

NAFTrack

CERTIFICATION

NAFTrack Certification Internship Assessment

Directions:

Please answer the following items based upon your experience observing the student intern. ***It is important that you be objective and candid in your assessment of the intern, as your responses carry credibility to the process.*** If you have not had the opportunity to observe the student's skill level in a particular area, please respond N/A: "No Opportunity to Observe."

Any item receiving a score of 1 requires the supervisor to comment on the reason for this score.

SCORE	<u>1</u> Does Not Meet Expectations	<u>2</u> Approaches Expectations	<u>3</u> Meets Expectations	<u>4</u> Exceeds Expectations	<u>N/A</u> No Opportunity to Observe
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Part I. Core College and Career Readiness Skills

Collaboration & Teamwork that includes the following skills:	1	2	3	4	NA
Acts and collaborates as a team member					
Exhibits ability to work with diverse individuals					
Interacts with supervisors, clients, and teammates appropriately					
Communication that includes the following skills:	1	2	3	4	NA
Demonstrates effective verbal communication					
Constructs effective written communications					
Listens attentively and observes work environment					
Creativity & Innovation that includes the following skills:	1	2	3	4	NA
Incorporates creativity and innovation into tasks					
Critical Thinking and Problem Solving that includes the following skills:	1	2	3	4	NA
Thinks critically, formulates, and solves problems					
Demonstrates precision and accuracy					
Utilizes systems thinking					

Information Management that includes the following skills:	1	2	3	4	NA
Locates, comprehends, and evaluates information					
Applies information technology when completing tasks					
Initiative & Self Direction that includes the following skills:	1	2	3	4	NA
Demonstrates flexibility and adaptability when completing tasks					
Takes initiative, is self directed and resourceful					
Asks appropriate questions					
Demonstrates awareness of own abilities and performance					
Comprehends career opportunities/requirements in the industry or field overall					
Understands career opportunities/requirements in the specific occupational area related to the internship or student project					
Professionalism & Ethics that includes the following skills:	1	2	3	4	NA
Demonstrates integrity and ethical behavior					
Manages time effectively; punctual					
Takes responsibility for learning; seeks to learn					
Prioritizes tasks					
Demonstrates persistence in completing activities					
Brings tasks and projects to completion					
Exhibits responsible and professional behaviors as defined by the industry or field					
Understands the culture, etiquette, and practices of the workplace or the project client's organization and knows how to navigate the organization					
Quantitative Reasoning that includes the following skills:	1	2	3	4	NA
Uses effective quantitative reasoning					

For each of the ratings above in Part I, evidence (examples of performance) can be provided for any rating in the online form, but examples must be provided for any skill with a rating of 1. If using the paper form to complete the assessment, please add required examples on additional pages marked to coincide with the rated dimension.

Part II. Position-Specific Technical Skills

Please list one to three position-specific technical skills of particular significance in your industry, occupation, workplace, or project that the student was clearly expected to demonstrate during the internship. ***Please do not repeat general skills assessed in Part I.*** Examples of position-specific skills could include computer networking, accounting skills, event planning, and second language fluency, that might appear as requirements on a job description. **Part II is currently optional and does not count toward the student's certification.**

Please rate the student on these skills demonstrated according to the rating scale below:

1
Skill Falls Below
Expectations

2
Skill Approaches
Expectations

3
Skill Meets
Expectations

4
Skill Exceeds
Expectations

Skill	Rating			
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4

NAFTrack Certification Internship Assessment

SCORING GUIDE

SCORE	<u>1</u> Does Not Meet Expectations	<u>2</u> Approaches Expectations	<u>3</u> Meets Expectations	<u>4</u> Exceeds Expectations
Collaboration & Teamwork				
Acts and collaborates as a team member	<ul style="list-style-type: none"> The student is <u>occasionally disrespectful</u> of others. The student builds <u>minimal</u> relationships with colleagues and customers and has difficulty working in a team. The student participates <u>minimally</u> in project planning and does not volunteer to contribute. 	<ul style="list-style-type: none"> The student works <u>collaboratively</u> with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The student builds <u>collaborative</u> relationships with colleagues and customers and works comfortably in a team environment, with varying viewpoints and divisions of responsibility. The student <u>participates</u> in project planning and recognizes differing points of view, but <u>does not readily</u> volunteer to contribute to the project. 	<ul style="list-style-type: none"> The student <u>learns from</u> and works <u>collaboratively</u> with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints; <u>seeks out opportunities to leverage diverse experiences.</u> The student builds collaborative relationships with colleagues and customers; works comfortably in a team environment, with varying viewpoints and divisions of responsibility; contributes actively to the team effort; <u>negotiates and manages divergent perspectives and conflict as it arises.</u> 	Exceeds Expectations
Exhibits ability to work with diverse individuals				
Interacts with supervisors, clients, and teammates appropriately				

SCORE	<u>1</u> Does Not Meet Expectations	<u>2</u> Approaches Expectations	<u>3</u> Meets Expectations	<u>4</u> Exceeds Expectations
			<u>relatively easily</u> with his/her supervisor and teammates, even though it is a new environment.	approaches (email, telephone, etc., as requested), is <u>professional in all communications</u> , and observes "office hours" and other protocols; the student works easily with his/her supervisor and teammates, is <u>sensitive to varying work styles</u> , and <u>adjusts his/her own style accordingly</u> .
Communication				
Demonstrates effective verbal communication	<ul style="list-style-type: none"> The student <u>minimally</u> articulates thoughts verbally. The student writes memos, letters, and technical reports with <u>incorrect grammar and punctuation</u>; written communication is <u>incomplete and unclear</u>. 	<ul style="list-style-type: none"> The student articulates thoughts and ideas with <u>moderate effectiveness</u>. The student writes memos, letters, and technical reports with <u>largely correct grammar and punctuation</u>; writing is <u>clear</u>. 	<ul style="list-style-type: none"> The student articulates thoughts and ideas <u>clearly and effectively</u>. The student writes memos, letters, and technical reports with <u>correct grammar and punctuation</u>; writing is <u>clear, complete, and effective</u>. 	<ul style="list-style-type: none"> The student articulates thoughts and ideas <u>clearly and effectively</u>; the student <u>has public speaking skills</u>. The student writes memos, letters, and technical reports with <u>correct grammar and punctuation</u>; writing is <u>clear, complete, and effective</u>. The student usually appears attentive; retains information, as evidenced through
Constructs effective written communication	<ul style="list-style-type: none"> The student appears <u>inattentive and does not retain</u> information, as 	<ul style="list-style-type: none"> The student may <u>occasionally appear inattentive, but retains most of the</u> 	<ul style="list-style-type: none"> The student <u>usually</u> retains most of the information delivered, as evidenced through subsequent 	<ul style="list-style-type: none"> The student usually appears attentive; retains information, as evidenced through
Listens attentively and observes work environment				

SCORE	1 Does Not Meet Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
	<p>evidenced through subsequent performance.</p> <ul style="list-style-type: none"> The student notices <u>few</u> details about the work environment, as evidenced by inability to execute safety or other procedures after <u>repeated</u> demonstrations. 	<p><u>information</u> delivered, as evidenced through subsequent performance.</p> <ul style="list-style-type: none"> The student notices <u>some</u> details about the work environment, as evidenced by being able to execute proper safety or other procedures after <u>several</u> demonstrations. 	<p>performance; the student <u>knows</u> to take notes if necessary to remember important information.</p> <ul style="list-style-type: none"> The student notices <u>many</u> details about the work environment, as evidenced by being able to demonstrate safety or other procedures after <u>minimal</u> demonstration. 	<p>subsequent performance; takes notes as necessary; and <u>asks questions</u> or <u>repeats key ideas</u>, demonstrating that information was heard.</p> <ul style="list-style-type: none"> The student notices many details about the work environment, as evidenced by ability to demonstrate safety or other procedures after minimal demonstration; the student also <u>makes additional observations</u>.
Creativity & Innovation				
Incorporates creativity and innovation into tasks	<ul style="list-style-type: none"> The student exhibits <u>little</u> insight, intuition, and imagination, and <u>rarely</u> builds on the ideas of co-workers; demonstrates <u>little</u> originality and inventiveness in work, <u>rarely</u> communicates new ideas to others, and <u>does not see</u> 	<ul style="list-style-type: none"> The student sometimes exhibits insight, intuition, and imagination, and <u>rarely</u> builds on the ideas of co-workers; demonstrates <u>some</u> originality and inventiveness in work, <u>sometimes</u> communicates new ideas to others, and <u>sees connections</u> 	<ul style="list-style-type: none"> The student exhibits insight, intuition, and imagination, and builds on the ideas of co-workers; <u>demonstrates originality</u> and inventiveness in work, communicates new ideas to others, and <u>integrates knowledge</u> across different disciplines. 	<ul style="list-style-type: none"> The student exhibits insight, intuition, and imagination, and builds on the ideas of co-workers; <u>generating new solutions</u>; demonstrates originality and inventiveness in work, communicates new ideas to others, integrates knowledge across different disciplines, and <u>uses resulting ideas</u> to

SCORE	1 Does Not Meet Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
	connections across different disciplines.	across different disciplines.		<u>propose alternative options.</u>
Critical Thinking & Problem Solving				
Thinks critically, formulates, and solves problems	<ul style="list-style-type: none"> The student demonstrates minimal critical thinking and problem solving ability, making <u>hasty judgments</u> based on <u>limited information</u> and with <u>limited reasoning</u>; when confronted with challenges at work, the student <u>does not</u> know what to do <u>or</u> avoids trying to address the challenges. The student does not know what type of precision is appropriate to the task and the subject area, and is <u>not able</u> to <u>increase</u> precision and accuracy when a task or process is repeated. 	<ul style="list-style-type: none"> The student demonstrates <u>some</u> critical thinking and problem solving ability, making judgments based on <u>some</u> information and with <u>some</u> reasoning; when confronted with challenges at work, the student <u>knows to</u> ask for assistance. The student is somewhat unclear about what type of precision is appropriate to the task and the subject area, and is <u>able but not flexible</u> in modulating precision and accuracy as needed; the student makes several attempts before understanding the level of detail needed 	<ul style="list-style-type: none"> The student demonstrates <u>significant</u> critical thinking and problem solving ability, exercising <u>sound reasoning</u> and <u>analytical thinking</u>, making judgments and explaining perspectives based on <u>evidence</u> and <u>previous findings</u>; uses knowledge, facts, and data to solve workplace problems. The student <u>knows</u> what type of precision is appropriate to the task and the subject area, increases precision and accuracy when a task or process is repeated, and uses precision appropriately to reach correct conclusions in the context of the task or subject. The student <u>has a clear understanding</u> of how the parts of a whole inter-relate and interact 	
Demonstrates precision and accuracy				
Utilizes systems thinking				

SCORE	1 Does Not Meet Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
	<ul style="list-style-type: none"> The student <u>does not understand</u> how parts of a whole interact and how actions in one area create consequences elsewhere. 	<ul style="list-style-type: none"> for the task. The student has an <u>intuitive idea</u> about how parts of a whole interact and how action in one part of a system can affect other parts, but <u>has difficulty explaining</u> it with real examples. 	<p>understands how parts of a whole interact and how <u>actions in one area create consequences</u> elsewhere and <u>can articulate</u> this with straightforward examples.</p>	<p>with each other in <u>complex systems</u> to produce overall outcomes and <u>provides sophisticated examples</u>.</p>
Information Management				
Locates, comprehends, and evaluates information Applies information technology when completing tasks	<ul style="list-style-type: none"> The student has <u>limited</u> curiosity and research skills, and <u>does not readily seek out</u> information, understand it, or organize it for analysis. The student <u>does not possess</u> basic computer skills. 	<ul style="list-style-type: none"> The student has <u>some</u> curiosity and research skills, and <u>locates</u> information, but does not organize it, understand it, or evaluate it. The student <u>selects</u> and uses <u>some</u> technology to accomplish a given task and <u>applies some</u> computing skills to problem solving. 	<ul style="list-style-type: none"> The student is <u>open to learning</u> and has <u>adequate</u> research skills; locates information, understands it, and <u>evaluates its</u> credibility. The student selects and uses <u>appropriate</u> technology to accomplish a given task and <u>applies</u> computing skills to problem solving. 	<ul style="list-style-type: none"> The student is open to learning, and has <u>high-level</u> research skills; locates, understands, and organizes a large quantity of information, evaluates it, and <u>presents it in a useful form</u>. The student <u>readily selects</u> and uses <u>appropriate</u> technology to accomplish a given task and <u>easily</u> applies computing skills to problem solving.

SCORE	1 Does Not Meet Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
Initiative & Self Direction				
Demonstrates flexibility and adaptability when completing tasks	<ul style="list-style-type: none"> The student <u>cannot</u> respond to change easily and spends more energy <u>resisting</u> than finding solutions. 	<ul style="list-style-type: none"> The student <u>can</u> respond to change to some degree. 	<ul style="list-style-type: none"> The student can respond to <u>change quickly</u> and <u>adjust plans</u> accordingly. 	<ul style="list-style-type: none"> The student can respond to change quickly and adjust plans accordingly; the student is <u>flexible</u> and arrives at <u>new</u> solutions when necessary to adapt to a new situation.
Takes initiative; is self-directed and resourceful	<ul style="list-style-type: none"> The student <u>waits</u> for direction and rarely takes initiative; the student requires ongoing monitoring to maintain productivity. 	<ul style="list-style-type: none"> The student <u>always</u> take initiative; the student <u>needs</u> significant support to maintain productivity. 	<ul style="list-style-type: none"> The student <u>usually</u> takes initiative and <u>asks</u> for support as needed; the student works independently and seeks out resources, but <u>needs</u> guidance. 	<ul style="list-style-type: none"> The student takes initiative; <u>easily</u> works independently and locate resources as needed; <u>actively seeks guidance</u>; and <u>keeps his/her</u> supervisor apprised of progress.
Asks appropriate questions	<ul style="list-style-type: none"> The student either asks questions that are <u>not appropriate</u> or <u>does not ask</u> questions when information is needed. 	<ul style="list-style-type: none"> The student is <u>sometimes</u> aware of his/her current level of mastery and understanding (and misunderstandings) of a subject; the student <u>needs significant</u> guidance to reflect on what worked and what needed improvement regarding a particular task; the student is 	<ul style="list-style-type: none"> The student is <u>generally</u> aware of his/her current level of mastery and understanding (and misunderstandings) of a subject; with <u>some</u> guidance, the student reflects on what worked and what needed improvement regarding a particular task; the student <u>is aware of</u> his/her overall strengths and areas needing 	<ul style="list-style-type: none"> The student <u>knows when</u> to <u>ask</u> for assistance or information and <u>collects</u> sufficient information to ask thoughtful questions; <u>prepares in advance</u> as necessary; and <u>engages</u> in active dialogue.
Demonstrates awareness of own abilities and performance	<ul style="list-style-type: none"> The student is <u>rarely</u> aware of his/her current level of mastery and understanding (and misunderstandings) of a subject; <u>is not</u> able to <u>reflect on</u> what worked and 			<ul style="list-style-type: none"> The student is highly aware of his/her current level of mastery and understanding (and misunderstandings) of a subject; <u>reflects on</u> what
Comprehends career				

SCORE	1 Does Not Meet Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
<p>opportunities/requirements in the industry or field overall</p> <p>Understands career opportunities/requirements in the specific occupational area related to the internship or student project</p>	<p>what needed improvement regarding a particular task; has unrealistic expectations of him-/herself (either too high or too low); and is unaware of his/her overall strengths and areas needing improvement.</p> <ul style="list-style-type: none"> The student has <u>little understanding</u> of the range of opportunities in the field and does not know where there will be areas of growth. The student has <u>little understanding</u> of the basics about the career such as the key responsibilities and education level required in the field. 	<p>somewhat aware of his/her overall strengths and areas needing improvement.</p> <ul style="list-style-type: none"> The student has <u>some understanding</u> of the range of opportunities in the field, some knowledge about where there will be areas of growth, and knows the general education requirements for various professions in the industry. The student understands <u>some basics</u> about the career, such as the key responsibilities and education level required to enter the field. 	<p>improvement.</p> <ul style="list-style-type: none"> The student <u>generally understands</u> the range of opportunities in the field and generally knows where there will be areas of growth; knows what education level is required for various professions. The student has <u>broad understanding</u> of the basics of the career, such as the key responsibilities, education level required, and technology requirements. 	<p>worked and what needed improvement regarding a particular task; <u>is highly reasoned and realistic</u> in self-appraisal; and knows where improvement is necessary or not necessary, both in a given task and for his/her overall development.</p> <ul style="list-style-type: none"> The student <u>fully understands</u> the range of opportunities in the field and knows where there will be areas of growth; knows what education level is required for various professions and what kinds of knowledge, skills, and dispositions are needed for success. The student <u>fully understands a range of issues</u> in the career, such as the key responsibilities, education level required, technology demands, <u>future trends in the field</u>.

SCORE	1 Does Not Meet Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
				<u>and demand in the local region.</u>
Professionalism and Ethics				
Demonstrates integrity and ethical behavior Manages time effectively; punctual	<ul style="list-style-type: none"> The student acts somewhat <u>irresponsibly</u> with regard to office procedures. The student <u>does not accurately estimate</u> how much time it takes to complete outstanding and anticipated tasks or allocate sufficient time to complete the tasks; <u>does not use</u> calendars or "to do" lists; places him-/herself in settings that allow for distraction; does not prioritize work time in relation to competing demands; and is <u>rarely</u> on time or frequently absent without informing 	<ul style="list-style-type: none"> The student <u>demonstrates integrity</u> and ethical behavior. The student <u>sometimes</u> estimates how much time it takes to complete outstanding and anticipated tasks and tries to allocate sufficient time to complete the tasks; <u>sometimes</u> uses calendars and "to do" lists; sometimes locates and utilizes settings conducive to proper concentration; does not always prioritize work time appropriately; and is <u>sometimes</u> late or absent without informing his/her supervisor. The student <u>sometimes</u> seeks out 	<ul style="list-style-type: none"> The student demonstrates integrity and <u>exemplary</u> ethical behavior; the student acts responsibly with the interests of others in mind. The student <u>accurately</u> estimates how much time it takes to complete outstanding and anticipated tasks and allocates sufficient time to complete the tasks; <u>uses</u> calendars and creates "to do" lists to organize tasks into productive chunks of time; locates and utilizes settings conducive to proper concentration; prioritizes work time in relation to competing demands such as school and socializing; is <u>nearly</u> always on time and present, and always 	
Takes responsibility for learning; seeks to learn			<ul style="list-style-type: none"> The student demonstrates integrity and ethical behavior; the student <u>acts responsibly</u> with the interests of others in mind. The student <u>usually</u> estimates how much time it takes to complete outstanding and anticipated tasks and allocates sufficient time to complete the tasks; <u>usually</u> uses calendars and creates "to do" lists to organize tasks; usually locates and utilizes settings conducive to proper concentration; usually prioritizes work time in relation to competing demands; is <u>usually</u> on time and present, and if <u>delayed</u> or absent, <u>informs</u> his/her supervisor. The student <u>seeks out</u> 	

SCORE	1 Does Not Meet Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
<p>Prioritizes tasks</p> <p>Demonstrates persistence in completing activities</p> <p>Brings tasks and projects to completion</p> <p>Exhibits responsible and professional behaviors as defined by the industry or field</p> <p>Understands the culture, etiquette, and practices of the workplace or the project</p> <p>client's organization and knows how to navigate the organization</p>	<ul style="list-style-type: none"> his/her supervisor. The student <u>does not</u> seek out new knowledge and skills, <u>does not</u> monitor his/her own learning needs, and <u>does not learn</u> from his/her mistakes. The student has <u>difficulty</u> understanding the relative importance of tasks and organizing work accordingly. The student <u>does not persist</u> when presented with a novel, difficult, or ambiguous task and is easily discouraged. The student <u>fails to</u> bring tasks to completion and misses deadlines. The student <u>behaves irresponsibly</u> and/or unprofessionally, based on standards 	<ul style="list-style-type: none"> new knowledge and skills, but needs significant support; is <u>moderately</u> aware of his/her own learning needs; and <u>sometimes repeats</u> mistakes. The student <u>sometimes</u> understands the relative importance of tasks and organizes work accordingly. The student sometimes persists when presented with a novel, difficult, or ambiguous task but can be <u>discouraged</u>, not finding effective strategies to maintain motivation and productivity. The student <u>tries to</u> bring tasks and projects to completion after sufficient persistence and meets deadlines most of the time. The student behaves <u>somewhat</u> responsibly 	<ul style="list-style-type: none"> new knowledge and skills, <u>is aware</u> of his/her own learning needs, and <u>usually</u> learns from his/her mistakes. The student understands the relative importance of tasks with <u>active guidance</u> of the supervisor and then organizes work accordingly. The student <u>usually</u> persists when presented with a novel, difficult, or ambiguous task and finds strategies that enable him/her to do so; the student <u>does not</u> give up <u>easily</u>. The student <u>usually</u> brings tasks and projects to completion after sufficient persistence and meets deadlines. The student <u>behaves responsibly</u> and professionally, as appropriate to the industry, field, and workplace in which he/she is working. 	<ul style="list-style-type: none"> informs his/her supervisor if delayed or absent. The student <u>actively</u> seeks new knowledge and skills; monitors his/her own learning needs and <u>is strategic</u> in addressing them; and <u>learns</u> from his/her mistakes, <u>rarely</u> repeating the same mistake. The student understands the relative importance of tasks and organizes work accordingly; the student comes to his/her supervisor if he/she needs guidance. The student <u>persists</u> when presented with a novel, difficult, or ambiguous task; the student has great tenacity, <u>sometimes</u> finding <u>novel strategies</u> to maintain motivation and productivity and solve problems. The student <u>brings</u> tasks to completion after

SCORE	<u>1</u> Does Not Meet Expectations	<u>2</u> Approaches Expectations	<u>3</u> Meets Expectations	<u>4</u> Exceeds Expectations
	<p>in the industry, field, and workplace in which he/she is working.</p> <ul style="list-style-type: none"> The student <u>does not understand</u> the organization; the student <u>does not master simple</u> organizational “navigation” tasks, such as completing timesheets, calling in sick, participating in meetings, and obtaining information about other processes. 	<p>and professionally, based on standards in the industry, field, and workplace in which he/she is working.</p> <ul style="list-style-type: none"> The student has <u>some understanding</u> of the overall organization’s structure, geographic service area, size, and range of opportunities in the organization; the student <u>knows how to complete</u> timesheets, call in sick, participate in meetings, and obtain information about other processes. 	<ul style="list-style-type: none"> The student <u>clearly understands</u> the overall organization’s structure, geographic service area, size, and range of opportunities in the organization; the student <u>is successful</u> in basic workplace “navigation,” such as completing timesheets, calling in sick, participating in meetings, and obtaining information about other processes. 	<p>sufficient persistence, meets deadlines, and <u>effectively negotiates</u> any changes to priorities and timing along the way.</p> <ul style="list-style-type: none"> The student <u>behaves exceptionally responsibly</u> and professionally, based on the standards in the industry, field, and workplace in which he/she is working. The student <u>fully understands</u> the overall organization’s structure, geographic service area, size, and range of opportunities in the organization; the student is successful in basic workplace “navigation,” such as completing timesheets, calling in sick, participating in meetings, and obtaining information; the student <u>makes additional suggestions</u> to improve office practice.

SCORE	<u>1</u> Does Not Meet Expectations	<u>2</u> Approaches Expectations	<u>3</u> Meets Expectations	<u>4</u> Exceeds Expectations
Quantitative Reasoning				
Uses effective quantitative reasoning	<ul style="list-style-type: none"> The student <u>cannot</u> perform basic mathematical computations and/or interpret graphically-displayed data. 	<ul style="list-style-type: none"> The student <u>performs</u> basic mathematical computations but slowly and with errors, and/or misinterprets graphically-displayed data. 	<ul style="list-style-type: none"> The student <u>usually</u> performs basic mathematical computations <u>quickly</u> and accurately interprets graphically-displayed data and/or knows to ask questions about the data. 	<ul style="list-style-type: none"> The student <u>nearly always</u> performs mathematical computations quickly and accurately interprets graphically-displayed data.