

Hydraulic Sequence Troubleshooting IMT 131

	Advanced (4)	Competent (3)	Developing (2)	Deficient (1)	Score _____
Identify	<ul style="list-style-type: none"> <li>• Student independently identified all components of the system.</li> <li>• Student could predict the intended function of the system.</li> </ul>	<ul style="list-style-type: none"> <li>• Student identified most components of the system.</li> <li>• Student could follow the system flow of the system.</li> </ul>	<ul style="list-style-type: none"> <li>• Student identified most components of the system.</li> <li>• Unable to determine system flow.</li> <li>• Significant support required.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrated limited to no ability in identifying most components of the system.</li> </ul>	
Gather	<ul style="list-style-type: none"> <li>• Student could identify &amp; acquire the system pressures and flows needed to troubleshoot the system.</li> </ul>	<ul style="list-style-type: none"> <li>• Student could collect system pressures and flows needed to troubleshoot the system</li> </ul>	<ul style="list-style-type: none"> <li>• Student could collect most system pressures and flows needed to troubleshoot the system</li> </ul>	<ul style="list-style-type: none"> <li>• Student had problems collecting system pressures and flows needed to troubleshoot the system.</li> </ul>	
Examine	<ul style="list-style-type: none"> <li>• Student hypothesized all probable causes for the malfunction in the circuit and could validate the hypothesis using correct terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Student could hypothesize some probable causes for the malfunction in the circuit and could validate the hypothesis using correct terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Student could hypothesize some probable causes for the malfunction in the circuit but could not validate the hypothesis using correct terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Student could not hypothesize any probable causes for the malfunction in the circuit.</li> </ul>	
Formulate	<ul style="list-style-type: none"> <li>• Student can generate a plan of action to correct systems errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can generate a plan of action (with little coaching) to correct systems errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can generate a plan of action (with some coaching) to correct systems errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can not generate a plan of action to correct systems errors.</li> </ul>	
Apply	<ul style="list-style-type: none"> <li>• Student could correctly perform the necessary work.</li> </ul>	<ul style="list-style-type: none"> <li>• Student could correctly perform the necessary work (with little coaching).</li> </ul>	<ul style="list-style-type: none"> <li>• Student could correctly perform the necessary work (with some coaching).</li> </ul>	<ul style="list-style-type: none"> <li>• Student could not correctly perform the necessary work.</li> </ul>	
Evaluate	<ul style="list-style-type: none"> <li>• Student could retest system for proper function and determine if additional work need be performed.</li> </ul>	<ul style="list-style-type: none"> <li>• Student could retest system and determine if additional work need be performed (with little coaching).</li> </ul>	<ul style="list-style-type: none"> <li>• Student could retest system and but could not determine if additional work need be performed (with some</li> </ul>	<ul style="list-style-type: none"> <li>• Student could not determine if additional work need be performed.</li> </ul>	

			coaching).		
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