

## Examination II-2

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### Directions

Remove Examination II-2 from the manual. First, take a careful look at the examination. There should be 75 examination items. Notice that a blank line precedes each examination item number. This line is provided for you to enter the answer to the examination item. Write the answer in ink. Remember the rule about not changing your answers. Our research has shown that changed answers are often incorrect, and, more often than not, the answer that is chosen first is correct.

If you guess the answer to a question, place an “X” or a check mark by your answer. This step is vitally important as you gain and master knowledge. We will explain how we treat the “guessed” items later in SAEP.

Take the examination. Once you complete it, go to Appendix B and score your examination. Once the examination is scored, carefully follow the directions for feedback on the missed and guessed examination items.

- \_\_\_\_\_ 1. The Instructor II duties include:
- A. establishing general departmental policies and procedures.
  - B. evaluating department company officers during fire ground operations.
  - C. program scheduling.
  - D. All of the above
- \_\_\_\_\_ 2. An Instructor II's responsibility is to ensure that the instructional team members realize that their primary role is to:
- A. set organizational policies.
  - B. elicit feedback from learners and colleagues.
  - C. plan, develop, and conduct training sessions.
  - D. ensure that learner participation is encouraged.
- \_\_\_\_\_ 3. In the Five-Step Planning Process Model for Training Managers, the Selection Step includes which of the following activities:
- A. conduct a strategic needs assessment.
  - B. conduct a strategic risk analysis.
  - C. identify an instructor cadre.
  - D. reassess strategic needs.
- \_\_\_\_\_ 4. In the Five-Step Planning Process Model for Training Managers, the Implementation Step includes which of the following activities:
- A. conducting a strategic needs assessment.
  - B. conducting a strategic risk analysis.
  - C. identifying an instructor cadre.
  - D. reassessing strategic needs.
  - E. monitoring and modifying the program.

- \_\_\_\_\_ 5. When formulating budget needs, program developers must estimate the cost and benefits of the course. This is also known as the \_\_\_\_\_ component in the planning process model.
- A. identification
  - B. selection
  - C. design
  - D. evaluation
- \_\_\_\_\_ 6. A/An \_\_\_\_\_ budget generally categorizes requests into salaries and benefits, operations, and capital goods.
- A. zero-base
  - B. training
  - C. integrative
  - D. performance
- \_\_\_\_\_ 7. Line-item accounting is a form of:
- A. bargaining.
  - B. complaint resolution.
  - C. budgetary control.
  - D. an employee accountability system.
- \_\_\_\_\_ 8. Which of the following is/are method(s) used to justify preliminary budget figures?
- A. Identifying fixed and recurring expenses
  - B. Letting officials know how spending now will bring future savings
  - C. Presenting little information and forcing officials to ask questions
  - D. Both A and B are correct.
- \_\_\_\_\_ 9. Which item listed below is a capital expenditure?
- A. Office supplies
  - B. Building
  - C. Heating and air conditioning
  - D. Insurance
- \_\_\_\_\_ 10. Budget expenses categorized as human resources include:
- A. worker's compensation.
  - B. office furniture.
  - C. office machines.
  - D. communication services.

- \_\_\_\_\_ 11. Managing funding and resources to achieve training goals can be accomplished through which of the following nontraditional methods?
- A. Developing cooperative relationships with the industry
  - B. Seeking funding through grants
  - C. Raising funds by providing training to the private sector
  - D. All of the above
- \_\_\_\_\_ 12. The term that embodies the concept that an individual's records are confidential is:
- A. contractual agreement.
  - B. right of privacy.
  - C. employee rights.
  - D. agreement act.
- \_\_\_\_\_ 13. What legal act prevents disclosure of personal information without consent?
- A. The American with Disabilities Act of 1980
  - B. The Civil Rights Act of 1964
  - C. Equal Employment Opportunity Act of 1974
  - D. Family Educational Rights and Privacy Act of 1974
- \_\_\_\_\_ 14. A policy is a guiding principle that organizations use to:
- A. identify a general philosophy.
  - B. address specific issues or problems.
  - C. require a step-by-step outline of a task.
  - D. provide specific rules and regulations.
- \_\_\_\_\_ 15. Programs designed to seek persons of minority races and ethnic backgrounds are known as:
- A. Operation Outreach
  - B. Affirmative Action
  - C. Equal Employment Opportunities
  - D. Right-to-Work
- \_\_\_\_\_ 16. Employment programs that are required by federal statutes designed to correct discriminatory practices in hiring minority group members are the:
- A. equal employment opportunity laws.
  - B. Americans with Disabilities Acts.
  - C. affirmative action programs.
  - D. Hiring Fairness Acts of 1989.

- \_\_\_\_\_ 17. **Directions:** Read the statements below, then choose the correct answer.
1. Instructors need to criticize constructively as a learning tool rather than as a personal indictment about another's abilities.
  2. Maintenance of technical skills outweighs the need for management skills and/or supervisory skills.
  3. During fire ground operations training, there is a need for the instructor to observe management skills.
- A. Statement 1 is true; statement 2 is false; statement 3 is false.
  - B. Statement 2 is true; statement 1 is false; statement 3 is false.
  - C. Statement 1 is false; statement 2 is false; statement 3 is true.
  - D. All statements are true.
- \_\_\_\_\_ 18. When designing instructor selection criteria, which of the following should be considered?
- A. The age of the instructor vs. the learner's age.
  - B. The instructor does not need expertise in the area of training.
  - C. Were educational credentials reviewed?
  - D. Were materials relevant to job requirements?
- \_\_\_\_\_ 19. Instructor evaluation forms should be designed to show:
- A. that the students dislike the instructor's personality.
  - B. if the training was conducted within allotted resources.
  - C. that learned input is skewed and is of no value.
  - D. the need for enhanced instructor development.
- \_\_\_\_\_ 20. An Instructor II should evaluate instructor performance for all of the following purposes **except** to:
- A. ensure instructors achieve training objectives.
  - B. improve instructor performance and quality.
  - C. demonstrate that quality instruction is important to the organization.
  - D. provide a basis for implementing disciplinary action.
- \_\_\_\_\_ 21. A manipulative skill lesson plan should include:
- A. information sheets.
  - B. job breakdown sheets.
  - C. data sheets.
  - D. three levels of instruction.
- \_\_\_\_\_ 22. Which of the following performance objectives contains a measurable standard?
- A. The learner will know how to wear protective equipment.
  - B. The learner will be able to explain the application of a splint.
  - C. The learner will don a breathing apparatus using the overhead method within one minute.
  - D. The learner will be able to explain the value of salvage covers.

- \_\_\_\_\_ 23. Given a length of 2 ½ inch hose and a fog nozzle, the learner will connect the nozzle to the hose using the over-the-hip method completing all steps with 100% accuracy within 10 seconds. The underlined portion of the preceding statement represents the:
- A. condition.
  - B. behavior.
  - C. standard.
  - D. application.
- \_\_\_\_\_ 24. An Instructor II is designing a new training program. The first step is to:
- A. recruit and select instructors.
  - B. prioritize training topics.
  - C. determine resources required.
  - D. identify the purpose of the training program.
- \_\_\_\_\_ 25. The part of a behavioral objective that describes the tools or equipment a learner is to use to complete a task is known as the:
- A. standard.
  - B. condition.
  - C. application.
  - D. behavior.
- \_\_\_\_\_ 26. In developing a job breakdown sheet, begin by listing \_\_\_\_\_; then list the \_\_\_\_\_ for performance that instructors **must stress** while teaching.
- A. blocks; operations
  - B. operations; key points
  - C. operations; blocks
  - D. tasks; operations
- \_\_\_\_\_ 27. Which of the following is not part of an occupational analysis?
- A. Unit
  - B. Block
  - C. Evaluation
  - D. Task
- \_\_\_\_\_ 28. An **important** consideration when determining the need for a training aid is:
- A. to support instruction and enhance learning.
  - B. whether it will be acceptable to the class.
  - C. the added time factor.
  - D. availability and cost factors.
- \_\_\_\_\_ 29. What is a **disadvantage** of an easel pad?
- A. Distracting when on display continuously
  - B. Provides a limited writing space
  - C. May be time-consuming to prepare simulations on
  - D. It is not a supplement to a chalkboard or a dry erase board

- \_\_\_\_\_ **30.** The teaching aid that enables learners to bring elements of reality to the instructional environment is known as:
- A.** illustration.
  - B.** case study.
  - C.** brainstorming.
  - D.** simulation.
- \_\_\_\_\_ **31.** When duplicating materials, how can one be certain a copyright **has not been** infringed upon?
- A.** Charge learners for copied materials
  - B.** Attach a copy of the Fair Use Doctrine
  - C.** Obtain written permission from the publisher/owner
  - D.** Have a lawyer review all duplications
- \_\_\_\_\_ **32.** In the psychomotor domain of learning, the instructor **must**:
- A.** punish poor or unacceptable performance.
  - B.** assure that each learner is allowed the same time period to comprehend the subject.
  - C.** quickly move from one psychomotor level to another.
  - D.** understand learner abilities at each level.
- \_\_\_\_\_ **33.** Outlines that map out the information and skills to be taught and state the format or method to be used in delivering the instruction are called:
- A.** objectives.
  - B.** task analysis.
  - C.** program development.
  - D.** lesson plans.
- \_\_\_\_\_ **34.** A needs analysis accomplishes all of the following **except**:
- A.** resolving on-the-job problems
  - B.** analyzing training in relation to job requirements
  - C.** identifying lack of equipment to perform job skills
  - D.** determining whether training is required
- \_\_\_\_\_ **35.** Which of the following is true concerning objectives?
- A.** They are the basis for testing.
  - B.** They must be designed to measure abstract affective goals.
  - C.** They have limited effect as a measurement tool.
  - D.** They require an opinion rather than an observation.
- \_\_\_\_\_ **36.** Lesson plans:
- A.** create complexity through standardization.
  - B.** do not include information on resources required for implementation.
  - C.** do not allow for individual instructor input.
  - D.** verify that information presented is appropriate for testing.

- \_\_\_\_\_ 37. When modifying an existing lesson plan, instructors **must** start with the:
- A. objectives.
  - B. preparation.
  - C. application.
  - D. evaluation.
- \_\_\_\_\_ 38. The task analysis component called a performance objective is a:
- A. combination of jobs and duties.
  - B. step which leads to another step in a job.
  - C. description of what the learner is expected to do or the product or result of the doing.
  - D. career or professional category that contains verb statements.
- \_\_\_\_\_ 39. A job is a:
- A. combination of duties.
  - B. step in a series which leads to another step in a job.
  - C. description of what the learner is expected to do or the product or result.
  - D. career or professional category.
- \_\_\_\_\_ 40. The task analysis component called an occupation is defined as a:
- A. combination of jobs and duties.
  - B. step which leads to another step in a job.
  - C. description of what the learner is expected to do or the product or result of the doing.
  - D. career or professional category.
- \_\_\_\_\_ 41. In preparing to write behavioral objectives, the correct order of steps is:
- A. identifying the specific task to be taught, writing the objective, choosing the level of instruction.
  - B. writing the objective, identifying the specific task to be taught, choosing the level of instruction.
  - C. identifying the specific task to be taught, choosing the level of instruction, writing the objective.
  - D. choosing the level of instruction, writing the objective, identifying the specific task to be taught.
- \_\_\_\_\_ 42. Uniformity in teaching is accomplished by:
- A. having learners use reference books.
  - B. always having the same instructor teach a particular subject.
  - C. using the same audio/visual materials each time a subject is taught.
  - D. the use of a lesson plan.

- \_\_\_\_\_ **43.** Certain assumptions can be made when teaching adults. These include:
- A.** adults need to be self-directed.
  - B.** adults will learn what they need to know to meet job requirements.
  - C.** adults' orientation is problem-centered.
  - D.** All the above are correct
- \_\_\_\_\_ **44.** In psychomotor learning, the coaching process includes all of the following except:
- A.** observation.
  - B.** evaluation.
  - C.** suggestions.
  - D.** discipline.
- \_\_\_\_\_ **45.** As a lead instructor, you have been asked to address a large number of people about a new concern. Because of time and budget constraints, which of the following methods would you use to make your presentation?
- A.** Lecture
  - B.** Illustration
  - C.** Demonstration
  - D.** Discussion
- \_\_\_\_\_ **46.** The discussion method should be used whenever possible if:
- A.** the instructor has limited time for delivery.
  - B.** the instructor does not have time to prepare a lecture.
  - C.** it precedes a simulation exercise.
  - D.** the learners have sufficient knowledge of the subject.
- \_\_\_\_\_ **47.** To conduct a successful conference, an instructor should:
- A.** allow spontaneous participation.
  - B.** assist learners in realizing that their knowledge is limited.
  - C.** provide clear direction toward a clearly stated end result.
  - D.** emphasize the conference leader's knowledge of the subject.
- \_\_\_\_\_ **48.** The \_\_\_\_\_ reflects the final expected outcome of a lesson.
- A.** level of instruction
  - B.** task to be accomplished
  - C.** task content
  - D.** self-satisfaction step
- \_\_\_\_\_ **49.** An instructor can recapture the daydreamer's attention by:
- A.** asking direct questions.
  - B.** diverting attention away from the daydreamer.
  - C.** determining the cause of the inattention.
  - D.** asking the daydreamer to pay attention.



- \_\_\_\_\_ **50.** Effective handling of a question includes all of the following **except**:
- A.** saying, "I don't know, but I'll find out."
  - B.** answering the question thoroughly and in depth when the question is of interest to only the person asking.
  - C.** referring the learner to related information when there is no exact answer to the question.
  - D.** when a question refers to material that is covered in a later lesson, answering the question briefly and explaining that it will be covered in more detail later.
- \_\_\_\_\_ **51.** When planning and developing a demonstration, the instructor should consider that participants:
- A.** can receive feedback immediately.
  - B.** achieve a higher level of interest when participating.
  - C.** attain job confidence from learning by demonstration.
  - D.** All the above are correct
- \_\_\_\_\_ **52.** As the lead instructor of a course dealing with hazardous training, where the learners are experienced fire instructors, you choose to use the guided discussion method. Your main task using this method is to:
- A.** prepare handouts and visual aids for the group.
  - B.** make sure each learner participates.
  - C.** act as safety officer and incident commander.
  - D.** keep the discussion on the topic.
- \_\_\_\_\_ **53.** When teaching safety rules, regulations, and practices, instructors should make students aware that accident investigations are conducted to:
- A.** determine who is at fault.
  - B.** determine why an accident occurred.
  - C.** prevent a reoccurrence of the same or similar accidents.
  - D.** Both B and C are correct.
- \_\_\_\_\_ **54.** Which of the following **is not** one of three human factors that contribute to accidents?
- A.** Improper attitude
  - B.** Physical limitation
  - C.** Lack of knowledge or skill
  - D.** Equipment failure
- \_\_\_\_\_ **55.** The examination of current and past accident records occurs during:
- A.** accident analysis.
  - B.** accident investigation.
  - C.** incident management.
  - D.** safety prevention.

- \_\_\_\_\_ **56.** The agency that develops standards to cover areas such as hazardous materials, protective equipment, and footwear is the:
- A.** Occupational Health and Safety Administration.
  - B.** National Fire Administration.
  - C.** American Society for Testing and Manufacturing.
  - D.** National Institute for Occupational Safety and Health.
- \_\_\_\_\_ **57.** Fire instructors must adhere to organizational safety rules and regulations that may include all of the following except:
- A.** risk management programs to control risk.
  - B.** physical fitness requirements for learners only.
  - C.** safety policies pertinent to local or national standards.
  - D.** insurance policies for personnel in event of injury.
- \_\_\_\_\_ **58.** Safety during high-hazard training means the instructor must ensure that:
- A.** students adhere to safety practices that instructor does not adhere to.
  - B.** if learners are required to wear protective gear, then the instructor must also wear the same level of gear.
  - C.** safety procedures are followed when convenient.
  - D.** compliance does not effect attitude.
- \_\_\_\_\_ **59.** A thunderstorm occurs midway through an outdoor practical drill. You should:
- A.** continue with the drill. Safety is secondary to skill development.
  - B.** discontinue the drill. Learners will miss this portion of the program.
  - C.** discontinue the drill until the inclement weather has passed.
  - D.** continue the drill since bad weather conditions are a part of firefighting.
- \_\_\_\_\_ **60.** A test used to measure an individual's proficiency in accomplishing a job or evolution is:
- A.** prescriptive.
  - B.** progress.
  - C.** multiple choice.
  - D.** performance.
- \_\_\_\_\_ **61.** A well-constructed \_\_\_\_\_ test is generally recognized as one of the most versatile of the objective tests.
- A.** matching
  - B.** multiple choice
  - C.** true/false
  - D.** essay
- \_\_\_\_\_ **62.** \_\_\_\_\_ tests are typically given in the middle or at the end of instruction.
- A.** Prescriptive
  - B.** Application
  - C.** Comprehensive
  - D.** Both A and C are correct

- \_\_\_\_\_ 63. True/false, multiple choice, and matching tests are examples of \_\_\_\_\_ tests.
- A. objective
  - B. subjective
  - C. oral
  - D. performance
- \_\_\_\_\_ 64. A written test that minimizes the possibility of learner guessing is the:
- A. short answer.
  - B. true/false.
  - C. multiple choice.
  - D. matching.
- \_\_\_\_\_ 65. An advantage of matching tests is that they:
- A. minimize guessing.
  - B. measure complete understanding.
  - C. are easy to construct.
  - D. Both A and C are correct
- \_\_\_\_\_ 66. A written test may be:
- A. difficult to administer.
  - B. manipulative.
  - C. subjective or objective.
  - D. performance-oriented.
- \_\_\_\_\_ 67. The two most important conditions of a well-designed test are:
- A. validity and norm-referencing.
  - B. validity and reliability.
  - C. reliability and criterion-referencing.
  - D. consistency and accuracy.
- \_\_\_\_\_ 68. To be \_\_\_\_\_, a test should accurately and consistently evaluate performance.
- A. valid
  - B. comprehensive
  - C. difficult
  - D. reliable
- \_\_\_\_\_ 69. A final course evaluation feedback determines:
- A. whether the instructional process has met the course objectives.
  - B. average learner scores.
  - C. learner participation in the course.
  - D. whether the course is needed or not.

- \_\_\_\_\_ 70. A \_\_\_\_\_ evaluation is a post-course appraisal.
- A. formative
  - B. practical
  - C. summative
  - D. All of the above
- \_\_\_\_\_ 71. \_\_\_\_\_ evaluation is the ongoing, repeated checking during course development and instruction to determine the most effective instructional content, methods, and testing techniques.
- A. Observation
  - B. Field testing
  - C. Summative
  - D. Formative
- \_\_\_\_\_ 72. In an evaluation effort, the three elements critical to measuring success are:
- A. criteria, evidence, and judgment.
  - B. goals, objectives, and performance.
  - C. criteria, performance, and ability.
  - D. ability, judgment, and progress.
- \_\_\_\_\_ 73. **Directions:** Read the statements below, then choose the correct answer.
1. Methods of analyzing test results are generally referred to as “test statistics.”
  2. Statistics are a way of organizing, analyzing, and interpreting test scores.
  3. Analyzing tests has no affect in determining test validity.
- A. Statement 1 is true; statement 2 is false; statement 3 is false.
  - B. Statement 1 is true; statement 2 is true; statement 3 is false.
  - C. Statement 1 is false; statement 2 is true; statement 3 is false.
  - D. Statement 1 is false; statement 2 is false; statement 3 is true.
- \_\_\_\_\_ 74. Instructors who analyze student feedback may determine:
- A. that students are biased and unable to recognize the instructor’s depth of knowledge.
  - B. areas to adjust and improve.
  - C. low scores mean that the teacher did not teach.
  - D. students are unable to be objective.
- \_\_\_\_\_ 75. The purpose of test result analysis is to:
- A. determine the validity and reliability of the test.
  - B. review behavior objectives.
  - C. offers students several scores.
  - D. show the difficulty of a test.

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Did you score higher than 80% on Examination II-2? Circle Yes or No in ink. (We will return to your answer to this question later in SAEP.)