

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 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.	

<p style="text-align: center;">TACTICS SATISFACTORY PERFORMANCE</p>	<p style="text-align: center;">TACTICS UNSATISFACTORY PERFORMANCE</p>
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.
<p style="text-align: center;">USE OF FORCE DECISIONS SATISFACTORY PERFORMANCE</p>	<p style="text-align: center;">USE OF FORCE DECISIONS UNSATISFACTORY PERFORMANCE</p>
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 <u>articulate</u> or <u>justify</u> the use of force decision that he/she made (regardless if it was the correct decision or not).
<p style="text-align: center;">MEDICAL CARE DECISIONS SATISFACTORY PERFORMANCE</p>	<p style="text-align: center;">MEDICAL CARE DECISIONS UNSATISFACTORY PERFORMANCE</p>
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.
<p style="text-align: center;">OVERALL DECISIONS/SUCCESSFUL RESOLUTION SATISFACTORY PERFORMANCE</p>	<p style="text-align: center;">OVERALL DECISIONS/SUCCESSFUL RESOLUTION UNSATISFACTORY PERFORMANCE</p>
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