



COLLISION DAMAGE APPRAISAL



SkillsUSA Championships Technical Standards

PURPOSE

To evaluate each competitor's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of collision damage appraisal and total loss evaluation.

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with collision damage appraisal and total loss evaluation as an occupational objective.

CLOTHING REQUIREMENTS

Class E: Competition Specific – Business Casual

- Official SkillsUSA white polo shirt
- Black dress slacks or black dress skirt (knee-length minimum)
- Black closed-toe dress shoes

Note: Wearing socks or hose is no longer required. If worn, socks must be black dress socks and hose must be either black or skin-tone and seamless/nonpattern.

These regulations refer to clothing items that are pictured and described at www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

Note: Safety glasses with side shields or goggles (prescription glasses may be used only if they are equipped with side shields. If not, they must be covered with goggles).

Note: Competitors must wear their official competition clothing to the competition orientation meeting.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee: Basic equipment of a collision damage appraisal and total loss evaluation laboratory
 - a. Materials for computerized estimating segment:
 - 1). Automated Estimating System (see SkillsUSA South Carolina website for details on which systems will be used. [_____](#))
 - 2). Digital camera or tablet with imaging capabilities.
 - 3). Printer networked to estimating systems and digital camera and Wi-Fi Capability.
 - b. Materials for Total Loss Evaluation:
 - 1). A vehicle that is an obvious total loss
 - 2). Total loss evaluation software or paper equivalent
 - 3). Digital camera
 - 4). Vehicle evaluation guide
 - 5). Conditioning matrix
 - c. Materials for vehicle scan, diagnostic trouble code identification, and understanding OEM repair procedures:
 - 1). Diagnostic trouble code scan tool
 - 2). OEM repair procedures, e.g., quarter panel replacement on specific year, make, model.
2. Supplied by the competitor:
 - a. All competitors must create a one-page resume. See “Resume Requirement” below for guidelines. Additionally, and as part of the competition, competitors will submit two hard copies of their resumes at orientation.

RESUME REQUIREMENT

Competitors must create a one-page resume to submit online. SkillsUSA South Carolina competitors should submit their resume by the deadline published on the competition updates page of our website. Failure to submit a resume will result in a 10-point penalty.

Your resume must be saved as a PDF file type using file name format of “Last Name_First Name.” For example, “Amanda Smith” would save her resume as Smith_Amanda. If you need assistance with saving your file as a PDF, visit the Adobe website for more information.

Note: Check the Competition Guidelines and/or the updates page on the state website.

PROHIBITED DEVICES

Cellphones, electronic watches and/or other electronic devices not approved by a competition’s national technical committee are **NOT** allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

Penalties for Prohibited Devices

If a competitor's electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the Director of the SkillsUSA Championships. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor's scores may be removed.

SCOPE OF THE COMPETITION

Competitors will demonstrate their ability to perform tasks of skills selected from the standards mentioned below, as determined by the SkillsUSA Championships technical committee. National committee membership includes, but is not limited to, the following: Caliber Collision, CCC, GEICO, Gerber Collision & Glass, Insurance Auto Auction (IAA) and State Farm Insurance Companies.

KNOWLEDGE PERFORMANCE

The competition includes a written knowledge test provided by ASE, which will consist of questions covering the areas of the Damage Analysis and Estimating that are identified in the NATEF Collision Repair/Refinishing Program Standards and the ASE Official Study Guide: Collision Repair/Refinish. An estimating test for the high school and college competitions will be comprised of diagnosis and repair content from this skill area:

1. **Damage Analysis:** Questions that cover tasks necessary to analyze vehicle damage
2. **Estimating:** Questions that cover the tasks necessary to estimate vehicle damage
3. **Legal and Environmental Practices:** Questions that cover the tasks associated with legal and environmental practices
4. **Vehicle Construction:** Questions that cover the tasks associated with vehicle construction
5. **Vehicle Systems Knowledge:** Questions that cover tasks to identify vehicle systems
6. **Parts and Source Identification:** Questions that cover the tasks for parts and source identification
7. **Customer Relations and Sales Skills:** Questions that cover the tasks associated with customer relations and sales skills

SKILL PERFORMANCE

The competition includes a series of tasks to assess skills in the following areas: Vehicle Diagnostic Scanning; computerized estimates/appraisals on frontal damage, including unibody damage and light mechanical damage; and rear damage, including quarter panel replacement; "virtual" estimate prepared from images assessing virtual (remote) estimating skill; and a total loss vehicle inspection report and vehicle evaluation, including digital images associated with all computerized estimating and total loss evaluation.

The competitors will also participate in a mock estimator/customer interaction and interview.

STANDARDS AND COMPETENCIES

CDA 1.0 — Complete a computerized estimate on a frontal damaged unibody vehicle where unibody damage and light mechanical damage are present. This is consistent with related tasks in ASE Education Foundation Collision Repair and Refinishing Standards and ASE Catalog of Collision Repair/Refinishing Tests B6 (Damage Analysis and Estimating)

- 1.1. List entrant number on estimating test
- 1.2. Locate provided “Vehicle Description and Labor Rate information” and complete owner and vehicle information section on estimate (e.g., owner name, address, phone numbers, license plate, vehicle year, series, mileage and vehicle identification number)
- 1.3. Identify and record customer/vehicle information
- 1.4. Identify and record vehicle identification (VIN) information
- 1.5. Locate and select vehicle to be estimated in the provided collision estimating software application.
- 1.6. Prepare estimate properly identifying parts to be replaced or repaired.
 - 1.6.1. Make proper determination of refinishing needs including partial refinishing, blending and application of two- or three-stage paint applications
 - 1.6.2. Make proper use of alternative parts available on the “Parts information document” as applicable (e.g., New OEM, Aftermarket, Recycled, Rebuilt, reconditioned, etc.)
 - 1.6.3. Identify and estimate for unibody/frame damage conditions.
 - 1.6.4. Identify and estimate for mechanical damage using the “mechanical information document” as applicable (e.g., refrigerant pricing, alignment information, etc.)

CDA 2.0 — Complete a computerized estimate on a damaged unibody vehicle where quarter panel damage is present and necessitates a replacement. This is consistent with related tasks in ASE Education Foundation Collision Repair and Refinishing Standards and ASE Catalog of Collision Repair/Refinishing Tests B6 (Damage Analysis and Estimating)

- 2.1. List entrant number on estimating test
- 2.2. Locate provided “Vehicle Description and Labor Rate information” and complete owner and vehicle information section on estimate (e.g., owner name, address, phone numbers, license plate, vehicle year, series, mileage, vehicle identification number)
- 2.3. Identify and record customer/vehicle information
- 2.4. Locate and select vehicle to be estimated in the provided collision estimating software application
- 2.5. Prepare estimate properly identifying parts to be replaced or repaired.
 - 2.5.1. Make proper determination of refinishing needs including partial refinishing, blending and application of two or three stage paint applications.
 - 2.5.2. Make proper use of alternative parts available on the “Parts information document” as applicable (e.g., New OEM, Aftermarket, Recycled, Rebuilt, reconditioned, etc.).
 - 2.5.3. Identify and estimate for unibody/frame damage conditions, if applicable.
 - 2.5.4. Identify and estimate for any glass R&I or R&R using the available “Pricing Information Document.”

CDA 3.0 — Complete a “virtual” computerized estimate on a damaged unibody vehicle using the computerized estimating system from supplied photos. This is consistent with related tasks in ASE Education Foundation Collision Repair and Refinishing Standards and ASE Catalog of Collision Repair/Refinishing Tests B6 (Damage Analysis and Estimating)

- 3.1. Students are expected to properly identify and enter the vehicle VIN.
- 3.2. Students are expected to enter and verify all vehicle options and packages.
- 3.3. Students are expected to enter replace/repair and material labor rates along with tax rates.
- 3.4. Students are expected to enter claim related, customer and repair facility information
- 3.5. Students are expected to enter all vehicle damage on the estimate in a logical format making appropriate repair vs replace decisions.
- 3.6. Students are expected to make proper determination of refinishing needs including partial refinishing, blending, and two or three stage paint applications.
- 3.7. Students are expected to document the photos uploaded into the estimating system.

CDA 4.0 – Complete a total loss vehicle inspection report and conduct a vehicle evaluation. Using the total loss and vehicle evaluation system:

- 4.1. Document or validate the VIN, year, make and model of the loss vehicle
- 4.2. Document or validate (if decoded from VIN) all vehicle options
- 4.3. Document the mileage, aftermarket accessories and any prior damage.
- 4.4. Using the conditioning matrix, accurately rate each area of the vehicle with the proper condition rating. Use specific conditioning comments as necessary.
- 4.5. Using the vehicle evaluation guide or consumer website
 - 4.5.1. Identify the correct vehicle and trim level
 - 4.5.2. Identify the correct options and mileage
 - 4.5.3. Document the vehicle evaluation

CDA 5.0 — Complete a vehicle pre scan (using an OEM or non-OEM Scan tool), or, interpret the diagnostic trouble code(s) from a furnished pre/post scan and research OEM Repair Procedures

- 5.1. Diagnostic Pre-Scan
 - 5.1.1. Perform a vehicle scan using available diagnostic scan tool or, interpret the diagnostic trouble code(s) from a furnished pre/post scan
- 5.2. Access OEM Technical Repair Procedures
 - 5.2.1. Locate specific repair procedure
 - 5.2.2. Interpret necessary steps outlined in procedure – this will be graded using a written testing format.

CDA 6.0 — Competitors shall participate in a mock Job Interview

- 6.1. Maintain professional appearance and demonstrate proper SkillsUSA attire
- 6.2. Provide professional resume
- 6.3. Demonstrate professional job interview skills.

CDA 7.0 — Competitors shall participate in a mock estimator/customer interaction

- 7.1. Ability to present and explain a pre-prepared estimate (will be provided at orientation) to a customer as if the estimator (competitor) just wrote the estimate for the customer.
- 7.2. Ability to explain shop value. (Shop information will be provided at orientation)
- 7.3. Demonstrate industry knowledge and professional sales skills

CDA 8.0 — SkillsUSA Framework

The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/who-we-are/skillsusa-framework/.



COMMITTEE IDENTIFIED ACADEMIC SKILLS

The technical committee has identified that the following academic skills are embedded in this competition.

Math Skills

- Understand the measurement angles on a three-dimensional object.
- Understand the surface area and perimeter of three-dimensional objects.
- Solve problems involving symmetry and transformation.
- Use measures of interior and exterior angles of polygons to solve problems.
- Measure angles.
- Make predictions using knowledge of probability.
- Organize and describe data using matrices.
- Use fractions to solve practical problems.
- Solve practical problems using percentages.
- Calculate percentages.
- Make comparisons, predictions and inferences using graphs and charts.

Science Skills

- Use knowledge of mechanical, chemical and electrical energy.
- Use knowledge of principles of electricity and magnetism (practical example: current and amperage settings on the GMA [MIG] welder in relationship to weld penetration).
- Use knowledge of static electricity.
- Use knowledge of pressure in relation to the concept of force.
- Use knowledge of simple machines and compound machines.
- Use knowledge of potential and kinetic energy.
- Use of knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices.
- Describe characteristics of types of matter based on physical and chemical properties.
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point and color).
- Use knowledge of chemical properties.
- Describe and identify physical changes to matter.
- Use knowledge of heat, light and sound energy.
- Use knowledge of temperature scales, heat and heat transfer.

- Plan and conduct a scientific investigation.
- Use knowledge of work, force, mechanical advantage, efficiency and power.

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

Language Arts Skills

- Demonstrate comprehension of a variety of informational text.
- Demonstrate knowledge of appropriate reference materials.
- Use print, electronic databases, online resources to access information in books and articles.
- Provide information in conversations and in group discussions.
- Provide information in oral presentations.
- Demonstrate use of verbal communication skills: word choice, pitch, feeling, tone and voice.
- Demonstrate use of nonverbal communication skills: eye contact, posture and gestures using interviewing techniques to gain information.
- Organize and synthesize information for use in written and oral presentations.
- Edit writing for grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.

CONNECTIONS TO NATIONAL STANDARDS

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

Math Standards

- Problem solving.
- Numbers and operations.
- Measurement.
- Geometry.
- Representation.
- Communication.
- Connections.

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: <http://www.nctm.org>.

Language Arts Standards

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and 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 use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

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

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

Source: McREL Compendium of National Science Standards. To view and search the compendium, visit: <http://www2.mcrel.org/compendium/>.