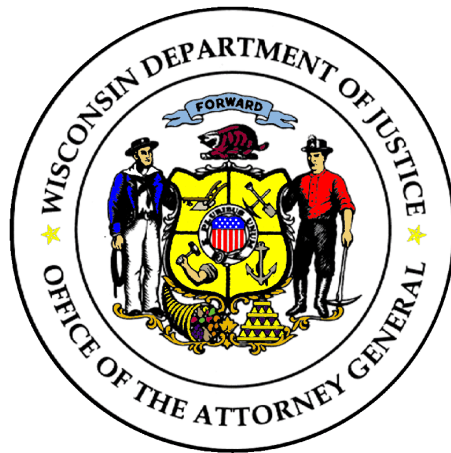


Firearms

Skills Competency Evaluation Material



**Wisconsin Department of Justice
Law Enforcement Standards Board**

December 2013

100% ACCOUNTABILITY IN FIREARMS TRAINING

Using Drill Format and Live Fire Evaluation

The standard of 100% accountability is part of the State of Wisconsin Firearm Training Manual and requires all recruits to be 100% accountable in and for their performance in training with their firearm. Fundamentally it requires 100% *accuracy* in Static and Fluid stages of training and 100% *accountability* for performance of skills and rounds fired in Dynamic Application and High Level Simulation.

Static Training - No Live Fire

Demonstration. Initially, the officers observe the skills as their instructor demonstrates them. They also participate in discussions that will further explain how the skills are performed and why the skills are practical and relevant to the law enforcement task. After thorough safety inspections to ensure that no live ammunition or functioning weapons are in the training room, the officers drill the skills in a non-firing drill format: in a static line, the officers begin by working on Stance, Grip, Trigger Control and Sight Picture.

Practice with "Red Guns." The officers drill the skills using the first three levels of simulation, Shadow, Prop and Partner. In Shadow, the officers simulate having a firearm as the instructor talks them through each of the sub-skills. In Prop, the officers are provided with a non-functioning Red Gun (solid plastic) and they are again talked through all of the skills. In Partner, the officers point the non-functioning Red Gun (solid plastic) directly at previously identified target areas on their partners. The partners give the officers feedback on how they look in stance and grip in comparison to the standard demonstrated to them by the instructor (who also continuously provides feedback to the officers).

Practice with Real Equipment. When the instructor observes from the officers' performance that they have worked through the "awkward" stage and can perform the tasks with "conscious effort," the class is issued actual firearms, magazines and dummy rounds. Again, thorough safety inspections are conducted to ensure that there is no live ammunition in the range. The officers now participate in the same drills using real equipment with dummy rounds. These drills ultimately include loading, unloading, reloading (in and out of battery) and malfunction clears. Realistic targets, rather than partners, are used for sighting.

When the officers are performing all of the skills safely and 100% consistent with the classroom model being demonstrated by the instructors, live-fire evaluations are conducted.

Live-Fire Training

Static. In live-fire evaluation exercises, the officers start out very close to the targets with dummy rounds mixed in with the live ammo to detect any flinching. The target (a "real-face" target displaying a threat) has a lightly drawn 3" wide tube running from the base of the sternum to the brow line - the central nervous system. All shots must be in the tube out to a distance of at least nine feet. As the shooting improves the officers are moved back in two-foot increments. When a bullet misses the target the instructor immediately provides remediation. The distance at which the officer first misses usually indicates the starting point for the next exercise.

Fluid. In the “Fluid” stage the officers are introduced to forward, backward and lateral movement and cover. Non-firing drills are conducted until the instructor is confident the officers can complete the live-fire evaluations safely and with a high likelihood of success.

Some officers may occasionally go back to having dummy rounds mixed in to eliminate flinching. 100% accuracy again means starting close and going slow. Because of the movement, the target area is enlarged to include an 8 1/2" wide by 11" high area centered over the assailant's upper chest. Officers are expected to meet the 100% accuracy standard at a distance of 20 feet. When the officers are at the level of “Proficiency,” that is, performing all of the skills safely and 100% consistent with the classroom model, without direction from the instructor, the officers may be allowed to progress to simulation training using scenarios.

Scenarios. In scenarios we move through all levels beginning with Shadow for the purpose of training. Movement is slow and is stopped at any time the instructor sees actions that are inconsistent with the standards. Throughout the initial levels of scenario training the officers are evaluated to determine if their performance will allow them safely to go the next level. *No ammunition is allowed in the training area and safety inspections are repeatedly conducted.* Live fire (using Simunition equipment) is allowed in Dynamic Application and High-Level Simulations only.

Before scenarios can be conducted all needed skills must have been previously trained and evaluated: otherwise there would be no reliable evidence that the officers could participate safely or perform with a high likelihood of success. Ultimately at least 1/3 of training time is spent in scenario training.

Dynamic Application. Dynamic Application (force on force) and High Level Simulation are the final levels of simulation. If a bullet or marking cartridge misses the target, the instructor and the officer discuss the cause of the problem. They then make a plan on how to prevent the problem in the future. The officer is advised to conduct visualization drills incorporating the new plan. The officer must meet performance objectives that include rounds consistently hitting the target and other skills performed at or above standards, including application of use-of-force decision making.

Live fire is allowed in final repetitions only when observation of the officer's performance indicates (to instructors and students) that it will be safe. Realistic targets are used, some displaying a threat that justifies deadly force and some not. The officer is thus required to make deadly-force decisions and employ "target requirements" (target acquisition, identification, and isolation) under high stress.

In live-fire scenarios, officers will use a concept called "Threat Focus Shooting." The officer's visual focus is on the actual target area (CNS or cardio-respiratory areas of the upper chest and neck). The officer's shots will still be consistently accurate as a result of previous sighted-fire training in the static and fluid stages. In these scenarios the perceived threat level and the officer's stress levels are most often so elevated that near focus is physically impossible and the officer's actions are subliminal responses to previous training. Both eyes remain open, and the officer references the position of the weapon and/or hands relative to the target for accurate fire, usually with no recollection of sighting the weapon.

Students will demonstrate competency in performance of firearms physical skills, according to minimal criteria for acceptability of each skill as listed on the following pages. Competency is to be demonstrated in the following 22 general skill areas:

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Following are the **specific performance criteria** for acceptability of performance of the physical skills in the Firearms Manual.

1. Maintenance of Weapon

Student will demonstrate abilities in:

- a. Nomenclature and identification of weapon (*NOTE: Standard for competency is that student will, on a written firearm diagram or through oral exam, correctly identify the seven key parts of a semi-automatic pistol (not including "barrel bushing", as listed in the training guide, to 100% accuracy. NOTE: Included in the Instructor Manual are graphics of both a semi-automatic pistol and a revolver. These may, if instructor desires, be used as the basis for student identification of component parts of a firearm [nomenclature];*
- b. Disassembling of weapon;
- c. Cleaning and lubrication of weapon;
- d. Reassembling of weapon; and
- e. Checking weapon for function.

2. Function and Design of Weapon

Student will demonstrate knowledge of the functional characteristics of their weapon system, including: how it works, the component parts, and how those parts relate to the design of the weapon.

3. Equipment

Student will demonstrate ability to properly inspect the following items of equipment:

- a. Belt: for tears, cracks or other problems;
- b. Holster: for fit, absence of cracks, and to be sure that the securing and release system works;
- c. Magazine pouch, as appropriate, to be sure that fasteners work, etc; and

4. Shooting Fundamentals

Student will demonstrate the following fundamental skills:

- a. Tactical stance;
- b. Grip of weapon: strong hand high on the back strap, reaction hand wrapped around strong hand;
- c. Sight picture: weapon in front of master eye;
- d. Trigger control: finger outside of the trigger guard until actually firing; while actually firing, pad of the finger is on the trigger, and trigger is released only to the sear;
- e. Breath control: deep breathing is conducted throughout recovery

5. Drawing

Student will demonstrate the following skills:

- a. Simultaneously grip and unsnap;
- b. Draw weapon until barrel clears holster. Then rotate the muzzle 90 degrees to target. (Finger is to be out of the trigger guard unless firing);
- c. At midpoint in a straight line to the target, engage reaction hand;
- d. Push the weapon in front of the master eye.

6. Recovery

Student will demonstrate skill in de-escalation from the firing position, as follows:

- a. Look right, left, up and behind while keeping the weapon in the firing position;
- b. Breathe deeply;
- c. Lower the weapon to the "ready" position (weapon at 45 degrees, with shooter's arms locked in the shooting position);
- d. De-cock the weapon if necessary. Finger is out of trigger guard;
- e. Return to position 3, then position 2;
- f. Return weapon to the holster, and secure it with one hand.

7. Loading and Unloading

Student will demonstrate the following skills:

a. Safe and correct loading of the semi-automatic pistol

- (1) Insert loaded magazine into weapon;
- (2) Draw weapon to #3 position;
- (3) Finger off trigger;
- (4) Properly grab slide (not blocking ejection port) and charge weapon;
- (5) Decock weapon if necessary;
- (6) Recover weapon;
- (7) Top off magazine.

b. Safe and correct unloading of the semi-automatic pistol

- (1) Remove magazine from holstered weapon;
- (2) Draw weapon to #2 position, with finger outside trigger guard;
- (3) Properly lock slide to rear in one motion, not blocking ejection port or catch round;
- (4) Check weapon visually and physically.

8. Reloading

Student will demonstrate skills in reloading a weapon, as follows:

a. Semi-automatic pistol: Out of battery

- (1) Identify malfunction (empty weapon);
- (2) Pivot, bringing magazine release button into position, index strong side elbow against body;
- (3) Grip fresh magazine with reaction hand, index finger alongside of magazine pouch;
- (4) Release magazine;
- (5) Look at magazine well;
- (6) With index finger along the front of the magazine, place back of the magazine against the back of the magazine well;
- (7) Insert magazine with one continuous movement, heel of reaction hand securing the magazine in place;
- (8) Release slide.

b. Semi-automatic pistol: In battery

- (1) From cover, check for assailants;
- (2) Be aware of sense of ammunition expenditure;
- (3) Repeat steps 2-7 from "a" above.

9. Firearms Safety

Student will, throughout the course, demonstrate ability to follow key general firearms safety guidelines and general range safety rules, minimally including the following:

- a. Treat and handle all firearms as though they are loaded;
- b. Open action of a firearm before passing the weapon to another person, and open the action when receiving a firearm from another person;
- c. Never point a gun at another person unless justified to do so, and never point a gun in a direction where its unwanted discharge could cause injury or damage;
- d. Do not place the finger inside of a trigger guard until ready to fire;
- e. When inspecting a weapon to ensure that it is empty, it must be inspected both visually and physically;
- f. Remove finger from trigger guard when firing has stopped;
- g. Do not display nervous habits with a firearm, such as spinning the cylinder and cocking and releasing the firing mechanism;
- h. Leave weapon holstered unless directed by instructor;
- i. Transport weapons to firing range in holster or case;
- j. Unload loaded weapons at direction of range master, and do not load them again until so directed by range master;
- k. Keep muzzle of weapon pointed downrange when on firing line;
- l. Obey range master, in general;

- m. Do not advance toward the target line or pick up articles from the floor/ground until the firing line has been cleared and the command has been given to go forward; and
- n. Wear hearing and eye protectors when on the range;
- o. Wear armor when on the range;
- p. Safely handle weapon in all phases of training exercises.

10. Clearing Malfunctions

Student will demonstrate skills in identifying and correcting weapon malfunctions, as follows:

a. Phase I

- (1) Tap magazine to ensure proper seat;
- (2) Roll to the right, rack slide to the rear and forward without losing contact;
- (3) Re-grip with reaction hand;
- (4) Evaluate the threat.

b. Phase II

- (1) Strip magazine;
- (2) Rack slide twice;
- (3) Insert a fresh magazine;
- (4) Rack the slide to chamber a round;
- (5) Evaluate the threat.

11. Multiple Adversary Engagement / Traverse Fire (Look-Shoot)

Student will demonstrate the following skills:

- a. Locate and identify primary threat;
- b. Bring weapon to the firing position, and use force as justified;
- c. While keeping the weapon where you used it or thought you needed it last, search for second adversary;
- d. Bring the weapon into firing position on second adversary, and react as justified;

NOTE: In simulation, student will engage the primary threat while moving to cover and the secondary threat from cover, or while continuing movement if no cover is available.

12. Tactical Barricade

Student will demonstrate skill in movement to cover, and skills involved in tactical barricade shooting, as follows:

- a. Move to cover and use verbal control with subject;
- b. Quarter, with weapon in front of master eye;

- c. Locate, identify and engage target;
- d. Change position from behind cover;
- e. Do not show up in the same place twice in succession, and do not stay in one place longer than it takes to fire two (2) rounds.

13. Tactical Close Combat

Student will demonstrate proper tactics, while moving away from a target, as follows:

- a. While step-sliding backwards, draw to #2 position;
- b. Verbally stun the subject, and move reaction arm to a high guard;
- c. Continue toe-to-heel withdrawal and bring weapon to #3 position, gripping weapon with the reaction hand;
- d. Continue toe-to-heel withdrawal, and bring weapon to #4 position, at eye level;
- e. Fire from positions #2, 3 or 4 during the exercise;
- f. Recover weapon.

14. Unsupported Shooting

Student will demonstrate skill with both strong hand and reaction hand, individually, as follows:

- a. Draw the weapon from a snapped holster;
- b. Bring weapon to target and accurately fire the weapon;
- c. Reload the weapon in-battery and out-of-battery.

15. Shooting While Seated

Student will demonstrate skill in firing a weapon from a seated position, as follows:

- a. Push hips forward;
- b. Turn hips to bring holster toward the front of the seat, at the same time rotating your knees toward reaction side;
- c. Draw weapon, being careful not to let the muzzle cross any part of body;
- d. Bring weapon to firing position;
- e. Accurately fire weapon, as necessary.

16. Dim Light Shooting

Student will demonstrate skill in lighting conditions which permit the location, identification and isolation of a threat and assailant, but which do not allow visual recognition of the weapon's sight - without flashlight and under conditions of induced stress - as follows:

- a. Assume proper shooting position, and recover to ready position;
- b. Bring weapon to firing position, with sight pushed in front of master eye;

- c. Fire accurately, at designated differences.

17. Flashlight-Assisted Shooting

Student will demonstrate skill in proper use of a flashlight in a fire position, as follows:

- a. Draw weapon with strong hand;
- b. Move flashlight to shooting position;
- c. Back of reaction hand should be against back of strong hand;
- d. Remainder of flashlight should rest on strong side forearm, to form firing position with flashlight;
- e. Use a blip of light to locate and identify the target (flashlight should be off during student movement);
- f. Change position to a high kneel;
- g. Re-blip the target to re-locate and re-identify;
- h. Evaluate the situation and take proper action.

18. Kneeling Position

Student will demonstrate skill in firing a weapon from the double kneel position and either the high kneel or low kneel position, as follows:

a. Double kneel

- (1) From the tactical stance, drop onto knees;
- (2) Curl toes up so that the balls of the feet are on the ground;
- (3) Either keep body fully upright or sit back onto heels, with torso remaining upright;
- (4) Bring weapon to target and accurately fire the weapon.

b. High Kneel

- (1) From the tactical stance, step forward with the reaction-side foot;
- (2) Drop down onto the strong-side knee with the strong-side foot curled up so that the ball of the foot is in contact with the ground;
- (3) Keep body fully upright (hips not flexed);
- (4) Bring weapon to target and accurately fire the weapon.

c. Low Kneel

- (1) From the high kneel, sit back onto the strong-side foot;
- (2) Support shooting platform by resting the reaction-side arm on the reaction-side knee. Place the elbow slightly forward of the knee to avoid bone-on-bone contact;
- (3) Bring weapon to target and accurately fire the weapon.

19. Rollover Prone

Student will demonstrate skill in firing a weapon from a prone position, as follows:

- a. Draw weapon to shooting position 4;
- b. Move to a high kneel position, staying on target;
- c. With reaction hand as an assist, lower body to strong side rollover prone position, with weapon downrange on target;
- d. Re-grip the weapon with both hands (two-handed position), keeping reaction side elbow on ground for stability;
- e. Rest side of face against strong side biceps;
- f. Bend reaction leg, for greater support and control;
- g. Accurately fire weapon, as necessary.

20. Deadly Force Reactions

Student will demonstrate knowledge of deadly force confrontations and will demonstrate ability to correctly apply key principles and guidelines relating to proper use of deadly force, in high level simulated situations. Student will demonstrate satisfactory ability to:

- a. Recognize and evaluate situations as to their threat level;
- b. Properly use cover/concealment;
- c. Communicate with suspects and, if applicable, partners;
- d. Escalate or disengage, as the situation dictates;
- e. Initiate appropriate follow-thru procedures;
- f. Justify and articulate deadly force reactions and actions taken in simulated situations - considering officer/subject factors, special circumstances, and warning signs of danger - through Intervention Options and based on Wisconsin statutory and other guidelines governing use of deadly force.

21. Tactical Segment: Immediate Cover

In a range exercise tactical segment, student will demonstrate the ability to:

- a. Move to cover and utilize it properly;
- b. Use appropriate verbal skills when dealing with an adversary;
- c. Fire the handgun accurately from cover; and
- d. Keep finger off the trigger and along the frame when not firing.

22. Tactical Segment: Lateral Movement

In a range exercise tactical segment, student will demonstrate the ability to:

- a. Identify the assailant who presents the most immediate threat and deal with that person with finality before engaging the next individual;
- b. Be aware of available cover/concealment. Use proper technique to fire while moving laterally to cover;
- c. Effectively use cover to:
 - (1) Disengage if necessary;
 - (2) Verbally direct assailant;
 - (3) Identify and isolate additional suspects;
 - (4) Deliver directed fire if necessary;
 - (5) Contain suspects until backup arrives;
 - (6) Reassess situation, search for better cover, and move if necessary;
- d. Deliver multiple shots as needed.

* “Evaluation by Qualification Course”

These skills are tested in the *Handgun Qualification Standard* course. Though the skills are listed here, satisfactory completion of the Qualification Standard suffices to show competence in this area. The student does not need to separately demonstrate the skill during the *Firearms Skills Competency Checklist* evaluation.

Firearms Skills Competency Checklist Instructions

Student Name: _____

Department/Agency: _____

Training Academy/School: _____

Directions to Instructor(s):

To begin the Test session, place a check mark in the Test box at the top of the form.

Grade the student's competency in each of the skills listed on the form. There is a separate box for each skill competency. Note: satisfactory completion of the Qualification Standard suffices to show competence in skills marked "Evaluated by Qualification Course." The student does not need to separately demonstrate those skills for the Firearms Skills Competency Checklist.

Assign a grade of Acceptable for a skill if the student has satisfactorily performed the skill according to the minimal performance criteria listed in the preceding section.

Assign a grade of Not Acceptable for a skill if the student has not satisfactorily performed the skill according to the minimal performance criteria listed in the preceding section.

If the student is assigned the grade of Acceptable for each skill then the student passes the skills competency checklist.

Note any additional information in the "Comments" section. All instructors must list their names (printed and signatures) on the final page of the form marked Test.

Re-Test Session

If a student is assigned one or more grades of Not Acceptable then the student may be given one opportunity for a Re-Test session. Use a new Firearms Skills Competency Checklist for the Re-Test session.

To begin the Re-Test session, place a check mark in the Re-Test box at the top of the form.

Grade the student's competency for only those skills that were assigned a grade of Not Acceptable during the Test session.

Note any additional information in the "Comments" section. All instructors must list their names (printed and signatures) on the final page of the form marked Re-Test.

Required Documentation

A copy of the completed Test form for each student must be submitted to the school director and retained for review during site visits by the Training and Standards Bureau. In addition, any completed Re-Test forms must be submitted to the school director and retained for review during site visits by the Training and Standards Bureau.

Firearms Skills Competency Checklist

Check One: ☐ **Test** ☐ **Re-Test**

Student's Name:	Date:
Weapon:	Serial #:

Competency (Skill)	Acceptable (Date / Initial)	Not Acceptable (Date / Initial)
1. Maintenance of weapon		
2. Function and design of weapon		
3. Equipment		
4. Shooting fundamentals	Evaluated by Qualification Course	
5. Drawing		
6. Recovery		
7. Loading and unloading		
8. Reloading	Evaluated by Qualification Course	
9. Firearms Safety		
10. Clearing Malfunctions	Evaluated by Qualification Course	
11. Multiple adversary engagement		
12. Tactical Barricade	Evaluated by Qualification Course	
13. Tactical Close Combat		
14. Unsupported Shooting	Evaluated by Qualification Course	
15. Shooting While Seated		
16. Dim Light Shooting		
17. Flashlight Assisted Shooting		
18. Kneeling Position	Evaluated by Qualification Course	
19. Rollover Prone		
20. Deadly Force Reactions		
21. Tactical Segment: Immediate Cover	Evaluated by Qualification Course	
22. Tactical Segment: Lateral Movement		

COMMENTS: (Note need for further remedial training or corrective actions. Add further comments and/or suggestions as deemed appropriate.)

(Add further comments on additional page, if necessary)

Lead Instructor's Name Printed: _____

Lead Instructor's LESB Certification Expiration Date: _____

Lead Instructor' Signature: _____ **Date:** _____

Names of Other Instructor(s):

Printed Name	LESB Certification Expiration Date	Signature	Date