Automotive Collision Repair

Evaluation Form

2025 Curricular Materials Review

# Publisher information

* Publisher Name:
* Title:
* ISBN #:
* Author:
* Copyright:
* Most Recently Published Edition and Website:
* Materials provided for evaluation:
* Intended Teacher Audience(s):
* Intended Student Audience(s):
* Is this curriculum in a digital format, print format, or both?

# Instruction

## Publishing Company

* Complete the curriculum evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

## Review Team Member:

* Please use information and attachments to complete the curriculum evaluation form.
* Explain any discrepancies between your findings and the provided information.
* Findings, explanations, and comments should directly reflect the rubric.

Scoring for Alignment to Program Standards:

To evaluate each course’s materials for alignment to [**Automotive Collision Repair**](https://cte.idaho.gov/wp-content/uploads/2024/08/automotive-collision-repair-standards-2024.pdf), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with program standards.

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| Standard for Automotive Collision Repair is not evident. | There is some evidence of the Standard for Automotive Collision Repair. | Materials explicitly align to and support the Standard for Automotive Collision Repair through regular and authentic engagement opportunities for students. |  |

# CONTENT STANDARD CTE ACR.1.0: Professional Organizations and Leadership

### Performance Standard CTE ACR.1.1 Student Leadership in Career Technical Student Organizations (CTSO) and Professional Associations

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ACR.1.1.1 Explore the role of professional organizations and/or associations in the automotive collision and repair industry.
 | 0 1 2 N/A |  |
| 1. CTE ACR.1.1.2 Define the value, role, and opportunities provided through career technical student organizations.
 | 0 1 2 N/A |  |
| 1. CTE ACR.1.1.3 Engage in career exploration and leadership development.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE ACR.2.0: careers

### Performance Standard CTE ACR.2.1 Explore Careers

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ACR.2.1.1 Describe the career opportunities and career paths in the transportation industry and the automotive collision repair industry.
 | 0 1 2 N/A |  |
| 1. CTE ACR.2.1.2 Identify educational and credential requirements for career pathways in the industry.
 | 0 1 2 N/A |  |
| 1. CTE ACR.2.1.3 Research new and emerging vehicle technologies and trends.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE ACR.3.0: SAFETY PROCEDURES AND PROPER TOOLS

### Performance Standard CTE ACR.3.1 General Lab Safety Rules and Procedures

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ACR.3.1.1 Describe general lab/shop safety rules and procedures (i.e., safety test).
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.1.2 Identify general lab/shop safety hazards.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.1.3 Describe the use and placement of floor jacks and jack stands.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.1.4 Identify and use proper procedures for safe vehicle lift operation.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.1.5 Describe proper ventilation procedures for working within the lab/shop area.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.1.6 Describe marked safety areas.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.1.7 Identify the location and the types of fire extinguishers and other fire safety equipment.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.1.8 Describe the procedures for using fire extinguishers and other fire safety equipment.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.1.9 Describe the location and use of eye wash stations.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.1.10 Identify the location of the posted evacuation routes.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.1.11 Comply with the required use of personal protective equipment (PPE) during lab/shop activities.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.1.12 Wear appropriate clothing for lab/shop activities.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.1.13 Secure hair and jewelry for lab/shop activities.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.1.14 Describe safety aspects of supplemental restraint systems (SRS), Advanced Driver Assistance Systems (ADAS), hybrid vehicles, alternative fuel vehicles, electric vehicles, and high-voltage circuits.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.1.15 Describe the location and purpose of safety data sheets (SDS).
 | 0 1 2 N/A |  |

### Performance Standard CTE ACR.3.2 Tool Identification, Use, and Safety

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ACR.3.2.1 Identify the correct tool for a specific application or repair.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.2.2 Describe whether a tool or repair uses standard or metric designation.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.2.3 Demonstrate safe handling and use of tools.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.2.4 Describe the need for cleaning, storing, maintaining, and removing (i.e., lockout/tagout) tools and equipment.
 | 0 1 2 N/A |  |
| 1. CTE ACR.3.2.5 Demonstrate use of precision measuring tools (e.g., tram gauges, mil thickness gauge) and when they should be used.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE ACR.4.0: DAMAGE ANALYSIS, ESTIMATING, AND CUSTOMER SERVICE

### Performance Standard CTE ACR.4.1 Vehicle Construction and Parts

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ACR.4.1.1 Identify type of vehicle construction (i.e., unibody, body-on-frame).
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.1.2 Compare the different damage characteristics of unibody, and body-on-frame vehicles.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.1.3 Identify impact energy absorbing components.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.1.4 Identify damage to types of steel; determine reparability.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.1.5 Identify damage to aluminum/magnesium components; determine reparability.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.1.6 Identify damage to plastic/composite components; determine reparability.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.1.7 Identify damage to vehicle glass components and repair or replacement procedures.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.1.8 Identify damage to add-on accessories.
 | 0 1 2 N/A |  |

### Performance Standard CTE ACR.4.2 Damage Analysis

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ACR.4.2.1 Visually inspect vehicle to determine the extent of damage, (i.e., pre-repair scan).
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.2.2 Access original equipment manufacturer (OEM) repair procedures and recommended repair methods.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.2.3 Identify one-time use components.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.2.4 Determine the direction, point(s) of impact, and extent of direct, indirect, and inertia damage.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.2.5 Gather details of the incident/accident necessary to determine the full extent of vehicle damage (i.e., interior, exterior, mechanical).
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.2.6 Document pre-existing damage to the vehicle and prior repairs.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.2.7 Disassemble a vehicle for repair planning (i.e., blueprinting).
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.2.8 Identify structural damage, using measuring tools and equipment.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.2.9 Perform visual inspection of structural and non-structural components.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.2.10 Determine parts, components, material type(s), and procedures necessary for repair.
 | 0 1 2 N/A |  |

### Performance Standard CTE ACR.4.3 Estimating Procedures

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ACR.4.3.1 Document customer (i.e., vehicle owner) information.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.2 Document vehicle identification number (VIN) information, including nation of origin, make, model, restraint system, body type, production date, engine type, and assembly plant.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.3 Soap and water wash entire vehicle.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.4 Complete a pre-repair inspection checklist.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.5 Document vehicle options, including trim level, paint code, transmission, accessories, and modifications.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.6 Identify safety systems, determining replacement items.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.7 Apply estimating and parts nomenclature (i.e., terminology).
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.8 Describe the estimating sequence.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.9 Apply estimating guide footnotes and headnotes as needed.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.10 Estimate labor price for each operation prescribed (e.g., structural, non-structural, mechanical, refinish).
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.11 Select and price OEM, aftermarket, used, and remanufactured parts; verify availability, compatibility, and condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.12 Calculate price and source of necessary sublet operations.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.13 Calculate labor value, prices, charges, allowances, or fees for non-included operations and miscellaneous items.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.14 Apply labor overlap deductions, included operations, and additions.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.15 Determine additional material and charges (e.g., adhesives, corrosion protection, hardware).
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.16 Determine refinishing material and charges.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.17 Estimate repair, using estimating guide procedure pages (i.e., P-pages).
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.18 Identify industry standard software used to create estimates.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.3.19 Determine the cost effectiveness of the repair by assessing the approximate vehicle value and repair value.
 | 0 1 2 N/A |  |

### Performance Standard CTE ACR.4.4 Customer Relations and Sales Skills

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ACR.4.4.1 Greet the customer and determine needs, concerns, and expectations, remaining responsive and cooperative throughout the service.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.4.2 Determine preferred customer communication methods.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.4.3 Describe basic claims-handling procedures to the customer.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.4.4 Describe warranty information to the customer.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.4.5 Estimate the time that the vehicle will be out-of-service.
 | 0 1 2 N/A |  |
| 1. CTE ACR.4.4.6 Describe estimate details to the customer.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE ACR.5.0: NON-STRUCTURAL ANALYSIS AND DAMAGE REPAIR (BODY COMPONENTS)

### Performance Standard CTE ACR.5.1 Outer Body Panel Repair, Replacement, and Adjustments

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ACR.5.1.1 Analyze damage, according to the damage report, to determine appropriate methods for overall repair.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.1.2 Document a repair plan.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.1.3 Inspect, remove, label, store, and reinstall exterior trim and moldings.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.1.4 Inspect, remove, label, store, and reinstall interior trim and components.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.1.5 Inspect, remove, label, store, and reinstall body panels and components that may interfere with or be damaged during repair.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.1.6 Inspect, remove, label, store, and reinstall vehicle mechanical and electrical components that may interfere with or be damaged during repair.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.1.7 Protect panels, glass, interior parts, and other vehicles adjacent to the repair area.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.1.8 Prepare damaged area using water-based and solvent-based cleaners.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.1.9 Remove corrosion protection, undercoatings, sealers, and other protective coatings as necessary to perform repairs.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.1.10 Inspect, remove, and reinstall repairable plastics and other components for off-vehicle repair.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.1.11 Inspect, remove, and replace seatbelt and shoulder harness assembly and components.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.1.12 Inspect restraint system mounting areas for damage; repair as needed.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.1.13 Test and verify proper operation of seatbelt.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.1.14 Clean, inspect, and prepare reusable fasteners.
 | 0 1 2 N/A |  |

### Performance Standard CTE ACR.5.2 Metal Finishing and Body Filling Techniques

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ACR.5.2.1 Identify substrate, determining the best repair method.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.2.2 Repair surface irregularities on a damaged body panel.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.2.3 Demonstrate hammer-and-dolly techniques and shrinking techniques.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.2.4 Demonstrate glue tab pulling techniques.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.2.5 Prepare surface per OEM specifications.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.2.6 Identify various types of body fillers.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.2.7 Prepare and apply body filler.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.2.8 Rough sand body filler to contour and finish sand.
 | 0 1 2 N/A |  |

### Performance Standard CTE ACR.5.3 Moveable Glass and Hardware Components

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ACR.5.3.1 Inspect, adjust, and repair or replace window regulators, run channels, glass, power mechanisms, and related controls.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.3.2 Inspect, adjust, and repair, remove, reinstall, or replace weather-stripping.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.3.3 Cycle electrical components as needed.
 | 0 1 2 N/A |  |

### Performance Standard CTE ACR.5.4 Metal Welding and Cutting Techniques

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ACR.5.4.1 Identify weldable and non-weldable substrates used in vehicle construction.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.2 Weld and cut high-strength steel and other steels (e.g., plasma).
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.3 Determine the correct GMAW (MIG) welder type, electrode/wire type, diameter, and gas to be used in a specific welding situation.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.4 Set up and adjust the GMAW (MIG) welder to "tune" for proper electrode stickout, voltage, polarity, flow rate, and wire-feed speed required for the substrate that will be welded.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.5 Store, handle, and install high-pressure gas cylinders.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.6 Determine work clamp (ground) location and attach.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.7 Perform welds in the flat, horizontal, vertical, and overhead positions, using the proper angle of the gun to the joint and direction of gun travel per weld type.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.8 Protect adjacent panels, glass, and vehicle interior from welding and cutting operations.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.9 Protect computers and other electronic control modules during welding procedures.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.10 Clean and prepare the metal that will be welded, assure good metal fit-up, apply weld-through primer if recommended, clamp or tack as required.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.11 Determine the best joint type (e.g., butt weld with backing, lap) for various welds.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.12 Determine the type of weld (e.g., continuous, stitch weld, plug) for each specific welding operation.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.13 Perform the following welds: continuous, plug, butt weld with and without backing, and fillet.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.14 Perform visual and destructive tests on each weld type.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.15 Identify the causes of various welding defects, making necessary adjustments.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.16 Identify cause of contact tip burn-back and failure of wire to feed, making necessary adjustments.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.4.17 Identify different methods of attaching non-structural components (e.g., squeeze-type resistant spot welds [STRSW], riveting/rivet bonding, adhesive, silicon bronze).
 | 0 1 2 N/A |  |

### Performance Standard CTE ACR.5.5 Plastic and Adhesives

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ACR.5.5.1 Identify the types of plastics; determine repairability and procedures.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.5.2 Clean and prepare the surface of plastic parts.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.5.3 Demonstrate one-sided, two-sided, and tab repair, using adhesive and nitrogen welding.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.5.4 Repair rigid, semi-rigid, or flexible plastic panels.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.5.5 Remove or repair damaged areas from rigid exterior composite panels.
 | 0 1 2 N/A |  |
| 1. CTE ACR.5.5.6 Demonstrate the proper cleanup procedures for specific adhesives.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE ACR.6.0: STRUCTURAL ANALYSIS

### Performance Standard CTE ACR.6.1 Inspection and Repair Techniques

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ACR.6.1.1 Describe diagnostic techniques for structural damage.
 | 0 1 2 N/A |  |
| 1. CTE ACR.6.1.2 Describe how vehicles are attached to anchoring devices and subsequent restoration of anchoring locations.
 | 0 1 2 N/A |  |
| 1. CTE ACR.6.1.3 Describe the extent of the direct and indirect damage and the direction of impact.
 | 0 1 2 N/A |  |
| 1. CTE ACR.6.1.4 Document the methods and sequence of structural repair.
 | 0 1 2 N/A |  |
| 1. CTE ACR.6.1.5 Identify crush/collapse zones.
 | 0 1 2 N/A |  |
| 1. CTE ACR.6.1.6 Identify steering and suspension collision damage.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE ACR.7.0: PAINTING AND REFINISHING TECHNIQUES

### Performance Standard CTE ACR.7.1 Safety Precautions

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ACR.7.1.1 Identify and take necessary precautions with hazardous operations and materials according to federal, state, and local regulations.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.1.2 Identify safety and personal health hazards according to the Occupational Safety and Health Administration (OSHA) guidelines and the “Right to Know Law.”
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.1.3 Inspect spray environment and equipment to ensure compliance with federal, state, and local regulations, and for safety and cleanliness hazards.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.1.4 Describe the procedures for safely using a National Institute for Occupational Safety and Health (NIOSH) approved air purifying respirator.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.1.5 Describe procedures for safely using a NIOSH approved supplied air (i.e., fresh air makeup) respirator system.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.1.6 Perform maintenance on respirators in accordance with OSHA regulation and applicable state and local regulations.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.1.7 Select and use appropriate PPE in the painting and refinishing environment.
 | 0 1 2 N/A |  |

### Performance Standard CTE ACR.7.2 Surface Preparation Techniques

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ACR.7.2.1 Inspect, remove, store, and replace exterior trim and components necessary for surface preparation.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.2 Wash with soap and water the entire vehicle, using appropriate cleaner to remove contaminants.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.3 Identify type of finish, surface condition, and film thickness.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.4 Develop a plan for refinishing, using a total product system.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.5 Strip paint to bare substrate (i.e., paint removal).
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.6 Dry sand or wet sand areas to be refinished.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.7 Featheredge areas to be refinished.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.8 Apply suitable metal treatment or primer in accordance with total product systems.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.9 Mask and protect other areas that will not be refinished.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.10 Identify types of primers and appropriate application (e.g., UV, urethane, epoxy).
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.11 Mix primer-surfacer or primer-sealer.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.12 Identify a complementary color or shade of undercoat to improve coverage.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.13 Apply primer to surface of repaired area.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.14 Apply two-component finishing filler to minor surface imperfections.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.15 Block sand area to which primer-surface has been applied.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.16 Dry sand area to which finishing filler has been applied.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.17 Remove dust from area to be refinished, including cracks or moldings of adjacent areas.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.18 Clean area to be refinished, using a final cleaning solution.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.19 Remove, with a tack rag, any dust or lint particles from the area to be refinished.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.20 Apply suitable sealer to the area being refinished.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.21 Scuff sand to remove nibs or imperfections from a sealer.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.22 Apply stone chip-resistant coating.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.23 Restore caulking and seam sealers to repaired areas.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.24 Prepare adjacent panels for blending.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.25 Identify the types of rigid, semi-rigid or flexible plastic parts to be refinished, determining the materials needed, preparation, and refinishing procedures.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.2.26 Identify metal parts to be refinished, determining the materials needed, preparation, and refinishing procedures.
 | 0 1 2 N/A |  |

### Performance Standard CTE ACR.7.3 Spray Gun and Related Equipment Operations

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ACR.7.3.1 Inspect, clean, and determine the condition of spray guns and related equipment (e.g., air hoses, regulators, air lines, air source) in the spray environment.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.3.2 Select spray gun and setup (e.g., fluid needle, nozzle, cap) for applied product.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.3.3 Test and adjust spray gun, using fluid, air, and pattern control valves.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.3.4 Demonstrate the operation of spray equipment.
 | 0 1 2 N/A |  |

### Performance Standard CTE ACR.7.4 Paint Mixing, Matching, and Application

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ACR.7.4.1 Identify color code by manufacturer’s vehicle information label.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.4.2 Shake, stir, reduce, catalyze/activate, and strain refinish materials.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.4.3 Apply finish, using appropriate spray techniques (e.g., gun arc, angle, distance, travel speed, spray pattern overlap) for the applied finish.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.4.4 Create sprayout panel and check for color match.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.4.5 Apply single-stage topcoat.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.4.6 Apply basecoat/clear coat for panel blending and panel refinishing.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.4.7 Apply basecoat/clear coat for overall refinishing.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.4.8 Remove nibs or imperfections from basecoat.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.4.9 Refinish flexible plastic parts.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.4.10 Demonstrate knowledge of multi-stage coats for panel blending and overall refinishing.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.4.11 Create letdown panel for multi-stage finishes.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.4.12 Mix paint, using a formula.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.4.13 Identify poor hiding colors, determining necessary action.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.4.14 Identify alternative color formula to achieve a blended match (e.g., color chips, spectrophotometers).
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.4.15 Identify the materials equipment and the preparation differences between solvent and waterborne technologies.
 | 0 1 2 N/A |  |

### Performance Standard CTE ACR.7.5 Paint Defects—Causes and Cures

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ACR.7.5.1 Identify methods to prevent paint defects (e.g., booth maintenance, air compressor maintenance, employee cleanliness, vehicle cleanliness).
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.2 Identify blistering (i.e., raising of the paint surface, air entrapment); determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.3 Identify a dry spray appearance in the paint surface; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.4 Identify the presence of fish-eyes (i.e., crater-like openings) in the finish; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.5 Identify lifting; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.6 Identify clouding (i.e., mottling and streaking in metallic finishes); determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.7 Identify orange peel; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.8 Identify overspray; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.9 Identify solvent popping in freshly painted surface; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.10 Identify sags and runs in paint surface; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.11 Identify sanding marks or sand scratch swelling; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.12 Identify contour mapping/edge mapping while finish is drying; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.13 Identify color difference (i.e., off-shade); determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.14 Identify tape tracking; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.15 Identify low-gloss condition; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.16 Identify poor adhesion; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.17 Identify paint cracking (e.g., shrinking, splitting, crow’s feet or line-checking, micro-checking); determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.18 Identify corrosion; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.19 Identify dirt or dust in the paint surface; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.20 Identify water spotting; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.21 Identify finish damage caused by bird droppings, tree sap, and other natural causes; correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.22 Identify finish damage caused by airborne contaminants (e.g., acids, soot, rail dust, other industrial-related causes); correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.23 Identify die-back conditions (i.e., dulling of the paint film showing haziness); determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.24 Identify chalking (i.e., oxidation); determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.25 Identify bleed-through (i.e., staining); determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.26 Identify pin-holing; determine the cause(s) and correct the condition.
 | 0 1 2 N/A |  |
| 1. CTE ACR.7.5.27 Identify buffing-related imperfections (e.g., swirl marks, wheel burns); correct the condition.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE ACR.8.0: REASSEMBLY AND TESTING

### Performance Standard CTE ACR.8.1 Predelivery Process

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE ACR.8.1.1 Reapply corrosion protection per OEM recommendations (e.g., cavity wax, undercoat, seam sealer, thin-film technology).
 | 0 1 2 N/A |  |
| 1. CTE ACR.8.1.2 Demonstrate reassembly procedures and test and verify systems (e.g., lighting, windows, doors, safety sensors).
 | 0 1 2 N/A |  |
| 1. CTE ACR.8.1.3 Describe ADAS system check per OEM recommendations.
 | 0 1 2 N/A |  |
| 1. CTE ACR.8.1.4 Describe post-scan and determine recalibrations.
 | 0 1 2 N/A |  |
| 1. CTE ACR.8.1.5 Check for water leaks, dust leaks, and wind noise.
 | 0 1 2 N/A |  |
| 1. CTE ACR.8.1.6 Torque lug nuts to OEM specifications if wheel was removed.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE ACR.9.0: detailing

### Performance Standard CTE ACR.9.1 Detail Procedures

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE ACR.9.1.1 Apply decals, transfers, tapes, and pinstripes.
 | 0 1 2 N/A |  |
| 1. CTE ACR.9.1.2 Sand, buff, and polish fresh or existing finish to remove defects, as required.
 | 0 1 2 N/A |  |
| 1. CTE ACR.9.1.3 Clean interior, exterior, and glass.
 | 0 1 2 N/A |  |
| 1. CTE ACR.9.1.4 Clean body openings (e.g., door jambs, edges).
 | 0 1 2 N/A |  |
| 1. CTE ACR.9.1.5 Remove overspray.
 | 0 1 2 N/A |  |
| 1. CTE ACR.9.1.6 Perform vehicle cleanup.
 | 0 1 2 N/A |  |
| 1. CTE ACR.9.1.7 Complete quality control, using a checklist.
 | 0 1 2 N/A |  |

# INDICATORS OF QUALITY RUBRIC:

**Access and Equity:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |  |

**Student Focus:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |  |
| 1. The material cross-references and integrates other content areas.
 |  |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |  |
| 1. The material includes appropriate instructional strategies.
 |  |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |  |

**Pedagogical Approach:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and self-assessment measures of learning.
 |  |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |  |

**Presentation and Design:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) is accurate and well-integrated into the text.
 |  |  |

**Technology:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |  |

For Questions Contact

Content & Curriculum – Curricular Materials

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