



Assessment Methodology Matrix Examples

Dan Smith

Martinez Jacobs

Vilma Pérez-Atwood

Pro Board Criterion TD2



The agency shall have the ability to completely test the level(s) of each applicable standard with justifiable test methodologies.

What are the...



Methodologies



NFPA 1000 Defined Methodologies

Knowledge/facts

Action verb

examples: identify, define, list, cite, state, choose, name

A written test in which the candidate is required to provide specific answers to specific questions related to the JPRs

Examples: multiple choice, sequencing, true/false, fill-in-the-blank

Responses are scored in relation to the answer that has been determined to be correct.

Cognitive



NFPA 1000 Defined Methodologies

A manipulative skill in real time	A skills test to evaluate a candidate's ability to perform physical tasks in real time	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.	Psychomotor (skills)
<i>Action verb examples:</i> climb, build, perform, raise, haul, don	<i>Examples:</i> donning SCBA, raising ladders, tying rescue knots		



NFPA 1000 Defined Methodologies

A cognitive skill that cannot be directly observed; the application of knowledge to yield a product	A work product created by the candidate usually outside of the classroom setting	Scoring rubric for expected responses evaluating how a candidate completes the task outcome after submission.	Product
<i>Action verb examples:</i> develop, create, write	<i>Examples:</i> creating a budget, report, proposal, lesson plan, incident action plan	Used to differentiate consistently between different degrees of candidate performance.	



NFPA 1000 Defined Methodologies

<p>A mental activity to perform a cognitive skill in real time that cannot be directly observed</p>	<p>Candidate performs the activity in the presence of the evaluator: the verbalization of mental thought</p>	<p>Scoring rubric with questions and expected verbal responses.</p>	<p>Process</p>
	<p>"First, I..., then I..., " etc.</p>		
<p><i>Action verb examples:</i> inspect, investigate</p>	<p><i>Examples:</i> performing an inspection, conducting an investigation</p>	<p>Used to differentiate consistently between different degrees of candidate performance.</p>	



NFPA 1000 Defined Methodologies

Documentation of the candidate's experience, training, and education against all JPRs	A list of acceptable documents or items for each and every JPR	This portfolio is evaluated using criteria that have been identified by the agency.	Portfolio
<i>Action verb</i> examples: attend, participate, testify	<i>Examples:</i> coursework at training or college, participation in a certain number of investigations, testifying at court		



REQUIREMENT!

Must be approved for all
methodologies used

How Does Your Agency Select Justifiable Methodologies?



- Please describe your practices – how this gets done in your agency?
 - Who's involved?
 - What's the step-by-step process in brief?

The COA has a tool to help!



NFPA 470: 2022 Edition, Chapter 5 Hazardous Materials/WMD Awareness Level Responders

Below please find what has been previously approved by the Committee on Accreditation (COA) for this level of certification. This example does not take into consideration "Document Review", "Portfolio", or "Other testing methods."

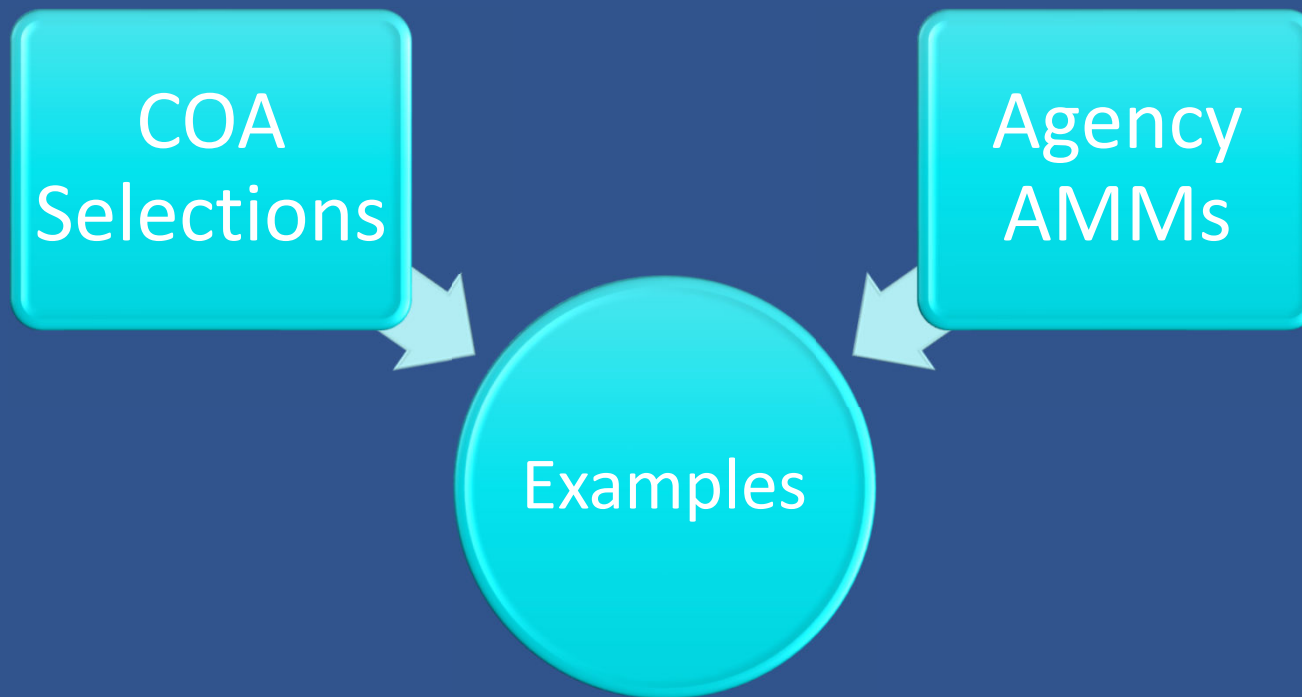
If your agency selects completing their online Assessment Methodology Matrix (AMM) utilizing these test methods, our Technical Analysts may place your application under a COA meeting consent agenda bypassing the usual COA review.

The spaces identified below with an "X" must be replaced with the appropriate cognitive test item numbers (e.g. Questions 1,4,6,7,9, etc.) or the score sheet numbers under Product, Psychomotor/Process methods as score sheet numbers (e.g. - SS 101, 202, and 304, etc.).

Section	Knowledge-Based Assessments (graded after submission)		Performance-Based Assessments (graded in real-time as they are performed)	
	Cognitive (e.g. Multiple Choice, Short Answer, Discretionary Time with Resources)	Product (e.g., document or develop a budget, proposal, lesson plan)	Psychomotor (Primarily an observable physical task. e.g., don, doff)	Process (Primarily a mental or verbalized task. e.g., inspect)
5.2.1				X
<p>5.2.1 (A) Requisite Knowledge: What hazardous materials (dangerous goods internationally) and WMD are; the differences between hazardous materials/WMD incidents and other emergencies; definitions of hazard classes and divisions of hazardous materials/WMD; ways in which hazard classes and divisions are harmful to people, the environment, animals, and property; general routes of entry for human exposure to hazardous materials/WMD; sights, sounds, and odors that might indicate the presence of hazardous materials; limitations of using senses to determine presence of hazardous materials/WMD; indicators to the presence of hazardous materials including container shapes included in the ERG, NFPA 704 markings, globally harmonized system (GHS) markings, placards, labels, pipeline markings, other transportation markings [including UN/NA identification number marks, marine pollutant mark, elevated temperature (HOT) mark, commodity marking and inhalation mark], shipping papers and emergency response information and the person responsible for the shipping papers in each mode of transportation (air, highway, rail, and water), where shipping papers are found during emergencies and non-emergency situations in each mode of transportation, and other indicators (including military hazardous materials/WMD markings, special hazard communication markings, and special container markings); difficulties encountered in determining the specific names of hazardous materials/WMD at facilities and in transportation; accessing response information from the Emergency Response Guidebook (ERG) (current edition) using the alphabetical index of chemical names, numerical index of identification numbers, table of markings, labels, and placards, or container identification charts; and types of hazard information available from</p>				



Where Do the Examples Come From?



Where Do the Examples Come From?



Inter-rater Reliability

Where Do the Examples Come From?



Agency AMMs

Has Your Agency Used Them?
What is the...



Value?

Using the Examples Your Agency Can Sail Through the Approval Process



Application
Received

Technical
Review
includes
comparing
your AMM to
the Example

A match goes
to the **consent
agenda**

Approval at
the next
meeting!

When Your Agency's AMMs Don't Match the Examples



How Do You Access the Tool?



The screenshot shows the Pro Board website interface. At the top, there is a navigation bar with the Pro Board logo on the left and the text "International Accreditation for Fire Service Organizations" in the center. Below the logo is the tagline: "Improving Life Safety for Citizens and Emergency Personnel Through a System of Professional Qualifications". The navigation menu includes links for "About Us", "Accreditation Applicants", "Accredited Agencies", "Committee & Board", "Certification Candidates", and "Contact Us". A dropdown menu is open under "Accredited Agencies", listing "Accredited Agency Pages", "Web-Based Application System", "AMM Development Tool", "Advisory Committee", and "Documents and Videos". Below the navigation bar, there is a yellow banner with the text "The Pro Board 2025 Accreditation & Training Conference" and a "Click here for more info" button. The main content area features a section titled "Pro Board Accredited Certification" with a "Read more" button and an image of a fire truck with a tower ladder extended, labeled "Tower Ladder Training".



How Is the Tool Used?

- In your groups discuss:
 - How the examples are used in your agency.
 - OR, how the examples could be used in your agency.

