

Competency Checklist Creation Procedure Sheet

| Completed | | Notes: |
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| _____ | <p>1. Copy and paste a copy of your current Competency Checklist/POS Task list to the format of your choice.</p> <p>a). Save. (Google.docs, Microsoft, etc...)</p> <p>b). Add several columns to the Task List, to be determined the number of columns needed by reviewing #6 below.</p> | |
| _____ | <p>2. Divide the tasks according to the order you will be presenting them, using your curriculum as a guide. Designate an equal number of tasks to complete each year (consider the time involved along with total number of tasks), by the number of years in your program.</p> <p>3. Color code according to the year, or semester that the subject will be presented.</p> <p>4. Place a color code key on your task list.</p> <p>5. *Be sure to note that many of the tasks will be revisited and used many times over the length of your program.</p> | |
| _____ | <p>6. Decide which supplemental sources you would like to provide for your students and add them as headings to the columns at the right of the page. See our task list as an example. (Textbook, online modules, websites, OSHA, your classroom webpage, Edmodo, etc...)</p> | |
| _____ | <p>7. To each task, add the websites of ALL sources that can benefit students as supplemental sources. These should be sources that students may access and be engaged in, on their own. (Ex. OSHA website...)</p> | |
| _____ | <p>8. Review each task and then note if it is part of the learning curriculum for NOCTI, SkillsUSA, or any other student organization that pertains to your area. Color code each individual task with all that apply ~ Example: S = SkillsUSA, N-NOCTI</p> | |
| _____ | <p>9. If your program area is divided into instructional segments with separate instructors, list who will instruct each task as a verification for students and parents. Example: Mr. Smith instructs 200's = Electrical; Mr. Jones instructs 700's=Plumbing.</p> | |
| _____ | <p>10. Add columns so that students/instructors may assess the level of performance for each task. Headings should follow either NOCTI or your school's delineation of</p> | |

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| | those scoring levels. Example: Basic, Proficient... | |
| _____ | 11. Update the task list accordingly, as this document is a work in progress and ever-changing with each new textbook, equipment manual, website discovery and student modifications. | |
| _____ | 12. Instruct students how to use this document on a daily basis as their learning guide for instruction and assessment. | |
| _____ | 13. Add your own items such as assessment tools to be used for each task; activities; etc... Examples: test, quiz, rubric, MAX teaching strategies, ... | |