

Selecting Assessment Methodologies Guidance Tool

Purpose: to assist an agency in classifying the assessments they are using for certification testing and to ensure inter-agency consistency with terminology. The agency remains in control of the type of assessment they are going to utilize.

Assessment of...	How Assessed ?	How Scored?	Methodology is likely...
<p>Knowledge/Facts</p> <p><i>Action verb examples-</i> identify, define, list, cite, state, choose, name...</p>	<p>A written test in which the candidate is required to provide specific answers to specific questions related to the JPRs.</p> <p>Examples – Multiple choice, Sequencing, True/False, Fill-in-the-Blank, etc.</p>	<p>Responses are scored in relation to the answer that has been determined to be correct.</p>	Cognitive
<p>A manipulative skill in real time.</p> <p><i>Action verb examples-</i> climb, build, perform, raise, haul, don...</p>	<p>A skills test to evaluate a candidate's ability to perform physical tasks in real-time.</p> <p>Examples – donning SCBA, raising ladders, tying rescue knots, etc.</p>	<p>The directly observed performance with the correct performance outcome of the skill is normally indicated as part of the yes/no or pass/fail scoring checklist.</p>	Psychomotor (Skills)
<p>A cognitive skill which <u>cannot</u> be directly observed. The application of knowledge to yield a product.</p> <p><i>Action verb examples-</i> develop, create, write...</p>	<p>A work product created by the candidate usually outside of the classroom setting.</p> <p>Examples – creating a budget, report, proposal, lesson plan, incident action plan...</p>	<p>Scoring rubric for expected responses evaluating how a candidate completes the task outcome after submission.</p> <p>Used to differentiate consistently between different degrees of candidate performance.</p>	Product
<p>A mental activity to perform a cognitive skill in real time which cannot be directly observed.</p> <p><i>Action verb examples-</i> inspect, investigate...</p>	<p>Candidate performs the activity in the presence of the evaluator. The verbalization of mental thought.</p> <p>“first I..., then I..., etc.”</p> <p>Examples- performing an inspection, conducting an investigation, etc.</p>	<p>Scoring rubric with questions and expected verbal responses.</p> <p>Used to differentiate consistently between different degrees of candidate performance.</p>	Process
<p>Documentation of the candidate's experience, training, and education against all JPRs.</p> <p>Action verb examples - attend, participate, testify...</p>	<p>A list of acceptable documents or items for each and every JPR.</p> <p>Examples – coursework at training or college, participation in a certain number of investigations, testifying at court</p>	<p>This portfolio is evaluated using criteria which have been identified by the agency and approved by the COA.</p>	Portfolio

Action Verbs – NFPA®

Action Verb Progression	5	<i>Creation & Evaluation</i>	Analyze	Conclude	Devise	Generate	Predict
			Anticipate	Construct	Diagnose	Interpret	Prescribe
			Appraise	Create	Edit	Judge	Prevent
			Assess	Critique	Evaluate	Justify	Project
			Compose	Design	Examine	Reconcile	Research
			Conceptualize	Develop	Forecast	Plan	Summerize
	4	<i>Skills Bridging</i>	Adapt	Change	Coordinate	Integrate	Synthesize
			Adjust	Combine	Differentiate	Modify	Transform
			Alter	Compare	Discover	Negotiate	Translate
			Arrange	Compile	Discriminate	Organize	Verify
			Breakdown	Convert	Formulate	Rearrange	
			Categorize	Correlate	Initiate	Recommend	
	3	<i>Superior Skills</i>	Administer	Coach	Document	Facilitate	Supervise
			Advise	Conduct	Enforce	Guide	Support
			Approve	Deliver	Establish	Implement	Teach
			Attain	Detect	Estimate	Impact	Train
			Calculate	Diagram	Execute	Produce	
			Check	Direct	Express	Protect	
					Maintain	Regulate	
					Manage	Solve	
					Render		
					Monitor		
					Proceed		
					Produce		
					Protect		
					Regulate		
					Solve		
					Sketch		
					Use		
					Utilize		
					Work		
					Write		
					Show		
1	<i>Pre-Operational</i>	Associate	Display	Itemize	Paraphrase	Respond	
		Begin	Distinguish	Label	Proceed	Specify	
		Cite	Explain	List	React	Spot	
		Define	Express	Match	Recite	Start	
		Depict	Identify	Name	Recognize	State	
		Describe	Inventory	Outline	Reproduce	Tell	

Source: McGowan, T. (n.d.). Awareness: Describing the Concept of JPRs and Revising Text [PowerPoint slides]. Retrieved December 14, 2018, from https://www.nfpa.org/Assets/files/AboutTheCodes/1005/Concepts_JPRs_ReviseText.pdf