



Idaho Peace Officer Standards and Training Policies and Operating Procedures

Section # 3	Basic Training Bureau and Curriculum Office	Origination Date: 5 November 2013
Procedure # 9	Subject: Writing Performance-Based Vignettes-Scenario for Learning and Testing	
Reference:	Idaho Code	19-5109.(1) (b) and (e)
	IDAPA Rule	11.11.01.075; 11.11.01.077; 11.11.01.079; 11.11.01.133; 11.11.01.147; 11.11.01.165; 11.11.01.199a.; 11.11.02.031.02; 11.11.03.031.02; 11.11.04.053; 11.11.05.100; 11.11.05.101; 11.11.06.031
	ISP Policy	N/A
	IPOST Policy	3.2, 3.3, 3.4, 3.7, 3.8
Commentary:	<p>Performance-based standards are to meet a sufficient standard, to be judged as successfully completing or passing the exercise. The standards must be accomplished by each student, for each performance outcome or performance objective mandated by the POST Council. In order to show competency through successful completion of a performance-based standard, the exercise must be correctly presented, with clear guidelines on how the standard is to be graded. The exercise must represent the intended performance-based standard and be realistic of the type of work-related situations that an officer who would be responsible to successfully perform in the course of his/her employment.</p> <p style="text-align: center;">The following is effective immediately:</p>	
Policy:	<p>It is the policy of the Idaho Division of Peace Officer Standards and Training (POST) that performance-based academy training and testing, conducted under the authority of POST, will conform to specific standards, to include: style, format, competent information, and regular review for accuracy; and content and compliance with good legal, performance, and community relations principles.</p>	
Authority and Interpretation	<p>This policy is issued by the Idaho POST Division Administrator and supersedes any previous Written Examination and Performance-Based Testing Policy issued before August 30, 2013.</p> <p>The POST Division Administrator is the final authority responsible for official interpretation of this policy. Questions regarding the application of this policy should be directed to the POST Division Administrator for interpretation or determination.</p>	



Purpose:	To ensure that POST has a defined process for developing and documenting performance-based training and testing in order to produce well-trained officers for service to the public.
Definitions:	<p>For purposes of this policy, the following definitions are provided:</p> <p>“Audio-visual training material” PowerPoint Presentations, Internet presentations, compact disks (CDs), video tapes, digital tapes, audio tapes, films, slides, pictures or similar media. Does not include classroom hand-out material.</p> <p>“Performance-based testing” – means a testing process that requires the student to engage in verbal and physical demonstrations that can be analyzed by an evaluator(s) to determine successful completion of the testing process. Successful completion of performance testing is subjective, based upon a written scenario that includes specific instructions and a performance outcome, and the knowledge, skills and abilities of the evaluator.</p> <p>“Performance-Outcome” – means a standard that is to be achieved through the training process.</p> <p>Practical Exercise: A graded or ungraded technique used during a training session that permits students to acquire and practice the knowledge, skills, and attitudes necessary to successfully perform one or more training objectives.</p> <p>“Subject Matter Expert” (SME) – means an individual who either by experience or knowledge demonstrates the requisite ability to provide course instruction, grading of performance-based testing, provide expertise in determining proper lesson plan materials or provide advice regarding training development and/or projects.</p> <p>“Training Manager System” (TMS) – means an electronic training records and testing database used by the Idaho Division of Peace Officer Standards and Training for developing written examinations and recording individual test scores.</p> <p>Vignette: a short impressionistic scene within the lecture presentation to a group of students that focuses a teaching idea or concept of a performance objective(s).</p> <p>Scenario: the written form of a practical exercise, whether presented in through performance-based testing or a written descriptive desk-top exercise.</p> <p>“Written examination” – means a testing process that is provided to the student in a written format, either on paper or by an electronic device, that requires the student to provide answers on a sheet of paper or by electronic text or acknowledgment.</p>



<p>Procedure:</p> <p>R.A.C.I.</p> <p>1. Subject Matter Experts</p> <p>2. Instructors</p> <p>3. Curriculum Committee</p> <p>4. Curriculum Office Staff</p> <p>5. Academy Training Manager</p>	<p>1. Vignettes:</p> <p>(a) May be used by instructors to during the lecture portion of a training discussion that represents key learning points of the training provided to students.</p> <p>(b) Vignettes should be written for purposes of clarity and uniformity, and be represented in the course lesson plan as supplementary appendices to be available for use by certified instructors.</p> <p>2. Performance-Based Testing Process</p> <p>The ability of an officer or dispatcher to successfully apply the knowledge learned during the academy experience is the ultimate goals of the training experience. To assist academy personnel and training contractors to properly assess performance-based training exercises, POST must develop well-written scenarios that include the necessary components to document a student's performance. This process is outlined within this policy, and is expected to be complied with by all POST staff involved in development and execution of performance-based testing of academy students.</p> <p>All performance-based testing shall require a POST-approved evaluator or grader, preferably a subject matter expert or individual with job-related experience in the area to be tested. The evaluator or grader will oversee a specific practical exercise/scenario testing process. It is the responsibility of the evaluator/grader to ensure that all performance-based testing procedures follow POST safety protocols, and meet the minimum requirements for ensuring the integrity of the testing process.</p> <p>3. How Scenarios are Developed and Approved</p> <p>(a) The responsibility for development of scenarios is a responsibility of the POST Curriculum Section. The Curriculum Coordinator and Scenario Specialist shall be responsible for the process of developing scenarios and performance-based testing criteria. :</p> <p>(i) The Curriculum Coordinator has the ultimate responsibility for ensuring the scenario and documented performance-based testing criteria meet the standards of the performance objective(s), and are within the approved format, including all necessary information for proper documentation of scenarios and records management.</p> <p>(ii) The Scenario Coordinator has the responsibility to develop and execute scenarios within the needs of the various POST Academy training programs.</p>
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4. Evaluators/Graders:

- (a) Responsibilities of evaluators/graders during performance-based testing conducted at POST certified training programs, include:
 - (i) To observe the performance-based testing and insure the training objectives and testing criteria are graded as successfully completed or as failed to complete successfully.
 - (ii) To critique students on their ability to use acceptable judgment, tactics, verbal commands, use of force, equipment, or other training components to successfully complete the training exercise.
 - (iii) To accurately document the activities or conduct of the student(s) during the performance-based testing exercise.
 - (iv) To ensure that all training documentation used to grade the student's completion of performance-based testing is provided to the responsible POST training specialist.
 - (v) To observe the performance-based testing process and ensure that cheating, as described in III.D. below, is not occurring;

5. How performance-based testing shall be conducted:

- (a) All performance-based testing shall be conducted using:
 - (i) Scenario-based exercises, or
 - (ii) Actual skills evaluation, derived from the student demonstrating a level of skills development meeting the performance outcome, performance objective and testing criteria, including but not limited to:
 - a. defensive tactics, performance testing is proctored by observation from the defensive tactics instructor;
 - b. firearms qualifications, performance testing is proctored by observation from the firearms instructor;
 - c. emergency vehicle operations, performance testing is proctored by observation from the emergency vehicle operations instructor; or
 - d. first aid, performance testing is proctored by observation from the first aid instructor;
 - e. DUI/SFST, performance testing shall be proctored by observation from the SFST instructor; or



Actual skill evaluation responsibilities fall within the academy training coordinator and subject matter expert instructor involved in the academy training program.

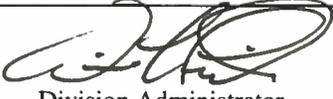
(b) All scenario-based exercises shall be conducted using:

(i) A written scenario description, that includes:

- a. written scripts for the role players acting in the scenario and prepared in the approved POST format (see Appendix 1); and
- b. a written scenario evaluation form indicating the performance outcome, performance objective to be successfully completed, and the testing criteria that measures successful completion of the performance-based scenario, the method of documentation (written electronic, or both), and in the approved POST format (Appendix 2).

(ii) Any performance-based testing criteria that is not successfully completed shall be documented as a failure, and must be retested for success before the student will be allowed to become eligible for completion of the academy session or sitting for the certification examination. Failure to successfully complete scenarios may be the basis to dismiss a student from the academy.

(iii) During the Patrol Academy, an on-going performance-based testing exercise may be approved, wherein the student may be given written assessments that are not graded throughout the academy. Students may receive scored assessments at mid-term and during the final week of the academy. Students may engage in assessments of their peer teammates regarding participation in scenarios during the academy.

Approving Authority	William L. Flink	Official Authority	 Division Administrator	11/5/2013 Date
Revision Dates				Last Revision: 11/5/2013

