



**Career
Essentials:
Assessments**

Career Essentials: Assessments

Teacher Preparation Guide For Use with the Career Essentials: Assessments

*Discover, Develop and Validate Students'
Knowledge and Skill*

***AUTOMATED MANUFACTURING
TECHNOLOGY ASSESSMENT***

Introduction to the Career Essentials: Assessments

The Career Essentials: Assessments can help both students and teachers discover students' occupational strengths. By implementing the Career Essentials: Assessments, students and teachers can collaboratively develop a life-long learning plan to validate and enhance students' skills and knowledge. Assessment data results are beneficial for students, teachers and administrators in validating student learning, and improving programs and their accountability.

This teacher preparation guide is a tool developed for instructors to help students capitalize on their unique strengths, which can improve individual student performance and provide a clear way forward for student success.

The Career Essentials: Assessments Teacher Preparation Guide provides an easy-to-follow road map to implement the Career Essentials: Assessments. The guide is not meant to be curriculum nor should it replace that which already exists.. It provides specific information regarding the Career Essentials: Assessments so teachers can identify existing curriculum areas that may need additional emphasis.

The guide ultimately helps teachers provide students with learning opportunities. Its goal is for students to become comfortable and successful with the Career Essentials: Assessments.

Inside the guide, teachers will find:

- Major content areas of the assessment
- A blueprint of the assessment competency areas
- A checklist of the various competency areas within the assessment
- Access to a trade- or technical-specific online 10-question demo assessment
- Resources used for the assessment development
- Access to an employability skills based, online 10-question practice assessment to help students navigate the assessment system

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What are Career Essentials: Assessments?

Career Essentials: Assessments are online assessments that evaluate technical and employability skills and knowledge. They are the way ahead for the next generation of our American workforce, and they help candidates validate their technical skills and knowledge to potential employers. They also help local instructors demonstrate the value of their programs, while supporting local industries with a pool of potential employees that has been tested by a system they can trust.

Each assessment was developed by a panel of industry, high school and college/postsecondary subject matter experts (SMEs) using national technical standards. Career Essentials: Assessments were created by industry to ensure relevance to entry-level skills, meet Perkins IV accountability requirements and provide certificates to students who achieve industry-defined scores. They ensure your students are workforce ready.

Career Essentials: Assessments incorporate photographs, videos, animations and illustrations to ensure clarity for each technical question. Drag-and-drop and multiple-choice questions appeal to visual and kinesthetic learners and test content knowledge rather than test-taking abilities. Even simple multiple-choice questions are brought to life through pictures and animations.

Assessments are available in more than 40 trade, industrial and technical areas. A rigorous and educationally sound process captures critical competencies, standards and criteria as defined by industry.

Academic core and critical skill areas also exist in each assessment. State-level academic curriculum specialists identified connections to national academic standards.

Each one-hour assessment includes 50 questions. Under the supervision of a proctor, the integrity of each test is ensured by offering multiple unique versions of the assessment, which

For complete information regarding the Career Essentials: Assessments and to see all assessment areas, please visit the website at:

www.careeressentials.org/assessments

measure the same core and critical competencies. Even within the same version, questions and answers are displayed in varying orders to prevent test takers from copying others. The Career Essentials: Assessments are designed to be user-friendly and intuitive for students.

Using the Career Essentials: Assessments

Every classroom is unique. You can use the Career Essentials: Assessments in a way that best suits your program and students. The following directions are SkillsUSA's suggested and preferred method to implement the assessments so that your students gain the most from the results.

The most important step in the Career Essentials: Assessments process is to select the correct assessment for your students. You are key to the selection process. Without your involvement, the wrong assessment may be selected. Assessment titles do not provide enough information for proper selection. Review the various assessment categories that best correspond to your program.

Next, look at each of the assessment titles within the category and the corresponding blueprint. The blueprint will tell you which competencies and subjects are addressed in the assessment.

Cross-walk the various blueprints with your classroom curriculum. The assessment blueprint will show what's emphasized and how competencies are weighed. Please remember the Career Essentials: Assessments are based on national industry standards, so the assessment may not perfectly align with the existing curriculum. Content may need to be added or emphasized to better prepare students for the Career Essentials: AssessmentsAssessment.

Once you have selected the assessment that best fits your program, administer that Career Essentials: Assessments at the beginning of your students' final program year. This could be considered a pre-test.

Assessment results are available as soon as your student completes the assessment. The report provides you with a gap analysis to identify your students' learning needs according to each competency area within the assessment. Dynamic reports compare your students' performance to the current state and national averages. Reports also enable you to track a student's progress on an individual basis. The assessment pre-testing results provide you with a benchmark for your students and identify student learning gaps. This data may help you adjust your own curriculum and identify areas that may need more or less emphasis. The data can be shared with students so everyone can focus on learning areas that need improvement during the school year.

Then, at the end of the school year or program semester, administer your specific Career Essentials: Assessments a second time as a post-test.

Use post-test data to improve or adjust curriculum once again for your next program year. This way, curriculum adjustments are made using the student testing data rather than arbitrarily making adjustments.

This pre- and post-test process is a "win-win" situation for the teacher and especially the student! To ensure a quality process, SkillsUSA is ready to help at any time.

Preparing Students for the Career Essentials: Assessments Assessment System

Provide each student with a copy of their trade- or technical-specific Career Essentials: Assessments Blueprint. Do this at the beginning of your course. Review and discuss the blueprint with your class, providing insight on the assessment weighting and what is emphasized.

Have students discuss how they can assist each other to prepare for the assessment.

Place the Career Essentials: Assessments Blueprint on the classroom wall. The blueprint will help students focus on the appropriate course content areas that align with the assessment. It will also help everyone to be aware of the program's goals and expectations.

The Career Essentials: Assessments at a Glance

- **Select the correct assessment title. *Do not* have someone select the assessment for you, as there may be several titles that may relate to your program**
- **Review the assessment blueprint that best aligns with your existing curriculum**
- **Identify gaps in your curriculum, and use additional resources to enhance or align the curriculum**
- **Share the assessment blueprint with the students so everyone is aware of the expectation**
- **Have your students take the assessment at the beginning of their final program year as a pre-test**
- **Use pre-test data to identify learning gaps or strengths of individual students or the class**
- **Remediate the students using the data analysis from pre-test to enhance, emphasize and adjust learning objectives**
- **Have your students take the assessment a second time (as a post-test) at the end of the program year to determine learning gains/gaps**
- **Use post-test data to improve or adjust curriculum for your next program year**

Administer the Career Essentials: Assessment as a pre-test to identify student gaps. If possible, pre-test your students at the beginning of their final program year to identify learning gaps both individually and as a class. The data will provide an excellent “road map” to prepare students to take the assessment again (post-test) at the end of the program. Using the data, tailor the instruction to better prepare your students.

Use the Career Essentials: Assessments competency areas checksheets included in this guide to encourage class discussion and help students identify strengths and weaknesses.

Use the pre-test data to ascertain problematic learning areas. Have students identify discussion topics based on the various competency areas and their pre-test data results. Exercises, demonstrations and even questions can be developed by the students using their textbooks or other resources listed in this guide.

Assign homework that aligns to the assessment blueprint. Focus on a competency area within the assessment. Using the checksheets in this guide, have students develop questions and potential answers using the resources identified when developing the assessment. Use the questions for class discussion or “quiz bowl” activities.

Have students take the Career Essentials: Assessment trade- or technical-specific online 10-question demo assessment. This could be a homework assignment or done in class 30 days prior to taking the assessment the second time (as a post-test). This not only will provide students with specific sample questions and potential answers, but it will also allow students to experience the online system again and become more familiar with the types of questions they may encounter when taking the actual assessment.

Following the demo assessment, discuss the experience students had. What question(s) did they not understand? Did they have difficulty navigating the online system? This experience

will help students be more comfortable and confident when taking the final assessment.

Discuss as a class or individually with students which question(s) were difficult. Facilitate a discussion to glean more information regarding why certain answers were wrong. Offer techniques students can use to better determine correct answers.

Workplace-Ready Skills

Through the Career Essentials: Assessments, you have the option for your students take an Employability Assessment. This assessment tests a student’s workplace-ready skills such as communication, teamwork, time management and more. It can be used for any student in any occupational area as a practice test or a separate assessment.

If you use the Employability Assessment as a practice test have students take it in class. Not only can the Employability Assessment help students become familiar with the navigational tools of the assessment system, but it can also measure and make your students aware of another important skill set. It may also help them become comfortable in the testing environment.

See the Career Essentials: Assessments website for more information: www.careeressentials.org/assessments

The Employability Assessment is *not* intended to familiarize students with the Automated Manufacturing Technology assessment content.

Please note: For all Career Essentials: Assessments to be valid, instructors cannot be present in the room where their students will be taking the test. A proctor is required. Proctors can be other instructors, a school administrator or school counselor.

Assessment Competency Areas

Career Essentials: Assessments Automated Manufacturing Technology Assessment covers seven major technical competency areas (unit areas). In the online assessment, these seven competencies are tested with 50 interactive, multiple-choice items. Each competency area has a different number of items. The chart lists the major technical competency areas and the percentage of the assessment in each one.

Technical Competency Areas for Automated Manufacturing Technology

Competency	Percentage of Area Assessment
Perform mathematical and measurement calculations used in automated manufacturing situations	10%
Design, sketch and plan machine work to U.S. National CAD Standards	20%
Create a toolpath (CAM file) and the CNC code to related duty tasks of the National Institute for Metalworking Skills (NIMS) Duties and Standards for Machining Skills, Level-1	20%
Perform CNC machining functions given a scenario to the related duty tasks of the National Institute for Metalworking Skills (NIMS) Duties and Standards for Machining Skills, Level-1	30%
Perform and inspect part(s) using a Total Quality Management process	10%
Demonstrate safety practices in a working situation to the related duty tasks of the National Institute for Metalworking Skills (NIMS) Duties and Standards for Machining Skills, Level-1	10%

Produce welds using a Gas Tungsten Arc Welding (GTAW process to AWS QC10 standards 2%

Committee Identified Academic Skills

The SkillsUSA national technical committee has identified that the following academic skills are embedded in the automated manufacturing technology training program and assessment:

Math Skills

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Use scientific notation
- Solve single variable algebraic expressions
- Solve multiple variable algebraic expressions
- Measure angles
- Find surface area and perimeter of two-dimensional objects
- Find volume and surface area of three-dimensional objects
- Construct three-dimensional models
- Apply Pythagorean Theorem
- Solve problems using proportions, formulas and functions
- Find slope of a line
- Solve practical problems involving complementary, supplementary and congruent angles
- Solve problems involving symmetry and transformation

Science Skills

- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)

Language Arts Skills

- Provide information in conversations and in group discussions
- Demonstrate comprehension of a variety of informational texts
- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Numbers and operations
- Geometry
- Measurement
- Data analysis and probability
- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: standards.nctm.org/document/chapter7/index.htm. Select “Standards” from menu.

Science Standards

- Understands the structure and properties of matter
- Understands the sources and properties of energy
- Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: www.mcrel.org/standards-benchmarks/.

Language Arts Standards

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students apply knowledge of language structure, language conventions (e.g., spelling

and punctuation), media techniques, figurative language and genre to create, critique, and discuss print and nonprint texts

- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.readwritethink.org/standards/index.html.

Student Tools:

Access Directions for the Trade- or Technical-Specific Online 10-Item Demo Assessment

Have your students copy and paste this link www.careeressentials.org/assessments/demo-our-assessments/ into their browser. The sample programmatic questions will give you and your students an idea of the types of questions on the assessment and how the questions are generally written.

Student Tools:

Test-Taking Reminders

Encourage your students to have good study habits. Below are basic reminders to better prepare students for life-long learning and workplace success. You may want to have this discussion at the beginning of the year to encourage students to incorporate these strategies.

- Develop a regular study schedule
- Identify a specific location to study
- Always take notes while studying in class or on your own
- Take short breaks during your study session
- Perform “mini-testing” to make sure you understand and comprehend the program

- concepts
- Join small study groups to help focus on the program content
- If you need special assistance in testing, tell your teacher or counselor so they can make accommodations.

Student Testing Tips

The most important tip for your students is to be prepared mentally and physically for the testing session. Make sure to tell them to get plenty of rest and eat healthy. Suggest they wear comfortable and appropriate clothing to the testing session. If they are able to bring items to the testing session, such as a non-programmable calculator, make sure they have the items ready the night before. Have students check our website at www.careeressentials.org/wp-content/uploads/2017/07/Permitted-Testing-Tools-Aids.pdf for permitted tools or job aids that can be used during testing. The more organized they are before the testing period, the more relaxed they will be during the actual testing session.

Encourage your students to be relaxed and positive. If they begin to panic during the testing, suggest they take some deep breaths to relax and think positive thoughts.

Do not rush through the questions. Instruct your students to read the question and potential answers thoroughly. Tell them to make sure they know exactly what the question is asking before answering. Let them know that if they are unsure, they can mark the question and return to it. Other questions may have clues to the correct answer.

Use process of elimination. If your students are not sure of the correct answer, tell them to study the potential answers and eliminate the ones that they know are not correct.

If all else fails, tell students to *guess*. After they have exhausted all options, tell them to take their best guess at the correct answer. If they have studied the content area, they may intuitively know the correct answer. The Career Es-

entials: Assessments system does not penalize students for guessing and they may guess correctly!

Student Tools:

Automated Manufacturing Technology Blueprint and Competency Area Knowledge Checksheets

The next section provides the assessment blueprint and detailed topics within each competency area covered within the Automated Manufacturing Technology assessment. Photocopy and share the following blueprints and checksheets with your students so they can better prepare for each of the competency areas within the Automated Manufacturing Technology assessment.

Summary and Quick Glance Testing Reminders

The Career Essentials: Assessments process is designed for program and curriculum improvement. This is a continuous improvement process to better meet the educational needs of your students by strategically using data results.

Advanced planning and preparation is a key component in implementing this process. Below we have attempted to summarize the steps in the suggested Career Essentials: Assessments implementation pre- and post-test process.

- Identify the correct assessment for your program
- Share the selected assessment blueprint with your students, parents, advisory board members and others. Place the blueprint on the classroom wall
- Pre-test your students at the beginning of their final programmatic year
- Use the data results to identify “learning gaps”
- Share the pre-test data with the student(s)
- Tailor learning experiences to meet student needs and supplement current curriculum
- Develop homework assignments around the competency knowledge checksheets located

in this guide

- Have students take the demo 10-question practice test 30 days prior to the post-test
- For students that need more time in the actual testing environment, use the Employability Assessment to review navigational tools and to make students more comfortable in the testing lab
- Finally, review the blueprint and knowledge checksheets in totality before taking the post-test to ensure students are aware of the expectation

Using the above steps, you and your students should see improvement in the post-test assessment score report and a percentage of knowledge gained.

Automated Manufacturing Technology Blueprint

This Blueprint contains the subject matter content of this Career Essentials Assessment.

Note: To fully prepare for the Automated Manufacturing Technology SkillsUSA Championships contest, refer to the current year's SkillsUSA Championships Technical Standard, now included with your SkillsUSA Professional Membership. If you need help in accessing this benefit, contact the SkillsUSA Membership Office at 1-800-355-8422.

Standards and Competencies

Competencies are weighted throughout the assessment. The percent shown is the weight of the competency. There are 50 questions per assessment.

Perform mathematical and measurement calculations used in automated manufacturing situations



- ∞ Measure work pieces to the nearest .001 inch
- ∞ Calculate CNC speed and feeds
- ∞ Calculate stock utilization and setup
- ∞ Calculate tolerances
- ∞ Calculate various variables to estimate costs and material usage written evaluation

Design, sketch and plan machine work to U.S. National CAD Standards



- ∞ Transfer information from provided drawing to CAD drawing
- ∞ Create CAD file for manufacturing using standard CAD terminology and standard practice
- ∞ Initiate manufacturing documentation process
- ∞ Generate a process plan
- ∞ Plot a CAD file
- ∞ Export a CAD file
- ∞ Process Engineering Change Orders (ECO)
- ∞ Repeat steps as necessary to accommodate ECO

Create a toolpath (CAM file) and the CNC code to related duty tasks of the National Institute for Metalworking Skills (NIMS) Duties and Standards for Machining Skills, Level I



- ∞ Create process plan (job plan)
- ∞ Read-in CAD export file
- ∞ Create toolpath
- ∞ Verify toolpath
- ∞ Create CNC code
- ∞ Send CNC code to machine tool
- ∞ Process Engineering Change Orders (ECO)
- ∞ Repeat steps as necessary to accommodate ECO

Automated Manufacturing Technology Blueprint

This Blueprint contains the subject matter content of this Career Essentials Assessment.

Note: To fully prepare for the Automated Manufacturing Technology SkillsUSA Championships contest, refer to the current year's SkillsUSA Championships Technical Standard, now included with your SkillsUSA Professional Membership. If you need help in accessing this benefit, contact the SkillsUSA Membership Office at 1-800-355-8422.

Standards and Competencies

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Perform mathematical and measurement calculations used in automated manufacturing situations



- ∞ Measure work pieces to the nearest .001 inch
- ∞ Calculate CNC speed and feeds
- ∞ Calculate stock utilization and setup
- ∞ Calculate tolerances
- ∞ Calculate various variables to estimate costs and material usage written evaluation

Design, sketch and plan machine work to U.S. National CAD Standards



- ∞ Transfer information from provided drawing to CAD drawing
- ∞ Create CAD file for manufacturing using standard CAD terminology and standard practice
- ∞ Initiate manufacturing documentation process
- ∞ Generate a process plan
- ∞ Plot a CAD file
- ∞ Export a CAD file
- ∞ Process Engineering Change Orders (ECO)
- ∞ Repeat steps as necessary to accommodate ECO

Create a toolpath (CAM file) and the CNC code to related duty tasks of the National Institute for Metalworking Skills (NIMS) Duties and Standards for Machining Skills, Level I



- ∞ Create process plan (job plan)
- ∞ Read-in CAD export file
- ∞ Create toolpath
- ∞ Verify toolpath
- ∞ Create CNC code
- ∞ Send CNC code to machine tool
- ∞ Process Engineering Change Orders (ECO)
- ∞ Repeat steps as necessary to accommodate ECO

Perform CNC machining functions given a scenario to the related duty tasks of the National Institute for Metalworking Skills (NIMS) Duties and Standards for Machining Skills, Level I

- ∞ Verify CNC file existence
- ∞ Verify toolpath
- ∞ Set up fixture(s) and tooling on machine
- ∞ Set up part(s) on mill
- ∞ Set all offsets and tooling
- ∞ Adjust machine speeds and feeds as needed
- ∞ Complete an in-process quality assurance process
- ∞ Perform tool changes
- ∞ Perform multiple machining operations in one setup
- ∞ Demonstrate proficiency in using a CNC machine tool and produce part(s)
- ∞ Use Total Quality Management practices to verify process and part
- ∞ Process Engineering Change Orders (ECO)
- ∞ Repeat steps as necessary to accommodate ECO

Perform and inspect part(s) using a Total Quality Management process



- ∞ Verify part(s) to provided standards
- ∞ Verify part(s) to ECO standards
- ∞ Document process of verification and inspection

Demonstrate safety practices in a working situation to the related duty tasks of the National Institute for Metalworking Skills (NIMS) Duties and Standards for Machining Skills-Level I



- ∞ Carry out assigned responsibilities while adhering to safe practices in accordance with OSHA requirements and guidelines
- ∞ Document safety activities as require
- ∞ Demonstrate safety procedures in running and programming a CNC machine tool

Produce welds using a Gas Tungsten Arc Welding (GTAW process to AWS QC10 standards



- ∞ Solve various solutions to the process that is involved in quoting a job in a rapid prototyping environment

Demonstrate professional development skills in a simulated customer service or employment situation. Examples may include:

- ∞ Job interview
- ∞ Customer service scenario
- ∞ Communications
- ∞ Decision making, problem solving and/or critical thinking

Committee Identified Academic Skills

The SkillsUSA national technical committee has identified that the following academic skills are embedded in the automated manufacturing technology training program and assessment:

Math Skills

- ∞ Use fractions to solve practical problems
- ∞ Use proportions and ratios to solve practical problems
- ∞ Use scientific notation
- ∞ Solve single variable algebraic expressions
- ∞ Solve multiple variable algebraic expressions
- ∞ Measure angles
- ∞ Find surface area and perimeter of two-dimensional objects
- ∞ Find volume and surface area of three-dimensional objects
- ∞ Construct three-dimensional models
- ∞ Apply Pythagorean Theorem
- ∞ Solve problems using proportions, formulas and functions
- ∞ Find slope of a line
- ∞ Solve practical problems involving complementary, supplementary and congruent angles
- ∞ Solve problems involving symmetry and transformation

Science Skills

Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)

Language Arts Skills

- ∞ Provide information in conversations and in group discussions
- ∞ Demonstrate comprehension of a variety of informational texts
- ∞ Organize and synthesize information for use in written and oral presentations
- ∞ Demonstrate knowledge of appropriate reference materials

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- | | | |
|--------------------------|---------------------------------|------------------|
| ∞ Numbers and operations | ∞ Data analysis and probability | ∞ Connections |
| ∞ Geometry | ∞ Problem solving | ∞ Representation |
| ∞ Measurement | ∞ Communication | |

Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: standards.nctm.org/document/chapter7/index.htm. Select "Standards" from menu.

Science Standards

Understands the structure and properties of matter
Understands the sources and properties of energy
Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: www.mcrel.org/standards-benchmarks/.

Language Arts Standards

- ∞ Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge

of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)

- ∞ Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- ∞ Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique, and discuss print and non-print texts
- ∞ Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- ∞ Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities
- ∞ Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.readwritethink.org/standards/index.html.



Review Dates:

Competency Area 1: Perform mathematical and measurement calculations used in automated manufacturing situations

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Measure work pieces to the nearest .001 inch?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Calculate CNC speed and feeds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Calculate stock utilization and setup?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Calculate tolerances?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Calculate various variables to estimate costs and material usage written evaluation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates

Competency Area 2: Design, sketch and plan machine work to U.S. National CAD Standards

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Transfer information from provided drawing to CAD drawing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Create CAD file for manufacturing using standard CAD terminology and standard practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Initiate manufacturing documentation process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Generate a process plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Plot a CAD file?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Export a CAD file?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Process Engineering Change Orders (ECO)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Repeat steps as necessary to accommodate ECO?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



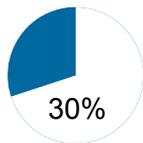
Review Dates

Competency Area 3: Create a toolpath (CAM file) and the CNC code to related duty tasks of the National Institute for Metalworking Skills (NIMS) Duties and Standards for Machining Skills, Level 1

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Create process plan (job plan)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Read-in CAD export file?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Create toolpath?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Verify toolpath?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Create CNC code?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Send CNC code to machine tool?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Process Engineering Change Orders (ECO)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Repeat steps as necessary to accommodate ECO?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

Competency Area 4: Perform CNC machining functions given a scenario to the related duty tasks of the National Institute for Metalworking Skills (NIMS) Duties and Standards for Machining Skills, Level 1

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Verify CNC file existence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Verify toolpath?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Set up fixture(s) and tooling on machine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Set up part(s) on mill?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Set all offsets and tooling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adjust machine speeds and feeds as needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Complete an in-process quality assurance process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Perform tool changes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Perform multiple machining operations in one set-up?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrate proficiency in using a CNC machine tool and produce part(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Use Total Quality Management practices to verify process and part?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Process Engineering Change Orders (ECO)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Repeat steps as necessary to accommodate ECO?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

**Competency Area 5: Perform and inspect part(s) using a
Total Quality Management process**

Knowledge Check

How well do you know how to:

1. Verify part(s) to provided standards?

Very Well

Somewhat Well

Not Well

2. Verify part(s) to ECO standards?

3. Document process of verification and inspection?

Areas I Need To Review:



Review Dates:

Competency Area 6: Demonstrate safety practices in a working situation to the related duty tasks of the National Institute for Metalworking Skills (NIMS) Duties and Standards for Machining Skills-Level 1

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Carry out assigned responsibilities while adhering to safe practices in accordance with OSHA requirements and guidelines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Document safety activities as required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate safety procedures in running and programming a CNC machine tool?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

**Competency Area 7: Produce welds using a Gas Tungsten Arc Welding
(GTAW process to AWS QC 10 standards)**

Knowledge Check

How well do you know how to:

Very Well

Somewhat Well

Not Well

1. Solve various solutions to the process that is involved in quoting a job in a rapid prototyping environment?

Areas I Need To Review:

Helpful Tips and Reminders for Students

Access Directions to the Trade- or Technical-Specific Online 10-question Demo Assessment

Access the Web link www.careeressentials.org/assessments/demo-our-assessments/ with your browser. The sample programmatic questions will help give you an idea of the types of questions on the assessment and how they are generally written.

Test-Taking Reminders

Implementing good study habits is essential for any test or class. Below are basic reminders to better prepare you for life-long learning and workplace success. Incorporate these strategies into your everyday habits.

- Develop a regular study schedule
- Identify a specific location to study
- Always take notes while studying in class or on your own
- Take short breaks during your study session
- Perform “mini-testing” to make sure you understand and comprehend the program concepts
- Join small study groups to help focus on the program content
- If you need special assistance in testing, tell your teacher or counselor so he or she can make accommodations

Student Testing Tips

The most important tip for you is to be prepared mentally and physically for the testing session. Make sure to get plenty of rest and eat healthy. Wear comfortable and appropriate clothing to the testing session. Find out if you can bring items to the testing session, such as a non-programmable calculator, and make sure you have the items ready the night before. Check the website at www.careeressentials.org/wp-content/uploads/2017/07/Permitted-Testing-Tools-Aids.pdf for permitted tools or job aids that can be used during testing. The more organized you are before the testing period, the more relaxed you will be during the actual testing session.

Be relaxed and positive. If you begin to panic during the testing, take some deep breaths to relax, and think positive thoughts.

Do not rush through the questions. Read the question and potential answers thoroughly. Make sure you know exactly what the question is asking before answering. If you are unsure, note the question and return to it. Other questions may have clues to the correct answer. Use process of elimination. If you are not sure of the correct answer, study the potential answers and eliminate the ones that you know are not correct.

If all else fails – *guess*. After you have exhausted all options, take your best guess at the correct answer. If you have studied the content area, you may intuitively know the correct answer. The Career Essentials: Assessments does not penalize you for guessing, and you may guess correctly!

Sample Assessment Questions

Sample Questions

The following questions are examples of the types of questions you may see within the assessment test. The questions could be in the form of a video clip, drop and drag, sequential or a typical multiple choice.

Automated Manufacturing Technology Test Questions

- 1) If a CNC machine costs \$50,000.00 and is expected to run 40 hours per week for 5 years, what is the overhead rate for this machine? (Assume 52 weeks of work and all downtime is "off hours.")
 - A) \$2.50 per hour
 - B) \$3.50 per hour
 - C) \$4.53 per hour
 - D) \$4.81 per hour

Answer: D

- 2) The table of a vertical milling machine rests on the:
 - A) Column.
 - B) Head.
 - C) Saddle.
 - D) Spindle.

Answer: C

- 3) What is an appropriate amount of stock to leave for a finish pass on a pocket?
 - A) 0.001
 - B) 0.01
 - C) 0.1
 - D) 0.25

Answer: B

4) Which of the following images depicts an end mill?



Answer: B

5) Which of the following is **NOT** included in an NC file?

A) Comments

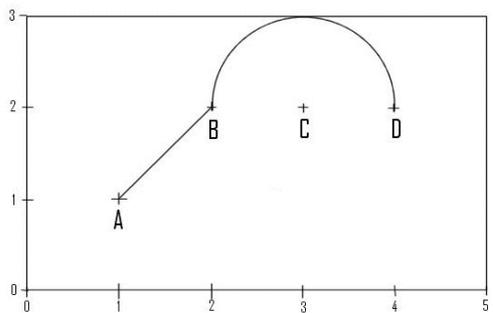
B) G&M codes

C) Tool offset values

D) Tool specifications

Answer: C

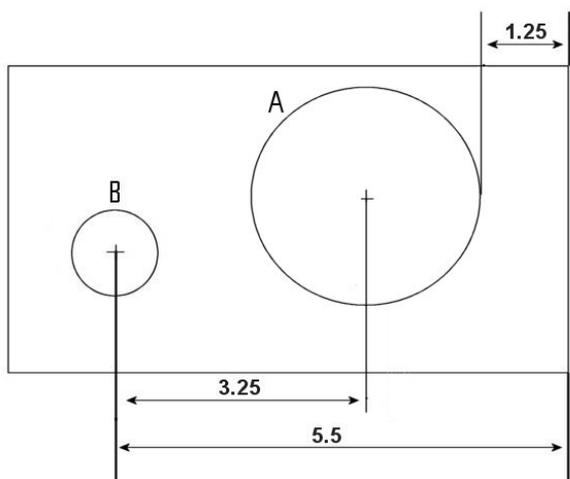
6) Starting from position A, what would be the coordinates for the next line of NC code to make a linear move to position B using an absolute coordinate system?



- A) X1.0 Y1.0
- B) X1.0 Y2.0
- C) X2.0 Y1.0
- D) X2.0 Y2.0

Answer: D

7) What is the diameter of circle A in the sketch shown?



- A) 2.00
- B) 2.125
- C) 2.375
- D) 2.5

Answer: A

Resources

Additional Resources

Below are resources that will be helpful in preparing for the Assessments which were created based on industry standards nationwide. Use the Career Essentials: AssessmentsBlueprint as a guideline for competencies tested. Use the resources below to find curriculum or additional study guides for industry standards.

Automated Manufacturing Technology

Resources:

www.careeressentials.org/assessments/assessment-resources/