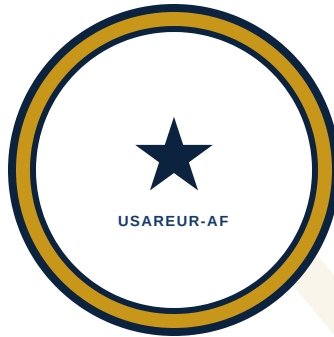


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ASSESSMENT

**T3-I**



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**POST-TEST — T3-I: INSTRUCTOR  
CERTIFICATION**

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*Maven Smart System (MSS) — USAREUR-AF*

HEADQUARTERS  
UNITED STATES ARMY EUROPE AND AFRICA  
(USAREUR-AF)  
Wiesbaden, Germany

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**26 MARCH 2026**

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## POST-TEST — T3-I: INSTRUCTOR CERTIFICATION

### MAVEN SMART SYSTEM (MSS) — USAREUR-AF

Field	Detail
Course	T3-I: Instructor Certification
Form	Post-Test (Written Exam — Day 5)
Level	T3-I (Train the Trainer — Instructor Chain)
Audience	T3-I candidates completing Phase 1
Time Allowed	60 minutes
Passing Score	80% (40 of 50)

### INSTRUCTIONS

This is an evaluated exam. Closed book, closed notes. You have 60 minutes. Answer all questions. Your score contributes to the Phase 1 Go/No-Go determination. You must score  $\geq 80\%$  (40 of 50) to pass.

### SECTION 1 — MULTIPLE CHOICE

Circle the letter of the best answer. (2 points each)

**1. According to Knowles' adult learning principles, the most effective way to open a new block of MSS instruction is:**

A. Explain the operational problem this skill solves — give trainees a reason to engage  
 B. Begin with a demonstration of the platform feature to be covered  
 C. Read the TLO statement aloud so trainees know the learning objective  
 D. Administer a brief quiz to assess prior knowledge

**2. In the Kolb Experiential Learning Cycle, the "Reflective Observation" phase corresponds to which MSS instructional activity?**

A. The trainee performs a lab exercise B. The trainee applies the concept to a new scenario C. The instructor explains the underlying concept D. The trainee reviews what happened during the lab exercise (check-on-learning)

**3. The "75% rule" for MSS lab blocks states that:**

A. Trainees should have hands on keyboard for at least 75% of any lab block B. At least 75% of trainees must complete the exercise within the allotted time C. At least 75% of course content must be delivered via lecture D. Instructors must circulate to at least 75% of student workstations per block

**4. Which of the following correctly describes the relationship between TCS and T&EOs?**

A. TCS applies only to SL 1; T&EOs apply to all courses B. TCS is used for lectures; T&EOs are used for lab exercises C. TCS defines learning objectives; T&EOs translate those objectives into observable, scorable performance measures D. TCS and T&EOs are independent systems that serve different purposes

**5. An instructor observes that 60% of the class is stuck on the same pipeline build step. The best response is:**

A. Continue circulating and assist students individually B. Move on to the next block and tell stuck students to catch up during the break C. Stop individual assistance and do a group demonstration of the step everyone is stuck on D. Extend the lab by 30 minutes to give everyone more time

**6. During a SL 2 Go/No-Go evaluation, a trainee builds a correct pipeline but uses a different transform sequence than the one taught in the course. The evaluator should:**

A. Give No-Go — the trainee deviated from the taught procedure B. Give Go — the result meets the standard, and the T&EO does not specify a required method C. Ask the trainee to redo the task using the taught sequence D. Give Go but note a deficiency in the observation report

**7. The two "hard No-Go" criteria for instructor evaluation (T3-I microteaching and annual observations) are:**

A. Student Engagement and Lab Management B. Check on Learning and Student Engagement C. Instructional Clarity and Course Materials Currency D. Technical Accuracy and Evaluation Fidelity

**8. A trainee's MSS account works in the production environment but not in the training environment. The most likely root cause is:**

A. The trainee's account was provisioned for the wrong environment B. The trainee's CAC certificate has expired C. The MSS platform is experiencing an outage D. The trainee is using the wrong browser

**9. "Cognitive load theory" implies that an MSS instructor should:**

A. Assign homework between course days to reinforce learning B. Introduce one new concept per lab step rather than combining multiple new concepts C. Lecture for longer periods to ensure all content is covered D. Test trainees after every block to verify retention

**10. The primary purpose of the After-Action Review (AAR) at the end of a course iteration is:**

A. To collect student satisfaction scores for program evaluation  
B. To identify what happened, why, and what to change for the next iteration  
C. To determine which students should be recommended for advanced courses  
D. To evaluate the instructor's performance against the 7 criteria

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## SECTION 2 — SHORT ANSWER

*Answer in 2–4 sentences. (4 points each)*

- 11. A trainee asks you to "just show them" how to complete a step during a lab exercise. You are in instruction mode (not evaluation). Describe how you would respond and why.**
- 12. Explain the difference between the instructor's role during a lab block and the evaluator's role during a Go/No-Go evaluation. What happens if these roles are blurred?**
- 13. Describe the 4 steps of Phase 2 (Supervised Practicum) and the approximate timeline for completion.**
- 14. A SL 3 trainee builds an Ontology with a non-unique primary key. The trainee does not notice the problem during the build because no error is displayed. During the evaluation, you observe that duplicate Objects are being created. Is this a Go or No-Go? Explain your reasoning by reference to the T&EO.**
- 15. You are delivering SL 2. Three students finished the pipeline building exercise 20 minutes early. Five students are on pace. Two students are significantly behind and have stopped asking for help. Describe your plan for the next 20 minutes.**

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## SECTION 3 — SCENARIO

*Read the scenario and answer the question. (6 points)*

**16. You are evaluating a SL 1 practical exercise. The trainee completes all tasks correctly except for one: when exporting data, the trainee applies the wrong classification marking. This performance measure is marked as a Critical Item in T&EO TM10-06.**

**The trainee performed well on all other tasks and clearly understands the platform. The trainee's unit urgently needs them to have SL 1 qualification.**

**What is your evaluation decision? What actions do you take after the evaluation? Describe the counseling you would provide.**

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## ANSWER KEY — INSTRUCTOR USE ONLY

### DO NOT DISTRIBUTE TO STUDENTS

Q	Answer	Points	Reference
1	A — operational context first (Knowles: Need to Know)	2	T3-I Course Content §2-2
2	D — reflective observation = check-on-learning	2	T3-I Course Content §2-3
3	A — 75% hands-on time in lab blocks	2	T3-I Concepts Guide §2-1
4	C — TCS → objectives → T&EOs → scorable measures	2	T3-I Course Content §3-2, §6-1
5	C — 50%+ stuck = group catch-up	2	T3-I Course Content §5-3
6	B — result meets standard; method not specified	2	T3-I Course Content §6-2
7	D — Technical Accuracy and Evaluation Fidelity	2	T3-I Course Content §8-2
8	A — account provisioned for wrong environment	2	T3-I Course Content §4-3
9	B — one concept per step to manage working memory	2	T3-I Concepts Guide §2-2
1 0	B — planned → happened → why → change	2	T3-I Concepts Guide §6-2
1 1	Redirect: "Let me walk you through the thinking. What are you trying to accomplish?" Guide them through the reasoning, not the clicks. During instruction you scaffold — you don't take the keyboard. This develops independence. If you solve it for them, they learn nothing. (Help gradient reference)	4	T3-I Course Content §5-2
1 2	During instruction: coach, help, unblock, scaffold. During evaluation: observe, score, document — no assistance. If you assist during evaluation, the result is void and the trainee must be re-evaluated. Blurring these roles either certifies unqualified personnel or denies help to trainees who need it.	4	T3-I Concepts Guide §3

Q	Answer	Points	Reference
1 3	P2-1: Co-teach (deliver 40%+ blocks, 1 iteration, within 90 days). P2-2: Lead observed (full course, observer 2+ blocks/day, within 60 days of P2-1). P2-3: Evaluator observation (optional, 1 complete Go/No-Go under observation). P2-4: Certification memo signed.	4	T3-I Course Content §7-2
1 4	No-Go. Primary key uniqueness is a T&EO performance measure (SL 3 Ontology design). Duplicate Objects being created means the PK selection failed the standard. The trainee did not notice the silent failure, which makes the error more dangerous — in production, this would corrupt downstream data. The standard is the arbiter, not the trainee's intent.	4	T3-I Course Content §6-2; SL 3 Syllabus Design Rubric
1 5	(1) Assign early finishers a stretch task or pair them with the behind students. (2) Approach the two behind students proactively — they've stopped asking, which means they're disengaged. Ask "what step are you on?" and guide them. (3) Do not slow the class for 2 students; do not ignore them either. (4) Announce a time check for the class.	4	T3-I Course Content §5-1, §5-3, §5-4
1 6	<b>Decision: No-Go.</b> Classification marking is a Critical Item — failure is automatic No-Go regardless of all other performance. Unit urgency does not change the standard. <b>Actions:</b> (1) Document the No-Go on T&EO TM10-06 scoring sheet, marking the specific critical item failed. (2) Same-day counseling: "You performed well on all tasks except classification marking, which is a critical item. Here is what you need to do differently." (3) Draft remediation plan: review classification rules, practice export with correct markings. (4) Schedule re-evaluation within 10 duty days. (5) Report No-Go to C2DAO per standard procedure.	6	T3-I Course Content §6-2, §6-3

**Total: 50 points. Passing: 40 points (80%).**

Scoring note: For short answer and scenario questions, award full points for answers that demonstrate understanding of the principle even if wording differs. Award partial credit (2 of 4, 3 of 6) for answers that are partially correct. Award zero for answers that are incorrect or demonstrate a fundamental misunderstanding.

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*USAREUR-AF Operational Data Team Post-Test T3-I | Version 1.0 | March 2026*