University of Illinois
Fire Service Institute
Evaluation Policy and Procedures

Developed by the
Illinois Fire Service Institute
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University of Illinois
Illinois Fire Service Institute

Royal P. Mortenson, Director
James D. Keiken, Deputy Director
Kurt Glosser, Director of Curriculum and Testing

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[Signatures and dates]

Director's Signature  Date  Deputy Director's Signature  Date

Kurt Glosser  Date
Director of Curriculum and Testing
Table of Contents

I. General Information

II. Certification

III. Course Attendance

IV. Exam Accommodations

V. Challenge Exams

VI. Security of Exams

VII. Creation and Local Validation of Exam Items

VIII. Development of Written Exams

IX. Reliability of Written Exam Items

X. Exam Retirement

XI. Development of Skills Evaluation Items

XII. Selection of Skills Evaluation Items

XIII. Development of Projects or Portfolios

XIV. General Administration of Exams

XV. Administration of Written Exams

XVI. Exam Kit

XVII. Scoring of Exams and Retests

XVIII. Administration of Skills Evaluations

XIX. Administration of Project(s) / Portfolio

XX. Cheating

XXI. Emergencies

XXII. Appeals

Appendix I  Proctor Qualifications
Appendix II  Evaluator Qualifications
Appendix III  Project Scorer & Portfolio Reviewer Qualifications
I. General Information

Sound examination policies and procedures are the cornerstone upon which the Illinois Fire Service Institute (IFSI) makes determinations as to whether the student achieved the course objectives. It is the intention of IFSI to effectively measure to what degree learning has occurred through a fair and consistent examination process. This policy applies to and shall be utilized for the development, administration, and scoring of all evaluations delivered as a part of IFSI programs. All students are required complete an “Enrollment Form” and sign the “Acknowledgement of Risks and Release of Responsibility” which states all personal protective equipment meeting NFPA standards must be worn.

II. Certification

Certification in its most simple form means an individual has been tested by an accredited agency on a body of clearly delineated material and found to meet or exceed the minimum standard. IFSI provides opportunity for individuals to pursue both state and national level certification.

The Illinois Fire Service Institute has received course approval and exam equivalency for many certification levels from the Office of the State Fire Marshal (OSFM). IFSI has also received accreditation for many certification levels through the National Board on Fire Service Professional Qualifications (Pro Board) and International Fire Service Accreditation Congress (IFSAC). Requirements for each certification level may include specified prerequisites, and/or successful performance of required assessments.

The Illinois Fire Service Institute will only allow individuals to advance to the next level of certification when proof of prerequisite requirements is produced. This may consist of documentation verifying successful completion of acceptable educational and training programs or certification by an accredited agency (Pro Board, IFSAC, OSFM). A course prerequisite is a requirement of successful completion prior to a student being enrolled and allowed to attend the course. Proof of completion of prerequisites shall be submitted upon registering for a course.

The Illinois Fire Service Institute does not delegate any of its certification authority to any other agency, entity, or individual.
III. Course Attendance

The staff at IFSI have worked diligently to ensure the content taught within IFSI courses is relevant and essential to the job duties. All of the content has been determined to be required knowledge to safely and successfully complete tasks required of first responders in the line of duty. As a result, IFSI requires students to attend or make up all course content to receive their completion certificate. Students are expected to attend class on time and to remain in class for the duration of the class session. If a student misses any portion of class with an accumulated absence of 20% or less of scheduled class time, it will be the student’s responsibility to arrange the make-up of the missed course content with the instructor or program manager. The student must make up the specific course content that s/he missed, not just the hours. A student must complete all portions of a course, both classroom and practical, to establish eligibility to sit for the end-of-course examinations (written or skills) within 12 months of the last day of class. Make-ups are limited to eight hours of absence per forty hours or 20% of scheduled class time. If a student’s absence is greater than 20% refer to “true emergences” section below.

Instructors are required to keep a record of attendance on the Illinois Fire Service Institute Roster according to the following procedures:

- The Class Roster must be filled out at the first class meeting and reflect attendance at all class sessions. Personnel information should be reviewed by the student in the first hour of the first class meeting.
- Attendance is to be taken from the Class Roster at the scheduled start time of each class session.
- Should a student be absent for any reason, the lecture(s) and/or practical(s) missed will be documented on the Class Roster. If the absence is excused and less than 20%, then the student must work with the lead instructor to complete an Absentee Record.
- The Absentee Record will document the specific content and duration the student missed; and when and where they agree to make it up.
- The Absentee Record will help the student, the program, and class support confirm when make-up work has been completed; and when the student is eligible to test or receive their certificate.
- The instructor must turn in the IFSI Class Roster and any Absentee Records with other class-closing paperwork at the end of the course.

True Emergencies

The Director of the Curriculum and Testing Office must approve absences beyond the 20% on a case-by-case emergency basis. Some true student emergencies may occur that IFSI may choose to accommodate. A student may be allowed to make up missed classroom lecture, practical exercises, and exams if the absence is approved. The absence will be considered excused only if extenuating circumstances are documented and provided within seven (7) calendar days of the absence. A student must be able to verify such extenuating circumstances such as sickness, death in the immediate family, military deployment, certain legal considerations, or certain work-related emergencies.
Timeliness of Initial and Make-up Exams
Tests are scheduled at the training location and are administered at the end of the course. All students are allowed twelve months from the last day of class to make up and complete any missed course content and/or written or practical examinations. After one year has passed from that date, a student must re-enroll and retake the course.

IV. Exam Accommodations
It is the policy of the Illinois Fire Service Institute (IFSI) to administer its end of course exams in a manner so as not to discriminate against an otherwise qualified applicant. IFSI offers reasonable and appropriate accommodations for the written components of the end of course examinations for those persons with a documented disability, as required by the Americans with Disabilities Act (ADA).

IFSI written examinations are designed to test the knowledge of first responders to provide safe and effective service to the citizens of Illinois. As such, the content of the examinations reflects the current National standards as well as state and local standards.

IFSI urges students requesting any accommodations to submit such requests as early as possible, ideally when s/he registers for the class. This advance notice will provide adequate time to resolve any documentation issues that may arise. The Application for Reasonable Accommodations must be completed in its entirety (click here to view the Application) and must include documentation establishing the specific disability and the reason for the accommodation. The submitted documents must provide sufficient evidence to demonstrate how their limitation impacts the student in the testing environment.

The IFSI Curriculum and Testing Office will review each request on an individual basis and make decisions relative to appropriate accommodations based on the following general guidelines:

1. To be considered for an accommodation under the ADA, the student must present adequate documentation demonstrating his/her condition substantially limits one or more major life activities.
2. Requested accommodations must be reasonable and appropriate for the documented disability and must NOT fundamentally alter the examination’s ability to assess the essential functions of an identified position/job, which the test is designed to measure.
3. Documentation demonstrating the current level of functioning of the student should be recent to help ensure accommodations are based on assessment of the disability’s current impact on the student’s ability to take the examination.
4. Professionals conducting assessments, rendering diagnoses of specific disabilities and/or making recommendations for appropriate accommodation must be qualified to do so.
5. All documentation submitted in support of a requested accommodation will be kept in confidence and will be disclosed only to the extent necessary to evaluate the accommodation. No information concerning an accommodation request will be released to third parties without written permission from the student.

Note: Although a student has been approved for an exam accommodation in the past he/she needs to request accommodation for each class, ideally during the enrollment process.
V. Challenge Exams

The Challenge Exam Program allows those who have completed training to a given level, but do not currently hold an IFSAC or Pro Board National Certification, to challenge IFSI’s evaluations to prove competency and obtain National Certification. All Challenge Exams are based on NFPA’s Professional Qualification Standards. These Challenge Exams are designed to give experienced firefighters the opportunity to obtain a portable certificate recognized in many other states, countries, and by government contractors. These evaluations may include a written exam administration and multiple skill exams depending upon the specific certification. Please reference each individual Challenge Exam webpage for details. Upon successful completion of this objective evaluation process, national certification is awarded to the candidate whose name will be entered in the IFSAC and Pro Board registries.

IFSI does not review the certification credentials from other IFSAC/Pro Board accredited entities to grant an additional certification or Letter of Reciprocity. IFSI encourages authorities having jurisdictions to accept all IFSAC/Pro Board certifications as equivalent.

VI. Security of Exams

Exam security is maintained in all steps of development, processing, printing, storing, packing, shipping, and exam administration. Test banks, tests, and other items stored on the computer network are only password accessible by the Curriculum and Testing Staff and the IT Staff. Contact with any test material is kept to a minimum number of personnel. The back-up electronic files are secured on the server.

Individual exams are assigned a booklet number. A log is kept of each test created, and booklet numbers are assigned to maintain inventories. Any booklets retired from use are shredded and recorded in the log. A copy of each test ever created is maintained permanently in an archives folder. Only the Curriculum and Testing Staff and auditors have access to hard copies of exams in storage. All exam hard copies are locked in either the Testing Office, the Office of the State Fire Marshal or in exam kits. Exam questions and/or tests are never left unattended in open areas.

During the validation process, the questions are projected onto a screen. Members are not permitted to take notes and members are instructed to maintain strict test bank confidentiality. Exam questions are made available on a limited “check-out” basis to subject matter experts for supervised editing and validation. A record of disbursement of test questions is kept. Such a hard copy of the test questions shall include no more than 25% of the test bank per individual.

If at any time exam questions are believed to be compromised, such as booklets unaccounted for, those test questions will be retired and removed from circulation.
VII. Creation and Local Validation of Exam Items

Methods of Assessment
The Curriculum and Testing Office works closely with the Program Managers to determine the best method of assessment for their course, guided by the language in the Job Performance Requirements (JPR), requisite knowledge and skills. The Program may choose to assess with a written exam, a skill evaluation, a portfolio or a project/product or any combination of those methods. Cognitive JPRs and requisite knowledge may be tested through written or skills examination. JPRs involving skills and requisite skills shall be tested through manipulative skills examination. JPRs that require the individual to produce/develop/create a work product may be tested through the product method. The product method does not evaluate the candidate completing a skill but using a rubric, the scorer assesses the product produced by the individual.

The program must develop evaluation tools that allow the ability to test the entire standard (all the JPRs) for a specific level. The completion of a matrix or correlation sheets ensures this coverage. The program works with the Testing Office to determine which evaluation tools are best utilized and completes The Assessment Plan Worksheet outlining how the JPRs will be evaluated.

Test Banks
Illinois Fire Service Institute test banks are comprised of questions developed by IFSI Subject Matter Experts (SMEs) and/or from approved test banks which are based on National Fire Protection Association (NFPA) standards. Separate test banks are maintained for each course of study. A goal is to have each bank consist of at least twice the number of questions used per test generated. Test banks are locally reviewed by a combination of test support specialists and SMEs. Persons involved with these test bank validations are recorded and their credentials are stored and filed. During validation of the test banks, SMEs will review each question to ensure the validity of content. Every question in a fully validated test bank is cross reference to an IFSI course objective and NFPA, JPRs. Exam questions must be referenced to a JPR for the specified level to be included on an exam for certification.

Correlation work is done to ensure the evaluation methods equip IFSI with the ability to evaluate the entire standard. The test banks are reviewed by IFSI every time the edition of the NFPA standard is updated or the course curriculum is significantly changed.

Test Bank References
One hard copy of the test bank is printed and housed in the Testing Office. Program staff have limited access during validation work under the direct control of the Test Support Specialists. All documents associated with test development or validation are shredded upon completion.

After administration, test questions are further analyzed for ongoing validity. Any questions that are identified by the test takers and listed on the Student Feedback Form are reviewed. These questions are then analyzed by the Test Support Specialist in consultation with the appropriate Program Director or Manager for mistakes and/or errors in language or grammar.
VIII. Development of Written Exams

Program staff identifies the number of questions per exam and the required distribution across the applicable NFPA standard. Then cognitive/written exam questions are randomly selected from a validated bank of questions to form an exam. These exams will be identified by a Test A, B, or C. The goal is to have no more than 75% redundancy between these tests. Students who retest on a given exam shall be tested off of Test B. All exams are given a unique identifier number, like a SSN. The number is comprised of the year, month, and order developed that month. (YYMM#) Example 19032 – This exam was the second exam developed in March of 2019.

When developing tests for certification purposes, the test is reviewed to ensure test items representing the various components of the standard are evaluated. Each level of the standard is graded separately. No parts of exams are weighted. Once a test has been developed it is proofed and approved by the Test Support Specialist and the Curriculum and Testing Director.

At least five versions (1-5) of each test are printed. The Testing Office then assigns the printed test with the appropriate booklet number. Exam booklets are housed in a restricted area of IFSI with limited, controlled access. All outdated and unusable copies of test versions are shredded. A historical log is kept of all exam booklets that have been shredded.

IX. Reliability of Written Exam Items

Reliability is ensured by an ongoing process throughout the life of a written exam question. Questions are categorized by difficulty (p value) and discrimination (rpb). Questions with a p value falling below 60% or above 90% correct response are evaluated by staff and compared to the lesson plan, textbook, and/or other course materials. These questions may be modified or removed from the bank. Notes will be entered as to the reason for review so the next local validation team will be aware of the poor performance history of the question.

Individual exam statistics as well as cumulative statistical data for the test banks are automatically captured by the test bank management software at the time an exam is graded. Testing office staff reviews statistics for all newly created exams to determine question reliability. Exams are otherwise reviewed periodically (i.e. when Student Feedback Forms are received, upon request of the Program Manager, etc). These reports may be provided to OSFM, upon request.

Student feedback is reviewed by the Program Director/Manager upon receipt. IFSI ensures students are not penalized for errors that occur during the test development process. If the program staff confirms an error occurred that negatively impacts a student’s pass/fail status, the student’s record will be changed.
X. Exam Retirement

There are three conditions under which exams are retired: 1) life cycle of the exam has expired; 2) following a test bank validation; or 3) a critical degree of exam questions falls below the pass rate AND those same questions have been marked as “Needs Review.” When an exam is retired, it will be replaced by another exam and the previous exam will be phased out. Retired exams will be filed in the Archived Exams folder on the shared drive following the procedures outlined on the Retirement Process Checklist.

1. It is the goal of the C&T Office to replace exams on a 30 month cycle.
2. After any test bank validation, a Blueprint for writing new exams is created. If the NFPA Pro Qual standard or the program curriculum has been updated or a textbook has been changed, a new exam will be created. Upon the new exam’s implementation, any previous exams from the old test bank would be retired, as would the test bank.
3. Any exam found having >= 10% of the total exam questions falling below the IFSI policy of 60% pass rate will be brought to attention of the Director of Curriculum and Testing for review and suggested retirement.

XI. Development of Skills Evaluation Items

1. Program staff develop the objectives for the course.
2. The objectives are referenced to the corresponding national standard if applicable (NFPA JPRs). This is done to ensure that the applicable standard is addressed in the curriculum.
3. Program staff determine which psychomotor objectives will be evaluated by a skills exam.
4. Performance Evaluation Checklists (PECs), also referred to as skill sheets, are developed. (The instructional materials for each psychomotor objective are developed based on the performance measures listed on the PEC)
5. Program staff then identify if there are critical performance measures (steps required to pass).
6. PECs are validated and piloted by other qualified members of the Program Staff with expertise within that curriculum.
7. Program staff also identify which PECs are mandatory for every student at every session. These PECs are identified by a capital ‘M’ in front of the PEC number and title.

XII. Selection of Skills Evaluation Items

Once Performance Evaluation Checklists (PECs) are identified as mandatory or non-mandatory by the Program Staff, staff then select PECs to be evaluated at each unique evaluation session. Mandatory PECs are administered to every student at every evaluation. Only 35% percent of the non-mandatory PECs must be tested at any given session. Non-Mandatory PECs shall be randomly selected one of two ways:
A. Enter the total number of skill sheets into the randomization software. The software (https://www.randomizer.org/) will randomly select which PECs to utilize for a given administration (preferred for all examinations).

B. Write each skill sheet identifier on a slip of paper, folded in half, and draw lots until the correct number of items has been selected. Items may only be selected once. (This method is to be used only if the randomization software is unavailable).

In addition to the random selection of non-mandatory PECs, student assignments shall also be randomized if all the students are not being evaluated on the same skills.

XIII. Development of Projects or Portfolios

1. Program staff develop the project(s)/portfolio for the course.
2. The objectives are referenced to the corresponding national standards (NFPA). This is done to ensure all applicable JPRs are satisfied.
3. Program staff determine what objectives will be evaluated by the project(s) or portfolio.
4. A grading rubric is developed to establish grading criterion for evaluating the product.
5. A scorer will conduct an objective assessment of the product using the established rubric.
6. A Portfolio Inventory Sheet is developed to establish the required components for the portfolio.
7. A Reviewer will conduct a review of the portfolio to ensure all components are included.

XIV. General Administration of Exams

Examinations are administered by qualified Proctors and Evaluators to individuals who have met all the course requirements, including completion of all course hours.

Proctor and Evaluator procedures are followed in a uniform manner, regardless of the testing site. Program staff is responsible for selecting, monitoring, and evaluating their Proctors and Evaluators. Any immediate problems should be reported to the Testing Office. The Curriculum and Testing Staff may also observe evaluation sessions to ensure compliance with policy. A proctor who fails to abide by IFSI’s policy and procedures is subject to review. The review process, led by the Director of the Curriculum and Testing Office, will be based on documentation of any such infractions, in order to determine if the proctor status is necessary to revoke. Revoking of one’s proctor status is approved by the Deputy Director.

Proctors and Evaluators should avoid even the appearance of misconduct and should avoid proctoring or evaluating relatives or supervisors. Staff should not proctor an exam which they may take in the future. It is an expectation of a proctor to alert the Testing Office immediately when aware of such circumstances to allow for other arrangements to be made.

Time Limits
The maximum length of time allowed for testing is based upon the number of cognitive/written exam items. A specified amount of time will be given for every exam item. If the total exam time does not fall on a whole minute, the exam time will be rounded to the next whole minute. The allotted time for an exam is announced by the Proctor prior to the start of the exam.
XV. Administration of Written Exams

The proctor to Test Taker Ratio should not exceed 1:35. Best practices are to utilize additional proctors for larger groups and/or confined quarters to maintain control of the room and flow of traffic. Proctors must verify students’ eligibility (attendance & identity) to test by checking off names listed on the Official Roster. A student appearing at the test site, whose name is not on the Official Roster, does not have appropriate signed registration/documentation in hand, or is not scheduled for a retest/make-up exam, shall not be admitted to test. The proctor must verify the student’s identity in two ways. Each student must present a valid (unexpired) government-issued identification card (I.D.) having both photo and signature. The name appearing on the I.D. must match the name on the roster/signed registration in order to sit for the exam. I.D. verification is 1) the comparison of the signature on the I.D. presented against the signature the student signs in front of the proctor on the Exam Agreement form, and 2) the checking of the photo on the I.D. to the person present. Any discrepancies or issues are to be documented on the Test Administration Report form and reported to the Testing Office. *If a student is unable to produce the required government-issued I.D., then they must not be allowed to test.* IFSI offers courses through the Cornerstone Program and these classes do not require students to preregister. Walk-in students such as these will only be allowed to test if they have completed an IFSI registration form and have completed the course requirements. If a student does not show up for the exam, s/he will be marked as a no-show on the roster.

The proctor will read the student instructions aloud to the students *word for word*. The proctor confirms that all students understand the exam instructions before proceeding. Students should not open the exam booklet until the proctor has instructed to do so. Students are asked to list both personal and exam information on their answer sheet. The proctor should note the time the test started and announce when the time limit has been reached. Upon completion of the examination, the student will return all testing materials to the proctor. In the case any student has a question or complaint about an individual exam item, the student shall make a written record of the inquiry including item number and comments on the Student Feedback Form.

**Breaks**

Students are discouraged from taking a break during an exam. If a student must excuse themselves, s/he is required to turn in all testing materials and electronic devices, such as a cell phone. NOTE: The student’s exam time continues and only one student is allowed out of the room at a given time. This break must be recorded by the proctor on the Proctor Feedback Form. The student must sign out/in with the time noted to show time elapsed (on Test Administration Report).

XVI. Exam Kit

**Proctor Receiving Exam Kit**

Exam kits will be shipped from the IFSI Testing Office approximately seven to ten days prior to exam date. The kit should be received and opened *only* by qualified IFSI Proctors. Upon receipt, open as soon as possible to verify contents of the kit against the materials check list found in the Proctor Resource Manual. The exam kit will contain the following:

- Pencils
- Test Booklets
- Proctor Resource Manual
• Testing Sign(s)
• Answer Sheets
• Exam Scratch Paper
• Completed Paperwork Folder
• Student Feedback Forms
• Test Administration Report / Proctor Feedback Form
• Copy of the Illinois Fire Service Institute Evaluation Policy and Procedures
• Return Shipping Label, if applicable

If any discrepancy is found, please make a note on the Proctor Feedback Form (back of Test Administration Report) and call the testing office. Upon resealing the exam kit, place it in a secure location, such as your locked vehicle or a locked office, where others cannot access it.

Included in the Proctor Manual, as part of the check list procedure for a proctor receiving an exam kit, is the “Security Tag # Log Sheet” to complete. It is a five-column, color-coded record of the security seals used on the exam kit for alerting a proctor of any potential tampering during transport, handling and storage of a kit.

Proctor Returning Exam Kit
At the end of the exam, the proctor will account for the exam booklets used and place the booklets back in numerical order. The proctor will assemble and return all testing materials to the exam kit. This includes all broken seals. All paperwork from the exam administration must be placed in the “Completed Paperwork” folder. This includes scratch paper (used/unused) distributed to each student during the exam. The proctor will then return the exam kit to the Institute as soon as possible, but no later than one week after the date of the exam.

XVII. Scoring of Exams and Retests
After receiving the answer sheets, the Illinois Fire Service Institute uses a scanner to score the test responses. Several checks are used to ensure the accuracy of the scoring process. Results are provided to class support staff and once this data entry is complete, students are automatically notified via e-mail. This process is to take no longer than six weeks. No exam scores or evaluation results will be given by telephone.

Records from exam administrations are maintained with the class file in a secure environment under the direct control of IFSI staff. These hard copy records are retained for three years; the electronic records are maintained in the database which can only be accessed by the student or certain administrative staff.

The lowest minimum passing score on an IFSI cognitive/written examination is 70 percent. Any student who fails to pass an examination has twelve months, from their date of exam, to retest. Students are afforded one initial and two retest attempts within those twelve months. The request for retest should be submitted 30 days in advance of date requested. Students are only allowed to request a maximum of two exams on any given test date. Should a student not attend their scheduled retest (considered a “no show”), the attempt is counted as a failure. If a student fails their third attempt or the twelve months have elapsed they must re-enroll in the course.
XVIII. Administration of Skills Evaluations
The Illinois Fire Service Institute evaluates students’ ability to successfully perform skills. The process ensures all or a fair representation of the psychomotor job performance requirements (JPRs) are tested. The establishment and enforcement of the following procedures ensures testing is fair and comprehensive.

The Evaluator should only be observing/evaluating one Test Taker at a time. Performance evaluations shall be completed in a standardized and objective manner. All skill stations shall be set up in the same manner for each student. Once the evaluation begins, the configuration of the evaluation stations shall not be altered. Evaluations must start and end the same for each participant. To aid in objectivity, Performance Evaluation Checklists (PECs) identifying the performance measures and grading criteria must be used for all students. PECs are provided as part of the curriculum and are available in the Instructor and Student Manuals.

The staff evaluating a particular skill (Evaluator) should not be the same individual who taught that skill. The Evaluation Coordinator is responsible to ensure that staff assigned to instruct a skill are not then assigned to evaluate the skill.

Each student should have the opportunity to practice and apply knowledge and skills during instruction time. During evaluation, the role of the Evaluator is to test the student, and not provide any assistance or coaching to the student during testing. Evaluators are monitored by Program Managers on a regular basis. The student shall be notified when the teaching environment transitions to the testing / evaluation phase.

Overall safety of the entire evaluation process is the role of the Evaluator Coordinator. This includes monitoring weather, rehabilitation requirements, EMS standby requirements, etc. Prior to the start of the evaluation, the Evaluation Coordinator shall brief students and evaluators with specific instructions. The Evaluator ensure all proper tools and equipment are available for the skills evaluation. In addition, students shall be advised of test security requirements and procedures for leaving the evaluation area if necessary, prior to completion of the skill evaluation.

At each evaluation session, students will be gathered in a pre-determined staging area that isolates them from the evaluation process and exposure to candidates who have already completed the evaluation. The Evaluator shall ensure evaluation security, by properly staging students and ensuring no materials other than those issued for the evaluation are in the staging area. In the event of a suspected breach in security, the Evaluator shall terminate the evaluation and deliver the student to the Evaluation Coordinator. The Evaluator shall be directly responsible for ensuring safety of all students during all psychomotor/skills testing at their station. Evaluators shall stop the psychomotor/skills evaluation any time if the safety of the student or evaluator is in question. Evaluations involving live fire training in acquired structures are led by members of the IFSI Burn Team who ensure compliance with NFPA 1403.

Failed Attempt(s)
All PECs will be tested on a pass/fail basis. The pass/fail criteria for each psychomotor skill are outlined on the PEC/skill sheet. Students must successfully complete 70% of the non-critical...
performance measures and 100% of the critical performance measures as the minimum to receive a passing score. Any failure on a critical measure/step, results in a failure of that skill (an unsuccessful attempt). If a student is unsuccessful in their first attempt at completing a skills evaluation, the evaluator will document an explanation of the skill(s) that were performed inappropriately. The evaluator shall tell the student why they failed the first attempt at the skill. The student can be given a second attempt with the same evaluator. If the student is unsuccessful on a second attempt, a third attempt with a different evaluator will be conducted. This may be scheduled for a later date after re-training has occurred. If the student is unsuccessful in their third attempt, the student must re-enroll in the course.

XIX. Administration of Project(s) / Portfolio

A Project is an assignment requiring the application of knowledge to perform a task that is not assessed/evaluated as it is being performed. The student provides a product to be assessed by a scorer using a rubric to determine the success of the candidate.

The Portfolio is intended to measure the candidate’s accomplishments with respect to specific job performance requirements based on the evaluation of a student’s work products to ensure compliance with the job performance requirements. A Portfolio Inventory Sheet is used by the reviewer to ensure all required components of the Portfolio are present.

XX. Cheating

Proctors, Evaluators, and Evaluation Coordinators are given the authority to remove any student from the testing area and testing process in the event a violation is suspected. Proctors should document any such occurrence on the Proctor Feedback Form. Any proctor may ask a student to turn in an exam and leave the exam room for any of the following reasons:

- Looking at another student’s exam
- Talking to another student
- Use of an electronic device such as a cell phone
- Looking at notes during an exam including, but not limited to: notes inside sleeves, on eye patches, hand, desk, or chair
- Unauthorized admission or re-admission into the room
- Loud or disruptive behavior
- Attempting to remove an exam from the room or attempting to take items for someone
- Attempting to impersonate another student
- Any form of cheating
XXI. Emergencies

For emergency situations outside of the student’s control such as severe weather, the proctor has the discretion to make a decision on discontinuing the exam. In the case of acute illnesses, family emergencies, or the legitimate need to respond to an emergency call for service during the exam in which the student must leave the room before completing the exam, the proctor will document the details of the emergency situation. The student will need to submit an exam request to schedule a make-up exam. The unfinished exam does not count as a failed attempt.

XXII. Appeals

Students who wish to appeal the results of their evaluation (their test score), part of this policy, or any part of the evaluation process should contact the Testing Office in writing within twelve months from their date of exam, voicing their concern. This appeal or challenge will be reviewed by the Director of Curriculum and Testing and may be reviewed by the Deputy Director. Students will be informed in writing of the decision rendered.

*Any exceptions to this policy may be made at the discretion of the Deputy Director.*
Appendix I. Proctor Qualifications
Cognitive/written exam Proctors must meet the following requirements:
- Must be an employee of the Illinois Fire Service Institute.
- Read and understand the Illinois Fire Service Institute Evaluation Policy and Procedures.
- Must be recommended by IFSI Program Manager/Director or IFSI Leadership.
- Complete Exam Proctor Training Program.
- Must observe one exam administration conducted by the Illinois Fire Service Institute.
- Must be monitored and mentored on one occasion by an existing Illinois Fire Service Institute experienced Proctor.
- Understand the possibility of being randomly audited by an existing proctor.
- Attend/comlete required updates.

Or
Be an approved proctor from another Nationally Accredited Agency provided the proctor agrees to follow the procedures of the Illinois Fire Service Institute.

Appendix II. Evaluator Qualifications
Psychomotor/Skills Evaluators must meet the following requirements:
- Must be an employee of the Illinois Fire Service Institute.
- Read and understand the Illinois Fire Service Institute Evaluation Policy and Procedures.
- Must be part of the instructional team for the program being administered, but should not evaluate the skills of those students which they have instructed.
- Must hold a certification at or above the level that they are evaluating or be approved by their Program Director.
- Must successfully complete the Evaluator Training Program.
- Must observe a skills evaluation session conducted by the Illinois Fire Service Institute.
- While conducting an evaluation, must be monitored and mentored on at least one occasion by an existing Illinois Fire Service Institute experienced Evaluator.
- Understand the possibility of being randomly audited on their evaluation techniques by an existing qualified Evaluator.
- Attend/comlete required updates.

Appendix III. Project Scorer & Portfolio Reviewer Qualifications
Staff must meet the following requirements:
- Must be an employee of the Illinois Fire Service Institute.
- Read and understand the Illinois Fire Service Institute Evaluation Policy and Procedures.
- Must be part of the instructional team for the program being administered.
- Must be trained by program staff on how to complete rubrics and portfolio inventory sheets fairly and consistently.
- Must hold a certification at or above the level that they are evaluating.
- Must be checked on occasion by Program Leadership to ensure inter-rater reliability.
- Understand the possibility of being randomly audited on their evaluation techniques by existing Illinois Fire Service Institute staff.
- Attend/comlete required updates.