



# ACCREDITATION

## COMMITTEE ON ACCREDITATION (COA) POLICY OPINIONS

These Committee on Accreditation (COA) Policy Opinions are a companion to the Self-Assessment for compliance with Accreditation Criteria. COA Policy Opinions are decisions published by the COA that indicate how the COA determines compliance in specific situations.

### I. Development Process

The COA creates Policy Opinions when accredited agencies, COA members, or changes to the National Fire Protection Agency (NFPA) standards reveal the potential need for changes to certain Pro Board compliance standards. The COA members consider the issues presented and come to a decision by a majority vote. The COA's decision applies to all agencies, or all similarly situated agencies, if the opinion is not universal in nature.

The COA publishes Policy Opinions along with the date of the opinion and the related criteria from the Self-Assessment for Compliance with Accreditation Criteria document. The COA periodically reviews these opinions to ensure the latest NFPA standards and annex material are reflected, and any issues presented by accredited agencies are resolved. The COA Policy Opinions document underwent a substantial analysis in 2018 in which old opinions were archived, and all opinions were reviewed by the COA.

### II. Opinion Utilization by COA and Agencies

Agencies are encouraged to be familiar with COA Policy Opinions and use them as guidance when developing policy, assessing compliance with accreditation criteria, and completing the Self-Assessment document. The COA will use these opinions to determine whether an agency's policies adhere to Pro Board accreditation criteria and can cite these as reasons for non-compliance during a site visit.

### III. Document Format

The first portion of this document contains general COA Policy Opinions that apply to specific aspects of the accreditation process. The second portion consists of opinions that relate to specific NFPA standards. The last portion depicts a matrix that relates each opinion to its corresponding self-assessment criteria.

# Table of Contents

|  |           |
|--|-----------|
| <b>Section One – General Opinions.....</b>   | <b>1</b>  |
| <i>Testing of Job Performance Requirements (JPRs) .....</i>  | <i>1</i>  |
| <i>Proper Identification of Assessment Methodologies .....</i>   | <i>1</i>  |
| <i>Completion of Assessment Methodology Matrices .....</i>   | <i>2</i>  |
| <i>Change in Accredited Practices .....</i>  | <i>3</i>  |
| <i>Multiple Test Administration Process .....</i>  | <i>3</i>  |
| <i>Computer-Based Testing .....</i>  | <i>4</i>  |
| <i>The Skills Testing of Individuals Working as a Member of a Team .....</i>   | <i>5</i>  |
| <i>Testing of Combination Levels .....</i>   | <i>5</i>  |
| <i>Testing Multiple Levels in a Single Examination .....</i>   | <i>6</i>  |
| <i>Identification of Sections of Standards to be Tested for each Level of Accreditation .....</i>  | <i>7</i>  |
| <i>Issuing of Pro Board Accredited Certifications .....</i>  | <i>7</i>  |
| <i>Incremental Testing of Certification Candidates .....</i>   | <i>8</i>  |
| <i>Retroactive Accredited Certification .....</i>  | <i>8</i>  |
| <i>Use of Third-Party Testing .....</i>  | <i>9</i>  |
| <i>Use of Another Agency’s Training Proctor .....</i>  | <i>10</i> |
| <i>Adding/Updating Levels of Certification and/or Assessment Methodologies.....</i>  | <i>10</i> |
| <b>Section Two – Opinions Relative to NFPA Standards .....</b>   | <b>12</b> |
| <i>NFPA 1001: Testing of Live Fire Objectives .....</i>  | <i>12</i> |
| <i>NFPA 1001: Use of Simulation for Live Fire Testing .....</i>  | <i>13</i> |
| <i>NFPA 1041: NFPA 1041: Use of Simulation of Live Fire for Live Fire Instructor and<br/>Instructor in Charge Testing.....</i>   | <i>13</i> |
| <i>NFPA 1002, Standard for Fire Apparatus Driver/Operator Professional Qualifications (2017<br/>Edition): Prerequisite Chapter Testing and Stand-alone Certification Levels under Chapter<br/>4. Ed.).....</i> | <i>13</i> |
| <i>NFPA 1002 (2017 Ed.) Prerequisites .....</i>  | <i>14</i> |
| <i>NFPA 1006 (2013 Ed.): Prerequisite Chapter Testing .....</i>  | <i>14</i> |
| <i>NFPA 1037, Standard on Fire Marshal Professional Qualifications (2016 Ed.) .....</i>  | <i>14</i> |
| <i>NFPA 1072 (2017 Ed.) &amp; NFPA 472 (2018 Ed.): Hazardous Materials .....</i>   | <i>15</i> |
| <i>NFPA 1081 (2012 Ed.): Certification of Industrial Fire Brigade Members .....</i>  | <i>15</i> |
| <i>NFPA 1521, Standard for Fire Department Safety Officer Professional Qualifications (2015<br/>Ed.): Qualification of Incident Safety Officer, Hazardous Materials Operations Level.....</i>                  | <i>15</i> |
| <i>NFPA 1521 (2015 Ed.): Defining Safety Officer Certification Levels .....</i>  | <i>16</i> |
| <b>Section Three – Opinion to Criteria Correlation .....</b>   | <b>17</b> |
| <i>Program Administration Section .....</i>  | <i>17</i> |
| <i>Test Development Section .....</i>  | <i>17</i> |
| <i>Test Administration Section .....</i>   | <i>17</i> |
| <b>Section Four – Appendix.....</b>  | <b>18</b> |
| <i>Appendix 1 .....</i>  | <i>18</i> |
| <i>Appendix 2 .....</i>  | <i>19</i> |
| <i>Appendix 3 .....</i>  | <i>20</i> |

# SECTION ONE — GENERAL

## I. Testing of Job Performance Requirements (JPRs)

The purpose of this opinion is to align the language used in Pro Board requirements for testing JPRs with the current language in NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems* (2017 edition). Accredited agencies must have the capability to assess or test each objective or JPR for a given level. The NFPA critical components of the JPR are as follows:

- Task: Partially described using an action verb
- Condition: Tools, equipment, and other materials to be provided
- Standard: Evaluation parameters and performance outcomes

The *task* component indicates what the candidate must perform and be assessed. The *condition* component(s) describes what will be provided to the candidate by the agency. The *standard* component details the parameters used to assess the candidate and determine successful completion.

Accredited agencies must ensure the Requisite Knowledge (RK) and Requisite Skills (RS) for each JPR have been verified by document review or tested. The testing of a candidate's RK and RS can be conducted before or simultaneously with the testing of the critical components of the JPR. Document review, however, must be conducted before testing. Accredited agencies must detail this practice in the Self-Assessment document and adhere to the components for each JPR of each level and standard to which the agency is accredited.

**Note:** For many agencies, this may mean no change at all to the certification testing. For example, an agency that tests for NFPA 1001, *Standard for Fire Fighter Professional Qualifications* might use cognitive (written) testing to meet the JPR and RK and use psychomotor (skills) testing to meet the JPR and RS. This testing method may be adequate, provided the RK and RS relate specifically to the JPRs.

- Approved: July 22, 2005
- Revised:
  - July 15, 2013, October 5, 2017, September 28, 2018, January 2019
- Effective 2/1/2022
- Applicable to criteria: TD2

## II. Proper Identification of Assessment Methodologies

The purpose of this opinion is to define the practice by which an agency must adhere to ensure each objective or JPR has been reviewed in the agency's local validation process and the appropriate testing methodology for each objective or JPR has been determined. It also provides a mechanism for easy identification and the conventional evaluation methodology of action verbs within NFPA standards. This opinion is not mandating the use of any specific, correlated methodology to action verbs as presented in the Appendices of this document. A goal is to assist agencies with inter-rater reliability and inter-agency consistency.

The local validation process must take place before initial accreditation, reaccreditation, requests for extensions of accreditation, or requests for changes of methodology. When implementing a new edition of the standard, the agency should conduct an internal review to ensure it is appropriately identifying the testing methodologies. The available methodologies classified by the Pro Board are cognitive, psychomotor, product, process, and portfolio. The COA must approve other justifiable methodologies.

When agencies need assistance in determining a methodology, the tables in Appendices 1, 2, and 3 can provide guidance. The action verbs were derived from a review of the NFPA standards. In many cases, the verb identified in the job performance requirement (JPR), requisite knowledge, and requisite skill was interpreted further as a result of the contextual outcomes the JPR is set to achieve.

- Approved: October 2016
  - Revised: January 2019, December 2020
- Applicable to criteria: TD2

### **III. Completion of Assessment Methodology Matrices**

The purpose of this opinion is to ensure all the test items that can be selected for use in certification exams for each methodology are included within the online Assessment Methodology Matrix (AMM). This enables the agency to determine if there is complete coverage of the standard. A combination of methodologies may be used to ensure full coverage. This applies to the Job Performance Requirement (JPR), Requisite Knowledge (RK), and Requisite Skill (RK) rows of the AMM.

*Job Performance Requirement row:* For cognitive exam items, agencies shall list the question numbers and not the total number of questions. Each question should have a unique identifier on each AMM. For psychomotor, process, and product test items, agencies shall indicate the identifier for the specific item(s) that will be used. This requires the actual identifier, whether it be numbers, letters, or a combination of both, (e.g., SS 2-1, or Sheet 5, or 6.4, or G, etc.) be entered.

*Requisite Knowledge row:* Agencies shall list the question numbers and not the total number of questions. Agencies accredited to utilize Document Review to fulfill these requirements shall enter “DR” in the Other column.

*Requisite Skill row:* For psychomotor, process, and product test items, agencies shall indicate the identifier for the specific item(s) that will be used. This requires the actual identifier, whether it be numbers, letters, or a combination of both, (e.g., SS 2-1, or Sheet 5, or 6.4, or G, etc.) be entered. Agencies accredited to utilize Document Review to fulfill these requirements shall enter “DR” in the “Other” column.

When an agency wishes to extend to a new standard/level or wishes to use a new methodology, the agency shall submit a sample of 25 percent of the instruments that are used. Any single test instrument (e.g., skill sheet, product) which is used to test more than 4 JPRs must be included in the above sample. This applies only to psychomotor, product, and process test items. Agencies should not submit or post exam questions unless requested to do so by the COA.

For portfolio methodology, agencies shall indicate acceptable items for each JPR. This will usually be included as a separate document provided as an attachment to the online AMM. If an entire standard is assessed using only the portfolio method, all JPRs must be evaluated.

- Approved:
  - July 2008, May 2018
- Revised:
  - July 15, 2013, January 2019, September 2020
- Effective 2/1/2022
- Applicable to criteria: TD2

#### **IV. Change in Accredited Practices**

The purpose of this opinion is to ensure the COA is aware of all methods an agency is using to administer accredited testing.

Agencies must submit an Application for a Change in Accredited Practices document to the COA that outlines the proposed changes. The COA must approve this before agencies can initiate any changes to any accreditation criteria.

Changes include, but are not limited to, the following:

- Combining two levels into one examination and certification
- Changing accredited practices in program administration, test development, or test administration
- Delivering accredited testing in a different method or location (e.g., using computers or tablets to test or testing at new or additional locations)

In addition, see the COA Opinion “Retroactive Accredited Certification,” when piloting a new program.

- Approved: January 23, 2009
- Revised:
  - July 15, 2013, January 2014, January 2019
- Applicable to criteria: All

#### **V. Multiple Test Administration Practices**

The purpose of this opinion is to ensure the COA has reviewed all test administration Practices that are used by an accredited agency to certify candidates.

Most agencies have one primary test administration practice that is utilized for the majority of their certification testing sessions; however, several agencies use additional modified testing Practices to facilitate specific program and client needs. The COA requires agencies to identify all of their test administration Practices during their self-assessment. This opinion does not supersede Agency Classifications or Overseas Testing Restrictions.

The following examples, definitions, and relevant criteria are provided to assist agencies in determining the number and types of test administration Practices they should use to describe those Practices in the agency documents and on their Self-Assessment document.

Examples:

- Testing onsite, using agency staff, using agency facilities and equipment
- Testing onsite, using non-agency staff, using agency facilities and equipment
- Testing offsite, using agency staff, using non-agency facilities and agency equipment
- Testing offsite, using agency staff, using non-agency facilities and non-agency equipment
- Testing offsite, using non-agency staff, using non-agency facilities and equipment
- Third party cognitive (written) testing
- Other

Definitions:

**Onsite:** These locations are completely in the control of the agency. Testing is conducted at a location that is either owned or leased by the agency with one of the primary uses being the operation of the certification

program. Typically, the agency's administrative staff is co-located onsite to enhance adherence to agency policies and procedures further. (e.g., testing is conducted at the agency's main campus)

**Offsite:** These locations are not the agency's home location for administration of the certification program. Testing is conducted away from the home location, either regularly or only when necessary, and typically no agency administrative staff is working onsite. (e.g., testing conducted at a local fire station or community college not under the direct control of the agency)

**Full-time agency staff:** This staff member is a full-time employee of the agency. (Ultimately, this is about defining the strength of the relationship between the agency and the evaluator and evaluator loyalty)

**Adjunct agency staff:** This staff member is a regular (not ad hoc) part-time employee of the agency who, when working for the agency, has a primary relationship with the agency.

**Non-agency staff:** This staff member is a contractor, volunteer, or borrowed evaluator from another accredited agency. There is not a primary relationship with the agency. (e.g., a contracted evaluator working primarily for a fire department who evaluates members of another fire department)

**Agency facilities:** These facilities act as the physical site where testing is conducted and are owned or leased (long-term) by the agency. The agency is responsible for operating and maintaining them.

**Agency equipment:** This equipment is used for testing and is owned or leased (long-term) by the agency. The agency is responsible for operating and maintaining them.

**Non-agency facilities and equipment:** The agency uses local facilities and equipment at a regular or ad hoc location that has a primary purpose other than operating the agency's certification program (e.g., a local fire department's burn building that is used periodically by the agency for live fire testing)

**Third party cognitive (written) testing:** This category of cognitive testing is conducted at arm's length by a separate agency under contract with the accredited agency. (e.g., Pearson VUE)

- Approved: July 2017
- Revised: January 2019
- Applicable to criteria: TA3, TA4, TA5, TA6

## **VI. Computer-Based Testing**

The purpose of this opinion is to ensure an agency makes the COA aware of any use of technology in their testing Practices.

A cognitive (written) examination administered through a secured computer or tablet (computer-based testing) requires the presence of a trained proctor to be physically in the same room. For an agency to conduct computer-based testing for any standard or level, the agency must submit an Application for a Change in Accredited Practices to the COA for approval before conducting such testing.

- Approved: January 23, 2009
- Revised:
  - July 15, 2013, March 30, 2015, January 2019, May 2022
- Applicable to criteria: TD2, TD4

## **VII. The Skills Testing of Individuals Working as a Member of a Team**

The purpose of this opinion is to ensure each member of a team is evaluated individually during testing.

When an agency is conducting psychomotor (skills) and testing JPRs that include the language “operating as a member of a team” or “as part of a team,” or if an agency is testing any skill with multiple candidates participating in the performance of the skill, each shall be evaluated independently.

- Approved: April 10, 2013
- Applicable to criteria: TD2, TA6

## **VIII. Testing of Combination Levels**

The purpose of this opinion is to define the acceptable combinations to which agencies may certify.

There are cases when an agency may be permitted to test more than one level in a single examination, provided that specific criteria are met. Entities accredited to multiple levels within the current edition of a standard shall be permitted to make an Application for a Change in Accredited Practices to combine those levels into a single designation (e.g., Firefighter I/II) without the need to resubmit the AMMs for those levels. Such combinations shall comply with the procedures for Multiple Levels in a Single Examination. The following certification combinations are approved for entry into the Pro Board Certification Registry:

**Under NFPA 1001 (2018 edition), chapters 5 & 6:**

- Firefighter I
- Firefighter II

**Under NFPA 1072, *Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications* (2017 edition), chapters 4, 5, 6.2, & 6.6 and NFPA 470 *Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders* (2022 edition), chapters 5, 7, 9.2, & 9.6.**

- Hazardous Materials (HazMat) Awareness
- HazMat Operations
- HazMat Operations Mission Specific Personal Protective Equipment (PPE)
- HazMat Operations Mission Specific Product Control

**Under NFPA 1072 (2017 edition), chapters 5, 6.2, & 6.6 and under NFPA 470 (2022 edition), chapters 7, 9.2, & 9.6.**

- HazMat Operations
- HazMat Operations Mission Specific PPE
- HazMat Operations Mission Specific Product Control

**Under NFPA 1072 (2017 edition), chapters 5 & 6.2 and under NFPA 470 (2022 edition), chapters 7 & 9.2.**

- HazMat Operations
- HazMat Operations Mission Specific PPE

**Under NFPA 1006, *Standard for Technical Rescue Personnel Professional Qualifications* (2013 edition), levels within the same chapter:**

- Technical Rescuer Level I
- Technical Rescuer Level II

**Under NFPA 1006, *Standard for Technical Rescue Personnel Professional Qualifications* (2017 & 2021 editions), levels within the same chapter:**

- |                                |           |                                |
|--------------------------------|-----------|--------------------------------|
| • Technical Rescuer Awareness  |           | • Technical Rescuer Awareness  |
| • Technical Rescuer Operations | <b>OR</b> | • Technical Rescuer Operations |
| • Technical Rescuer Technician |           |                                |

**Under NFPA 1081, *Standard for Facility Fire Brigade Member Professional Qualifications* (2018 edition), chapters 5 & 6:**

- Interior Structural Facility Fire Brigade Member
- Advanced Exterior Facility Fire Brigade Member

**Under NFPA 1021, *Standard for Fire Officer Professional Qualifications* (2018 edition), chapters 6 & 7:**

- Fire Officer III
- Fire Officer IV

Agencies previously accredited for certification combinations not listed above may continue to process such combinations into the Pro Board Certification Registry until January 1, 2020, as long as the edition of the standard to which the combination was first approved is in effect.

Exceptions:

Test instruments for certification to NFPA 1072 (2017 edition) and NFPA 470 (2022 edition) are permitted to be scored as a single test result in the following circumstances:

- NFPA 1072- Chapter 5, chapter 6.2, and chapter 6.6 (to comply with the requirements of NFPA 1001 (2013 & 2019 editions) can be administered in a combined test instrument with a single test score.
- NFPA 1072-Chapter 5 and chapter 6.2 can be administered in a combined test instrument with a single test score.
- NFPA 470- Chapter 7, chapter 9.2, and chapter 9.6 (to comply with the requirements of NFPA 1001 (2013 & 2019 editions) can be administered in a combined test instrument with a single test score.
- NFPA 470- Chapter 7 and chapter 9.2 can be administered in a combined test instrument with a single test score.

In all cases, the candidate's Pro Board certification must reflect the levels to which the candidate is certified. Agencies may continue to issue other combinations at the local level without entering them into the registry.

The above combinations may be added to an agency's certification options during an accreditation or reaccreditation site visit or by submitting the Application for a Change in Accredited Practices.

- Approved: July 19, 2011
- Revised:
  - August 14, 2012, July 15, 2013, March 31, 2015, January 2019, March 2020, October 2022, January 2023
- Applicable to criteria: PA3, TD2, TD3



## **IX. Testing Multiple Levels in a Single Examination**

The purpose of this opinion is to identify the requirements agencies must meet if they will be testing more than one chapter or level in a single test instrument.

If a single test instrument is used to test more than one certification level of a standard, regardless of the test methodology used, the scoring of that instrument must be segregated so that the score for each certification level is ascertained.

Example: FFI & FFII are both tested on the same written exam. The questions associated with the JPRs in FFI must be graded and a pass/fail determined independently of the questions associated with the JPRs in FFII.

Example II: A skills test day is scheduled to test both FFI and FFII. The skills associated with the JPRs in FFI must be graded and a pass/fail determined independently of the skills associated with the JPRs in FFII

Example III: A package of products based on a single scenario is assigned for an examination for Officer III and IV. The products associated with the JPRs in Officer III must be graded and a pass/fail determined independently of the products associated with the JPRs in Officer IV.

If a test instrument for a certification level includes any test items that are not correlated to the level being tested, such as local regulations or agency-specific practices, the scoring of that instrument must be segregated so that the score for certification level is ascertained exclusively of any test items that are not correlated to that level of certification.

Candidates must successfully complete all prerequisite levels before being awarded certification. (i.e., HazMat Awareness must be successfully completed before being awarded HazMat Operations.)

- Approved: March 2015
- Reviewed: January 2019
- Updated: April 2021
- Applicable to criteria: PA3, TD2

## **X. Identification of Sections of Standards to be Tested for each Level of Accreditation**

The purpose of this opinion is to define the parts of a standard that an agency must demonstrate the ability to test fully.

An important criterion for accreditation is the ability to test the level completely. To identify what part of each level is required to be tested to meet this criterion, the COA will maintain and make available a current listing of the sections of the associated NFPA standard required to be tested for each level of certification.

- Approved: October 20, 2014
- Revised: January 2019
- Applicable to criteria: TD2

## **XI. Issuing of Pro Board Accredited Certifications**

The purpose of this opinion is to ensure individuals have been tested for each certification issued with the Pro Board logo and to ensure only accredited agencies use the Pro Board logo in their marketing materials or on their certificates.

The Pro Board logo may only be used on certificates issued by a Pro Board accredited agency to candidates who have successfully passed an assessment administered by the accredited agency using the accredited agency's Pro Board approved Practices.

- Approved: July 14, 2015
- Revised: January 2019
- Applicable to criteria: TD2, TA6

## **XII. Incremental Testing of Certification Candidates**

The purpose of this opinion is to ensure when testing is conducted as part of a training program, the integrity of the testing process is maintained.

Certification testing may be done incrementally during a training program. This is often done with skills testing where the resources needed to test the skill are extensive and are already deployed during the training of that skill (e.g., live fire evolutions). This incremental testing may be used for Pro Board accredited certification with the following constraints:

General:

- There must be a clearly defined changeover from the training environment to the testing environment including appropriate notifications to the students/candidates.
- The agency shall have in place a method to ensure the total of any incremental tests and end of course tests cover the entire level of the standard for which certification is being offered and a method to ensure the approved scoring criteria are appropriately applied.

Skills testing—all of the accredited policies and procedures for skills testing must be followed including the following:

- The instructor of a given skill does not act as the evaluator.
- Instructors must be notified that they cannot coach or assist the candidates during the evaluation.
- Candidates must be notified that they are participating in an evaluation that is part of their certification test.
- Candidates must be segregated from the test area.

Cognitive (written) examinations—all of the accredited policies and procedures for cognitive (written) testing must be followed including the following:

- Agencies must use only approved proctors and test security procedures.
- Candidates must be notified that they are participating in an evaluation that is part of their certification test.

Product and process evaluations—all of the accredited policies and procedures for product and process evaluations must be followed, including notifying candidates that they are participating in an evaluation that is part of their certification test.

An Application for a Change in Accredited Practices form is required if an agency is changing from comprehensive (single test instrument) to incremental or multiple testing instruments.

- Approved: July 15, 2013
- Revised: January 2019
- Applicable to criteria: TA5, TA6

### **XIII. Retroactive Accredited Certification**

The purpose of this opinion is to guide agencies who choose to conduct certification testing to a standard or level to which they are not currently approved to certify.

It is the responsibility of agencies to ensure they are delivering testing in a manner consistent with their approval from the COA and to submit requests for changes before implementing them. The COA will consider requests for retroactive accredited certification on a case-by-case basis. Agencies who choose to administer certification testing while in a suspended status or while a program is in pilot status must inform test-takers that they are not guaranteed to be granted retroactive accredited certification.

In cases where retroactive accredited certification is granted, it will be limited to a maximum of 12 months. Retroactive accredited certification will not be considered for a date before the agency's initial site visit. Retroactive accredited certification may not be allowed when an agency has pending requirements from the COA for a particular level or methodology.

- Approved: September 28, 2018
- Revised: January 2019
- Applicable to criteria: All

### **XIV. Use of Third-Party Testing**

The purpose of this opinion is to ensure test items are developed in a manner approved by the COA.

When an agency seeking accreditation uses a third party (an entity other than the accredited agency) to develop or deliver any part of the certification process, it should be identified clearly in the appropriate sections of the Self-Assessment document. Before an accredited agency initiates the use of a third party to develop or deliver any part of the certification process, the accredited agency shall submit an Application for a Change in Accredited Practices. Also, the agency shall respond to the applicable portions of the Self-Assessment document, as indicated in the form's instructions.

Examples:

**Note:** If the example scenarios below do not address an agency's situation, contact the accreditation manager for guidance

**Scenario 1:** A third-party organization develops cognitive (written) test items, skill sheets, and test instruments for the accredited agency to use during certification testing.

**Probable documentation required:** The accredited agency shall obtain responses from the third-party organization for all components of criteria TD1, TD2, TD3, and TD4, and submit it with the Application for a Change in Accredited Practices form.

**Scenario 2:** A third-party organization creates test instruments or skill sheets based on test item banks or skills

developed by the accredited agency.

**Probable documentation required:** The accredited agency shall obtain responses from the third-party organization for all components of criteria TD1, TD2 (except for AMMs), TD3, and TD4, and submit it with the Application for a Change in Accredited Practices form.

**Scenario 3:** A third-party organization administers test instruments that have been developed by the accredited agency.

**Probable documentation required:** The accredited agency shall obtain responses from the third-party organization for all components of TA1, TA2, TA3, TA4, TA5 (for applicable testing methodology), TA6, TA7, and TA8 that are under the third party's control, and submit it with the Application for a Change in Accredited Practices form.

**Note:** If an agency wishes to begin the use of an assessment tool or practice, developed by another accredited agency that has already been approved by the COA, the requesting agency shall follow the practice outlined above and provide in their Self-Assessment document, under criteria TD3, the name of the agency from which they are borrowing the tool or practice. The accreditation manager can verify if a tool or practice has been approved for use by another accredited agency.

- Approved: October 16, 2013
- Revised:
  - March 30, 2015, January 2019
- Applicable to criteria: TD1, TD2, TD3, TD4, TA1, TA2, TA3, TA4, TA5, TA6, TA7, TA8

#### **XV. Use of Another Agency's Training Proctor**

The purpose of this opinion is to ensure the accredited procedures of the certifying agency are followed when another agency administers an exam or retest on their behalf.

A Pro Board accredited agency shall have the ability to use an approved proctor from another Pro Board accredited agency, provided that the procedures of the agency which will issue the certificate are followed.

- Approved: July 14, 2015
- Revised: January 2019
- Applicable to criteria: TA5

#### **XVI. Adding/Updating Levels of Certification and/or Assessment Methodologies**

The purpose of this opinion is to ensure the agency is utilizing assessment methodologies and levels of certification are accredited by the COA to test each Job Performance Requirement (JPR), Requisite Knowledge (RK), and Requisite Skill (RS) as applicable.

If the agency wishes to...

Certify personnel to an agency **new** certification level with an agency **new** assessment methodology, the agency must submit the Extension of Accreditation and the Change in Accredited Practices applications for COA approval.

Certify personnel to an **existing** certification level with an agency **new** methodology, the agency must

submit the Extension of Accreditation and the Change in Accredited Practices applications for COA approval.

Certify personnel to an agency **new** certification level with an agency **existing** assessment methodology, the agency must submit the Extension of Accreditation application for COA approval.

Certify personnel to an **existing** certification level with an agency **existing** methodology, the agency must submit the Extension of Accreditation application which may require COA approval. This option would be utilized by an agency updating to new NFPA editions of standards.

Combinations of levels and methodologies that have not previously been approved within the system may require additional information prior to approval.

All requests to utilize the portfolio methodology require the agency to submit the Extension of Accreditation and the Change in Accredited Practices applications for COA approval.

- Approved: May 17, 2018
- Revised: September 2020
- Applicable to criteria: All

## SECTION TWO – OPINIONS RELATIVE TO NFPA STANDARDS

### I. NFPA 1001: Testing of Live Fire Objectives

While the COA does not direct agencies on how to conduct testing and evaluations, given the number of serious injuries and fatalities each year associated with live fire training, it is the opinion of the COA that agencies have policies and procedures in place to meet or exceed the requirements of the current edition of NFPA 1403, *Standard on Live Fire Training Evolutions* (2018 edition) as they relate to the evaluation of live fire skills.

*As a minimum, the agency policy must address the elements of chapters 4 and 9. Additionally, if the agency utilizes the following, the corresponding chapters must be addressed.*

- Acquired Structures - Chapter 5
- Gas-Fired Live Fire Training Structures and Mobile Enclosed Live Fire Training Props - Chapter 6
- Non-Gas-Fired Live Fire Training Structures and Mobile Enclosed Live Fire Training Props - Chapter 7
- Exterior Live Fire Training Props - Chapter 8

If an agency is not already approved to test live fire JPRs, their first extension request to test these JPRs will require an Application for a Change in Accredited Practices form addressing the portions of the Self-Assessment document related to live fire training.

- Approved: October 22, 2010  
Revised:
  - July 15, 2013, October 5, 2015, July 19, 2018, January 2019
- Applicable to criteria: TA4

### II. NFPA 1001: Use of Simulation for Live Fire Testing

Candidate assessments of JPRs that require extinguishment of a fire are typically and preferred to be, assessed in an environment with live fire and in compliance with NFPA 1403. The COA also recognizes that many skills-focused JPRs that do not require extinguishment are assessed using a simulation of parts of the tasks and props in those assessments.

A candidate may be assessed for the JPRs that require extinguishment of fire using a simulation of the fire if the following conditions are met:

- The certifying agency requires verifiable documentation that the candidate has successfully trained in a live fire environment or successfully passed an assessment (a local, non-accredited assessment practice) in a live fire environment.
- The simulation is of a nature that includes a demonstration of all of the actual physical tasks of the associated JPR such as stretching hose, advancing to the seat of the simulated fire, operating the nozzle properly, and wearing all of the appropriate PPE (e.g., respiratory protection).
- The assessment checklist requires the candidate to verbalize actions that would be taken in a real emergency but are not acted upon because of the simulation, or describe the scenarios that cause the candidate to change tasks in the assessment.
- Examples are as follows:
  - “Due to the extreme heat, I am going to open the nozzle in a straight stream, on the ceiling, in short bursts.”

- “I am directing the stream at the seat of the fire.”
- “I have knocked down the main body of the fire, and I am shutting down the nozzle to watch, listen, and wait.”

- Approved: January 16, 2014
- Applicable to criteria: TD2

### **III. NFPA 1041: Use of Simulation of Live Fire for Live Fire Instructor and Instructor in Charge Testing**

Candidate assessments of JPRs of NFPA Standard 1041, Chapters 7 and 8, that require activities or actions during live fire evolutions are typically and preferred to be assessed in an environment with actual live fire and in compliance with NFPA 1403. However, the COA also recognizes that many skills-focused JPRs involving fire but that do not require extinguishment may be assessed using a simulation of parts of the tasks and props in those assessments.

A candidate may be assessed for the JPRs of NFPA Standard 1041, Chapters 7 and 8, that require activities or actions during live fire evolutions using a simulation of the fire if the following conditions are met:

- The certifying agency requires verified documentation that the candidate has successfully served or functioned as a Live Fire Instructor or Live Fire Instructor in Charge during training in a live fire environment or successfully passed an assessment (a local, non-accredited assessment practice) of the JPRs of NFPA Standard 1041, Chapter 7 or 8 (as applicable) in a live fire environment consisting of, as a minimum, an interior structure fire attack. {Ref: NFPA 1001, 2019 ed, Chapters 4.3.10 and 5.3.2}
- The simulation is of a nature that includes a demonstration of all of the actual tasks of the associated JPR such as supervising a group, ensuring crew integrity is maintained, simulated fire conditions are monitored, conducting a personnel accountability report (PAR) upon exiting the simulated fire environment and maintaining a safe training environment.
- The assessment checklist requires the candidate to verbalize actions that would be taken in a real emergency but are not acted upon because of the simulation or describe the scenarios that cause the candidate to change tasks in the assessment.

Approved May 2022  
Applicable to criterion: TD2

### **IV. NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications* (2017 Edition): Prerequisite Chapter Testing and Stand-alone Certification Levels under Chapter 4.**

The assessment of chapter 4 is both a certification level for department vehicles and a required part of a certification level when combined with a successful assessment of another chapter in the standard. The appropriate parts of chapter 4 must be assessed for each type of apparatus. Chapter 4 shall be included in an agency’s applications for extension, accreditation, or reaccreditation.

The COA has also identified four (4) certification levels within Chapter 4.

1. Driver/Operator- Staff and Command Vehicles
2. Driver/Operator- Rescue and Utility Vehicles
3. Driver/Operator- Ambulances
4. Driver/Operator- Buses

Agencies desiring to become accredited to these levels will require approval through an Accreditation, Reaccreditation, or Extension of Accreditation application that must include the submission of score sheets/rubrics that assess the specific vehicle's fixed systems and equipment.

- Approved: October 2016
- Revised:
  - September 28, 2018, January 2019, August 2020
  - Applicable to criteria: PA2, PA3, TD2

#### **V. NFPA 1002 (2017 Edition): Prerequisites**

The COA will accept Firefighter I to satisfy JPR 4.4.4, provided that the JPR was covered in the standard to which the firefighter was certified. This is in addition to JPRs 4.4.1–4.4.3, which are already listed in the standard.

- Approved: June, 2018
- Applicable to criteria: PA3

#### **VI. NFPA 1006 (2013 Edition): Prerequisite Chapter Testing**

Chapter 5 only needs to be tested once and not tested with or within each level or chapter. It shall be included on an agency's applications for extension, accreditation, or reaccreditation (see COA Policy Opinion: Testing of Multiple Levels in a Single Examination).

The assessment of chapter 5 does not equate to a certification level, but it is a required part of a certification level when combined with a successful assessment of another chapter in the standard.

- Approved: December 2013
- Applicable to criteria: PA3

#### **VII. NFPA 1037, *Standard on Fire Marshal Professional Qualifications* (2016 Edition)**

The COA has determined that certification to the requirements of NFPA 1037 (2016 edition) may be awarded in levels as defined below:

- Fire Marshal: Defined as persons who meet all requirements defined in chapters 4 and 5.
- Fire Marshal—Core: Defined as persons who meet all requirements defined in chapter 4.
- Fire Marshal—Regulatory Programs: Defined as persons who meet all requirements defined in chapter 4 and sections 5.2.1 through 5.2.12.
- Fire Marshal—Fire & Life Safety Education: Defined as persons who meet all requirements defined in chapter 4 and sections 5.3.1 through 5.3.7.
- Fire Marshal—Investigation: Defined as persons who meet all requirements defined in chapter 4 and sections 5.4.1 through 5.4.7.
  - Approved: July 15, 2013
  - Revised: January 2019
  - Applicable to criteria: PA3, TD2



## **VIII. NFPA 1072 (2017 Edition) & NFPA 472 (2018 Edition): Hazardous Materials**

The Hazardous Materials Operational level in the 2002 edition of NFPA 472 equates to chapters 5, 6.2, and 6.6 in the 2008 and 2013 edition of NFPA 472 and the 2017 edition of NFPA 1072.

Agencies must transition to NFPA 1072 for all NFPA 472 levels included in NFPA 1072 by December 1, 2018. Any certifications for the above levels awarded under NFPA 472 after December 1, 2018, will not be eligible to be registered into the Pro Board Certification Registry.

NFPA 472 can be considered an acceptable prerequisite where NFPA 1072 is referenced in other NFPA standards. This allows agencies to acknowledge the previous hazardous materials standard so that candidates who obtained NFPA 472 training or certification can continue their progression without starting over.

- Approved: January 23, 2009
- Revised:
  - July 15, 2013, September 28, 2018, January 2019
- Applicable to criteria: PA3, TD2

## **IX. NFPA 1081 (2012 Edition): Certification of Industrial Fire Brigade Members**

Accredited agencies desiring to certify personnel for the following positions must test candidates to both the core set of JPRs as well as the listed site-specific requirements for each defined level of NFPA 1081 (2012 edition):

- Incipient Industrial Fire Brigade Member
- Advanced Exterior Industrial Fire Brigade Member
- Interior Structural Industrial Fire Brigade Member
- Industrial Fire Brigade Leader
- Industrial Fire Brigade Support Member
  - Approved: March 25, 2002
  - Revised: July 15, 2013
  - Sunsets: November 30, 2019
  - Applicable to criteria: PA3, TD2

## **X. NFPA 1521, *Standard for Fire Department Safety Officer Professional Qualifications* (2015, 2020 Edition): Qualification of Incident Safety Officer, Hazardous Materials Operations Level**

The COA has interpreted the Annex Statement in Section A5.5.1 of NFPA 1521 (2015, 2020 edition), as being the prerequisite requirement established by the Technical Committee on Fire Service Occupational Safety. Therefore, the COA has approved the following statement: "Due to the knowledge and expertise required at a technician level hazardous material incident, the Incident Safety Officer needs to have an understanding of these operations. This can be achieved by being trained to the hazardous materials technician level of NFPA 472, "Standard for Competence of Responders to Hazardous Materials Incidents/Weapons of Mass Destruction Incidents" OR NFPA 1072, "Standard for Hazardous Materials/Weapons of Mass Destruction Response Personnel Professional Qualifications."

- Approved: July 16, 2009
- Revised:
  - October 22, 2010, July 15, 2013, November 2020

- Applicable to criteria: PA3, TD2

#### **XI. NFPA 1521 (2015, 2020 Edition): Defining Safety Officer Certification Levels**

NFPA 1521 (2015, 2020 edition) has been developed using the Professional Qualifications / JPR model. It defines the minimum requirements for the Health and Safety Officer and Incident Safety Officer.

Within the Incident Safety Officer position are requirements for Fire Suppression Operations, 2015 and 2020 editions, (5.3); Technical Rescue Operations, 2015 edition (5.4); Technical Search and Rescue Operations, 2020 edition (5.4); and Hazardous Materials Operations 2015 and 2020 editions, (5.5).

Therefore, accredited agencies may, upon approval of the COA, choose to certify individuals to the following levels of this standard by assessing (testing) candidates to the sections identified after each level:

|   |                        |
|---|------------------------|
| Health and Safety Officer (2015, 2020)                                    | 4.2 through 4.12       |
| Incident Safety Officer (2015, 2020)                                      | 5.2 through 5.7        |
| Incident Safety Officer for Fire Suppression Operations (2015, 2020)      | 5.2, 5.3, 5.6, and 5.7 |
| Incident Safety Officer for Technical Rescue Operations (2015)            | 5.2, 5.4, 5.6, and 5.7 |
| Incident Safety Officer for Technical Search and Rescue Operations (2020) |                        |
| Incident Safety Officer for Hazardous Materials Operations (2015, 2020)   | 5.2, 5.5, 5.6, and 5.7 |

Because of the significant changes brought on by the use of the JPR format for the first time in the 2015 edition, agencies transitioning to the 2015 edition of this standard from the 2008 edition must send in an “Application for Extension of Accreditation” to the 2015 edition.

- Approved: July 14, 2015
- Revised:
  - November 2020

## SECTION THREE

### OPINION TO CRITERIA CORRELATION

#### I. Program Administration Section

| Criteria | Applicable Opinions                     |
|----------|---|
|          |   |
| PA2      |   |
| PA3      | 1-9, 2-4, 2-5, 2-6, 2-7, 2-8, 2-9, 2-10 |
| PA4      |   |
| PA5      |   |
| PA6      |   |
| PA7      |   |

#### II. Test Development Section

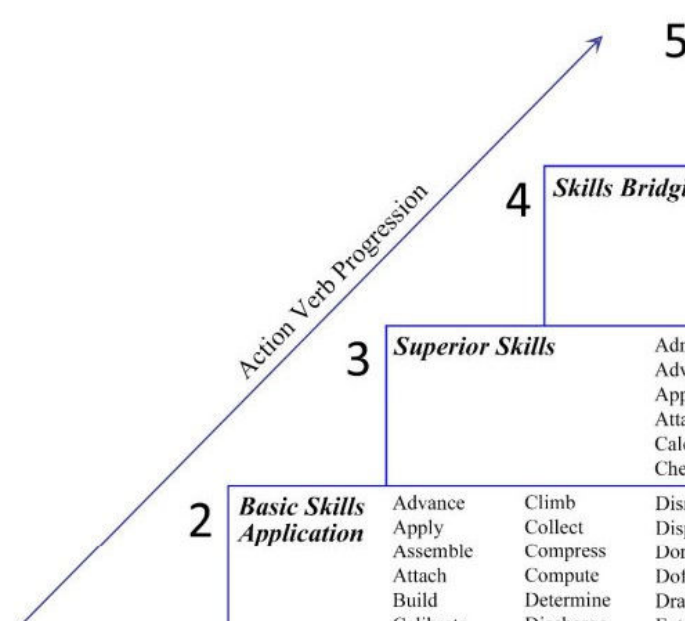
| Criteria | Applicable Opinions  |
|----------|--|
| TD1      |  |
| TD2      | 1-1, 1-2, 1-3, 1-7, 1-8, 1-9, 1-10, 2-2, 2-3, 2-4, 2-7, 2-8, 2-9, 2-10, 2-11 |
| TD3      | 1-2, 2-2, 2-3, 2-4   |
| TD4      | 1-6  |

#### III. Test Administration Section

| Criteria | Applicable Opinions |
|----------|---------------------|
| TA1      | 1-12,               |
| TA2      | 1-5                 |
| TA3      | 1-1, 1-5            |
| TA4      | 1-5, 2-1            |
| TA5      | 1-5, 1-12, 1-15     |
| TA6      | 1-5, 1-7, 1-12      |
| TA7      |                     |
| TA8      |                     |

## Appendix 1

### Action Verbs – NFPA®



|   |                                  |   |   |  |  |   |   |  |   |
|---|----------------------------------|---|---|--|--|---|---|--|---|
| 1 | <b>Pre-Operational</b>           | Associate<br>Begin<br>Cite<br>Define<br>Depict<br>Describe              | Display<br>Distinguish<br>Explain<br>Express<br>Identify<br>Inventory | Itemize<br>Label<br>List<br>Match<br>Name<br>Outline                             | Paraphrase<br>Proceed<br>React<br>Recite<br>Recognize<br>Reproduce     | Respond<br>Specify<br>Spot<br>Start<br>State<br>Tell                |   |  |   |
| 2 | <b>Basic Skills Application</b>  | Advance<br>Apply<br>Assemble<br>Attach<br>Build<br>Calibrate            | Climb<br>Collect<br>Compress<br>Compute<br>Determine<br>Discharge     | Dismantle<br>Display<br>Don<br>Doff<br>Drag<br>Extend                            | Extinguish<br>Fasten<br>File<br>Fix<br>Gather<br>Interview             | Manipulate<br>Measure<br>Move<br>Notify<br>Obtain<br>Operate        | Overhaul<br>Perform<br>Photograph<br>Practice<br>Prepare<br>Raise | Record<br>Remove<br>Search<br>Secure<br>Select<br>Show | Sketch<br>Use<br>Utilize<br>Work<br>Write |
| 3 | <b>Superior Skills</b>           | Administer<br>Advise<br>Approve<br>Attain<br>Calculate<br>Check         | Coach<br>Conduct<br>Deliver<br>Detect<br>Diagram<br>Direct            | Document<br>Enforce<br>Establish<br>Estimate<br>Execute<br>Express               | Facilitate<br>Guide<br>Implement<br>Impact<br>Lead<br>Maintain         | Manage<br>Monitor<br>Proceed<br>Produce<br>Protect<br>Regulate      | Render<br>Repair<br>Report<br>Resolve<br>Schedule<br>Solve        | Supervise<br>Support<br>Teach<br>Train                 |   |
| 4 | <b>Skills Bridging</b>           | Adapt<br>Adjust<br>Alter<br>Arrange<br>Breakdown<br>Categorize          | Change<br>Combine<br>Compare<br>Compile<br>Convert<br>Correlate       | Coordinate<br>Differentiate<br>Discover<br>Discriminate<br>Formulate<br>Initiate | Integrate<br>Modify<br>Negotiate<br>Organize<br>Rearrange<br>Recommend | Relate<br>Reorganize<br>Replace<br>Revise<br>Separate<br>Survey     | Synthesize<br>Transform<br>Translate<br>Verify                    |  |   |
| 5 | <b>Creation &amp; Evaluation</b> | Analyze<br>Anticipate<br>Appraise<br>Assess<br>Compose<br>Conceptualize | Conclude<br>Construct<br>Create<br>Critique<br>Design<br>Develop      | Devise<br>Diagnose<br>Edit<br>Evaluate<br>Examine<br>Forecast                    | Generate<br>Interpret<br>Judge<br>Justify<br>Reconcile<br>Plan         | Predict<br>Prescribe<br>Prevent<br>Project<br>Research<br>Summarize |   |  |   |

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\\_RevisingText.pdf](https://www.nfpa.org/Assets/files/AboutTheCodes/1005/Concepts_JPRs_RevisingText.pdf)

## Appendix 2

### Action Verbs Contained in NFPA Standards that Agencies May Certify

| <b>Methodology</b>     | <b>Action Verb</b>  |  |   |   |   |  |
|------------------------|---|--|---|---|---|--|
| <b>Product/Process</b> | Acquire<br>Adapt<br>Address<br>Adjust<br>Administer<br>Allocate<br>Analyze<br>Apply (process)<br>Appraise<br>Approve<br>Assemble (process)<br>Assess<br>Assign<br>Assume<br>Attend<br>Calculate<br>Categorize<br>Classify | Coach<br>Construct<br>Convey<br>Coordinate<br>Correlate<br>Create<br>Collect (process)<br>Communicate<br>Compare<br>Compile<br>Complete<br>Compose<br>Compute<br>Condense<br>Conduct (process)<br>Configure<br>Decide<br>Deliver | Describe<br>Design<br>Determine<br>Develop<br>Diagram<br>Direct<br>Discriminate<br>Dispose (process)<br>Disseminate<br>Distribute<br>Document<br>Enforce<br>Establish<br>Estimate<br>Evaluate<br>Evaluation<br>Examine<br>Explain | Express<br>Facilitate<br>Format<br>Formulate<br>Gather<br>Generate<br>Grade<br>Identify<br>Implement<br>Inspect<br>Interpret<br>Investigate<br>Issue<br>Learning<br>Maintain<br>Manage<br>Measure<br>Mitigate<br>Modify | Monitor (process)<br>Motivate<br>Negotiate<br>Observe<br>Organize<br>Participate<br>Plan<br>Predict<br>Prepare<br>Present<br>Prioritize<br>Produce<br>Project<br>Propose<br>Read<br>Recognize<br>Recommend<br>Reconstruct<br>Record | Relate<br>Report<br>Resolve<br>Respond<br>Retrieve (process)<br>Review<br>Schedule<br>Score<br>Supervise<br>Transfer (process)<br>Verify<br>Witness<br>Write |
| <b>Manipulative</b>    | Activate<br>Apply (action)<br>Ascend<br>Assemble (action)<br>Assist<br>Attack<br>Back<br>Cap<br>Carry<br>Check<br>Clean<br>Climb<br>Cluster   | Collect (action)<br>Combat<br>Connect<br>Contact<br>Control<br>Demonstrate<br>Deploy<br>Descend<br>Detect<br>Dismount<br>Dispose (action)<br>Doff<br>Don   | Drive<br>Energize<br>Enter<br>Execute<br>Exit<br>Expose<br>Extend<br>Extinguish<br>Extricate<br>Force<br>Hoist<br>Initiate<br>Isolate   | Lay<br>Load<br>Locate<br>Maneuver<br>Monitor (action)<br>Mount<br>Notify<br>Off-Load<br>Operate<br>Overhaul<br>Pack<br>Patch<br>Perform   | Plug<br>Position<br>Prevent<br>Protect<br>Raise<br>Receive<br>Remove<br>Retrieve (action)<br>Rotate<br>Sample<br>Secure<br>Select<br>Setup  | Stabilize<br>Terminate<br>Tie<br>Transfer (action)<br>Transition<br>Transmit<br>Transport<br>Turn<br>Turn off<br>Turn on<br>Use<br>Utilize                   |
| <b>Cognitive</b>       | Choose<br>Compare<br>Define<br>Describe   | Identify<br>Label<br>List<br>Name  | Recall<br>Recognize<br>Select<br>State  |   |   |  |

## Appendix 3

### 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>  | <b>Cognitive</b>            |
| <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>   | <b>Psychomotor (Skills)</b> |
| <p>A cognitive skill which <u>cannot</u> be directly observed.<br/>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> | <b>Product</b>              |
| <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>  | <b>Process</b>              |