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ASSESSMENT

T3-I



PRE-TEST — T3-I: INSTRUCTOR CERTIFICATION

Maven Smart System (MSS) — USAREUR-AF

HEADQUARTERS
UNITED STATES ARMY EUROPE AND AFRICA
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26 MARCH 2026

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MAVEN SMART SYSTEM (MSS) — USAREUR-AF

Field	Detail
Course	T3-I: Instructor Certification
Form	Pre-Test
Level	T3-I (Train the Trainer — Instructor Chain)
Audience	C2DAO-selected instructor candidates; prerequisite: SL 3 (Go on file)
Time Allowed	20 minutes
Passing Score	N/A — diagnostic only

INSTRUCTIONS

This diagnostic assessment establishes your baseline knowledge before training. Your score does not affect course eligibility. Answer honestly — results help the instructor tailor instruction to gaps.

SECTION 1 — MULTIPLE CHOICE

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

1. Malcolm Knowles' theory of "andragogy" is best described as:

A. A set of principles describing how adults learn, emphasizing self-direction, experience, and immediate applicability
 B. A method for designing computer-based training simulations
 C. A framework for evaluating student performance using standardized tests
 D. A military-specific training methodology developed by TRADOC

2. In Kolb's Experiential Learning Cycle, the correct sequence is:

A. Abstract Conceptualization → Concrete Experience → Reflective Observation → Active Experimentation
B. Reflective Observation → Active Experimentation → Concrete Experience → Abstract Conceptualization
C. Active Experimentation → Concrete Experience → Abstract Conceptualization → Reflective Observation
D. Concrete Experience → Reflective Observation → Abstract Conceptualization → Active Experimentation

3. The "Task-Condition-Standard" (TCS) framework is used to:

A. Evaluate instructor performance during annual observations
B. Determine which MSS access level a trainee requires
C. Schedule course iterations on the annual training calendar
D. Define learning objectives in measurable, observable terms

4. A Terminal Learning Objective (TLO) differs from an Enabling Learning Objective (ELO) in that:

A. A TLO describes the overall skill demonstrated at the end of a lesson; ELOs are sub-skills that build toward the TLO
B. A TLO is always evaluated by written exam; an ELO is always evaluated by practical exercise
C. A TLO applies only to SL 1; ELOs apply to SL 2 and above
D. There is no meaningful difference; the terms are interchangeable

5. In a T&EO (Training and Evaluation Outline), a "critical item" is:

A. A performance measure that takes the longest to complete
B. A performance measure where failure results in automatic No-Go regardless of performance on other measures
C. The first performance measure listed in the T&EO
D. A performance measure that only Senior Instructors can evaluate

6. During a lab exercise, you notice a student has been stuck on the same step for 5 minutes without asking for help. The best initial response is:

A. Wait for the student to raise their hand — do not interrupt their learning process
B. Approach the student and fix the problem for them so the class stays on schedule
C. Approach the student and ask what they are seeing — guide them to interpret the error without taking the keyboard
D. Announce to the entire class that they should be further along by now

7. "Scaffolding" in instructional design refers to:

A. Building a lesson plan from pre-approved templates without modification
B. Providing support structures that are progressively removed as the learner develops competence
C. Assigning the most advanced student to assist the weakest student
D. Requiring all students to complete a prerequisite self-study before attending the course

8. An evaluator who helps a struggling trainee during a Go/No-Go evaluation has:

A. Demonstrated good instructional technique by ensuring the trainee succeeds
B. Exercised appropriate evaluator discretion, which is documented in the T&EO
C. Invalidated the evaluation — the trainee must be re-evaluated on a new scenario
D. Followed standard procedure for borderline cases

SECTION 2 — SHORT ANSWER

Answer in 1–3 sentences. (3 points each)

9. Why should MSS instruction be "lab-dominant" (60-70% lab time) rather than lecture-dominant?
10. Name two of the seven instructor observation criteria used in instructor performance evaluations.
11. What is the difference between a "productive error" and an "unproductive error" during a training lab?
12. Describe one technique for managing a classroom where some students finish lab exercises significantly faster than others.

ANSWER KEY — INSTRUCTOR USE ONLY

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Q	Answer	Reference
1	A — andragogy = adult learning theory (Knowles)	T3-I Concepts Guide §2
2	D — CE → RO → AC → AE	T3-I Course Content §2-3
3	D — TCS defines measurable learning objectives	T3-I Course Content §3-2
4	A — TLO = overall skill; ELOs = sub-skills	T3-I Course Content §3-3
5	B — critical item failure = automatic No-Go	T3-I Course Content §6-1
6	C — approach, ask what they see, guide interpretation	T3-I Course Content §5-2
7	B — progressive removal of support structures	T3-I Course Content §2-4
8	C — assistance during evaluation invalidates it	T3-I Course Content §6-2

Q	Answer	Reference
9	Adults learn technical skills by doing (Knowles: self-concept, orientation). Lab practice creates concrete experience that concepts stick to. Lectures without practice produce short-term recall but not operational competence.	T3-I Concepts Guide §2-1
10	Any 2 of: Technical Accuracy, Instructional Clarity, Student Engagement, Check on Learning, Lab Management, Evaluation Fidelity, Course Materials Currency	FDP §6-1
11	Productive error: trainee makes a mistake they can learn from (e.g., wrong join type → error message → learning). Unproductive error: infrastructure failure that teaches nothing (e.g., can't log in due to expired account).	T3-I Concepts Guide §2-3
12	Any 1 of: assign stretch tasks, pair with slower student (peer instruction), ask them to try an advanced variation, have pre-planned extension activities	T3-I Concepts Guide §1-2

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