

NFPA 1020: 2025 Edition, Chapter 10 Fire Officer II

Below please find what has been previously approved by the Committee on Accreditation (COA) for this level of certification. This example does not take into consideration “Document Review”, “Portfolio”, or “Other testing methods.”

If your agency selects completing their online Assessment Methodology Matrix (AMM) utilizing these test methods, our Technical Analysts may place your application under a COA meeting consent agenda bypassing the usual COA review.

The spaces identified below with an “X” must be replaced with the appropriate cognitive test item numbers (e.g. Questions 1,4,6,7,9, etc.) or the score sheet numbers under Product, Psychomotor/Process methods as score sheet numbers (e.g.- SS 101, 202, and 304, etc.).

	Knowledge-Based Assessments		Performance-Based Assessments	
	(graded after submission)		(graded in real-time as they are performed)	
Section	Cognitive (e.g. Multiple Choice, Short Answer, Discretionary Time with Resources)	Product (e.g., document or develop a budget, proposal, lesson plan)	Psychomotor (Primarily an observable physical task. e.g., don, doff)	Process (Primarily a mental or verbalized task. e.g., inspect)
The Fire Officer II shall meet the requirements of Fire Officer I and the job performance requirements defined in Sections 10.2 through 10.7 .				
(FOR THIS LINE ONLY- PLEASE INPUT "ACKNOWLEDGE" IN THE "OTHER" COLUMN OF THE MATRIX.)				
10.1				
10.2.1	Evaluate a formal, written disciplinary notice, given a notice, disciplinary policy, and administrative procedures, so that the notice is complete, complies with policy and procedures, and is presented to a supervisor.			
10.2.1				X
(A) Requisite Knowledge.				

Human resource policies and procedures, applicable laws and legal concepts, and behavior management.

[10.2.1 \(A\)](#)

X

(B) Requisite Skills.

The ability to communicate verbally human resource policies and procedures and compare disciplinary action with appropriate AHJ policy.

[10.2.1 \(B\)](#)

X*

X*

10.2.2

Create a personnel evaluation program for an individual, given the requirements for job performance, so that the evaluation program has clear direction on how to meet or exceed minimum job expectations.

[10.2.2](#)

X

X

(A) Requisite Knowledge.

Professional evaluation programs and minimum job performance requirements.

[10.2.2 \(A\)](#)

X

(B) Requisite Skills.

The ability to communicate verbally elements of a personnel evaluation program and minimum job performance requirements.

[10.2.2 \(B\)](#)

X*

X*

10.2.3

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

[10.2.3](#)

X

X

(A) Requisite Knowledge.

Professional development plans or models and requirements for promotion.

[10.2.3 \(A\)](#)

X

(B) Requisite Skills.

The ability to communicate verbally elements of a professional development guide and the requirements for promotion.

10.2.3 (B)		X*	X*
10.3.1*			
Evaluate the community demographics, given community demographic data, so that the ability of the organization to provide life safety outreach programs to at- risk populations is determined and recommendations are made.			
10.3.1			X
(A) Requisite Knowledge.			
Community demographics, resource availability, community needs, community partners, customer service principles, and program evaluation.			
10.3.1 (A)	X		
(B) Requisite Skills.			
The ability to interpret demographic data, analyze data, and communicate verbally the data, recommendations, and the evaluation of the program.			
10.3.1 (B)		X*	X*
10.3.2*			
Explain to the organization the benefits of cooperating with external stakeholders, given a specific problem or issue in the community, so that the purpose for establishing external agency relationships is clear.			
10.3.2			X
(A) Requisite Knowledge.			
Agency mission and goals and the types and functions of external agencies in the community.			
10.3.2 (A)	X		
(B) Requisite Skills.			
The ability to develop interpersonal relationships and communicate the benefits of interagency cooperation.			
10.3.2 (B)		X*	X*
10.4.1			
Develop a policy or procedure, given an assignment, so that the recommended policy or procedure identifies the problem and proposes a solution.			

10.4.1		X	
(A) Requisite Knowledge.			
Policies and procedures and problem identification.			
10.4.1 (A)	X		
(B) Requisite Skills.			
The ability to communicate in writing an identified problem, a proposed policy or procedure, and solutions.			
10.4.1 (B)		X	
10.4.2			
Compile a written budget proposal for a specific activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are met and the budget identifies all program needs.			
10.4.2		X	
(A) Requisite Knowledge.			
Budget types and procedures, deadlines, budget preparation, accounting procedures, operating costs, and organizational purchasing policies.			
10.4.2 (A)	X		
(B) Requisite Skills.			
The ability to estimate project costs, complete purchase requests, organize and format budget information, and communicate verbally elements of a budget proposal, expense projections, and program needs.			
10.4.2 (B)			X
10.4.3			
Document 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, provincial, state, tribal, and local laws and regulations.			
10.4.3		X	
(A) Requisite Knowledge.			
Purchasing laws, policies, and procedures.			
10.4.3 (A)	X		

(B) Requisite Skills.

The ability to use evaluative methods and to communicate the requirements of a purchasing process, the applicable laws and regulations, and the needs of an organization.

[10.4.3 \(B\)](#)

X*

X*

10.4.4

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

[10.4.4](#)

X

(A) Requisite Knowledge.

Policies and procedures and the format used for media releases by various media outlets, including the use of social media in accordance with AHJ policies and procedures.

[10.4.4 \(A\)](#)

X

(B) Requisite Skills.

The ability to communicate information in a format specified by the AHJ.

[10.4.4 \(B\)](#)

X*

X*

10.4.5

Prepare a concise report for transmittal to a supervisor, given fire department records 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.

[10.4.5](#)

X

(A) Requisite Knowledge.

The data processing system.

[10.4.5 \(A\)](#)

X

(B) Requisite Skills.

The ability to communicate in writing a concise report and to interpret data.

[10.4.5 \(B\)](#)

X

10.4.6

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.			
10.4.6		X	
(A) Requisite Knowledge.			
Interpersonal dynamics, and planning and implementing change.			
10.4.6 (A)	X		
(B) Requisite Skills.			
The ability to clearly communicate a desired change and the steps to accomplish that change within the policies or procedures of the AHJ.			
10.4.6 (B)		X*	X*
10.5.1			
Determine the area of origin and preliminary cause of a fire, given a fire scene, photographs, diagrams, pertinent data, and sketches, so that, if indicated, additional investigation can be conducted.			
10.5.1			X
(A) Requisite Knowledge.			
Indications of origin and cause of fire, methods to preserve and protect the general area of origin, basic origin and cause determination, fire growth and development, and documentation of preliminary fire investigative procedures.			
10.5.1 (A)	X		
(B) Requisite Skills.			
The ability to investigate a fire scene and identify the general area of origin, to implement procedures to preserve and protect potential sources of ignition within that general area of origin, and to communicate information about the fire scene to fire investigators.			
10.5.1 (B)			X
10.6.1			
Coordinate multiple units, given an emergency incident requiring multi-unit operations; the current editions of NFPA 1660, NFPA 1700, NFPA 1710, and NFPA 1720 as applicable; and AHJ-approved safety procedures, so that the required units and their assignments are clear, concise, and adjusted as required, and plans are carried out in compliance with cited NFPA standards and AHJ procedures.			
10.6.1			X

(A) Requisite Knowledge.

Standard operating procedures; federal, provincial, state, tribal, and local information sources for the mitigation of incidents; an incident management system; and a personnel accountability system.

[10.6.1 \(A\)](#)

X

(B) Requisite Skills.

The ability to function in an incident management system, communicate an operational plan, supervise and account for assigned personnel under emergency conditions, and serve in branch and unit supervision positions within an incident management system.

[10.6.1 \(B\)](#)

X*

X*

[10.6.2*](#)

Conduct a post-incident analysis, given a multi-unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements of the incident are identified, constructive feedback is communicated, and approved forms are completed.

[10.6.2](#)

X

X

[\(A\)* Requisite Knowledge.](#)

Elements of a fire, EMS, or rescue related post-incident analysis; emergency scene hazards; and departmental procedures relating to dispatch response, strategy, tactics, operations, and response times.

[10.6.2 \(A\)](#)

X

(B) Requisite Skills.

The ability to communicate verbally the elements of a post-incident analysis, emergency scene hazards, departmental procedures, and constructive feedback.

[10.6.2 \(B\)](#)

X*

X*

10.6.3

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

[10.6.3](#)

X

(A) Requisite Knowledge.

Data analysis.

10.6.3 (A)	X		
(B) Requisite Skills.			
The ability to communicate incident response data in writing and interpret response data to identify the reasons for service demands.			
10.6.3 (B)		X	X
10.7.1*			
Analyze the organization's accident or injury history, given departmental data, so that a report including actions taken and recommendations made is prepared for the organization.			
10.7.1		X	X
(A) Requisite Knowledge.			
The causes of unsafe acts; health exposures or conditions that result in accidents, injuries, occupational illnesses, or deaths; and requirements for reporting and receiving information related to injuries and accidents.			
10.7.1 (A)	X		
(B) Requisite Skills.			
The ability to interpret accident, injury, occupational illness, or death reports and communicate verbally the data, recommendations, and summation of the reports.			
10.7.1 (B)		X*	X*
10.7.2*			
Analyze the organization's health exposure history, given departmental data, so that a report including actions taken and recommendations made is prepared for the organization.			
10.7.2		X	X
(A) Requisite Knowledge.			
The causes of unsafe acts; health exposures or conditions that result in accidents, injuries, occupational illnesses, or deaths; and requirements for reporting and receiving information related to health exposures.			
10.7.2 (A)	X		
(B) Requisite Skills.			

The ability to interpret accident, injury, occupational illness, or death reports and communicate verbally the data, recommendations, and summation of the reports.

[10.7.2 \(B\)](#)

X*

X*