

**TASK ASSESSMENT CHECKLIST: Vehicle Detailing**

**MEC2010-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<p><i>The student:</i></p> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows lab/shop procedures</li> <li><input type="checkbox"/> is sensitive to environmental concerns when using cleaning and waxing agents</li> <li><input type="checkbox"/> recognizes and observes hazards associated with cleaning and waxing agents</li> <li><input type="checkbox"/> identifies products that are less hazardous</li> </ul>	2	_____
<b>Part 2</b>	<p><b>Identification of Material and Products</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> lists and describes materials and products used for detailing vehicles</li> <li><input type="checkbox"/> lists and describes possible trim additions</li> </ul>	2	_____
<b>Part 3</b>	<p><b>Exterior Surface Including Engine Compartment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> selects and uses appropriate cleaning and treatment products on paint, glass, vinyl and rubber</li> </ul>	2	_____
<b>Part 4</b>	<p><b>Trim and Accessory Parts</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> selects and uses resources efficiently</li> <li><input type="checkbox"/> identifies parts/components correctly</li> <li><input type="checkbox"/> selects and uses appropriate tools for trim/accessory installation</li> <li><input type="checkbox"/> installs trim/accessories as instructed</li> </ul>	2	_____

<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>	<p><b>REFLECTIONS/COMMENTS:</b></p>
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**TASK ASSESSMENT CHECKLIST: Vehicle Maintenance**

**MEC2020-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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<b>TASK PERFORMANCE CRITERIA</b>		<b>Standard</b>	<b>Observed Rating</b>
<b>Part 1</b>	<i>The student:</i> <b>Safety</b> <input type="checkbox"/> follows established shop/lab procedures <input type="checkbox"/> properly handles fluids <input type="checkbox"/> safely handles chemicals <input type="checkbox"/> selects and correctly interprets WHMIS data	2	_____
<b>Part 2</b>	<b>Service Schedule</b> <input type="checkbox"/> develops a service schedule using appropriate resources <input type="checkbox"/> includes make, model, year and serial number <input type="checkbox"/> includes vehicle factors such as distance, time and operating condition <input type="checkbox"/> includes items to be checked, serviced or replaced <input type="checkbox"/> covers all systems, subsystems and components	2	_____
<b>Part 3</b>	<b>Inspection</b> <input type="checkbox"/> selects and uses appropriate resources <input type="checkbox"/> inspects all items as identified by service schedule	2	_____
<b>Part 4</b>	<b>Service and Repair</b> <input type="checkbox"/> services and repairs vehicle according to service schedule	2	_____

<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>	<p><b>REFLECTIONS/COMMENTS:</b></p>
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**TASK ASSESSMENT CHECKLIST: Lubrication & Cooling**

**MEC2030-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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<b>TASK PERFORMANCE CRITERIA</b>		<b>Standard</b>	<b>Observed Rating</b>
<b>Part 1</b>	<i>The student:</i> <b>Safety</b> <input type="checkbox"/> follows lab/shop procedures <input type="checkbox"/> selects and uses appropriate tools and equipment <input type="checkbox"/> selects, uses and stores vehicle fluids according to accepted practices	2	_____
<b>Part 2</b>	<b>Fluid Conditions</b> <input type="checkbox"/> lists components and describes engine lubrication and cooling systems function and operation <input type="checkbox"/> lists properties and ratings of coolant and oils	2	_____
<b>Part 3</b>	<b>Service a Vehicle</b> <input type="checkbox"/> diagnoses cooling and lubrication system faults <input type="checkbox"/> services/repairs cooling system <input type="checkbox"/> services/repairs lubrication system	2	_____

<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>	<p><b>REFLECTIONS/COMMENTS:</b></p>
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**TASK ASSESSMENT CHECKLIST: Fuel & Exhaust Systems**

**MEC2040-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<p><i>The student:</i></p> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows lab/shop procedures</li> <li><input type="checkbox"/> selects and uses appropriate tools and equipment</li> <li><input type="checkbox"/> knows the location(s) of the appropriate fire extinguishers and how to use them in the event of fire</li> </ul>	2	_____
<b>Part 2</b>	<p><b>Combustion of Fuels</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explains the importance of varying air fuel ratios in combustion processes</li> <li><input type="checkbox"/> describes the importance of air flow, atomization, and pre- and post-ignition</li> <li><input type="checkbox"/> explains the importance of exhaust system design and need to reduce back pressure</li> </ul>	2	_____
<b>Part 3</b>	<p><b>Diagnoses and Repair</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> selects and uses appropriate resources</li> <li><input type="checkbox"/> diagnoses fuel system faults</li> <li><input type="checkbox"/> diagnoses exhaust system faults</li> <li><input type="checkbox"/> services/repairs fuel and exhaust system</li> </ul>	2	_____
<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>		<p><b>REFLECTIONS/COMMENTS:</b></p>	

**TASK ASSESSMENT CHECKLIST: Alternate Fuel Engines**

**MEC2050-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<p><i>The student:</i></p> <p><b>Safety</b></p> <input type="checkbox"/> follows lab/shop procedures <input type="checkbox"/> follows prescribed precautions when starting, stopping, parking, storing and refuelling alternate fuel vehicles <input type="checkbox"/> follows safe procedures for storage of alternate fuels	2	_____
<b>Part 2</b>	<p><b>Alternate Fuels</b></p> <input type="checkbox"/> identifies alternate fuels in use or under development <input type="checkbox"/> indicates factors that dictate the use of alternate fuels <input type="checkbox"/> explains the components required and modification necessary to accommodate the use of alternate fuels	2	_____
<b>Part 3</b>	<p><b>Service</b></p> <input type="checkbox"/> determines the specific service requirements of an alternate fuel vehicle <input type="checkbox"/> completes a service schedule for a given fuel and vehicle <input type="checkbox"/> services an alternate fuelled vehicle	2	_____
<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>		<p><b>REFLECTIONS/COMMENTS:</b></p>	

**TASK ASSESSMENT CHECKLIST: Ignition Systems**

**MEC2060-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<i>The student:</i> <b>Safety</b> <input type="checkbox"/> observes shop/lab procedures <input type="checkbox"/> explains dangers of coming into direct contact with high voltage and currents	2	_____
<b>Part 2</b>	<b>Ignition Spark</b> <input type="checkbox"/> explains how timed high voltage spark is produced in magneto, point and electronic ignition systems	2	_____
<b>Part 3</b>	<b>Ignition Problems</b> <input type="checkbox"/> diagnoses ignition problems in magnetos, point and electronic systems	2	_____
<b>Part 4</b>	<b>Service Ignition System</b> <input type="checkbox"/> services magneto/point ignition system <input type="checkbox"/> services electronic ignition system	2	_____
<b>Rating Scale:</b> <b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i> <b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i> <b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i> <b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i> <b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.		<b>REFLECTIONS/COMMENTS:</b>	

**TASK ASSESSMENT CHECKLIST: Emission Controls**

**MEC2070-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<p><i>The student:</i></p> <p><b>Safety</b></p> <input type="checkbox"/> follows shop/lab procedures <input type="checkbox"/> selects and uses tools and equipment appropriately <input type="checkbox"/> selects and uses personal protective equipment appropriately <input type="checkbox"/> recognizes and controls health hazards associated with engine emissions	2	_____
<b>Part 2</b>	<p><b>Pollutants</b></p> <input type="checkbox"/> identifies and lists vehicle pre- and post-combustion emissions <input type="checkbox"/> identifies the effects of vehicle pollutants on the environment <input type="checkbox"/> describes regulations pertaining to emission standards <input type="checkbox"/> compares emissions from gasoline engines to alternate fuel engines	2	_____
<b>Part 3</b>	<p><b>Emission Control Systems</b></p> <input type="checkbox"/> identifies and describes types of emission control systems	2	_____
<b>Part 4</b>	<p><b>Components on a Given Vehicle</b></p> <input type="checkbox"/> identifies/locates emission control components <input type="checkbox"/> explains how components work to reduce emissions <input type="checkbox"/> checks a system for efficiency	2	_____
<b>Part 5</b>	<p><b>Diagnose and Service on a Given Vehicle</b></p> <input type="checkbox"/> uses a gas analyzer to check vehicle emission <input type="checkbox"/> compares data to specifications and diagnosing faults <input type="checkbox"/> services emission control system	2	_____

<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>	<p><b>REFLECTIONS/COMMENTS:</b></p>
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**TASK ASSESSMENT CHECKLIST: Electrical Components**

**MEC2090-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<i>The student:</i> <b>Safety</b> <input type="checkbox"/> follows shop/lab procedures when working with electrical circuits <input type="checkbox"/> explains how to avoid sparks, grounds and electrical shorts <input type="checkbox"/> understands to need to observe proper polarity	2	_____
<b>Part 2</b>	<b>Electrical Systems</b> <input type="checkbox"/> describes lighting, charging and starting electrical systems <input type="checkbox"/> lists components in each electrical system <input type="checkbox"/> describes the operation of each electrical system	2	_____
<b>Part 3</b>	<b>Testing Systems</b> <input type="checkbox"/> selects and uses voltmeter, ammeter and ohmmeter correctly <input type="checkbox"/> tests for open and closed circuits <input type="checkbox"/> tests for load voltage and voltage drops <input type="checkbox"/> tests for current draw <input type="checkbox"/> tests for resistances <input type="checkbox"/> recognizes abnormal electrical circuit conditions including grounds and shorts	2	_____
<b>Part 4</b>	<b>Testing and Service</b> <input type="checkbox"/> disassembles, tests and reassembles starter motor <input type="checkbox"/> disassembles, tests and reassembles alternator <input type="checkbox"/> tests assembled starter/alternator on or off of vehicle	2	_____

<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>	<p><b>REFLECTIONS/COMMENTS:</b></p>
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**TASK ASSESSMENT CHECKLIST: Power Assist Accessories**

**MEC2100-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<i>The student:</i> <b>Safety</b> <input type="checkbox"/> follows shop/lab procedures <input type="checkbox"/> safely uses tools and equipment <input type="checkbox"/> observes personal safety and vehicle care	2	_____
<b>Part 2</b>	<b>Power Assist Accessories</b> <input type="checkbox"/> lists available power assist accessories on vehicles <input type="checkbox"/> states how power assist accessories function to perform or assist mechanical tasks <input type="checkbox"/> lists the components that make up power assist systems	2	_____
<b>Part 3</b>	<b>Components</b> <input type="checkbox"/> describes function and operation of power assist components <input type="checkbox"/> determines system(s) level of performance through testing	2	_____
<b>Part 4</b>	<b>Service and Repair</b> <input type="checkbox"/> selects and uses appropriate tools to identify problem <input type="checkbox"/> services/repairs a system according to manufacturer's recommendations <input type="checkbox"/> evaluates repair and possible factors that may have caused a component to malfunction	2	_____

<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>	<p><b>REFLECTIONS/COMMENTS:</b></p>
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**TASK ASSESSMENT CHECKLIST: Braking Systems**

**MEC2110-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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<b>TASK PERFORMANCE CRITERIA</b>		<b>Standard</b>	<b>Observed Rating</b>
<b>Part 1</b>	<i>The student:</i> <b>Safety</b> <input type="checkbox"/> follows established shop/lab procedures <input type="checkbox"/> selects and uses proper personal protective equipment <input type="checkbox"/> follows safe practices when working with asbestos <input type="checkbox"/> follows established lifting and jacking procedures	2	_____
<b>Part 2</b>	<b>Brake Design</b> <input type="checkbox"/> identifies and describes brake systems and components <input type="checkbox"/> explains operation and function of service and emergency brake systems	2	_____
<b>Part 3</b>	<b>Analyze Brake Systems</b> <input type="checkbox"/> lists factors/symptoms of worn or defective brake system components <input type="checkbox"/> selects and uses tools and equipment to check for defective brake system <input type="checkbox"/> inspects and identifies brake system components requiring service	2	_____
<b>Part 4</b>	<b>Service and Repair</b> <input type="checkbox"/> selects and uses tools and equipment <input type="checkbox"/> services drum and disc brake systems <input type="checkbox"/> services emergency brake systems	2	_____
<b>Part 5</b>	<b>Resources</b> <input type="checkbox"/> selects and uses appropriate resources <input type="checkbox"/> interprets specifications/information to service brake systems	2	_____
<b>Rating Scale:</b> <b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i> <b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i> <b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i> <b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i> <b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.		<b>REFLECTIONS/COMMENTS:</b>	

<b>Module Learner Expectation:</b>	<i>The student will:</i> <ul style="list-style-type: none"> <li>inspect and analyze disc and drum brake systems.</li> </ul>
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**NOTE:** Student should have the opportunity to inspect one disc, drum brake and emergency brake assembly.

**SAMPLE ITEM(S)**  
**BRAKE SYSTEM INSPECTION**

<p><b>Factors/Symptoms of Worn or Defective Brake System</b></p> <p><i>The student:</i></p> <ul style="list-style-type: none"> <li>Inspects brake system components to determine serviceability:             <ul style="list-style-type: none"> <li>brake pedal action, checking pedal height, pedal reserve and free play</li> <li>brake fluid condition, level and leaks</li> <li>drum brake:                 <ul style="list-style-type: none"> <li>lining - condition, thickness</li> <li>hardware - springs, clips, pins, self-adjusters</li> <li>wheel cylinder - leakage, boot condition, bleeder screw</li> <li>drum - size, condition, scoring, bellmouthing</li> </ul> </li> <li>disc brake:                 <ul style="list-style-type: none"> <li>brake pad lining - thickness, condition</li> <li>calliper - condition, leaks, sticking</li> <li>hardware - retaining/guide pins, clips, sleeves/bushings</li> <li>disc - condition, thickness, parallelism, run out, scoring</li> </ul> </li> <li>park brake:                 <ul style="list-style-type: none"> <li>pedal/lever operation</li> <li>cable/housing - condition, and movement</li> <li>hardware - adjusters, equalizer strut, lever condition</li> </ul> </li> <li>lines:                 <ul style="list-style-type: none"> <li>condition, leaks, clips in place</li> </ul> </li> <li>hoses:                 <ul style="list-style-type: none"> <li>condition, cracks, leaks, clips in place</li> </ul> </li> <li>master cylinder:                 <ul style="list-style-type: none"> <li>condition, fluid leaks, pedal feel, pedal build-up, pedal falling away (checks indicate condition of cups, free compensating port)</li> </ul> </li> <li>control valves:                 <ul style="list-style-type: none"> <li>condition of metering and proportioning valve</li> </ul> </li> <li>other:                 <ul style="list-style-type: none"> <li>warning lights, brake lights, and other conditions affecting brakes, i.e., tires, wheel bearings, suspension, steering</li> </ul> </li> </ul> </li> <li>Identifies symptoms before road test such as:             <ul style="list-style-type: none"> <li>brake warning light on</li> <li>low brake fluid level</li> <li>brake fluid leaks</li> <li>incorrect brake pedal feel - spongy, little or no reserve, noises</li> </ul> </li> </ul>	<p><b>Factors/Symptoms of Worn or Defective Brake System (cont'd)</b></p> <p><i>The student:</i></p> <ul style="list-style-type: none"> <li>Factors/Symptoms during road test:             <ul style="list-style-type: none"> <li>brakes pull to one side</li> <li>noisy brakes - squeal, scraping, clunk</li> <li>brakes locking or grabbing</li> <li>little or no stopping ability</li> <li>pulsating pedal</li> <li>vehicle vibrates</li> </ul> </li> <li>Factors/Symptoms when vehicle on the hoist:             <ul style="list-style-type: none"> <li>brake fluid visible on backing plates, line/hoses, connections, master cylinder</li> <li>excessive brake drag</li> <li>loose wheel bearings, suspension steering components</li> <li>defective master cylinder, wheel cylinder, calliper</li> <li>worn/defective brake drum or rotor</li> <li>uneven tire condition and/or pressures</li> <li>worn or defective brake linings or pads</li> </ul> </li> </ul>
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**TASK ASSESSMENT CHECKLIST: Hydraulic Accessories**

**MEC2120-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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<b>TASK PERFORMANCE CRITERIA</b>		<b>Standard</b>	<b>Observed Rating</b>
<b>Part 1</b>	<p><i>The student:</i></p> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows established shop/lab procedures</li> <li><input type="checkbox"/> selects and uses tools, equipment and resources correctly</li> <li><input type="checkbox"/> selects and uses personal protective equipment as required</li> <li><input type="checkbox"/> understands hazards associated with pressurized hydraulic equipment</li> </ul>	2	_____
<b>Part 2</b>	<p><b>Hydraulic Principles</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> selects and uses required hydraulic resources</li> <li><input type="checkbox"/> lists and explains function of hydraulic systems and components</li> </ul>	2	_____
<b>Part 3</b>	<p><b>Service Techniques</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> selects and uses hydraulic service resources</li> <li><input type="checkbox"/> lists procedures and techniques in servicing hydraulic system/components</li> <li><input type="checkbox"/> develops a service schedule</li> </ul>	2	_____
<b>Part 4</b>	<p><b>Service</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> carries out regular service requirements on a designated system</li> <li><input type="checkbox"/> locates and analyses a system fault</li> <li><input type="checkbox"/> services/repairs components</li> </ul>	2	_____
<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>		<p><b>REFLECTIONS/COMMENTS:</b></p>	

**TASK ASSESSMENT CHECKLIST: Drive Trains**

**MEC2130-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<i>The student:</i> <b>Safety</b> <input type="checkbox"/> follows established shop/lab procedures <input type="checkbox"/> selects and uses tools, equipment and materials <input type="checkbox"/> recognizes problems associated with lifting heavy objects and exercises proper lifting and handling techniques	2	_____
<b>Part 2</b>	<b>Function of Drive Train</b> <input type="checkbox"/> lists drive train components and states their function <input type="checkbox"/> explains the inter-relationship between drive train components <input type="checkbox"/> develops a service schedule for drive train components	2	_____
<b>Part 3</b>	<b>Inspection and Service</b> <input type="checkbox"/> inspects and diagnoses drive train components <input type="checkbox"/> services drive train components <input type="checkbox"/> removes and replaces drive train components	2	_____

<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>	<p><b>REFLECTIONS/COMMENTS:</b></p>
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**TASK ASSESSMENT CHECKLIST: Transmissions/Transaxles**

**MEC2140-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<i>The student:</i> <b>Safety</b> <input type="checkbox"/> follows established shop/lab procedures <input type="checkbox"/> selects and uses tools, equipment and supplies <input type="checkbox"/> selects and uses vehicle protection equipment <input type="checkbox"/> follows proper lifting practices to avoid back injuries	2	_____
<b>Part 2</b>	<b>Power Path</b> <input type="checkbox"/> identifies drive train components of a vehicle equipped with manual transmission/transaxle <input type="checkbox"/> explains flow of power in various gear selector positions <input type="checkbox"/> lists problem areas in clutches and transmissions	2	_____
<b>Part 3</b>	<b>Inspection and Service</b> <input type="checkbox"/> inspects and reports on a manual drive train <input type="checkbox"/> diagnoses and lists possible system faults in drive train <input type="checkbox"/> services drive train <input type="checkbox"/> removes, inspects and replaces clutch assembly <input type="checkbox"/> disassembles, inspects and reassembles manual transmission	2	_____
<b>Rating Scale:</b> <b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i> <b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i> <b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i> <b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i> <b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.		<b>REFLECTIONS/COMMENTS:</b>	

**TASK ASSESSMENT CHECKLIST: Suspension Systems**

**MEC2150-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<i>The student:</i> <b>Safety</b> <input type="checkbox"/> follows shop/lab procedures <input type="checkbox"/> selects and uses tools, equipment and materials <input type="checkbox"/> selects and uses personal protective equipment	2	_____
<b>Part 2</b>	<b>Identification of Components</b> <input type="checkbox"/> identifies and lists suspension components <input type="checkbox"/> identifies parts/components subject to wear	2	_____
<b>Part 3</b>	<b>Identification of Defective Components</b> <input type="checkbox"/> identifies worn or defective suspension components <input type="checkbox"/> analyzes reasons for worn or defective components <input type="checkbox"/> identifies driveability problems associated with worn or defective components	2	_____
<b>Part 4</b>	<b>Service and Repair</b> <input type="checkbox"/> selects and uses service resources <input type="checkbox"/> selects and uses tools, equipment and materials <input type="checkbox"/> removes and replaces necessary suspension components	2	_____
<b>Rating Scale:</b> <b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i> <b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i> <b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i> <b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i> <b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.		<b>REFLECTIONS/COMMENTS:</b>	

**TASK ASSESSMENT CHECKLIST: Steering Systems**

**MEC2160-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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<b>TASK PERFORMANCE CRITERIA</b>		<b>Standard</b>	<b>Observed Rating</b>
<b>Part 1</b>	<i>The student:</i> <b>Safety</b> <input type="checkbox"/> follows established shop/lab procedures <input type="checkbox"/> selects and uses the appropriate tools, equipment and materials <input type="checkbox"/> understands and demonstrates safe practices when working on steering systems	2	_____
<b>Part 2</b>	<b>Steering Design</b> <input type="checkbox"/> identifies common steering system designs and their application <input type="checkbox"/> lists advantages and disadvantages of individual designs <input type="checkbox"/> identifies components of common steering system and their function <input type="checkbox"/> describes the evolution of steering systems	2	_____
<b>Part 3</b>	<b>Driving Symptoms</b> <input type="checkbox"/> lists driving symptoms of worn or defective steering components <input type="checkbox"/> indicates factors that cause premature steering failure	2	_____
<b>Part 4</b>	<b>Service and Repair</b> <input type="checkbox"/> identifies worn or defective components <input type="checkbox"/> explains procedures for service/repair of components <input type="checkbox"/> removes and replaces steering components	2	_____
<b>Rating Scale:</b> <b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i> <b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i> <b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i> <b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i> <b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.		<b>REFLECTIONS/COMMENTS:</b>	

**TASK ASSESSMENT CHECKLIST: Metal Repair & Finishing**

**MEC2170-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<i>The student:</i> <b>Safety</b> <input type="checkbox"/> follows shop/lab procedures <input type="checkbox"/> selects and uses welding and sheet metal straightening system equipment	2	_____
<b>Part 2</b>	<b>Major Sheet Metal Damage</b> <input type="checkbox"/> describes direct and indirect collision damage <input type="checkbox"/> describes buckles <input type="checkbox"/> describes forces created by direct and indirect damage	2	_____
<b>Part 3</b>	<b>Major Sheet Metal Repair on a Given Project</b> <input type="checkbox"/> analyzes and determines sequence of repair <input type="checkbox"/> performs metal straightening <input type="checkbox"/> performs metal working <input type="checkbox"/> performs a large rust out repair	2	_____

<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>	<p><b>REFLECTIONS/COMMENTS:</b></p>
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**TASK ASSESSMENT CHECKLIST: Trim Replacement**

**MEC2180-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<i>The student:</i> <b>Safety</b> <input type="checkbox"/> follows shop/lab procedures with respect to use of tools and supplies	2	_____
<b>Part 2</b>	<b>Trim Systems</b> <input type="checkbox"/> describes interior/exterior trim materials <input type="checkbox"/> describes window/door lock hardware function and part arrangement <input type="checkbox"/> lists and describes fasteners used on interior and exterior trim	2	_____
<b>Part 3</b>	<b>Removal and Replacement of Trim</b> <input type="checkbox"/> selects and uses appropriate trim tools <input type="checkbox"/> removes and installs interior door trim as instructed <input type="checkbox"/> removes and installs exterior trim as instructed	2	_____
<b>Part 4</b>	<b>Enhancement Trim</b> <input type="checkbox"/> analyzes vehicle and proposes enhancement trim products and designs <input type="checkbox"/> applies new trim, accessories, decals and/or vinyl overlays	2	_____

<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>	<p><b>REFLECTIONS/COMMENTS:</b></p>
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**TASK ASSESSMENT CHECKLIST: Surface Preparation 2**

**MEC2190-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<p><i>The student:</i></p> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows established shop/lab procedures</li> <li><input type="checkbox"/> selects and uses appropriate tools, equipment and materials</li> <li><input type="checkbox"/> recognizes and controls hazards involved in surface preparation through sand blasting, chemical treatment and abrasives</li> <li><input type="checkbox"/> uses proper personal protective equipment</li> </ul>	2	_____
<b>Part 2</b>	<p><b>Materials and Practices</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> lists metals/conditions and appropriate treatments</li> <li><input type="checkbox"/> lists plastics and preparation techniques</li> <li><input type="checkbox"/> lists and describes chemical use in surface preparation</li> <li><input type="checkbox"/> lists and identifies abrasive use in surface preparation</li> <li><input type="checkbox"/> lists chemical treatments and describes application</li> </ul>	2	_____
<b>Part 3</b>	<p><b>Advanced Preparation on a Given Surface</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> analyzes and determines preparation process</li> <li><input type="checkbox"/> selects and uses chemical application</li> <li><input type="checkbox"/> selects and applies coatings</li> <li><input type="checkbox"/> selects and compounds a surface</li> </ul>	2	_____

<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>	<p><b>REFLECTIONS/COMMENTS:</b></p>
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<b>Module Learner Expectation:</b>	<i>The student will:</i> <ul style="list-style-type: none"> <li>• carry out an advanced surface preparation.</li> </ul>
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<u>Assessment Components</u>	<u>Details</u>	<u>Tolerance</u>
Sanding	<ul style="list-style-type: none"> <li>• selection of abrasives</li> <li>• sanding steps taken</li> <li>• sanding procedure</li> </ul>	<ul style="list-style-type: none"> <li>• finished results match the refinishing system to be utilized</li> </ul>
Cleaning and Treating Bare Metal	<ul style="list-style-type: none"> <li>• selection and use of bare metal treatment products to match the task</li> </ul>	<ul style="list-style-type: none"> <li>• results provide a surface ready for compounding or undercoating</li> </ul>
Compounding Surface	<ul style="list-style-type: none"> <li>• selection and procedure match the process (hand or machine)</li> </ul>	<ul style="list-style-type: none"> <li>• results provide surface for undercoating</li> </ul>
Masking	<ul style="list-style-type: none"> <li>• neatness and cleanliness</li> <li>• front-to-rear masking</li> <li>• side masking</li> <li>• effective use of materials</li> <li>• correct use of plastic covering</li> </ul>	<ul style="list-style-type: none"> <li>• no over mask areas, 2 - 3 under mask areas permitted</li> <li>• maximum – 1 joint</li> <li>• minimum wastage</li> </ul>

**TASK ASSESSMENT CHECKLIST: Refinishing 1**

**MEC2200-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<p><i>The student:</i></p> <p><b>Safety</b></p> <input type="checkbox"/> follows established shop/lab procedures <input type="checkbox"/> identifies health hazards involved in refinishing <input type="checkbox"/> uses proper personal protective equipment <input type="checkbox"/> uses related WHMIS data	2	_____
<b>Part 2</b>	<p><b>Products and Equipment</b></p> <input type="checkbox"/> identifies and describes spray systems <input type="checkbox"/> explains spray techniques <input type="checkbox"/> lists spray problems and causes <input type="checkbox"/> describes top coat application techniques	2	_____
<b>Part 3</b>	<p><b>Refinish Application</b></p> <input type="checkbox"/> selects and uses paints (including reducers/hardener) for a given application <input type="checkbox"/> demonstrates spray procedures/techniques <input type="checkbox"/> demonstrates clean-up/care of spray equipment <input type="checkbox"/> identifies spray problems and corrects	2	_____
<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>		<p><b>REFLECTIONS/COMMENTS:</b></p>	

**TASK ASSESSMENT CHECKLIST: Touch-up & Finishing**

**MEC2210-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<p><i>The student:</i></p> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows established shop/lab procedures</li> <li><input type="checkbox"/> selects and uses appropriate tools, equipment and materials</li> <li><input type="checkbox"/> identifies health hazards related to touch-up and finishing including disposal of products</li> <li><input type="checkbox"/> identifies and controls health hazards associated with primers and putties</li> </ul>	2	_____
<b>Part 2</b>	<p><b>Techniques and Products</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> lists and describes products used in spot repair</li> <li><input type="checkbox"/> lists and describes techniques used in spot repair</li> <li><input type="checkbox"/> lists tools and equipment required for spot repair</li> </ul>	2	_____
<b>Part 3</b>	<p><b>Spot Repair</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> analyzes a given repair and outlines repair procedure</li> <li><input type="checkbox"/> prepares spot repair for painting</li> <li><input type="checkbox"/> selects paint by colour code to match existing colour</li> <li><input type="checkbox"/> applies paint to spot repair</li> </ul>	2	_____
<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>		<p><b>REFLECTIONS/COMMENTS:</b></p>	

**TASK ASSESSMENT CHECKLIST: Interior Finishes & Repairs**

**MEC2220-1**

<b>STANDARD:</b>	Students working at STANDARD must demonstrate a performance rating of 2 as specified in module criteria and conditions.
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TASK PERFORMANCE CRITERIA		Standard	Observed Rating
<b>Part 1</b>	<p><i>The student:</i></p> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows established shop/lab procedures in protection of people and vehicles</li> <li><input type="checkbox"/> lists and follows proper handling procedures for volatile chemicals</li> <li><input type="checkbox"/> stores and disposes chemicals as instructed</li> <li><input type="checkbox"/> uses proper personal protective equipment</li> </ul>	2	_____
<b>Part 2</b>	<p><b>Techniques and Products</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identifies materials and describes repair procedure</li> <li><input type="checkbox"/> lists products and procedures to restore interior surface</li> <li><input type="checkbox"/> lists tools/equipment required for repairs</li> </ul>	2	_____
<b>Part 3</b>	<p><b>Clean and Repair</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> outlines procedures to restore a given interior surface</li> <li><input type="checkbox"/> selects tools/equipment and materials for repair</li> <li><input type="checkbox"/> repairs a minor interior surface problem</li> <li><input type="checkbox"/> cleans an interior surface</li> </ul>	2	_____

<p><b>Rating Scale:</b></p> <p><b>4</b> 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. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i></p> <p><b>3</b> Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent.</i></p> <p><b>2</b> Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>1</b> Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i></p> <p><b>0</b> Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>	<p><b>REFLECTIONS/COMMENTS:</b></p>
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