



Commonwealth of Pennsylvania
Municipal Police Officers' Education
and Training Commission

Instructor Development Initiative
Developing Academic & Performance Assessments

Developing Academic & Performance Assessments

An Instructor Development Initiative



Municipal Police Officers' Education & Training Commission

8002 Bretz Drive
Harrisburg, PA 17112

Bill Kaiser M. Ed.
Curriculum Developer

Isaac Suydam
Director of Training &
Curriculum Development

Major Troy S. Lokhaiser
Executive Director



Commonwealth of Pennsylvania
Municipal Police Officers'
Education And Training Commission

HIGHLY CONFIDENTIAL,
LAW ENFORCEMENT – SENSITIVE
INFORMATION

This training publication is a proprietary record of the Pennsylvania Municipal Police Officers' Education and Training Commission. It has been created strictly for law enforcement training purposes pursuant to the Pennsylvania Municipal Police Officers' Education and Training Act, 53 Pa.C.S. §§2161-2171 and in accordance with regulations of the Pennsylvania Municipal Police Officers' Education and Training Program, 37 Pa. Code §§203.1-203.103.

This record contains highly confidential, law enforcement-sensitive information. Accordingly, the record's dissemination is restricted to law enforcement personnel only, except pursuant to subpoena *duces tecum* or court order lawfully served upon the Pennsylvania State Police Commissioner, as the legal custodian of Commission records.

MAJOR Troy S. Lokhaiser

Major Troy S. Lokhaiser, Executive Director
Municipal Police Officers' Education and Training Commission
Commonwealth of Pennsylvania

2018



MPOETC Instructor Development Initiative

Historically, the MPOETC has required basic and in-service instructors to successfully complete a basic instructor development course and meet other rudimentary requirements listed in the Commission's regulations.

In the mid to late 1990s, the Commission offered the "Teaching Techniques and Methods" course which functioned as an advanced instructor development course.

From 2007 to 2009 the Commission offered an "Advanced Instructor Development Program" which focused on generational learning issues, instructional techniques, technology issues, etc.

An instructor development course delivered by an independent contractor that focused on a variety of activities instructors could use in delivering their courses was offered circa 2012-13.

Finally, in 2016, another independent company provided a two-day instructor course for MPOETC instructors.

Topic-specific instructor development courses were provided in the early 2000s with two separate Firearms Instructor Workshops being delivered in consecutive years to the lead firearms instructors from each municipal academy.

In addition, annual mandatory in-service program instructor workshops are provided for in-service instructors.

For several years, the MPOETC has provided academy instructors with a set of pre-designed and pre-developed standardized lesson plans.

The 2015-2017 revision of the basic academy curriculum created a new set of instructor development needs. The architecture of this new curriculum places greater responsibility on individual instructors to design and develop instructional materials and assessment instruments.

In 2018, an instructor needs assessment survey was conducted. Over 170 instructors responded.

Results of the survey indicated that 38% of instructors teaching in the basic academy program never designed curriculum. Curriculum Design was defined as: A formal, systematic process of identifying what will be taught and how it will be taught. This process includes; identifying instructional goals and objectives, identifying, organizing, and outlining instructional material including the selection of topical areas, determining a chronological order, determining a general scope- (depth and breadth of content), as well as selecting instructional methods- (lecture material, group discussions, structured exercises, video and scenario debriefs, and process and content facilitation).

The survey also indicated that 33.14% of instructors never developed curriculum. Curriculum Development was defined as: The systematic process of developing instructional content. This process includes; identifying, researching, analyzing, and synthesizing information into course content, developing instructional aids, handout material, developing instructional methods, using the process of formative evaluation (i.e. revising and verifying [vetting] information), and developing testing materials.

Lastly, the survey indicated that 26.29% of instructors never developed test questions, and 32% seldom developed test questions.

To meet current and anticipated instructor development needs, the MPOETC is offering a set of developmental opportunities to its instructors. This course is one such opportunity.

The Commission hereby recognizes the following individuals for their contribution in designing, developing and assessing this program, and providing train-the-trainer workshops.

Instructional Systems Design		
Lieutenant Karyn Baldini Ret. Philadelphia Police	Sergeant James Coughlin Philadelphia Police	Detective Rob Davenport West Manchester Township Police
Officer Ryan Elliott Pittsburgh Bureau of Police	Sergeant Matt Maguire Philadelphia Police	Detective Jamie Pascucci Pittsburgh Bureau of Police
Robert Sands Abington Township Police	Lieutenant Earl Saurman Abington Township Police	Officer Jeffrey Upson Pittsburgh Bureau of Police
Officer Frank Welling Pittsburgh Police	Commander Cristyn Zett Pittsburgh Bureau of Police	Bill Kaiser, M. Ed. MPOETC

Sincerely,

Major Troy S. Lokhaiser
Executive Director



Course Title: Developing Academic & Performance Assessments

Summary of Content

This course will address the techniques and procedures used in developing academic tests and skills performance assessments.

Instructional Objectives

Section 1 Fundamental Concepts

Terminal Objective- Given a participant's selected instructional content, the participant will develop academic and skills assessments in accordance with established Domains and Levels of Learning.

Enabling Objectives

1. Discuss the differences and similarities between academic tests and performance assessments.
2. Identify the characteristics of the cognitive affective, and psychomotor, domains of learning.

Section 2 Developing Academic Assessments

Terminal Objective- Given their selected instructional content, the participant will develop academic assessments in accordance with the cognitive domain and MPOETC test development standards.

Enabling Objectives

1. Identify instructional content to be tested.
2. Establish the linkage between instructional objectives and instructional content to be tested.
3. Compile test questions that reflect various levels of the cognitive domain.
4. Write various types of test questions.
5. Discuss the use of Rubrics for assessing participant performance.
6. Conduct a Content Validity Analysis by verifying the linkage between test questions and instructional content.
7. Recognize the tasks required to construct an academic test.
8. Conduct a test item analysis to determine the need for item revision.

Section 3 Developing Performance Assessments

Terminal Objective- Given their selected instructional content, the participant will develop performance assessments in accordance with the psychomotor domain and MPOETC standards.

Enabling Objectives

1. Identify physical skills to be assessed.
2. Establish the linkage between performance objectives and the physical skills to be assessed.
3. Define the various levels of the psychomotor domain.
4. Develop appropriate criteria defining successful performance of skills.
5. Discuss various types of physical skills assessments.
6. Conduct a Content Validity Analysis by verifying the linkage between performance assessments and the content of skills training.
7. Recognize the tasks required to construct a performance assessment.
8. Conduct an assessment item analysis to determine the need for item revision.



Pre-requisite Assignment

Prior to attending this class, participants must review and be prepared to discuss the following documents:

- Learning Domains; and
- MPOETC Guidelines for Test Development.
- Participants are also instructed to bring an academic basic academy lesson plan and the related test bank.
- Participants are also instructed to bring a basic academy skills lesson and the related skill assessment.

Method of Instruction

Instruction will be conducted by using concept briefs, practical exercises, PowerPoint slides, and handout material.

Instructor Preparation

By using a standardized lesson plan, comprehensive instructor notes, instructor reference material, and supplemental instructor material, the MPOETC provides specific course content and teaching-method instruction to law enforcement trainers.

However, the Commission fully expects every course instructor to complete additional research and preparation and to take any other steps needed to present the course in the most professional manner possible. Instructors must be thoroughly familiar with and understand the Instructor Reference material contained within this lesson plan.

Time Allocation

The times specified in each section of the lesson plan are guidelines, and may be adjusted to meet the overall course objectives and presentation requirements.

Course Section	Approximate Time
Section One- Fundamental Concepts	50 Minutes
<i>Break</i>	10 Minutes
Section Two- Developing Academic Assessments <i>Item ID, Linkage, parts of test question, Types of questions</i>	30 Minutes
Section Two- Developing Academic Assessments <i>Types of questions</i>	35 Minutes
<i>Break</i>	15 Minutes
Section Two- Developing Academic Assessments <i>Content validity, Test Construction</i>	50 Minutes
<i>Break</i>	10 Minutes
Section Two- Developing Academic Assessments <i>Distractor Paradigms, Item Analysis, Rubrics</i>	40 Minutes
<i>Break</i>	10 Minutes
Section Three- Developing Performance Assessments <i>Skill Identification, IO linkage, Level of Learning, Skills Criteria Development</i>	50 Minutes
<i>Break</i>	10 Minutes
Section Three- Developing Performance Assessments <i>Types of Assessments, Content Validity, Item Analysis, Proper Documentation</i>	30 Minutes
<i>Break</i>	5 Minutes
Instructional Time	285 Minutes/ 4.75 Hours
Total Time (breaks, lunch, testing)	420 Minutes/ 7 Hours



Testing Protocol

Instructors will participate in a written course evaluation and debrief.

Important Notes

Instructors teaching this program will need to carefully review this lesson plan and supportive material to adequately present this information to officers.

The PowerPoint program associated with this program is designed to reveal most slide builds with a mouse click. In some cases, other builds will appear a brief time after a mouse click. Instructors will need to become familiar with the design of the PowerPoint program.

Bill Kaiser
MPOETC



Table of Contents

Table of Contents	
Lesson Plan	Page
Section 1- Fundamental Concepts	1
Section 2- Developing Academic Assessments	7
Section 3- Developing Performance Assessments	20
References	27
Appendices	
A- Item Identification Exercise	I
B- Test Question Worksheet	II
C- Physical Exercises Rubric	III
D- Content Validity Analysis	IV
E- Content Validity Analysis Blank Page	V
F- Test Item Analysis	VI
G- Skills Identification and Criteria Worksheet	VIII
H- Handgun Skills Checklist	X
I- Handgun Skills Criteria	XI
J- Final Scenario Checklist	XV
K- Final Scenario Performance Standards	XVI
L- Developing Academic & Performance Assessments Content Validity Analysis	XVIII



Section 1- Fundamental Concepts

There are two fundamental concepts addressed in this section. The first differentiates between academic tests and skill performance assessments. The second addresses Domains and Levels of Learning

Curriculum designers, developers, and instructors must be aware of these differences. Depending on the specific instructional topic, a need may exist to develop one or both types of assessments.

A. Differences Between Academic Tests and Performance Assessments.

Section 1 Enabling Objective #1 Discuss the differences and similarities between academic tests and performance assessments.

Display PowerPoint Slide– Assessments

Academic assessments (tests) are used to assess learning in the cognitive domain and consist of answering questions from multiple formats.

These tests assess cognitive skills, knowledge, understanding, ability to analyze, and synthesize information into a new product.

Skills Performance Assessments are used to assess how well an individual performs a specific skill or set of skills.

They assess physical skills, the ability to replicate or modify movement, and autonomously perform skills.

Similar processes are used in developing each type of assessment.

B. Identify Domains of Learning

Section 1 Enabling Objective #2: Identify the characteristics of the cognitive, affective, and psychomotor domains of learning.

1. Identify Domains and Levels of Learning

Successful course designers/developers must understand the various domains and levels of learning to develop the training methodology and resources needed to determine what learning will be demonstrated, and how to measure the effectiveness of the instruction.

Learning levels as initially described by Bloom and later revised by various authors, contained three domains; Cognitive (i.e. thinking), Psychomotor (i.e. physical skills) Affective (i.e. attitudes), and. These domains were later revised by various researchers, but still provide an excellent way to identify various levels of participant learning.

In addition, various action words (verbs) are used to specifically identify what tasks are done to satisfy the specific learning domain, i.e. as the domain levels increase in complexity, so do the action/task verbs. These verbs are most notably used to aid the course designer/developer in building course objectives.



Instructor Note:

Present a brief review of the domains and levels of learning that participants were instructed to review prior to the class. If all participants have attended the Instructional Systems Design course, this section can be abbreviated.

a. **Cognitive Domain Levels** Source- Anderson, Krathwohl, et. al

The cognitive domain reflects thinking and mental processes and contains various levels of learning starting from the most elementary and progressing to the most complex levels.

Display PowerPoint Slide– The Cognitive Domain *Remembering*

1) Remembering

Previously referred to as *Knowledge*, remembering involves the recall of facts or the act of remembering information. This level represents the lowest, and simplest level of learning.

This level is often used to test immediate recall information; that is information that is being tested immediately after the presentation of the material and without the opportunity to review, absorb, and study the material.

- Verbs associated with this level include but are not limited to: defines, describes, lists, identifies, matches, names, recalls, recognizes, selects, and states.

Display PowerPoint Slide– The Cognitive Domain *Understanding*

2) Understanding

Previously referred to as *Comprehension*, this level involves the ability to understand or explain ideas or concepts.

- Verbs associated with this level include but are not limited to: converts, defends, distinguishes, estimates, explains, generalizes, gives examples of, infers, interprets, paraphrases, rewrites, summarizes.

Display PowerPoint Slide– The Cognitive Domain *Applying*

3) Applying

Previously referred to as *Application*, this level involves using a concept in a new situation or applying what was learned to a new situation.

- Verbs associated with this level include but are not limited to: Applies, changes, computes, constructs, demonstrates, manipulates, modifies, operates, predicts, prepares, produces, shows, solves, and uses.



Display PowerPoint Slide– The Cognitive Domain *Analyzing*

4) Analyzing

Previously referred to as *Analysis*, this level addresses the separation of material or information into component parts so that its organization structure can be understood.

- Verbs associated with this level include but are not limited to: Analyses, breaks down, compares, contrasts, diagrams, differentiates, distinguishes, identifies, illustrates, relates, and separates.

Display PowerPoint Slide– The Cognitive Domain *Evaluating*

5) Evaluating

Previously referred to as *Evaluation* and listed as the highest level of learning, this level is now the second highest level, and is related to making judgments about the value of ideas, products, procedures, concepts, or materials.

- Verbs associated with this level include but are not limited to: Appraises, compares, concludes, contrasts, criticizes, critiques, defends, evaluates, interprets, justifies, summarizes, and supports.

Display PowerPoint Slide– The Cognitive Domain *Creating*

6) Creating

Previously referred to as *Synthesis*, this level includes building a concept, process, structure, or pattern from diverse elements, putting parts together to form a new whole with emphasis on creating a new meaning, process, pattern, concept, or structure.

- Verbs associated with this level include but are not limited to: Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, and writes.

b. Psychomotor Learning Domain Source- Dave

Instructor Note:

Present a brief review of the levels of psychomotor learning that participants were instructed to review prior to class.

This domain involves the performance of motor skills and pertains to such skill sets as firearms, defensive tactics, and driving. The levels of skills are as follows:



Display PowerPoint Slide– The Psychomotor Domain *Imitation*

1) Imitation

This level of performance involves copying the movements and actions of another by repeating the action or movements. This is the lowest level of skill performance.

- Verbs associated with this level include but are not limited to: Copy, follow, replicate, repeat, mimic, imitate and reenact.

Display PowerPoint Slide– The Psychomotor Domain *Manipulation*

2) Manipulation

This level of performance involves the reproduction of an activity or movement by following written or verbal instructions.

- Verbs associated with this level include but are not limited to: Recreate, build, perform, execute and implement.

Display PowerPoint Slide– The Psychomotor Domain *Precision*

3) Precision

At this level of performance, the individual can execute the skill reliably, and independent of assistance.

The movement, skill, or sequence becomes habitual and is performed with confidence and proficiency.

Individuals can demonstrate the skill, and movement or procedure to other learners. Quick, smooth, and accurate performance.

- Verbs associated with this level include but are not limited to: Demonstrates, completes, controls, perfects, performs, and shows.

Display PowerPoint Slide– The Psychomotor Domain *Articulation*

4) Articulation

At this level of performance, an individual can adapt, modify, and integrate the skill to fit the special requirements of a given situation. They can combine the skill with other skills and methods to meet new conditions or requirements.

- Verbs associated with this level include but are not limited to: Construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify or improve.

Display PowerPoint Slide– The Psychomotor Domain *Naturalization*

5) Naturalization

This level of performance allows the individual to perform a skill in an automatic manner without the necessity of a conscious thinking process.



- Verbs associated with this level include but are not limited to: Design, specify, manage, react.

c. Affective Domain Levels Source- Krathwohl, Bloom, Masia

The affective domain defines how one learns on an emotional level; how our feelings, values, appreciation, enthusiasm, motivations and attitudes influence learning.

While it is an important aspect of learning, the affective domain is seldom tested due to the difficulty of constructing valid and verifiable test items.

Display PowerPoint Slide– The Affective Domain *Receiving*

1) Receiving

This level of learning pertains to the participant's awareness of, willingness to hear or consider, and the ability to attend to selected issues.

This level is characterized by the participant's willingness to listen to others' point of view.

- Verbs associated with this level include but are not limited to: Ask, chooses, describes, follows, gives, holds, selects, relies and uses.

Display PowerPoint Slide– The Affective Domain *Responding*

2) Responding

This level involves active participation on the part of the learners; attending and reacting to a phenomenon (behavior of another, a group behavior or dynamic, or a condition in the environment); learning outcomes emphasizes compliance in responding, willingness to respond, or satisfaction in responding; and active participation on the part of the student.

- Verbs associated with this level include but are not limited to: Answers, assists, aids, complies, conforms, performs, practices, presents, reads, recites, reports, selects, tells, and writes.

Display PowerPoint Slide– The Affective Domain *Valuing*

3) Valuing

This level addresses the worth or value a person attaches to a particular phenomenon, behavior, or concept. This ranges from simple acceptance to a more complete state of commitment.

Valuing is based on the internalization of a set of specified values, while cues to these values are expressed in the learner's behavior and are identifiable. Participant sees worth or value in the subject, activity, assignment, etc.



- Verbs associated with this level include but are not limited to: Completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, and works.

Display PowerPoint Slide– The Affective Domain *Organization by Values*

4) Organization by Values

This level of learning reflects the process of organizing values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. Participant builds an internally consistent value system with an emphasis on comparing, relating, and synthesizing values.

- Verbs associated with this level include but are not limited to: Alters, adheres, arranges, combines, compares, completes, defends, explains, formulates, identifies, integrates, modifies, organizes, prepares, relates, and synthesizes.

Display PowerPoint Slide– The Affective Domain *Characterization by Values*

5) Characterization by Values

This is the highest level in the domain and is characterized by having a value system that controls a participant's behavior.

The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. This level provides evidence of the internalized values, which allows individuals to develop a characteristic "lifestyle."

This lifestyle that demonstrates a committed value system is often developed through self-study and learning from mistakes, but mentoring and coaching can often contribute to it.

- Verbs associated with this level include but are not limited to: Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, and verifies.



Section 2 Developing Academic Assessments

Academic assessments account for a large portion of learning assessments in law enforcement training. When developed well, they provide a relatively good measure of the amount and type of learning achieved in instructional programs.

A. Item Identification

Section 2 Enabling Objective #1- Identify instructional content to be tested.

Display PowerPoint Slide– Item Identification

Identify job-task related knowledge items reflected in the Terminal and Enabling Objectives. Identify the required or recommended levels of learning for each knowledge item.

Practical Exercise Item Identification

Participants will refer to **Appendix A** and: Use a *copy of an academic lesson plan* to review the objectives for their course; Identify and list the task-related knowledge items indicated in the objective; and Identify the domain to which it belongs, and the level of learning it represents. **Time for exercise is 15 minutes.**

Test questions should be written at the same level as the stated objective to which it relates.

B. Linkage to Instructional Objectives

Section 2 Enabling Objective #2- Establish the linkage between instructional objectives and instructional content to be tested.

Display PowerPoint Slide– Item Linkage to Objective

Academic test writers must ensure that the content of the test question relates to an Instructional Objective. This provides validity to the test question, ensures that the test item will be assessed at the learning level stated in the objective, and cause the test writer to ensure that sufficient lesson plan content is present to sufficiently answer the question.

C. Test Question Development

Section 2 Enabling Objective #3- Compile test questions that reflect various levels of the cognitive domain.

Test question development includes writing stems, answers, and distractors. Questions can be written at various levels of learning. When doing so, attention must be given to the following concepts:

Display PowerPoint Slide– Parts of Questions *Stem*



1. Parts of Test Questions

a. Stem

The “stem” is the portion of the item that refers to a situation to be considered or evaluated by the person taking the test. The “stem” directs the student to perform a task and asks the question.

1) Requirements for Stems

- Stems must provide the central theme of the question.
- Stems must be related to an Instructional Objective.
- Only one theme is addressed per question.
- Stems must contain clear wording.

Display PowerPoint Slide– Examples of Stems

2) Examples of Stems

- Which of the following describes Probable Cause?
- The purpose of a Preliminary Hearing is to:
- All the following are elements of Assault **except**:

b. One Correct Answer

Display PowerPoint Slide– One Correct Answer

Each question should have only one correct answer.

c. Distractors

The **incorrect** alternatives to correct answers are referred to as “**distractors.**” To ensure consistency of scoring and reliability in interpreting participant performance, academic tests must contain distractors which contain the following characteristics:

Display PowerPoint Slide– Plausible but Incorrect Distractors

1. Plausible but incorrect distractors

- a. All distractors must be plausible but incorrect.
- b. No ‘little brown dog’ distractors. These are considered ‘throw-away’ distractors which offer no reliable discrimination between responses nor do they offer any validity in assessing learning.
- c. E.g. Which of the following is a fruit?
 - Broccoli
 - Bananas
 - Cauliflower
 - Little brown dogs



D. Types of Questions

Section 2 Enabling Objective #4- Write various types of test questions.

1. Multiple-Choice

Display PowerPoint Slide– Multiple Choice Questions Advantages Disadvantages

This format is a standard way to formulate test questions. Additional benefits of this format are that it is less time consuming for the participants, and it is not dependent upon lengthy, written responses.

The multiple-choice format is often preferred because it is relatively easy to grade and lends itself well to objective statistical analysis.

ADVANTAGES in selecting the multiple-choice item:

- Multiple-choice items can test both a wide range of training objectives as well as specific objectives across a wide range of material.
- Guessing is reduced.
- A wide range of thinking skills may be tested using the multiple-choice format, allowing instructors to evaluate knowledge, comprehension *and* application.

DISADVANTAGES in selecting the multiple-choice format:

- Composing effective test items is difficult.
- Selecting distractors that are believable, yet incorrect, can be a formidable task.
- Multiple-choice items present the examinee with fixed options, normally with one correct response to a situation. However, officers are faced with a wide variety of situations and possible solutions.

Choices made while on duty are not always clear-cut and often require discretion. Some professional educators argue that multiple choice tests can curb creativity.

2. Incomplete-Statement Multiple-Choice

A variation of the multiple-choice question is the incomplete statement question.

Display PowerPoint Slide– Incomplete-Statement Multiple-Choice

This variation presents an incomplete statement and a set of selected options to choose from.

To provide clarity, the incomplete portion of the statement is located at the end. The typical paradigm of multiple choice answers/distractors are then provided to answer the question.



For Example:

Unreasonable searches and seizures are prohibited by the _____ .

- A. Second Amendment
- B. Fourth Amendment
- C. Fifth Amendment
- D. Sixth Amendment

This option differs slightly from a fill-in-the-blank question by providing participants with an established set of standard answers; thus, reducing subjectivity in answers.

3. Matching

Matching questions consist of a set of clearly worded instructions, and two basic elements presented in a two-column format.

Display PowerPoint Slide– Matching

The instructions should be located over top of the columns and must be clearly stated.

The first element poses a question, provides a term, or states a problem. This element is usually placed on the left column.

The second element provides an answer, a definition, or a solution, respectively. The second element is placed in the right column.

To minimize guessing, the options (answers, definitions, or solutions) listed in the right column should outnumber the elements listed in the left column.

For example:

Match the letters of the definitions in the right column with the terms in the left column.	
___ Reasonable Suspicion	A. Proof that exceeds that of a reasonable and normal doubt.
___ Probable Cause	B. At first glance, the evidence appears sufficient.
___ Prima Facie	C. Articulatable facts and circumstances that indicate that criminal behavior is afoot.
	D. Facts and circumstances that indicate that a specific individual has committed a particular offense.

4. True/False

A true or false (T/F) question is a two-response multiple-choice item. This type of question is commonly used to test knowledge and comprehension.

Display PowerPoint Slide– True False



Guessing may be more of a consideration when using this type of item since the participant has a 50/50 chance for a correct response. However, a carefully phrased item can significantly reduce these odds.

ADVANTAGES in selecting the true/false item:

- True/False tests can be scored quickly and reliably.
- The T/F question can be as reliable and valid as a multiple-choice item if carefully constructed. The T/F item is generally easier to write than a multiple-choice item.
- The T/F question may help uncover popular misconceptions or common mistakes.

DISADVANTAGES in selecting the true/false item:

- Since test writers tend to create more true items than false items, participants tend to guess "true" more often than "false."
- May be limited to testing lower levels of learning.
- Produces a lower chance of guessing incorrectly, and a higher chance of guessing correctly compared to multiple-choice.

This type of question should be used sparingly, with an equal amount of true/ false answers.

5. **Application Questions** Source- MPOETC 2006

When answering application questions, participants are required to apply their knowledge and comprehension to reality-based fact patterns (scenarios). These questions test the depth of participants' understanding and require them to apply what they have learned to new situations.

Application-based questions assess how well students can apply the knowledge they have obtained in the academy to reality-based fact patterns (scenarios).

Such questions test the depth of understanding and require the students to apply acquired learning to new situations.

The types of application-based questions include:

Display PowerPoint Slide– Application Questions [*Errors & Omissions hyperlink*](#)

a. **Errors and Omissions**

This type of question uses a description of an incident, police report, or other type of sample material with a multiple-choice question format.

It asks the test taker to determine what is wrong with, or omitted from the report or account. This example often uses an incident report narrative.

This type of question is an indirect measure of report writing skills because the question does not require the test taker to write a report, but it does assess whether they have learned to recognize problems with reports.



For Example:

On December 22, 2004 at 4:00 p.m., I was dispatched to a domestic incident in progress. Upon arrival at the address, I encountered a Hispanic female, Victim 1, Mary Lopez, and a white male, Subject 1, Mike Lopez. Mary stated that they were divorced and had been arguing about child support and Mike's drinking, when Mike struck her on the right side of the face. Mary was visibly upset, almost to the point of being hysterical. I observed a red mark on the side of Mary's face. Mike had a very red face like someone who drinks a lot. When I talked to Mike, he did not deny that he struck Mary and he stated, "she complains too much."

It was my impression that Mike tried to bully or scare Mary with a bad temper and his physical size. Mike is muscular, 6'2" tall and 200 lbs. Mary is 5'0" and 115 lbs. It was my impression that Mike has a lot of emotional issues.

I informed Mike that I was placing him under arrest for simple assault and asked him to turn and face the living room wall to be handcuffed, to which he complied.

I informed Mary of her rights under the domestic violence law and gave her the domestic violence information sheet with contact information. I transported Mike to the county booking center for processing and video arraignment.

Which of the following statements most accurately describes the officer's report?

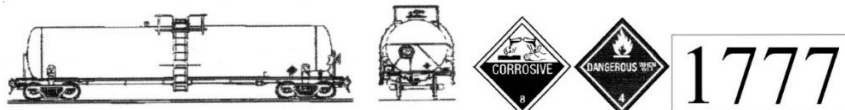
- A. *The report contains poor subject verb agreement.*
- B. *The officer's opinion is expressed in addition to facts.***
- C. *The circumstances of the incident are not clearly stated.*
- D. *The descriptions of victims and suspects are vague*

Display PowerPoint Slide—Application Questions [Graphic Scenarios](#) [hyperlink](#)

b. Graphic Scenarios

This type of question helps to determine if the test takers can apply their knowledge to a scenario. The question usually includes some type of photo, image, graphic or other visual cue to supply information to be analyzed.

For Example:



You are on patrol in a small rural area that has a population of 500. It is 7:00 a.m. and the wind is blowing from east to west at about 8 mph. A train derailed and there is a large leak coming from a tanker car's release valve. The closest homes are 350 feet east of the wreck.



Using the information provided above, and the Emergency Response Guide Book, describe the type of material involved, and the most appropriate evacuation plan.

- A. It is a highly corrosive material and you need to evacuate citizens living west of the spill to a distance of at least 300 feet away from the spill.
- B. It is a corrosive material, oxidizing (fire-intensifying), and move citizens living west of the wreck to a minimum distance of one mile.
- C. It is a corrosive material, oxidizing and toxic, and move citizens living east of the wreck to a distance of one mile.
- D. It is a highly corrosive material which reacts dangerously with water, and move bystanders and residents at least 200 feet in all directions**

6. Exclusionary Questions

An exclusionary question contains wording that seeks to identify the item that does not belong with a given set of correct answers.

Display PowerPoint Slide– Exclusionary Questions

This question is typically stated with a negative qualifier. For example: “All the following **Except:**” or “Which of the following is **not**...” The purpose of this question is to identify the response that does not fit with a group of correct answers.

When used in a multiple-choice format, this type of question would contain three choices which would be correct if the question was worded without the **negative** qualifier.

For Example:

Which of the following is a law enforcement intelligence center?

- A. MAGLOCLIN**
- B. Delaware Valley Intelligence Center**
- C. Center for Missing & Exploited Children
- D. Pennsylvania Criminal Intelligence Center**

There are multiple answers to this question, namely, A, B and C. However, this format does not comply with the requirement that **ONE** correct answer is provided.

So, by using a negative qualifier, the test taker must be able to identify the item that does not fit with the rest of the set.

When using the negative qualifier, the correct answer is the item that does not fit with the rest of the group. The test taker needs to know what is correct to identify what is incorrect.

Display PowerPoint Slide– Exclusionary Questions



For Example:

All the following are law enforcement intelligence centers **except**:

- A. MAGLOCLIN
- B. Delaware Valley Intelligence Center
- C. Center for Missing & Exploited Children**
- D. Pennsylvania Criminal Intelligence Center

And:

Which of the following is **not** a prohibited offensive weapon?

- A. Hand-grenade
- B. Semi-auto pistol**
- C. Sawed-off shotgun
- D. Switchblade knife

Display PowerPoint Slide– Exclusionary Question Advantages & Disadvantages

Advantages

- Requires participants to recognize the answer that is incorrect.
- Allows the test writer to use a group of correct answers to contrast one incorrect answer.
- Forces test takers to think differently about the correct and incorrect answers.
- Provides some variety to the test format.

Disadvantages

- Some test takers have difficulty answering questions that are “negatively stated.”
- The question can be confusing if it is not stated well.

Practical Exercise Test Questions

Participants will use **Appendix B** and *copy of an academic lesson plan* to write **stems** for five different types of questions. Questions will match the levels of learning reflected in the objective to which it relates.

Assessment criteria: Which level of learning; question stems are related to objectives, address one theme per stem.

Participants will use the **Rubric** contained in **Appendix C** to debrief exercise.

Participants will use their subject matter to write answers and distractors for the five different types of questions previously written. Answers and distractors will reflect the appropriate levels of learning. **Time allotted 20 minutes.**



E. Content Validity

Section 2 Enabling Objective #6- Conduct a Content Validity Analysis by verifying the linkage between test questions and instructional content.

Display PowerPoint Slide– Content Validity

Test developers should review their test questions against the content of their lesson plans to ensure that the lesson plan contains information that will clearly answer each question.

If such content is not present then content must be added to the lesson plan, or an alternate test question written.

Practical Exercise Content Validity Analysis

Participants will review the Content Validity Table in **Appendix D**. Participants will use the following: 1. **Appendix E** (blank table); 2. *The academic lesson plan*; and 3. *Five test questions from their test bank*.

Participants will complete the top portion of **Appendix E** to assess and record the linkage of instructional objectives with their test questions and lesson plan content.

Time for exercise is 10 minutes.

F. Test Construction

Section 2 Enabling Objective #7- Recognize the tasks required to construct an academic test.

Test construction entails more than just putting questions on a test form.

Test questions must be:

- Written at the appropriate learning levels;
- Linked to instructional objectives;
- Linked to instructional content; and
- Proofread before being placed into a final test form.

Various issues must be addressed to ensure effective test construction. These issues include:

Display PowerPoint Slide– Test Construction *Continuous build of numbers & letters*

1. Representation of Instructional Objectives

When compiling tests, it is important to address several issues.

a. Testing Objectives

Ensure that all or most of the instructional objectives are covered by test questions. In some cases, a specific instructional objective may not be amenable to academic testing and may therefore be omitted from such assessment.



Avoid producing a test having one or more instructional objectives heavily tested while other testable objectives are not represented.

b. Distribution of Objective-Related Questions

Display PowerPoint Slide– Distribution of Objective Related Questions

Ensure that the distribution of objective-related questions are representative of the amount of time that an objective received during the presentation of the course.

For example, if about 10% of the course material addressed a specific objective, then about 10% of the test questions should address that objective.

Practical Exercise Instructional Objectives Count

Participants will use the “Instructional Objectives Count” portion of the Content Validity Table in **Appendix E** and the *5 test questions from the academic lesson plan test bank* to assess the representation and distribution of test items related to objectives.

Time for exercise is 5 minutes.

2. Topical Area Distribution

Test questions should be compiled to ensure an appropriate distribution of test questions related to topical areas.

Avoid testing one topic excessively while not testing others.

3. Levels of Learning

To ensure testing variety, test writers should re-check test questions to ensure that all applicable levels contained in instructional objectives reflect different levels of learning.

4. Effective Answer Distribution

Ensure that the final form of an academic test provides an equal distribution or a close to equal distribution of correct answers.

It may be necessary to adjust the position of the correct answer to ensure an equal representation of answers.

a. Re-Arrange Distractors When Necessary

When re-arranging distractors to comply with answer distribution needs, an alteration of the distractor paradigm may be needed.

For example: Assume that the distractor paradigm is from the shortest answer to the longest answer.

Shifting the correct answer position of the distractor might alter this paradigm. If so, reversing the paradigm to reflect the longest answer to the shortest, may correct the problem.

Alternatively, rewording of the distractors could correct the situation.



For example, a 20-question test is being developed. The distribution of correct answers is as follows:

Display PowerPoint Slide– Effective Answer Distribution

Correct Answer	# Questions
A	5
B	5
C	5
D	5
Total	20

An example of a close-to-equal distribution could be as follows:

Correct Answer	# Questions
A	5
B	4
C	6
D	5
Total	20

Using the irregular distribution makes correct item guessing more difficult.

5. Ineffective Answer Distribution

Examples of **ineffective** distribution could be as follows:

Display PowerPoint Slide– Ineffective Answer Distribution

Correct Answer	# Questions	Correct Answer	# Questions
A	0	A	0
B	16	B	8
C	2	C	1
D	2	D	11
Total	20	Total	20

This type of distribution tends to sensitize test takers to disregard an answer as viable, and anticipate that another answer would be the most likely correct.

G. Distractor Paradigms

Distractors can be ordered in a variety of different ways. Differing paradigms can make the test-taking process less chaotic, more orderly, and natural. Using different paradigms can assist in achieving an effective answer distribution.

Display PowerPoint Slide– Distractor Paradigms

1. Distractor Length

To a reasonable degree, each distractor should be about the same length. Avoid having the correct answer always being the longest item.



Display PowerPoint Slide– Distractor Paradigms *Chronological order*

2. Distractor Order

a. Chronological order

Distractors can be listed based on their chronologic order.

Example:

When does a defendant receive notice of the charges he is facing?

- A. At the jail when being booked.
- B. At the Preliminary Arraignment.
- C. At the end of the Preliminary Hearing.
- D. At the criminal trial.

Display PowerPoint Slide– Distractor Paradigms *Numerical order*

b. Numerical order

Distractors can be ordered in ascending or descending order based on their numerical order.

Example:

Which of the following is the legal BAC limit for intoxication in Pennsylvania?

- A. .001
- B. .01
- C. .1
- D. 1.0

c. Shortest to Longest or Vice Versa

If distractors of varying lengths are used, they can be ordered in ascending or descending order based on their length.

Display PowerPoint Slide– Distractor Paradigms *Shortest – longest*

H. Test Item Analysis

Section 2 Enabling Objective #8- Conduct a test item analysis to determine the need for item revision.

An analysis of several initial test results should be conducted to determine whether any problem questions exist in the assessment by:

Display PowerPoint Slide– Test Item Analysis

- Analyzing the incorrect responses to each test item and gauging their difficulty.
A check of incorrectly answered questions may reveal problems with distractors or confusing wording.



- Analyzing the correct responses for each item to gauge if the level of difficulty is too low. Questions that all, or mostly all participants answer correctly should be reviewed to determine whether the level of difficulty is too low.

If the difficulty of a question is too low, either increase the difficulty by writing distractors at a higher level of difficulty, or replace the question.

An exception to this practice might allow the test item to remain unchanged if it represents a core principle or concept that all participants are expected to know.

Since test questions must be directly related to instructional objectives and course content, and since objectives represent training needs, all participants should be expected to obtain mastery of all questions.

However, since few, if any academically challenging training programs will produce total mastery with every participant, a test written at a level of difficulty that produces no, or extremely rare incorrect responses, is not academically defensible.

Instructor Note:

Participants will review **Appendix F** Test Item Analysis Chart. Participants will be briefed on the procedure of completing the chart.

I. Rubrics

Section 2 Enabling Objective #5- Discuss Rubrics for assessing participant performance.

Rubrics are a method of assessing learning across various domains. They can be designed to be simplistic or complex.

Rubrics typically have an assessable item on the left column, and some type of assessment criteria on the right column.

Instructor Note:

Participants have already been exposed to rubrics in this course.

Two main types of Rubrics exist; Holistic and Analytical.

1. Holistic Rubrics

A Holistic rubric addresses the entire skill or knowledge set to be assessed.

Display PowerPoint Slide– Holistic Rubric

2. Analytical Rubrics

The Analytical rubric addresses the extent to which a skill or knowledge set has been mastered.

Display PowerPoint Slide– Analytic Rubric and Weighted Scale Rubric

Some rubrics have weighted scales.

While rubrics can be used to assess learning in all domains, they can be difficult to quantify and define.



Section 3- Developing Performance Assessments

Performance assessments observe and evaluate the acquisition and performance of physical skills. They can take the form of skills checklists and related criteria defining the target skills.

Where applicable, a skills criterion contains the following: a description of the specific skill to be performed; the conditions under which the skill is performed; the allotted time-period within which to perform the skill; the minimum number of successful performances within a given range (i.e. 3 out of 5 attempts); the required chronological sequence; and the adaptability of the skill performance to various conditions.

Performance assessment development includes several key functions.

Display PowerPoint Slide—Assessment Functions *(Progressive graphic builds)*

Instructor Note:

Instructors teaching certain basic police academy skills oriented classes will be provided with skills checklists. In some cases, instructors are required to use these checklists and accompanying definitive criteria (e.g. Handgun, Shotgun, and Patrol Rifle Firearms Skills Checklists, and the Final Training Scenarios). For other courses, the use of Commission provided checklists and any accompanying criteria is optional.

A. Skill Identification

Section 3 Enabling Objective #1: Identify physical skills to be assessed.

The process of developing a skills assessment begins with performing the following tasks:

- Identify job-task related skills which need to be mastered.
- Identify level of performance.
- Assess the skill at same level as stated in objective.
- When needed, break skill into component sub-sets.

Example:

Terminal Objective:

Given various simulated room clearance situations, cadet will formulate acceptable room clearing procedures in compliance with enumerated tactical principles.

Enabling Objectives (Component sub-sets):

Cadet will demonstrate pre-entry positioning outside room.

Cadet will demonstrate various entry methods (Button Hook, Criss-Cross, etc.)

Cadet will perform entry movements with team members.

Cadet will enter room and engage target if present.

Cadet will secure room by ensuring no further threat is present.

These skills will be assessed by developing criteria defining successful performance.



B. Linkage to Instructional Objectives

Section 3 Enabling Objective #2: Establish the linkage between performance objectives and the physical skills to be assessed.

Display PowerPoint Slide—Assessment Function *Linkage build*

Verify the linkage between performance objective and physical skill. This process provides validity to the assessment item, ensures that the item will be assessed at the performance level as stated in the objective, and cause the assessment developer to ensure that sufficient lesson plan content is present to sufficiently train the skill.

C. Assessment Item Level of Learning

Section 2 Enabling Objective #3- Define the various levels of the psychomotor domain.

Display PowerPoint Slide—Assessment Function *Level of learning build*

The Psychomotor Domain involves the performance of motor skills and pertains to such skill sets as firearms, defensive tactics, and driving. The levels most applicable to academy level training are the Precision and Articulation levels.

1. Precision

This level of skill development is appropriate for police academy level training. In-service level expectations may exceed this level.

At this level, the individual can execute the skill reliably, independent of assistance.

The movement, skill, or sequence becomes habitual and is performed with confidence and proficiency.

Individuals can demonstrate the skill, movement or procedure to other learners. Quick, smooth, and accurate performance.

- Verbs associated with this level include but are not limited to: Demonstrates, completes, controls, perfects, performs, and shows.

2. Articulation

This is the ideal level of skill development for police academy training. In-service level expectations should attain this level or even raise to the Naturalization level.

At this level, an individual can adapt, modify, and integrate the skill to fit the special requirements of a given situation. They can combine the skill with other skills and methods to meet new conditions or requirements.

- Verbs associated with this level include but are not limited to: Construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify or improve.



D. Skills Criteria Development

Section 2 Enabling Objective #4- Develop appropriate criteria defining successful performance of skills.

Display PowerPoint Slide—Assessment Function *Criteria development build*

1. Importance of Skills Criteria

Criteria serve as definitions of what skill will be assessed, how the skill will be conducted, the time limits within which the skill needs to be completed, the sequence, the acceptable standard that defines successful performance, how many times the skill must be performed, under what circumstances the skill must be performed, etc.

2. Criteria and Performance Levels

A skills criterion must reflect the level of performance listed in the related objective. Developing skills criteria is extremely important if each skill needs to be performed according to reasonable yet challenging time limits.

Definitive criteria are also necessary if a skill must be completed in a particular manner, within a defined time, or in a particular sequence in order to comply with legal or procedural guidelines.

3. Types of Criteria

Display PowerPoint Slide— Quantitative Criteria

a. Quantitative Criteria

- Skill successfully performed to a minimum standard, e.g. 3 out of 5 attempts.
- Skill successfully performed within a specified time.

Display PowerPoint Slide— Example *three successive builds 1), 2), & 3).*

Example: Skill - Draw Speed

1) Condition

Starting with a secured weapon, and hands clasped in front of the body, cadet demonstrates the ability to draw and place a hit within the scoring area of a TQ 21 target at 4 yards in 2.5 seconds from an audible signal, 2 out of 3 consecutive attempts.

2) Performance

Starting with a secured weapon, and hands clasped in front of the body, cadet demonstrates the ability to draw and place a hit within the scoring area of a TQ 21 target at 4 yards in 2.5 seconds from an audible signal, 2 out of 3 consecutive attempts.

3) Standard

Starting with a secured weapon, and hands clasped in front of the body, cadet demonstrates the ability to draw and place a hit within the scoring area of a TQ 21 target at 4 yards in 2.5 seconds from an audible signal, 2 out of 3 consecutive attempts.



b. Qualitative Criteria

Display PowerPoint Slide– Qualitative Criteria

- Skill successfully performed consistently and effectively
- Skill performed in the correct sequence
- Skill performed at the appropriate time
- Skill performed in the appropriate manner

Display PowerPoint Slide– Example *three successive builds 1), 2), & 3).*

Example: Skill- Stoppage Clearance, Phase 2

1) Condition

Starting with a “failure to extract” simulation using an inert practice round in the chamber and an inert practice round as the top round in the magazine with the slide pushing this round forward, weapon at eye level, and a fresh magazine secured in a pouch, cadet properly clears a Phase 2 stoppage by starting with “TAP-RACK-READY” and proceeding to “LOCK-RIP-WORK-TAP-RACK-READY.”

2) Performance

*Starting with a “failure to extract” simulation using an inert practice round in the chamber and an inert practice round as the top round in the magazine with the slide pushing this round forward, weapon at eye level, and a fresh magazine secured in a pouch, **cadet properly clears a Phase 2 stoppage by starting with “TAP-RACK-READY” and proceeding to “LOCK-RIP-WORK-TAP-RACK-READY.”***

3) Standard

*Starting with a “failure to extract” simulation using an inert practice round in the chamber and an inert practice round as the top round in the magazine with the slide pushing this round forward, weapon at eye level, and a fresh magazine secured in a pouch, cadet properly clears a Phase 2 stoppage **by starting with “TAP-RACK-READY” and proceeding to “LOCK-RIP-WORK-TAP-RACK-READY.”***

c. Multi-Modal Criteria

In the previous two examples, the *Standard* was used to illustrate Quantitative and Qualitative criteria.

In some cases, course designers may employ, or instructors may encounter not only a *Standard* being classified as quantitative or qualitative, but also the *Performance*.

Display PowerPoint Slide– Example *three successive builds 1), 2), & 3).*

Instructor Note:

In the following example, the *Performance* reflects a qualitative measure in that it requires a specific sequence to be followed, while the *Standard* reflects a quantitative measure in that it requires the performance to be completed within a specified time. Viewing skills criteria in this way provides options for assessment developers.



Example: Skill- Stoppage Clearance, Phase 2

1) Condition

Starting with a “failure to extract” simulation using an inert practice round in the chamber and an inert practice round as the top round in the magazine with the slide pushing this round forward, weapon at eye level, and a fresh magazine secured in a pouch, cadet properly clears a Phase 2 stoppage (starting with “TAP-RACK-READY” and proceeding to “LOCK-RIP-WORK-TAP-RACK-READY,)” within 10.0 seconds.

2) Performance

Starting with a “failure to extract” simulation using an inert practice round in the chamber and an inert practice round as the top round in the magazine with the slide pushing this round forward, weapon at eye level, and a fresh magazine secured in a pouch, *cadet properly clears a Phase 2 stoppage (starting with “TAP-RACK-READY” and proceeding to “LOCK-RIP-WORK-TAP-RACK-READY,)” within 10.0 seconds.*

3) Standard

Starting with a “failure to extract” simulation using an inert practice round in the chamber and an inert practice round as the top round in the magazine with the slide pushing this round forward, weapon at eye level, and a fresh magazine secured in a pouch, cadet properly clears a Phase 2 stoppage (starting with “TAP-RACK-READY”) and proceeding to “LOCK-RIP-WORK-TAP-RACK-READY,” *within 10.0 seconds.*

Practical Exercise Skills Identification

Participants will use **Appendix G** to: Identify two skills items to be assessed: Develop criteria defining performance; Develop one criterion for the Precision, and one for the Articulation level of the psychomotor learning domain. **Use Appendix C** to debrief exercise. **Time Allotted 20 Minutes**

E. Types of Assessments

Section 2 Enabling Objective #5- Discuss various types of physical skills assessments.

1. Skills Checklists

Display PowerPoint Slide– Assessment Functions *Types of Assessments build*

Instructor Note:

Participants will review the checklist in **Appendix H & I** Firearms Skills Checklist Criteria. Note the variety of topical skills addressed and the order in which they are presented. Also note the specific criterion descriptions.

2. Rubrics

Instructor Note:

Participants will review the rubrics in **Appendices J & K**. Instructors will note that the Satisfactory / Unsatisfactory ratings on Appendix J are defined in Appendix K.



F. Content Validity

Section 2 Enabling Objective #6- Conduct a Content Validity Analysis by verifying the linkage between performance assessments and the content of skills training.

Display PowerPoint Slide– Assessment Function

Content Validity build

Assessment developers should review their skills assessments and criteria against the content of their lesson plans to ensure that the lesson plan and all practical training, drills, and practice sessions contain information, skill sequence, etc. that will clearly define and develop each skill.

Developers should ask: “Does the training provide specific information, coaching, and practice that will produce the skill?”

If such content, practice sessions, drills etc. do not present adequate developmental opportunities, then such activities must be added to the lesson plan, or an alternate criterion developed.

Practical Exercise Item Identification

Participants will complete **Appendix E** to assess the content validity of the skills lesson plan and **assessment**. This is the same process as completed previously for test questions.

Time for exercise is 10 minutes

G. Assessment Construction

Section 2 Enabling Objective #7- Recognize the tasks required to construct a performance assessment.

Display PowerPoint Slide– Assessment Functions *Assessment Construction builds 1, 2, and 3*

Various issues must be addressed to ensure proper test construction. These issues include:

1. Representation of Instructional Objectives

When compiling skills assessments, it is important to address several issues.

a. Assessing Objectives

Ensure that all or most of the skills indicated in the instructional objectives are covered by skill assessment items.

In some cases, it may not be necessary to assess a specific skill and may therefore be omitted from such assessment.

Unless there is a defensible reason, avoid producing an assessment having one or more instructional objective related skills heavily tested while other testable objectives are not represented.



b. **Distribution of Objective-Related Skills**

Ensure that the distribution of objective-related skills is representative of the amount of time that an objective received during the presentation of the course and the weight of importance of the skill.

For example, if about 10% of the course material addressed a specific objective, then about 10% of the skill assessment items should address that objective.

Practical Exercise Instructional Objectives Count

Participants will use the "Instructional Objectives Count" portion of the Content Validity Table in **Appendix E** to assess the representation and distribution of **skill assessment** items related to objectives. **Time for exercise is 5 minutes.**

2. **Topical Area Distribution**

Skill assessments should be compiled to ensure an appropriate distribution of skills related to various topical areas.

Avoid assessing one topic excessively while not testing others.

3. **Levels of Performance**

To provide a variety of testing levels, test writers should re-check assessment items to ensure that all applicable levels contained in instructional objectives reflect different levels of performance.

After assessment items have been identified and listed, and appropriate criteria developed, an assessment can be constructed by using the following steps:

- List items according to level of difficulty when possible.
- List basic items first followed by more complex items.
- List criterion in same order or format as listed items.

H. **Item Analysis**

Section 2 Enabling Objective #8- Conduct an assessment item analysis to determine the need for item revision.

Display PowerPoint Slide– Assessment Functions *Item Analysis*

It may be helpful to conduct an item analysis to ensure that performance criteria are written at an appropriate level of difficulty.

An analysis of several initial assessment results should be conducted to determine whether any problem criteria exist in the assessment.

By analyzing the failures to perform each assessment item and gauging their difficulty, assessment developers can identify and correct problematic criteria.



I. Importance of Proper Documentation

Display PowerPoint Slide– Assessment Functions *Documentation*

Instructor Note:

Pose the following question to participants: Why spend so much time and effort to compile and use skills checklists or rubrics?

Some might argue that an experienced, qualified instructor does not need a skills checklist or rubric to determine if such person can perform a given task.

Rather, such an instructor can determine that successful performance has occurred by simply observing an individual perform a given task.

While this may be true, instructors cannot adequately remember every cadet's performance on every skill.

Proper and consistent documentation is needed to adequately record a person's skill level.

Such documentation may be needed when an individual sues an academy or department due to dismissal, or other actions taken that result in disciplinary action or lawsuits.

Without proper documentation, instructors cannot adequately provide useful information for every cadet in every class or for every officer over a period of time.

Having a record of how a cadet or officer performs on key skills will allow an instructor to speak more effectively about the qualifications of the individual.

References

1. Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., Wittrock, M.C. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Pearson, Allyn & Bacon.
2. Bloom, B. Ed. (1956) *Taxonomy of Educational Objectives: The classification of educational goals*.
3. Dave, R.H. (1970). Psychomotor levels in *Developing and Writing Behavioral Objectives*, pp.20-21. R.J. Armstrong, ed. Tucson, Arizona: Educational Innovators Press.
4. FLETC Instructional Systems Design Training Program. Federal Law Enforcement Training Center. U. S. Department of Homeland Security. Glynco, Georgia.
5. Krathwohl, David, Bloom, Benjamin, and Masia, Bertram. (1973). *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook II: Affective Domain*. David Mc Kay, New York, 1973.
6. MPOETC (2006). *Municipal Police Officers' Education & Training Commission, Test Development: An Instructor's Guide*.



APPENDIX A Item Identification Exercise

Instructions: Use a *copy of an academic lesson plan*; Write the objectives for a course in the first column; In the second column, identify and list the task-related knowledge items indicated in the objective; In the third column, identify the domain to which it belongs; In the last column, list the level of learning it represents. Participants can use the table contained in the Domains handout.

Objective	Task Related Item	Domain	Learning Level



APPENDIX B

Test Questions

Directions: Write stems for five different types of questions. Ensure that stems are related to an objective, present one theme per stem and use clear wording.

Question 1 Stem-

Answers/ Distractors

Question 2 Stem-

Answers/ Distractors

Question 3 Stem-

Answers/ Distractors

Question 4 Stem-

Answers/ Distractors

Question 5 Stem-

Answers/ Distractors



APPENDIX C

Practical Exercise Rubric

Questions		
Question 1	Yes	No
Level of Learning Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/>		
Related to Objective		
One Theme		
Question 2	Yes	No
Level of Learning Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/>		
Related to Objective		
One Theme		
Question 3	Yes	No
Level of Learning Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/>		
Related to Objective		
One Theme		
Question 4	Yes	No
Level of Learning Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/>		
Related to Objective		
One Theme		
Question 5	Yes	No
Level of Learning Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/>		
Related to Objective		
One Theme		
Skills		
Skill 1	Yes	No
Level of Learning Precision <input type="checkbox"/> Articulation <input type="checkbox"/>		
Related to Objective		
Criterion has a Condition, Performance, and a Standard		
Skill 2	Yes	No
Level of Learning Precision <input type="checkbox"/> Articulation <input type="checkbox"/>		
Related to Objective		
Criterion has a Condition, Performance, and a Standard		



APPENDIX D

Content Validity Analysis

The following table is a test content validity analysis for Basic Training Volume _ Section _ .

This table uses the following format: **Test Question Number** followed by the number of the **Instructional Objective** to which the question relates, followed by the **Lesson Plan Page Number** where the test question information is found.

Example: The first row reads as follows: **1:2**.

This example indicates that **Test Question #1** relates to **Instructional Objective #1**, and the answer to this question is found in the **Lesson Plan** on **Page 2**.

Lastly, an Instructional Objective Count is provided that indicates the number of questions that test each objective.

Volume _ Section _ Test		
1. 1:2	11. 2:3-6	21. 4:4-6
2. 7:12	12. 11:27	22. 5:8-9
3. 2:6	13. 4:7	23. 5:7
4. 6:14	14. 6:14-17	24. 8:11
5. 3:7	15. 7:14	25. 7:13
6. 4:4-5	16. 9:25	26. 8:15-17
7. 10:22	17. 13:15-17	27. 4:7
8. 12:24	18. 3:6	28. 12:22
9. 4:11	19. 10:22	29. 14:25
10. 5:11	20. 6:13	30. 11:18

Instructional Objective Count

Instructional Objective #	1	2	3	4	5	6	7	8	9	10	11	12	13	14
# Times Tested	1	2	2	5	3	3	3	2	1	2	2	2	1	1



APPENDIX E Content Validity Analysis

The following table is a test content validity analysis for Basic Training Volume ____ Section ____ .

This table uses the following format: **Test Question Number** followed by the number of the **Instructional Objective** to which the question relates, followed by the **Lesson Plan Page Number** where the test question information is found.

Lastly, an Instructional Objective Count is provided that indicates the number of questions that test each objective.

Volume _ Section _ Test		
1.	11.	21.
2.	12.	22.
3.	13.	23.
4.	14.	24.
5.	15.	25.
6.	16.	26.
7.	17.	27.
8.	18.	28.
9.	19.	29.
10.	20.	30.

Instructional Objective Count

Instructional Objective #	1	2	3	4	5	6	7	8	9	10	11	12	13	14
# Times Tested														



APPENDIX F
Test Item Analysis
Page 1

	A	B	C	D	Total
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
					# of participants

Step One- Compile a table containing the number of rows equal to the number of test questions, and columns for A, B, C, and D answers.



APPENDIX F
Test Item Analysis
Page 2

Answer Key in Black Shading

	A	B	C	D	Total
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
					# of participants

Step Two- Complete a Test Answer Key by shading correct answers in appropriate spaces.



APPENDIX F
Test Item Analysis
Page 3

Record Incorrect Answers

	A	B	C	D	Total
1					
2			/		1
3					
4					
5					
6				/	1
7					
8					
9		///			3
10					
11					
12					
13	/				1
14		/		/	2
15					
16	////		/	//// /	12
17				/	1
18					
19					
20		/	/		2
21					
22					
23				/	1
24					
25		//			2
26		/			1
27	/				1
28		//	/		3
29		/			1
30			/		1
					32 participants

Step Three- Check each participant's test for questions answered **incorrectly**.

Place a "/" mark for each incorrect answer in the corresponding rows for Test Question, and columns A B C D. For example, a participant incorrectly chose "C" for Question 2. The correct answer was "D." In this case, place a "/" in the "C" column for Question 2. Complete the chart for each test and each participant. Place the total incorrect answers for each question in the "Total" column to the right. This column allows identification of problematic questions. The A B C D columns indicate which of the detractors was chosen; allowing for a closer examination of any problematic detractors.

Step Four- Choose the most often missed questions for further review and revision. Review distractors for frequently missed questions.



APPENDIX G

Skills Identification and Criteria

Directions: Identify two physical skills to be assessed. Develop a criterion for assessing one skill at the Precision level, and the other at the Articulation level.

Skill 1:

Performance Level:

Criterion:

Skill 2:

Performance Level:

Criterion:



APPENDIX H

Handgun Skills Checklist

Cadet Name _____
Academy _____

Training Dates _____
Instructor _____

	SKILLS	SATISFACTORY	UNSATISFACTORY	COMMENTS
1.	Muzzle Control (EACH hand)			
2.	Trigger Finger Management (EACH hand)			
3.	Manual Safety Operation (EACH hand)			
4.	Understands Function of Weapon			
5.	Administrative Loading & Unloading			
6.	Condition Check			
7.	Ready Position / Scan Procedure			
8.	Stance			
9.	Grip (EACH hand)			
10.	Draw, form			
11.	Draw, speed			
12.	Holstering			
13.	Universal Cover Mode, Verbal Challenge			
14.	Speed Reloading, Slide Forward			
15.	Speed Reloading, Slide Back			
16.	Magazine Save Reload (Tactical Reload)			
17.	Accuracy			
18.	Draw and Multiple Shots			
19.	Multiple Target Technique			
20.	Stoppage Clearance, Phase 1			
21.	Stoppage Clearance, Phase 2			
22.	Weapon Retention Stance Firing			
23.	Shove-Shoot			
24.	Dynamic Weaponcraft			
25.	One-Handed Shooting (EACH hand)			
26.	Support Hand Draw			
27.	One-Hand Reload (EACH hand)			
28.	One-Hand Stoppage Clearance (EACH hand)			
29.	Adverse-Light without Flashlight Accuracy			
30.	Adverse-Light with Flashlight Accuracy			
31.	Adverse-Light Flashlight Technique			
32.	Adverse-Light Reloading			
33.	Averse-Light Stoppage Clearance			
34.	Use of Cover			
35.	Movement with Drawn Weapon			
36.	Decision-Making/Treat Level Identification			
37.	Follows Safety Rules & Instructions			

Comments: _____

Instructor Signature _____ **Date** _____

Successful completion of firearms training requires a "Satisfactory" rating is for all criteria by the end of the course. Source- Based on "Handgun Skills Check List" by E. Kapelsohn, Peregrine Corporation.



APPENDIX H

Handgun Skills Criteria

1. **Muzzle Control** (Each hand): Cadet points weapon in safe direction; does not cover themselves or others while drawing, holstering, reloading; keeps muzzle safely pointed during range exercises.
2. **Trigger Finger Management** (Each hand): Cadet's finger must be braced along the frame or slide of the weapon whenever not actually firing; cadet's finger cannot be braced on the front edge of the trigger guard, or un-braced; cadet's finger must reliably leave the trigger guard and assume the braced position whenever the weapon is lowered from the firing position.
3. **Manual Safety Operation** (Each hand): (If applicable) cadet quickly and reliably disengages the manual safety after drawing and deciding to fire, and reliably engages manual safety before moving or holstering.
4. **Understands Function of Weapon**: Cadet demonstrates through their weapon handling that they understand the basic functioning cycle of the pistol and the purposes of the weapon's primary parts.
5. **Administrative Loading & Unloading**: Cadet repeatedly demonstrates proper loading procedure. Cadet repeatedly demonstrates proper procedure for unloading as taught.
6. **Condition Check**: Cadet repeatedly demonstrates proper procedure for checking the chamber.
7. **Ready Position / Scan Procedure**: Cadet automatically assumes proper ready position, with their trigger finger braced along the frame or slide of the weapon. Manual safety (for double action semi autos) should be disengaged, and visually scans the threat area after firing sequence is complete. Manual safety (for single action semi autos) should be engaged, while visually scanning the threat area after firing sequence is complete. The manual safety for single-action weapons should be engaged while in the ready position, while moving, etc. and disengaged when firing.
8. **Stance**: Cadet automatically assumes acceptable eye-level firing stance, including acceptable weight balance and foot placement.
9. **Grip** (Each hand): Cadet automatically assumes the proper grip on the weapon, including placement of support-hand thumb on the same side of the weapon as the strong hand thumb.
10. **Draw, form**: Cadet demonstrates acceptable form of the draw, including both efficiency and safety of movement; proper manual safety disengagement. Single-action manual safeties should be left engaged, unless the cadet is drawing having already decided to fire, in which, for single-action autos, the safety should be disengaged between what would be ready position (hands together on pistol) and eye level.
11. **Draw, speed**: Starting with a secured weapon, and hands clasped in front of the body, cadet demonstrates the ability to draw and place a hit within the scoring area of a TQ 21 target at 4 yards in 2.5 seconds from an audible signal, 2 out of 3 consecutive attempts.
12. **Holstering**: Cadet repeatedly demonstrates proper technique for holstering and securing the weapon, using strong hand only and without looking at the holster; from a low ready position, shooter demonstrates the ability to engage the manual safety (if applicable) and holster the weapon as described above in 7.0 seconds, 2 out of 3 consecutive attempts.



13. **Universal Cover Mode, Verbal Challenge:** Cadet repeatedly demonstrates proper universal cover mode, verbal challenge, and trigger finger management. Manual safety will be disengaged (for double action weapons) Single-action manual safety should be left engaged, until the cadet has placed their sights on target and has decided to fire.

Cadet will also be required, at unexpected intervals, to employ a high ready position and, upon an audible signal, to hit within the scoring area of a TQ 21 target at 3 yards in 0.5 seconds, 3 out of 3 consecutive attempts.
14. **Speed Reloading, Slide Forward:** Cadet demonstrates proper reloading form; starting with weapon at eye level with slide forward, empty magazine in magazine well, and spare magazine secured in pouch, cadet properly performs a speed reload in 4.0 seconds, 2 out of 3 consecutive attempts.
15. **Speed Reloading, Slide Back:** Cadet demonstrates proper reloading form; starting with weapon at eye level with slide locked back, empty magazine in magazine well, and spare magazine secured in pouch, cadet properly performs a speed reload in 4.0 seconds, 2 out of 3 consecutive attempts.
16. **Magazine Save Reload (Tactical Reload):** Starting with weapon at eye level and slide forward, magazine in magazine well, and spare magazine secured in pouch, cadet demonstrates proper tactical reloading procedure including securing the used magazine and reassuming a two-hand hold of the weapon at eye level.
17. **Accuracy:** Cadet repeatedly demonstrates acceptable center-of-mass accuracy at distances to 25 yards; shooter fires qualifying scores on daylight qualification course.
18. **Draw and Multiple Shots:** Starting with weapon secured in holster and hands clasped in front of body, cadet draws and places 2 center mass hits in the mid to upper chest area of the TQ 21 target scoring ring placed at 4 yards in 3.0 seconds, 2 out of 3 consecutive attempts.
19. **Multiple Target Technique:** Starting with the weapon in the ready position, cadet places two hits within the scoring area of a TQ 21 target at 4 yards and 2 yards apart with a total of 4 rounds in tactically correct sequence (1-2-1) in 3.0 seconds, 2 out of 3 attempts.
20. **Stoppage Clearance, Phase 1:** Starting with a “stovepipe” (empty case in the ejection port) and a loaded magazine in the weapon at eye level, cadet properly clears the stoppage and fires 1 shot within 2.5 seconds.

--Starting with a “failure to fire” and a loaded magazine in the weapon at eye level cadet properly clears the stoppage and fires 1 shot within 2.5 seconds.

--Starting with a “failure to feed” and a loaded magazine in the weapon at eye level cadet properly clears the stoppage and fires 1 shot within 2.5 seconds.
21. **Stoppage Clearance, Phase 2:** Starting with a “failure to extract” simulation using an inert practice round in the chamber and an inert practice round as the top round in the magazine with the slide pushing this round forward, weapon at eye level, and a fresh magazine secured in a pouch, cadet properly clears the stoppage (starting with “TAP-RACK-READY {GO}” and proceeding to “LOCK-RIP-WORK-TAP-RACK-READY”, firing 1 shot within 11.0 seconds.
22. **Weapon Retention Stance Firing:** Cadet demonstrates proper weapon retention stance, including safe positioning of support hand and reliable cycling of weapon; cadet fires qualifying score on daylight and adverse light qualification courses; starting with weapon secured in holster, and hands clasped in front of body, cadet draws and hits 2 times within the scoring area of a TQ 21 target in 3.0 seconds, at 2 yards, 2 out of 3 consecutive attempts.



23. **Shove-shoot:** Cadet demonstrates proper shove-shoot technique; cadet fires qualifying score on daylight and adverse light qualification courses; starting with weapon secured in holster in proper interview stance at 1 yard from target, cadet properly performs a shove-shoot, firing 2 rounds and achieving 2 hits in the mid to upper portion of the chest scoring area of a TQ 21 target, chest within 3.5 seconds, 2 out of 3 consecutive attempts.
24. **Dynamic Weaponcraft:** Cadet demonstrates proper firing retreat technique; starting at 2 yards from target, with weapon secured in holster, and hands at sides, on audible signal, cadet retreats to 7-yard line, firing 5 rounds and achieving 5 hits in the mid to upper portion of the chest scoring area of a TQ 21 target, within 7 seconds.
- Cadet will practice moving in various directions (forward, lateral, oblique angles) while dry firing.
25. **One-Handed Shooting:** Starting with the weapon at a low ready position using one hand only, cadet demonstrates the ability to fire five shots at eye level and hit the scoring ring of the TQ 21 target at 7 yards with at least 4 out of 5 rounds. When using the strong hand, cadets will have an 8-second time limit. When using the support hand, cadets will have a 10-second time limit.
26. **Support Hand Draw:** Starting with an empty weapon secured in the holster, cadet draws the weapon and obtains a proper firing grip using the support hand only. Holsters with a single retention device within 5 seconds, 2 out of 3 consecutive attempts. Holsters with a level II or III retention, are allowed 8 seconds.
27. **One-Hand Reload (Each hand):** Starting with the weapon in hand, with the slide closed, and a spare magazine secured in a pouch, cadet demonstrates the ability to reload the weapon using either hand, without the assistance of the other hand within 10 seconds.
28. **One-Hand Stoppage Clearance (Each hand):** Conducted with inert training rounds. Starting with a “stovepipe” (empty case in the ejection port) and a magazine loaded with inert training rounds in the weapon at eye level, cadet properly clears the stoppage with one hand without the assistance of the other hand, and dry fires 1 shot within 3 seconds.
- Starting with a “failure to fire” and a magazine loaded with inert training rounds in the weapon at eye level cadet properly clears the stoppage with one hand without the assistance of the other hand and dry fires 1 shot within 3 seconds.
- Starting with a “failure to feed” and a magazine loaded with inert training rounds in the weapon at eye level cadet properly clears the stoppage with one hand without the assistance of the other hand and dry fires 1 shot within 3 seconds.
- Starting with a “failure to extract” simulation using an inert practice round in the chamber and an inert practice round as the top round in the magazine with the slide pushing this round forward, weapon at eye level, and a magazine loaded with inert training rounds secured in a pouch, cadet properly clears the stoppage with one hand without the assistance of the other hand, (starting with “TAP-RACK-READY{GO}” and proceeding to “LOCK-RIP-WORK-TAP-RACK-READY”, dry firing 1 shot.
29. **Adverse-Light without Flashlight, Accuracy:** Cadet demonstrates acceptable accuracy in adverse light without the use of a flashlight by qualifying on an adverse light firing course.
30. **Adverse-Light with Flashlight, Accuracy:** Cadet demonstrates acceptable level of accuracy in adverse light while using a flashlight and firing a qualifying score on an adverse light course.



31. **Adverse-Light Flashlight Technique:** Cadet demonstrates a proper technique (Harries, Chapman, or other acceptable technique) for manipulating the flashlight and weapon together, including proper manipulation of the light while reloading the weapon, and safe technique for drawing and re-holstering the weapon while holding the flashlight.
32. **Adverse-Light Reloading:** Cadet demonstrates the ability to perform a speed reload the handgun in adverse light within 4.5 seconds, and a tactical reload in adverse light within 8 seconds.
33. **Adverse-Light Stoppage Clearance:** Cadet correctly performs the Phase 1 and Phase 2 stoppage clearance procedures as taught, under adverse light conditions.
34. **Use of Cover:** Cadet demonstrates proper "roll-out" technique while using cover, and proper movement from cover to cover by using Cover Zones.
35. **Movement with drawn weapon:** During dynamic range exercises at moderately high stress levels, cadet demonstrates their ability to properly move with a drawn weapon by demonstrating proper trigger finger management, muzzle control, and de-cocking (if applicable) and engaging the manual safety on single-action semi-automatic weapons before moving.
36. **Decision-making / Threat Level Identification:** Cadet demonstrates the ability in decision-making exercises to engage only those targets designated; cadet demonstrates the ability to make appropriate shoot / no shoot / challenge decisions on an Adverse-light decision-making course.
37. **Follows Safety Rules & Instructions:** Cadet follows safety rules and procedures as explained. Cadet pays attention to and follows instructions as given. Cadet handles weapon safely.

Note: The criteria included in this chapter will be used with the Handgun Skills Checklist.

Source- The Handgun Skills Criteria and Checklist were originally developed by Emanuel Kapelsohn, President, of the Peregrine Corporation. These criteria and checklist have been modified and are used with permission.



APPENDIX J

Final Scenario Checklist	
Annotate overall performance for each assessed area by circling the appropriate option in the box to the right. Provide specific details to support UNSATISFACTORY rating of a cadet on this testable area of the curriculum.	
Cadet _____	
Assessment Criteria	Assessment
A. Safety Cadet follows firearms safety rules such as proper muzzle control and trigger finger management, defensive tactics principles such as avoiding baton strikes to restricted areas. Cadets will adhere to safety standards pertaining to personal and public safety and situational awareness while engaging in scenarios. Cadets will use seat belts while driving.	Satisfactory Unsatisfactory
B. Communication Cadet uses and displays acceptable verbal communication skills such as verbal commands, and other verbal interactions. Cadet uses and displays acceptable non-verbal communication skills such as, proper body language, stance, facial expressions and other postures. Cadet uses effective calming and de-escalation techniques.	Satisfactory Unsatisfactory
C. Tactics Cadet articulates and demonstrates a proper approach to the scene, uses proper officer/subject positioning, maintains proper reactionary gap, keeps their weapon side away from the subject (as much as is feasible), uses cover and concealment when feasible, and effectively employs and interacts with a back-up officer. Cadet uses tactically acceptable approaches to buildings, subjects and subject vehicles.	Satisfactory Unsatisfactory
D. Use of Force Cadet makes legally defensible use of force decisions. Cadet simulates the employment of force in a safe and defensible manner. Cadet articulates their justification for use of force decisions, including the extent, time, and manner in which simulated force was applied.	Satisfactory Unsatisfactory
E. Medical Cadet makes appropriate decisions in a tactically appropriate manner to address any medical conditions presented.	Satisfactory Unsatisfactory
F. Resolution Cadet makes appropriate decisions and takes proper actions according to the facts presented. Articulates justification for actions, including but not limited to: legal decisions made (e.g. search and seizure), deployment decisions, tactics, use of force decisions, referrals, arrest decisions, etc. This criterion is an overarching goal for successful completion of this scenario checklist.	Satisfactory Unsatisfactory
Comments (required for any section where cadet doesn't meet standards):	
Signature of Academy Director/Designee	Date



APPENDIX K

Final Scenario Performance Standards			
Cadet _____	Scenario _____	Evaluator _____	Date _____
Summary Comments or Recommendations			
SAFETY STANDARDS SATISFACTORY PERFORMANCE		SAFETY STANDARDS UNSATISFACTORY PERFORMANCE	
Cadet follows basic firearms safety rules - proper muzzle control, trigger finger management, & target awareness.		Cadet inappropriately points the muzzle at people. Cadet has finger on trigger at inappropriate times. Cadet fails to show target awareness or surroundings.	
Cadet performs Defensive Tactics Principles correctly – utilizing angles of movement, pain compliance, leverage techniques, etc. as shown in class.		Cadet fails to perform Defensive Tactics techniques learned in class properly – strikes in lethal areas/inappropriate target areas, uses at inappropriate times	
Cadet adheres to personal safety standards – maintains disciplined focus, assessing and controlling scenes that contain rapidly changing, chaotic, or unpredictable events.		Cadet exposes self and others to unnecessary dangers – fails to stay task-focused under time urgency.	
Cadet maintains situational awareness while engaged with scenario actors, anticipates and reacts to physical movements and verbal actions.		Cadet has no sense of tactical awareness while engaged with scenario actors; shows an inattentiveness to the task at hand.	
Cadet demonstrates multi-tasking abilities by minimizing the loss of eye contact with the suspect/ vehicle while using the police radio, writing notes, writing citations, etc.		Cadet fails to demonstrate the ability to multi-task and cannot operate a motor vehicle or deal with a person while handling tasks that cause a momentary diversion of the eyes or attention from the suspect/vehicle.	
Cadet operates a police vehicle within compliance of all traffic laws and procedural guidelines.		Cadet operates a police vehicle without due regard for the safety of others and violates procedural guidelines.	
Cadet uses seat belts while driving and follows a standard of care while interacting with others in traffic.		Cadet fails to use seat belts or follow standard issues of care while driving/interacting with others while in traffic.	
COMMUNICATION SATISFACTORY PERFORMANCE		COMMUNICATION UNSATISFACTORY PERFORMANCE	
Cadet uses acceptable verbal communication. Commands are concise and complete. Cadet remains neutrally objective and responsive to others.		Cadet uses unacceptable verbal communication. Commands are formal/tense, confusing, discriminatory, dismissive, abusive, etc.	
Cadet responds/engages in radio communications in an accurate, brief, and clear fashion. Cadet provides correct information (location, suspect, etc.) and self-initiates back-up response if needed.		Cadet responds/engages in radio communications by speaking too fast/too slow, taking excessive pauses, gets frustrated easily, and is discourteous. Cadet fails to promptly request a back-up response.	
Cadet uses/displays acceptable non-verbal communication skills – indicating interest, caring, understanding, positivity, etc.		Cadet uses/displays unacceptable non-verbal communication skills – indicating lack of empathy, disgust, lack of caring, frustration, etc.	
Cadet uses effective calming and de-escalation techniques, establishes a climate of mutual trust and rapport.		Cadet's actions cause the situation to escalate or to get out of control.	
Cadet does not enter situations with predetermined beliefs and opinions		Cadet intentionally, or unintentionally communicates his/her personal biases by failing to remain objective and neutral during the situation.	
Cadet effectively interacts/communicates with primary/back-up officer.		Cadet fails to communicate with their primary/back-up officer, which causes a break-down in control of the situation.	



TACTICS SATISFACTORY PERFORMANCE	TACTICS UNSATISFACTORY PERFORMANCE	
Cadet demonstrates proper officer/subject positioning – maintaining proper reactionary gap, anticipates and reacts to the physical movements and verbal actions of others.	Cadet allows the subject to gain access to personal space, failing to maintain a reactionary gap, exposes self and others to unnecessary dangers.	
Cadet maintains disciplined focus by recognizing, assessing, and controlling scenes that contain rapidly changing, chaotic, or unpredictable events; maintains visual contact and scanning of persons/targets.	Cadet fails to stay task-focused under time urgency; does not maintain visual contact and scanning of persons/targets.	
Cadet demonstrates understanding and applies frisk and search principles and practices in field contact/custody situations.	Cadet is unable to distinguish between frisk and search in field contact/custody situations.	
Cadet keeps dominant hand-free, protects weapon (keeps his/her weapon side away from the subject, as much as feasible).	Cadet fails to maintain the weapon side away from the subject, allowing the subject the ability to gain access to the weapon	
Cadet articulates/demonstrates cover versus concealment positions properly.	Cadet fails to articulate/demonstrate use of cover versus concealment positions during the situation.	
Cadet does not hesitate to immediately provide physical and/or verbal backup assistance to partner officer and other personnel without prompting.	Cadet fails to immediately react to provide back-up assistance to partner officer and other personnel without prompting.	
Cadet demonstrates or articulates a tactical approach to buildings/persons/vehicles. Cadet offsets patrol vehicle for a tactical approach in a traffic stop.	Cadet is lackadaisical and complacent when approaching buildings/persons/vehicles.	
USE OF FORCE DECISIONS SATISFACTORY PERFORMANCE	USE OF FORCE DECISIONS UNSATISFACTORY PERFORMANCE	
Cadet makes legally defensible use of force decisions.	Cadet makes inappropriate use of force decisions.	
Cadet simulates the employment of force in a safe defensible manner.	Cadet simulates the employment of force incorrectly/in manner which is not consistent with the techniques shown in class.	
Cadet articulates his/her justification for the use of force decision that they made; including extent, time, and manner in which simulated force was applied.	Cadet cannot articulate or justify the use of force decision that he/she made (regardless if it was the correct decision or not).	
MEDICAL CARE DECISIONS SATISFACTORY PERFORMANCE	MEDICAL CARE DECISIONS UNSATISFACTORY PERFORMANCE	
Cadet appropriately addresses any medical conditions presented.	Cadet failed to address medical concerns that were presented.	
Cadet applied techniques learned in class appropriately for the given situation.	Cadet failed to apply the techniques learned in the classroom or failed to apply techniques properly for the given situation.	
OVERALL DECISIONS/SUCCESSFUL RESOLUTION SATISFACTORY PERFORMANCE	OVERALL DECISIONS/SUCCESSFUL RESOLUTION UNSATISFACTORY PERFORMANCE	
Cadet's decision-making reflects understanding of and realistic service delivery options & alternatives.	Cadet failed to take proper action. Cadet failed to make appropriate decisions based on the given facts of the situation.	
Cadet demonstrates knowledge and application of criminal/traffic laws and can distinguish criminal from non-criminal activity.	Cadet fails to establish the necessary elements of criminal/traffic offenses and is uncertain if a crime was committed.	
Cadet demonstrates understanding of the laws of arrest, search and seizure.	Cadet fails to lawfully apply procedural principles of arrest, search and seizure.	
Cadet recalls information from prior calls/contacts, given dispatch information, prior dispatch information, etc., and uses this information to follow-up/facilitates multiple options for problem resolution.	Cadet fails to use/identify previously given information, resources which might provide information (dispatch, warrant checks, etc.). Arrives on scene with pre-conceived solution to resolve a situation, fails to display flexibility in finding solutions, or avoids taking action.	
Cadet demonstrates ownership, accountability, responsibility for his/her actions and behaviors.	Cadet rationalizes errors and mistakes, becomes verbally and/or non-verbally defensive.	
Cadet articulates justification for actions taken: legal decisions made (search & seizure, etc.), deployment decisions, referrals	Cadet could not articulate justification for actions taken.	
Cadet articulates justification for arrest decisions or articulates the use of discretion with due regard to the type of violation and the degree of public safety/risk.	Cadet fails to demonstrate diversity of enforcement actions, does not see or overlooks violations; fails to take safe, effective command.	
Overall, cadet demonstrates recall and application of the appropriate knowledge and skills to correctly gain a successful completion to the given circumstances of this scenario.	Overall, cadet was unable to complete tasks associated with this scenario without additional assistance from the instructor. The cadet allowed the scenario to escalate out of control or failed to take action which led to unsatisfactory completion of the scenario.	



APPENDIX L

Content Validity Analysis

The following table is a test content validity analysis for “Developing Academic & Performance Assessments.”

This table uses the following format: **Test Question Number** followed by the number of the **Terminal Objective** and **Enabling Objective**, to which the question relates, followed by the **Lesson Plan Page Number** where the test question information is found.

Example:

- Test question 1 reads: **T1E1:1**. This means that test question 1 relates to Terminal Objective 1, Enabling Objective 1, and the answer is found on page 1.

Lastly, an Instructional Objective Count is provided that indicates the number of questions that test each objective.

Developing Academic and Performance Assessments	
1. T1E1:1	11. T2E8:18-19
2. T1E2:2-6	12. T3E1:20
3. T2E2:2-3,& 7	13. T3E2:21
4. T2E3:2-3,& 7	14. T3E3:3-4
5. T2E3:2-3,& 7	15. T3E4:21-24
6. T2E5:19	16. T3E4:21-24
7. T2E6:16	17. T3E5:24
8. T2E6:16-17	18. T2E6:16 T2E8:18-19 T2E7:16
9. T2E8:18-19	19. T3E1:20
10. T2E8:18-19	20. T3E8:26

Instructional Objective Count

IO#	T1E1	T1E2	T2E1	T2E2	T2E3	T2E4	T2E5	T2E6	T2E7	T2E8	T3E1	T3E2	T3E3	T3E4	T3E5	T3E6	T3E7	T3E8
Tested	1	1		1	2	performance	1	3	1	4	2	1	1	2	1			1