Maintenance Schedule <input type="checkbox"/> includes unit descriptive information <input type="checkbox"/> includes service variables – function, frequency of use, operating conditions, service cost versus replacement <input type="checkbox"/> shows comprehensive schedule <input type="checkbox"/> _____
_____	1	2	3	PART 4 Problem Solving <input type="checkbox"/> understands the problem <input type="checkbox"/> selects appropriate resources (including tools, equipment, supplies) <input type="checkbox"/> is able to test/examine or narrow the problem <input type="checkbox"/> is able to provide one or more solutions to the problem <input type="checkbox"/> is able to solve the problem <input type="checkbox"/> is able to refine the problem-solving process

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services*
- 0 Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS:

STANDARD Students working **at standard** must demonstrate the requirements outlined in the checklist below. The columns to the left of the checklists indicate the minimum rating for *at standard* performance for introductory, intermediate and advanced level modules. The rating scale on the right defines the levels of competencies and should be applied when assessing student performance.

Observed Rating	Standard			TASK PERFORMANCE CRITERIA
	Intro.	Inter.	Adv.	
_____	1	2	3	The student: PART 1 Fundamentals Electricity/Electronics/Optics/Mechanics <input type="checkbox"/> states the function of system/circuit <input type="checkbox"/> explains the operation of system/circuit <input type="checkbox"/> explains electrical/electronics concepts involved
_____	1	2	3	PART 2 Planning and Preparation <input type="checkbox"/> uses schematics, manuals, resources <input type="checkbox"/> creates/uses block diagram(s), flow chart(s) <input type="checkbox"/> identifies and locates components <input type="checkbox"/> creates/uses a PCB circuit layout Analyses (Systems, Sub Systems, Components) <input type="checkbox"/> identifies system(s), sub system(s), component(s) <input type="checkbox"/> states component value, characteristics <input type="checkbox"/> identifies component placement <input type="checkbox"/> applies computer simulation of circuit <input type="checkbox"/> installs and configures software
_____	1	2	3	PART 3 Constructing / Prototyping <input type="checkbox"/> constructs electrical/electronic prototype <input type="checkbox"/> installs materials/components cabling for given application <input type="checkbox"/> uses correct tools, equipment and procedures <input type="checkbox"/> applies correct soldering/connecting techniques
_____	1	2	3	PART 4 Evaluates / Testing <input type="checkbox"/> shows how system operates within given parameters <input type="checkbox"/> analyzes basic electrical circuit <input type="checkbox"/> uses correct voltage source <input type="checkbox"/> uses multimeter (analog & digital) <input type="checkbox"/> uses a voltmeter <input type="checkbox"/> uses an ammeter <input type="checkbox"/> uses an ohmmeter <input type="checkbox"/> uses an oscilloscope <input type="checkbox"/> able to interpret results
_____	1	2	3	PART 5 Problem Solving <input type="checkbox"/> identify system/subsystem problem area. <input type="checkbox"/> researches steps to solve problem <input type="checkbox"/> follows flow chart <input type="checkbox"/> able to correct problem <input type="checkbox"/> performs routine maintenance

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Observed Rating	Standard			TASK PERFORMANCE CRITERIA
	Intro.	Inter.	Adv.	
_____	1	2	3	The student PART 1 Fundamentals AC/DC, Analog, Digital <input type="checkbox"/> applies electrical/electronic/digital principles to circuit analysis <input type="checkbox"/> applies mathematical principles to circuit analysis <input type="checkbox"/> analyzes basic electrical/electronic circuits <input type="checkbox"/> research electrical/electronic circuits using variety of media <input type="checkbox"/> creates/uses block diagrams, flow charts, truth tables
_____	1	2	3	PART 2 Design and Prototype <input type="checkbox"/> uses critical path method to plan, schedule, control and coordinate project activities <input type="checkbox"/> designs electronic circuits <input type="checkbox"/> designs pulse and digital devices <input type="checkbox"/> creates electronic prototype <input type="checkbox"/> designs filter circuits <input type="checkbox"/> designs tuned and resonant circuits. <input type="checkbox"/> design voltage regulator circuit Fabrication <input type="checkbox"/> completes project (see conditions and criteria) <input type="checkbox"/> _____
_____	1	2	3	PART 3 Troubleshooting/Analyze <input type="checkbox"/> assesses typical analog circuit <input type="checkbox"/> assesses amplifier circuits <input type="checkbox"/> assesses oscillator circuits <input type="checkbox"/> assesses AC networks <input type="checkbox"/> assesses typical digital circuit <input type="checkbox"/> assesses digital signal processors. <input type="checkbox"/> assesses rectifier circuit Testing/Measuring <input type="checkbox"/> selects and uses meters <input type="checkbox"/> selects and uses oscilloscopes <input type="checkbox"/> selects and uses signal generators <input type="checkbox"/> selects and uses power supplies <input type="checkbox"/> selects and uses analog/digital signal analyzers <input type="checkbox"/> measures logic sequences with captive and storage analyzers Computers <input type="checkbox"/> uses simulation software package <input type="checkbox"/> uses to create, test and evaluate circuit(s) <input type="checkbox"/> analyzes equipment <input type="checkbox"/> uses to manage information

Rating Scale

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Observed Rating	Standard			TASK PERFORMANCE CRITERIA	
	Intro.	Inter.	Adv.	<i>The student</i>	
_____	1	2	3	PART 1 Fundamentals AC/DC, Digital, Semi-conductors <input type="checkbox"/> applies electronic principles to circuit analysis <input type="checkbox"/> applies boolean algebra principles to circuit analysis <input type="checkbox"/> analyzes basic digital gates and combinational and sequential circuiting <input type="checkbox"/> creates/uses block diagrams, flow charts, truth tables, ladder logic <input type="checkbox"/> research electrical/electronic circuits using multimedia	
_____	1	2	3	PART 2 Design and Prototype <input type="checkbox"/> uses critical path method to plan, schedule, control and coordinate project activities <input type="checkbox"/> designs electronic circuits Fabrication <input type="checkbox"/> completes project (see criteria and conditions) <input type="checkbox"/> creates PCB board <input type="checkbox"/> designs pulse and digital devices <input type="checkbox"/> creates electronic prototype <input type="checkbox"/> design PLC address codes	
_____	1	2	3	PART 3 Troubleshooting/ Analyze <input type="checkbox"/> assesses gates <input type="checkbox"/> assesses sequential circuits <input type="checkbox"/> assesses combinational logic/ladder logic <input type="checkbox"/> assesses analog devices <input type="checkbox"/> assesses input/output devices	
_____	1	2	3	PART 4 Testing/Measuring <input type="checkbox"/> selects and uses logic probes <input type="checkbox"/> selects and uses oscilloscopes <input type="checkbox"/> selects and uses signal generators <input type="checkbox"/> selects and uses power supplies Computers <input type="checkbox"/> uses simulation software package <input type="checkbox"/> uses to create, test and evaluate circuit(s) <input type="checkbox"/> creates programming logic code <input type="checkbox"/> creates PC board layout <input type="checkbox"/> analyzes equipment <input type="checkbox"/> uses to manage information	

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- 0 Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

REFLECTIONS/COMMENTS:

PROJECT ASSESSMENT FORM

ELTPAF

STANDARD	Students working at standard must demonstrate the requirements outlined in the checklist below to the standard as indicated in module assessment criteria and conditions. The minimum rating for <i>at standard</i> performance for introductory is 1, intermediate 2, and advanced level modules 3. Refer to generic rating scale that further defines competencies at the various levels.				
Scale	Teacher Direction/Support/Student Initiative	Problem Solving	Use of Tools/Materials/Processes	Standards of Quality/Productivity	SUMMARY STATEMENTS the student has:
4	Student outlines project with no teacher guidance.	Student prepares plan of action, makes creative adjustments to ensure final outcome and expected outcome.	Student selects most appropriate tools, most efficient process.	No errors or deficiencies are noted. Standards of quality and productivity exceed defined outcomes.	REFLECTIONS/COMMENTS:
3 minimum at advanced level	Student outlines project/plan action with minimal teacher guidance.	Student prepares and follows detailed plan of action and expected outcome.	Student selects appropriate tools and processes.	No errors or deficiencies are noted. Standards of quality and productivity are consistent.	
2 minimum at intermediate level	Teacher outlines project and expected outcomes and student has input to plan of action.	Student follows plan of action with minimal assistance.	Appropriate uses/follows as prescribed.	Minor errors/deficiencies are evident. Standards of quality and productivity occasionally inconsistent.	
1 minimum at introductory level	Teacher outlines project and detailed plan of action.	Student follows plan of action with assistance.	Uses/follows as prescribed with occasional errors.	Some errors/deficiencies are evident. Standards of quality and productivity often inconsistent.	
Incomplete					

STANDARD Students working **at standard** must demonstrate the behaviours outlined in the checklist below. The columns to the left of the checklist indicate the minimum *standard of performance* for introductory, intermediate and advanced level courses. The rating scale on the right-hand defines each of the minimum standards of performance and should be applied when assessing student achievement.

Observed Rating	Minimum Standard (Intro. Level)	Minimum Standard (Inter. Level)	Minimum Standard (Adv. Level)	CRITERIA
—	1	2	3	<p>The student:</p> <p>Personal Management:</p> <ul style="list-style-type: none"> <input type="checkbox"/> prepares self for task <input type="checkbox"/> organizes and works in an orderly manner <input type="checkbox"/> uses time effectively <input type="checkbox"/> demonstrates ethical use of information and communication technologies <input type="checkbox"/> complies with local policies regarding network use and security <input type="checkbox"/> _____
—	1	2	3	<p>Laboratory Routines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> follows established routines <input type="checkbox"/> demonstrates responsibility for housekeeping <input type="checkbox"/> identifies risks to health and safety that result from improper use of technology <input type="checkbox"/> assesses new physical environments with respect to ergonomics <input type="checkbox"/> follows safety regulations specific to the technologies being used <input type="checkbox"/> anticipates potential safety hazards and emergency response <input type="checkbox"/> _____
—	1	2	3	<p>Tools and Equipment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies appropriate tools and hardware/software <input type="checkbox"/> uses tools and hardware/software in an appropriate manner <input type="checkbox"/> downloads and transmits only materials that comply with established network use policies and practices <input type="checkbox"/> uses personal protective devices as required <input type="checkbox"/> stores tools and hardware/software as instructed <input type="checkbox"/> _____

Rating Scale

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COMMENTS