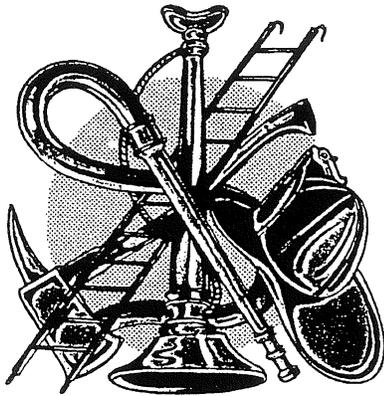


# **FIRE INSTRUCTOR 2A**

Techniques for Evaluation  
Student Supplement



*published by*

**STATE FIRE TRAINING**

California State Fire Marshal  
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# **CFSTES**

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for fire service training in California. CFSTES is a composite of all the elements that contribute to the development, delivery and administration of training for the California Fire Service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

The role of CFSTES is one of facilitating, coordinating and assisting in the development and implementation of standards and certification for the California Fire Service. CFSTES manages the California Fire Academy System by providing standardized curriculum and tests, accredited courses leading to certification, approved standardized training programs for local and regional delivery; administering the certification system; and publishing Career Development Guides, Instructors Guides, Student Manuals, Student Supplements, and other related support materials.

This system is as successful and effective as the people involved in it. It is a fire service system developed by the fire service, for the fire service, . . . and we believe it is the best one in the country.

## ACKNOWLEDGEMENTS

The development of the material contained in this manual was coordinated by State Fire Training and approved by the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS). This curriculum is appropriate for fire service personnel and for personnel in related occupations who are pursuing one or more of the certification programs.

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The material contained in this document was compiled and organized through the cooperative effort of numerous professionals within, and associated with, the California Fire Service.

We gratefully acknowledge the following individual who served as the principal developer for this document.

DAN TINNEL, CHIEF  
MARIPOSA COUNTY FIRE DEPARTMENT

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# COURSE OUTLINE

COURSE TITLE: Techniques of Evaluation

COURSE OBJECTIVES: To...

- a) Provide fire service personnel with the methods and techniques for constructing and using tests.
- b) Provide fire service personnel with the ability to recognize and avoid poor questions and tests.
- c) Provide fire service personnel with an opportunity to apply the principles of test construction through practice test construction exercises.
- d) Provide fire service personnel with the ability to plan tests and to perform test and item analysis.
- e) Provide fire service personnel with a variety of methods for managing the evaluation process.

COURSE CONTENT:

40:00 HOURS

1.	Introduction . . . . .	0:30
2.	Purposes Of Testing . . . . .	0:30
3.	Principles Of Testing . . . . .	0:45
4.	Uses Of Oral Tests . . . . .	0:30
5.	Test Planning . . . . .	1:00
6.	True/False Test Construction . . . . .	0:30
7.	Multiple Choice Test Construction . . . . .	1:00
8.	Uses Of Subjective Tests . . . . .	0:30
9.	Theory Of Manipulative Performance Testing . . . . .	0:45
10.	Constructing And Administering Manipulative Performance Tests . . . . .	0:45
11.	Test And Item Analysis . . . . .	0:45
12.	Matching Test Construction . . . . .	0:30
13.	Short Answer Test Construction . . . . .	0:30

14.	Completion Test Construction . . . . .	0:30
15.	Periodic Personnel Evaluations . . . . .	0:45
16.	Managing The Evaluation Process . . . . .	0:45
17.	Administering Tests To Meet Minimum Standards . . . . .	0:30
18.	Using Assessment Centers As A Training Resource . . . . .	0:30
19.	Group Assignments . . . . .	23:30
20.	Quizzes And Review . . . . .	4:30
21.	Certification Exam . . . . .	1:00

TEXTS & REFERENCES:

Fire Service Instructor, IFSTA, 5th Edition

# CALENDAR OF EVENTS

## **DAY ONE**

---

Registration

Introduction to Fire Instructor 2A

Comprehensive quiz (IFSTA)

Group identification of testing problems

Purpose of testing

Principles of testing

Test planning

Group Assignment #1, "Test Planning"

True/False test construction

Group Assignment #2, "Construction of a True/False Test"

Uses of oral tests

Individual Assignment #1

1. Study Fire Service Instructor, IFSTA, 5th Edition, pages 193 - 215
2. Prepare for a quiz on material covered today

## **DAY TWO**

---

Quiz #1 and review

Multiple choice test construction

Group Assignment #3, "Construction of a Multiple Choice Test"

Uses of subjective tests

Theory of manipulative performance testing

Constructing and administering performance tests

Group Assignment #4, "Construction of a Manipulative Performance Test"

Individual Assignment #2

1. Study Fire Service Instructor, IFSTA, 5th Edition, pages 46 - 51, 217 - 220
2. Prepare for a quiz on material covered since the last quiz

## **DAY THREE**

---

- Group Assignment #5, "Conducting a Manipulative Performance Test" (trial run)
- Group Assignment #5, "Conducting a Manipulative Performance Test" (for grade)
- Test and item analysis
- Quiz #2 and review
- Matching test construction
- Group Assignment #7, "Construction of a Matching Test"
- Short answer test construction
- Group Assignment #8, "Construction of a Short Answer Test"
- Individual Assignment #3
  1. Study Fire Service Instructor, IFSTA, 5th Edition, pages 223 - 231
  2. Prepare for a quiz on the material covered since the last quiz

## **DAY FOUR**

---

- Quiz #3 and review
- Completion test construction
- Group Assignment #9, "Construction of a Single Completion Test"
- Equal opportunity and the employment process
- Methods for reducing student failure rates
- Using the assessment center as a testing process
- Administering and grading tests to meet minimum standards
- Periodic personnel evaluations
- Quiz #4 (peer pressure test) and review
- Individual Assignment #4
  1. Study Fire Service Instructor, IFSTA, 5th Edition, Section 8
  2. Prepare for the final examination on all the material covered during the course

## **DAY FIVE**

---

- Review for final exam
- Course evaluation
- Final examination
- Final administrative activities
  1. Distribute group assignment duplicates
  2. Issue grades for activities

## ADMINISTRATIVE DETAILS

Each regional course should begin by taking care of the administrative necessities and discussing some of the parameters of the course. The following checklist is provided as an aid to identify the usual items that should be discussed at the beginning of each course.

- \_\_\_\_\_ Registration
- \_\_\_\_\_ Instructor Introduction
- \_\_\_\_\_ Student Introduction
- \_\_\_\_\_ Explanation of the Certification System
- \_\_\_\_\_ Course Hours
- \_\_\_\_\_ Minimum Passing Score
- \_\_\_\_\_ Make-up Quizzes/Exams
- \_\_\_\_\_ Exam Retake
- \_\_\_\_\_ Homework
- \_\_\_\_\_ Breaks
- \_\_\_\_\_ Smoking
- \_\_\_\_\_ Tardiness
- \_\_\_\_\_ Absences

# GRADING SHEET

## ASSIGNMENTS

---

Pretest	(40)	_____
Test Planning	(50)	_____
Construction of a True/False Test	(50)	_____
Construction of a Multiple Choice Test	(100)	_____
Construction of a Manipulative Performance Test	(100)	_____
Conducting a Manipulative Performance Test	(100)	_____
Construction of a Matching Test	(50)	_____
Construction of a Short Answer Test	(50)	_____
Construction of a Single Completion Test	(50)	_____
Group Presentation	(20)	_____

## QUIZZES

---

Individual #1	(20)	_____
Individual #2	(15)	_____
Individual #3	(15)	_____
Group	(20)	_____

TOTAL \_\_\_\_\_

## LETTER GRADE DISTRIBUTION

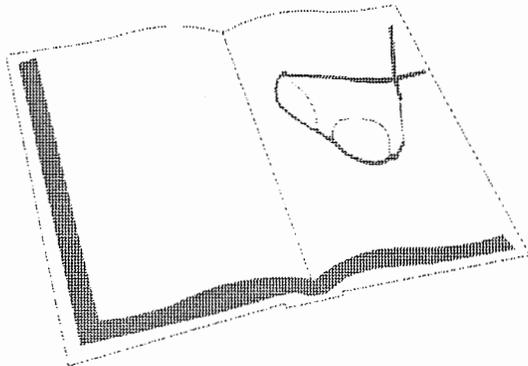
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632 - 680 (93% - 100%) = A
564 - 631 (83% - 92%) = B
496 - 563 (73% - 82%) = C

# **FIRE INSTRUCTOR 2A**

Techniques fo Evaluation

Student Supplement





# STUDENT INFO

NAME \_\_\_\_\_

DATE \_\_\_\_\_

(TITLE)

## MULTIPLE CHOICE TEST

**INSTRUCTIONS:** This is a multiple choice test. For each of the following questions or statements, draw a circle around the letter preceding the one best answer.

**EXAMPLE:**

Methods and operating procedures which reduce fire, water, and smoke damage during and after a fire are

- a. overhaul
- b. ventilation
- c. extinguishment
- d. salvage

**NOTE:** Items that are complete statements or questions end with proper terminal punctuation and have distractors beginning in upper case letters. Items that are incomplete or open statements have no terminal punctuation and begin with lower case letters. (Compare Item #1 and #2 below.) Terminal punctuation is not used in the distractor.

1. Xxxxxx xxxxxxxx xxx xxxxxxxxxxxx xxx xxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxx xxxxxx xxxxxxxx xxxxxxxx  
xxxxxxxxxx xxxxxxxxxxxxxxxx

- a. xxxxx
- b. xxxxx
- c. xxxxx
- d. xxxxx

2. Xxx x xx xxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxx xxx xxxxxxx?

- a. Xxxxxxx
- b. Xxxxxxx
- c. Xxxxxxx
- d. Xxxxxxx

# STUDENT INFO

NAME \_\_\_\_\_

DATE \_\_\_\_\_

(TITLE)

## MATCHING TEST

**INSTRUCTIONS:** This is a matching test. Select the one response from Column II which most nearly matches an item in Column I. Write the letter which precedes the item in Column II, in the parenthesis adjacent to the item number in Column I.

**EXAMPLE:**

I	II
(a) 1. sprinkler wedge	a. stops flow of sprinkler
(c) 2. pipe plugs	b. detects hidden fires
	c. seals broken water lines

I - TOOLS	II - USES
( ) 1. xxxxxxxxx	a. xxxxxxxxxxxxxxxxxxxxxx
( ) 2. xxxxx	b. xxxxxxxxxxx xxxxx
( ) 3. xxxxxxxxxxxxxxxxxxx	c. xxx xxxxxxxxxxx xxxxxxx
( ) 4. xxxxxxxxxxx	d. xxxxxxxxxxxxxxxxxxxxxx
( ) 5. xxxxx	e. xxxxxx
( ) 6. xxxxxxx xxx	f. xxxxxxx xxxxx
( ) 7. xxxx xxxxxxx	g. xxxxxx xx xxxxxxx
( ) 8. xxxxxxxxxxx	h. xxxxxxxxxxx xxxxx xx xxxxx
( ) 9. xxxxxxxxxxxxxxxxxxx	i. xxxxxxxxxxx xx xxxx
( ) 10. xxxx xxxxx	j. xxxxxxx xx xxxxxxxxxxx
	k. xxxxxxxxxxx
	l. xxxxxxxxxxx xxxxx
	m. xxxxxxx xxxxxx

# STUDENT INFO

NAME \_\_\_\_\_

DATE \_\_\_\_\_

(TITLE)

## SHORT ANSWER TEST

INSTRUCTIONS: This is a short answer test. For each of the following items, enter the correct answer in the corresponding numbered space provided.

EXAMPLE:

What is the term that identifies the Liaison Officer, Safety Officer, and the Information Officer?

\_\_\_\_\_ Command Staff \_\_\_\_\_

1. XXXXXX XXXXXX XXXXXX XXXXXXXXXXX XXXX XXX XXX XXXX  
XXX XXX XX XXXXXX XXXXXX XXXXXX?

1. \_\_\_\_\_

2. XXXXXXXXXXX XXXXXX XXXXXX XXXXXXXXXXX XXXX XXX XXX XX  
XXXXXXXX XXXXXX XXXXXX?

2. \_\_\_\_\_

3. XXXXXX XXXXXX XXXXXX XXXXXXXXXXX XXXX XXX XXX XX  
XXXXXXXX XXXXXX XXXXXX?

3. \_\_\_\_\_

4. XXXXXXXXXXX XXXXXX XXXXXX XXXXXXXXXXX XXXX XXX XXX XX  
XXXXXXXX XXXXXX XXXXXX?

4. \_\_\_\_\_

5. XXXXXXXXXXX XXXXXX XXXXXX XXXXXXXXXXX XXXX XXX XXX XX  
XXXXXXXX XXXXXX XXXXXX?

5. \_\_\_\_\_

6. XXXXXX XXXXXX XXXXXX XXXXXXXXXXX XXXX XXX XXX XX  
XXXXXXXX X XXX XXXX?

6. \_\_\_\_\_

7. XXXXXX XXXXXX XXXXXX XXXXXXXXXXX XXXX XXX XXX XX  
XXXXXXXX XXXXXX XXXXXX?

7. \_\_\_\_\_

8. XXXXXXXXXXX XXXXXX XXXXXX XXXXXXXXXXX XXXX XXX XXX XX  
XXXXXXXX XXXXXX XXXXXX?

8. \_\_\_\_\_

9. XXXXXXXXXXX XXXXXX XXXXXX XXXXXXXXXXX XXXX?

9. \_\_\_\_\_

# STUDENT INFO

NAME \_\_\_\_\_

DATE \_\_\_\_\_

(TITLE)

## SINGLE COMPLETION TEST

INSTRUCTIONS: This is a single completion test. For each of the following items, enter the correct answer in the corresponding numbered spaced provided.

EXAMPLE:

Span of control refers to the \_\_\_\_\_ of people supervised.

number

1. XXXXXX XXXXX XXX ( 1 ) XXXXXXXX XX XXXXXXXX  
XXXXXX?

1. \_\_\_\_\_

2. XXXXXXXX XXXXX XXXXXX ( 2 ) XXXXXXXX  
XXXXXXXXXXXX XXXXXXX XXXXXX?

2. \_\_\_\_\_

3. XXXXXXXX XXXXX XXXXXX XXXXXXXXXX XXXXXXX XXXXX  
XXXXXX ( 3 ) XXXXX?

3. \_\_\_\_\_

4. XXXXXXXX ( 4 ) XXXXXX XXXXXXXXXX?

4. \_\_\_\_\_

5. XXXXXXXX XXXXX XXXXXX ( 5 ) XXXXXXXX XXXX  
XXXXXX XXXXXXX XXXXXX?

5. \_\_\_\_\_

6. XXXXXXXX XXXXXX ( 6 ) XXXXXXXX XXXX XXX  
XXXXXX XXXXXXX XXXXXX?

6. \_\_\_\_\_

7. XXXXXXXX XXXXXX XXXXXX XXXXXXXXXX XXXX XXX  
XXXXXXXX XX XXXXXX ( 7 ) XXXXXX?

7. \_\_\_\_\_

8. XXX X XXXXX XXXXXXX XXXX X XXXXXXXXXXXXXXX XXXXX XXXX  
XXX XXXX ( 8 ) ?

8. \_\_\_\_\_

9. XXXXXXXX XXXXXX ( 9 ) XXXXXXXX XXXX XXX  
XXXXXXXX XX XXXXXX XXXXXXX XXXXXX?

9. \_\_\_\_\_

## SPECIFIC DETERMINERS

### WORDS THAT GIVE UNWARRANTED CLUES TO THE CORRECT ANSWER

Totally Entirely Only Alone	<b>False</b> 9 out of 10 times (90%)
All No None Not	<b>False</b> 4 out of 5 times (80%)
Always Never	<b>False</b> 3 out of 4 times (75%)
Should	<b>True</b> 2 out of 3 times (67%)
Almost As-a-rule Generally	<b>True</b> 3 out of 4 times (75%)
Many Often Some Seldom	<b>True</b> 4 out of 5 times (80%)

## ADVANTAGES AND DISADVANTAGES OF TESTS

<u>TYPE OF TEST</u>	<u>ADVANTAGES</u>	<u>DISADVANTAGES</u>
Manipulative Performance	<ul style="list-style-type: none"> <li>▶ Valid</li> <li>▶ Permits observation of skills</li> <li>▶ Motivating</li> <li>▶ Reliable measurement of teaching</li> </ul>	<ul style="list-style-type: none"> <li>▶ Difficult to construct</li> <li>▶ Difficult to administer</li> <li>▶ Scoring can be unreliable</li> <li>▶ Time consuming</li> </ul>
True/False	<ul style="list-style-type: none"> <li>▶ Adaptable</li> <li>▶ Easy to administer</li> <li>▶ Motivating</li> <li>▶ Wide range of subject matter</li> </ul>	<ul style="list-style-type: none"> <li>▶ Unreliable</li> <li>▶ Guessing factor</li> <li>▶ Ambiguous</li> <li>▶ Difficult to construct</li> <li>▶ Level of testing limited</li> </ul>
Oral	<ul style="list-style-type: none"> <li>▶ Flexible</li> <li>▶ Valid</li> <li>▶ Adaptable</li> </ul>	<ul style="list-style-type: none"> <li>▶ Unreliable</li> <li>▶ Difficult to score</li> <li>▶ Lack of comprehension</li> </ul>
Short Answer	<ul style="list-style-type: none"> <li>▶ Easy to construct</li> <li>▶ Minimizes guessing</li> </ul>	<ul style="list-style-type: none"> <li>▶ Spelling difficulties</li> <li>▶ Cannot measure complex achievement</li> </ul>
Matching	<ul style="list-style-type: none"> <li>▶ Good for Level 1 testing</li> <li>▶ Reduces guessing</li> <li>▶ Versatile</li> <li>▶ Easy to administer</li> </ul>	<ul style="list-style-type: none"> <li>▶ Difficult to measure deep understanding</li> <li>▶ Cannot be machine scored</li> <li>▶ Confusing to take</li> <li>▶ Directions must be precise</li> </ul>
Completion	<ul style="list-style-type: none"> <li>▶ Flexible</li> <li>▶ Easy to construct</li> <li>▶ Eliminates guessing (total recall)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Difficult to score</li> <li>▶ Longer to take</li> </ul>
Multiple Choice	<ul style="list-style-type: none"> <li>▶ Eliminates ambiguity</li> <li>▶ Can measure complex learning</li> <li>▶ Flexible</li> <li>▶ Easy to construct high quality test items</li> </ul>	<ul style="list-style-type: none"> <li>▶ 25% guessing factor</li> <li>▶ Does not measure ability to perform</li> <li>▶ Difficult to write good distractors</li> </ul>

## CHECKLIST FOR REVIEWING TRUE/FALSE TEST ITEMS

	YES	NO
1. Is this the most appropriate type of item to use for the intended learning outcome?	_____	_____
2. Can each statement be clearly judged true or false?	_____	_____
3. Have specific determiners (e.g., usually, always, etc.) been avoided?	_____	_____
4. Have trivial statements been avoided?	_____	_____
5. Have negative statements been avoided?	_____	_____
6. Have the items been stated in simple, clear language?	_____	_____
7. Are opinions and statements attributed to a source?	_____	_____
8. Are the true and false items approximately equal in length?	_____	_____
9. Is there an approximately equal number of true false items?	_____	_____
10. Has a detachable pattern of answers (e.g., T - F - T - F) been avoided?	_____	_____
11. If revising the test, are the items still relevant to the intended learning outcomes?	_____	_____
12. Have the items been set aside for a time before reviewing them?	_____	_____

## CHECKLIST FOR REVIEWING SHORT ANSWER TEST ITEMS

	YES	NO
1. Is this the most appropriate type of item to use for the intended learning outcome?	_____	_____
2. Can the items be answered with a number, symbol, word, or brief phrase?	_____	_____
3. Has textbook language been avoided?	_____	_____
4. Have the items been stated so that only one response is correct?	_____	_____
5. Are the answer blanks equal in length?	_____	_____
6. Are the answer blanks at the end of the items?	_____	_____
7. Are the items free of clues (e.g., a or an)?	_____	_____
8. Has the degree of precision been indicated for numerical answers?	_____	_____
9. Have the items been phrased to minimize spelling errors?	_____	_____
10. If revising the test, are the items still relevant to the intended learning outcomes?	_____	_____
11. Have the items been set aside for a time before reviewing them?	_____	_____

## CHECKLIST FOR REVIEWING MATCHING TEST ITEMS

	YES	NO
1. Is this the most appropriate type of item to use for the intended learning outcome?	_____	_____
2. Is the material in the two lists homogeneous?	_____	_____
3. Is the list of responses longer or shorter than the list of premises?	_____	_____
4. Are the responses brief and on the right-hand side (Column II)?	_____	_____
5. Have the responses been placed in alphabetical or numerical order?	_____	_____
6. Do the directions indicate the basis for matching?	_____	_____
7. Do the directions indicate that each response may be used more than once?	_____	_____
8. Is all of each matching item on the same page?	_____	_____
9. If revising the test, are the items still relevant to the intended learning outcomes?	_____	_____
10. Have the items been set aside for a time before reviewing them?	_____	_____

## WAYS TO MAKE DISTRACTORS PLAUSIBLE

- ④ Use the students' most common errors.
- ⑤ Use important sounding words that are relevant to the item stem.
  - "significant"
  - "accurate"

But, don't over do it!

- ⑥ Use words that have verbal associations with the item stem.
  - politician/political
- ⑦ Use textbook language or other phraseology that has the "appearance of truth."
- ⑧ Use incorrect answers that are likely to result from pupil misunderstanding or carelessness.
  - forgetting to convert feet to yards
- ⑨ Use distractors that are parallel in form and grammatically consistent with item's stem.
- ⑩ Use distractors that are homogeneous and similar in content to the correct answer
  - all are inventors
- ① Make the distractors similar to the correct answer in length, vocabulary, sentence structure, and complexity of thought.

### NOTE OF CAUTION

Distractors should distract the uninformed,  
but they should not result  
in "trick questions" that mislead the student.



# STUDENT INFO

MANIPULATIVE TEST FORMAT

OPERATIONS	PRESENTATION	KEY POINTS
1. Verb initiating operation	1a. Which b. What c. Where d. Why e. How	
2. Verb initiating operation	2a. Which b. What c. Where d. Why e. How	
3. Verb initiating operation	3a. Which b. What c. Where d. Why e. How	
4. Verb initiating operation	4a. Which b. What c. Where d. Why e. How	

# STUDENT INFO

MANIPULATIVE TEST FORMAT

OPERATIONS	PRESENTATION	KEY POINTS
5. Verb initiating operation	5a. Which b. What c. Where d. Why e. How	
6. Verb initiating operation	6a. Which b. What c. Where d. Why e. How	

**Operations** should have 3 or 4 words to describe each step of the way. If you have more than 10 to 14 total Operations in any given lesson plan, you may be trying to put too much in a lesson. An instructor or experienced student should be able to follow the Operations side of a manipulative lesson plan, while ignoring the Key Points, and still complete the job.

## APPLICATION:

Indicate here the methods the student will use to operate the equipment, handle the tools, and perform or practice the job they have just been taught.

### Example:

Have each student perform the job according to the job breakdown, under the instructor's supervision.

Instructor will distribute the job breakdown sheet to each student.

Instructor will arrange the students so all can see the demonstrations and equipment.

Instructor will demonstrate the job to entire class once (twice).

First demonstration will proceed with the instructor verbally reciting all of the Operations and Key Points to the students while performing the job.

Second demonstration will be performed by the instructor as each Operation and Key Point is recited by the students as a group.

Instructor will answer questions during both demonstrations.

Instructor will divide the students into groups of (#) and distribute the equipment needed for each group.

Each student will perform/demonstrate/remove the (behavior) with (conditions) according to the job breakdown (standard).

Instructor will circulate to each group to answer questions and provide assistance as needed.

Instructor will observe each student perform at least once.

# STUDENT INFO

## EVALUATION:

Remind the students here on how they will be evaluated. This should be directly related back to the Behavioral Objective at the beginning of the lesson. Keep it consistent!

### Example:

Without the use of the job breakdown, the student will advance the liveline to the point of attack, minimum distance of 50 feet from the apparatus, and signal for water. All operations will be completed safely within sixty (60) seconds and according to the job breakdown.

The instructor will not answer questions during the evaluation.

The instructor will evaluate each student individually using the manipulative performance test and stopwatch.

The student will identify all of the safety aspects/considerations through oral questioning by the instructor during the evaluation.

All other students will remain in groups and practice the job until called for evaluation.

## ASSIGNMENT:

If you have designed or created an assignment for the lesson, list it here and be specific. If you do not have an assignment, include the following phrase, "Assignment to be determined by the instructor(s)."

### Examples:

Study handouts/job breakdown.

Continue to practice this job/skill as you will be tested during a final review session and/or for company evaluations.

Read Book Title, Author, Publisher, Edition, pages

# STUDENT INFO

TOPIC: **How To Advance Liveline To Point Of Attack**

TEST PROCESS: The objective is to have the student advance a liveline under simulated fire conditions. The time will begin when the student is given the order "Advance Liveline." The time will end when the student reaches the point of attack and signaled for water.

EQUIPMENT NEEDED: One (1) liveline off standard equipped fire apparatus  
One (1) set of full protective equipment per student  
One (1) clipboard per rater  
One (1) marking pen per rater  
One (1) stopwatch  
One (1) manipulative performance test directions per rater  
One (1) manipulative performance test directions per student  
One (1) test rating worksheet per rater and per student

BEHAVIORAL OBJECTIVE:

Condition: One liveline off standard fire apparatus, operating under simulated fire conditions and full protective clothing

Behavior: The student will advance the liveline to the point of attack, minimum distance of 50 feet from the apparatus, and signal for water

Standard: Completing all operations safely within sixty (60) seconds according to the job breakdown

## SCORING CRITERIA FOR EACH OPERATION

### GENERAL:

Explain the testing process to the students. Be sure they understand the process and have asked any questions they may have prior to beginning the test. No questions will be allowed after the test begins.

In this rating system each Operation is given a point value.

**Basic Operations** are given a point value of **one (1)**.

**Essential Operations** are given a point value of **two (2)**.

**Critical Operations** or **Safety Violations** are pass/fail and are marked with an **asterisk (\*)**.

Students will be assigned deficiency points for each omission or error made. The student fails the test when a designated number of deficiency points have been assigned, when a Critical Operation is omitted, or a Safety Violation occurs.

Students will call out to verify visual inspection of items used in the testing process.

Students will verbally indicate that they are ready to begin the testing procedure.

The rater(s) will time the evolution and will score the student.

### SPECIFIC:

7 Operations will be evaluated.

14 Points are possible.

12 Points within the allotted time are passing. Failure to achieve this score within the allotted time will be cause for rescheduling.

Students will receive all or none of the points possible for each Operation. When the student misses or improperly performs an Operation, circle the point value listed next to the Operation in which the student makes the error. The total deficiency points will be subtracted from the total points possible to determine the final score. Automatic failure can result from the student not completing a Critical Operation or by committing a Safety Violation. This will cause immediate termination of the test and prevent the student from continuing in the testing process. Exceeding the allotted time for the evolution will also result in automatic failure.

# MANIPULATIVE PERFORMANCE TEST

MANIPULATIVE TEST FORMAT

TUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

OPERATIONS	KEY POINTS
<u>1</u> 1. Approach liveline	1a. From fire fighter's position #3 b. To advance nozzle to designated point of fire attack c. Positioning on running board area
<u>1</u> 2. Grasp nozzle	2a. With working hand
<u>2</u> 3. Grasp loops	3a. With remaining hand reaching through the top loop b. Grabbing the bottom loop firmly
<u>2</u> 4. Pull load	4a. To loosen from the hose bed b. Until near the edge of the running board
<u>2</u> 5. Position self	5a. Stepping down to the fireground b. Facing point of fire attack c. Keeping back straight d. Without twisting
<u>2</u> 6. Advance nozzle	6a. To point of fire attack b. Noting kinks during hose deployment c. Facing forward for safety

# MANIPULATIVE PERFORMANCE TEST

MANIPULATIVE TEST FORMAT

STUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

## OPERATIONS

## KEY POINTS

2 7. Signal for water

d. Keeping the hose tight for maximum reach

7a. Demonstrating standard hand signals

b. In position to operate nozzle

# MANIPULATIVE PERFORMANCE TEST

TUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

**Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TOTAL POSSIBLE POINTS:            **14**

DEFICIENCY POINTS:            ( \_\_\_\_\_ )

STUDENT'S FINAL SCORE:        \_\_\_\_\_

PASSING SCORE:                12

MAXIMUM ALLOTTED TIME:       60 seconds

STUDENT'S TIME:                \_\_\_\_\_

PASS:                            \_\_\_\_\_

FAIL:                             \_\_\_\_\_

**Reason For Disqualification (if applicable):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EVALUATOR'S SIGNATURE: \_\_\_\_\_

