SkillsUSA®

Career Essentials: *Assessments*

Career Essentials: Assessments

Teacher Preparation Guide For Use with the Career Essentials: Assessments

Discover, Develop and Validate Students' Knowledge and Skill

ELECTRONICS APPLICATIONS AND 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 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.

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

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: Assessments.

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

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: Assessments 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: Assessments 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 Career Essentials: Assessments 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*

The Employability Assessment is *not* intended to familiarize students with the Electronics Applications and 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 Electronics Applications and Technology Assessment covers 10 major technical competency areas (unit areas). In the online assessment, these 10 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 Electronics Applications and Technology

Competency	Percentage of Area Assessment
Demonstrate knowledge of general electronics	64%
Analyze a microprocessor system using digital technology	4%
Demonstrate knowledge and understanding of computers	4%
Demonstrate knowledge and understanding of audio/video systems	8%
Demonstrate knowledge and understanding of optical electronics	2%
Demonstrate knowledge and understanding of soldering	6%
Demonstrate knowledge of electronic test equipment	4%
Demonstrate understanding of servicing and troubleshooting techniques	4%
Demonstrate safety and ESD procedures	2%
Demonstrate knowledge and characteristics of good customer service	2%

Academic Core and Critical Skill Areas
Academic core and critical skill areas also exist in each assessment. The SkillsUSA national technical committee identified that the following academic skills are embedded in the Electronics Applications and Technology training program and assessment:

Math Skills
- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Simplify numerical expressions
- Use scientific notation
- Solve practical problems involving percents
- Solve single variable algebraic expressions
- Solve multiple variable algebraic expressions
- Measure angles
- Make comparisons, predictions and inferences using graphs and charts
- Organize and describe data using matrixes
- Graph linear equations
- Solve problems using proportions, formulas and functions
- Use laws of exponents to perform operations
- Solve practical problems involving complementary, supplementary and congruent angles

Science Skills
- Plan and conduct a scientific investigation
- Use knowledge of carbon, water and nitrogen cycles
- Use knowledge of the particle theory of matter
- Describe and recognize elements, compounds, mixtures, acids, bases and salts
- Describe and recognize solids, liquids and gases
- Describe characteristics of types of matter based on physical and chemical properties
- Describe phases of matter
- Describe and identify physical changes to matter
- Use knowledge of physical properties (shape, density, solubility, odor, melting

point, boiling point, color)
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity)
- Understand the modern model of atomic structure
- Understand Law of Conservation of Matter and Energy
- Use knowledge of classification of elements as metals, metalloids and nonmetals
- Use knowledge of potential and kinetic energy
- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of heat, light and sound energy
- Use knowledge of temperature scales, heat and heat transfer
- Use knowledge of sound and technological applications of sound waves
- Use knowledge of speed, velocity and acceleration
- Use knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices
- Use knowledge of principles of electricity and magnetism
- Use knowledge of static electricity, current electricity and circuits
- Use knowledge of magnetic fields and electromagnets
- Use knowledge of motors and generators
- Use knowledge of work, force, mechanical advantage, efficiency and power

Language Arts Skills
- Provide information in conversations and in group discussions
- Demonstrate use of verbal communication skills: word choice, pitch, feeling, tone and voice
- Demonstrate comprehension of a variety of informational texts
- Use text structures to aid comprehension
- Understand source, viewpoint and purpose of texts
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate narrative writing
- Demonstrate expository writing
- Demonstrate informational writing

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

Math Standards
- Numbers and operations
- Algebra
- Geometry
- Measurement
- Data analysis and probability
- Problem solving and proof
- Reasoning and proof
- 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 forces and motion
- Understands the nature of scientific inquiry
- Understands the scientific enterprise

Source: McREL compendium of national science standards. To view and search the compendium, visit: *www2.mcrel.org/compendium/* .

Language Arts Standards
- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs

and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works

- 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 employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience
- 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 use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)
- 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

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 *http://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.

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 *http://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 Essentials: Assessments system does not penalize students for guessing and they may guess correctly!

Student Tools:
Electronics Applications and Technology Blueprint and
Competency Area Knowledge Checksheets
The next section provides the assessment blueprint and detailed topics within each competency area covered within the Electronics Applications and 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 Electronics Applications and 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.

SkillsUSA | Career Essentials: Assessments

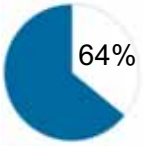
Electronics Application / Electronics Technology Blueprint

This Blueprint contains the subject matter content of this Career Essentials Assessment.
Note: To fully prepare for **Electronic Applications and 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.

Demonstrate knowledge of general electronics



- Demonstrate knowledge of the principles of Ohm's Law
- Demonstrate knowledge of the principles of DC Circuits
- Demonstrate knowledge of the principles of AC circuits
- Demonstrate knowledge, characteristics, and uses of Discrete Solid State Devices
- Demonstrate knowledge of the characteristics of Analog Circuits
- Demonstrate knowledge of the characteristics of Digital Circuits

Analyze a microprocessor system using digital technology

- Describe ASCII code
- Identify each basic digital gate
- Construct truth tables for common gates
- Explain how counters operate
- Explain the purpose of flip flops, and list common types
- Explain the purpose of a digital bus
- List types of display circuitry, and describe how numbers and letters are activated digitally
- Explain the purpose of computer clocks
- Show how pulsers are used for digital signal tracing and how logic probes are used to verify states in digital equipment
- Describe digital clock usage and circuitry
- Describe how microprocessors function, and identify the basic components and pinouts
- Describe the major sections of a computer
- Demonstrate how the computer block diagram and flow charts are utilized
- Identify the major blocks contained in a microprocessor chip
- Describe different types of computer memory
- Describe basic programming concepts
- Describe the reasons for different computer languages and their relationships
- Define the word peripheral and list various types
- Explain the reasons for using interface devices/chips/cards and name common types

Demonstrate knowledge and understanding of computers

- Demonstrate knowledge of computer electronics
- Demonstrate understanding of computer applications
- Demonstrate understanding of numbering systems

Demonstrate knowledge and understanding of audio/video systems

- Demonstrate knowledge of audio/video systems
- Demonstrate understanding of audio/video systems

Demonstrate knowledge and understanding of optical electronics

- Demonstrate knowledge of optical electronics and safe usage
- Demonstrate understanding of optical applications

Demonstrate knowledge and understanding of soldering

- Demonstrate knowledge of soldering safety
- List types of solder and reasons for choosing each
- Demonstrate the use of solder removers
- Demonstrate knowledge of soldering tools

Demonstrate knowledge of electronic test equipment

- Demonstrate knowledge of test equipment
- Demonstrate safe use of test equipment

Demonstrate understanding of servicing and troubleshooting techniques

- Demonstrate safety while troubleshooting
- Diagnose electrical equipment malfunctions

Demonstrate safety and ESD procedures

- Demonstrate knowledge of safety precautions
- Demonstrate understanding of ESD procedures

Demonstrate knowledge and characteristics of good customer service

- Demonstrate good customer service

Committee Identified Academic Skills

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

Math Skills

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Simplify numerical expressions
- Use scientific notation
- Solve practical problems involving percents
- Solve single variable algebraic expressions
- Solve multiple variable algebraic expressions
- Measure angles
- Make comparisons, predictions and inferences using graphs and charts
- Organize and describe data using matrixes
- Graph linear equations
- Solve problems using proportions, formulas and functions
- Use laws of exponents to perform operations
- Solve practical problems involving complementary, supplementary and congruent angles

Science Skills

- Plan and conduct a scientific investigation
- Use knowledge of carbon, water and nitrogen cycles
- Use knowledge of the particle theory of matter
- Describe and recognize elements, compounds, mixtures, acids, bases and salts
- Describe and recognize solids, liquids and gases
- Describe characteristics of types of matter based on physical and chemical properties
- Describe phases of matter
- Describe and identify physical changes to matter
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity)
- Understand the modern model of atomic structure
- Understand Law of Conservation of Matter and Energy
- Use knowledge of classification of elements as metals, metalloids and nonmetals
- Use knowledge of potential and kinetic energy
- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of heat, light and sound energy
- Use knowledge of temperature scales, heat and heat transfer
- Use knowledge of sound and technological applications of sound waves
- Use knowledge of speed, velocity and acceleration
- Use knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices
- Use knowledge of principles of electricity and magnetism
- Use knowledge of static electricity, current electricity and circuits
- Use knowledge of magnetic fields and electromagnets
- Use knowledge of motors and generators
- Use knowledge of work, force, mechanical advantage, efficiency and power

Language Arts Skills
- ∞ Provide information in conversations and in group discussions
- ∞ Demonstrate use of verbal communication skills: word choice, pitch, feeling, tone and voice
- ∞ Demonstrate comprehension of a variety of informational texts
- ∞ Use text structures to aid comprehension
- ∞ Understand source, viewpoint and purpose of texts
- ∞ Demonstrate knowledge of appropriate reference materials
- ∞ Use print, electronic databases and online resources to access information in books and articles
- ∞ Demonstrate narrative writing
- ∞ Demonstrate expository writing
- ∞ Demonstrate informational writing

Connections to National Standards

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

Math Standards
- ∞ Numbers and operations
- ∞ Algebra
- ∞ Geometry
- ∞ Measurement
- ∞ Data analysis and probability
- ∞ Problem solving and proof
- ∞ Reasoning and proof
- ∞ 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.

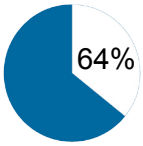
Science Standards
- ∞ Understands the structure and properties of matter
- ∞ Understands the sources and properties of energy
- ∞ Understands forces and motion
- ∞ Understands the nature of scientific inquiry
- ∞ Understands the scientific enterprise

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

Language Arts Standards
- ∞ Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works
- ∞ 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 employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience
- 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 use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)
- 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

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



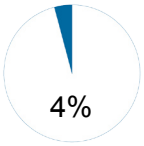
Review Dates:

Competency Area 1: Demonstrate knowledge of general electronics

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Demonstrate knowledge of the principles of Ohm's Law?	❒	❒	❒
2. Demonstrate knowledge of the principles of DC Circuits?	❒	❒	❒
3. Demonstrate knowledge of the principles of AC circuits?	❒	❒	❒
4. Demonstrate knowledge, characteristics, and uses of Discrete Solid State Devices?	❒	❒	❒
5. Demonstrate knowledge of the characteristics of Analog Circuits?	❒	❒	❒
6. Demonstrate knowledge of the characteristics of Digital Circuits?	❒	❒	❒

Areas I Need To Review:

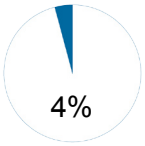


Review Dates

Competency Area 2: Analyze a microprocessor system using digital technology

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Describe ASCII code?	❒	❒	❒
2. Identify each basic digital gate?	❒	❒	❒
3. Construct truth tables for common gates?	❒	❒	❒
4. Explain how counters operate?	❒	❒	❒
5. Explain the purpose of flip flops and list common types?	❒	❒	❒
6. Explain the purpose of a digital bus?	❒	❒	❒
7. List types of display circuitry and describe how numbers and letters are activated digitally?	❒	❒	❒
8. Explain the purpose of computer clocks?	❒	❒	❒
9. Show how pulsers are used for digital signal tracing and how logic probes are used to verify States in digital equipment?	❒	❒	❒
10. Describe digital clock usage and circuitry?	❒	❒	❒
11. Describe how microprocessors function and identify the basic components and pinouts?	❒	❒	❒
12. Describe the major sections of a computer?	❒	❒	❒



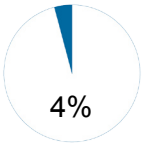
Review Dates

Competency Area 2: Analyze a microprocessor system using digital technology *(continued)*

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
13. Demonstrate how the computer block diagram and flow charts are utilized?	❒	❒	❒
14. Identify the major blocks contained in a microprocessor chip?	❒	❒	❒
15. Describe different types of computer memory?	❒	❒	❒
16. Describe basic programming concepts?	❒	❒	❒
17. Describe the reasons for different computer languages and their relationships?	❒	❒	❒
18. Define the word peripheral and list various types?	❒	❒	❒
19. Explain the reasons for using interface devices/chips/ cards and name common types?	❒	❒	❒

Areas I Need To Review:



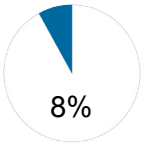
Review Dates

Competency Area 3: Demonstrate knowledge and understanding of computers

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Demonstrate knowledge of computer electronics?	❒	❒	❒
2. Demonstrate understanding of computer applications?	❒	❒	❒
3. Demonstrate understanding of numbering systems?	❒	❒	❒

Areas I Need To Review:



Review Dates

Competency Area 4: Demonstrate knowledge and understanding of audio/video systems

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Demonstrate knowledge of audio/video systems?	❒	❒	❒
2. Demonstrate understanding of audio/video systems?	❒	❒	❒

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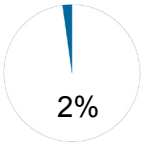


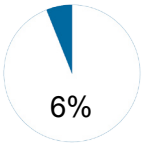
Review Dates

Competency Area 5: Demonstrate knowledge and understanding of optical electronics

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Demonstrate knowledge of optical electronics and safe usage?	❒	❒	❒
2. Demonstrate understanding of optical applications?	❒	❒	❒

Areas I Need To Review:



Review Dates:

Competency Area 6: Demonstrate knowledge and understanding of soldering

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Demonstrate knowledge of soldering safety?	❒	❒	❒
2. List types of solder and reasons for choosing each?	❒	❒	❒
3. Demonstrate the use of solder removers?	❒	❒	❒
4. Demonstrate knowledge of soldering tools?	❒	❒	❒

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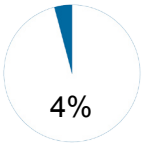


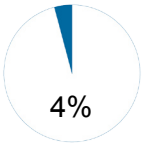
Review Dates:

Competency Area 7: Demonstrate knowledge of electronic test equipment

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Demonstrate knowledge of test equipment?	❒	❒	❒
2. Demonstrate safe use of test equipment?	❒	❒	❒

Areas I Need To Review:



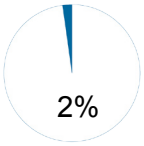
Review Dates:

Competency Area 8: Demonstrate understanding of servicing and troubleshooting techniques

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Demonstrate safety while troubleshooting?	❒	❒	❒
2. Diagnose electrical equipment malfunctions?	❒	❒	❒

Areas I Need To Review:



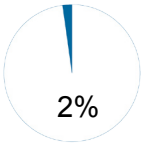
Review Dates:

Competency Area 9: Demonstrate safety and ESD procedures

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Demonstrate knowledge of safety precautions?	❒	❒	❒
2. Demonstrate understanding of ESD procedures?	❒	❒	❒

Areas I Need To Review:



Review Dates:

Competency Area 10: Demonstrate knowledge and characteristics of good customer service

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Demonstrate good customer service?	❒	❒	❒

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 *http://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 *http://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!

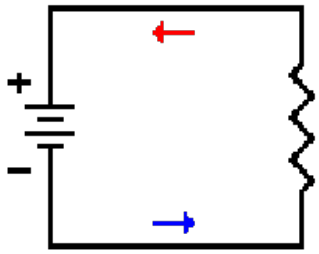
Sample Assessment Questions

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.

Electronics Application Test Questions

1) If the resistance in a DC circuit is doubled and that is the only change made to the circuit, the voltage will:



A. Be ¼ as much.
B. Be ½ as much.
C. Stay the same.
D. Double.

Answer: B

2) Common intermediate frequencies for AM and FM commercial broadcast receivers are:

A. 288 kHz and 455 kHz.
B. 288 kHz and 10.7 MHz.
C. 455 kHz and 1.2 GHz.
D. 455 kHz and 10.7 MHz.

Answer: D

3) Some capacitors are made so that the plates interleave. The capacitance varies as the plates open (separate) and close. As they open:

A. The capacitance increases.
B. The capacitance decreases.
C. The voltage rating increases.
D. The dielectric becomes more dense.

Answer: B

4) Which of the following is the correct procedure to remove solder from a joint using a copper braid?

A. Heat the joint then quickly dip the cold braid into the melted solder and remove.
B. Heat the component leads at the joint first, then the braid.
C. Wrap the braid around the soldering iron tip and, while hot, wipe off solder from the joint.
D. Touch the joint with the braid, heat it and let the braid absorb the solder.

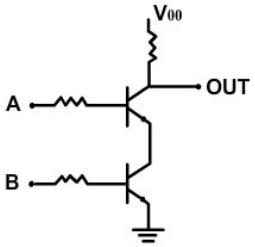
Answer: D

5) Immediately after a PC is initialized in a DOS and WINDOWS environment, control is given to the section of the operating system called the:

A. Command interpreter.
B. Task scheduler.
C. Application program.
D. Device driver.

Answer: A

6) What type of logic circuit is shown?



A) AND gate
B) NAND gate
C) OR gate
D) NOR gate

Answer: B

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: Assessments Blueprint as a guideline for competencies tested. Use the resources below to find curriculum or additional study guides for industry standards.

Electronics Applications and Technology Resources:
http://www.careeressentials.org/assessments/assessment-resources/