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ABSTRACT

This document, which is intended to serve as a guide for workforce preparation program providers, details the Illinois Occupational Skill Standards for programs preparing students for employment as entry-level truck drivers. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 21 tasks performed by entry-level truck drivers. Each skill standard statement contains the following components: (1) a job summary; (2) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (3) performance elements and assessment criteria; and (4) a recommended assessment and credentialing approach. The following are among the tasks for which skill standards are provided: read/interpret control systems; perform vehicle inspections; perform standard driving maneuvers; read shipping documents and evaluate cargo loads; deal with accident scenes; and plan trips. Appended are the following: (1) glossary; (2) lists of members of the Illinois Occupational Skill Standards and Credentialing Council, the Transportation, Distribution, and Logistics Subcouncil, and the Entry-Level Truck Driver Standards Development Committee; (3) Entry-Level Truck Driver Recognition Proposal; and (4) list of workplace skills. (MN)

ILLINOIS

OCCUPATIONAL SKILL STANDARDS

ENTRY-LEVEL TRUCK DRIVER

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ENTRY-LEVEL TRUCK ORIVER

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ILLINOIS OCCUPATIONAL SKILL STANDARDS

ENTRY-LEVEL TRUCK DRIVER

Endorsed for Illinois
by the
Illinois Occupational Skill Standards and
Credentialing Council

MESSAGE TO ILLINOIS CITIZENS

Dear Citizens of Illinois:

Preparing youth and adults to enter the workforce and to be able to contribute to society throughout their lives is critical to the economy of Illinois. Public and private interest in establishing national and state systems of industry-driven skill standards and credentials is growing in the United States, especially for occupations that require less than a four-year college degree. This interest stems from the understanding that the United States will increasingly compete internationally and the need to increase the skills and productivity of the front-line workforce. The major purposes of skill standards and credentialing systems are to promote education and training investment and ensure that this education and training enable students and workers to meet industry standards that are benchmarked to our major international competitors.

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) has been working with industry subcouncils, the Illinois State Board of Education and other partnering agencies to adopt, adapt and/or develop skill standards for high-demand occupations. This document represents the work of the Transportation, Distribution and Logistics Subcouncil and the associated standards development committee. Through this collaborative effort, skill standards products are being developed for a myriad of industries, occupational clusters and occupations. Upon completion of these products, there will be a period of feedback and comment from business, industry and labor representatives, as well as educators.

These documents will serve as guides to workforce preparation program providers to define content for their programs and to employers to establish the skills and standards necessary for job acquisition. These standards will also serve as a mechanism for communication among education, business, industry and labor.

We encourage you to review these standards and share your comments. This effort has involved a great many people from business, industry and labor. Comments regarding their usefulness in curriculum and assessment design, as well as your needs for inservice and technical assistance in their implementation, are critical to our efforts to move forward and improve the documents. A feedback instrument is included with this document.

Questions concerning this document may be directed to:

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We look forward to your comments.

Sincerely,

The Members of the IOSSCC

THE ILLINOIS PERSPECTIVE

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) endorses occupational skill standards and credentialing systems for occupations that (a) require basic workplace skills and technical training, (b) provide a large number of jobs with either moderate or high earnings, and (c) provide career advancement opportunities to related occupations with moderate or high earnings. The nine-member Council was established by the Occupational Skill Standards Act (PA 87-1210). The Council, representing business, industry and labor and working with the Illinois State Board of Education in partnership with the Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Employment Security and Illinois Department of Commerce and Community Affairs, has created a common vision for workforce development in Illinois.

Vision

It is the vision of the IOSSCC to develop a statewide system of industry-defined and recognized skill standards and credentials for all major skilled occupations providing strong employment and earnings opportunities in Illinois. Information related to occupational employment and earning opportunities is determined by the Illinois Occupational Information Coordinating Committee (IOICC) in cooperation with business and industry.

Subcouncils and Standards Development Committees

The Council developed industry subcouncils (representing all major industries in Illinois) to review, approve and promote occupational skill standards and credentialing systems. In cooperation with organizations such as the Illinois Chamber of Commerce, the Illinois AFL-CIO, the Illinois Manufacturers' Association and others, the Council established the first five subcouncils in 1995—Agricultural and Natural Resources, Manufacturing, Health and Social Services, Hospitality, and Business and Administrative/Information Services.

The remaining subcouncils include Applied Science and Engineering Services; Legal and Protective Services; Transportation, Distribution and Logistics; Educational Services; Financial Services; Marketing and Retail Trade; Communications; Construction; and Energy and Utilities.

The Standards Development Committees, composed of business, labor and education representatives, are experts in the related occupational cluster and work with the product developer to

- develop or validate occupational skill standards,
- identify related academic skills,
- develop or review assessment or credentialing approaches, and
- recommend endorsement of the standards and credentialing system to the industry subcouncil.

Expected Benefits for Employers, Educators, Students and Workers

Occupational skill standards and credentialing systems are being developed and promoted by the IOSSCC to improve Illinois' competitiveness. Such standards and credentialing systems provide a common language for employers, workers, students and education and training providers to communicate skill requirements and quality expectations for all major industry and occupational areas.

For Employers, skill standards will

- Improve employee recruitment and retention by more clearly identifying skill requirements,
- Encourage improved responsiveness and performance of education and training providers,
- Enlarge the pool of skilled workers,
- Focus attention on the importance of training investment.

For Education and Training Providers, skill standards will

- Provide information on all major industries and occupations,
- Contribute to program and curriculum development,
- Strengthen relationships between educators and training providers,
- Improve career planning.

For Students and Workers, skill standards will

- Foster better decision making concerning careers and the training necessary to acquire well-paying jobs,
- Allow more effective communication with employers about what they know and can do,
- Allow more effective work with employers in career development and skill upgrading.

IOSSCC Requirements for Occupational Skill Standards

Any occupational skill standards and credentialing system seeking IOSSCC endorsement must

- represent an occupation or occupational cluster which meets the criteria for IOSSCC endorsement;
- address both content and performance standards for critical work functions and activities for an occupation or occupational area;
- ensure formal validation and endorsement by a representative group of employers and workers within an industry;
- provide for review, modification and revalidation by an industry group a minimum of once every five years;
- award credentials based on assessment approaches that are supported and endorsed by the industry and consistent with nationally recognized guidelines for validity and reliability;
- provide widespread access and information to the general public in Illinois;
- include marketing and promotion by the industry in cooperation with the partner state agencies.

Definitions and Endorsement Criteria

The definitions and endorsement criteria are designed to promote the integration of existing and future industry-recognized standards, as well as the integration of the Illinois academic and occupational skill standards. Because all skill standards must address the critical work functions and activities for an occupation or industry/occupational area, the Council further defined three major components:

- ***Conditions of Performance:*** The information, tools, equipment and other resources provided to a person for a work performance.
- ***Statement of Work:*** A description of the work to be performed by a person.
- ***Performance Criteria:*** The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance), process or procedural requirements (e.g., safety, standard professional procedures) and time and resource requirements. The IOSSCC also requires performance criteria to be further specified by detailed individual performance elements and assessment criteria.

The IOSSCC is currently working with the Illinois State Board of Education and other state agencies to integrate the occupational standards with the Illinois Learning Standards which describe what students should know and be able to do as a result of their education. The Council is also working to integrate workplace skills—problem solving, critical thinking, teamwork, etc.—with both the Learning Standards and the Occupational Skill Standards.

The Illinois Model

Illinois Occupational Skill Standards describe what people should know and be able to do and how well these skills and knowledge will be demonstrated in an occupational setting. They focus on the most critical work performances for an occupation or occupational area. As seen in the following model, Illinois Occupational Skill Standards contain at least these areas:

- Performance Area
- Performance Skill
- Skill Standard
- Performance Elements

The Assessment Criteria and Credentialing Approach section may also be included at the direction of the individual standards development committee.

Illinois Occupational Skill Standards also carry a coding at the top of each page identifying the state, fiscal year in which standards were endorsed, subcouncil abbreviation, cluster abbreviation and standard number. For example, the twenty-fifth skill standard in the Entry-Level Truck Driver Standards, which has been developed by the Transportation, Distribution and Logistics Subcouncil, would carry the following coding: IL.98.TRANS.TD.25

A model for Illinois Occupational Skill Standards showing the placement of the coding and providing a description of each area within a standard is contained on the following page.

SUMMARY OF WORK TO BE PERFORMED. SUMMARY IS BRIEF AND BEGINS WITH AN ACTION VERB.

IL. FY. SUBCOUNCIL. CLUSTER. STANDARD NO.

PERFORMANCE AREA

SKILL STANDARD

CONDITIONS OF PERFORMANCE

A comprehensive listing of the information, tools, equipment and other resources provided to the person(s) performing the work.

WORK TO BE PERFORMED

An overview of the work to be performed in demonstrating the performance skill standard. This overview should address the major components of the performance. The detailed elements or steps of the performance are listed under "Performance Elements."

PERFORMANCE CRITERIA

The assessment criteria used to evaluate whether the performance meets the standard. Performance criteria specify product/outcome characteristics (e.g., accuracy levels, appearance, results) and process or procedure requirements (e.g., safety requirements, time requirements).

PERFORMANCE ELEMENTS

Description of the major elements or steps of the overall performance and any special assessment criteria associated with each element.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Optional statement of suggested assessment approaches for the performance which also refers to existing assessment and credentialing stystems.

DEVELOPMENTAL PROCESS

The Transportation, Distribution and Logistics Subcouncil identified Entry-Level Truck Driver as a major occupational cluster in transportation. The Subcouncil determined that this occupation is critical to the Illinois economy and meets all the criteria of the Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) for education and training requirements, employment opportunities, earnings potential and career opportunities.

The Professional Truck Driver Institute of America, Inc. (PTDIA) recently reviewed and updated its curriculum standards and course certification standards. The process involved a) meeting with industry in order to identify skill standards for an entry-level truck driver; b) meeting with private, public and carrier schools, accrediting and licensing organizations and insurance companies to develop curriculum standards; and c) surveying schools, industry and insurance representatives regarding the criticality of course certification standards.

In Illinois, the PTDIA, in cooperation with the IOSSCC, developed national standards for entry-level truck drivers. The Transportation, Distribution and Logistics Subcouncil established a Standards Development Committee to review and approve the reformatted national standards to meet the requirements of the IOSSCC. The Committee consisted of representatives of Illinois companies, including truck drivers who had participated in the national PTDIA standards development process. The Committee met numerous times to reformat and recommend endorsement in Illinois. The Transportation, Distribution and Logistics Subcouncil and IOSSCC then voted to endorse the national standards as reformatted.

The following Illinois companies and associations were mailed IOSSCC draft standards and endorsement ballots: American Freightways; Cushing Trucking, Inc.; Illinois Transportation Association; J.B. Hunt Transport, Inc.; Landstar/Inway; Liberty Mutual Group; Penske Logistics/Truck Leasing; Roberson Trucking; Ryder Integrated Logistics; United Parcel Service; V.P.S.; Walgreen's and Waste Management. A majority returned the ballots, and all returned ballots endorsed the standards with changes.

The Mid-West Truckers Association organized an implementation network committee to further develop and refine the standards for the purposes of statewide program implementation, assessment and credentialing. The implementation network committee consisted of representatives from employers, training providers, and state agencies. The Committee expanded the definition of the endorsed standards to provide the basis for assessment and credentialing.

The IOSSCC-recognized standards will be referred to as the "Entry-Level Truck Driver Standards" adapted from the National Entry-Level Truck Driving Standards to meet the format requirements of the Illinois Occupational Skill Standards and Credentialing Council.

ASSUMPTIONS FOR ENTRY-LEVEL TRUCK DRIVER STANDARDS

Skill standards statements assume:

1. Workplace skills (employability skills) are expected of all learners. Socialization skills needed for work are related to lifelong career experience and are not solely a part of the initial schooling process. These are not included with this set of statements.
2. Specific policies and procedures of the worksite will be made known to the learner and will be followed.
3. Time elements outlined for the skill standards result from the experience and consideration of the panel of experts who made up the standards development committee.
4. Skills will progress from simple to complex. Once a skill has been successfully performed, it will be incorporated into more complex skills.
5. Skill standards describe the skill only and do not detail the background knowledge or theory related to the particular skill base. Although the skill standard enumerates steps to successful demonstration. rote approaches to the outcomes are not prescribed.
6. Skill standards address the most critical skills required for entry-level truck drivers. However. they do not directly address all of the skills. Successful entry-level truck drivers require strong basic skills including math and communication skills. They also require employability skills.
7. Skill standards are consistent with the current Illinois Commercial Drivers License (CDL) requirements but exceed their requirements in a number of areas.
8. Entry-level truck drivers also need to be able to manage personal resources (e.g., personal expenses. budgeting) and deal with life on the road. This includes stress and fatigue reduction, personal hygiene and health, and personal and equipment safety. Although these skills are not addressed in the standards, they should be addressed in the training of truck drivers.
9. Standards are based on common definitions of typical tractor-trailers and loads.

   Typical Tractor-Trailer:
   3-axle truck tractor with no rear-view window
   At least a 48" by 98-102" box semi-trailer (if equipped with moveable tandem axle, axle positioned within 25 percent of rearmost position
   Multi-range transmission (no less than 9 forward speeds)
   Typical Load:
   No less than 15,000 pounds of additional weight in trailer
10. Skill standards are designed to be assessed through four different tests:

    Pre-trip Inspection Test - skill demonstration using standared performance checklists with evaluation criteria.
    Basic Vehicle Control Skills Test - skill demonstration in controlled area (not public roadway) conducted before Road Driving Test using standard performance checklists with evaluation criteria.
    Road Driving Test - skill demonstration on public roadways using standard performance checklists with evaluation criteria.

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READ AND INTERPRET CONTROL SYSTEMS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Instrumentation and control panel of a typical truck tractor that is in operation

WORK TO BE PERFORMED

Locate, identify, read/operate instruments, controls and switches of a tractor-trailer required to operate the vehicle safely and efficiently.

PERFORMANCE CRITERIA

Vehicular driving controls and various devices (gauges, alarms, lights, etc.) are correctly located and identified with 100 percent accuracy.

Instruments/gauges are read and interpreted to determine if they are in a safe operating range each time with 100 percent accuracy.

Controls/switches are correctly operated each time.

Time requirements for reading and interpreting instructions and controls are met. All gauges, instruments and controls are read and interpreted within 10 minutes.

PERFORMANCE ELEMENTS

Primary Controls.

1. Identify and locate each of the primary controls including those required for steering, accelerating, shifting, braking and parking.

Secondary Controls.

2. Identify, locate and read/operate each of the secondary controls including those required for control of lights, signals, windshield wipers and washers, interior climate, engine starting and shutdown, and suspension and sliding fifth wheel (if equipped).

Locate and Read/Operate Instruments.

3. Identify, locate and read/operate and indicate the acceptable operating range of the various instruments required to monitor vehicle speed and engine RPM as well as the status of fuel, engine oil pressure, engine coolant temperature, emergency and service air supply, and electrical systems (amps/volts).

Monitor Instruments.

4. Monitor instruments and gauges while driving and determine whether instrument readings are within safe operating ranges.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessment conducted as part of Pre-Trip Inspection Test and/or Road Driving Test using a checklist.

The performance element "Monitor Instruments" will be assessed during Road Test.

There will be no prompting.

Driver will be asked one time if they have left out anything before ending the assessment.

PERFORM PRE-TRIP VEHICLE INSPECTION.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Typical tractor-trailer truck
Previous day Driver's Vehicle Inspection Report (D.V.I.R.)

WORK TO BE PERFORMED

Conduct pre-trip inspection and determine whether vehicle is in proper working condition.

PERFORMANCE CRITERIA

Pre-trip is performed with 100 percent accuracy on all performance elements. Each element is inspected accurately when: (1) the element is identified (verbally or by touching), (2) the potential failures of the element are described, and (3) the element is determined to be or not to be in proper working condition.

Pre-trip is performed within 45 minutes.

PERFORMANCE ELEMENTS

D.V.I.R. Review

1. Read previous day's D.V.I.R. and confirm that all identified problems have been corrected.

Engine Compartment (Engine Off)

2. Check for leaks on the ground and dripping fluids on underside of engine and transmission.
3. Inspect hoses for condition and leaks.
4. Locate dipstick and determine that oil level is within safe operating range. *Note: Level must be above the low-level refill mark.*
5. Inspect reservoir sight glass and determine that coolant level is at proper level. *Note: If engine is not hot, remove radiator cap and check for visible coolant level.*
6. Locate power steering fluid dipstick and determine that fluid level is adequate. *Note: Level must be above the low-level refill mark.*
7. Check power steering belt, water pump belt and alternator belt for snugness (up to ¾ inch play at center of belt), cracks or frays. *Note: If components are not belt driven, check and determine if components are operating properly, are not damaged or leaking and are mounted securely.*

Cab Check/Engine Start

8. Depress clutch. Place gearshift level in neutral. Start engine, then release clutch slowly.

9. Check that the oil pressure gauge is working. Check that pressure gauge shows increasing or normal oil pressure or that the warning light goes off. If equipped, check that oil temperature gauge begins gradual rise to the normal operating range. *Note: Pressure should begin to register within 2-5 seconds. Full pressure should be reached in 15 seconds.*
10. Check that temperature gauge is working. Check that temperature climbs to the normal operating range or temperature light goes off.
11. Check that Ammeter/Voltmeter gauges show alternator and/or generator is charging or that warning light is off.
12. Clean mirrors and windshield. Adjust mirrors from the inside. *Note: Windshield should not have illegal stickers, obstructions, or damage to glass.*
13. Check that emergency equipment (spare electrical fuses) if applicable, three orange reflective triangles, and properly charged and rated fire extinguisher) is present. *Note: Indicate if vehicle is not equipped with electrical fuses.*
14. Check steering play. If non-power steering, check for excessive play by turning steering wheel back and forth. Play should not exceed 10 degrees (or about two inches on a 20-inch wheel). If power steering, check for excessive play by turning the steering wheel back and forth with the engine running. Play should not exceed 10 degrees (or about two inches on a 20-inch wheel) before front left wheel barely moves.
15. Check that wiper arms and blades are secure, undamaged and operate smoothly. If equipped, windshield washers must operate correctly.
16. Test that dash indicators work when corresponding lights are turned on for the following: left turn signal, right turn signal, 4-way emergency flashers and high beam headlight.
17. Check that air horn and/or electric horn work.
18. Test that the heater, defroster and air conditioner work.
19. Apply parking brake only and make sure that it will hold the vehicle by shifting into a lower gear and gently pulling against the brake.
20. Check air brakes. Chock wheels. With the engine running, build the air pressure to governed cut-off (100-125 PSI). Shut off the engine, turn key to on position, supply air to the trailer and release the parking brake (push in). Check the air gauge to see if the air pressure drops more than three (3) pounds in one minute (without brake application) and then four (4) pounds in one minute (with brake application). Begin fanning off the air pressure by rapidly applying and releasing the foot brake. Low-air warning devices (buzzer, light, flag) should activate before air pressure drops below 60 PSI or one-half maximum pressure. Continue to fan off the air pressure. At approximately 40 PSI on a tractor-trailer combination vehicle, the tractor protection valve should close (pop out). On some combination vehicle types, the parking brake valve may also close (pop out).
21. Check that the safety belt is securely mounted, adjusts and latches properly.
22. Chock wheels before performing outside vehicle inspection (if not equipped with spring brakes).
23. Check that all external lights and reflective equipment are clean and functional including clearance lights (red on rear, amber elsewhere), headlights (high and low beams), taillights, turn signals, 4-way flashers, brake lights, and red reflectors (on rear) and amber reflectors (elsewhere). *Note: Checks of brake, turn signal and four-way flasher functions must be done separately.*

Steering

24. Check that the steering box is securely mounted and not leaking. Look for missing nuts, bolts and cotter keys. Check for power steering fluid leaks or damage to power steering hoses.
25. Check that connecting links, arms and rods from the steering box to the wheel are not worn or cracked. Check that joints and sockets are not worn or loose and that there are no missing nuts, bolts or cotter keys.

Suspension System

26. Check for missing, shifted, cracked or broken leaf springs. Check for broken or distorted coil springs. If vehicle is equipped with torsion bars, torque arms or other types of suspension components, check that they are not damaged and are mounted securely. Air-ride suspension should be checked for damage and leaks.
27. Check for cracked or broken spring hangers, missing or damaged bushings, and broken, loose or missing bolts, U-bolts or other axle mounting parts. *Note: The mounts should be checked at each point where they are secured to the vehicle frame and axle(s).*
28. Check that shock absorbers are secure and that there are no leaks. *Note: Perform the same suspension components inspection on every axle (power unit and trailer, if equipped).*

Brakes

29. Check for broken, loose or missing parts. The angle between the push rod and adjuster arm should be a little over 90 degrees when the brakes are released, and not less than 90 degrees when the brakes are applied. When pulled by hand, the brake rod should not move more than 50 percent of total push rod travel (with brakes released).
30. Check that brake chambers are not leaking, cracked or dented and are mounted securely.
31. Check (look, listen, and feel) for cracked, worn or leaking hoses, lines and couplings. Check for proper connections of emergency and service air lines.
32. Check the brake drums for cracks, dents or holes. Check for loose or missing bolts.
33. Check that a visible amount of brake lining is showing (no less than ¼ inch of brake lining showing on brake pads) if brake drums have opening where brake linings can be seen from outside the drum. *Note: Perform the same inspection on every axle (power unit and trailer), if equipped.*

Wheels

34. Check for damaged or bent rims. Rims cannot have welding repairs.
35. Check every tire for minimum tread depth (4/32 on steering axle tires, 2/32 on all other tires). Check that tread is evenly worn and look for cuts or damage to tread or sidewalls. Check that valve caps and stems are not missing, broken or damaged. Check for proper inflation by using a tire gauge, or inflation by striking tires with a mallet or other similar device. *Note: Kicking tires is not sufficient for checking for proper inflation.*
36. Check that hub oil/grease seals and axle seals are not leaking and, if wheel has a sight glass, oil level is adequate.
37. Check that all lug nuts are present, free of cracks and distortions, and show no signs of looseness such as rust trails or shiny threads. Check that all bolt holes are not cracked or distorted.
38. Check that spacers are not bent, damaged or rusted through, if equipped. Spacers should be evenly centered, with the dual wheels and tires evenly separated. *Note: Perform the same inspection on every axle (power unit and trailer, if equipped).*

Side of Vehicle

39. Check that door(s) are not damaged and that they open and close properly from the outside. Check that hinges are secure with seals intact. Check that mirror(s) and mirror brackets are clean, undamaged and mounted securely with no loose fittings.
40. Check that fuel tank(s) are secure, cap(s) are tight and rubber ring is in place, and that there are no leaks from tank(s) or lines.
41. Check that battery(s) are secure, connections are tight and cell caps are present. Battery connections should not show signs of excessive corrosion. Battery box and cover or door must be secure.
42. Check that drive shaft is not bent or cracked. Check that U-joints are secure and free of foreign objects.
43. Check exhaust system for damage and signs of leaks such as rust or carbon soot. Check that system is connected tightly and mounted securely.
44. Check frame for cracks, broken or unauthorized welds, holes or other damage to the longitudinal frame members, cross members, box and floor.

Rear of Vehicle

45. Check that splash guards or mud flaps are not damaged and that they are not mounted too close to the tire. They should be mounted securely, if equipped.
46. Check that doors and hinges are not damaged and that they open, close and latch properly from the outside, if equipped. Check that ties, straps, chains and binders are secure. If equipped with a cargo lift, check for leaking, damaged or missing parts and explain how it should be checked for correct operation. *Note: Lift must be fully retracted and latched securely.*

Tractor/Coupling

47. Check air/electric lines. Listen and feel for air leaks. Check that air hoses and electrical lines are not cut, chafed, spliced or worn. Check that air and electrical lines are not tangled, pinched or dragging against tractor parts.
48. Check that the catwalk is solid, clear of objects and securely bolted to tractor frame.
49. Check fifth wheel mounting. Look for loose or missing mounting brackets, clamps, bolts or nuts. Both the fifth wheel and the slide mounting must be solidly attached. Check all coupling components and mounting brackets for missing or broken parts.
50. Check into fifth wheel gap and check that locking jaws are fully closed around the kingpin.
51. Check that the release arm is in the engaged position and safety latch is in place (if equipped).
52. Check upper fifth wheel for cracks or breaks in the platform structure that supports the fifth wheel skid plate.
53. Check that the kingpin is not bent. Check that the visible part of the apron is not bent, cracked or broken. Check that the trailer is laying flat on the fifth wheel skid plate (no gap).
54. Check locking pins (fifth wheel). If equipped, check for loose or missing pins in the slide mechanism of the sliding fifth wheel. If air powered, check for leaks. Check for locking pins that are not fully engaged. Check that the fifth wheel is positioned properly so that the tractor frame will clear the landing gear during turns.
55. Check that trailer air connectors are sealed and in good condition. Check that glad hands are locked in place and free of damage or air leaks. Check that the trailer electrical plug is firmly seated and locked in place.
56. Check bulk head. On enclosed trailers, check the front area for signs of damage such as cracks, bulges or holes.

Side and Remainder of Trailer

57. Check that the landing gear is fully raised, has no missing parts, crank handle is secure and the support frame is not damaged. If power operated, check for air or hydraulic leaks.
58. Check that doors are not damaged. Check that doors open, close and latch properly from the outside. If equipped with cargo lift, check for leaking, damaged or missing parts and explain how it should be checked for correct operation. *Note: Lift should be fully retracted and latched securely.*
59. Check for cracks, broken welds, holes or other damage to the frame, cross members, box and floor.
60. Check the sliding tandem unit, if equipped. Make sure the locking pins are locked in place and release arm is secured.
61. Check remainder of trailer. Check the wheels (34-38), suspension system (26-28), brakes (29-33), doors/ties/lift (35) and splash guards (43) according to the criteria indicated by previous performance elements (numbers in parentheses).

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed as part of Pre-Trip Inspection using standardized performance checklists.

PERFORM ENROUTE VEHICLE INSPECTIONS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Typical tractor-trailer truck

WORK TO BE PERFORMED

Identify and describe en route inspection requirements while driving and while conducting walk-around inspections in a parked position.

PERFORMANCE CRITERIA

En route inspection requirements for driving and walk-around inspections are identified and described with 100 percent accuracy for each of the performance elements.

PERFORMANCE ELEMENTS

While Driving Only

1. Identify and describe inspection requirements for gauges. Check for changes and whether gauges are operating outside of normal operating parameters. Check gauges that monitor vehicle speed and engine RPM as well as the status of fuel, engine oil pressure, engine coolant temperature, emergency and service air supply, and electrical systems (amps/volts).
2. Identify and describe the use of senses to check for problems (look, listen, smell, feel).
3. Describe inspection requirements for brakes. Check for air pressure, smell/ smoke from behind vehicle and whether wheels are rolling freely.

While Driving and Walk-around

4. Identify and describe inspection requirements for tires, wheels and rims. Check for tire cuts, separations and low inflation. Check wheels for oil seal leakage, loose or missing lug nuts, heat on wheel bearings and missing wheels. Check for bent or cracked wheels.
5. Identify and describe inspection requirements for lights and reflectors. Check for missing or inoperable lights and reflectors and registration plates.
6. Identify and describe inspection requirements for brake and electrical connections to trailer. Check for pinched, kinked, leaking or disconnected hoses.
7. Identify and describe inspection requirements for trailer coupling devices. Check for security of connection and that release mechanisms are in locked position.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed as part of Pre-Trip Inspection Test and/or Road Driving Test using standardized performance checklists.

Note: It is recommended that the en route inspection not be performed as part of Road Driving Test on or along a public roadway.

COMPLETE POST-TRIP VEHICLE CONDITION REPORT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Typical tractor-trailer truck

WORK TO BE PERFORMED

Perform post-trip inspection and complete Vehicle Condition Report (V.C.R.).

PERFORMANCE CRITERIA

Vehicle Condition Report (V.C.R.) is completed with 100 percent accuracy within 15 minutes.

Vehicle report properly recommends whether the vehicle should be operated or not based on operating condition.

PERFORMANCE ELEMENTS

1. Enter carrier and truck/trailer information and date and time of inspection (if not preprinted).
2. List and clearly explain in writing all observed defects needing correction. This list should minimally include reference to defects in service brakes including trailer brake connections, parking and hand brakes, steering mechanism, lighting devices and reflectors, tires, horn, windshield wipers, rear-vision mirrors, coupling devices, wheels and rims and emergency equipment.
3. Indicate whether the condition of the vehicle is satisfactory for safe operation.
4. Sign form.
5. Hand in form to designated person. *Note: Designated person may be supervisor or maintenance mechanic.*

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed at completion of Road Driving Test using standardized performance checklists.

EXECUTE SHIFTING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Typical tractor-trailer
Controlled (non-public or limited public use) driving area

WORK TO BE PERFORMED

Execute up and down shifting techniques that protect equipment and maximize fuel efficiency.

PERFORMANCE CRITERIA

Shifting is performed smoothly within two attempts, without riding the clutch.

Double-clutch procedures and progressive shifting techniques are demonstrated within RPM control.

Time requirements for shifting are met.

PERFORMANCE ELEMENTS

1. Start the vehicle moving in first gear.
2. Shift up at least two gears into the high side of the transmission demonstrating double-clutch procedures and progressive shifting techniques.
3. Shift back into the low range through each gear of the transmission using double-clutch procedures.
4. Return to neutral after brakes are set.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed in Basic Vehicle Control Skills Test using standardized performance checklists prior to the Road Driving Test.

Assessments will then be performed again as part of Road Driving Test.

Gear recovery will be assessed during the Road Driving Test.

BACK TRACTOR-TRAILER--STRAIGHT-LINE BACKING.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Typical tractor-trailer rig
100-foot straight backing area

WORK TO BE PERFORMED

Back and dock a tractor-trailer demonstrating straight-line backing.

PERFORMANCE CRITERIA

Backing is conducted maintaining proper clearances/tolerances and no overhangs and following safe procedures.

Backing maneuver is successfully performed in less than 15 minutes with no more than two attempts and two pull-ups in each attempt.

PERFORMANCE ELEMENTS

1. Drive the vehicle through the backing area and execute a straight-line forward stop within 2 feet of the limit line without going over.
2. Get out and check position for obstructions, position and path.
3. Activate warning flashers prior to moving into reverse gear. Tap horn periodically if tractor does not have a back-up alarm. Keep window open and radio off.
4. Position vehicle correctly before beginning backing maneuver. Use mirrors and observe obstacles.
5. Back slowly (using the idle speed) in a straight line of at least 100 feet. executing reverse steering of an articulated vehicle.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed in Basic Vehicle Control Test using standardized checklists prior to the Road Test.

Diagram of backing maneuver is shown on page 13.

Figure 6-1: Forward Stop

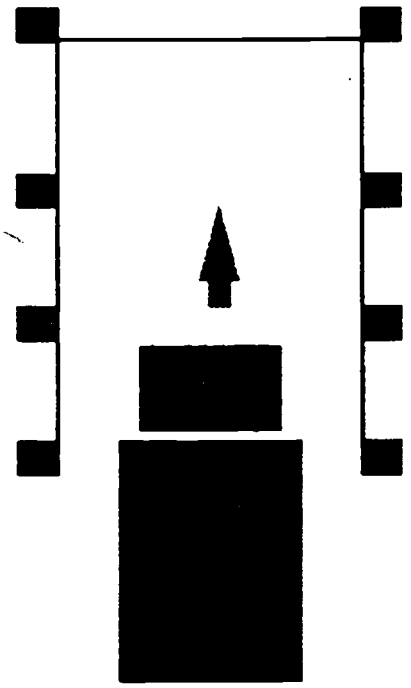
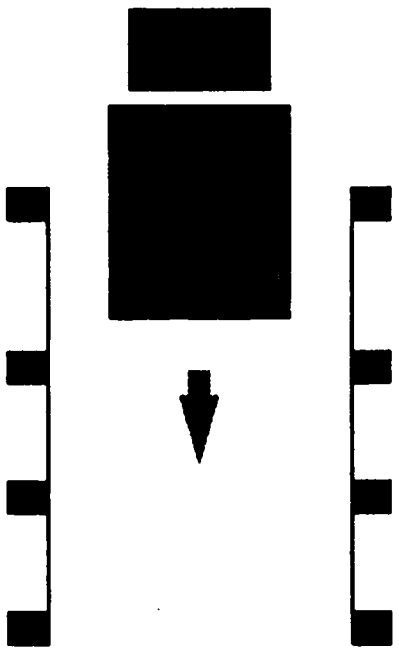


Figure 6-2: Straight-Line Backing



Source: Commercial Driver's License Study Guide
Illinois Secretary of State

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Typical tractor-trailer rig
100-foot straight backing area

WORK TO BE PERFORMED

Back a tractor-trailer demonstrating serpentine backing.

PERFORMANCE CRITERIA

Backing is conducted maintaining proper clearances/tolerances and no overhangs and following safe procedures.

Backing maneuver is successfully performed in less than 15 minutes with no more than two attempts and two pull-ups in each attempt.

PERFORMANCE ELEMENTS

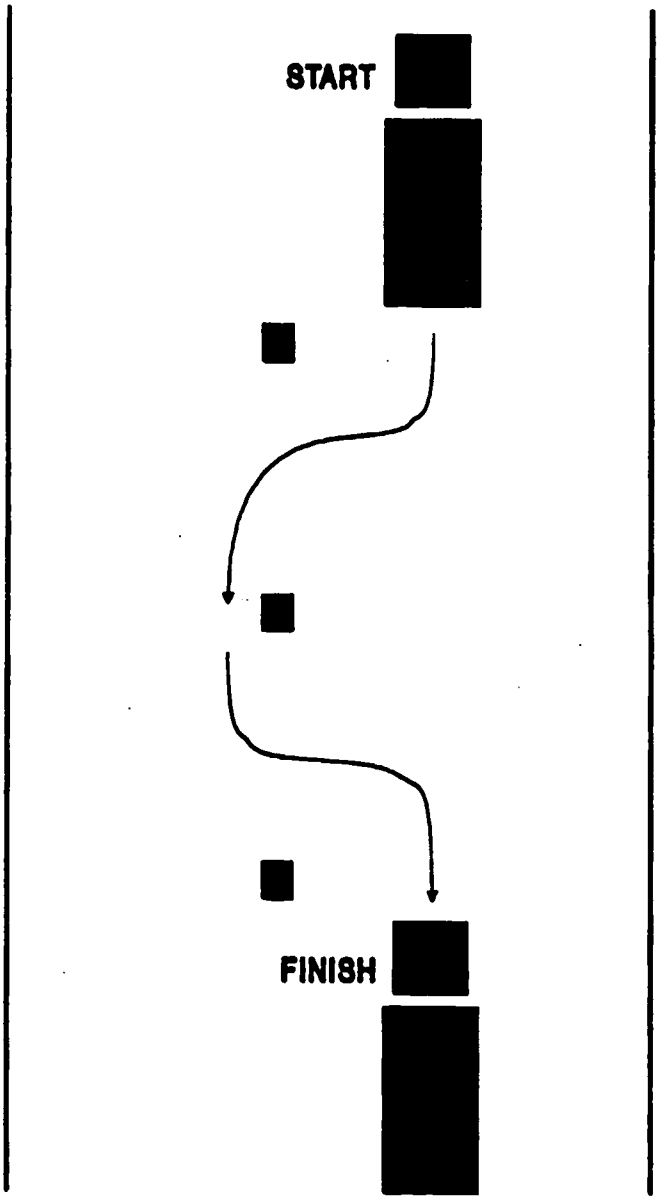
1. Drive the vehicle through the backing area and prepare for serpentine backing.
2. Get out and check position for obstructions, position and path.
3. Activate warning flashers prior to moving into reverse gear. Tap horn periodically if tractor does not have a back-up alarm. Keep window open and radio off. Use mirrors and observe obstacles.
4. Back slowly (using the idle speed) in a serpentine executing reverse steering of an articulated vehicle.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed in Basic Vehicle Control Test using standardized checklists prior to the Road Test.

A diagram of the backing maneuver is shown on page 15.

Figure 7-1: Backward Serpentine



Source: Commercial Driver's License Study Guide
Illinois Secretary of State

BACK AND PARALLEL PARK TRACTOR-TRAILER.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Typical tractor-trailer rig
Backing and parking area

WORK TO BE PERFORMED

Back and parallel park a tractor-trailer.

PERFORMANCE CRITERIA

Backing is conducted maintaining proper clearances/tolerances with no overhangs and following safe procedures.

Backing and parking maneuver is successfully performed in less than 15 minutes with no more than two attempts and two pull-ups in each attempt.

PERFORMANCE ELEMENTS

1. Drive the vehicle into proper position for parallel parking.
2. Get out and check for obstructions, position and path.
3. Activate warning flashers prior to moving into reverse gear. Tap horn periodically if tractor does not have a back-up alarm. Keep window open and radio off. Use mirrors and observe obstacles.
4. Back slowly into the parking space (using the idle speed).

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed in Basic Vehicle Control Test using standardized checklists prior to the Road Test.

Diagram of backing and parking maneuver is shown on page 17.

Figure 8-1: Parallel Park (Driver Side)

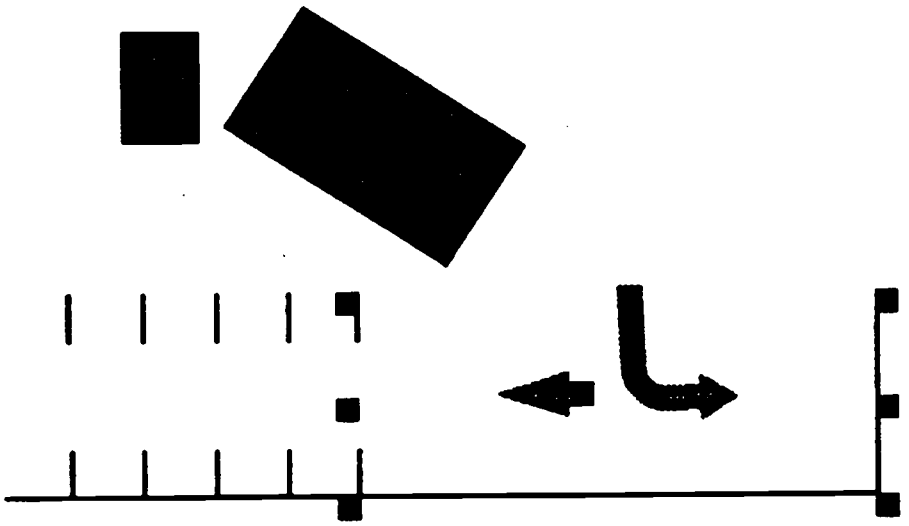
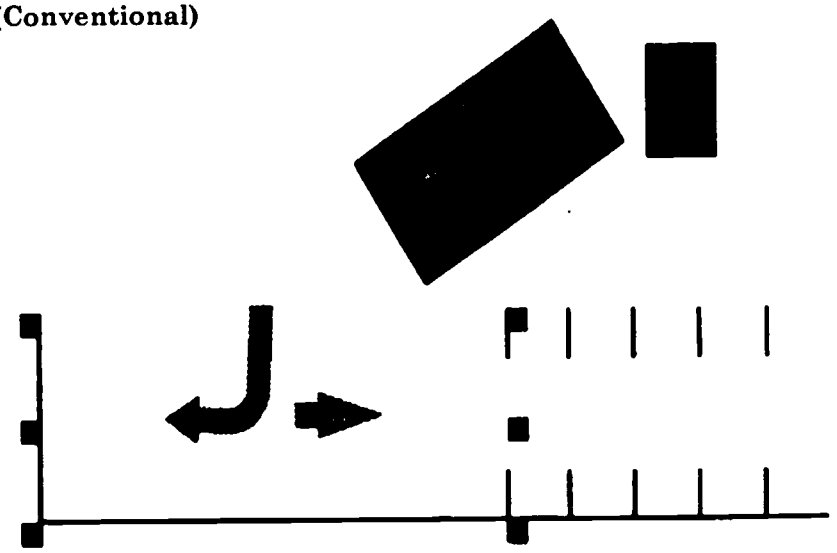


Figure 8-2: Parallel Park (Conventional)



SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Typical tractor-trailer rig
Twelve-foot-wide alley dock (or simulated dock) with no less than the length of the vehicle to be parked

WORK TO BE PERFORMED

Back and dock a tractor-trailer demonstrating 45 and 90 degree alley docking.

PERFORMANCE CRITERIA

Backing is conducted maintaining proper clearances/tolerances with no overhangs and following safe procedures.

Docking is completed without using predetermined positioning devices.

Docking is completed with both sides touching the dock and properly centered in docking space.

Backing and docking maneuver is successfully performed in less than 15 minutes with no more than two attempts and two pull-ups in each attempt.

PERFORMANCE ELEMENTS

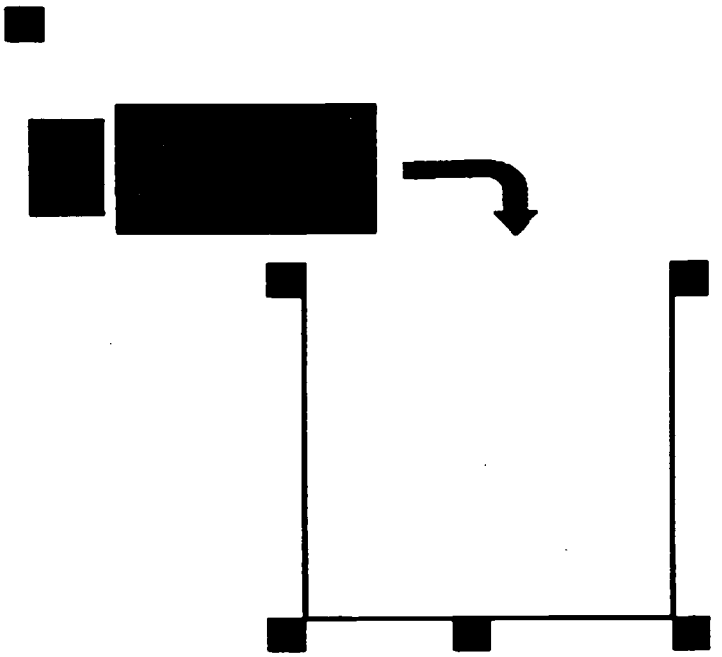
1. Drive the vehicle to the proper setup position in the backing area.
2. Get out and check for obstructions, position and path.
3. Activate warning flashers prior to moving into reverse gear. Tap horn periodically if tractor does not have a back-up alarm. Keep window open and radio off. Use mirrors and observe obstacles.
4. Back slowly (using the idle speed) executing reverse steering of an articulated vehicle.
5. Dock trailer.
6. Park trailer in dock.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed in Basic Vehicle Control Test using standardized checklists prior to the Road Test.

Diagram of backing and parking maneuver is shown on page 19

Figure 9-1: Alley Dock



UNCOUPLE TRAILER.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given:

Instructions to disconnect a typical semi-trailer attached to a truck tractor

WORK TO BE PERFORMED

Uncouple the tractor and trailer demonstrating safe uncoupling procedures.

PERFORMANCE CRITERIA

Uncoupling of tractor-trailer units is completed within 5 minutes.

Uncoupling is completed in accordance with safety requirements and approved practices.

Correct sequence is used in disconnecting lines and hoses.

Trailer is secured from movement.

PERFORMANCE ELEMENTS

1. Spot trailer on surface capable of supporting weight and secure vehicle against movement.
2. Set in-cab air brake controls and trailer brakes.
3. Secure trailer from movement (if vehicle does not have spring brakes).
4. Lower landing gear to support at correct height and check support.
5. Disconnect and secure air and electrical units prior to uncoupling.
6. Uncouple trailer by releasing locking mechanism of fifth wheel.
7. Pull tractor partially clear of trailer so that the rear portion of the tractor frame is under trailer, fifth wheel is clear.
8. Sit for at least 30 seconds.
9. Pull tractor completely clear of trailer.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed during Basic Vehicle Control Test using standardized performance checklists.

COUPLE TRAILER.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given:

Instructions to connect a truck tractor and semi-trailer

WORK TO BE PERFORMED

Couple the truck tractor and semi-trailer demonstrating safe coupling procedures.

PERFORMANCE CRITERIA

Coupling of tractor-trailer units is completed within 10 minutes.

Coupling is completed in accordance with safety requirements and approved practices.

Coupling is completed with secure connections, including air lines and electrical cables.

PERFORMANCE ELEMENTS

1. Check and adjust mirrors.
2. Align truck tractor with semi-trailer where fifth wheel plate just touches pickup apron of semi-trailer. Get out and check height and position of fifth wheel for the apron and alignment of fifth wheel and kingpin. Reposition if necessary.
3. Secure truck trailer against movement and recheck trailer height.
4. Connect and check air lines for operation. Make sure service and emergency air lines are properly connected.
5. Connect electrical cable. *Note: Check will be done as pre-trip.*
6. Back truck tractor slowly and straight into trailer kingpin at correct level and with appropriate force; visually check coupling and pin engagement.
7. Check connections for security by pulling truck tractor forward gently. Then, visually check coupling and pin engagement. If connections are secure, release brake; if not, secure connections.
8. Check for symptoms of improper/incomplete connections and make necessary adjustments.
9. Set in-cab air brake controls, retract landing gear and secure handle, and adjust mirrors and remove chocks (if used).
10. Conduct pre-trip inspection of trailer.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed during Basic Vehicle Control Test using standardized performance checklists.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Typical tractor-trailer
Typical road surface on a public roadway
A trip of at least 10 miles with both urban and rural driving (50/50 if possible)

WORK TO BE PERFORMED

Start, move (drive), steer and stop the tractor-trailer and execute at least four right and four left turns with curbs or equivalent measurable points.

PERFORMANCE CRITERIA

All road safety-related skills are performed with 100 percent proficiency (no errors). Road safety-related skills are highlighted in capital letters in the performance elements.

No moving violations are committed. These moving violations are listed under the assessment approach.

No deviation from route.

All road test skills are demonstrated with 80 percent proficiency. Each road test skill is listed as a performance element. Time requirements are met (time requirements will be set for each route).

PERFORMANCE ELEMENTS

Enter Cab

1. Get into cab using proper entry/exit procedure (3-point contact).
2. Adjust seat to reach controls and fasten seat belt.
3. Adjust all mirrors for proper vision when sitting in an upright position.

Start/Move Vehicle

4. Start and warm up engine. Allow proper warm-up time to reach proper operating temperature.
5. Check oil pressure, ammeter, air pressure and water temperature for proper operating range.
6. Release parking brake before moving vehicle forward.
7. Start vehicle in proper gear with proper clutch control and move the vehicle forward without rolling back and/or killing the engine. Move vehicle forward keeping rig in center of traffic lane.

Hand Position

8. Maintain proper hand position (firm grip on the ring not spokes) in the 9 and 3 clock positions with thumbs up.

Execute Right and Left Turns (4 each)

9. Check traffic in all directions.
10. Use turn signals, check mirrors and safely get into the lane needed for the turn.
11. Use turn signals in approaching turn to warn others of turn.
12. Slow down smoothly, if necessary, in approaching the turn.
13. Select and engage proper gear to keep power through the turn without coasting. *Note: Unsafe coasting is when vehicle is out of gear (clutch depressed or gearshift in neutral) for more than the length of the vehicle.*
14. Keep both hands on the steering wheel and use proper turning techniques in making the turn. Keep checking mirror for correct wheel position and clearance on the inside of the turn. Vehicle should not move into oncoming traffic lane (if possible).
15. Execute all right turns within 6-14" of the curb or equivalent measurement point and trailer tandom within apex of the curb.
16. Finish turn in correct lane.
17. Check that turn signal is off (within 3 seconds after lane change).
18. Resume speed, check mirrors, use turn signal and move into right-most lane when safe to do so, if not already there.

Driving through Intersections

19. Check traffic thoroughly in all directions.
20. Check all mirrors.
21. Decelerate and yield to any pedestrians and traffic in the intersection.
22. Do not change lanes while proceeding through the intersection.

Stop at Stop Sign/Crosswalk or Line

23. Check traffic thoroughly in all directions.
24. Check all mirrors.
25. Decelerate gently and brake smoothly, changing gears as necessary to prevent coasting.
26. Come to complete stop behind the stop line, crosswalk or stop sign without rolling.
27. If stopping behind another vehicle, leave a safe gap. *Note: A safe gap is where rear tires on vehicle ahead can be clearly seen.*

Maneuvering Curves

28. Center vehicle in lane in approaching curve.
29. Check mirrors before entering turn.
30. Reduce speed before entering the curve so that further braking or shifting is not required in the curve.
31. Keep vehicle in lane while slightly accelerating in making the curve. No braking or shifting in the curve. No crossing over lane markings.
32. Restore speed to within posted speed limit.

Upgrades

33. Check mirrors.
34. Check traffic thoroughly in all directions.
35. Move to the right-most or curb lane before beginning upgrade.
36. Select the proper gear to maintain speed and not lug the engine during upgrade approach.
37. Use four-way flashers if traveling too slowly for the flow of traffic (if legal).

Downgrades

38. Check all mirrors before starting and during down grade.
39. Check all traffic before entering down grade.
40. Select proper gear before starting down the grade. Downshift as needed to help control engine speed and test brakes by gently applying the foot brake to ensure proper functioning.

41. Stay in right-most or curb lane as vehicle moves down grade. Continue checking traffic,
42. Demonstrate proper downgrade braking procedures (light steady pressure and/or fanning procedure) to safely reduce speed. Select a "safe" speed, one that is not too fast for the vehicle weight and length and steepness of the grade, weather and road conditions.
43. Do not ride the clutch, race the engine, change gears or coast while driving down the grade.
44. Increase following distance while going down grade to maintain a safe distance from other vehicles.
45. Use four-way flashers if moving slower than traffic (if legal). Cancel four-way flashers at the bottom of the grade.

Railroad Crossing

46. Check traffic in all directions before reaching the crossing.
47. Check mirrors before reaching the crossing.
48. Adjust speed before reaching the crossing, decelerate, brake smoothly and shift gears as necessary.
49. Look and listen for the presence or approach of trains.
50. Stop the vehicle within 15-50 feet of the nearest rail.
51. Do not stop, change gears or change lanes while any part of the vehicle is proceeding across tracks.
52. Activate flashers before crossing and deactivate flashers after crossing tracks (if necessary—placards).

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed in Road Driving Test using standardized performance checklists.

Upgrades and Downgrades are optional parts of the assessment.

The assessment checklists will include the following as Moving Violations:

1. Failure to obey lawful order of authorized officer.
2. Disregarding official traffic-control device.
3. Disregarding traffic-control light.
4. Disregarding lane-control signal.
5. Disregarding flashing traffic signal.
6. Collision involving damage to vehicles only. Failure to stop/exchange information and make report.
7. Reckless driving.
8. Speeding.
9. Driving on left side of road where prohibited.
10. Driving wrong way on one-way street.
11. Improper traffic lane usage.
12. Passing on shoulder.
13. Following too closely.
14. Failure to yield right-of-way at intersection.
15. Failure to stop or yield right-of-way to pedestrians at intersections or crosswalks with traffic control devices.
16. Failure to observe stop or yield right-of-way sign.
17. Failure to yield right-of-way to emergency vehicles.
18. Failure to stop for approaching railroad train or signal.

19. Failure to stop at railroad crossing (if required).
20. Disregarding stop or yield sign at an intersection.
21. Driving upon sidewalk or curb.
22. Passing school bus receiving or discharging children.

PERFORM VISUAL SEARCH.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given:

Typical tractor trailer and a trip on a public road

WORK TO BE PERFORMED

Conduct a continual visual search of the road for potential hazards and critical objects.

PERFORMANCE CRITERIA

Appropriate visual behavior is demonstrated by time (frequency) and locations checked as indicated on the performance checklist.

Appropriate visual behavior is demonstrated by verbally identifying and obeying regulatory signs.

Performance elements in capital letters must be performed with 100 percent accuracy.

PERFORMANCE ELEMENTS

1. Maintain a minimum 12-15 second eye lead-time.
2. Scan both sides of the road using quick glances to observe roadside activity and nearby vehicles.
3. Scan intersections and look deep into intersections for moving vehicles.
4. Verbally identify and obey all regulatory signs.
5. Check mirrors for hazards frequently (every 5-8 seconds) and always before changing speed or direction.
6. Check instrument and control panel frequently and determine if operating within normal ranges.
7. Look ahead as far as possible during turns and on curves.
8. Check the appropriate side before turning or changing lanes.
9. Monitor overtaking traffic in order to be aware of vehicles behind and in blind spots at the side of your vehicle.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed as part of Road Driving Test using standardized performance checklists.

MANAGE AND ADJUST VEHICLE SPEED.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given:

Typical tractor trailer and a trip on a public road

WORK TO BE PERFORMED

Read, identify, and adjust speed, and manage speed effectively in response to various road, weather, and traffic conditions.

PERFORMANCE CRITERIA

Legal speed limits are obeyed.

Speeds are appropriately adjusted for the configuration and condition of the roadway; weather and visibility conditions, traffic conditions, vehicle cargo and driver conditions.

Performance elements in capital letters must be performed with 100 percent accuracy.

PERFORMANCE ELEMENTS

1. OBEY SPEED LIMIT.
2. MAINTAIN SAFE SPEED. Judge maximum safe speed at which a curve and on/off ramps can be entered and adjust speed to maintain control and avoid unnecessary braking. Judge and adjust maximum safe speed at which vehicle control can be maintained under traffic conditions, road conditions, and weather conditions.
3. ADJUST SPEED FOR SPACING. Maintain proper spacing around the truck from other vehicles by adjusting speed.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed as part of Road Driving Test using standardized performance checklists.

MANAGE AND ADJUST VEHICLE SPACE RELATIONS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given:

Typical tractor trailer and a trip on a public road

WORK TO BE PERFORMED

Manage the space required for safe vehicle operation.

PERFORMANCE CRITERIA

Proper spacing is used in performing all maneuvers in traffic.

Proper following distance is maintained at all times.

Vehicle is properly positioned for making all driving moves while providing for the safety of pedestrians and other drivers.

Proper lanes are chosen for driving conditions.

Performance elements in capital letters must be performed with 100 percent accuracy.

PERFORMANCE ELEMENTS

1. Select the lane that offers the best mobility and least traffic interruption. in accordance with the law, and that causes minimum interference to other vehicles.
2. Position tractor-trailer appropriately before initiating and completing a turn so as to prevent other vehicles from passing on the wrong side and to minimize encroachment into other lanes.
3. SPACING FOR MANEUVERING. Assure adequate space before changing lanes, passing other vehicles, merging, and crossing or entering traffic; position vehicle correctly to minimize hazards to other road users.
4. FOLLOWING DISTANCE. Maintain a safe following distance appropriate for traffic, road surface, visibility and weather conditions, and vehicle weight; maximize separation from traffic if vehicle is disabled.
5. OVERHEAD CLEARANCE. Recognize and avoid bridges and other objects having inadequate overhead clearance.
6. STOPPING SPACE. Bring vehicle to stop with proper spacing to crosswalks. other vehicles and road obstructions.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed as part of Road Driving Test using standardized performance checklists.

IDENTIFY POTENTIAL DRIVING HAZARDS AND PERFORM EMERGENCY MANEUVERS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given:

Typical tractor trailer
A trip on a public road
Potential driving hazards

WORK TO BE PERFORMED

Recognize the potential hazards and take appropriate actions to prevent emergency situations.

PERFORMANCE CRITERIA

Potential hazards are correctly identified.

Emergency maneuvers are accurately explained or demonstrated.

PERFORMANCE ELEMENTS

1. Identify potential hazards from visual characteristics and actions of other road users, road conditions and the environment.
2. Explain or demonstrate defensive or evasive steering techniques.
3. Identify and explain situations where skids and jackknifes are likely.
4. Explain or demonstrate how to use brakes in a manner that will stop the vehicle in the shortest time possible while maintaining directional control.
5. Explain or demonstrate how to countersteer out of a skid in a way that will regain directional control and not produce another skid.
6. Explain or demonstrate how to deal with blowout with proper steering and stopping.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed in Written/Oral Test.

IDENTIFY AND ADJUST TO DIFFICULT AND EXTREME DRIVING CONDITIONS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given:

Typical tractor trailer
A trip on a public road
Difficult or extreme driving conditions

WORK TO BE PERFORMED

Identify the conditions and make the appropriate adjustments.

PERFORMANCE CRITERIA

Correct defensive driving is explained or demonstrated for:

Night operations
Cold weather operation
Hot weather operation
Mountainous terrain
Wet conditions
Windy conditions
Urban areas

PERFORMANCE ELEMENTS

Night Operations

1. Judge and adjust speed, distances and separation under nighttime conditions.
2. Demonstrate improved scanning techniques.
3. Use high beams legally; dim headlights in accord with law and safety.
4. Respond safely to glare of other vehicles.
5. Manage driver's fatigue.
6. Use proper signaling.

Adverse Weather

7. Prepare for operation in cold weather, including removing snow and ice from windows, mirrors, brakes, lights and hand holds.
8. Inspect for cold weather operation by paying special attention to coolant level, heater, defrosters, wipers, washers, tire tread, brakes, lights, reflectors, wiring system, hoses, fuel, exhaust system and fifth wheel.
9. Make sure that moisture is expelled from the air tanks after each trip.
10. Check weather information before and during trips and adjust plan accordingly.
11. Check for ice accumulation (and remove it) on brakes, air hoses, electrical wiring and radiator shutters during operation.
12. Adjust operation of vehicle to weather conditions, including speed selection, braking, direction changes and following distance to maintain control and avoid jackknifing.
13. Assure safe operation of brakes after driving through deep water.

14. Use windshield wipers, washers and defrosters to maintain visibility.
15. Start engine in cold weather.
16. Observe road surface for changes in conditions.
17. Adjust rate of change in speed and direction to road conditions to avoid skidding.
18. Coordinate acceleration and shifting to overcome the resistance of snow, sand and mud.
19. Carry additional food and clothing to deal with "stop" situations.

Hot Weather

20. Check tires, lubrication, levels of coolant, cooling system gauges, fan belts, fans and hoses, and check the radiator for debris.
21. Carry an ample supply of drinking water.
22. Inspect tires frequently every 2 hours or 100 miles.

Mountains

23. Check brake adjustment prior to mountain driving.
24. Use right lane or special truck lane going up and down grades.
25. Place transmission in appropriate gear for engine braking before starting downgrades.
26. Use special speed reduction devices properly (e.g., engine brakes).
27. Use truck escape ramp, if available, when brakes fail on a downgrade.
28. Observe temperature gauge frequently when pulling heavy loads up long grades.
29. Use 4-way flashers, if necessary, to warn of slow traffic.

Urban Areas

30. Identify pedestrian hazards in roadways, walkways and crossings.
31. Adjust driving to traffic congestion and density.
32. Adjust driving to speed variations as traffic enters and exits roadways.
33. Manage lane changes and blockages.
34. Adjust driving to multi-lane roadways where rapid lane changes are likely.
35. Identify strategies to maintain personal/vehicle safety.
36. Adjust driving to appropriate speeds and exercise caution in school areas.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed in Written/Oral Test and/or demonstrated in Road Driving Test.

READ SHIPPING DOCUMENTS AND EVALUATE CARGO LOAD.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given:

Typical tractor trailer
A load
Shipping documents

WORK TO BE PERFORMED

Read shipping documents, identify hazardous materials in shipping documents and evaluate the manner in which the vehicle cargo is loaded.

PERFORMANCE CRITERIA

The commodity, number of pieces, weight and the presence of hazardous materials are identified in the shipping documents with 100 percent accuracy.

Cargo load is properly evaluated for legal weight (overloading), top heaviness, and distribution with 100 percent accuracy.

PERFORMANCE ELEMENTS

1. Read shipping documents and identify commodity, number of pieces, weight and all hazardous materials.
2. Verify that vehicle is not overloaded and is under legal weight limits.
3. Verify that the cargo load is not top-heavy.
4. Verify that the cargo load is properly distributed.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed based on Written/Oral Test.

DEAL WITH ACCIDENT SCENES AND REPORTING PROCEDURES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given:

An accident on the road that you are involved in

WORK TO BE PERFORMED

Follow safe and legal procedures at an accident scene and report the accident.

PERFORMANCE CRITERIA

Vehicle is stopped away from traffic with appropriate warning devices.

Accident is reported following company procedures.

PERFORMANCE ELEMENTS

Stop at Roadside and Protect Area

1. Prepare to stop, check traffic and activate right turn signal.
2. Decelerate smoothly, brake evenly and change gears as necessary.
3. Bring vehicle to complete stop without coasting. *Note: Vehicle should be parallel to the curb or shoulder of the road and safely out of the traffic flow. Vehicle should not be blocking driveways, fire hydrants, intersections, signs.*
4. Cancel turn signal and activate four-way emergency flashers.
5. Apply the parking brake and move the gear shift to neutral or park.
6. Remove feet from the brake and clutch pedals.
7. Set out reflective triangles to warn other traffic so other drivers can see them in time for them to avoid the accident.

Notify Authorities and Report Accident

8. Make sure someone at the accident contacts the police.
9. Report accident details to police only.
10. Stay at scene until police and company confirm it is okay to leave.

Using Fire Extinguishers

11. Determine the appropriate type of fire extinguisher. B-C for electrical fires and burning liquids. A-B-C type for burning wood, paper and cloth as well. Water can be used on wood, paper or cloth but not on electrical or gasoline fire. Burning tires must be cooled with large amounts of water. If not sure, wait for qualified firefighters.
12. When using fire extinguisher, stay as far away from the fire as possible.
13. Aim at the source or base of the fire, not up in the flames.
14. Position yourself upwind. Let the wind carry the extinguisher to the fire rather than carrying the flames to you.
15. Continue until whatever is burning has been cooled. *Note: Absence of smoke or flame does not mean the fire is completely out.*

Start at Roadside

16. Check traffic and mirrors in all directions when resuming.
17. Turn off four-way flashers and activate left turn signal.
18. Check traffic, release parking brake and pull straight ahead. *Note: Do not turn wheel before vehicle moves.*
19. Check traffic from all directions, especially to the left.
20. Steer and accelerate smoothly into the proper lane when safe to do so.
21. Cancel left turn signal once in flow of traffic.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed based on Written/Oral Test.

RECORD AND MAINTAIN HOURS OF SERVICE REQUIREMENTS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Typical tractor-trailer
Load and a trip

WORK TO BE PERFORMED

Complete a Driver's Daily Log and a logbook recap.

PERFORMANCE CRITERIA

Hours of service regulations are properly identified and explained.

Logs and logbook recap are 100 percent accurate and legible.

Logs and logbook are completed in compliance with the requirements of the Federal Motor Carrier Safety Regulations Part 395— "Hours of Service of Drivers."

PERFORMANCE ELEMENTS

1. Identify and explain hours of service regulations.
2. Keep and record time on daily log.
3. Recap and total hours of service and enter on log.
4. Complete and submit log.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed based on Written Test and evaluation of completed logbooks.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following:

Typical tractor-trailer and load
A proposed trip order involving at least 1200 miles

WORK TO BE PERFORMED

Lay out and plan the trip by specific route and describe the plan with a record of duty status on submitted logs.

PERFORMANCE CRITERIA

Plan identifies the most cost-effective route given legal restrictions.

Plan identifies all stops necessary to comply with hours of service requirements and includes filled out logs for expected hours of service during the trip.

Plan estimates time of arrival within 30 minutes.

Plan identifies all fuel stops.

PERFORMANCE ELEMENTS

1. Plan a trip from one point to another on routes that are optimal in terms of travel time and federal, state and local travel restrictions.
2. Estimate total travel time and plan rest stops and layovers to ensure adequate rest and comply with hours of service requirements.
3. Estimate fuel consumption and plan fuel stops.
4. Present plan and submit logs indicating expected hours of service and rest stops/layovers.

ASSESSMENT CRITERIA AND CREDENTIALING APPROACH

Assessments will be performed based on Written/Oral Test and evaluation of completed logbooks.

APPENDIX A

GLOSSARY OF TERMS

Academic Skills	Skills (and related knowledge) contained in the subject areas and disciplines addressed in most national and state educational standards, including English, mathematics, science, etc.
Assessment	A process of measuring performance against a set of standards through examinations, practical tests, performance observations and/or the completion of work portfolios.
Content Standard	A specification of what someone should know or be able to do to successfully perform a work activity or demonstrate a skill.
Critical Work Functions	Distinct and economically meaningful sets of work activities critical to a work process or business unit which are performed to achieve a given work objective with work outputs that have definable performance criteria. A critical work function has three major components: • **Conditions of Performance:** The information, tools, equipment and other resources provided to a person for a work performance. • **Work to Be Performed:** A description of the work to be performed. • **Performance Criteria:** The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance), process or procedure requirements (e.g., safety, standard professional procedures) and time and resource requirements. The IOSSCC requires that these performance criteria be further specified by more detailed individual performance elements and assessment criteria.
Credentialing	The provision of a certificate or award to an individual indicating the attainment of a designated set of knowledge and skills and/or the demonstration of a set of critical work functions for an industry/ occupational area.
Illinois Occupational Skill Standards and Credentialing Council (IOSSCC)	Legislated body representing business and industry which establishes skill standards criteria, endorses final products approved by the industry subcouncil and standards development committee and assists in marketing and dissemination of occupational skill standards.
Industry	Type of economic activity, or product or service produced or provided in a physical location (employer establishment). They are usually defined in terms of the Standard Industrial Classification (SIC) system.

Industry Subcouncil	Representatives from business/industry and education responsible for identifying and prioritizing occupations for which occupational performance skill standards are adapted, adopted or developed. They establish standards development committees and submit developed skill standards to the IOSSCC for endorsement. They design marketing plans and promote endorsed skill standards across the industry.
Knowledge	Understanding the facts, principles, processes, methods and techniques related to a particular subject area, occupation or industry.
Occupation	A group or cluster of jobs sharing a common set of work functions and tasks, work products/services and/or worker characteristics. Occupations are generally defined in terms of a national classification system including the Standard Occupational Classification (SOC), Occupational Employment Statistics (OES) and the Dictionary of Occupational Titles (DOT).
Occupational Cluster	Grouping of occupations from one or more industries that share common skill requirements.
Occupational Skill Standards	Specifications of content and performance standards for critical work functions or activities and the underlying academic, workplace and occupational knowledge and skills needed for an occupation or an industry/occupational area.
Occupational Skills	Technical skills (and related knowledge) required to perform the work functions and activities within an occupation.
Performance Standard	A specification of the criteria used to judge the successful performance of a work activity or the demonstration of a skill.
Product Developer	Individual contracted to work with the standard development committee, state liaison, industry subcouncil and IOSSCC for the adaptation, adoption or development of skill standards content.
Reliability	The degree of precision or error in an assessment system so repeated measurements yield consistent results.
Skill	A combination of perceptual, motor, manual, intellectual and social abilities used to perform a work activity.

Skill Standard	Statement that specifies the knowledge and competencies required to perform successfully in the workplace.
Standards Development Committee	Incumbent workers, supervisors and human resource persons within the industry who perform the skills for which standards are being developed. Secondary and postsecondary educators are also represented on the committee. They identify and verify occupational skill standards and assessment mechanisms and recommend products to the industry subcouncil for approval.
State Liaison	Individual responsible for communicating information among all parties (IOSSCC, subcouncil, standard development committee, product developer, project director, etc.) in skill standard development.
Third-Party Assessment	An assessment system in which an industry-designated organization (other than the training provider) administers and controls the assessment process to ensure objectivity and consistency. The training provider could be directly involved in the assessment process under the direction and control of a third-party organization.
Validity	The degree of correspondence between performance in the assessment system and job performance.
Workplace Skills	The generic skills essential to seeking, obtaining, keeping and advancing in any job. These skills are related to the performance of critical work functions across a wide variety of industries and occupations including problem solving, leadership, teamwork, etc.

Margaret Blackshere	AFL-CIO
David Emerson	Retired, Downstate National Bank
Michael O'Neill	Chicago Building Trades Council
Janet Payne	United Samaritans Medical Center
Gene Rupnik	Hospitality Industry
Gerald Schmidt	Illinois Manufacturing Association Retired, Caterpillar
Jim Schultz	Illinois Retail Merchants Association Walgreen Company
Larry Vaughn	Illinois Chamber of Commerce

APPENDIX C

TRANSPORTATION, DISTRIBUTION AND LOGISTICS SUBCOUNCIL

Sam Anderson	Vice President American Postal Worker's Union
Alexi Carll	Co-Chair Region Manager, United Parcel Service Health/Safety
John Carriglio	Business Representative IBW - 134
Joseph Ciaccio	President Illinois Railroad Association
David Fields, Sr.	Co-Chair Senior Plant Manager, U.S. Postal Service, Chicago-Central P&DC
Elwood Flowers	Lobbyist Amalgamated Transit Union, Local #308
Carl Gallman	District Director Machinists Union #8
Karl Gnadt	Assistant to the Managing Director Champaign/Urbana Mass Transit District
Wayne Greider	President Archer Kostner Automotive
Thomas Nicely	Logistic Specialist JKC Trucking Company
Courtenay Picotte	Human Resources Supervisor Enterprise Rent-A-Car
David Regner	Illinois School Transportation Association
Larry Rielly	International Union Staff UAW - Local 1268
Roger Roberson	CEO PFT/Roberson Trucking
Dianna Rushing	Association of Flight Attendant's Council

Sheila Schroeder	Manager, Ground Employment ORDEX United Airlines
Joseph Szabo	State Director United Transportation Union
Paul Tatman	President Tatman Auto Body, Inc.
Donald Ullman	Vice President The Federal Companies
Russ Verona	President East Rockford Collison Center-North
Michael Wagner	General Manager Alpha Special Services
Vince Waters	Airport Manager Mt. Vernon Airport Authority
Gerald Zero	Secretary/Treasurer Illinois AFL-CIO
Ronald Engstrom	State Liaison Illinois State Board of Education

APPENDIX

ENTRY-LEVEL TRUCK DRIVER STANDARDS DEVELOPMENT COMMITTEE

Dave Gallagher	Illinois Department of Commerce and Community Affairs
Pat Gleason	Traffic Safety Illinois Department of Transportation
Don Hess	John Wood Community College
Robert Jasmon	Chairman Mid-West Truckers Association
Mike Kelly	Driver Services Secretary of State
Darcy McGrath	Illinois Community College Board
Terry Montalbano	Driver Services Secretary of State
Gene Ozella	Star Transport, Inc.
Jack Roberts	Shawnee Community College
Bill Russell	Sharkey Transportation, Inc.
Bill Skiles	Star Transport, Inc.
John Vandenberghe	Pullen Bros. Trucking
Dave Wilkinson	Parkland College
Ronald Engstrom	State Liaison Illinois State Board of Education

I. Occupational Definition and Justification

A. Occupational Definition

The Transportation, Distribution and Logistics Subcouncil identified truck driving as a major occupational cluster in transportation. Truck driving skills involve the maneuvering of a truck over highways and roads and meeting all driving and load federal and state regulations. This includes maintaining safe equipment, loading, unloading and record keeping.

The Professional Truck Driver Institute of America, Inc. (PTDIA) in cooperation with the Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) developed national standards for entry-level truck drivers. The Transportation, Distribution and Logistics Subcouncil established a Standards Development Committee to review and approve the reformatted national standards to meet the requirements of the IOSSCC. The Entry-Level Truck Driver Standards Development Committee met numerous times to reformat and recommend endorsement in Illinois. The Transportation, Distribution and Logistics Subcouncil and IOSSCC then voted to endorse the national standards asreformatted.

The IOSSCC recognized standards will be referred to as the "Entry-Level Truck Driver Standards" adapted from the National Entry-Level Truck Driving Standards to meet the format requirements of the Illinois Occupational Skill Standards and Credentialing Council.

These truck driving skills are used predominately in the following entry-level occupations recognized by the analysis of labor market information in Illinois:

Light-truck drivers
Route drivers
Heavy-truck drivers
Long-distance haulers

B. Employment and Earnings Opportunities

1. Employment Opportunities

These truck driving occupations have a favorable employment outlook in Illinois according to the Illinois Occupational Information Coordinating Committee (IOICC) based on data provided by the Midwest Truckers Association and the Illinois Department of Employment Security. These truck driving occupations are projected to increase much faster than average through the year 2005. In addition, these occupations are projected to have a large number of job openings in the future dueto growth and replacement needs. Presently, both large and small companies have experienced difficulties recruiting adequately skilled drivers in some geographic areas.

2. **Earnings Opportunities:**

	Middle Range Annual Earnings, 1996*
Light-truck drivers	$15,600 - 24,670
Route drivers	$22,110 - 31,860
Heavy-truck drivers	$23,480 - 32,070
Long-distance haulers	$27,640 - 37,960

**Middle Range is the middle 50%, i.e., one-fourth of persons in the occupation earn below the bottom of the range and one-fourth of persons in the occupation earn above the top of the range.*

Source: 1996 Occupational Wage survey, Illinois Department of Employment Security (IDES), Economic Information and Analysis Division; and, Horizons Career Information.

Prepared for the Transportation, Distribution and Logistics Subcouncil, of the Illinois Occupational Skill Standards and Credentialing Council (IOSSCC), by the Illinois Occupational Information Coordinating Committee (IOICC); July, 1997.

The Mid-West Truckers Association data reports that these figures are relatively low; however, there are many variables (mileage, time, load, etc.) that allow these numbers to be considerably higher in each category.

C. Career Opportunities and Education and Training Requirements

The truck driving occupations listed require basic workplace skills and technical training. These workplace skill requirements are detailed in the knowledge, skills and other attributes provided in the standards document, as well as being listed in Appendix F. The technical skill requirements are detailed in the performance elements portion of the standards document.

II. Occupational Standards and Credentials

A. Occupational Standards

The Entry-Level Truck Driver Standards are national standards that were developed to conform to IOSSCC requirements. The performance skill standards have all the required elements for IOSSCC standards. In addition, the Entry-Level Truck Driver Standards contain background information on underlying knowledge and skills, which are contained in the appendices.

The Professional Truck Drivers Institute of America (PTDIA) is committed to working with the IOSSCC to further develop the standards during an implementation phase in Illinois. This would develop assessment and credentialing systems including performance assessments.

III. Industry Support and Commitment

A. Industry Commitment for Development and Updating

The PTDIA and the Mid-West Truckers Association is committed to work with their national and state industry partners to maintain and update these standards in partnership with the IOSSCC. The PTDIA is committed to a regular review and update in accordance with IOSSCC policies.

B. Industry Commitment for Marketing

The Mid-West Truckers Association and the PTDIA are committed to marketing and obtaining support and endorsement from the leading national and state industry and trade associations in the trucking industry. The Transportation, Distribution and Logistics Subcommittee, Mid-West Truckers Association and PTDIA are committed to developing a marketing plan for these standards and the other standards for the transportation industry.

A. Developing an Employment Plan	1. Match interests to employment area. 2. Match aptitudes to employment area. 3. Identify short-term work goals. 4. Match attitudes to job area. 5. Match personality type to job area. 6. Match physical capabilities to job area. 7. Identify career information from counseling sources. 8. Demonstrate a drug-free status.
B. Seeking and Applying for Employment Opportunities	1. Locate employment opportunities. 2. Identify job requirements. 3. Locate resources for finding employment. 4. Prepare a resume. 5. Prepare for job interview. 6. Identify conditions for employment. 7. Evaluate job opportunities. 8. Identify steps in applying for a job. 9. Write job application letter. 10. Write interview follow-up letter. 11. Complete job application form. 12. Identify attire for job interview.
C. Accepting Employment	1. Apply for social security number. 2. Complete state and federal tax forms. 3. Accept or reject employment offer. 4. Complete employee's Withholding Allowance Certificate Form W-4.
D. Communicating on the Job	1. Communicate orally with others. 2. Use telephone etiquette. 3. Interpret the use of body language. 4. Prepare written communication. 5. Follow written directions. 6. Ask questions about tasks.
E. Interpreting the Economics of Work	1. Identify the role of business in the economic system. 2. Describe responsibilities of employee. 3. Describe responsibilities of employer or management. 4. Investigate opportunities and options for business ownership. 5. Assess entrepreneurship skills.
F. Maintaining Professionalism	1. Participate in employment orientation. 2. Assess business image, products and/or services. 3. Identify positive behavior. 4. Identify company dress and appearance standards. 5. Participate in meetings in a positive and constructive manner. 6. Identify work-related terminology. 7. Identify how to treat people with respect.

G. Adapting to and Coping with Change	1. Identify elements of job transition. 2. Formulate a transition plan. 3. Identify implementation procedures for a transition plan. 4. Evaluate the transition plan. 5. Exhibit ability to handle stress. 6. Recognize need to change or quit a job. 7. Write a letter of resignation.
H. Solving Problems and Critical Thinking	1. Identify the problem. 2. Clarify purposes and goals. 3. Identify solutions to a problem and their impact. 4. Employ reasoning skills. 5. Evaluate options. 6. Set priorities. 7. Select and implement a solution to a problem. 8. Evaluate results of implemented option. 9. Organize workloads. 10. Assess employer and employee responsibility in solving a problem.
I. Maintaining a Safe and Healthy Work Environment	1. Identify safety and health rules/procedures. 2. Demonstrate the knowledge of equipment in the workplace. 3. Identify conservation and environmental practices and policies. 4. Act during emergencies. 5. Maintain work area. 6. Identify hazardous substances in the workplace.
J. Demonstrating Work Ethics and Behavior	1. Identify established rules, regulations and policies. 2. Practice cost effectiveness. 3. Practice time management. 4. Assume responsibility for decisions and actions. 5. Exhibit pride. 6. Display initiative. 7. Display assertiveness. 8. Demonstrate a willingness to learn. 9. Identify the value of maintaining regular attendance. 10. Apply ethical reasoning.
K. Demonstrating Technological Literacy	1. Demonstrate basic keyboarding skills. 2. Demonstrate basic knowledge of computing. 3. Recognize impact of technological changes on tasks and people.
L. Maintaining Interpersonal Relationships	1. Value individual diversity. 2. Respond to praise or criticism. 3. Provide constructive praise or criticism. 4. Channel and control emotional reactions. 5. Resolve conflicts. 6. Display a positive attitude. 7. Identify and react to sexual intimidation/harassment.
M. Demonstrating Teamwork	1. Identify style of leadership used in teamwork. 2. Match team member skills and group activity. 3. Work with team members. 4. Complete a team task. 5. Evaluate outcomes.

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