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ABSTRACT

The study compared the driver licensing test performance of two groups of driver education students: those involved in North Carolina's multi-vehicle range program and students in the "30 and 6" program (30 hours of class instruction and six hours of "behind the wheel" instruction). It evaluated the performance of 3,049 applicants (all aged 16 and 17) based on the driver license examination with emphasis on the road test portion. Road test data were collected between December 1974 and May 1975 and included: age, sex, race, driver license number, performance on maneuvers, number of items missed on signs and rules tests, driving test score, school where driver education was taken, whether student had a learner's permit, and driver education certification number. Three basic types of analyses were conducted: (1) comparison of failure rates, (2) comparison of mean scores, and (3) analysis of variance calculations. The analyses conducted indicated very little difference between the range and "30 and 6" groups with the "30 and 6" group showing slightly higher road test scores. The results pointed out a need for continued improvement in the range curriculum. (Author/BP)

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Effect of Range Training: Comparison of Road Test Scores for Driver Education Students

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ABSTRACT.

This report deals with one area of the evaluation and upgrading of North Carolina's "range-related" driver education program---the evaluation of student performance based on the driver license examination with emphasis on the road test portion. A comparative analysis of road test scores was conducted for two samples of students, those being trained on range facilities and those receiving the standard "30 and 6" training. Because road test scores represent a more immediate criterion for knowledge and performance of driving skills than driver histories, they were chosen as a measure variable.

As in earlier studies, little difference was noted between the two samples. In certain cases, there was a trend toward higher road test scores in the control or non-range sample. This difference may not be significant, however, due to possible biases in sampling and difference in attitude and exposure.

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ACKNOWLEDGMENTS

The authors wish to express their appreciation to the Driver License Section and the Traffic Records Section of the North Carolina Division of Motor Vehicles for their help in the data collection processes. Special thanks are expressed to the 19 driver license examiners who recorded the road test information and to Mr. Henry Lowery and Ms. Sandra Hough of the Driver License Section who assimilated the information for our use. Without their help, this study would not have been possible.

INTRODUCTION

In 1969, the North Carolina Department of Public Instruction began to expand the scope of its driver education program, which was traditionally comprised of 30 hours of classroom instruction and six hours of "behind-the-wheel" instruction, by developing "multi-vehicle range laboratories" in various school districts across the state. This has made possible a more comprehensive program of training to groups of public school students enrolled in driver education.

The Department of Public Instruction and the University of North Carolina Highway Safety Research Center initiated a joint project in 1973 aimed at evaluating and upgrading the "range-related" driver education program. This project includes an inventory of existing range programs, evaluation of student performance, and development and implementation of new teaching strategies. This report deals with the second area, that of evaluation of student performance.

Earlier project efforts in the performance evaluation area involved a comparative analysis of the driving records of students involved in initial range training and a control group of students involved in the more standard non-range training (Council, Roper, Sadof, 1975). As noted in the Summary and Conclusions Section of that report, many experts in this field question whether or not accidents and violations are appropriate measures of driver education program effectiveness. As noted by Waller (1973) and others, it may be more realistic to expect driver education to provide a student with the knowledge and skills necessary to safe driving rather than to expect it to insure that the student <u>does</u> drive safely, since..."his subsequent performance is the result of many factors (such as peer influence, home pressure, and the student's own personality), which

are beyond the influence or control of the driver education teacher..." In line with these comments, past research (including the recent study by Council, et al. (1975)) has indeed indicated potential problems in ascertaining direct relationships between driver education and accident reduction.

For these reasons, this current evaluation of the effectiveness of the range-related driver education programs was based on the performance of students on driver licensing exams with emphasis on the road test portion -- a much more immediate criterion based primarily on knowledge and skills. The rationale for this approach is founded on the argument cited above and on the fact that a primary objective of the North Carolina driver education program is to equip a novice driver with the skills and knowledge necessary to operate a motor vehicle under normal circumstances. Since the driver licensing program attempts to test this ability, the success of the driver education course in meeting this objective could be measured to a certain extent by the performance of students on the initial test. This report will attempt to compare and analyze the driver licensing test performance of range and non-range driver education students.

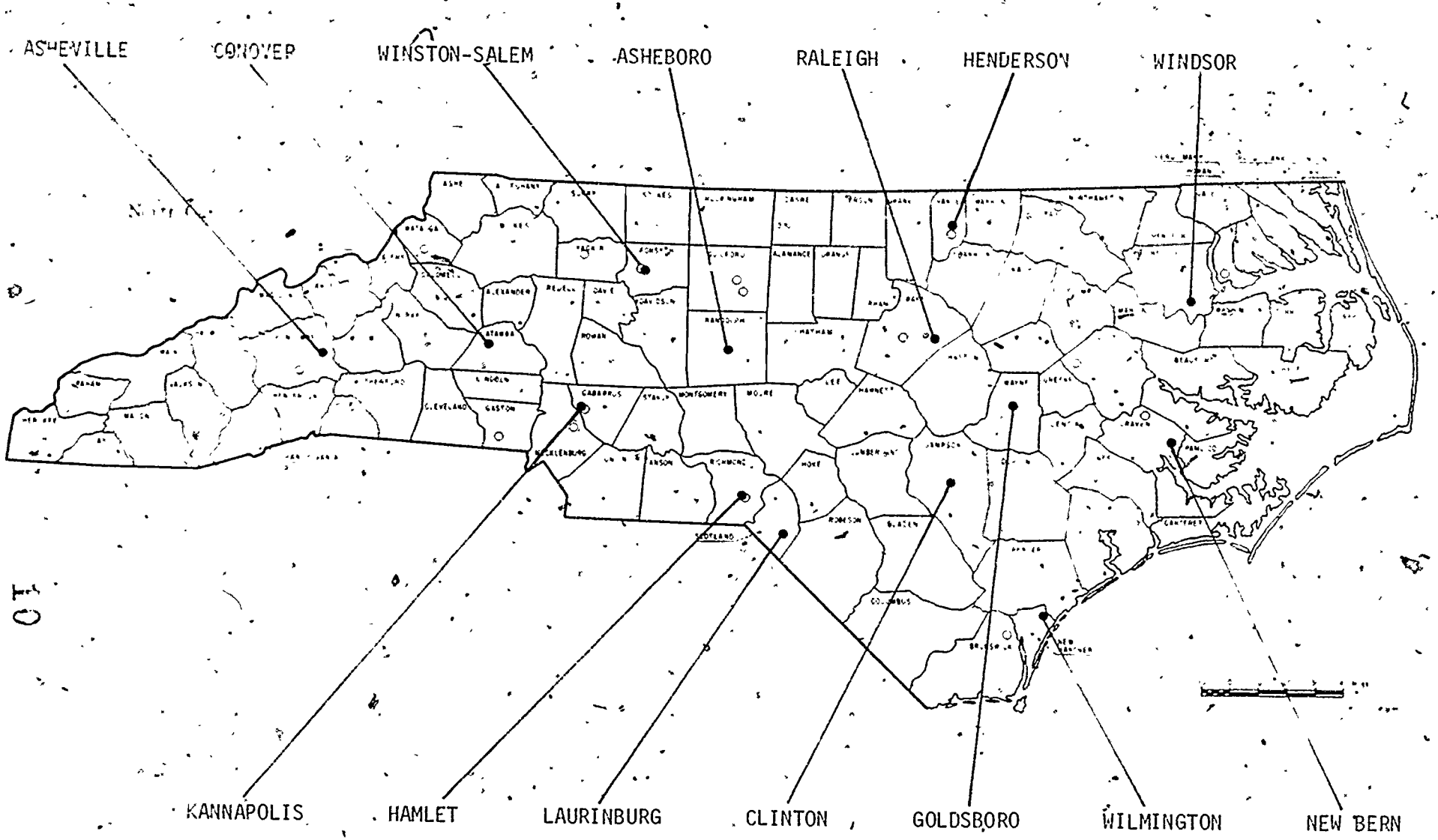
METHODOLOGY

Nineteen driver license examiners from across the state were selected to record special road test information on all 16-17 year old applicants. North Carolina law mandates that these applicants must have completed driver education. These examiners were chosen because their locations (see map, page 4) made it likely that they would be testing

driver education students who had received range training and students who had received the standard non-range training. To prevent bias in the data, the examiners were not told the purpose of the data collection nor that there were two groups of applicants. They were instructed to follow their standard road test procedure and to continue the road test even if the applicant had already accumulated enough "points off" to fail unless, of course, there was some danger present. They were also instructed to collect additional data including the driver education certificate number, the year that driver education was taken and whether or not the applicant held a learner's permit. (The set of instructions given to the examiners is shown in Appendix A.)

The collection of road test data began on December 2, 1974 and continued through May 1, 1975. Data were collected on 3,502 applicants who were 16-17 years old. Each road test application was manually reviewed for consistency with known information on each test route, and the specific information was coded and keypunched. (The application used in all examinations is shown in Appendix B.) The data taken from the application included student's age, race, sex, driver license number, performance on maneuvers, number of items missed on signs test and rules test, score on driving test, school where driver education was taken whether or not the student had a learner's permit, and driver education certification number.

A list of all the schools in the sample was compiled. In order to determine if a school offered a range program or a non-range program for the various years under consideration, the driver education teacher at each school in the sample was contacted. With this information, it was


ASHEVILLE
CONOVER
WINSTON-SALEM
ASHEBORO
RALEIGH
HENDERSON
WINDSOR
KANNAPOLIS
HAMLET
LAURINBURG
CLINTON
GOLDSBORO
WILMINGTON
NEW BERN
• Locations of driver license examiners
○ Range locations

possible to code most of the schools as range (1), or non-range (2). However, in some cases, it was more difficult to determine the type of training program given to an individual student because of shifts from training program to training program within a school year. For example, in some instances, the students taking driver education in the summer sessions would use a range, while those taking the program during the regular academic year would receive the standard non-range training. When this situation arose, the status was coded as unkown (3). Any student taking driver education from a commercial school was placed in a separate category coded as commercial (4).

In the analyses that follow, the range group is comprised of the group of students who took drivey education at a school where all the students received range training for a given year.

ANALYSIS AND RESULTS

The data linkage operations described in the previous section resulted in a total usable sample of scores from 3049 students. These students are categorized by type of driver education program, permit status, race and sex as shown in Table 1.

It is noted from the table that there appear to be some race/sex differences between the range and non-range samples. The major difference noted is in race proportions. Just as in the previously cited study concerning accident histories (Council, et al., 1975), there appear to be fewer non-white students in the range group than in the non-range group. These differences could reflect race variations between schools in the two groups.

Information on permit status by race and sex is presented in Table 2. Here, it is noted that while the proportion of students holding permits at the time of licensing, and thus the proportion with some "monitored" experience, is high for both groups, the percentage for each of the range categories is slightly lower than the corresponding percentage for the non-range groups. This perhaps reflects either true differences in the composition of the two groups or possible differences in "confidence" gained in the teacher programs. As noted, all the percentages are quite high, and this added experience gained with a permit might well overshadow any original differences between the range and non-range teaching programs. Because of these factors, subsequent analyses were conducted separately for the group holding permits and for those without permits.

The analyses conducted fall into three basic types: (1) comparison of failure rates, (2) comparison of mean scores, and (3) analysis of variance calculations. Each of these three is discussed in the following narrative. The reader should note at this point that each application was assigned two scores: (1) the "score off" as noted by the driver license examiner in his determination of whether the applicant passed or failed, and (2) a recalculated "percentage correct" score. The first of these scores is based on the weighted "points off" as shown in Appendix B, and is essentially independent of the test route. That is to say, while there are differences in the test routes from location to location and thus, differences in the number of possible maneuvers and the type of maneuvers present, all examiners used the same criterion for failure of the road test -- greater than thirty (30) "points off."

Table 1. Road test data categorized by training, permit status, race, and sex.

Range

	Permit		No Permit		Unknown	
	n	%	n	%	n	%
White male	339	43	63	53	14	54
White female	337	42	42	35	6	23
Non-white male	55	7	9	8	4	15
Non-white female	66	8	5	4	2	8
Total	797	100	119	100	26	100

Non-Range

	Permit		No Permit		Unknown	
	n	%	n	%	n	%
White male	692	37	54	47	57	46
White female	688	37	31	27	50	40
Non-white male	220	12	22	19	9	7
Non-white female	266	14	9	8	9	7
Total	1866	100	116	101	125	100

Table 2. Number and percentage with permit by training, race, and sex.

	Range			Non-Range		
	Total	Number With Permit	%	Total	Number With Permit	%
White male	416	339	81.5	803	692	86.2
White female	385	337	87.5	769	688	89.5
Non-white male	68	55	80.9	251	220	87.6
Non-white female	73	66	90.4	284	266	93.7

The second score was calculated in an attempt at normalization. The score for each of the possible 48 maneuvers was "weighted" on a three point scale (1-poor, 2-fair, 3-good), and the total possible score for each applicant was calculated, based on the number of maneuvers graded by the examiner (i.e., total possible score = 3 x no. of maneuvers). The normalized score for an applicant was then calculated by dividing the sum of the individual maneuver ratings by the total score. In the following discussion, this normalized score will be referred to as the "new score."

Analysis of Failure Rates

In an analysis similar to Freeberg's (1972), subjects from each race, sex, and training category were first contrasted as to passing or failing the road test based on the examiner's "points off" score. The results are shown in Table 3. In the group with permits, the range-trained subjects had a slightly higher percentage passing, whereas the non-range subjects without permits had a higher percentage passing (80.8% for range-trained versus 77.1% for non-range-trained), whereas for the group without permits, the non-range students had a higher percentage of passing (85.3% compared to 79.0%). There seems to be a trend toward a lower percentage passing in the range-trained females in comparison to their non-range-trained counterparts. It is noted in the combined group (permit + no permit + unstated permit status) that the range group had a slightly higher percentage of applicants passing (80.8 as compared to 77.9). When the "new scores" were computed, the criterion used was a score of 70 or higher (as described earlier) and the distribution changes are shown

Table 3. Percent of subjects passing the road test by training, permit status, race, and sex -- "points off" criteria.

Permit

	Range			Non-Range		
	Total	n	%	Total	n	%
White male	(339)	298	87.9	(692)	566	81.8
White female	(337)	265	78.6	(688)	544	79.1
Non-white male	(55)	44	80.0	(220)	161	73.2
Non-white female	(66)	37	56.1	(266)	168	63.2
Total	(797)	644	80.8	(1866)	1439	77.1

No Permit

	Range			Non-Range		
	Total	n	%	Total	n	%
White male	(63)	49	77.8	(54)	48	88.9
White female	(42)	34	81.0	(31)	25	80.6
Non-white male	(9)	8	88.9	(22)	20	90.9
Non-white female	(5)	3	60.0	(9)	6	66.7
Total	(119)	94	79.0	(116)	99	85.3

Combined

	Range			Non-Range		
	Total	n	%	Total	n	%
White male	(416)	361	86.8	(803)	661	82.3
White female	(385)	304	79.0	(769)	614	79.8
Non-white male	(68)	55	80.9	(251)	187	74.5
Non-white female	(73)	41	56.2	(284)	179	63.0
Total	(942)	761	80.8	(2107)	1641	77.9

in Table 4. Here, it is noted that the non-range students have a higher percentage passing the test than the permit group, the non-permit group, and the combined population; but again, the differences are very small. In these tables, as in Table 3, the females receiving the range training have lower percentages passing than do their non-range counterparts, and the non-white females have the lowest proportions under both criteria. The range-trained white males pass more frequently with permits, and the non-range-trained white males pass more frequently without permits. However, these small percentage differences in samples may not reflect true population differences.

Table 5 shows the proportion of subjects in each training, race, and sex category that did not complete the road test due to a violation or unsafe maneuver (i.e., "flagrant" failures). Little difference is noted between range and non-range subjects under this comparison.

One additional analysis was conducted concerning the proportion of subjects in each group who failed the road test more than once based on the examiner's "points off" criteria, and the results are found in Table 6.

The chi-square test indicates the difference shown in the percentages is not significant at the .05 level although the non-range group appears to have almost double the percentage failing the test twice or more. Thus, little difference is found between range and non-range students on the basis of failure rates.

Analysis of Mean Scores

The second major type of analysis involved comparing the means of

Table 4. Percent of subjects passing the road test categorized by training, permit status, race, and sex -- "new score" of 70 or greater.

Permit

	Range			Non-Range		
	Total	n	%	Total	n	%
White male	(339)	322	95.0	(692)	650	93.9
White female	(337)	305	90.5	(688)	646	93.9
Non-white male	(55)	51	92.7	(220)	200	90.9
Non-white female	(66)	52	78.8	(266)	236	88.7
Total	(797)	730	91.6	(1866)	1732	92.8

No Permit

	Range			Non-Range		
	Total	n	%	Total	n	%
White male	(63)	56	88.9	(54)	52	96.3
White female	(42)	38	90.5	(31)	29	93.5
Non-white male	(9)	8	88.9	(22)	22	100.0
Non-white female	(5)	4	80.0	(9)	8	88.9
Total	(119)	106	89.1	(116)	111	95.7

Combined

	Range			Non-Range		
	Total	n	%	Total	n	%
White male	(416)	391	94.0	(803)	756	94.1
White female	(385)	349	90.6	(769)	723	94.0
Non-white male	(68)	63	92.6	(251)	230	91.6
Non-white female	(73)	58	79.5	(284)	252	88.7
Total	(942)	861	91.4	(2107)	1961	93.1

Table 5. Percent of subjects categorized by training, race, and sex not allowed to complete the road test.

	Range			Non-Range		
	Total	n	%	Total	n	%
White male	416	4	1.0	803	15	1.9
White female	385	7	1.8	769	13	1.7
Non-white male	68	0	0	251	5	2.0
Non-white female	73	2	2.7	284	2	0.7
Total	942	13	1.4	2107	35	1.7

Table 6. Percent of subjects categorized by training who failed the road test more than once.

	Total	n	%
Range	(942)	14	1.48
Non-Range	(2108)	52	2.47

the normalized "new scores" for the various range and non-range subgroups. These average scores are presented in Table 7. Assuming a normal distribution for the scores, a two-tailed t-test was used to determine significant differences between subgroups. (In each case the assumption of equal variances was examined using the F statistic at the .01 level and the appropriate t-statistic was employed.)

The results of the tests on these means indicated that permit holders did not consistently score higher than their non-permit holding counterparts, a finding in contrast with what might have been expected due to their increased monitored exposure and practice. The two differences which were noted as significant were in opposite directions, with white male permit holders scoring higher than their counterparts, while non-white male applicants not holding a permit scored higher than their counterparts.

The second analysis, and the more important one, involved comparisons of the range and non-range samples on the basis of average score. As indicated in Table 8, the only significant difference at the $p \leq .05$ level in the mean scores was in the permit holding non-white female population, where the non-range group scored higher than the range group (84.2 as compared to 80.5 for range). Thus, just as in the analysis of failure rates, little difference is noted between range and non-range samples.

Analysis of Variance

An analysis of variance was carried out in order to further examine the interactive effects of training, race, and sex on the score. The data were examined in a four factor design. The analysis involved the subset of drivers that completed the road test, either passing or failing.

Table 7. Mean score on road test for subjects categorized by permit or non-permit holders, training, race, and sex.

Range

	Permit		No Permit		
	n	Mean Score	n	Mean Score	p
White male	333	.883	62	.851	<.01
White female	330	.864	40	.876	n.s.
Non-white male	55	.861	9	.843	n.s.
Non-white female	64	.805	5	.746	n.s.

Non-Range

	Permit		No Permit		
	n	Mean Score	n	Mean Score	p
White male	678	.877	54	.875	n.s.
White female	677	.876	30	.875	n.s.
Non-white male	216	.864	22	.894	<.05
Non-white female	264	.842	9	.843	n.s.

Table 8. Mean score on road test for subjects categorized by permit or no permit, training, race, and sex.

Permit

	Range		Non-Range		
	n	Mean Score	n	Mean Score	p
White male	333	.883	678	.877	n.s.
White female	330	.864	677	.876	n.s.
Non-white male	55	.861	216	.864	n.s.
Non-white female	64	.805	264	.842	<.05

No Permit

	Range		Non-Range		
	n	Mean Score	n	Mean Score	p
White male	62	.851	52	.875	n.s.
White female	40	.876	30	.875	n.s.
Non-white male	9	.843	22	.894	n.s.
Non-white female	5	.746	9	.843	n.s.

Therefore, the subjects whose tests had been stopped by the examiner for safety reasons (the "flagrant" failures) were deleted from this analysis.

The analysis of variance of the mean road test score indicated significance in the main effects of race, sex, and training, but not permit status (Table 9). The deviation and direction of variation from the estimated population mean are shown in Table 10. White, male, and non-range subjects scored higher than the mean for the population with significance levels shown.

The most important significant (.05 level) second order interactions to the major area of concern--the range/non-range scores--involved the sex/training and the race/training interactions. The nature of the sex/training interaction was that the difference between range/non-range means was greater for females than males. That is, while there was very little difference between the training means for the male subjects in the range and non-range groups, there were large differences between female range and female non-range scores. Similarly, the difference between range/non-range means was greater for non-whites as reflected in the significant second order interaction of race/training. No significance was noted in higher order interactions at the .05 level.

SUMMARY AND CONCLUSIONS

In summary, the analyses conducted indicate very little difference between the range and non-range samples. In the cases where significant differences do exist in both the analysis of variance and the analysis of subgroup means, a trend toward slightly higher road test scores in the control or non-range-trained sample is noted. Obviously, these differences,

Table 9. Analysis of variance

SOURCE OF VARIATION			SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS			0.469	4	0.117	13.665	0.001
RACE			0.354	1	0.354	41.230	0.001
SEX			0.087	1	0.087	10.119	0.002
RNR (Training Variable)			0.036	1	0.036	4.180	0.038
PERMIT			0.004	1	0.004	0.519	0.999
2-WAY INTERACTIONS			0.199	6	0.033	3.854	0.001
RACE	SEX		0.098	1	0.098	11.443	0.001
RACE	RNR		0.040	1	0.040	4.695	0.028
RACE	PERMIT		0.003	1	0.003	0.320	0.999
SEX	RNR		0.042	1	0.042	4.904	0.025
SEX	PERMIT		0.009	1	0.009	1.052	0.306
RNR	PERMIT		0.021	1	0.021	2.392	0.118
3-WAY INTERACTIONS			0.060	4	0.015	1.735	0.138
RACE	SEX	RNR	0.010	1	0.010	1.203	0.272
RACE	SEX	PERMIT	0.017	1	0.017	2.021	0.151
RACE	RNR	PERMIT	0.010	1	0.010	1.161	0.281
SEX	RNR	PERMIT	0.013	1	0.013	1.464	0.224
4-WAY INTERACTIONS			0.005	1	0.005	0.546	0.999
RACE	SEX	RNR	0.005	1	0.005	0.546	0.999
	PERMIT						
RESIDUAL			24.318	2832	0.009		
TOTAL			25.050	2847	0.009		

Table 10. Deviation from mean of population on total score for the road test.

Overall mean (grand mean) .86814

	Deviation	α
White	+0.578	.001
Non-white	-1.977	
Male	+0.539	.00
Female	-0.542	
Range	-0.371	.03
Non-range	+0.171	
Permit	+0.026	n.s.
No permit	-0.291	

even though small, are not in the direction hoped for by range advocates.

It is, of course, difficult to directly attribute these differences to the training factor alone, since biases in the results could arise from differences in attitude, socio-economic level (and thus, exposure or practice) between the two samples. The reader is referred to the companion study by Council et al. (1975) for a more detailed discussion of such possible biases. However, it must be noted that this current study overcame some problems of the preceeding study in that more current students were used as subjects. The use of road test score as a measure variable can be questioned, but it does represent an unbiased quantitative assessment of basic driving skills with respect to the range/non-range dimension. As noted earlier, the acquisition of these basic skills is one primary goal of the driver education as we know it.

Thus, these results tend to support those cited in the companion study where no differences in accident histories were found. These results further point out the need for continued improvement of the range curriculum and continued efforts in increasing usage of the ranges through increased innovative programs. The recommendations made in the companion study still stand:

1. Increase usage of existing facilities. As noted in the cost-effectiveness section, it does not appear that student output has experienced a proportional increase in relation to cost increases. The Department of Public Instruction and the local school districts should look into the possibility of increased usage of the ranges by including additional surrounding schools in the program and by actively working to convince other driver education groups (e.g., adult classes) that they can and should use the existing facility. Increased usage must be accomplished in a well-planned, coordinated manner. For example, bringing another school into the range program in which a range coordinator or lead teacher does the teaching will not provide additional benefits unless the teacher time freed up at the home school is used fully in driver education or other areas. Perhaps part-time instructors could be used to teach classroom and on-road segments while the range based instructor would be responsible for all range training. (This, in turn, may require state (D.P.I.) or local funding of the range coordinators, funding which is no longer provided by the Governor's Highway Safety Program). Increased

usage may also be the result of additional types of usage, as indicated in 3 below.

2. Continually monitor other national curriculum development programs, research and evaluation efforts, and revise the existing curriculum based on these outputs. North Carolina's range program cannot be faulted for past efforts in range training curriculum upgrading, since very little has been done in this area nationally. However, more emphasis is now being placed on range training, and developments in driving task analyses, emergency skills development, and other areas are being brought to light. Because of the inherent difficulty of doing this monitoring if one has other teaching duties, the possibility of designating one individual at a state level to conduct this work, and to systematically distribute the information to the teachers should be explored. It is noted that with the demise of Better Driving, a publication designed to help meet the need of communication to teachers, there will be an even greater need for a new information distribution system.

3. Modify the current range usage program to include new, innovative training procedures. Increased and "upgraded" range training could result from novel uses of the range. It is recommended that new programs be attempted on a pilot basis on these facilities such that meaningful evaluation can be carried out before statewide implementation is attempted. It is anticipated that two such programs will be attempted during the next project year--(1) a program involving emergency skills training for novice drivers, and (2) a motorcycle driver education program for novice riders. The results of these two programs may well suggest other areas for future use (e.g., bicycle education for children and adults). Other novel uses which should be considered by D.P.I. and the local units include cooperative programs with other departments of government, both state and local. For example, N.C. may well have a motorcycle driver licensing requirement within two years. If so, there will be a need for off-road testing of riders; and use of the existing ranges in this program might be feasible and could save the state some safety dollars. Again, good coordination and planning would be required.

As stated above, through continued efforts in curriculum development, innovative usage, and increased student output, North Carolina's driver education program will continue to be one of the best in the nation.

REFERENCES

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APPENDIX A.

Instructions to Examiners

1. Use your regular road test route (or routes) in the usual way. Do not change your route.

2. Collect standard road test information on the back of the application. Mark every item which your particular route allows. Some items may be unanswerable owing to your test route; for example, if your route has only one right turn on it, you would not be able to answer the "Right Turns, Second Turn" questions--just leave them blank.

3. Do a complete road test even if a person has accumulated more than enough failure points unless you feel you must stop the test. If you do stop the test, write "VOID" in the "Remarks" space. Leave "Driving Test, Score Off" blank.

4. If the person passes the test and has a driver education certificate, attach your copy of the certificate to the application and send to DMV. In the "Remarks" space write "PERMIT" or "NO PERMIT," the name of the school where he took driver education, the year he took driver education, and the certificate number. If you have to stop the test (as in 3 above) also write "VOID" in this space.

Appendix B.

APPLICATION FOR NORTH CAROLINA DRIVER'S LICENSE

RECEIPT NUMBER ____
EXAMINER NUMBER ____ EXAMINER STATION NO ____
ORIGINAL ☐ RENEWAL ☐ DUPLICATE ☐

SIGNATURE OF COMMISSIONER

NORTH CAROLINA DRIVER'S LICENSE

TYPE	LICENSE NUMBER			
ISSUE DATE MONTH DAY YEAR	EXPIRATION DATE MONTH DAY YEAR			
BIRTH DATE MONTH DAY YEAR	RACE	SEX	RESTR. CODE	
SIGNATURE OF LICENSEE				

CHECK ONE YES NO

☐ ☐ 1. HAVE YOU EVER BEEN LICENSED AS AN OPERATOR OR CHAUFFEUR? WHEN ____ WHERE ____

☐ ☐ 2. DID YOU EVER HAVE AN OPERATOR'S OR CHAUFFEUR'S LICENSE CANCELLED, DENIED, REVOKED, OR SUSPENDED? WHEN ____ 19 ____ WHERE ____

☐ ☐ 3. HAVE YOU ANY PHYSICAL IMPAIRMENTS? DESCRIBE

☐ ☐ 4. HAVE YOU EVER SUFFERED FROM EPILEPSY, HEART TROUBLE, PARALYSIS, FAINTING, DIZZY SPELLS, ETC. ADDICTED TO NARCOTIC DRUGS OR INTOXICATING LIQUOR? STATE WHICH ____ IS IT NOW CONTROLLED ____

☐ ☐ 5. HAVE YOU EVER BEEN COMMITTED TO OR ENTERED AN INSTITUTION FOR ALCOHOLISM OR DRUG ADDICTION?

WHEN ____ NAME OF INSTITUTION AND LOCATION ____

WERE YOU DISCHARGED ____

WHEN ____

SIGNATURE OF PARENT (GUARDIAN) OF MINOR

DO NOT FOLD, MUTILATE OR WRITE ON THIS CARD.

AFFIDAVIT OF APPLICANT: THE ABOVE SIGNED APPLICANT STATES THAT THE INFORMATION GIVEN HEREIN IS TRUE SWORN AND SUBSCRIBED TO BEFORE ME THIS ____ DAY OF ____ 197 ____ EXAMINER — NOTARY PUBLIC — C.O. ____

RECORD OF EXAMINATION

VEHICLE INSPECTION

Car Make............Year............

Condition. Poor ☐ Fair ☐ Good ☐

Registration No ....

Accompanying Driver No...........

EYES

COLOR. Red ☐ Green ☐ Normal ☐

Acuity	Both	Right	Left
With Classes	20/	20/	20/
Without Classes	20/	20/	20/

PHYSICAL CONDITION

INFIRMITIES None Noted ☐
Missing Extremities ☐ Mental ☐
Stiffness ☐ Shakiness ☐ Other ☐
Hearing. Deaf ☐ Poor ☐ Good ☐

DOCTOR'S SIGNATURE

SKILL

MANEUVERS	Bad	Fair	Good
Quick Stop	20	10	0
Backing 50 feet	8	4	0
Hand Brake Stop	6	3	0
Turn About (Not U Turn)	8	4	0
Parking Between Cars	10	5	0
Stop on Grade			
Start on Grade	8	4	0
Shifting Going Down	6	3	0

GENERAL	Bad	Fair	Good
Posture	4	2	0
Clutch	4	2	0
Attention	6	3	0
Distraction	6	3	0
Keeping in Lane	4	2	0
Following	4	2	0
Overtaking	2	1	0
Being Overtaken	2	1	0
Right of Way	2	1	0
Use of Horn	2	1	0

TIME	Slow	Fair	Good
Compared to Normal	12	6	0

ROAD TESTS

ROAD TESTS			Bad	Fair	Good
START		First	2	1	0
		Second	2	1	0
APPROACH TO CORNER		First	2	1	0
		Second	2	1	0
SLOW SIGN		First	2	1	0
		Second	2	1	0
STOP SIGN		First	4	2	0
		Second	2	1	0
TRAFFIC SIGNAL		First	4	2	0
		Second	2	1	0
LEFT TURNS	First Turn	Turn	2	1	0
		Lane	2	1	0
		Speed	2	1	0
		Signal	4	2	0
	Second Turn	Turn	2	1	0
		Lane	2	1	0
		Speed	2	1	0
		Signal	4	2	0
	Third Turn	Turn	2	1	0
		Lane	2	1	0
		Speed	2	1	0
		Signal	4	2	0
RIGHT TURNS	First Turn	Turn	2	1	0
		Lane	2	1	0
		Speed	2	1	0
		Signal	2	1	0
	Second Turn	Turn	2	1	0
		Lane	2	1	0
		Speed	2	1	0
		Signal	2	1	0

SCORE DEDUCTIONS

	NUMBER USED	KNOWLEDGE	SCORE OFF
Signs	1st Try	Ones Missed	
	2nd Try	Ones Missed	
Rules	1st Try	Ones Missed	
	2nd Try	Ones Missed	
	Driving Test	Ones Missed	

REMARKS