



FIRE AND LIFE SAFETY EDUCATOR I
NFPA Standard 1030, 2022 Edition

Test Construction Guide

The skills examination for Fire and Life Safety Educator I will consist of at least two stations representing a random sampling of the standard. The skills have been broken down into two major categories, the Test Control Officer will randomly select the prescribed number of skill sheets per category using the matrix below.

Fire and Life Safety Educator I Job Performance Requirements

Skill Sheet	NFPA Section #	Tasks	Certification JPR Requirements: 4 Mandatory and 2 Random (for total of 6 Skill Sheets selected)
1		RESERVED FOR ADDITIONS	Select 4 Mandatory
2	9.3.1, 9.3.2	Administration	
3	9.3.3	Maintain Schedule	
4	9.3.4	Community Resources	
5	9.4.1	Education and Implementation	
6	9.5.2	Safety	
7a	9.5.3	Lecture Presentation	
7b	9.5.3	Demonstration Presentation	Select 2 Random
8	9.5.4	Adapt a Lesson Plan	
9	9.5.5	Notify the Public of an Event	
10	9.5.6, 9.5.7	Disseminate Information	
11	9.6.1	Evaluation	
12		RESERVED FOR ADDITIONS	



FIRE AND LIFE SAFETY EDUCATOR I

Candidate Name _____ Skill Sheet 2

FEMA ID _____ Date _____

NFPA STANDARD: 1030, 2022 Edition		JPR: 9.3.1, 9.3.2		SKILL AREA: Administration			
TASK: Completely and thoroughly document fire and life safety public education activities							
CONDITIONS: Given supplied forms, software, and other electronic methods							
PERFORMANCE OUTCOME: so that all activities are recorded and each component of the reporting is completed with the correct information.							
No.	TASK STEPS	FIRST TEST		RETEST			
		Pass	Fail	Pass	Fail		
1.	Correctly identify types of activities and appropriate classification for activity recording.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.	Identify appropriate education activity information and select appropriate form/format for activity according to policies and procedures of the authority having jurisdiction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.	Assemble appropriate education activity information into proper format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.	Accurately record the appropriate education activity information on forms,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.	Properly complete, submit education activity form and maintain records.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Overall Skill Sheet Score		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Candidate Stop Safety: Yes <input type="checkbox"/>				Equipment Stop Safety: Yes <input type="checkbox"/>			

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FIRE AND LIFE SAFETY EDUCATOR I

Candidate Name _____ Skill Sheet 3

FEMA ID _____ Date _____

NFPA STANDARD: 1030, 2022 Edition		JPR: 9.3.3		SKILL AREA: Maintain Schedule			
TASK: Maintain a work schedule							
CONDITIONS: Given a list of events, pre-activity requirements, and time allotments,							
PERFORMANCE OUTCOME: so that all activities are scheduled and completed without conflict.							
No.	TASK STEPS	FIRST TEST		RETEST			
		Pass	Fail	Pass	Fail		
1.	Identify all program requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.	Identify pre-activity requirements for each request/activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.	Correctly establish/identify work schedule time allotment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.	Identify and set proper activity/schedule limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.	Complete an appropriate schedule of events without conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Overall Skill Sheet Score		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Candidate Stop Safety: Yes <input type="checkbox"/>			Equipment Stop Safety: Yes <input type="checkbox"/>				

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FIRE AND LIFE SAFETY EDUCATOR I

Candidate Name _____ Skill Sheet 4

FEMA ID _____ Date _____

NFPA STANDARD: 1030, 2022 Edition		JPR: 9.3.4		SKILL AREA: Community Resources			
TASK: Identify existing community resources, services, and organizations							
CONDITIONS: given a current list of resources, organizations, and identified need(s)							
PERFORMANCE OUTCOME: so that the public is referred to the applicable resources.							
No.	TASK STEPS	FIRST TEST		RETEST			
		Pass	Fail	Pass	Fail		
1.	Determine existing available community resources and assistance organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.	Identify community needs and issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.	Identify appropriate background information for issues, select appropriate community resource, service, or organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.	Identify available partner organizations to address issues and to share information/resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.	Determine opportunities for shared efforts and refer public to the appropriate resource(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Overall Skill Sheet Score		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Candidate Stop Safety: Yes <input type="checkbox"/>				Equipment Stop Safety: Yes <input type="checkbox"/>			

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FIRE AND LIFE SAFETY EDUCATOR I

Candidate Name _____ Skill Sheet 5

FEMA ID _____ Date _____

NFPA STANDARD: 1030, 2022 Edition		JPR: 9.4.1		SKILL AREA: Education and Implementation			
TASK: Select appropriate instructional materials							
CONDITIONS: given a subject, learning objectives, the intended audience, and related resources							
PERFORMANCE OUTCOME: so that audience and activity objectives align with standardized campaign themes and messages reflect current best practices.							
No.	TASK STEPS	FIRST TEST		RETEST			
		Pass	Fail	Pass	Fail		
1.	Select instructional materials, including props and equipment, appropriate to the activity objectives (i.e. props are appropriate size for classroom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.	Select instructional materials that include proper amounts of information to meet learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.	Select materials that appropriately explain learner action(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.	Select materials that are appropriate to the audience's learning level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.	Ensure all instructional materials are bias-free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.	Select materials are appropriate length/duration for the lesson and/or audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.	Explain why material used was selected, including audience learning level, attention span, material appeal, and/or visual aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Overall Skill Sheet Score		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Candidate Stop Safety: Yes <input type="checkbox"/>				Equipment Stop Safety: Yes <input type="checkbox"/>			

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(360) 596-3945**



FIRE AND LIFE SAFETY EDUCATOR I

Candidate Name _____ Skill Sheet 6

FEMA ID _____ Date _____

NFPA STANDARD: 1030, 2022 Edition		JPR: 9.5.2		SKILL AREA: Safety			
TASK: Use safe practices during fire and life safety education activities							
CONDITIONS: given a lesson plan and a list of equipment							
PERFORMANCE OUTCOME: fire and life safety education activities are conducted without injury to presenters or participants							
No.	TASK STEPS	FIRST TEST		RETEST			
		Pass	Fail	Pass	Fail		
1.	Ensure learning environment and equipment are set up with safety hazards identified and mitigated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.	Ensure exits are clear and room is not overcrowded or exceeding occupancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.	Establish safety zone around equipment and props, if necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.	Explain proper safety requirements for activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.	Ensure audience/participant understanding of safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.	Ensure an appropriate number of personnel are available to provide adequate supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.	Stop any unsafe actions by presenters and/or participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Overall Skill Sheet Score		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Candidate Stop Safety: Yes <input type="checkbox"/>				Equipment Stop Safety: Yes <input type="checkbox"/>			

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FIRE AND LIFE SAFETY EDUCATOR I

Candidate Name _____ Skill Sheet 7a

FEMA ID _____ Date _____

NFPA STANDARD: 1030, 2022 Edition		JPR: 9.5.3		SKILL AREA: Lecture Presentation			
TASK: Present a lesson plan (<i>using lecture method</i>)							
CONDITIONS: given a lesson plan with multiple presentation methods, evaluation instruments, time allotment(s), setting, and identified audience							
PERFORMANCE OUTCOME: the lesson plan is followed and learning objectives are met.							
No.	TASK STEPS	FIRST TEST		RETEST			
		Pass	Fail	Pass	Fail		
1.	Dress is appropriate for audience and topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.	Presentation is properly organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.	Opening of lecture motivates audience and creates an interest to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.	Learning objective(s) are clearly stated to the audience in behavior terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.	Instructional method is closely matched to learning objective(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.	Voice tone, pitch, modulation, and volume are appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.	Gestures are appropriate, absence of distracting mannerisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.	Eye contact with audience is maintained (50% of time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.	Ensure presenter/presentation reflects cultural competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.	Develop rapport with students/audience, involve audience to ascertain knowledge of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.	Ensure audience can see and hear presentation and demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11,	Lesson is presented in a "step by step" manner according to lesson plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.	Lesson is presented in allotted time frame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13.	Properly use electronic media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.	Manage time and appropriately multi-task during lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.	Properly assess audience readiness for evaluation step (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Overall Skill Sheet Score		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Candidate Stop Safety: Yes <input type="checkbox"/>				Equipment Stop Safety: Yes <input type="checkbox"/>			

Evaluator/Candidate Comments _____

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FIRE AND LIFE SAFETY EDUCATOR I

Candidate Name _____ Skill Sheet 7b

FEMA ID _____ Date _____

NFPA STANDARD: 1030, 2022 Edition		JPR: 9.5.3		SKILL AREA: Demonstration Presentation			
TASK: Present a lesson plan (<i>using demonstration method</i>)							
CONDITIONS: given a lesson plan with multiple presentation methods, evaluation instruments, time allotment(s), setting, and identified audience							
PERFORMANCE OUTCOME: the lesson plan is followed and learning objectives are met.							
No.	TASK STEPS	FIRST TEST		RETEST			
		Pass	Fail	Pass	Fail		
1.	Dress is appropriate for audience and topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.	Demonstration is properly organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.	Opening of demonstration motivates audience and creates an interest to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.	Learning objective(s) are clearly stated to the audience in behavior terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.	Presentation is appropriate for audience and topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.	Voice tone, pitch, modulation, and volume are appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.	Gestures are appropriate, absence of distracting mannerisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.	Eye contact with audience is maintained (50% of time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.	Ensure presenter/presentation reflects cultural competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.	Develop rapport with students/audience, involve audience to ascertain knowledge of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.	Ensure audience can see and hear demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11,	Lesson is presented in a "step by step" manner according to lesson plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.	Lesson is presented in allotted time frame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13.	Allow proper amount of time for guided practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.	Supervise/coach individuals in correct technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.	Check for understanding (monitor for proper technique)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.	Encourage individuals with positive reinforcement/feedback on performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17.	Monitor all students for proper technique and appropriate safety practices, correct behavior as necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18.	Properly assess audience readiness for evaluation step (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19.	Manage time and appropriately multi-task during lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.	Use appropriate summary/closure to emphasize and review key procedures, sequences, and concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Overall Skill Sheet Score		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



FIRE AND LIFE SAFETY EDUCATOR I

Candidate Stop Safety: Yes

Equipment Stop Safety: Yes

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FIRE AND LIFE SAFETY EDUCATOR I

Candidate Name _____ Skill Sheet 8

FEMA ID _____ Date _____

NFPA STANDARD: 1030, 2022 Edition		JPR: 9.5.4		SKILL AREA: Adapt a Lesson Plan			
TASK: Adapt a lesson plan							
CONDITIONS: given lesson content and information on the audience							
PERFORMANCE OUTCOME: so that the material of the material presented meets the needs of the audience.							
No.	TASK STEPS	FIRST TEST		RETEST			
		Pass	Fail	Pass	Fail		
1.	Ensure adapted instructional materials, including props and equipment, are appropriate to the learning level and needs of the given audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.	Ensure adapted instructional materials include the proper amount of information to meet the learning objectives for the given audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.	Ensure the adapted lesson appropriately explains the actions learners are to take	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.	Adapted materials are free of bias/demonstrate cultural competency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.	Adapted instructional materials are the appropriate length or duration for the lesson taught to the given audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.	Explain why the adapted material will meet the needs of the audience, including attention span, audience learning level, material appeal, and/or visual aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.	Adapted instructional materials, including props and equipment, are appropriate to the audience location (i.e., proper size for classroom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Overall Skill Sheet Score		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Candidate Stop Safety: Yes <input type="checkbox"/>				Equipment Stop Safety: Yes <input type="checkbox"/>			

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FIRE AND LIFE SAFETY EDUCATOR I

Candidate Name _____ Skill Sheet 9

FEMA ID _____ Date _____

NFPA STANDARD: 1030, 2022 Edition		JPR:		SKILL AREA: Notify the Public of an Event			
TASK: Notify the public							
CONDITIONS: given a scheduled event							
PERFORMANCE OUTCOME: so that the location, date, time, topic, and sponsoring agency are conveyed.							
No.	TASK STEPS	FIRST TEST		RETEST			
		Pass	Fail	Pass	Fail		
1.	Select adequate/appropriate publicity method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.	Properly identify local media resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.	Correctly follow department policies for information dissemination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.	Create appropriate notification material—location, date, time, topic, and sponsoring agency included	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.	Ensure materials are bias-free and demonstrate cultural competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.	Correctly identify distribution methods and properly distribute information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Overall Skill Sheet Score		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Candidate Stop Safety: Yes <input type="checkbox"/>				Equipment Stop Safety: Yes <input type="checkbox"/>			

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FIRE AND LIFE SAFETY EDUCATOR I

Candidate Name _____ Skill Sheet 10

FEMA ID _____ Date _____

NFPA STANDARD: 1030, 2022 Edition		JPR: 9.5.6, 9.5.7		SKILL AREA: Disseminate Information			
TASK: Disseminate educational information							
CONDITIONS: given information or materials, a specified audience, and time frame,							
PERFORMANCE OUTCOME: so that the information reaches the audience within the specified time frame.							
No.	TASK STEPS	FIRST TEST		RETEST			
		Pass	Fail	Pass	Fail		
1.	Correctly identify department legal requirements and policies for distribution and posting of material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.	Properly identify distribution methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.	Identify proper venues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.	Create an adequate timeline for processing information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.	Distribute educational material in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.	Distribute thru electronic forms of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Overall Skill Sheet Score		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Candidate Stop Safety: Yes <input type="checkbox"/>				Equipment Stop Safety: Yes <input type="checkbox"/>			

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FIRE AND LIFE SAFETY EDUCATOR I

Candidate Name _____ Skill Sheet 11

FEMA ID _____ Date _____

NFPA STANDARD: 1030, 2022 Edition		JPR: 9.6.1		SKILL AREA: Evaluation			
TASK: Administer an evaluation instrument (written exam)							
CONDITIONS: given the appropriate evaluation instrument and testing policies & procedures							
PERFORMANCE OUTCOME: so that lesson outcomes are measured.							
No.	TASK STEPS	FIRST TEST		RETEST			
		Pass	Fail	Pass	Fail		
1.	Ensure classroom facility is appropriate for testing purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.	Allow sufficient time to administer written exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.	Properly grade exams and calculate correct percentages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.	Correctly calculate the average score (mean score) for the exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.	Develop an objective interpretation of the test results based on test scores and test item analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.	Determine if lesson objectives were met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.	Report information as required by AHJ policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Overall Skill Sheet Score		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Candidate Stop Safety: Yes <input type="checkbox"/>				Equipment Stop Safety: Yes <input type="checkbox"/>			

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