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We are grateful for the commitment and guidance in the revision of this publication.

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Dave Storton  San Jose Police Department
Robert Ziglar  Cabrillo College (POST Facilitator)
**Introduction**

The primary mission of basic training is to prepare students mentally, morally, emotionally and physically to advance into a field-training program and assume the responsibilities and execute the duties of a peace officer. Training and testing must ensure that each student graduates with the demonstrated character, knowledge, problem-solving abilities, human relations, communication and physical skills necessary to meet the professional standards required of a peace officer.

The materials contained in this publication were designed to help you, the student, succeed by gaining a more comprehensive understanding of scenario testing and how the process measures knowledge, skills and/or competencies necessary for effective peace officer performance.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of Scenario Demonstration D-1-3 (a) (12)</td>
<td>8</td>
</tr>
<tr>
<td>Definition of a Scenario Test D-1-3 (a) (8) (B)</td>
<td>8</td>
</tr>
<tr>
<td>Definition of an Exercise Test D-1-3 (a) (8) (D)</td>
<td>8</td>
</tr>
<tr>
<td>Definition of Proficiency D-1-3 (d) (2) (B) (1)</td>
<td>8</td>
</tr>
<tr>
<td>Training Procedures</td>
<td>9</td>
</tr>
<tr>
<td>Scenario Management Matrix</td>
<td>10</td>
</tr>
<tr>
<td>Scenario Competencies Definitions</td>
<td>11-12</td>
</tr>
<tr>
<td>Scenario Competencies Expanded Definitions</td>
<td>13-18</td>
</tr>
<tr>
<td>Performance Quality Definitions</td>
<td>19</td>
</tr>
<tr>
<td>POST Scenario Test Evaluation – Ethical Intervention</td>
<td>22-24</td>
</tr>
<tr>
<td>POST Scenario Test Evaluation – Death Investigation</td>
<td>26-28</td>
</tr>
<tr>
<td>POST Scenario Test Evaluation – Non-Deadly Force Option – Baton</td>
<td>30-32</td>
</tr>
<tr>
<td>POST Scenario Test Evaluation – Non-Deadly Force Option – Control Hold</td>
<td>34-36</td>
</tr>
<tr>
<td>POST Scenario Test Evaluation – Deadly Force Option</td>
<td>38-40</td>
</tr>
<tr>
<td>POST Scenario Test Evaluation – Pedestrian Approach</td>
<td>42-44</td>
</tr>
<tr>
<td>POST Exercise Test Evaluation – Nighttime Vehicle Pullover</td>
<td>46-48</td>
</tr>
<tr>
<td>POST Scenario Test Evaluation – Suspicious Person</td>
<td>50-52</td>
</tr>
<tr>
<td>POST Scenario Test Evaluation – Building Search</td>
<td>54-56</td>
</tr>
<tr>
<td>POST Scenario Test Evaluation – Crime in Progress</td>
<td>58-60</td>
</tr>
<tr>
<td>POST Scenario Test Evaluation – Ambush</td>
<td>62-64</td>
</tr>
<tr>
<td>POST Scenario Test Evaluation – Domestic Violence/Victim Assist</td>
<td>66-69</td>
</tr>
<tr>
<td>POST Scenario Test Evaluation – Felonious Assault</td>
<td>70-72</td>
</tr>
<tr>
<td>POST Scenario Test Evaluation – Mentally Disordered Person</td>
<td>74-76</td>
</tr>
<tr>
<td>POST Training &amp; Testing Specifications</td>
<td>78</td>
</tr>
</tbody>
</table>
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TRAINING PROCEDURES

Scenario demonstration:  D-1-3 (a) (12)
Academies shall provide academy-developed task -simulation activities designed to provide students the opportunity to practice and improve the competencies that underlie the Basic Course Scenario Tests.

Scenario test:  D-1-3 (a) (8) (B)
A job-simulation test that measures acquisition of the competencies required to achieve one or more learning objectives.

Exercise test:  D-1-3 (a) (8) (D)
Any test other than a POST-constructed knowledge test, POST-constructed comprehensive test, scenario test, or work sample test battery that measures the acquisition of knowledge and/or skills, and/or the competencies required to achieve one or more learning objectives.

Proficiency:  D-1-3 (d) (2) (B) 1
Academies shall require each student to demonstrate proficiency in the competencies required by each scenario test and/or exercise test. Each student must demonstrate a pattern of overall proficiency in each competency required by these items. Proficiency means the student preformed at a level that demonstrated acceptable preparation for entry into a field-training program. The determination of proficiency shall be made by the academy.
SCENARIO MANAGEMENT MATRIX

The matrix below is a tool used to track the student’s scores and competencies during the scenario testing process.

An Academy may determine that the student demonstrates a pattern of overall proficiency in performing the competencies required by a single test. Those scores are listed at the bottom of the example Matrix for each scenario. (Ex. Deadly Force)

The Academy may also use the competency matrix to determine that the student demonstrates a pattern of overall proficiency in performing the competencies throughout several scenario tests. Those scores are listed at the far right. It is suggested that the trainee complete at least five individual scenario tests to establish a pattern of behavior.

If the Academy chooses to use one scenario test to establish proficiency in performing the competencies required, the student shall be given a second (retest) test prior to dismissal from the academy.
**SCENARIO COMPETENCIES DEFINITIONS**

1) **Police Vehicle Operation**
   *The ability to operate a patrol vehicle in a safe and efficient manner and to position the vehicle appropriate to the situation*

2) **Conflict Resolution**
   *The ability to mediate disagreements by resolving a conflict using appropriate communication skills*

3) **Use of Force**
   *The ability to distinguish and apply reasonable force options in given circumstances*

4) **Local Procedures**
   *The ability to demonstrate knowledge of procedures or policies developed by the presenter or agency to address tactics or required actions in given circumstances*

5) **Leadership**
   *The practice of influencing people, while using ethical values and goals to produce an intended change*

6) **Problem Solving/Decision-Making**
   *Analyzing situations and implementing plans to solve problems in a timely manner using verbal or physical skills to determine the appropriate resolution to a situation*
7) **Legal Authority/Individual Rights**

*The identification and application of laws and constitutional rights governing consensual encounters, detentions, and arrests*

8) **Officer Safety**

*The demonstration of situational and tactical awareness and appropriate response*

9) **Communication**

*The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding*

10) **Ethics**

*Using accepted principles of conduct that govern decisions and actions based on professional values and expectations*

11) **Stress Tolerance and Emotional Maturity**

*Maintaining self-control and making timely, rational decisions in stressful situations*

**Comprehension**

At the end of each scenario the evaluator will ask two questions which are linked to competencies. These questions are developed to assess the reasoning behind the student’s actions and to identify the legal justification for their decisions.
Scenario Competencies Expanded Definitions

(1) Police Vehicle Operation

*The ability to operate a patrol vehicle in a safe and efficient manner and to position the vehicle appropriate to the situation*

- Use seat belt when operating the vehicle
- Officer safety (situational awareness)
- Operating, maintaining, and securing equipment
  - Vehicle positioning, geographical awareness
  - Traffic stops
  - Understanding of safe vehicle operations
  - Tactical seat belt removal

(2) Conflict Resolution

*The ability to mediate disagreements by resolving a conflict using appropriate communication skills*

- Using effective communication skills with suspects, victims, witnesses and others to:
  - Resolve conflict
  - Defuse volatile situations
  - Accomplish effective crisis intervention
(3) Use of Force

*The ability to distinguish and apply reasonable force options in given circumstances*

Applying reasonable force options, including:

- Non-deadly and deadly force
- Arrest and detention
- Maintaining and securing equipment
- Communication and dialogue
- Body positioning and Balance

(4) Local Procedures

*The ability to demonstrate knowledge of procedures or policies developed by the presenter or agency to address tactics or required actions in given circumstances*

The ability to apply agency procedures that are not included in POST curriculum, including:

- Academy Safety Guidelines
- Range
- Arrest and Control
- Exercise Testing
- Driver Training
- Chemical Agent
- Scenario Testing
- Physical Conditioning
(5) **Leadership**

*The ability to influence people while using ethical values and goals to produce an intended change*

- Demonstrate a positive influence while interacting with others to resolve problems
- Intervene with peers when appropriate
- Model behaviors consistent with the values of policing

(6) **Problem Solving/Decision-Making**

*The ability to analyze situations and implement plans to solve problems in a timely manner; use verbal or physical skills to determine the appropriate resolution of a situation*

- Apply verbal or physical skills to successfully resolve a situation
- Assess situations quickly to determine appropriate action
- Evaluate the information and determine what is important, and use that information effectively
- Employ effective means to identify problems and develop solutions from an array of options
(7) **Legal Authority/Individual Rights**

The identification and application of laws and constitutional rights governing consensual encounters, detentions, and arrests

- Detaining and arresting individuals
- Knowledge of detention and search parameters
- Knowledge and obligations of arrest authority
- Use of force
- Implications of racial profiling
- Knowledge of legal powers, rules of evidence
- Issues related to warrant and warrantless searches (e.g., current case law)
- Procedures for securing crime scenes and taking witness, victim, and suspect statements

(8) **Officer Safety**

The demonstration of situational and tactical awareness and appropriate response

**Tactical proficiency** may include safely positioning themselves or a patrol vehicle at the scene of an incident. This would include awareness of immediate surroundings and potential hazards.

- Proper use and limitations of equipment, Safe weapons handling
- Use of contact/cover concepts, Searches of persons, Critical incident response, Vehicle positioning, controlling the scene of an emergency

Employing situational tactics to accomplish:

- Tactical retreats
- Taking custody of violent or armed persons
- The effective use of cover vs. concealment
(9) **Communication**

*The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding*

- Procedures for using the police radio
- Voice control and command
- Active listening
- Eliciting statements from a witness, victim and/or suspect during an investigation

(10) **Ethics**

*Using accepted principles of conduct that govern decisions and actions based on professional values and expectations*

Within the scope and authority of the peace officer position apply knowledge of:

- Awareness of abuse of power
- Displaying professional behavior on and off duty
- Recognizing and intervening in incidents of inappropriate/illegal behavior
- Reporting internal corruption or unreasonable use of force
- Providing equal care and protection for all parties (victims, witnesses, and suspects)
- Recognizes incidents of cheating and makes proper notifications
Stress Tolerance and Emotional Maturity

Maintaining self-control and making timely, rational decisions in stressful situations.

- Ability to make rational decisions
- Ability to function under stressful situations
- Demonstrate self-control (remain calm, avoid tunnel vision, or “freezing up”)
- Tolerance (avoiding personal bias or prejudice)
- Assertiveness
- Positive attitude
- Responsibility to confront problems
- Ability to self-assess (“What do I need to do to get better?”)
- Accepting instruction and taking direction
- Accepting constructive criticism

Comprehension

At the end of each scenario the evaluator will ask two questions which are linked to competencies. These questions are developed to assess the reasoning behind the student’s actions and to identify the legal justification for their decisions.
**PERFORMANCE QUALITY DEFINITIONS**

**Rate of Performance**
- Takes appropriate action in a reasonable amount of time
- Performs activities at an adequate pace (not too slow or too fast) to meet the demands of the incident

**Fluency of Performance**
- Actions are performed with little hesitation between steps
- Some unnecessary actions are performed; however, they do not interfere with the student’s handling of the incident
- Actions and functions are reasonably well coordinated

**Level of Response**
- Adjusts intensity of response to meet the changing demands of the incident
- Appropriate type and level of search
- Verbal control
- Force
- Weapons
- Officer safety
SCENARIO EVALUATION FORMS

Note: These scenario evaluation forms are not secured items (identified by “Student Copy” in blue at the top of the page) and may be given to the students to use during instruction.
## Leadership, Professionalism & Ethics (LD 1)

### POST SCENARIO TEST EVALUATION – Ethical Intervention – Script #____

<table>
<thead>
<tr>
<th>Date</th>
<th>Initial Test</th>
<th>Retest</th>
<th>Role Player(s)</th>
<th>Student</th>
<th>Student Initial (Failures only &amp; following test review)</th>
<th>Evaluator</th>
</tr>
</thead>
</table>

### PERFORMANCE ACTIVITIES

<table>
<thead>
<tr>
<th>Circle one result for each item:</th>
<th>C = completed satisfactorily</th>
<th>N/C = incomplete or unsatisfactory performance</th>
</tr>
</thead>
</table>

1. **The student assesses the situation**  
   **Identifies unethical behavior**  
   The student identifies the problem to be solved (verbally or to others during or immediately following the scenario) (6- Problem Solving/Decision-Making)  
   Notes:  
   C       N/C

   The student identifies an ethical issue and/or responds ethically to the circumstance(s) (10- Ethics)  
   Notes:  
   C       N/C

2. **The student takes action**  
   **Intervenes when appropriate**  
   The student takes appropriate action (5- Leadership)  
   Notes:  
   C       N/C

   The student maintains emotional control that corresponds with the circumstances encountered at the scene (11- Stress Tolerance and Emotional Maturity)  
   Notes:  
   C       N/C

   **Seeks to clarify the situation**  
   The student attempts to verify his/her observations of the unethical behavior (9- Communication)  
   Notes:  
   C       N/C

   The student employs the appropriate course of action, given the circumstances (6- Problem Solving/Decision Making)  
   Notes:  
   C       N/C

3. **The student determines appropriate disposition as required by academy or department policy**  
   **Notifies supervision**  
   The student notifies supervision as required by academy or department policy (5- Leadership)  
   Notes:  
   C       N/C

   The student communicates his/her observations to supervision as required by academy or department policy (9- Communication)  
   Notes:  
   C       N/C

   The student follows through with reporting the incident to supervision as required by academy or department policy (10- Ethics)  
   Notes:  
   C       N/C

6/28/2019
COMPREHENSION

At the conclusion of the scenario, ask the student the following questions. Score the student’s answers by comparing them to the model answers and circling “C” for correct responses or “N/C” for incorrect responses.

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See Scenario Test Script for Question 1)</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>N/C</td>
</tr>
<tr>
<td>(See Scenario Test Script for Question 2)</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>N/C</td>
</tr>
</tbody>
</table>

SCREEN OUT

Check (✓) the box on the right if extreme actions or omissions are observed that are so flagrant, the evaluator recommends that the student fail the examination. Contact the scenario manager immediately.

Notes Required:
## PERFORMANCE QUALITY

Check (✓) the box to the right of the appropriate rating under each factor below (Rate, Fluency, Level) that best describes the student’s performance in handling the incident. Assign an unacceptable rating if the student’s performance is similar to any of the behaviors described in the low rating category. Explain “Unacceptable” ratings in the designated spaces.

<table>
<thead>
<tr>
<th>RATE OF PERFORMANCE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Takes appropriate action in a reasonable amount of time. Performs activities at an adequate pace (not too slow or too fast) to meet the demands of the incident.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Unable to initiate appropriate action in a timely manner. Unable to perform activities rapidly enough, or performs actions too fast to meet the demands of the incident.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

<table>
<thead>
<tr>
<th>FLUENCY OF PERFORMANCE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Actions are performed with little hesitation between steps. Some unnecessary actions are performed. However, they do not seriously interfere with the student's handling of the incident. Actions and functions are reasonably well coordinated.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Performance is disjointed; is unsure of what to do next (i.e.: jumps “back and forth” excessively between tasks; extreme lack of coordination between actions or functions). Spends excessive time performing unnecessary actions, which interfere substantially with the student’s handling of the incident.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

<table>
<thead>
<tr>
<th>LEVEL OF RESPONSE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Adjusts intensity of response to meet the changing demands of the incident (e.g., appropriate type and level of search, verbal control, force, weapons, Officer Safety, etc.).</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Intensity of actions is inadequate or excessive for the situation. Student under-reacts or over-reacts relative to the demands of the situation.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:
# Scenario Performance Evaluation – Student Copy

## Crimes Against Persons (LD #7)

### POST SCENARIO TEST EVALUATION – Death Investigation – Script  

<table>
<thead>
<tr>
<th>Date</th>
<th>Initial Test □</th>
<th>Retest □</th>
<th>Role Player(s)</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student</td>
<td></td>
</tr>
</tbody>
</table>

### PERFORMANCE ACTIVITIES

Circle one result for each item:  
C = completed satisfactorily  
N/C = incomplete or unsatisfactory performance

1. **The student responds to the call**  
   **Makes a tactically sound approach**  
   The student makes a tactically sound approach (8 - Officer Safety)  
   Notes:  
   C       N/C

   **Contacts reporting person/witness**  
   The student clearly communicates with the reporting person/witness (9 - Communication)  
   Notes:  
   C       N/C

2. **The student assesses the scene**  
   **Locates victim and checks for vital signs**  
   The student locates the victim and if circumstance permit, and if safe to do so, the student checks for vital signs (6 – Problem Solving/Decision-Making)  
   Notes:  
   C       N/C

   **Identify and secure the scene**  
   The student identifies and secures the scene (6 – Problem Solving/Decision-Making)  
   Notes:  
   C       N/C

   The student maintains officer safety while securing the scene (8 – Officer Safety)  
   Notes:  
   C       N/C

   **Control involved parties**  
   The student maintains officer safety (8 – Officer Safety)  
   Notes:  
   C       N/C

   The student communicates professionally with involved parties (9 - Communication)  
   Notes:  
   C       N/C

   The student maintains emotional control (11 – Stress Tolerance and Emotional Maturity)  
   Notes:  
   C       N/C

   **Protect evidence**  
   The student identifies and protects evidence (6 – Problem Solving/Decision-Making)  
   Notes:  
   C       N/C

3. **Communication skills**  
   **Student effectively interacts with involved parties**  
   The student responds professionally, clearly, and effectively in a manner with all parties (5 - Leadership)  
   Notes:  
   C       N/C

   The student displays professional, calm, and appropriate emotional responses related to the  
   C       N/C


6/19/2019
given situation/environment (i.e. empathy)  (11 – Stress Tolerance and Emotional Maturity)  
Notes:

| Identifies the apparent mode of death |  
|--------------------------------------|---
| The student identifies the apparent mode of death  (6 – Problem Solving/Decision-Making) | C   N/C |

**COMPREHENSION**

At the conclusion of the scenario, ask the student the following questions. Score the student’s answers by comparing them to the model answers and circling “C” for correct responses or “N/C” for incorrect responses.

| (See Scenario Test Script for Question 1) |  
|-----------------------------------------|---
| (6 – Problem Solving/Decision-Making) | C   N/C |

| (See Scenario Test Script for Question 2) |  
|-----------------------------------------|---
| (7 – Legal Authority/Individual Rights) | C   N/C |

**SCREEN OUT**

Check ( ✓ ) the box on the right if actions or omissions observed are so flagrant or extreme, the evaluator recommends that the student fail the examination. Contact the scenario manager immediately.

Notes Required:
### PERFORMANCE QUALITY

Check (✓) the box to the right of the appropriate rating under each factor below (Rate, Fluency, Level) that best describes the student’s performance in handling the incident. Assign an unacceptable rating if the student’s performance is similar to any of the behaviors described in the low rating category. Explain “Unacceptable” ratings in the designated spaces.

<table>
<thead>
<tr>
<th>RATE OF PERFORMANCE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCEPTABLE</td>
<td>Takes appropriate action in a reasonable amount of time. Performs activities at an adequate pace (not too slow or too fast) to meet the demands of the incident.</td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td>Unable to initiate appropriate action in a timely manner. Unable to perform activities rapidly enough, or performs actions too fast to meet the demands of the incident.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

<table>
<thead>
<tr>
<th>FLUENCY OF PERFORMANCE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCEPTABLE</td>
<td>Actions are performed with little hesitation between steps. Some unnecessary actions are performed. However, they do not seriously interfere with the student’s handling of the incident. Actions and functions are reasonably well coordinated.</td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td>Performance is disjointed; is unsure of what to do next (i.e.: jumps “back and forth” excessively between tasks; extreme lack of coordination between actions or functions). Spends excessive time performing unnecessary actions, which interfere substantially with the student’s handling of the incident.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

<table>
<thead>
<tr>
<th>LEVEL OF RESPONSE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCEPTABLE</td>
<td>Adjusts intensity of response to meet the changing demands of the incident (e.g., appropriate type and level of search, verbal control, force, weapons, Officer Safety, etc.).</td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td>Intensity of actions is inadequate or excessive for the situation. Student under-reacts or over-reacts to the situation.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:
### Use of Force (LD #20)

**POST SCENARIO TEST EVALUATION – Non-Deadly Force Option - Baton**

**Scenario Test Alpha: ____________**

<table>
<thead>
<tr>
<th>Date</th>
<th>Initial Test □</th>
<th>Remediation □</th>
<th>Retest □</th>
<th>Role Player(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Student Initial</td>
<td>(Form and comments were explained.)</td>
<td>Evaluator</td>
<td></td>
</tr>
</tbody>
</table>

#### PERFORMANCE ACTIVITIES

Circle one result for each item:  
- **C** = completed satisfactorily  
- **N/C** = incomplete or unsatisfactory performance  
- **N/A** = not applicable

1. **The student responds to call**
   - Notifies dispatch and provides updates as necessary
     - The student advises dispatch of critical events while responding to the call (9-Communication)
     - Notes:  
     - The student clearly communicates correct and essential information to dispatch (9-Communication)
     - Notes:  

2. **The student contacts the suspect**
   - Uses sound officer safety tactics
     - The student contacts the suspect using sound officer safety tactics (body positioning etc.) (8-Officer Safety)
     - Notes:  
   - Attempts to obtain compliance verbally throughout the encounter
     - The student communicates effectively with the suspect (9-Communication)
     - Notes:  
   - Selects objectively reasonable force options
     - The student uses objectively reasonable force options in accordance with academy policy (3-Use of Force)
     - Notes:  
     - The student uses proper officer safety techniques (8-Officer Safety)
     - Notes:  
     - The student displays professional, calm, and appropriate emotional responses related to the given situation/environment (11-Stress Tolerance and Emotional Maturity)
     - Notes:
# Scenario Performance Evaluation – Student Copy

## Applies force options correctly
The student applies force appropriate for the situation  
(3-Use of Force)  
Notes:  
C N/C(-) N/A

## While applying force, the officer maintains officer safety in accordance with academy policy  
(8-Officer Safety)  
Notes:  
C N/C(-) N/A

### 3. The student arrests the suspect

#### Uses proper arrest techniques
The student uses appropriate techniques for the force option used  
(3-Use of Force)  
Notes:  
C N/C(-) N/A

The student maintains officer safety while conducting the search (body positioning etc.)  
(8-Officer Safety)  
Notes:  
C N/C(-) N/A

The student displays professional, calm, and appropriate emotional responses related to the given situation/environment  
(11-Stress Tolerance and Emotional Maturity)  
Notes:  
C N/C(-) N/A

## Assesses injuries and requests/renders first aid
The student identifies possible injuries and requests or renders proper first aid  
(10-Ethics)  
Notes:  
C N/C(-) N/A

The student clearly communicates with dispatch and/or supervisor  
(9-Communication)  
Notes:  
C N/C(-) N/A

## COMPREHENSION

At the conclusion of the scenario, ask the student the following questions. Score the student’s answers by comparing them to the model answers and circling “C” for correct responses or “N/C” for incorrect responses.

Notes:  
C N/C(-) N/C(-)
### SCREEN OUT

Check (✓) the box on the right if actions or omissions are observed that are so flagrant or extreme, the evaluator recommends that the student fail the examination. Contact the scenario coordinator immediately.

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
</table>

### PERFORMANCE QUALITY

Check (✓) the box to the right of the appropriate rating under each factor below (Rate, Fluency, Level) that best describes the student’s performance in handling the incident. Assign an unacceptable rating if the student’s performance is similar to any of the behaviors described in the low rating category. Explain “Unacceptable” ratings in the designated spaces.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Check One</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RATE OF PERFORMANCE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCEPTABLE</td>
<td></td>
<td>✔</td>
<td>Takes appropriate action in a reasonable amount of time. Performs activities at an adequate pace (not too slow or too fast) to meet the demands of the incident.</td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td></td>
<td>(</td>
<td>Unable to initiate appropriate action in a timely manner. Unable to perform activities rapidly enough, or performs actions too fast to meet the demands of the incident.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Check One</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FLUENCY OF PERFORMANCE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCEPTABLE</td>
<td></td>
<td>✔</td>
<td>Actions are performed with little hesitation between steps. Some unnecessary actions are performed. However, they do not seriously interfere with the student’s handling of the incident. Actions and functions are reasonably well coordinated.</td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td></td>
<td>(</td>
<td>Performance is disjointed; is unsure of what to do next (i.e.: jumps “back and forth” excessively between tasks; extreme lack of coordination between actions or functions). Spends excessive time performing unnecessary actions which interfere substantially with the student’s handling of the incident.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Check One</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL OF RESPONSE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCEPTABLE</td>
<td></td>
<td>✔</td>
<td>Adjusts intensity of response to meet the changing demands of the incident (e.g., appropriate type and level of search, verbal control, force, weapons, Officer Safety, etc.).</td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td></td>
<td>(</td>
<td>Intensity of actions is inadequate or excessive for the situation. Student under-reacts or over-reacts relative to the demands of the situation.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:
Scenario Performance Evaluation – Student Copy

Use of Force (LD #20)

POST SCENARIO TEST EVALUATION – Non-Deadly Force Option – Control Hold

Scenario Test Alpha: ____________

Date
Initial Test □ Remediation □ Retest □ Role Player(s)

Student
(Student Initial (Form and comments were explained.) Evaluator

PERFORMANCE ACTIVITIES

<table>
<thead>
<tr>
<th>Circle one result for each item: C = completed satisfactorily N/C = incomplete or unsatisfactory performance N/A = not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student responds to call</td>
</tr>
<tr>
<td>Notifies dispatch and provides updates as necessary</td>
</tr>
<tr>
<td>The student advises dispatch of critical events while responding to the call (9-Communication) C N/C(-) N/A</td>
</tr>
<tr>
<td>Notes:</td>
</tr>
<tr>
<td>The student clearly communicates correct and essential information to dispatch (9-Communication) C N/C(-) N/A</td>
</tr>
<tr>
<td>Notes:</td>
</tr>
<tr>
<td>Assesses the scene</td>
</tr>
<tr>
<td>Upon arrival at the scene, the student chooses a proper method to approach (6-Problem Solving/Decision-Making) C N/C(-) N/A</td>
</tr>
<tr>
<td>Notes:</td>
</tr>
<tr>
<td>The student demonstrates awareness of his/her surroundings (makes a tactically sound approach) (8-Officer Safety) C N/C(-) N/A</td>
</tr>
<tr>
<td>Notes:</td>
</tr>
<tr>
<td>2. The student contacts the suspect</td>
</tr>
<tr>
<td>Uses sound officer safety tactics</td>
</tr>
<tr>
<td>The student contacts the suspect using sound officer safety tactics (body positioning etc.) (8-Officer Safety) C N/C(-) N/A</td>
</tr>
<tr>
<td>Notes:</td>
</tr>
<tr>
<td>Attempts to obtain compliance verbally throughout the encounter</td>
</tr>
<tr>
<td>The student communicates effectively with the suspect (9-Communication) C N/C(-) N/A</td>
</tr>
<tr>
<td>Notes:</td>
</tr>
<tr>
<td>Selects objectively reasonable force options</td>
</tr>
<tr>
<td>The student uses objectively reasonable force options in accordance with academy policy (3-Use of Force) C N/C(-) N/A</td>
</tr>
<tr>
<td>Notes:</td>
</tr>
<tr>
<td>The student uses proper officer safety techniques (8-Officer Safety) C N/C(-) N/A</td>
</tr>
<tr>
<td>Notes:</td>
</tr>
<tr>
<td>The student displays professional, calm, and appropriate emotional responses related to the given situation/environment (11-Stress Tolerance and Emotional Maturity) C N/C(-) N/A</td>
</tr>
<tr>
<td>Notes:</td>
</tr>
</tbody>
</table>
Scenario Performance Evaluation – Student Copy

Applies force options correctly

The student applies force appropriate for the situation (3-Use of Force)  
Notes: C N/C(-) N/A

While applying force, the officer maintains officer safety in accordance with academy policy (8- Officer Safety)  
Notes: C N/C(-) N/A

3. The student arrests the suspect
Uses proper arrest techniques

The student uses appropriate techniques for the force option used (3-Use of Force)  
Notes: C N/C(-) N/A

The student maintains officer safety while conducting the search (body positioning etc.) (8- Officer Safety)  
Notes: C N/C(-) N/A

The student displays professional, calm, and appropriate emotional responses related to the given situation/environment (11-Stress Tolerance and Emotional Maturity)  
Notes: C N/C(-) N/A

Assesses injuries and requests/renders first aid

The student identifies possible injuries and requests or renders proper first aid (10-Ethics)  
Notes: C N/C(-) N/A

The student clearly communicates with dispatch and/or supervisor (9-Communication)  
Notes: C N/C(-) N/A

COMPREHENSION

At the conclusion of the scenario, ask the student the following questions. Score the student’s answers by comparing them to the model answers and circling “C” for correct responses or “N/C” for incorrect responses.

Notes: C N/C(-)
### SCREEN OUT

Check (✓) the box on the right if actions or omissions are observed that are so flagrant or extreme, the evaluator recommends that the student fail the examination. Contact the scenario coordinator immediately.

Notes:

### PERFORMANCE QUALITY

Check (✓) the box to the right of the appropriate rating under each factor below (Rate, Fluency, Level) that best describes the student’s performance in handling the incident. Assign an unacceptable rating if the student’s performance is similar to any of the behaviors described in the low rating category. Explain “Unacceptable” ratings in the designated spaces.

<table>
<thead>
<tr>
<th>RATE OF PERFORMANCE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Takes appropriate action in a reasonable amount of time. Performs activities at an adequate pace (not too slow or too fast) to meet the demands of the incident.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Unable to initiate appropriate action in a timely manner. Unable to perform activities rapidly enough, or performs actions too fast to meet the demands of the incident.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

<table>
<thead>
<tr>
<th>FLUENCY OF PERFORMANCE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Actions are performed with little hesitation between steps. Some unnecessary actions are performed. However, they do not seriously interfere with the student’s handling of the incident. Actions and functions are reasonably well coordinated.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Performance is disjointed; is unsure of what to do next (i.e.: jumps “back and forth” excessively between tasks; extreme lack of coordination between actions or functions). Spends excessive time performing unnecessary actions which interfere substantially with the student’s handling of the incident.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

<table>
<thead>
<tr>
<th>LEVEL OF RESPONSE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Adjusts intensity of response to meet the changing demands of the incident (e.g., appropriate type and level of search, verbal control, force, weapons, Officer Safety, etc.).</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Intensity of actions is inadequate or excessive for the situation. Student under-reacts or over-reacts relative to the demands of the situation.</td>
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</tbody>
</table>

Explain “Unacceptable” rating:
## Use of Force (LD #20)

**POST SCENARIO TEST EVALUATION – Deadly Force Option**

<table>
<thead>
<tr>
<th>Scenario Test Alpha: ____________</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
<td><strong>Initial Test</strong></td>
</tr>
<tr>
<td>Student</td>
<td>Student Initial</td>
</tr>
</tbody>
</table>

### PERFORMANCE ACTIVITIES

**Circle one result for each item:**  
- **C** = completed satisfactorily  
- **N/C** = incomplete or unsatisfactory performance  
- **N/A** = not applicable

1. **The student responds to call**
   - **Notifies dispatch and provides updates as necessary**
     - The student advises dispatch of critical events while responding to the call (9-Communication)
     - Notes:  
     - **C** N/C(-) N/A
   - **The student clearly communicates correct and essential information to dispatch**
     - (9-Communication)
     - Notes:  
     - **C** N/C(-) N/A

2. **Assesses the scene**
   - Upon arrival at the scene, the student chooses a proper method of approach (8-Problem Solving/Decision-Making)
     - Notes:  
     - **C** N/C(-) N/A
   - **The student demonstrates awareness of his/her surroundings (makes a tactically sound approach)**
     - (8-Officer Safety)
     - Notes:  
     - **C** N/C(-) N/A

3. **The student contacts the suspect; uses sound officer safety tactics**
   - The student uses officer safety tactics that meet the needs of the situation (8-Officer Safety)
     - Notes:  
     - **C** N/C(-) N/A

4. **Attempts to obtain compliance verbally throughout the encounter**
   - The student clearly states what he/she wants the suspect to do throughout the encounter (9-Communication)
     - Notes:  
     - **C** N/C(-) N/A

5. **Selects objectively reasonable force options**
   - The student uses objectively reasonable force options as specified by academy policy (3-Use of Force)
     - Notes:  
     - **C** N/C(-) N/A

6. **The student’s use of force is consistent with legal authority**
   - (7-Legal Authority/Individual Rights)
     - Notes:  
     - **C** N/C(-) N/A

7. **The student uses proper officer safety techniques (body positioning etc.)**
   - (8-Officer Safety)
     - Notes:  
     - **C** N/C(-) N/A

8. **The student displays professional, calm, and appropriate emotional responses related to the given situation/environment**
   - (11-Stress Tolerance and Emotional Maturity)
     - Notes:  
     - **C** N/C(-) N/A
Scenario Performance Evaluation – Student Copy

Applies force options correctly
The student applies force appropriate for the situation (3-Use of Force)

Notes:

C       N/C(-)     N/A

While applying force, the officer maintains officer safety in accordance with academy policy (8-Officer Safety)
Notes:

C       N/C(-)     N/A

3. The student arrests the suspect
Uses proper arrest techniques
The student uses appropriate techniques for the force option used (3-Use of Force)
Notes:

C       N/C(-)     N/A

The student maintains officer safety while conducting the search (8-Officer Safety)
Notes:

C       N/C(-)     N/A

The student displays professional, calm, and appropriate emotional responses related to the given situation/environment (11-Stress Tolerance and Emotional Maturity)
Notes:

C       N/C(-)     N/A

Assesses injuries and requests/renders first aid
The student identifies possible injuries and requests or renders proper first aid (10-Ethics)
Notes:

C       N/C(-)     N/A

The student clearly communicates with dispatch and notifies supervisor (9-Communication)
Notes:

C       N/C(-)     N/A

COMPREHENSION

At the conclusion of the scenario, ask the student the following questions. Score the student’s answers by comparing them to the model answers and circling “C” for correct responses or “N/C” for incorrect responses.

Notes:

C       N/C(-)

Notes:

C       N/C(-)

SCREEN OUT

Check (✓) the box on the right if extreme actions or omissions are observed that are so flagrant or extreme, the evaluator recommends that the student fail the examination. Contact the scenario coordinator immediately.

Notes:
### Scenario Performance Evaluation – Student Copy

**PERFORMANCE QUALITY**

Check (✓) the box to the right of the appropriate rating under each factor below (Rate, Fluency, Level) that best describes the student’s performance in handling the incident. Assign an unacceptable rating if the student’s performance is similar to any of the behaviors described in the low rating category. Explain “Unacceptable” ratings in the designated spaces.

<table>
<thead>
<tr>
<th>RATE OF PERFORMANCE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Takes appropriate action in a reasonable amount of time. Performs activities at an adequate pace (not too slow or too fast) to meet the demands of the incident.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Unable to initiate appropriate action in a timely manner. Unable to perform activities rapidly enough, or performs actions too fast to meet the demands of the incident.</td>
</tr>
</tbody>
</table>

**Explain “Unacceptable” rating:**

<table>
<thead>
<tr>
<th>FLUENCY OF PERFORMANCE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Actions are performed with little hesitation between steps. Some unnecessary actions are performed. However, they do not seriously interfere with the student’s handling of the incident. Actions and functions are reasonably well coordinated.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Performance is disjointed; is unsure of what to do next (i.e.: jumps “back and forth” excessively between tasks; extreme lack of coordination between actions or functions). Spends excessive time performing unnecessary actions which interfere substantially with the student’s handling of the incident.</td>
</tr>
</tbody>
</table>

**Explain “Unacceptable” rating:**

<table>
<thead>
<tr>
<th>LEVEL OF RESPONSE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Adjusts intensity of response to meet the changing demands of the incident (e.g., appropriate type and level of search, verbal control, force, weapons, Officer Safety, etc.).</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Intensity of actions is inadequate or excessive for the situation. Student under-reacts or over-reacts relative to the demands of the situation.</td>
</tr>
</tbody>
</table>

**Explain “Unacceptable” rating:**
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Patrol Techniques (LD #21)

POST SCENARIO TEST EVALUATION – Pedestrian Approach

Scenario Test Alpha: ____________

Date      Initial Test □ Remediaiton □ Retest □ Role Player(s)

Student          Student Initial (Form and comments were explained.)          Evaluator

**PERFORMANCE ACTIVITIES**

Circle one result for each item:  
C = completed satisfactorily  
N/C = incomplete or unsatisfactory performance  
N/A = not applicable

<table>
<thead>
<tr>
<th>Item</th>
<th>Result</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student approaches the subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notifies communication</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>The student notifies dispatch prior to making contact (8-Officer Safety)</td>
<td>N/C(-)</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student clearly communicates correct and essential information to dispatch (9-Communication)</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes tactically sound approach</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>The student chooses a tactically sound method of approach (Tactical seatbelt removal, avoid silhouetting, evaluate terrain, use of lighting, etc.) (6-Problem Solving/Decision-Making)</td>
<td>N/C(-)</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student maintains officer safety while approaching (8-Officer Safety)</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The student contacts the subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student takes action(s) consistent with legal authority (7-Legal Authority/Individual Rights)</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The student maintains control of the subject throughout the stop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses effective communication to control the subject (9-Communication)</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student displays professional, calm, and appropriate emotional responses related to the given situation/environment (11-Stress Tolerance and Emotional Maturity)</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains position of advantage</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>The student maintains a position of advantage to deal with the circumstances of the encounter (8-Officer Safety)</td>
<td>N/C(-)</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The student performs a proper search (pat down/incident to an arrest) and/or handcuffing of the subject if warranted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects objectively reasonable force option(s)</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>The student uses objectively reasonable force options as specified by academy policy (3-Use of Force)</td>
<td>N/C(-)</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Scenario Performance Evaluation – Student Copy

The student uses proper officer safety techniques (body positioning etc.)  
(8-Officer Safety)  
**Notes:**  
C N/C(-) N/A

| Properly applies selected force option(s)  
The student applies force appropriate for the situation  
(3-Use of Force)  
**Notes:**  
C N/C(-) N/A |
| --- |
| The student maintains proper officer safety while applying force option(s)  
(8-Officer Safety)  
**Notes:**  
C N/C(-) N/A |
| The student displays professional, calm, and appropriate emotional responses related to the given situation/environment  
(11-Stress Tolerance and Emotional Maturity)  
**Notes:**  
C N/C(-) N/A |

**Conducts complete and thorough search for weapons if warranted.**  
The student communicates legal authority or lack of legal authority to search the subject for weapons  
(7-Legal Authority/Individual Rights)  
**Notes:**  
C N/C(-) N/A

| The student completes a thorough search for weapons  
(8-Officer Safety)  
**Notes:**  
C N/C(-) N/A |
| --- |
| 5. **The student properly identifies the subject**  
**Verifies identity**  
The student uses proper problem solving skills to identify the subject  
(6-Problem Solving/Decision-Making)  
**Notes:**  
C N/C(-) N/A |
| The student clearly communicates with the subject  
(9-Communication)  
**Notes:**  
C N/C(-) N/A |

**Checks for wants/warrants**  
When appropriate, the student completes a check for wants/warrants  
(6-Problem Solving/Decision-Making)  
**Notes:**  
C N/C(-) N/A

| 6. **The student determines appropriate disposition**  
**Determines release, cite, or arrest**  
The student makes appropriate determination to release, warn, cite, or arrest  
(6-Problem Solving/Decision-Making)  
**Notes:**  
C N/C(-) N/A |
| The student has legal authority for his/her decision  
(7-Legal Authority/Individual Rights)  
**Notes:**  
C N/C(-) N/A |

**COMPREHENSION**

At the conclusion of the scenario, ask the student the following questions. Score the student's answers by comparing them to the model answers and circling “C” for correct responses or “N/C” for incorrect responses.

**Notes:**  
C N/C(-)
## Scenario Performance Evaluation – Student Copy

### SCREEN OUT
Check (✓) the box on the right if extreme actions or omissions are observed that are so flagrant or extreme, the evaluator recommends that the student fail the examination. Contact the scenario coordinator immediately.

Notes:

### PERFORMANCE QUALITY
Check (✓) the box to the right of the appropriate rating under each factor below (Rate, Fluency, Level) that best describes the student’s performance in handling the incident. Assign an unacceptable rating if the student’s performance is similar to any of the behaviors described in the low rating category. Explain “Unacceptable” ratings in the designated spaces.

#### RATE OF PERFORMANCE

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes appropriate action in a reasonable amount of time. Performs activities at an adequate pace (not too slow or too fast) to meet the demands of the incident.</td>
<td>Unable to initiate appropriate action in a timely manner. Unable to perform activities rapidly enough, or performs actions too fast to meet the demands of the incident.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

#### FLUENCY OF PERFORMANCE

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions are performed with little hesitation between steps. Some unnecessary actions are performed, however, they do not seriously interfere with the student’s handling of the incident. Actions and functions are reasonably well coordinated.</td>
<td>Performance is disjointed; is unsure of what to do next. Jumps “back and forth” excessively between tasks; extreme lack of coordination between actions or functions. Spends excessive time performing unnecessary actions, which interfere substantially with the student’s handling of the incident.</td>
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</tbody>
</table>

Explain “Unacceptable” rating:

#### LEVEL OF RESPONSE

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
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<tbody>
<tr>
<td>Adjusts intensity of response to meet the changing demands of the incident (e.g., appropriate type and level of search, verbal control, force, weapons, officer safety, etc.).</td>
<td>Intensity of actions is inadequate or excessive for the situation. Student under-reacts or over-reacts to the situation.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:
# Vehicle Pullovers (LD #22)

**POST SCENARIO TEST EVALUATION – Nighttime Vehicle Pullover**

**Scenario Test Alpha:** ___________

<table>
<thead>
<tr>
<th>Date</th>
<th>Initial Test</th>
<th>Remediation</th>
<th>Retest</th>
<th>Role Player(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PERFORMANCE ACTIVITIES**

Circle one result for each item:  
- **C** = completed satisfactorily  
- **N/C** = incomplete or unsatisfactory performance  
- **N/A** = not applicable

1. **The student stops the vehicle based on a vehicle code violation**
   - Advises communications
     - The student advises dispatch of the stop and/or gives the correct location (8 – Officer Safety)
     - Notes:
   - The student clearly communicates correct and essential information to dispatch (9 – Communication)
     - Notes:

   **Notes:**

2. **The student communicates awareness of his/her surroundings**
   - Observes vehicle occupants
     - The student reacts to movements of the vehicle occupants or informs evaluator of observations (8 – Officer Safety)
     - Notes:
   - Has situational awareness
     - The student maintains situational awareness (8 – Officer Safety)
     - Notes:

3. **The student contacts the driver**
   - Safely contacts the driver (8 – Officer Safety)
     - Notes:
<table>
<thead>
<tr>
<th>Scenario Performance Evaluation – Student Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student maintains officer safety during the contact with the driver  (8 – Officer Safety)</td>
</tr>
<tr>
<td>Notes: C N/C N/A</td>
</tr>
<tr>
<td>Visually checks inside the vehicle</td>
</tr>
<tr>
<td>The student visually checks the inside of the vehicle  (8 – Officer Safety)</td>
</tr>
<tr>
<td>Notes: C N/C N/A</td>
</tr>
<tr>
<td>4. The student communicates with the driver/occupants</td>
</tr>
<tr>
<td>The student communicates in a professional manner  (9 - Communication)</td>
</tr>
<tr>
<td>Notes: C N/C N/A</td>
</tr>
<tr>
<td>Obtains driver and vehicle documents/information</td>
</tr>
<tr>
<td>The student requests legally required information  (7 – Legal Authority/Individual Rights)</td>
</tr>
<tr>
<td>Notes: C N/C N/A</td>
</tr>
<tr>
<td>5. The student determines appropriate disposition</td>
</tr>
<tr>
<td>Determines warning, cite, or arrest</td>
</tr>
<tr>
<td>The student warns, cites, or arrests as required by the circumstances  (6 – Problem Solving/Decision-Making)</td>
</tr>
<tr>
<td>Notes: C N/C N/A</td>
</tr>
<tr>
<td>The student identifies the appropriate violation  (7 – Legal Authority/Individual Rights)</td>
</tr>
<tr>
<td>Notes: C N/C N/A</td>
</tr>
<tr>
<td>When necessary the student safely returns to the patrol vehicle</td>
</tr>
<tr>
<td>The student demonstrates awareness of his/her surroundings during the return to the patrol vehicle  (8 – Officer Safety)</td>
</tr>
<tr>
<td>Notes: C N/C N/A</td>
</tr>
<tr>
<td>Assists the driver to safely reenter traffic, if necessary</td>
</tr>
<tr>
<td>The student assists the driver to safely reenter traffic, if necessary  (1 – Police Vehicle Operation)</td>
</tr>
<tr>
<td>Notes: C N/C N/A</td>
</tr>
</tbody>
</table>

**SCREEN OUT**

Check (✓) the box on the right if actions or omissions observed are so flagrant or extreme, the evaluator recommends that the student fail the examination. Contact the scenario coordinator immediately.

---

Notes:
### COMPREHENSION

At the conclusion of the scenario, ask the student the following questions. Score the student’s answers by comparing them to the model answers and circling “C” for correct responses or “N/C” for incorrect responses.

<table>
<thead>
<tr>
<th></th>
<th>C</th>
<th>N/C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PERFORMANCE QUALITY

Check (✓) the box to the right of the appropriate rating under each factor below (Rate, Fluency, Level) that best describes the student’s performance in handling the incident. Assign an unacceptable rating if the student’s performance is similar to any of the behaviors described in the low rating category. Explain “Unacceptable” ratings in the designated spaces.

#### RATE OF PERFORMANCE

<table>
<thead>
<tr>
<th></th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCEPTABLE</td>
<td>Takes appropriate action in a reasonable amount of time. Performs activities at an adequate pace (not too slow or too fast) to meet the demands of the incident.</td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td>Unable to initiate appropriate action in a timely manner. Unable to perform activities rapidly enough, or performs actions too fast to meet the demands of the incident.</td>
</tr>
</tbody>
</table>

**Explain “Unacceptable” rating:**

#### FLUENCY OF PERFORMANCE

<table>
<thead>
<tr>
<th></th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCEPTABLE</td>
<td>Actions are performed with little hesitation between steps. Some unnecessary actions are performed. However, they do not seriously interfere with the student’s handling of the incident. Actions and functions are reasonably well coordinated.</td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td>Performance is disjointed; is unsure of what to do next (i.e.: jumps “back and forth” excessively between tasks; extreme lack of coordination between actions or functions). Spends excessive time performing unnecessary actions, which interfere substantially with the student’s handling of the incident.</td>
</tr>
</tbody>
</table>

**Explain “Unacceptable” rating:**

#### LEVEL OF RESPONSE

<table>
<thead>
<tr>
<th></th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCEPTABLE</td>
<td>Adjusts intensity of response to meet the changing demands of the incident (e.g., appropriate type and level of search, verbal control, force, weapons, Officer Safety, etc.).</td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td>Intensity of actions is inadequate or excessive for the situation. Student under-reacts or over-reacts relative to the demands of the situation.</td>
</tr>
</tbody>
</table>

**Explain “Unacceptable” rating:**
# Scenario Performance Evaluation – Student Copy

## Crimes in Progress (LD #23)

**POST SCENARIO TEST EVALUATION – Suspicious Person**

**Scenario Test Alpha:** ____________

<table>
<thead>
<tr>
<th>Date</th>
<th>Initial Test</th>
<th>Remediation</th>
<th>Retest</th>
<th>Role Player(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Student Initial</th>
<th>Evaluator</th>
<th>(Form and comments were explained.)</th>
</tr>
</thead>
</table>

## PERFORMANCE ACTIVITIES

<table>
<thead>
<tr>
<th>Circle one result for each item:</th>
<th>C = completed satisfactorily</th>
<th>N/C = incomplete or unsatisfactory performance</th>
<th>N/A = not applicable</th>
</tr>
</thead>
</table>

1. **The student approaches the area**
   - Notifies communication
     The student notifies dispatch prior to making contact  
     (8-Officer Safety)
     Notes:  
     - The student clearly communicates correct and essential information to dispatch  
     (9-Communication)
     Notes:  
     - Makes a tactically sound approach (Student uses tactical seat belt removal)
       Given the area, the student makes a tactically sound approach  
       (6-Problem Solving/Decision-Making)
       Notes:  
     - The student maintains officer safety during the approach  
       (8-Officer Safety)
     Notes:  
     - The student displays professional, calm, and appropriate emotional responses related to the given situation/environment  
       (11-Stress Tolerance and Emotional Maturity)
     Notes:  
   - The student maintains a position of advantage  
     (8-Officer Safety)
     Notes:  
   - Conducts pat search, when appropriate
     The student conducts a legal pat search when required by circumstances at the scene  
     (3-Use of Force)
     Notes:  
   - While conducting the pat search, the student maintains proper officer safety  
     (8-Officer Safety)
     Notes:  

2. **The student locates the subject**
   - Safely contacts the subject
     The student makes a legal contact with the subject  
     (7-Legal Authority/Individual Rights)
     Notes:  
   - Uses effective communication to control the subject
     The student effectively communicates with participants and the subject at the scene  
     (9-Communication)
     Notes:  
   - The student displays professional, calm, and appropriate emotional responses related to the given situation/environment  
     (11-Stress Tolerance and Emotional Maturity)
     Notes:  
   - Maintains a position of advantage  
     (8-Officer Safety)
     Notes:  
   - Conducts pat search, when appropriate
     The student conducts a legal pat search when required by circumstances at the scene  
     (3-Use of Force)
     Notes:  
   - While conducting the pat search, the student maintains proper officer safety  
     (8-Officer Safety)
     Notes:  

3. **The student interviews the subject**
The student communicates professionally and effectively  (9-Communication)  
Notes:  

- Determines possible criminal violations
  - The student determines possible criminal violations  (6-Problem Solving/Decision-Making)  
  Notes:  

- Determines appropriate disposition
  - The student determines appropriate disposition  (6-Problem Solving/Decision-Making)  
  Notes:  

- The student displays professional, calm, and appropriate emotional responses related to the given situation/environment  (11-Stress Tolerance and Emotional Maturity)  
  Notes:  

---

**COMPREHENSION**

At the conclusion of the scenario, ask the student the following questions. Score the student’s answers by comparing them to the model answers and circling “C” for correct responses or “N/C” for incorrect responses.

Notes:  

---

**SCREEN OUT**

Check (✓) the box on the right if actions or omissions observed are so flagrant or extreme, the evaluator recommends that the student fail the examination. Contact the scenario coordinator immediately.

Notes:
# Scenario Performance Evaluation

## Performance Quality

Check (✓) the box to the right of the appropriate rating under each factor below (Rate, Fluency, Level) that best describes the student's performance in handling the incident. Assign an unacceptable rating if the student's performance is similar to any of the behaviors described in the low rating category. Explain "Unacceptable" ratings in the designated spaces.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rate of Performance</strong></td>
<td>Takes appropriate action in a reasonable amount of time. Performs activities at an adequate pace (not too slow or too fast) to meet the demands of the incident.</td>
<td>Unable to initiate appropriate action in a timely manner. Unable to perform activities rapidly enough, or performs actions too fast to meet the demands of the incident.</td>
</tr>
<tr>
<td><strong>Fluency of Performance</strong></td>
<td>Actions are performed with little hesitation between steps. Some unnecessary actions are performed, however, they do not seriously interfere with the student's handling of the incident. Actions and functions are reasonably well coordinated.</td>
<td>Performance is disjointed; is unsure of what to do next. Jumps &quot;back and forth&quot; excessively between tasks; extreme lack of coordination between actions or functions. Spends excessive time performing unnecessary actions, which interfere substantially with the student’s handling of the incident.</td>
</tr>
<tr>
<td><strong>Level of Response</strong></td>
<td>Adjusts intensity of response to meet the changing demands of the incident (e.g., appropriate type and level of search, verbal control, force, weapons, Officer Safety, etc.).</td>
<td>Intensity of actions is inadequate or excessive for the situation. Student under-reacts or over-reacts to the situation.</td>
</tr>
</tbody>
</table>

Explain "Unacceptable" rating:
**Scenario Performance Evaluation – Student Copy**

**Crimes in Progress (LD #23)**

**POST SCENARIO TEST EVALUATION – Building Search**

Scenario Test Alpha: ____________

<table>
<thead>
<tr>
<th>Date</th>
<th>Initial Test □</th>
<th>Remediation □</th>
<th>Retest □</th>
<th>Role Player(s)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Form and comments were explained.)</td>
<td></td>
</tr>
</tbody>
</table>

**PERFORMANCE ACTIVITIES**

| Circle one result for each item: C=completed satisfactorily N/C=incomplete or unsatisfactory performance N/A=not applicable |
|---|---|---|

1. **The student makes approach**
   - **Utilizes cover/concealment**
     - The student uses available and appropriate cover/concealment (8-Officer Safety)
     - Notes: C N/C(-) N/A

   - **Utilizes quiet and tactically sound movements (Tactical seat belt removal)**
     - The student makes tactically sound movements during the approach (8-Officer Safety)
     - Notes: C N/C(-) N/A

2. **The student demonstrates communication skills**
   - **Advises dispatch of important developments**
     - The student clearly communicates correct and essential information to dispatch (9-Communication)
     - Notes: C N/C(-) N/A

   - **Communicates with back-up officer(s)**
     - The student safely communicates with back-up officers (8-Officer Safety)
     - Notes: C N/C(-) N/A

   - **The student clearly communicates with back-up officers** (9-Communication)
     - Notes: C N/C(-) N/A

3. **The student makes entry**
   - **Utilizes cover/concealment**
     - The student uses available and appropriate cover/concealment (8-Officer Safety)
     - Notes: C N/C(-) N/A

   - **The student makes a safe entry** (8-Officer Safety)
     - Notes: C N/C(-) N/A

   - **Utilizes systematic and complete search method**
     - The student utilizes a systematic search method (6-Problem Solving/Decision-Making)
     - Notes: C N/C(-) N/A

   - **The student conducts a complete search** (8-Officer Safety)
     - Notes: C N/C(-) N/A

   - **The student arrests suspect and safely removes from building**
     - The student uses proper techniques to remove the suspect from the building (6-Problem Solving/Decision-Making)
     - Notes: C N/C(-) N/A
### Scenario Performance Evaluation – Student Copy

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use force options to control the suspect (3-Use of Force)</td>
<td>C</td>
</tr>
<tr>
<td>Use proper officer safety to remove the suspect (e.g., search or remove and search depending on the situation) (8-Officer Safety)</td>
<td>C</td>
</tr>
<tr>
<td>Display professional, calm, and appropriate emotional responses related to the given situation/environment (11-Stress Tolerance and Emotional Maturity)</td>
<td>C</td>
</tr>
</tbody>
</table>

#### COMPREHENSION

At the conclusion of the scenario, ask the student the following questions. Score the student’s answers by comparing them to the model answers and circling “C” for correct responses or “N/C” for incorrect responses.

<table>
<thead>
<tr>
<th>Notes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>C</td>
</tr>
</tbody>
</table>

#### SCREEN OUT

Check (✓) the box on the right if actions or omissions observed are so flagrant or extreme, the evaluator recommends that the student fail the examination. Contact the scenario coordinator immediately.

<table>
<thead>
<tr>
<th>Notes:</th>
<th></th>
</tr>
</thead>
</table>
### PERFORMANCE QUALITY

Check (✓) the box to the right of the appropriate rating under each factor below (Rate, Fluency, Level) that best describes the student’s performance in handling the incident. Assign an unacceptable rating if the student’s performance is similar to any of the behaviors described in the low rating category. Explain “Unacceptable” ratings in the designated spaces.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Explain “Unacceptable” rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RATE OF PERFORMANCE</strong></td>
<td>Takes appropriate action in a reasonable amount of time. Performs activities at an adequate pace (not too slow or too fast) to meet the demands of the incident.</td>
<td>Unable to initiate appropriate action in a timely manner. Unable to perform activities rapidly enough, or performs actions too fast to meet the demands of the incident.</td>
<td></td>
</tr>
<tr>
<td><strong>FLUENCY OF PERFORMANCE</strong></td>
<td>Actions are performed with little hesitation between steps. Some unnecessary actions are performed, however, they do not seriously interfere with the student’s handling of the incident. Actions and functions are reasonably well coordinated.</td>
<td>Performance is disjointed; is unsure of what to do next. Jumps “back and forth” excessively between tasks; extreme lack of coordination between actions or functions. Spends excessive time performing unnecessary actions, which interfere substantially with the student’s handling of the incident.</td>
<td></td>
</tr>
<tr>
<td><strong>LEVEL OF RESPONSE</strong></td>
<td>Adjusts intensity of response to meet the changing demands of the incident (e.g., appropriate type and level of search, verbal control, force, weapons, Officer Safety, etc.).</td>
<td>Intensity of actions is inadequate or excessive for the situation. Student under-reacts or over-reacts to the situation.</td>
<td></td>
</tr>
</tbody>
</table>
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Crimes in Progress (LD #23)

POST SCENARIO TEST EVALUATION – Crime in Progress

Scenario Test Alpha: ____________

<table>
<thead>
<tr>
<th>Date</th>
<th>Initial Test □</th>
<th>Remediation □</th>
<th>Retest □</th>
<th>Role Player(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evaluator</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Student Initial (Form and comments were explained.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PERFORMANCE ACTIVITIES

Circle one result for each item:  
C = completed satisfactorily  
N/C = incomplete or unsatisfactory performance  
N/A = not applicable

1. The student responds to the call
   Makes tactically sound approach (Tactical seat belt removal)
   The student indicates verbally or physically an awareness of his/her surroundings during the approach  
   (8-Officer Safety)
   Notes:
   C  N/C(-)  N/A

   Assesses scene
   The student maintains officer safety while assessing the scene  
   (8-Officer Safety)
   Notes:
   C  N/C(-)  N/A

2. The student communicates effectively
   Advises dispatch of important developments
   The student advises dispatch of important developments  
   (8-Officer Safety)
   Notes:
   C  N/C(-)  N/A

   The student’s communication is accurate, clear and concise  
   (9-Communication)
   Notes:
   C  N/C(-)  N/A

   Coordinates responding units
   The student clearly coordinates responding units  
   (5-Leadership)
   Notes:
   C  N/C(-)  N/A

   The student identifies appropriate locations for responding units  
   (6-Problem Solving/Decision-Making)
   Notes:
   C  N/C(-)  N/A

   The student safely places units at the scene  
   (8-Officer Safety)
   Notes:
   C  N/C(-)  N/A

   The student’s communication is clear and concise  
   (9-Communication)
   Notes:
   C  N/C(-)  N/A

   Sets perimeter
   The student sets a proper perimeter  
   (6-Problem Solving/Decision-Making)
   Notes:
   C  N/C(-)  N/A

   The student’s communication is clear and concise  
   (9-Communication)
   Notes:
   C  N/C(-)  N/A

   Requests resources as appropriate
   The student requests/uses resources appropriate for the situation  
   (6-Problem Solving/Decision-Making)
   Notes:
   C  N/C(-)  N/A

   The student’s communication is clear and concise  
   (9-Communication)
   Notes:
   C  N/C(-)  N/A
### Scenario Performance Evaluation – Student Copy

3. **The student reacts to developments**
   - Reacts to developments in tactically sound manner
     - The student reacts to developments in a tactically sound manner  
       (6-Problem Solving/Decision-Making)
     - Notes: C N/C(-) N/A
   - The student maintains officer safety during the event  
     (8-Officer Safety)
     - Notes: C N/C(-) N/A
   - The student displays professional, calm, and appropriate emotional responses related to the given situation/environment  
     (11-Stress Tolerance and Emotional Maturity)
     - Notes: C N/C(-) N/A

**Uses objectively reasonable force options**
- The student uses force appropriate to the circumstances  
  (3-Use of Force)
- Notes: C N/C(-) N/A

**Control involved subject(s)**
- The student legally controls the subject(s)  
  (7-Legal Authority/Individual Rights)
- Notes: C N/C(-) N/A
- The student uses proper officer safety while controlling the subject(s)  
  (8-Officer Safety)
- Notes: C N/C(-) N/A
- The student clearly communicates with the subject(s)  
  (9-Communication)
- Notes: C N/C(-) N/A

4. **The student determines the proper resolution**
   - Selects appropriate disposition
     - The student uses problem solving strategies to properly conclude the event  
       (6-Problem Solving/Decision-Making)
     - Notes: C N/C(-) N/A

### COMPREHENSION

At the conclusion of the scenario, ask the student the following questions. Score the student’s answers by comparing them to the model answers and circling “C” for correct responses or “N/C” for incorrect responses.

<table>
<thead>
<tr>
<th>Notes:</th>
<th>C N/C(-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td>C N/C(-)</td>
</tr>
</tbody>
</table>

### SCREEN OUT

Check (✓) the box on the right if actions or omissions observed are so flagrant or extreme, the evaluator recommends that the student fail the examination. Contact the scenario coordinator immediately.

| Notes: | |
**Scenario Performance Evaluation – Student Copy**

**PERFORMANCE QUALITY**

Check (✓) the box to the right of the appropriate rating under each factor below (Rate, Fluency, Level) that best describes the student’s performance in handling the incident. Assign an unacceptable rating if the student’s performance is similar to any of the behaviors described in the low rating category. Explain “Unacceptable” ratings in the designated spaces.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RATE OF PERFORMANCE</strong></td>
<td>Takes appropriate action in a reasonable amount of time. Performs activities at an adequate pace (not too slow or too fast) to meet the demands of the incident.</td>
<td>Unable to initiate appropriate action in a timely manner. Unable to perform activities rapidly enough, or performs actions too fast to meet the demands of the incident.</td>
<td>(-)</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

<table>
<thead>
<tr>
<th><strong>FLUENCY OF PERFORMANCE</strong></th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions are performed with little hesitation between steps. Some unnecessary actions are performed, however, they do not seriously interfere with the student’s handling of the incident. Actions and functions are reasonably well coordinated.</td>
<td></td>
<td>Performance is disjointed; is unsure of what to do next. Jumps “back and forth” excessively between tasks; extreme lack of coordination between actions or functions. Spends excessive time performing unnecessary actions, which interfere substantially with the student’s handling of the incident.</td>
<td>(-)</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

<table>
<thead>
<tr>
<th><strong>LEVEL OF RESPONSE</strong></th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusts intensity of response to meet the changing demands of the incident (e.g., appropriate type and level of search, verbal control, force, weapons, Officer Safety, etc.).</td>
<td></td>
<td>Intensity of actions is inadequate or excessive for the situation. Student under-reacts or over-reacts relative to the demands of the situation.</td>
<td>(-)</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:
## Crimes in Progress (LD #23)

**POST SCENARIO TEST EVALUATION – Ambush**

Scenario Test Alpha: ____________

<table>
<thead>
<tr>
<th>Date</th>
<th>Initial Test □</th>
<th>Remediation □</th>
<th>Retest □</th>
<th>Role Player(s)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student**

(Initial and comments were explained.)

**Evaluator**

### PERFORMANCE ACTIVITIES

Circle one result for each item:  
- **C** = completed satisfactorily  
- **N/C** = incomplete or unsatisfactory performance  
- **N/A** = not applicable

1. **The student approaches the scene**
   
   **Reacts appropriately to the situation**
   
   The student expresses awareness of his/her surroundings by effectively communicating with dispatchers, other officers or agencies (8-Officer Safety)
   
   Notes:
   
   - The student handles the call as dispatched (does not overreact to the call prior to the ambush) (11-Stress Tolerance and Emotional Maturity)
   
   Notes:

   - **Identifies the threat**
   
   The student identifies the threat (8-Officer Safety)
   
   Notes:

2. **The student responds to the threat**
   
   **Responds in a tactically sound manner**
   
   The student chooses an appropriate location for cover (6-Problem Solving/Decision-Making)
   
   Notes:
   
   - The student demonstrates proper officer safety related to the circumstances (8-Officer Safety)
   
   Notes:
   
   - The student takes appropriate action while under stress (11-Stress Tolerance and Emotional Maturity)
   
   Notes:

   - **Uses objectively reasonable force option, when necessary**
   
   The student uses reasonable force appropriate to the situation (3-Use of Force)
   
   Notes:

3. **The student assesses the situation**
   
   **Notifies communications**
   
   The student advises dispatch in a clear voice (9-Communication)
   
   Notes:
   
   - **Requests assistance**
   
   The student requests assistance and directs responding units (9-Communication)
   
   Notes:
Scenario Performance Evaluation – Student Copy

**Coordinates responding units as needed**
The student coordinates response of back-up units (6-Problem Solving/Decision-Making)
Notes: C N/C(-) N/A

The student does not direct responding officers into a danger zone (8-Officer Safety)
Notes: C N/C(-) N/A

**COMPREHENSION**
At the conclusion of the scenario, ask the student the following questions. Score the student’s answers by comparing them to the model answers and circling “C” for correct responses or “N/C” for incorrect responses.

Notes: C N/C(-)

Notes: C N/C(-)

**SCREEN OUT**
Check (✓) the box on the right if actions or omissions observed are so flagrant or extreme, the evaluator recommends that the student fail the examination. Contact the scenario coordinator immediately.

Notes:
### PERFORMANCE QUALITY

Check (✓) the box to the right of the appropriate rating under each factor below (Rate, Fluency, Level) that best describes the student’s performance in handling the incident. Assign an unacceptable rating if the student’s performance is similar to any of the behaviors described in the low rating category. Explain “Unacceptable” ratings in the designated spaces.

<table>
<thead>
<tr>
<th>RATE OF PERFORMANCE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Takes appropriate action in a reasonable amount of time. Performs activities at an adequate pace (not too slow or too fast) to meet the demands of the incident.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Unable to initiate appropriate action in a timely manner. Unable to perform activities rapidly enough, or performs actions too fast to meet the demands of the incident.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

<table>
<thead>
<tr>
<th>FLUENCY OF PERFORMANCE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Actions are performed with little hesitation between steps. Some unnecessary actions are performed, however, they do not seriously interfere with the student’s handling of the incident. Actions and functions are reasonably well coordinated.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Performance is disjointed; is unsure of what to do next. Jumps “back and forth” excessively between tasks; extreme lack of coordination between actions or functions. Spends excessive time performing unnecessary actions, which interfere substantially with the student’s handling of the incident.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

<table>
<thead>
<tr>
<th>LEVEL OF RESPONSE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Adjusts intensity of response to meet the changing demands of the incident (e.g., appropriate type and level of search, verbal control, force, weapons, Officer Safety, etc.).</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Intensity of actions is inadequate or excessive for the situation. Student under-reacts or over-reacts to the situation.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:
**Domestic Violence (LD #25)**  
Victimology/Crisis Intervention (LD #4)

**POST SCENARIO TEST EVALUATION – Domestic Violence/Victim Assist**

**Scenario Test Alpha: ____________**

<table>
<thead>
<tr>
<th>Date</th>
<th>Initial Test □</th>
<th>Remediation □</th>
<th>Retest □</th>
<th>Role Player(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
<td>Student Initial</td>
<td>(Form and comments were explained.)</td>
<td>Evaluator</td>
</tr>
</tbody>
</table>

**PERFORMANCE ACTIVITIES**

Circle one result for each item:  
**C** = completed satisfactorily  
**N/C** = incomplete or unsatisfactory performance  
**N/A** = not applicable

1. **The student responds to the call**  
   Makes a tactically sound approach  
   The student safely approaches the location  
   (8-Officer Safety)  
   Notes:  
   
   Coordinates with responding units  
   The student coordinates with responding units  
   (8-Officer Safety)  
   Notes:  
   
   The student clearly communicates correct and essential information to responding units  
   (9-Communication)  
   Notes:  

2. **The student controls the scene and demonstrates communication skills**  
   Requests/renders medical aid  
   The student requests/renders medical aid  
   (9-Communication)  
   Notes:
<table>
<thead>
<tr>
<th>Control involved parties</th>
<th>C</th>
<th>N/C(-)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student controls the involved parties (i.e. verbally, physically, spatially)</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student maintains officer safety while dealing with the involved parties</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student uses communication skills with the involved parties relevant to the requirements of the circumstances</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student displays professional, calm, and appropriate emotional responses related to the given situation/environment</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviews involved parties</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>The student uses proper conflict resolution techniques</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student interviews all parties involved in the encounter (e.g. victim, suspect, partner officer)</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employs Crisis Intervention Techniques</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>The student supplies information to the victim as specified by the academy/agency</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student uses appropriate verbal skills when interacting with the victim (sensitive to the needs of the victim)</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advises dispatch of important developments</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>The student clearly communicates correct and essential information to dispatch</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The student takes appropriate action</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Determines the crime based on the elements</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>The student determines the crime based on the elements and the facts received</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes the arrest using proper tactics</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>The student uses the proper amount of force for the arrest given the circumstances he/she was facing</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student completes the arrest using proper officer safety techniques</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The student demonstrates Victim Assistance abilities</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Explains law enforcement follow-up actions</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>The student explains follow-up actions as required by academy/agency standards</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Scenario Performance Evaluation – Student Copy

<table>
<thead>
<tr>
<th>The student is sensitive to the needs of the victim by displaying empathy through verbal and physical responses (5-Leadership)</th>
<th>C</th>
<th>N/C(-)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student communicates appropriately with the victim (9-Communication)</th>
<th>C</th>
<th>N/C(-)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Explains/provides protective orders

<table>
<thead>
<tr>
<th>The student explains/provides protective orders per academy/agency standards (4-Local Procedures)</th>
<th>C</th>
<th>N/C(-)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student uses appropriate verbal skills while communicating with the victim (9-Communication)</th>
<th>C</th>
<th>N/C(-)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student responds to the needs of the victim (5-Leadership)</th>
<th>C</th>
<th>N/C(-)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Offers/provides referrals (Ex. Marsy’s Law Article 1, Section 28 California Constitution)

<table>
<thead>
<tr>
<th>The student offers/provides referral information as required by the academy/agency (4-Local Procedures)</th>
<th>C</th>
<th>N/C(-)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student clearly communicates with the victim while explaining referral information (9-Communication)</th>
<th>C</th>
<th>N/C(-)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### COMPREHENSION

At the conclusion of the scenario, ask the student the following questions. Score the student’s answers by comparing them to the model answers and circling “C” for correct responses or “N/C” for incorrect responses.

<table>
<thead>
<tr>
<th>Notes:</th>
<th>C</th>
<th>N/C(-)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Notes:</th>
<th>C</th>
<th>N/C(-)</th>
</tr>
</thead>
</table>

#### SCREEN OUT

Check (✓) the box on the right if actions or omissions observed are so flagrant or extreme, the evaluator recommends that the student fail the examination. Contact the scenario coordinator immediately.

<table>
<thead>
<tr>
<th>Notes:</th>
<th>□</th>
</tr>
</thead>
</table>
## Scenario Performance Evaluation – Student Copy

### PERFORMANCE QUALITY

Check (✓) the box to the right of the appropriate rating under each factor below (Rate, Fluency, Level) that best describes the student’s performance in handling the incident. Assign an unacceptable rating if the student’s performance is similar to any of the behaviors described in the low rating category. Explain “Unacceptable” ratings in the designated spaces.

<table>
<thead>
<tr>
<th>RATE OF PERFORMANCE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Takes appropriate action in a reasonable amount of time. Performs activities at an adequate pace (not too slow or too fast) to meet the demands of the incident.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Unable to initiate appropriate action in a timely manner. Unable to perform activities rapidly enough, or performs actions too fast to meet the demands of the incident.</td>
</tr>
</tbody>
</table>

*Explain “Unacceptable” rating:*

<table>
<thead>
<tr>
<th>FLUENCY OF PERFORMANCE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Actions are performed with little hesitation between steps. Some unnecessary actions are performed, however, they do not seriously interfere with the student’s handling of the incident. Actions and functions are reasonably well coordinated.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Performance is disjointed; is unsure of what to do next. Jumps “back and forth” excessively between tasks; extreme lack of coordination between actions or functions. Spends excessive time performing unnecessary actions, which interfere substantially with the student’s handling of the incident.</td>
</tr>
</tbody>
</table>

*Explain “Unacceptable” rating:*

<table>
<thead>
<tr>
<th>LEVEL OF RESPONSE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Adjusts intensity of response to meet the changing demands of the incident (e.g., appropriate type and level of search, verbal control, force, weapons, Officer Safety, etc.).</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Intensity of actions is inadequate or excessive for the situation. Student under-reacts or over-reacts to the situation.</td>
</tr>
</tbody>
</table>

*Explain “Unacceptable” rating:*
## Preliminary Investigation (LD #30)

### POST SCENARIO TEST EVALUATION – Felonious Assault

Scenario Test Alpha: ____________

<table>
<thead>
<tr>
<th>Date</th>
<th>Initial Test</th>
<th>Remediation</th>
<th>Retest</th>
<th>Role Player(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Initial</td>
<td></td>
<td></td>
<td>Evaluator</td>
</tr>
</tbody>
</table>

**PERFORMANCE ACTIVITIES**

Circle one result for each item:

- **C** = completed satisfactorily
- **N/C** = incomplete or unsatisfactory performance
- **N/A** = not applicable

1. **The student responds to the call**
   - Contacts reporting person
   - The student contacts the reporting person  (9-Communication)
   - Notes:
   - **C** N/C(-) N/A

   **Assesses victim’s injuries**
   - The student assesses the victim’s injuries  (6-Problem Solving/Decision-Making)
   - Notes:
   - **C** N/C(-) N/A

   **The student questions the victim about the injury**
   - (9-Communication)
   - Notes:
   - **C** N/C(-) N/A

   **Determines suspect location**
   - The student determines the suspect location  (6-Problem Solving/Decision-Making)
   - Notes:
   - **C** N/C(-) N/A

   **The student advises dispatch of the suspect location**
   - (8-Officer Safety)
   - Notes:
   - **C** N/C(-) N/A

   **The student effectively interviews the victim**
   - (9-Communication)
   - Notes:
   - **C** N/C(-) N/A

   **The student demonstrates situational awareness**
   - (8-Officer Safety)
   - Notes:
   - **C** N/C(-) N/A

2. **The student demonstrates communication skills**
   - Requests medical aid
   - The student requests medical aid  (9-Communication)
   - Notes:
   - **C** N/C(-) N/A

   **Interviews involved parties**
   - The student interviews involved parties  (9-Communication)
   - Notes:
   - **C** N/C(-) N/A

   **Initiates crime broadcast**
   - The student initiates a crime broadcast  (6-Problem Solving/Decision-Making)
   - Notes:
   - **C** N/C(-) N/A
### Scenario Performance Evaluation – Student Copy

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score</th>
<th>Notes</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student’s broadcast is clear and concise (9-Communication)</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Advises dispatch of important developments</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Gathers sufficient information to complete a report (9-Communication)</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### 3. The student determines the nature of the crime

<table>
<thead>
<tr>
<th>Activity</th>
<th>Score</th>
<th>Notes</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies the specific crime (6-Problem Solving/Decision-Making)</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
<tr>
<td>Identifies and secures crime scene (6-Problem Solving/Decision-Making)</td>
<td>C</td>
<td>N/C(-)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### COMPREHENSION

At the conclusion of the scenario, ask the student the following questions. Score the student’s answers by comparing them to the model answers and circling “C” for correct responses or “N/C” for incorrect responses.

<table>
<thead>
<tr>
<th>Notes</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C</td>
<td>N/C(-)</td>
</tr>
</tbody>
</table>

#### SCREEN OUT

Check (✓) the box on the right if actions or omissions observed are so flagrant or extreme, the evaluator recommends that the student fail the examination. Contact the scenario coordinator immediately.

<table>
<thead>
<tr>
<th>Notes</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

71
**Scenario Performance Evaluation – Student Copy**

**PERFORMANCE QUALITY**

Check (✓) the box to the right of the appropriate rating under each factor below (Rate, Fluency, Level) that best describes the student’s performance in handling the incident. Assign an unacceptable rating if the student’s performance is similar to any of the behaviors described in the low rating category. Explain “Unacceptable” ratings in the designated spaces.

<table>
<thead>
<tr>
<th>Rate of Performance</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Takes appropriate action in a reasonable amount of time. Performs activities at an adequate pace (not too slow or too fast) to meet the demands of the incident.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Unable to initiate appropriate action in a timely manner. Unable to perform activities rapidly enough, or performs actions too fast to meet the demands of the incident.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

<table>
<thead>
<tr>
<th>Fluency of Performance</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Actions are performed with little hesitation between steps. Some unnecessary actions are performed, however, they do not seriously interfere with the student’s handling of the incident. Actions and functions are reasonably well coordinated.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Performance is disjointed; is unsure of what to do next. Jumps “back and forth” excessively between tasks; extreme lack of coordination between actions or functions. Spends excessive time performing unnecessary actions, which interfere substantially with the student’s handling of the incident.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

<table>
<thead>
<tr>
<th>Level of Response</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Adjusts intensity of response to meet the changing demands of the incident (e.g., appropriate type and level of search, verbal control, force, weapons, officer safety, etc.).</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Intensity of actions is inadequate or excessive for the situation. Student under-reacts or over-reacts to the situation.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:
PAGE LEFT INTENTIONALLY BLANK
### Scenario Performance Evaluation – Student Copy

### People with Disabilities (LD #37)

#### POST SCENARIO TEST EVALUATION – Mentally Disordered Person

**Scenario Test Alpha:** ____________

<table>
<thead>
<tr>
<th>Date</th>
<th>Initial Test</th>
<th>Remediation</th>
<th>Retest</th>
<th>Role Player(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student**

 Student Initial

(Form and comments were explained.)

**Evaluator**

---

### PERFORMANCE ACTIVITIES

<table>
<thead>
<tr>
<th>Circle one result for each item:</th>
<th>C = completed satisfactorily</th>
<th>N/C = incomplete or unsatisfactory performance</th>
<th>N/A = not applicable</th>
</tr>
</thead>
</table>

1. **The student responds to the call**
   - **Contacts the subject**
     - The student maintains proper officer safety during the initial contact with the subject  (8-Officer Safety)
     - Notes: C N/C(-) N/A
     - The student effectively and responsibly communicates with the subject  (9-Communication)
     - Notes: C N/C(-) N/A
   - **Recognizes subject has a mental disorder**
     - Through a field interview, the student recognizes that the subject has a mental disorder  (6-Problem Solving/Decision-Making)
     - Notes: C N/C(-) N/A
     - The student uses proper communication skills to assess the situation  (9-Communication)
     - Notes: C N/C(-) N/A
   - **Recognizes potential threats and reacts appropriately**
     - The student recognizes potential threats and reacts appropriately  (8-Officer Safety)
     - Notes: C N/C(-) N/A
     - The student advises dispatch of important developments as appropriate  (9-Communication)
     - Notes: C N/C(-) N/A

2. **The student communicates with the subject**
   - **Uses effective communication skills**
     - The student uses communication skill appropriate for dealing with a person suffering from a mental disorder  (9-Communication)
     - Notes: C N/C(-) N/A
     - The student displays professional, calm and appropriate emotional responses related to the given situation/environment  (11-Stress Tolerance and Emotional Maturity)
     - Notes: C N/C(-) N/A
   - **Gains compliance**
     - The student gains compliance by using problem-solving skills  (6-Problem Solving/Decision-Making)
     - Notes: C N/C(-) N/A
     - The student utilizes proper communication skills to gain compliance  (9-Communication)
     - Notes: C N/C(-) N/A
   - **Applies control appropriate to the situation**
     - The student applies control appropriate to the situation  (3-Use of Force)
     - Notes: C N/C(-) N/A
### Scenario Performance Evaluation – Student Copy

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Given the scenario, the student utilizes the most appropriate force option (pat down/search) (3-Use of Force)</th>
<th>C</th>
<th>N/C(-)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student communicates clearly while applying force (9-Communication)</th>
<th>C</th>
<th>N/C(-)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student maintains emotional control while applying the force option (11-Stress Tolerance and Emotional Maturity)</th>
<th>C</th>
<th>N/C(-)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### COMPREHENSION

At the conclusion of the scenario, ask the student the following questions. Score the student’s answers by comparing them to the model answers and circling “C” for correct responses or “N/C” for incorrect responses.

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
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</table>

<table>
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<tr>
<th>Notes:</th>
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</table>

### SCREEN OUT

Check (✓) the box on the right if extreme actions or omissions are observed that are so flagrant, the evaluator recommends that the student fail the examination. Contact the scenario coordinator immediately.

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
</table>
# Scenario Performance Evaluation – Student Copy

## PERFORMANCE QUALITY

Check (✓) the box to the right of the appropriate rating under each factor below (Rate, Fluency, Level) that best describes the student’s performance in handling the incident. Assign an unacceptable rating if the student’s performance is similar to any of the behaviors described in the low rating category. Explain “Unacceptable” ratings in the designated spaces.

<table>
<thead>
<tr>
<th>RATE OF PERFORMANCE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Takes appropriate action in a reasonable amount of time. Performs activities at an adequate pace (not too slow or too fast) to meet the demands of the incident.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Unable to initiate appropriate action in a timely manner. Unable to perform activities rapidly enough, or performs actions too fast to meet the demands of the incident.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

## FLUENCY OF PERFORMANCE

<table>
<thead>
<tr>
<th>FLUENCY OF PERFORMANCE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Actions are performed with little hesitation between steps. Some unnecessary actions are performed, however, they do not seriously interfere with the student’s handling of the incident. Actions and functions are reasonably well coordinated.</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Performance is disjointed; is unsure of what to do next. Jumps “back and forth” excessively between tasks; extreme lack of coordination between actions or functions. Spends excessive time performing unnecessary actions, which interfere substantially with the student’s handling of the incident.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:

## LEVEL OF RESPONSE

<table>
<thead>
<tr>
<th>LEVEL OF RESPONSE</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>Adjusts intensity of response to meet the changing demands of the incident (e.g., appropriate type and level of search, verbal control, force, weapons, Officer Safety, etc.).</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>Intensity of actions is inadequate or excessive for the situation. Student under-reacts or over-reacts relative to the demands of the situation.</td>
</tr>
</tbody>
</table>

Explain “Unacceptable” rating:
TRAINING AND TESTING SPECIFICATIONS:

To access the current training and testing specifications please visit the POST website at www.post.ca.gov.