

NFPA 1021

Fire Officer Level 2 Performance Skill Sheets

Practical Skills:

#	Objective	Reference	Task	<input checked="" type="checkbox"/>
1	5.2.3	Professional Development	Create a personal development plan	<input type="checkbox"/>
2	5.4.3	Capital Purchase Proposal	Draft a budget proposal for a capital purchase	<input type="checkbox"/>
3	5.4.4	News (Media) Release	Prepare a news release	<input type="checkbox"/>
4	5.1.2 5.3.1 5.3.2 5.4.1 5.4.5 5.4.6 5.6.3	Inter-Agency Cooperation	Analyze inter-agency response data Develop a policy to improve inter-agency cooperation Write a report on findings and recommendations	<input type="checkbox"/>
5	5.5.1	Fire Investigation	Conduct a fire origin investigation	<input type="checkbox"/>
6	5.7.1	Occupational Health & Safety	Analyze an accident or health exposure	<input type="checkbox"/>
7	5.2.1 5.2.2	Personnel Management	Identify the cause of poor performance and take appropriate action	<input type="checkbox"/>
8	5.4.2	Budget Development	Develop a budget proposal for new spending	<input type="checkbox"/>
	5.6.1	Operational Plans	Produce ops plan for major incident	<input type="checkbox"/>
	5.6.2	Post-Incident Analysis	Produce post-incident report	<input type="checkbox"/>
Pass/Fail				<input type="checkbox"/>

Skill #1 - Create a Professional Development Plan

1021 Level 2 (2020 Edition)

Objective: 5.2.3

Create a professional development plan for a member of the organization, given the requirements for promotion, so that the individual acquires the necessary knowledge, skills, and abilities to be eligible for the examination for the position.

Tasks: You (the candidate) will prepare a personal professional development plan for yourself. This plan will identify the training, experience and abilities required for the next level of promotion; how these requirements will be met and a timeline. Include copies of relevant department policies to support your plan

Setting: Fire Hall or another department facility

Tools/Equipment: The appropriate policy documents, forms and/or computer system

Attainment Standard: Successful completion of all elements/steps.

Requisite Skill	Elements/Steps	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1. Create a Professional Development Plan					
<ul style="list-style-type: none"> • The ability to communicate orally • The ability to communicate in writing 	<ul style="list-style-type: none"> • Gather and confirm all necessary information • Conform to Department policies and practices • Communicate a clear and effective plan 				
PASS/FAIL					

Skill #2 - Capital Purchase Proposal

1021 Level 2 (2020 Edition)

Objective: 5.4.3

Describe the process of purchasing, including soliciting and awarding bids, given established specifications, in order to ensure competitive bidding so that the needs of the organization are met within the applicable federal, state/provincial and local laws and regulations.

Tasks: Write a report of the department's policies and procedures for purchasing capital assets.

Performance Conditions: Given the scenario the candidate will write a report and deliver an oral presentation (10- minute time limit) detailing how the department would make the capital purchase specified.

Setting: Department office with appropriate paper forms and/or a computer system.

Attainment Standard: Successful completion of all elements/steps.

Requisite Skill	Elements/Steps	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1. Describe Department Purchasing Process					
Report on the department's purchasing process <ul style="list-style-type: none"> • The ability to use evaluative methods • The ability to communicate orally • The ability to communicate in writing 	<ul style="list-style-type: none"> • Details the process for gathering all necessary information • Describes the process of creating specifications • Details the process of reviewing manufacturers business history • Describes the process for soliciting bids • Describes the process for assuring competitive bids are submitted • Describes the process for awarding bids • Details creating purchasing contracts • The reports are concise, use clear language and are sufficiently detailed. 				
PASS/FAIL					

Skill #2 continued...

Capital Purchase Proposal

Scenario:

Engine 4 needs a new pump. You have been assigned the job of making the purchase. The pumps built by four manufacturers can be successfully fitted to the apparatus. Using Department policies and procedures you will describe the process of making a purchase in both a written report and orally. The report must be concise, written and presented in clear language and sufficiently detailed in describing the major steps in your department's purchasing process.

Skill #3 - Prepare a News Release

1021 Level 2 (2020 Edition)

Objective: 5.4.4

Prepare a media release, given an event or topic, so that the information is accurate and formatted correctly. Demonstrate the ability to communicate.

Tasks: Prepare a news release for a simulated event or topic.

Performance Conditions: Given a real or simulated event or issue the candidate will write a media release that is clear, concise and effective using the proper format in accordance with Department policies and procedures.

Setting: Department office with appropriate paper forms and/or a computer system.

Attainment Standard: Successful completion of all elements/steps.

Requisite Skill	Elements/Steps	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1. Describe Department Purchasing Process					
Write a news release <ul style="list-style-type: none"> • The ability to communicate orally • The ability to communicate in writing 	<ul style="list-style-type: none"> • Gather and confirm all necessary information • Use the proper news release format • Conform to Department policies and practices • Communicate a clear and effective message 				
PASS/FAIL					

Skill #3 continued...**Prepare a News Release****Scenario:**

Your department will be hosting a child car seat safety day next Friday. This is a response to a tragic incident one year ago. A toddler was killed when her car seat was dislodged in a collision, throwing the seat and the child out of the side window of the car. Chantal Everson was 3 years old. Friday is the first anniversary of her death. Her mother, Sheila Everson, has become a vocal advocate for child car seat safety. She started the CarSafe Coalition to promote child safety in cars. Mrs. Everson approached Fire Chief Harold White for help. Chief White is an enthusiastic supporter of her campaign. He has directed all fire fighters to help in the effort.

Program details:

- The public can bring their cars to any fire hall in the city on Friday August 15th between 2pm and 8pm.
- Fire fighters will check car seats to make sure they are properly installed.
- There is no charge for the inspections.
- Donations will be accepted.
- Sheila Everson will visit each fire hall that afternoon and evening.
- She will make a brief presentation telling Chantal's story.
- Safety pamphlets will be given out.
- Free safety seats for low-income families are available from the Coalition. People can apply in person at the fire hall sessions.

The department contact for the program is Battalion Chief Cathy French. Her phone number is 780-765-4321.

Skill #4 - Intergovernmental and Interagency Cooperation

1021 Level 2 (2020 Edition)

Objectives: 5.1.2, 5.3.2, 5.4.1, 5.4.5, 5.4.6 and 5.6.3

Intergovernmental and interagency cooperation. **(5.1.2)**

Explain the benefits to the organization of cooperating with allied organizations, given a specific problem or issue in the community, so that the purpose for establishing external agency relationships is clearly explained. **(5.3.2)**

Develop a policy or procedure, given an assignment, so that the recommended policy or procedure identifies the problem and proposes a solution. **(5.4.1)**

Prepare a concise report for transmittal to a supervisor, given fire department record(s) and a specific request for details such as trends, variances, or other related topics so that the information required for the AHJ is accurate and documented. **(5.4.5)**

Develop a plan to accomplish change in the organization, given an agency's change of policy or procedures, so that effective change is implemented in a supportive manner. **(5.4.6)**

Prepare a written report, given incident reporting data from the jurisdiction, so that the major causes for service demands are identified for various planning areas within the service area of the organization. **(5.6.3)**

Task: Analyze inter-agency response data in order to develop a policy which improves the inter-agency cooperation, document and write a report on the findings and recommendations.

Setting: Department office with appropriate paper forms and/or a computer system.

Attainment Standard: Successful completion of all elements/steps.

Requisite Skill	Elements/Steps	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1. Prepare Report from Incident Response Data					
Prepare report from incident response data <ul style="list-style-type: none"> • The ability to communicate in writing • The ability to write clearly • The ability to interpret data 	<ul style="list-style-type: none"> • Copy of response data provided • Correctly interpret the source data to identify trends/service demands • Agency whose jurisdiction overlaps fire department's jurisdiction identified. 				

Skill #4 continued...

Requisite Skill	Elements/Steps	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1. continued					
<ul style="list-style-type: none"> The ability to interpret response data correctly to identify the reasons for service demands 	<ul style="list-style-type: none"> Write a clear and concise report supported by spreadsheets and other necessary documentation 				
2. Develop an Inter-Agency Policy/Procedure					
Develop an inter-agency policy/procedure and plan to implement this new policy/procedure: <ul style="list-style-type: none"> The ability to solve problems The ability to communicate in writing 	<ul style="list-style-type: none"> The need for a new policy/procedure is established Describe the benefits of the proposed changes Utilize an effective written format Procedures for implementing this new policy Measures used to determine positive implementation 				
3. Intergovernmental and Interagency Cooperation					
Intergovernmental and interagency cooperation: <ul style="list-style-type: none"> The ability to develop interpersonal relationships The ability to communicate orally The ability to communicate in writing 	<ul style="list-style-type: none"> Identify organizations whose jurisdiction or area of responsibility overlaps fire department's jurisdiction. Contact information Benefits for both organizations 				
PASS/FAIL					

Skill #5 - Fire Investigation

1021 Level 2 (2020 Edition)

Objective: 5.5.1

Determine the point of origin and preliminary cause of a fire, given a fire, given scene photographs, diagrams, pertinent data, and/or sketches, to determine if arson is suspected so that law enforcement action is taken.

Tasks: You (the candidate) will review photographs; sketches/diagrams and written notes from a structural fire incident. You will also have the opportunity to question the Incident Commander (actual or simulated). You will then determine the origin and preliminary cause of the fire as well as determine if arson is suspected.

Performance Conditions: The candidate will examine the information provided and write a report identifying the area of origin and a preliminary cause. The report will indicate if arson is suspected and, if so, why.

Setting: Department office with a computer system.

Attainment Standard: Successful completion of all elements/steps.

Requisite Skill	Elements/Steps	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1. Investigate a Fire					
Identify area of origin <ul style="list-style-type: none"> The ability to apply knowledge using deductive skills The ability to communicate orally 	<ul style="list-style-type: none"> Recognize and document heat movement and intensity patterns Analyze the importance and direction of each pattern found Recognize fire damage on surfaces Trace fire spread Determine the areas that warrant further study Question incident commander Identify the area(s) of origin Formulate a preliminary opinion as to the cause of the fire Identify any suspicious indicators or information that may indicate arson 				
Written Report <ul style="list-style-type: none"> The ability to communicate in writing 	<ul style="list-style-type: none"> Complete the required Saskatchewan Basic Incident Report form 				
PASS/FAIL					

Skill #6 - Occupational Health and Safety

1021 Level 2 (2020 Edition)

Objective: 5.7.1

Analyze a member's accident, injury, or health exposure history, given a case study, so that a report including action taken and recommendations made is prepared for a supervisor. Demonstrate the ability to communicate in writing and to interpret accidents, injuries, occupational illnesses, or death reports.

Tasks: Analyze the health exposure history of a member of the Department and make a written report to senior staff.

Performance Conditions: Given a scenario the candidate will collect appropriate information and analyze a members' health exposure history and make recommendations in writing.

Setting: A Department office suitable for a private interview with appropriate paper forms and/or a computer system.

Attainment Standard: Successful completion of all elements/steps.

Requisite Skill	Elements/Steps	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1. Conduct Analysis					
The ability to interpret accidents, injuries, occupational illnesses, or death reports.	<ul style="list-style-type: none"> • Collect all appropriate information including an interview with the member as required • Detail contributing factors • Identify unsafe work environment and practices/procedures • Document any previous remedial actions taken • Develop recommendations for future action 				
The ability to communicate in writing	<ul style="list-style-type: none"> • Complete a report of the analysis • Include recommendations for future action • Be prepared to support the report in an interview session with an evaluator. 				
PASS/FAIL					

Skill #6 continued...**Occupational Health and Safety - Page 1 of 2****Scenario:**

At 07:17 your department was dispatched to house fire several blocks away from the fire hall where the firefighters were working the final hour of a 24-hour shift. In responding to this alarm, firefighters followed standard operating procedures (SOPs) requiring that all turn out gear (PPE) be put on before their fire engine and ladder trucks left the hall. SCBA units were stored on the fire vehicles in jump seats and were donned and secured on the way to the scene. The SCBA air tanks had a 30-minute use rating, although extreme physical exertion could decrease the actual time of usage. Firefighters were prepared to “go on air” in the event it was needed.

On route to the scene, firefighters observed a thick black column of smoke and received additional information from dispatch that people were jumping out of windows. The incident commander ordered a second alarm. Within minutes of the 911 call, four fire engines and two ladder trucks arrived at the scene of a three-story wood frame house engulfed in smoke and flames. Each vehicle was staffed with a three-man crew (a company commander and two other firefighters). Upon arrival they found a man trapped on the third floor and injured people lying on the pavement. The trapped man was hanging out of an attic window screaming, engulfed by smoke, his clothes burned, ready to jump 30 feet down to the pavement. Firefighters immediately rescued the trapped man by assisting him down a ladder. The injured people had jumped out of second story windows or escaped through the front door, some carrying children. Panicked victims advised the firefighters that more people might still be in the building. The exact number of residents was not confirmed but there were at least 18 people living in the building who required medical treatment. The incident commander requested additional ambulances through the fire department dispatcher. Two advanced life support and five basic life support ambulances responded to the scene. Mutual aid was also requested from two neighbouring fire departments. One mutual aid engine responded to the scene as requested.

The initial interior attack against the fire came from *Firefighter #1*, of *Engine 1*, who pulled a 1 ¾ inch hoseline from the engine to the front door. He went on air just before his attempt to enter the house with the hoseline. Heavy fire conditions at the burned down front door prevented him from making entry. Firefighters from *Engine 4* brought a second charged 1 ¾ inch attack hoseline to the front door. Using both hoselines, progress was made in suppressing the fire on the first floor. The firefighters were able to enter the building, and each went on air prior to making entry. Firefighters from *Truck 1* conducted a primary search. *Engine 1* firefighters stayed on the first floor and *Engine 4* firefighters proceeded to the second floor, each using hoselines to suppress the fire.

Engine 2, personnel, including *Firefighter #2*, were assigned to protect the building next to the burning house by using fire hoses. *Engine 3* personnel were assigned to fight the fire with hoselines directed to the second floor from the adjacent alley. *Truck 2* firefighters were ordered to search the second and third floors, and the mutual aid engine firefighters conducted a primary search in the basement. As the firefighters searched, they ventilated the building.

Skill 6 continued...**Occupational Health and Safety - Page 2 of 2**

Approximately 25 minutes after the first alarm, the fire was brought under control. The firefighters began to conduct overhaul activities. During overhaul, they extinguished small pockets of fire, searched for victims, and performed salvage operations. All available firefighters were engaged in crucial tasks. Personnel were not available to provide relief until the next shift of firefighters, *Tour 2*, went on duty and arrived at the scene at 8:10 a.m. Gradually, *Tour 1* was relieved after working continuously in the hot, smoking atmosphere for about an hour. On scene EMS personnel conducted medical evaluations of the firefighters. *Tour 1* was taken off duty from the fire scene by 9:00 a.m., except for two firefighters who had been transported to a local emergency room by ambulance at approximately 8:30 a.m. *Tour 2* conducted overhaul and a secondary search which also proved negative. At 10:35 a.m., *Engine 4* was commanded to assist in the cause and origin investigation. The other fire companies returned to their respective stations.

Injuries

Firefighter #1, a 38-year-old male with twelve years' experience, was the acting company commander for *Engine 1*. He had led the fire suppression efforts during the initial entry into the house. After working in the house for 15 to 20 minutes, his air was running low. He exited the house to have his air tank replaced, and then proceeded to the attic to assist in the search for an alleged missing 72-year-old man. During this intense search and rescue mission, he ran out of air but continued to work. After five to 10 minutes of being exposed to the hot and smoky atmosphere, without any respiratory protection, he exited the building to get a third air tank. Later when he was medically evaluated by the EMS personnel, he was coughing and complained of a headache and dizziness.

Firefighter #2, a 32-year-old male with seven years of experience, was a crew member on *Engine#2*. He had connected hoseline from *Engine 2* to a hydrant, assisted *Firefighter #1* in suppressing the fire, searched for victims, ventilated the roof with an axe from inside, and performed overhaul tasks. He said he used two or three air tanks. At one point, his SCBA mask was knocked off in the hot, smoky atmosphere. When he was medically evaluated by the EMS workers, he was wheezing.

Firefighter #1 and *Firefighter #2* were given oxygen by EMS personnel, but remained symptomatic. EMS took them to a local emergency room where they were examined for smoke inhalation. They were given oxygen and had their arterial blood gases tested. After 3 hours, they were both released. *Firefighter #1* reported being extremely tired for 3 days, but was medically released to return to active duty for his next shift, three days after this incident. *Firefighter #2* was medically released from duty for a week.

Skill #7 - Personnel Management

1021 Level 2 (2020 Edition)

Objectives: 5.2.1 and 5.2.1

Initiate actions to maximize member performance and/or to correct unacceptable performance, given human resource policies and procedures, so that member and/or unit performance improves, or the issue is referred to the next level of supervision. Demonstrate the ability to communicate orally and in writing, to solve problems, to increase teamwork, and to counsel members. **(5.2.1)**

Evaluate the job performance of assigned members, given personnel records and evaluation forms, so each member's performance is evaluated accurately and reported according to human resource policies and procedures. Demonstrate the ability to communicate orally and in writing and to plan and conduct evaluations. **(5.2.2)**

Tasks: Identify the cause of poor performance and take appropriate action to correct the situation.

Performance Conditions: Given a scenario the candidate will interview the member, identify the problem and develop solutions.

Setting: A department office suitable for a private interview with appropriate paper forms and/or a computer system.

Attainment Standard: Successful completion of all elements/steps.

Requisite Skill	Elements/Steps	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1. Conduct an Interview					
The ability to plan and conduct evaluations The ability to communicate orally	<ul style="list-style-type: none"> Interview a member to identify the cause of job performance issues 				
2. Initiate Appropriate Action					
The ability to communicate orally The ability to solve problems The ability to increase teamwork The ability to counsel members	<ul style="list-style-type: none"> Clearly describe the nature of the problem to the member Clearly identify the expected level of performance Solicit feedback from the member Identify the cause of the problem 				

Skill #7 continued...

Requisite Skill	Elements/Steps	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
	<ul style="list-style-type: none"> Cooperatively formulate a solution to the problem based on the Department's Human Resources policies Clearly explain what actions the member must take to deal with the problem Establish fixed benchmarks for evaluating the members progress 				
3. Report					
Write a report <ul style="list-style-type: none"> The ability to communicate in writing 	<ul style="list-style-type: none"> Complete a written report of the situation for senior staff detailing the problem, the solution developed and the follow-up action to be taken 				
PASS/FAIL					

Skill #7 continued...**Personnel Management****Scenario:**

You are in command of an engine company. As part of regular duties, a monthly inventory of all small equipment is carried out. A new member, *Firefighter Green*, has been assigned to your company. To help familiarize him with the engine and its' equipment you have assigned this job to Green. There is a check list for the task, which usually about takes 2 hours to complete.

Firefighter Green did not turn in the check list by the end of shift. You asked him the get it to you at the start of the next shift. *Green* seems upset at your request and tells you to "stop hassling" him. At the start of the next shift *Green* tells you have will have the checklist ready by lunchtime, but he fails to turn it in.

At the start of the next shift, you demand the check list be turned in. When *Green* gives it to you it is incomplete, and you can't read his writing.

Skill #8 - Budget Development

1021 Level 2 (2020 Edition)

Objective: 5.4.2

Develop a project or divisional budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified. Demonstrate the ability to allocate finances, to relate interpersonally, and to communicate orally and in writing.

Tasks: Given an assignment and department policies and practices you (the candidate) will develop a budget proposal.

Performance Conditions: Given an actual department assignment the candidate will develop a budget for a new project.

Setting: A department office with appropriate paper forms and/or a computer system.

Attainment Standard: Successful completion of all elements/steps.

Requisite Skill	Elements/Steps	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1. Develop a Project or Divisional Budget					
Develop a budget proposal document <ul style="list-style-type: none"> • The ability to allocate finances • The ability to relate interpersonally • The ability to communicate orally The ability to communicate in writing	<ul style="list-style-type: none"> • Contains a concise written justification of the reasons for the budget proposal • Allocate and account for all capital, operating and personnel costs • Uses appropriate Department spread sheet and/or financial reporting forms • Contains necessary supporting documents • Contains a clear plan for implementation • Is clear and easy to read • Follows Department budgeting policies and procedures 				
PASS/FAIL					

Skill #9 - Operational Plans

1021 Level 2 (2020 Edition)

Objective: 5.6.1

Produce operational plans, given an emergency incident requiring multi-unit operations, the *Occupational Health and Safety regulations and AHJ-approved safety procedures so that required resources and their assignments are obtained and plans are carried out in compliance with *OH&S regulations and approved safety procedures resulting in the mitigation of the incident. Demonstrate the ability to implement an incident management system, to communicate orally, to supervise and account for assigned personnel under emergency conditions; and to serve in command staff and unit supervision positions within the Incident Management System.

NOTE : *SK: Use of the Saskatchewan OH&S regulations required by legislation.

*AB: Use of the Alberta OH&S regulations required by legislation.

Tasks: You (the candidate) will produce an operational plan to mitigate a simulated multi-unit emergency.

Performance Conditions: Using a simulated fire/emergency incident the candidate will develop an operational plan which includes the allocation of resource, implementation of an incident command system and a detailed description of the arrangements for scene safety.

Setting: Candidates will demonstrate the ability to successfully manage a multi-unit emergency response by producing an operational plan, maintaining safety and appropriately assigning resources such that the incident is mitigated.

Tools: Computer and projector, Fire simulation software, Applicable Department SOP's, Video recording device, Department incident planning and management forms.

Attainment Standard: Successful completion of all elements/steps.

Requisite Skill	Elements/Steps	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1. Operational Plans					
Operational Planning <ul style="list-style-type: none"> • The ability to implement an incident management system • The ability to communicate orally • The ability to supervise and account for assigned personnel under emergency conditions • The ability to serve in command staff and unit supervision positions within the Incident Management System 	<ul style="list-style-type: none"> • Identify duties and organization at an Emergency Operations Centre • Produce an effective operational plan • Implement an incident command system appropriate for the scope of the emergency • Detail safety measures to be taken and their implementation • Allocate resources as appropriate 				

Skill #9 continued...

Requisite Skill	Elements/Steps	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
	<ul style="list-style-type: none"> Document plan for release and rehabilitation of personnel and resources after mitigation 				
Prepare Report The ability to communicate in writing	<ul style="list-style-type: none"> Prepare a written report summarizing the incident including diagrams, charts and other supporting documentation as required Be prepared to support the report in an interview session with an evaluator. 				
PASS/FAIL					

Skill #10 - Post-Incident Analysis

1021 Level 2 (2020 Edition)

Objectives: 5.6.2

Develop and conduct a post-incident analysis, given multi-unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the approved forms are completed and processed. Demonstrate the ability to write reports, to communicate orally, and to evaluate skills.

Tasks: You (the candidate) will develop and conduct a post-incident analysis in accordance with Department policies and procedures.

Performance Conditions: Given an actual multi-unit response by the department the candidate will conduct a post-incident analysis, produce a written report and be prepared to support the report in an interview setting.

Tools: The complete file of a multi-unit response by the candidate's department with all associated photographs, reports, documentation and the opportunity to interview department members who responded to the incident.

Setting: A department office with appropriate paper forms and/or a computer system.

Attainment Standard: Successful completion of all elements/steps.

Requisite Skill	Elements/Steps	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1. Post-Incident Analysis					
Develop a Post-Incident Report <ul style="list-style-type: none"> The ability to evaluate skills The ability to communicate orally The ability to communicate in writing 	<ul style="list-style-type: none"> Collects required information and department files Reviews run reports and command reports Conducts post-incident analysis interview with responding members as appropriate 				
Report verbally and in writing	<ul style="list-style-type: none"> Completes post-incident analysis report Report is neat, legible and concise Submit a written report including diagrams, charts and other supporting documentation as required Be prepared to support the report in an interview session with an evaluator 				
PASS/FAIL					