CURRICULUM STANDARDS

THIRD PARTY DRIVER LICENSE TRAINING PROVIDERS

Professional Driver Services
Phone: 602.712.4700 | Fax: 602.712.3202 | E-mail: DLEPDS@azdot.gov

ARIZONA DEPARTMENT OF TRANSPORTATION
MOTOR VEHICLE DIVISION

PROFESSIONAL DRIVER SERVICES

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DEPARTMENT OF TRANSPORTATION
MOTOR VEHICLE DIVISION

Dear Driver License Training Providers:

The Arizona Department of Transportation Motor Vehicle Division (ADOT MVD) is pleased to offer these curriculum standards for our Authorized Third Party Driver License Training Providers.

The ADOT MVD curriculum standards are modeled after the American Driver and Traffic Safety Education Association (ADTSEA) National Curriculum Standards. ADTSEA revised their standards in 2017 with assistance from the driver education professional community and National Highway Traffic Safety Administration. It is important that our industry keep up with changing standards and emerging technology. Specifically, this revised version includes information regarding wireless communication device restrictions that became law in Arizona in 2018, as well as information on new vehicle technology and safe driving techniques.

Thank you for your efforts to educate Arizona's new drivers. Your services help to get Arizonans out of the line and *safely* on the road.

Eric R. Jorgenson
Director
Motor Vehicle Division

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PROFESSIONAL DRIVER SERVICES PROGRAM

1. INTRODUCTION

The purpose for driver education in Arizona is to help new drivers safely operate their vehicles and learn to avoid conditions or situations that make driving unsafe. Subjects discussed include the traffic code, rules of the road, safe driving practices, proper use of safety equipment, impairment, aggressive driving, and unsafe vehicles.

This training program was established to set minimum standards applicable to all Third Party Driver License Training Providers defined in Arizona Revised Statute (A.R.S.) 28-5101.02 and to authorized businesses, certified trainers providing driver education training for a fee to individuals seeking an original Class D or Class G driver license.

National Research

The Arizona Motor Vehicle Crash Facts statistics show novice drivers are particularly vulnerable to the rigors of the road and, on a per-mile basis; their accident rate is higher than that of adults and drivers who have just two years of experience. Website:
http://www.azdot.gov/mvd/Statistics/crash/index.asp

Road construction technology and automobiles continue to advance with safety devices constantly under evaluation and improvement. Now, the area most in need of improvement is no longer the vehicle or the road design, but the driver. Improving the driving behavior of individuals provides the greatest promise in terms of collision reduction.

Nationally, a two-pronged approach is used to upgrade driver performance and enhance driver safety and efficiency. One side has been driver control (performance); a function shared by law enforcement and licensing agencies. They grant, restrict or remove the driving privilege of operators who demonstrate an unwillingness or inability to drive safely. The other side is driver education programs (safety and efficiency); that train and motivate people to drive safely. These are presented in high schools and private driving schools.

Research indicates that many people, about to become drivers, are seriously lacking in not only vehicle handling skills but also in the fundamental knowledge, attitudes and perceptual skills that are essential to safe vehicle operation. Therefore, our goal in Arizona is to provide knowledge and practice to reduce the risk associated with new drivers.

2. INSTRUCTIONAL STANDARDS

Each student must meet classroom and/or and driving performance objectives for course completion.

Course content specified in classroom and skills standards contain minimum subjects for inclusion in each driver education curriculum. DLTP businesses shall certify they will meet the minimum curriculum standards to MVD.

Basic presentation methods used to convey the curriculum to students shall be the classroom and driving instruction. Providers may elect to present classroom training, behind the wheel training or both. However, the classroom instruction shall be successfully completed and an Arizona driving instruction permit obtained before the student-driving phase begins.

To adequately present this driver education program, trainers are expected to continuously research safe driving principles and techniques. Arizona traffic laws, the Arizona Driver License Manual and Customer Service Guide, and driver safety publications are useful sources of information. The specific driver education materials selection used will be left to the discretion of each Provider.

Providers are expected to provide student-training materials. The material may include handouts, slides, videos, simulators, charts, checklists and other applicable materials. Each student's progress through the classroom, behind the wheel and final evaluation shall be recorded on a Provider training record form.

A classroom final written evaluation and/or behind the wheel training evaluation will be administered to each student. The student must obtain at least eighty percent (80%) passing score on each evaluation to successfully complete the DLTP education program. Once the student has successfully completed the DLTP program, a training completion certificate (TCC) will be issued by the trainer conducting the final evaluation to students successfully completing each phase.

3. TRAINING OBJECTIVES

Knowledge objectives: describe information that enables and motivates students to meet performance objectives. They include facts (i.e., speed limits), procedures (i.e., turning at an intersection), principles (i.e., safe following distance), concepts (i.e., forces in a collision) and instruction intended to foster acceptance (i.e., the risk of injury when not properly restrained). Specific classroom objectives will be developed for each classroom session presented.

Performance objectives: describe the behavior that students are expected to perform as a result of driving instruction. The use of driving checklists is encouraged to measure student progress. The performance objectives fall into two categories:

The first category is teaching driving skills that students are not expected to be capable of carrying out properly prior to instruction (i.e., starting, maneuvering the vehicle, and stopping).

The second category addresses safe driving principles that students learned in the classroom and are expected to practice to develop safe driving techniques (i.e., signaling, yielding right of way, and complying with speed limits).

4. CLASSROOM INSTRUCTION

The standards that follow provide instructional topics for driver education presentation in Arizona. The standards will be divided into distinct areas of instruction to create a building-block sequence. However, the order may vary from program to program depending on time allotted and the specific instructional sequence presented. Instruction time to present the content of each standard shall be determined by the Provider.

The topics listed do not attempt to provide an all-inclusive presentation of driver education. Providers and Trainers are encouraged to conduct research and maintain state-of-the-art knowledge of proper driving methods and new technology. Presentation of additional driver education material/subjects is encouraged. Certain common topics, i.e., aggressive driving or road courtesy, should be integrated where possible throughout the training program

The depth and form of each presentation are at the discretion of the Provider, but all of the topics described must be presented. Trainers should establish goals and objectives with lesson plans configured in the method best lending itself to accomplishing the specific class objectives.

5. CLASSROOM KNOWLEDGE AND SKILLS STANDARDS

The following are educational standards and should not be confused with educational curriculum. Standards are the content of the material being understood by the student. The curriculum is the teaching method being presented to create that understanding.

CLASSROOM STANDARDS

STANDARDS 1 - 2: PREPARING TO OPERATE A VEHICLE
The student will:

- Express knowledge of state rules and regulations required to satisfactorily complete the driver and traffic safety education program requirements
- Recognize the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle

STANDARD 1
Become aware of program goals through a student/parent orientation. The trainer will:

1.1 Conduct introductions
1.2 State purpose of orientation session and explain the program
1.3 Identify the Graduated Driver licensing requirements and responsibilities, including class G, D, M and C licenses
1.4 Explain course requirements, policy, rules and documentation for successful completion
1.5 Identify student classroom and in-car rules
1.6 Explain in-car driving plan and routes
1.7 Discuss driving with temporary and permanent disabilities
1.8 Explain program, student parent and trainer partnership and responsibilities
1.9 Introduce reduced risk driving goals
1.10 Cite traffic safety requirements as stated in the Arizona Driver License Manual and Customer Service Guide

STANDARD 2
Recognize and comply with the rules of the road based on Arizona requirements. The student will:

2.1 Recognize signs, signals and markings
2.2 Identify legal stops and restricted speeds
2.3 Understand pedestrian rights and duties
2.4 Know safety responsibility law
2.5 Distinguish speed regulations
2.6 Identify alcohol and other drugs

STANDARDS 3 - 8: UNDERSTANDING VEHICLE CONTROL NEEDS
The student will:

- Understand basic concepts of vision control
- Understand techniques for slowing and stopping
- Become familiar with basic steering techniques
- Analyze standard and personal vehicle markers for reference points.
- Develop targeting skills
- Understand path of travel concepts
- Investigate vehicle balance concepts when braking, accelerating and steering
- Identify a driver control sequence of vision control, motion control and steering control
- Use courtesy and respect in regard to other roadway users

STANDARD 3

List and explain basic concepts related to vision control needed to operate a vehicle. The student will:

3.1 Identify vision and mental perception requirements
- 3.1.1 Three basic vision fields
- 3.1.2 Compare visual skills to mental perception
- 3.1.3 Techniques to improve visual skills
- 3.1.4 Techniques to improve mental perception of traffic events
- 3.1.5 Overcoming visual deficiencies

3.2 Visually identify open space to enter prior to moving foot from brake to accelerator

3.3 Maintain an open line of sight

3.4 Develop searching skills based on dividing visual and mental attention between two or more tasks

STANDARD 4

List and explain basic motion control techniques needed to operate a vehicle while maintaining suspension balance. The student will:

4.1 Recognize how speed affects vehicle direction

4.2 Discuss placing the vehicle into motion smoothly
- 4.2.1 Changing vehicle load – side to side (vehicle roll)
  - 4.2.1.1 Steering movements
  - 4.2.1.2 Brake and steering combinations
  - 4.2.1.3 Changing vehicle load – front to rear (vehicle pitch)
  - 4.2.1.4 Changing vehicle load – rear to front (vehicle pitch)
  - 4.2.1.5 Changing vehicle load in corners (vehicle yaw)

STANDARD 5

Explain and apply the four basic techniques related to steering control needed to operate a vehicle. The student will:

5.1 Understand hand to hand steer (push/pull)
- 5.1.1 Hand position (9-3)
- 5.1.2 Steering through curves
- 5.1.3 Intersection turning
- 5.1.4 Lane change

5.2 Understand hand over hand steer
- 5.2.1 Hand position (9-3)
- 5.2.2 Left or right side of wheel used
- 5.2.3 Tight turning efforts (alley way, parking lots, etc.)
- 5.2.4 Perpendicular and parallel parking

5.3 Limited evasive steer
- 5.3.1 Hand position (9-3)
- 5.3.2 Maximum steering inputs are 180 degrees
  - 5.3.2.1 Input to move front of vehicle
  - 5.3.2.2 Input to move rear of vehicle

5.3.2.3 Input to center vehicle in lane

5.4 One-handed steering (optional)

5.4.1 Hand position (12 o'clock)

5.4.1.1 Backing vehicle

5.4.1.2 Hand moves in direction of intended vehicle movement

5.4.2 Hand position (6 o'clock)

5.4.2.1 Backing vehicle

5.4.3 Hand position (9-3 o'clock)

5.4.3.1 Using vehicle controls with right or left hand

5.4.3.2 Using gear shifting device with right hand

STANDARD 6

Identify the use of communication techniques, courtesy and respect in regard to other roadway users. The student will:

6.1 Identify technique

6.1.1 Use of turn signal light before turning right or left

6.1.2 Use of lane change device to signal moving to another lateral position

6.1.3 Use of headlights-on at all times to increase visibility to others

6.1.4 Use of horn to make others aware of your presence

6.1.5 Tap of brake lights to warn rear traffic of slowdown or stop in traffic flow

6.1.6 Use of vehicle speed and position to communicate driver's intention

6.1.7 Use of hand signals to establish eye contact with other roadway users

6.2 Identify timing

6.2.1 Engage signal light for a minimum of 5 seconds prior to moving to provide time for communication to be sent, received, and acted upon

6.2.2 Communicate early for control of a safe path of travel

6.3 Identify commitment

6.3.1 Identify messages are acknowledged by others

STANDARD 7

Identify methods for stopping a vehicle in motion. The student will:

7.1 Search effectively ahead of the vehicle to determine braking needs

7.2 Use controlled braking efficiently with heel of foot on floorboard

7.3 Check rear zone/space prior to braking

7.4 Apply a firm pressure brake force at the beginning of the braking process

7.5 Bring the vehicle to a smooth stop

7.6 Recognize that too much braking action affects vehicle body pitch toward the front

7.7 Ease pressure off brake during last 2 seconds of braking to ease pitch of vehicle

7.8 Check rear zone/space before, during, and after braking actions

7.9 Effective use of ABS braking

STANDARD 8
Develop vehicle reference points to know where the vehicle is positioned to the roadway. The student will:

8.1 Visualization of intended travel path
- 8.1.1 Identify target (intended path)
  - 8.1.1.1 Identify an object or area that appears in the center and at the end of your intended travel path
- 8.1.2 Identify target (intended path) area
  - 8.1.2.1 Identify the traffic problems and elements in and near the target area
  - 8.1.2.2 Locate target area, evaluate the line of sight or path of travel conditions and determine best approach, speed, and land position
- 8.1.3 Identify targeting (intended path) path
  - 8.1.3.1 Evaluate the target area, while developing an image of your targeting path
  - 8.1.3.2 Identify elements that can change or modify the intended travel path
  - 8.1.3.3 Determine risks associated with maintaining the intended path of travel

8.2 Rules of the road
- 8.2.1 Yield right of way
- 8.2.2 Intersection
  - 8.2.2.1 Approach
  - 8.2.2.2 Stop position (when required)
    - 8.2.2.2.1 Stop line or if none
    - 8.2.2.2.2 Crosswalk line or if none
    - 8.2.2.2.3 Crosswalk or if none
    - 8.2.2.2.4 Edge of roadway or curl line
    - 8.2.2.2.5 Proceed with caution or yield of traffic flow

STANDARDS 9 – 10: INTRODUCING TRAFFIC ENTRY SKILLS

The student will:

- Recognize and respond to meaning of signs, signals, and markings
- Understand and use procedures for processing information for intersection approach
- Make precision right and left turns
- Make lateral maneuvers on and off the roadway and backing the vehicle
- Be introduced to a space management system (**SEE – S**earch, **E**valuate, and **E**xecute system)
  - It requires that the driver continuously search their surroundings, evaluate their changing driving environment and execute necessary changes to their speed, lane position and communication for developing critical thinking, decision making and problem solving skills to operate the vehicle
- Performs basic maneuvers in a controlled risk environment

STANDARD 9
Recognize, understand, determine meaning and relate roadway conditions, signs, signals, and pavement markings to reduced risk driving decisions. The student will:

9.1 Identify roadway characteristics
- 9.1.1 Recognize intersection types
  - 9.1.1.1 Uncontrolled
  - 9.1.1.2 Guarded by sign or signal
  - 9.1.1.3 Crossroad with through road
  - 9.1.1.4 Crossroad without through road
  - 9.1.1.5 Highway – railroad grade crossing
  - 9.1.1.6 T and Y style
  - 9.1.1.7 Traffic circle/roundabout
- 9.1.2 Recognize traffic calming devices (e.g. speed bumps)
- 9.1.3 Recognize surface conditions
- 9.1.4 Recognize surface, grade and traction potential
- 9.1.5 Recognize highway conditions
  - 9.1.5.1 Roadway
  - 9.1.5.2 Shoulder
  - 9.1.5.3 Off-road areas
- 9.1.6 Recognize lane controls

9.2 Identify signs and signals
- 9.2.1 Recognize meaning
  - 9.2.1.1 Shapes
  - 9.2.1.2 Color
  - 9.2.1.3 Symbols
  - 9.2.1.4 Legend/message
- 9.2.2 Recognize location
- 9.2.3 Recognize legal controls
  - 9.2.3.1 Stop
  - 9.2.3.2 Yield
  - 9.2.3.3 Traffic flow
  - 9.2.3.4 Regulations

9.3 Identify pavement markings/symbols
- 9.3.1 Recognize meaning
  - 9.3.1.1 Color
    - 9.3.1.1.1 Yellow
    - 9.3.1.1.2 White
    - 9.3.1.1.3 Red
    - 9.3.1.1.4 Blue
  - 9.3.1.2 Line markings
    - 9.3.1.2.1 Dashed
    - 9.3.1.2.2 Solid
    - 9.3.1.2.3 Striped
    - 9.3.1.2.4 Curb markings
- 9.3.2 Recognize location
- 9.3.3 Recognize legal controls

9.3.3.1 Passing
9.3.3.2 Crosswalk
9.3.3.3 Lane storage
9.3.3.4 Turn position

STANDARD 10
Understand procedures and processes for basic vehicle maneuvering tasks as listed. The student will:

10.1 Identify procedural steps
- 10.1.1 Evaluate intersection approach
  - 10.1.1.1 See and respond to open/closed space/zone
  - 10.1.1.2 Check and respond to rear space/zone conditions
  - 10.1.1.3 Establish and maintain proper lane usage and speed control
  - 10.1.1.4 Search left, front, right, and left again spaces/zones for line of sight or path of travel changes
  - 10.1.1.5 Find open spaces/zones before entering
  - 10.1.1.6 Use staggered, legal and safety stop when applicable
  - 10.1.1.7 See condition of a traffic signal
  - 10.1.1.8 Adjust speed to arrive at a green light
    - 10.1.1.8.1 See closed front space/zone
    - 10.1.1.8.2 Adjust speed to reduce closure rate and to arrive in an open space/zone
    - 10.1.1.8.3 Adjust speed to have at least one open side space/zone

10.2 Identify procedural steps
- 10.2.1 Understand vision and mental perception requirements
- 10.2.2 Understand value of directed experience/practice

10.3 Space Management System (SEE*) introduction
- 10.3.1 Understand conditions for searching
  - 10.3.1.1 Changes to path of travel
  - 10.3.1.2 Changes to line of sight
  - 10.3.1.3 Alternative paths to travel
- 10.3.2 Understand situations for evaluating
  - 10.3.2.1 Alternative paths of travel
  - 10.3.2.2 Appropriate position
  - 10.3.2.3 Appropriate speed
  - 10.3.2.4 Appropriate communication
- 10.3.3 Understand skills needed to execute decisions
  - 10.3.3.1 Speed changes
  - 10.3.3.2 Position changes
  - 10.3.3.3 Communication needs

10.4 Describe rules of the road
- 10.4.1 Identify yielding right of way
- 10.4.2 Identify signal use
- 10.4.3 Lane position rules at intersections
- 10.4.4 Intersection rules
- 10.4.5 Signs, signals and marking rules
- 10.4.6 Backing rules

STANDARDS 11 – 12: INTRODUCING INTERSECTION SKILLS AND NEGOTIATING CURVES AND HILLS

The student will:

- Utilize visual and mental processing skills for critical thinking, decision making, and problem solving skills in controlled risk environments
- Understand principles for targeting, path of travel, searching, and speed control when approaching a variety of controlled and uncontrolled intersections and limited risk curves and hills

STANDARD 11

Discover how visual and mental perception lead to reduced risk driving decisions. The student will:

11.1 Recognize need to divide focal and mental attention between intended target, travel path and other tasks (scanning of traffic)

11.2 Identify primary focus area

- 11.2.1 Search to focus area, at a minimum, 15 to 20 seconds ahead, evaluate its conditions and determine entry speed and position
- 11.2.2 Search for line of sight or path of travel changes affecting approach to focus area
- 11.2.3 Approach focus area, while continually re-evaluating risks in the immediate 4 to 6 second travel path
- 11.2.4 Approach focus area, search for a new target area and new travel path, at minimum, 15 to 20 seconds ahead

11.3 Know how to judge space in seconds

- 11.3.1 Visualize the space vehicle will occupy at least 15 to 20 seconds ahead
- 11.3.2 Search, at a minimum, 15 to 20 seconds ahead, continually evaluating the 4 to 6 second immediate path
- 11.3.3 Speed and/or lane position adjustments may be required when the focus area cannot be seen

11.4 Identify changes to line of sight or path of travel

- 11.4.1 Evaluate modification in the ability to see or maintain a travel path
- 11.4.2 Identify when line of sight or path or travel change are recognized, the need to evaluate other zone/spaces for speed and lane adjustments

11.5 Identify open, closed or changing zones/spaces

- 11.5.1 Identify the intended travel path for open, closed or changing conditions
- 11.5.2 Evaluate open, closed or changing conditions for speed/position adjustments

11.6 Search intersections

- 11.6.1 Search for open zones/space to the left, front, and right, when approaching an intersection, including highway rail grade crossings
- 11.6.2 Evaluate closed or changing zones/spaces and make necessary speed adjustments
- 11.6.3 Search for open zones/spaces to the left, front, right, and left again before entering an intersection

11.7 Search into curves and over hills

- 11.7.1 Search the line of sight and path of travel through the curve or over the hilltop for closed or changing conditions
- 11.7.2 Evaluate the line of sight or path of travel for appropriate speed and position adjustments, before entering a curve or a hilltop

STANDARD 12
Select, maintain and adjust speed to reduce risk of collision, and in compliance with rules of the road. The student will:

12.1 Select safe speed
- 12.1.1 Determine speed adjustments needed for reduced risk
- 12.1.2 Adjust speed to meet unposted residential (25 mph) and unposted rural speed (55 mph) limitations as based on state regulations
- 12.1.3 Check gauges and mirrors, and evaluate line of sight or path of travel conditions

12.2 Recognize changes in line of sight or path of travel
- 12.2.1 Avoid using acceleration into a closed or changing zone/space
- 12.2.2 Recognize a closed zone/space (e.g. a red light or stopped traffic). Adjust speed to arrive at an open zone/space
- 12.2.3 When ability to see a line of sight or path of travel is reduced, adjust speed to maintain or establish an open zone/space

STANDARDS 13 – 16: SPACE MANAGEMENT AND VEHICLE CONTROL SKILLS IN MODERATE RISK ENVIRONMENTS

The student will:
- Utilize critical thinking, decision making, and problem solving skills to operate the vehicle
- Perform basic maneuvers in moderate risk environments including basic vehicle control, space management, lane changing, turnabouts and parking
- Identify procedures and practice techniques for managed risk lane changes in a variety of lane change situations
- Determine the reduced risk turn-around procedure for the speed, traffic flow, and restrictions to line of sight and/or path of travel

STANDARD 13
Review and apply the principles of a space management system (SEE) to reduce risk vehicle operation making appropriate communication, speed and lane position adjustments. The student will:

13.1 Communicate presences/intentions

13.2 Practice commentary response
- 13.2.1 Identify speed and position adjustment development
- 13.2.2 Identify reference points for maneuvers
- 13.2.3 Identify rear space/zone view conditions
- 13.2.4 Repeat process for brief periods of time for the driver

13.3 Identify blind zones for different vehicles

STANDARD 14
Demonstrate and practice basic vehicle maneuvers for reduced risk operation. The student will:

14.1 Determine turning around options
- 14.1.1 Identify space management considerations
  - 14.1.1.1 Communication
  - 14.1.1.2 Procedures
  - 14.1.1.3 Position to curb
  - 14.1.1.4 Speed control
  - 14.1.1.5 Steering control
  - 14.1.1.6 Vision control

14.1.2 Identify when it is safer to go around the block
14.1.3 Identify safe behaviors for turning around in a parking lot
14.1.4 Identify procedures for a three-point turnabout with entry into a roadway or driveway on the left or by backing around a corner to the right
14.1.4.1 Signal
14.1.4.2 Forward position reference
14.1.4.3 Evaluate alignment to space
14.1.4.4 Back to a pivot point
14.1.4.5 Steering control
14.1.4.6 Target center of vehicle or space to the rear
14.1.4.7 Speed control
14.1.4.8 Straighten vehicle to lane position
14.1.4.9 Rear limitation reference
14.1.4.10 Cancel signal
14.1.5 Identify procedures for an intersection U-turn or cul-de-sac
14.1.5.1 Using proper forward position
14.1.5.2 Using minimum space to go forward
14.1.5.3 Evaluation alignment to space
14.1.5.4 Turning steering wheel
14.1.5.5 Visually targeting center of vehicle or space to the rear
14.1.5.6 Straightening vehicle to lane position
14.1.5.7 Using rear limitation reference

14.2 Rules of the road review
14.2.1 Turnabouts
14.2.2 Speed
14.2.3 Lane change
14.2.4 Parking/leaving the vehicle

STANDARD 15
Develop procedures and practice techniques for reduced risk perpendicular, angle and parallel parking. The student will:

15.1 Entry
15.1.1 Space management applications
15.1.2 Dividing attention between tasks
15.1.3 Communication
15.1.4 Procedures
15.1.4.1 Positioning/reference points
15.1.4.2 Vision control
15.1.4.3 Speed control
15.1.4.4 Steering control
15.1.4.5 Forward
15.1.4.6 Reverse

15.2 Exit
15.2.1 Space management applications
15.2.2 Communication
15.2.3 Procedures
15.2.3.1 Positioning/reference points

15.2.3.2 Vision control
15.2.3.3 Speed control
15.2.3.4 Steering control
15.2.3.5 Forward
15.2.3.6 Reverse

STANDARD 16
Develop procedures and practice techniques for reduced risk speed management. The student will:

16.1 Visibility
16.2 Dividing attention
16.3 Traffic controls
16.4 Road conditions (potholes, rocks, sand, debris, etc.)
16.5 Vehicle conditions
16.6 Space to front/rear
16.7 Other roadway users
16.8 Vehicle dynamics
16.9 Speed differentials

STANDARDS 17 – 18: DEVELOPING TRAFFIC FLOW AND SPACE MANAGEMENT SKILLS AT SPEEDS BELOW 55 MPH

The student will:

- Utilize space management techniques and visual skills needed for gap assessment at intersections
  - Following or being followed by other vehicles entering and existing curves
  - Traveling on multi-lane roadways and passing or being passed up to 55 mph
- Recognize the visible space around the vehicle and develop targeting skills
- Understand path of travel concepts and investigate vehicle balance concepts when braking, accelerating and steering
- Identify communication techniques
- Use of courtesy and respect in regard to other roadway users
- Slow and stop the vehicle and develop personal vehicle reference points

STANDARD 17
Identify and comply with roadway and traffic flow situations on limited-access roadways and roadways without limited access at speeds below 55 mph. The student will:

17.1 Divide attention between tasks
17.2 Non-motorized highway users
17.3 Following and being followed
17.4 Entering and existing curves
17.5 Traffic flow to each side of vehicle
17.6 Multiple-use and reversible lanes
17.7 Oncoming traffic gap selection
17.8 Crossing traffic gap selection
17.9 Multiple lanes passing
17.9.1 Space management applications
17.9.2 Communication
17.9.3 Procedures
17.9.4 Lane position

17.9.5 Speed control
17.9.6 Steering control
17.9.7 Stopping distance
17.9.8 Abort considerations
17.9.9 Passing/being passed

17.10 Vehicle blind zones and truck no-zones

STANDARD 18
Identify and comply with intersection entry, curve entry, apex, exit situations on limited access roadways and roadways without limited access at speeds below 55 mph. The student will:

18.1 Approach to curves
18.1.1 See curve in target (intended path) area
18.1.2 Check all zones for options
18.1.3 Establish effective speed control
18.1.4 Left curve approach
18.1.5 Right curve approach

18.2 Divide attention between tasks
18.3 Unique signs, signals and markings
18.4 Communication
18.5 Types of intersections
18.6 Level of traffic flow congestion
18.7 Identify number of usable lanes
18.8 Procedures
18.9 Lane position
18.10 Speed control
18.11 Steering control

STANDARDS 19 – 21: DEALING WITH COMPLEX ENVIRONMENTS AT SPEEDS ABOVE 55 MPH
The student will:

- Utilize space management techniques and visual skills needed for gap assessment at intersections
  - Following or being followed by another vehicle
  - Entering and exiting curves
  - Traveling on multi-lane roadways and passing or being passed on multiple lane roadways at speeds above 55 mph
  - Passing or being passed
- Recognize the visible space around the vehicle
- Develops targeting skills
- Understanding path of travel concepts
- Investigates balance concepts when braking, accelerating and steering
- Identify communication techniques
- Use courtesy and respect in regard to other drivers
- Slow and stop the vehicle and develops the judgement of vehicle to the roadway through standard and personal vehicle references at speeds above 55 mph

STANDARD 19

Identify and comply with roadway and traffic flow situations including merging, speed control, lane selection, exiting and using on and off ramps on limited access roadways and roadways without limited access at speeds above 55 mph. The student will:

- **19.1** Non-motorized highway restrictions
- **19.2** Sharing the roadway
  - 19.2.1 With other motorized highway users
  - 19.2.2 With domestic and wildlife
  - 19.2.3 With other driver behavior
- **19.3** Divided attention tasks
- **19.4** Vehicle size and activity
- **19.5** Following and being followed
- **19.6** Entering and exiting limited access highways
  - 19.6.1 Unique signs, signals and markings
  - 19.6.2 Communication
  - 19.6.3 Types of interchanges
  - 19.6.4 Level of traffic flow congestion
  - 19.6.5 Identify number of usable lanes
- **19.7** Multiple-use and reversible lanes
- **19.8** Traffic flow to each side of vehicle
- **19.9** Vehicle blind zones and truck no-zones
- **19.10** Oncoming traffic gap selection
  - 19.10.1 Crossing traffic gap selection
  - 19.10.2 Two-lane and multi-lane passing
- **19.11** Space management
- **19.12** Closure rate
- **19.13** Speed control
  - 19.13.1 Slowest speed on entrance ramp for maximum searching time and options
  - 19.13.2 Effective speed on acceleration lane
  - 19.13.3 Getting off
    - 19.13.3.1 Plan ahead
    - 19.13.3.2 Test brakes
    - 19.13.3.3 Flat curves
- **19.14** Lane position

STANDARD 20

Identify and comply with situations on limited access roadways and roadways without limited access at speeds above 55 mph. The student will:

- **20.1** Control of space around vehicle
- **20.2** Dividing attention tasks
- **20.3** Appropriate mirror use
- **20.4** Vehicle blind zones and truck no-zones
- **20.5** Maintain separation to sides and rear
- **20.6** Communicating presence/intentions
- **20.7** Commentary responses
  - 20.7.1 Speed and position adjustment assessment

20.7.2 Rear space/zone observance assessment

20.8 Rules of the road

20.8.1 Merging rules

20.8.2 Passing rules

20.8.3 Use of traffic flow control devices

20.8.4 Flashers

20.8.5 Lights

20.8.6 Towing

STANDARD 21

Identify and comply with gap selection, communication, and speed control and lane selection during passing situations on limited access highways at speeds above 55 mph. The student will:

21.1 Procedures

21.2 Limited access highway advantages and disadvantages

21.3 Passing on right side of vehicle

21.4 Space management

21.5 Divided attention tasks

21.5.1 Identify tailgater problems for speed and position adjustments

21.5.2 Evaluate gain versus risk prior to attempting passing maneuver

21.5.3 Check all zones for line of sight and/or path of travel condition

21.6 Vehicle blind zones and truck no-zones

21.7 Communication

21.8 Speed control

21.9 Steering control

21.10 Stopping ability

21.11 Abort considerations

21.12 Being passed consideration

STANDARDS 22 – 24: FACTORS AFFECTING DRIVER PERFORMANCE

The student will:

- Recognize the significant effects of alcohol and other drugs, fatigue and emotions on the driving task
- Identify alcohol and other drugs, distractions, anger management, fatigue and emotions as major factors in fatal motor vehicle crashes for individuals between 15 and 24 year of age
- Recognize fatigue as a major problem for youthful drivers due to all school related activities, lack of structured sleep cycles and late night activities
- Develop a plan to deal with other drivers, errors and anger. Anger management is a key element to preventing road rage issues, recognizing emotions and violent reactions
- Recognize that personal distractions, as well as external and internal vehicle distractions, can cause inattention to task and therefore, injury and physical damage crashes
- Identify risk factors affecting other drivers' performance and describe low risk response

STANDARD 22
Identify the high risk effects of alcohol and other drugs on personality and driver performance. The student will:

22.1 Recognize alcohol and other drugs effects on teens
22.2 Teen risk factors for alcohol and other drugs use/abuse
22.3 Limit risk of driving with others who are intoxicated
22.4 The effect of alcohol and other drugs on driver performance
22.5 Media/peer pressure to use alcohol and other drugs
22.6 Chemical use/abuse rules and regulations
- 22.6.1 Laws concerning alcohol and other drug use
- 22.6.2 Zero tolerance rules and regulations
- 22.6.3 Penalties associated with alcohol and other drug use

22.7 Understand mental and physical well-being
- 22.7.1 A fever of 101 degrees or higher is equal to have 4 alcoholic beverages

22.8 Learn to manage emotions

STANDARD 23
Recognize legal responsibility to not use chemicals that affect ability to use a vehicle safely and refuse riding with others who are using chemicals that can affect driver attention and performance. The student will:

23.1 Refusal skills
23.2 Peer intervention skills
23.3 Community resources
23.4 Parental support

STANDARD 24
Recognize, compensate or enhance driver fitness to aid reduced-risk driver performance. The student will:

24.1 Driver distractions
- 24.1.1 Definitions
- 24.1.2 Effect on new drivers
- 24.1.3 Outside vehicle distractions
  - 24.1.3.1 Limitations to vehicle path of travel
  - 24.1.3.2 Signs, signals and markings
  - 24.1.3.3 Other users
- 24.1.4 Inside vehicle distractions
  - 24.1.4.1 Passengers
  - 24.1.4.2 Electronics
  - 24.1.4.3 Vehicle technology
  - 24.1.4.4 Wireless communication restrictions
  - 24.1.4.5 Beginning July 1, 2018
    - Instructional Permit holders may not use a wireless communication device for any reason except during an emergency in which stopping the vehicle is impossible or will create additional emergency or safety hazard

- For the first six months, a person that holds a Class G license may not drive a motor vehicle while using a wireless communication device for any reason except:
    - During an emergency in which stopping the vehicle is impossible or will create an additional emergency or safety hazard
    - When using an audible turn-by-turn navigation system under specified conditions

24.2 Dividing attention
- 24.2.1 Vision needs
- 24.2.2 Mental awareness
- 24.2.3 Physical distractions

24.3 Temporary impairments

24.4 Long-term disabilities

24.5 Fatigue and sleep deprivation

24.6 Driver aggression and response

24.7 Driver motivation

STANDARDS 25 – 26: DEALING WITH ADVERSE CONDITIONS

The student will:

- Appraise inclement and extreme weather conditions and formulate predictions on vehicular and driver limitations before developing and executing responses
- Recognize how night driving creates a visibility problem and how this affects space management in regard to speed and position adjustments

STANDARD 25

Recognize adverse weather conditions as visibility and traction problems, and adjust speed to meet the ability to steer and stop the vehicle within the limits of the conditions as presented. The student will:

25.1 Identify changing weather conditions
- 25.1.1 Understand what can go wrong
- 25.1.2 Prevention techniques
- 25.1.3 Problem recognition
    - 25.1.3.1 Rain
    - 25.1.3.2 Storms
    - 25.1.3.3 Snow
    - 25.1.3.4 Wind, etc.
- 25.1.4 Vehicle control

25.2 Changing visibility conditions
- 25.2.1 Understand what can go wrong
- 25.2.2 Prevention techniques
- 25.2.3 Problem recognition
    - 25.2.3.1 Glare
    - 25.2.3.2 Low light
    - 25.2.3.3 Fog
    - 25.2.3.4 Blizzard effects, etc.
- 25.2.4 Vehicle control

25.3 Changing traction conditions

25.3.1 Understand what can go wrong
25.3.2 Prevention techniques
25.3.3 Problem recognition
25.3.3.1 Traction loss to front tires (understeer)
25.3.3.2 Traction loss to rear tires, etc. (oversteer)
25.3.4 Vehicle control

25.4 Traffic flow situations under limited conditions of visibility/traction

25.5 Intersection management under limited conditions of visibility/traction
25.5.1 Traffic flow to each side of vehicle
25.5.2 Oncoming traffic gap selection
25.5.3 Crossing traffic gap selection

25.6 Multiple-lane choices and usage under limiting conditions

25.7 Responding to non-motorized highway users

STANDARD 26
Value the use of occupant protection as a crash prevention and loss prevention tool for reduced-risk driver performance. The student will:

26.1 Occupant protection knowledge
26.1.1 Active restraints
26.1.2 Passive restraints
26.1.3 Active passive integration
26.1.4 Frontal crash protection
26.1.4.1 First generation supplemental restraints
26.1.4.2 Second generation supplemental restraints
26.1.4.3 Third generation supplemental restraints
26.1.4.4 Seat belt adjustments
26.1.5 Side impact protection
26.1.6 Rear impact protection

26.2 Occupant use and misuse
26.2.1 Lap belt adjustments
26.2.2 Shoulder restraint adjustments
26.2.3 Legal requirements

26.3 Protecting children
26.3.1 Age and seat requirements
26.3.2 Weight and seat requirements
26.3.3 Proper seat placement
26.3.4 Legal requirements

STANDARDS 27 – 29: OTHER ROADWAY USERS

The student will:

- Understands vehicle performance and potential conflicts when other motorized and non-motorized roadway users present and applies critical-thinking, decision-making, and problem-solving skills to respond appropriately
- Recognize that tractor-trailer combinations and trains are dangerous vehicles in the vehicle, truck, and train interaction at intersections and in high-speed areas

STANDARD 27
Recognize and respond to other motorized vehicles that may have different weight, speed and visibility problems. The student will:

- **27.1** Tractor and trailer combinations
  - 27.1.1 Single trailer combinations
  - 27.1.2 Double trailer combinations
  - 27.1.3 Triple trailer combinations
  - 27.1.4 Visibility issues
  - 27.1.5 Passing issues
  - 27.1.6 Wind blast issues
  - 27.1.7 Space needs when turning
  - 27.1.8 Passenger vehicle interaction
- 27.2 Delivery vans and trucks
- 27.3 Motorcycles and mopeds
  - 27.3.1 Size and speed
  - 27.3.2 Visibility issues
  - 27.3.3 Lane position issues
- 27.4 Construction vehicles, farm vehicles, snowmobiles, ATV/ATC, and golf cards, if applicable
- 27.5 Speed issues
  - 27.5.1 Different travel speeds
  - 27.5.2 Maintaining momentum on hills
  - 27.5.3 Sudden slow downs

STANDARD 28
Recognize and respond to other non-motorized vehicles that may have different weight, speed and visibility problems. The student will:

- **28.1** Pedal cycles and Pedi cabs
- 28.2 Personalized transport
  - 28.2.1 Skates/rollerblades
  - 28.2.2 Skateboards
  - 28.2.3 Horses
  - 28.2.4 Other
- 28.3 Horse drawn equipment, if applicable
- 28.4 Pedestrians

STANDARD 29
Recognize and respond to tracked vehicles that may have different weight, speed and visibility problems. The student will:

- **29.1** Freight trains
- 29.2 Passenger trains
- 29.3 Electric/cable cars
- 29.4 Trolley cars

STANDARDS 30 – 31: RESPONDING TO VEHICLE MALFUNCTIONS AND CRASHES

The student will:

- Assess vehicle operation and malfunctions to eliminate or prevent related vehicle or weather related problems
- Understand vehicle braking and technology systems
- Utilize proper braking techniques in favorable and unfavorable vehicular, weather, and roadway conditions
- Recognize responsibilities associated with crashes regardless of causal factors

STANDARD 30

Recognize and respond to vehicle malfunctions in a reduced-risk manner. The student will:

30.1 Steering and suspension malfunctions

30.2 Tires, traction loss recognition and control

30.2.1 Understeer/oversteer recognition and correction

STANDARD 31

Understand and relate how the roadway system is managed by police and state agencies to help deal with emergencies and vehicle malfunctions. The student will:

31.1 Law enforcement agencies

31.1.1 State enforcement agencies

31.1.2 County enforcement agencies

31.1.3 Local enforcement agencies

31.2 Emergency response agencies

31.2.1 Getting help

31.2.2 Types of emergency response

31.3 Rules of the road

31.3.1 Responsibilities at crash scene

31.3.2 Reporting crashes

31.3.3 Financial responsibility

STANDARDS 32 – 34: MAKING INFORMED CONSUMER CHOICES

The student will:

- Synthesize information and apply strategies to prepare
  - A trip plan (optional)
  - Develop a driving route (optional)
  - Select motor vehicles and purchase insurance
  - Protect the environment (optional)
  - Prepare for future participation in the graduated license system
  - Perform map reading and trip planning exercises using current and emerging technology that leads to in-car family trip activity (optional)
  - Recognize problems and make wise consumer choices in purchasing insurance or an automobile (optional)
  - Understand future operator responsibilities in regard to licensing
  - Understand operator responsibilities in regard to traffic stops
  - Understand techniques for safely towing a boat or trailer or driving a special vehicle (optional)
  - Understand the impact vehicles have on the environment and strategies to reduce carbon

footprint (optional)

STANDARD 32
Perform map reading and trip planning exercise that lead to an in-car activity or a future family trip. The student will:

32.1 Map reading (optional)
- 32.1.1 Paper and atlas formats
- 32.1.2 Digital and GPS formats
- 32.1.3 MapQuest or maps.com formats

32.2 Destination driver exercise (optional)
- 32.2.1 Plan an in-car driving route
  - 32.2.1.1 Mark turns
  - 32.2.1.2 Controlled intersections
  - 32.2.1.3 Speed
- 32.2.2 Planning a family trip driving route

STANDARD 33
Recognize problems and make wise consumer choices in purchasing insurance or an automobile. The student will:

33.1 Insurance
- 31.1.1 Financial responsibility

STANDARD 34
Student/parent debriefing (optional) The student will:

34.1 Review program driver skill log requirements
34.2 Evaluations of destination driving route
34.3 Renew licensing requirements
34.4 Student responsibilities
34.5 Parent responsibilities
34.6 Media advertising
34.7 Use of natural resources
34.8 Making safe vehicle choices

IN-CAR KNOWLEDGE AND SKILLS STANDARDS

Driver and traffic safety education provides the foundation for students, assisted by parents/mentors, to begin the lifelong learning process of reduced risk driving practices. Students will acquire essential knowledge, skills and experiences to perform reduced risk driving in varying traffic environments.

The trainer will assist and guide the student to meet or exceed minimum competency standards through in-car instruction that includes modeling, knowledge assessments, skill assessments, guided observations and parental involvement.

Students must successfully obtain their individual Class G or Class D instruction permit prior to participating in behind-the-wheel driver training instruction.

Class G driver license applicants are eligible to apply for an Instruction permit upon reaching fifteen years, six months of age. However, Class G driver license applicants must have held an Arizona instruction permit for at least six months or have had a driver license issued by another state prior to their Arizona driver license being issued (ARS 28-3174).

Schools shall provide specific driver instruction designed to improve student manipulative skills involved in controlling the motion of a vehicle and the perceptual skills that can be gained only through exposure to the real highway and traffic environment.

Driving instruction will involve operation of the vehicle by the student. Further, the trainer should present methods of preparing the vehicle for operation, securing it after operation and certain routine maintenance tasks.

Note: A teen with a Graduated Driver license shall not drive a motor vehicle containing more than one passenger under the age of 18 on a public highway unless one of these conditions is met:

- The passengers are the teen's siblings
- The teen driver is accompanied by a parent or legal guardian with a valid driver license who occupies the front passenger seat

SKILLS STANDARDS

SKILLS STANDARDS 1 – 2: PREPARING TO OPERATE A VEHICLE

The student is expected to:

- Develop an understanding of local driving school regulations and requirements
- Formulate knowledge of rules and regulations required to satisfactorily complete the driver and traffic safety education program
- Recognize the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle
    - Identify the location of alert and warning symbol lights
    - Understand the operation of vehicle control and safety devices
    - Investigate vehicle balance concepts
    - Analyze the standard vehicle reference points relationship to roadway position and vehicle placement

SKILLS STANDARD 1

Recognize the visible space around the vehicle, the necessity of making routine vehicle checks and adjustments prior to and after entering the vehicle, identifies the location of alert and warning symbol lights, understand the operation of vehicle control and safety devices, investigate vehicle balance concepts when braking, accelerating and steering. The student is expected to:

S.1.1 Understand vehicle operating space

- S.1.1.1 Identify the visual limitation to the front of the vehicle
- S.1.1.2 Identify the visual limitation to the rear of the vehicle
- S.1.1.3 Identify the visual limitation to the right side of the vehicle
- S.1.1.4 Identify the visual limitation to the left side of the vehicle
- S.1.1.5 Demonstrate the limited visual view in the rear view mirror
    - S.1.1.5.1 Check rear zone/space prior to braking
- S.1.1.6 Demonstrate the traditional mirror view settings for the rear and side view mirrors
- S.1.1.7 Demonstrate the blind zone and glare elimination (BGE) settings for the rear and side view mirrors
- S.1.1.8 Measure the length and width of the vehicle (optional)
- S.1.1.9 Draw and measure the size of the vehicle tire patches (optional)

S.1.2 Prepare for getting ready to drive

- S.1.2.1 Prepare physically and mentally to use the vehicle
- S.1.2.2 Approach the vehicle with awareness
- S.1.2.3 Check outside and inside the vehicle before opening the door
- S.1.2.4 Once inside, lock doors (optional)
- S.1.2.5 Adjust head restraints, seat position, mirrors, safety restraints, steering wheel position
- S.1.2.6 Check all occupants for safety belt use
- S.1.2.7 Demonstrate effective meaning and usage of gauges
    - S.1.2.7.1 Recognize alert lights for safety accessories
    - S.1.2.7.2 Demonstrate proper use of ignition starting device
    - S.1.2.7.3 Demonstrate ability to select and use appropriate accessories

S.1.3 Prepare for starting the vehicle
- S.1.3.1 Place or check that parking brake is in set position
- S.1.3.2 Check proper gear for starting
- S.1.3.3 Secure foot brake pedal
- S.1.3.4 Give an example of a warning light for engine or system accessories
- S.1.3.5 Make appropriate gear selection for movement
- S.1.3.6 Put headlights on day/night setting to increase visibility

S.1.4 Understand placing the vehicle in motion
- S.1.4.1 Visually identify open space to enter before moving foot from brake to gas
- S.1.4.2 Communicate to other users
- S.1.4.3 Place vehicle into motion smoothly
- S.1.4.4 Recognize that too much acceleration affects vehicle body pitch toward the rear

S.1.5 Understand stopping the vehicle in motion
- S.1.5.1 Search effectively ahead of the vehicle to determine braking needs
- S.1.5.2 Use controlled braking efficiently with heel of foot on floorboard
- S.1.5.3 Apply a firm pressure braking force at the beginning of the braking process
- S.1.5.4 Bring the vehicle to a smooth stop by easing off the brake. Ease pressure off brake during the last two seconds of braking to ease pitch of vehicle
- S.1.5.5 Recognize too much braking action affects vehicle body pitch toward the front
- S.1.5.6 Check the rear zone/space before, during and after braking action
- S.1.5.7 Demonstrate effective use of maximum emergency/ABS braking (at least 30 mph)

S.1.6 Recognize the steering for path of travel
- S.1.6.1 Turn head and visually target in the direction of intended path of travel prior to turning
- S.1.6.2 Use a target, sightline, transition point, and path of travel to determine steering entry and return
- S.1.6.3 Use a balanced hand position on the steering wheel; 9 and 3 or 8 and 4
- S.1.6.4 Recognize that too much speed and steering affects vehicle body roll toward the opposite side of vehicle
- S.1.6.5 Use hand-over-hand or hand-to-hand turning, hand-to-hand curvatures, one hand reverse or evasive action avoidance methods effectively
- S.1.6.6 Visually check the rear view mirror, side view mirrors, and mirror blind zone areas

S.1.7 Prepare the securing of the vehicle
- S.1.7.1 Stop the vehicle in a safe and legal position
- S.1.7.2 Set the parking brake per the owner's manual
- S.1.7.3 Shift into appropriate gear before removing foot from brake
- S.1.7.4 Turn off appropriate accessories prior to turning off ignition and removing key
- S.1.7.5 Visually check traffic flow before opening door
- S.1.7.6 Lock doors and/or secure any alarm system

SKILLS STANDARD 2
Recognize and analyze the standard and personal vehicle guides or reference points in relationship to roadway position and vehicle placement. The student is expected to:

S.2.1 Identify front of vehicle
S.2.2 Identify rear of vehicle
S.2.3 Identify front turning point of vehicle
S.2.4 Identify rear turning point of vehicle
S.2.5 Identify application of principles

S.2.6 Identify right side of vehicle (optional)
- S.2.6.1 Determine when the vehicle is positioned within 3-6 inches of curb or lane line
- S.2.6.2 Determine when the vehicle is positioned within 2-3 feet of curb or lane line
- S.2.6.3 Determine when the vehicle is positioned within 5-8 feet of curb or lane line

5.2.7 Identify left side of vehicle (optional)
- 5.2.7.1 Determine when the vehicle is positioned within 3-6 inches of curb or lane line
- 5.2.7.2 Determine when the vehicle is positioned within 2-3 feet of curb or lane line
- 5.2.7.3 Determine when the vehicle is positioned within 5-8 feet of curb or lane line

SKILLS STANDARDS 3 – 4: INTRODUCING TRAFFIC ENTRY AND INTERSECTION APPROACH SKILLS

The student is expected to:

- Utilize critical-thinking, decision-making and problem-solving skills to operate the vehicle and perform basic maneuvers in controlled risk environments

SKILLS STANDARD 3
Visualization of intended travel path. The student is expected to:

S.3.1 Know their primary focus
- S.3.1.1 Identify a stationary object or area that appears in the center and at the end of intended path of travel

S.3.2 Know their primary focus area
- S.3.2.1 Identify traffic problems and elements in and near the focus area
- S.3.2.2 Locate focus area, evaluate the line of sight or path of travel conditions and determine best approach speed and lane position

S.3.3 Know their primary focus path
- S.3.3.1 Evaluate the focus area, while developing an image of focusing path
- S.3.3.2 Identify elements that can change or modify the intended travel path
- S.3.3.3 Determine risks associated with maintain the intended path of travel

SKILLS STANDARD 4
Searching intended travel path. The student is expected to:

S.4.1 Divide focal and mental attention between target, travel path and other tasks
- S.4.1.1 Move focal vision from travel path to another location and back to travel path
- S.4.1.2 Move focal vision within ½ second time frames
- S.4.1.3 Use active searching to allow the brain to perceive information

S.4.2 Divide focal and mental attention between intended travel path and other tasks
- S.4.2.1 Search to the focus area, at a minimum, 15 to 20 seconds ahead to evaluate its conditions and determine entry speed and position
- S.4.2.2 Search for line of sight or path of travel changes that can or will affect the approach to the focus area
- S.4.2.3 Approach the target area, continually re-evaluate risks in immediate 4-8 second travel path
- S.4.2.4 Approach the target area, search for a new target area and new travel path that is, at a minimum, 15 to 20 seconds ahead

S.4.3 Know how to judge space in seconds
- S.4.3.1 Visualize the space vehicle will occupy, at a minimum, 15 to 20 seconds ahead
- S.4.3.2 Search 15 to 20 seconds ahead, continually evaluating the 4-6 second immediate path

S.4.3.3 Speed and/or lane position adjustments may be required when the search area cannot be maintained

S.4.4 Detect changes to line of sight or path of travel

S.4.4.1 Evaluate modification in the ability to see or maintain a travel path

S.4.4.2 Recognize a line of sight or path of travel change, and then evaluate other zones/spaces for speed and lane adjustments

S.4.5 Identify open, closed or changing zones/spaces

S.4.5.1 Identify the intended travel path for open, closed or changing conditions

S.4.5.2 Evaluate open, closed or changing conditions for speed and position adjustments

S.4.6 Understand how to search intersections

S.4.6.1 Search for open zones/space to the left, front and right, when approaching an intersection

S.4.6.2 Evaluate closed or changing zones/space and make necessary speed and/or lane position adjustments when approach an intersection

S.4.6.3 Search for open zones/space to the left, front and right, before entering an intersection

S.4.7 Understand how to search into curves and over hills

S.4.7.1 Search the line of sight or path of travel through the curve or over the hill crest for the possible closed or changing status of path of travel, when the target area is a curve or hill crest

S.4.7.2 Evaluate the line of sight or path of travel for appropriate speed and position adjustments, before entering a curve or hill crest

S.4.8 Identify and respond to vehicle emergencies (optional)

S.4.8.1 Describe appropriate ways to prevent having a vehicle emergency

S.4.8.2 Identify, assess and respond to engine failure

S.4.8.3 Identify, assess and respond to brake failure

S.4.8.4 Identify, assess and respond to tire failure

S.4.9 Identify and respond to environmental conditions (optional)

S.4.9.1 Describe appropriate ways to prevent having an environmental emergency

S.4.9.2 Identify, assess and respond to traction loss

S.4.9.3 Identify, assess and respond to vehicle tires dropping off the pavement

S.4.9.4 Identify, assess and respond to line of sight loss situations

S.4.9.5 Identify, assess and respond to loss of path of travel situations

SKILLS STANDARDS 5 – 10: DEVELOPING VISUAL AND MENTAL PERCEPTION FOR VEHICLE CONTROL TASKS

The student is expected to:

- Utilize critical-thinking, divided attention, decision-making and problem-solving skills to operate the vehicle
- Perform precision maneuvers in controlled risk, limited risk, moderate risk and complex environments, including
    - Basic vehicle control
    - Space management
    - Selected sections of rules of the road
    - Lane changing
    - Turnabouts
    - Parking

SKILLS STANDARD 5
Speed control. The student is expected to:

S.5.1 Divide focal and mental attention between intended target, travel path and other tasks
- S.5.1.1 Move focal vision from travel path to another location and back to travel path
- S.5.1.2 Move focal vision within ½ second time frames
- S.5.1.3 Use active searching to allow the brain to perceive information

S.5.2 Make a selection for ongoing conditions
- S.5.2.1 Travel speed will be based on driver, vehicle, legal, roadway and environmental limitations
- S.5.2.2 Constant adjustments to speed are based on driver processing information, based on limitations

S.5.3 Make a decision after seeing changes in line of sight or path of travel
- S.5.3.1 Avoid using acceleration into a closed or changing zone/space
- S.5.3.2 Recognize a closed zone/space (red light or stopped traffic), adjust speed to arrive as the zone/space opens
- S.5.3.3 When the driver's ability to see a line of sight or path of travel is reduced, adjust speed to maintain or establish an open zone/space

S.5.4 Make a decision after seeing a speed limit sign
- S.5.4.1 Recognize it as a cue to check vehicle gauges and mirrors, and evaluate line of sight or path of travel conditions
- S.5.4.2 Adjust speed to meet driver, vehicle, legal, roadway and environmental limitations

SKILLS STANDARD 6
Lane position selection. The student is expected to:

S.6.1 Understand lane position
- S.6.1.1 Select the appropriate lane for space management, legal requirements and destination

S.6.2 Understand lane position while driving straight ahead
- S.6.2.1 Select a lane position to give best separation from closed or changing zones/spaces
- S.6.2.2 Demonstrate ability to place vehicle in appropriate lane position

S.6.3 Understand lane position usage while parking
- S.6.3.1 Select a lane position to give best separation from closed or changing zones/spaces
- S.6.3.2 Demonstrate ability to place vehicle in appropriate lane position

S.6.4 Understand lane position usage while turning around
- S.6.4.1 Select a lane position to give best separation from closed or changing zones/spaces
- S.6.4.2 Demonstrate ability to place vehicle in appropriate lane position

S.6.5 Understand lane position usage while approaching curves and hill crests
- S.6.5.1 Establish the appropriate lane position on approach
- S.6.5.2 Establish the appropriate lane position on apex
- S.6.5.3 Establish the appropriate lane position on exiting

S.6.6 Divide focal and mental attention between intended target, travel path and other tasks
- S.6.6.1 Move focal vision from travel path to another location and back to travel path
- S.6.6.2 Move focal vision within a timely manner
- S.6.6.2 Use active searching to allow the brain to perceive information

SKILLS STANDARD 7
Rear zone searching and control. The student is expected to:

S.7.1 Divide focal and mental attention between intended target, travel path and other tasks
- S.7.1.1 Move focal vision from travel path to another location and back to travel path
- S.7.1.2 Move focal vision within ½ second time frames
- S.7.1.3 Use active searching to allow the brain to perceive information

S.7.2 Know inside rearview mirror usage
- S.7.2.1 Search to the rear after seeing a change in line of sight or path of travel
- S.7.2.2 Search to the rear before and after making a turn or stop
- S.7.2.3 Search to the rear before and after making speed adjustment
- S.7.2.4 Search to the rear before and after making a lane position adjustment

S.7.3 Visually check mirror blind zone after side view mirror use (traditional setting) and before moving the steering wheel
- S.7.3.1 Check the side view mirror before adjusting a lane position in that direction

S.7.4 Evaluate condition to the rear
- S.7.4.1 Determine if the rear zone/space is open, closed or changing condition
- S.7.4.2 When a tailgater is closing, or changing the rear zone/space, determine the appropriate speed or lane adjustment needed

SKILLS STANDARD 8
Following time and space. The student is expected to:

S.8.1 Understand closure rate on approach
- S.8.1.1 Approach the vehicle in front gradually, avoiding a fast closure rate

S.8.2 Divide focal and mental attention between intended target, travel path and other tasks
- S.8.2.1 Move focal vision from travel path to another location and back to travel path
- S.8.2.2 Move focal vision within a timely manner
- S.8.2.3 Use active searching to allow the brain to perceive information

S.8.3 Know moving at same speed, maintaining 3-6 second interval
- S.8.3.1 When following another vehicle, work to maintain 3-6 seconds of time and space
- S.8.3.2 Adjust speed or lane position if 4 seconds of time is difficult to maintain

S.8.4 Know when stopping behind vehicles
- S.8.4.1 When stopped behind a vehicle, be able to see the rear tires touching the pavement
- S.8.4.2 When stopped behind a vehicle without visibility to the rear, be able to see the driver in the side view mirror

S.8.5 Delay start before moving
- S.8.5.1 After the vehicle in front begins to move, delay movement for 2 seconds to open the front zone/space

SKILLS STANDARD 9
Communication and courtesy. The student is expected to:

S.9.1 Understand technique
- S.9.1.1 Use turn signal before turning right or left
- S.9.1.2 Use turn signal appropriate for moving to another lateral position
- S.9.1.3 Use horn to make others aware of presence, when necessary

S.9.1.4 Demonstrate tap brake lights to warn rear traffic of a slowdown or stop in traffic flow
S.9.1.5 Use of vehicle speed and position could communicate driver's intentions

S.9.2 Understand timing
S.9.2.1 Put turn signal on appropriately prior to moving
S.9.2.2 Communicate early so safe path of travel can best be controlled

SKILLS STANDARD 10
Using three steps to problem solving. The student is expected to:

S.10.1 Search for a change in line of sight or path of travel
S.10.1.1 Look for what may no longer make intended path of travel available or safe

S.10.2 Evaluate other zones/spaces for risk
S.10.2.1 Look for related information
S.10.2.2 Look for alternate path of travel
S.10.2.3 Evaluate all information before executing

S.10.3 Execute an adjustment
S.10.3.1 Get the best
S.10.3.1.1 Speed control
S.10.3.1.2 Lane position
S.10.3.1.3 Achieve the best communication for the conditions

SKILLS STANDARD 11: ASSESSMENT OF DRIVER PERFORMANCE

The student is:

- Assessed based on vehicle operation, understands vehicle braking system and utilizes proper braking techniques
- Understands vehicle performance and potential conflicts with other motorized and non-motorized roadway users present, and applies critical-thinking, decision-making and problem-solving skills to respond appropriately

SKILLS STANDARD 11
The student enrolled in a certified driver education program will be able to successfully demonstrate the key core behavioral patterns while performing the following procedures

S.11.1 Divide focal and mental attention between intended target, travel path and other tasks
S.11.1.1 Move focal vision from travel path to another location and back to travel path
S.11.1.2 Move focal vision within a timely manner
S.11.1.3 Use active searching to allow the brain to perceive information

S.11.2 Precision turns
S.11.2.1 Demonstrate a proper side position
S.11.2.2 Demonstrate the forward position
S.11.2.3 Search intersections left, front, right and left again to ascertain open zones/spaces
S.11.2.4 Look into the turn before turning the steering wheel

S.11.3 Approach to intersections
S.11.3.1 See and respond to open/closed zones
S.11.3.2 Check and respond to rear zone conditions
S.11.3.3 Establish and maintain proper lane usage and speed control
S.11.3.4 Search left, front, right and left again for line of sight or path of travel changes, get open zones before entering

S.11.3.5 Demonstrate and use staggered, legal and safety stop, when applicable

S.11.4 Timing arrival for open zone

S.11.4.1 See conditions of traffic light; adjust speed to arrive at a green light

S.11.4.2 See closed front zone; adjust speed to reduce closure rate and to arrive in an open zone

S.11.4.3 Adjust speed to have at least one open side zone, when possible

S.11.5 Precision lane change

S.11.5.1 Evaluate zones and mirror blind spots

S.11.5.2 Use signals appropriately

S.11.5.3 Make final mirror blind spot check

S.11.5.4 Enter new lane

S.11.5.5 Decide on best lane position for conditions

S.11.5.6 Move to lane position 2, the left side of lane for left lane change (optional)

S.11.5.7 Move to lane position 3, the right side of lane for right lane change (optional)

S.11.6 Approach to hill crests and curves

S.11.6.1 See hill or curve in target area

S.11.6.2 Check all zones for options

S.11.6.3 Establish effective speed control

S.11.6.4 Left curve approach

S.11.6.5 Right curve approach

S.11.7 Passing/being passed

S.11.7.1 Identify tailgater problems for speed and lane position adjustments

S.11.7.2 Evaluate gain versus risk prior to attempting passing maneuver

S.11.7.3 Check all zones for line of sight or path of travel conditions

S.11.7.4 Control speed and lane position

S.11.8 Getting on/off highways

S.11.8.1 Adjusting speed on entrance ramp for maximum searching time and options

S.11.8.2 Evaluate gap to enter

S.11.8.3 Establish appropriate speed on approach

S.11.8.4 Establish appropriate speed on apex

S.11.8.5 Effective speed on acceleration lane

S.11.8.6 Establish appropriate speed on exit

S.11.8.7 Getting off; plan ahead, test brakes

S.11.9 Backing techniques

S.11.9.1 Effective searching prior to and while backing

S.11.9.2 Effective use of brake for speed control

S.11.9.3 Effective steering technique

S.11.10 Parallel parking techniques

S.11.10.1 Establish side position

S.11.10.2 Demonstrate proper forward position

S.11.10.3 Use minimum space to go forward

S.11.10.4 Evaluate alignment to space

S.11.10.5 Back to pivot point, turn wheel

S.11.10.6 Visually target center of vehicle or space to the rear

S.11.10.7 Straighten tires, demonstrate rear limitation reference

S.11.11 3-point turn techniques

- S.11.11.1 Establish side position
- S.11.11.2 Demonstrate proper forward position
- S.11.11.3 Use minimum space to go forward
- S.11.11.4 Evaluate alignment to space
- S.11.11.5 Back to pivot point, turn wheel
- S.11.11.6 Visually target center of vehicle or space to the rear
- S.11.11.7 Straighten tires, demonstrate rear limitation reference

S.11.12 Responding to emergency situations (optional)

- S.11.12.1 Use vision control, motion control and steering control sequences
- S.11.12.2 Recognize and respond to adverse conditions that change vehicle traction
- S.11.12.3 Recognize front wheel traction loss
- S.11.12.4 Recognize rear wheel traction loss
- S.11.12.5 Demonstrate appropriate controlled brake, trail brake, threshold brake and antilock brake use
- S.11.12.6 Recognize and respond to vehicle mechanical failures

ENVIRONMENT RISK RELATIONSHIPS

Risk Level	Instructor	Speed	External Distraction	Traffic Volume	Roadway Limitations
Controlled	Assumes 100% of space management responsibilities	Less than 30 mph	External distraction controlled by **trainer**	Little to minimal cross traffic volume	Single lane residential or suburban style marked and unmarked with controlled and uncontrolled intersections
Low	Assumes 90% of space management responsibilities	Less than 45 mph	External distraction are minimal	Minimal to low cross traffic and opposing traffic	Multi-lane, one and two way flow, traffic signals simple curve and hill approaches
Moderate	Assumes 50% of space management responsibilities	Less than 45 mph	External distractions are evident and consistent to front and rear	High volume opposing traffic with low volume of cross or entry traffic, urban areas	Limited access, multi-lane, rural curves and hill approaches, moderate controlled urban one and two way streets, light weather and visibility conditions
Complex	Assumes 25% of space management responsibilities. Assesses student space management	Varying speed up to speed limits	External distractions are numerous and inconsistent to front and rear	High volume opposing, cross, entry and exit flows. Mix of drivers using variance of speed and lane position adjustments	Limited access, multi-lane, rural curves and hill approaches, moderate controlled urban one and two way streets. Varying road surfaces, visibility and weather conditions.

VEHICLE EQUIPMENT

Vehicles used for driver training, whether donated, loaned, leased, or owned by a Provider, require special equipment to enhance the training and protect the public.

- Each training vehicle shall be equipped with:
    - Dual control brakes, or dual brake and clutch, depending on the standard equipment of the vehicle
    - Review and side view mirrors for the driver, and a review or side view mirror for the trainer
- Providers are required to equip their vehicles with:
    - A bold sign announcing “STUDENT DRIVER” for both sides and rear of the vehicle, clearly visible from a distance of 100 feet
    - Fire extinguisher
    - First aid kit
    - Highway warning kit containing a minimum of three reflective triangles

PARTNERING

- Partnering with parents/guardians should be encourage by providers and trainers to provide the student a “driving mentor” during the driving phase of the driver education program
- Providers and trainers are encourage to provide a checklist for use by parents as a guide for the student’s driving practice
    - It should directly relate to the level of driving proficiency the student has achieved
    - See Partnering Checklist/Appendix B
- Students should be encouraged to create a pre-drive safety checklist at home for their specific vehicle
    - The checklist should be designed as a practical tool the student can use prior to each practice driving session

PROGRAM ASSESSMENT

School Compliance

- To monitor compliance with state standards, representatives of the ADOT may attend any driver education class session on a scheduled or unscheduled basis

Records and reports

- A student driver education class training record/file shall be developed and maintained by each provider/school for at least three years from the date of course completion
    - See sample Student Training Record/Appendix C
- Training Completion Certificate (TCC)
- The electronic reporting website will allow the trainer to log on, enter student information and certify the student has passed the provider's evaluation for either written or skills proficiency, and print a TCC to be taken to a MVD office for further processing
    - See sample Electronic Form/Appendix D
- The TCC will have a unique certificate number printed on it
- The certificate number as well as the information contained on it will be stored in a temporary MVD staging database
- The TCC will be entered by the MVD office to the student's Motor Vehicle record
- A TCC is valid for 12 months
- The completion date cannot be a date in the future
- Students should not be enrolled in a driver education class if they will not reach the age of 16 by the completion of the class
- The TCC must only be signed by the student who received the specific type of instruction (classroom or behind the wheel)
- The trainer must make a copy of the signed TCC and place it in the student's file
- The original copy should be given to the student
- The provider is responsible instructing trainers on how to enter completions on the electronic reporting website

PURPOSE OF THE FINAL EVALUATION

The purpose of a road skills final evaluation is to assess the student's skills required to operate a vehicle and to determine the student's ability to drive in a manner consistent with required standards and safety laws, set forth by the State of Arizona.

A final evaluation cannot predict how safely people will actually drive. What a final evaluation can do is judge whether applicants have the necessary skills before issuance of a license to operate a motor vehicle. A final evaluation can also call to the applicant's attention where they lack skill or where a habit is unsafe. The final evaluation is an in-vehicle evaluation of a student's driving competency. The final evaluation determines whether the student:

- Has the ability to operate a motor vehicle safely
- Has formed proper habits essential to safe driving
- Is able to translate the knowledge of traffic laws demonstrated in the knowledge test into a practical exercise

TRAINER RESPONSIBILITIES

You, as a trainer, are critical to ensuring the final evaluation reliability and validity. The recommended procedures for evaluation administration are designed so the evaluation can be uniformly administered and scored by different trainers. Following the recommended procedures supports both test reliability and test validity. Reliability is not difficult to achieve with most written and vision tests. The procedures are straightforward, and directions for administering them are quite specific. However, to achieve reliability in a driving evaluation, all trainers must closely agree on the performance of a student to ensure similar delivery and scoring.

Reliability is reduced when some conditions, particularly those encountered during the driving evaluation, cannot be fully controlled. Final evaluations can vary based on such things as traffic, weather conditions, applicant preparedness, etc. Since you cannot control variations in traffic or weather, you can increase reliability by following the standardized test administration and scoring procedures. You can also increase reliability by conscientiously evaluating the performance of every student you evaluate.

ROAD SKILLS FINAL EVALUATION – ADMINISTRATION

The final evaluations you will administer to students are based on minimum standards that specify the knowledge and driving skills necessary to safely operate vehicles. All students must receive essentially the same final evaluation, no matter when or where they take it. Applicants with the same ability should have the same probability of passing the evaluation. The purpose of a road test in driver licensing is to insure the applicant has sufficient skill(s) to be allowed to operate a vehicle without supervision.

There is no way a final evaluation can be truly identical. However, you can increase final evaluation uniformity by closely following standard evaluations and scoring procedures.
Such procedures are outlined in these standards.

It is vitally important that we consistently adhere to our procedures to ensure:

- Fairness – instructions should not help some students perform and hinder others
- Equality – all students are required to perform the same tasks
- Reliability – the evaluation process is the same regardless of where, when or by whom it is given

Remember, you can help keep a final evaluation reliable and valid by closely evaluating the performance of every applicant in the same manner.
Doing this job well allows:

- A student who does possess the required knowledge and skill to receive a driver license
- A student who does not have the required knowledge and skill for safe driving to be denied a training completion certificate, which in turn will deny a driver license

EVALUATING VERSUS TESTING:

Although you may have extensive driving expertise, as a trainer you are now administering a final evaluation to determine if the applicant should receive a training completion certificate. It is not appropriate to provide training during a final evaluation. It is appropriate, however, to answer any questions the applicant may have prior to starting the final evaluation.

Prompting, coaching or otherwise instructing the applicant on how to complete the maneuvers while conducting the final evaluation should not be done.

Trainers should not give any direction or instruction to the student that influences the outcome of the evaluation. You will not be able to objectively score the students' performance if you have influenced the students during the final evaluation process.

STUDENT EVALUATIONS

- Spot quiz. This teaching technique may be used throughout the course to periodically measure the student's progress
- The course final written evaluation will be developed by the provider
    - Students must achieve a score of 80% to pass
    - Sample questions are available on the azdot.gov website to assist providers in developing a database of questions
- Students requiring an oral evaluation should be referred to a MVD office

FINAL DRIVING EVALUATION

The trainer is responsible for personally inspecting the vehicle used for conducting the final driving evaluation. At a minimum, these must be checked:

- Brake lights
- Speedometer
- Turn signals
- Seat belts
- Intact windshield
- Horn
- Review mirror

Before beginning, make sure the student knows, understands, and is able to respond to the following directions offered in English:

- Stop
- Slow down
- Drive straight ahead
- Change lanes left/right
- Turn left or right at next street, corner, stop sign or traffic light
- Does your speedometer work
- Fasten your seat belt
- Turn on your left/right turn signal
- Honk the horn

It is important that you do not use gestures to determine the student's ability to understand or respond in English.

IN CAR PROCEDURES

Trainers are encouraged to develop and use standard written instructions when conducting the final behind-the-wheel evaluation, to provide fairness to everyone who is evaluated

- At a minimum, at least three driving routes must be developed and approved by the Program
- See sample Driving Route/Appendix E
- The final evaluation scoresheet used by trainers should be a standard form developed by the provider and used by all trainers
- See sample Evaluation Sheet/Appendix F

CONDUCTING THE PARKING EVALUATION

In order for the parking evaluation to provide a true measure of skill, you must inform the student in advance what maneuvers they will be called upon to make. Throughout the evaluation, use standardized verbal instructions to help ensure consistency in evaluating. The purpose of the parking evaluation is to evaluate the student's ability to control the vehicle, to judge its position in relation to other objects, and to follow directions. Additionally, it evaluates basic skills essential for safe control of the vehicle.
Trainers will administer either a parallel or a three-point turn parking evaluation. Should the student fail one evaluation, the trainer will administer the other maneuver evaluation. Points will be assessed based on the students overall performance indicating a pass or fail. The pass/fail results will be recorded in the students file.

Automatic failure and points for parallel parking and three point turn evaluation
Any one of the following actions will result in the immediate termination of the parking test:

- Pulling the vehicle out of the box due to inability to correctly park on the first attempt
- Hitting, moving, knocking over or striking a pylon, cone or barrier while parking or exiting the parking area
- Refusal or inability to follow instructions
- Committing a dangerous act
- Jumping the curb or when no curb present, crossing the curb line or touching the curb/curb line is not a cause for failure

Parallel Parking Evaluation
2 points – more than two back and forth maneuvers once the vehicle pulls into a space
2 points – vehicle not parallel to the designated curb/cube line
2 points – stalling, hard braking, difficulty maneuvering
2 points – not wearing a seatbelt
4 points – vehicle outside of the parking space

3-point Turn Evaluation
2 points – more than two back and forth maneuvers once the vehicle pulls into space 1, 2 and 3
2 points – vehicle not inside box 1
2 points – vehicle not inside box 2
2 points – stalling, hard braking, difficulty maneuvering
2 points – not wearing a seatbelt

ROAD EVALUATION SCORING PROCEDURES

Applicant begins the behind-the-wheel final evaluation with 100 points. During the evaluation, points are deducted for each driving infraction the student commits. Depending on the severity of the infraction, 2, 4 or 10 points are deducted for each occurrence.

The following items are cause for deduction of points as indicated below:

10 POINTS ARE DEDUCTED FOR EACH OF THE FOLLOWING INFRACTIONS

Fails to make a full stop

- Red light: applicant must come to a complete stop before reaching the intersection, stop line or crosswalk (allow for stopping completely and inching forward for better view)
- Stop sign: when the vehicle ahead has stopped, causing applicant to stop behind the vehicle, applicant fails to make a second complete stop at stop sign

Crowds center line

- Stays too close to the center line for safety; the vehicle in the next lane is threatened
- Rides with the left wheels on the center line

Following distance

- Following too close to execute a safe stop (2 seconds between vehicles is considered safe)
- Tailgates

Right of way to vehicles and pedestrians

- Fails to yield to the vehicle on the right at a four-way stop or unmarked intersection
- Fails to yield to a pedestrian in a crosswalk or an intersection
- Fails to yield at any other time when a pedestrian's safety might be in jeopardy

Over speed limit (5-10 mph)

- Drives 5-10 mph over the posted speed limit
- Driving more than 10 mph over posted speed limit is automatic failure

4 POINTS ARE DEDUCTED FOR EACH OF THE FOLLOWING INFRACTIONS

Choice of proper lane

- Does not keep to right where no clear center line or markers are visible on a two-way street
- Does not stay in same lane when traveling through an intersection
- Does not keep vehicle in a single lane
- Dangerously merges into proper lane prior to turning
- Does not turn into correct lane of traffic

Signaling

- Does not signal at least 100 feet before turning
- Does not signal before changing lanes, turning at intersections or driveways, entering or leaving a freeway, pulling from a curb, pulling to side of road, or passing

Use of brakes

- Applies brakes suddenly or does not stop smoothly or safely
- Does not gradually slow to allow for proper and safe turn preparation

Observation and planning

- Does not appear to provide adequate attention to surrounding traffic/environment
- Fails to use mirrors
- Fails to visually check for other vehicles prior to making lane change
- Fails to anticipate traffic situations (merging sign was present, yet student is unaware traffic is merging)
- Makes unnecessary stops
- After stopping, fails to check, if needed due to limited visibility, for traffic an unobstructed corner, alley or driveway (allow for student edging out and looking for traffic)
- Fails to take necessary precaution indicated by a traffic control device or roundabout/traffic circle, yield sign, flashing yellow light, etc.

2 POINTS ARE DEDUCTED FOR EACH OF THE FOLLOWING INFRACTIONS

Operation of a motor vehicle

- Displays unusual amounts of nervousness, cautiousness, overconfidence, distracted behavior or confusion; e.g.; not paying attention, elbow out window or on sill, seated in a manner impairing vision or control
- Fails to hold accelerator steady
- Fails to use clutch and gearshift smoothly when operating a standard shift vehicle
- Place vehicle in improper gear
- Fails to release parking brake

Vehicle position after stopping

- If there is no crosswalk present and the vehicle stops beyond the crosswalk line or stop line
- Stopping position guidelines for clarification
    - Stop sign with no pavement markings, student must completely stop near the intersecting roadway where they have clear view of approaching traffic
    - Stop sign with a line only, student must completely stop at the line
    - Stop sign with a crosswalk but no stop line, student must completely stop at the nearest crosswalk line
    - Stop sign with a crosswalk and a stop line, student must completely stop at the stop line

Waits too long

- Hesitates overly long before following instructions, signaling or entering traffic after a stop
- Waits unnecessarily at intersection
- Waits for distant traffic to make a turn
- Right of way not taken when clearly yielded by others

Too slow

- Vehicle speed is too slow for traffic conditions, creating an unsafe condition
- Drives more than 5 mph below posted speed limit, assuming no restricted traffic conditions
- Hesitates, slows unnecessarily when approaching an uncontrolled intersection

Steering

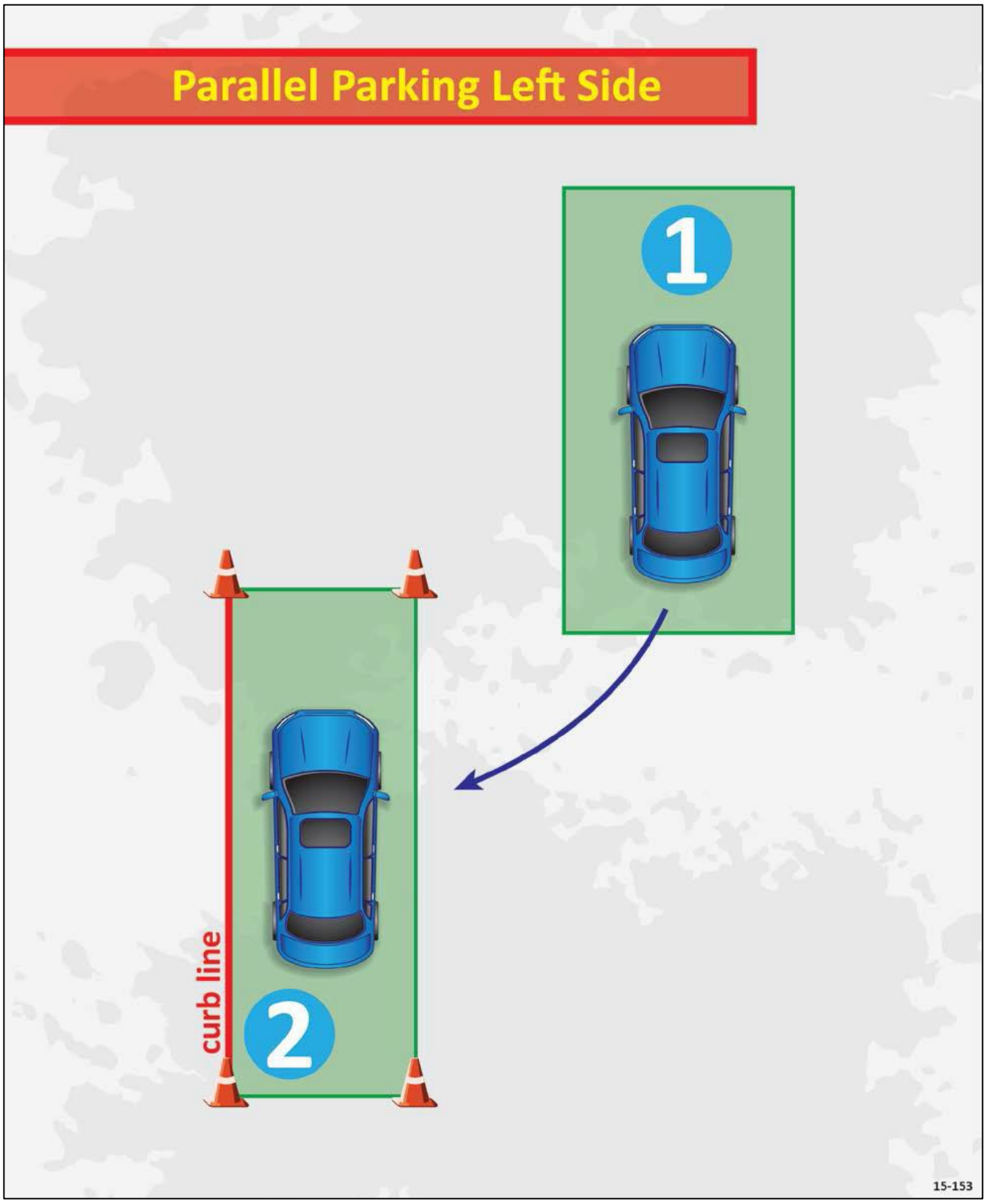
- Does not keep both hands on steering wheel to allow full control of the vehicle
- Fails to steer smoothly
- Hands are not positioned correctly; 9 and 3, 8 and 4, or 2 and 10 positions
- Turns too short/tight
- Unnecessary one-handed driving

Improper turns

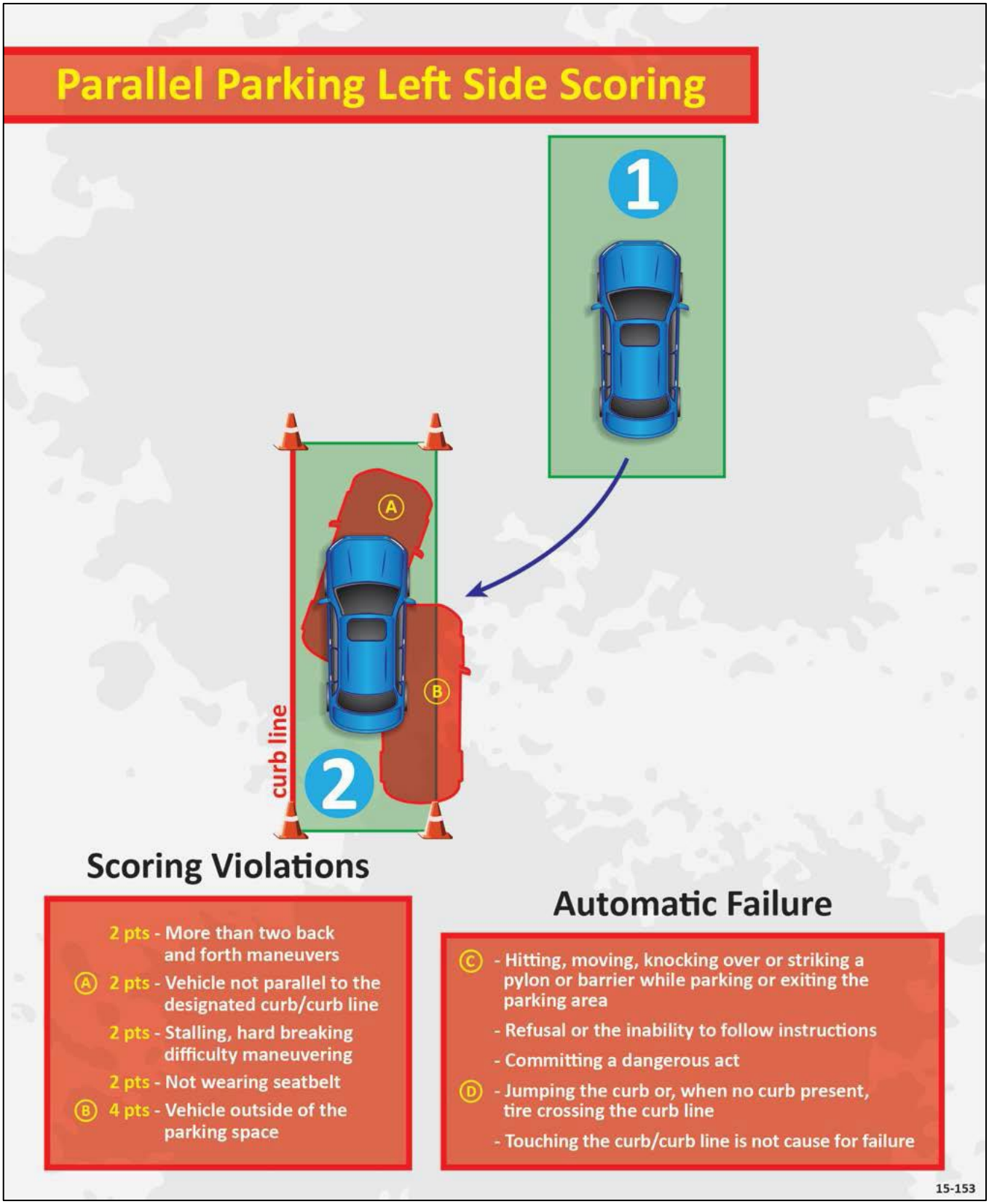
- Completes turn into improper lane; right turn crosses centerline so part of vehicle is on wrong side of the road
- Swings too wide or short while executing a turn
- Bumps the curb

PARALLEL PARKING

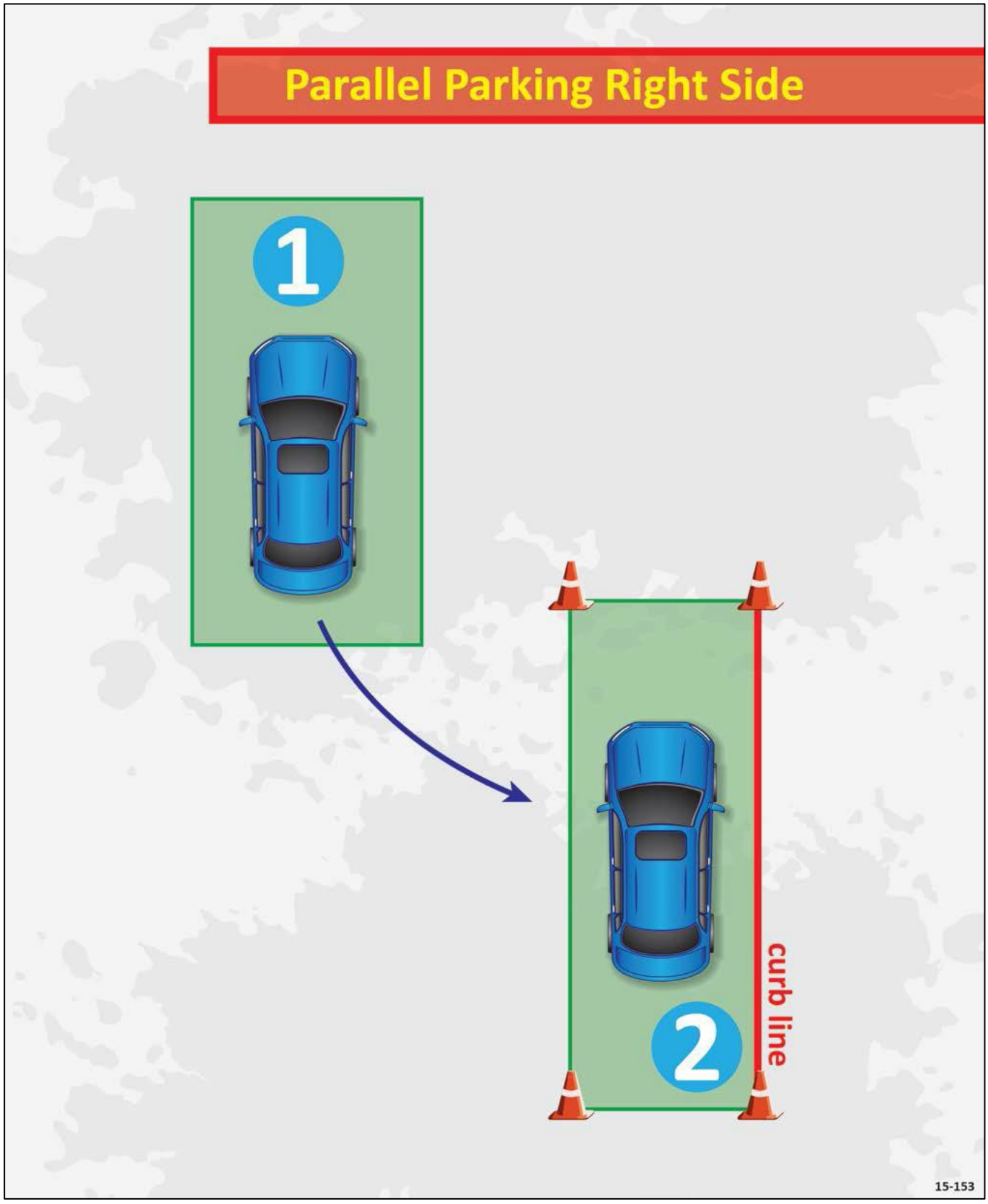
Parallel Parking Left Side – No Scoring



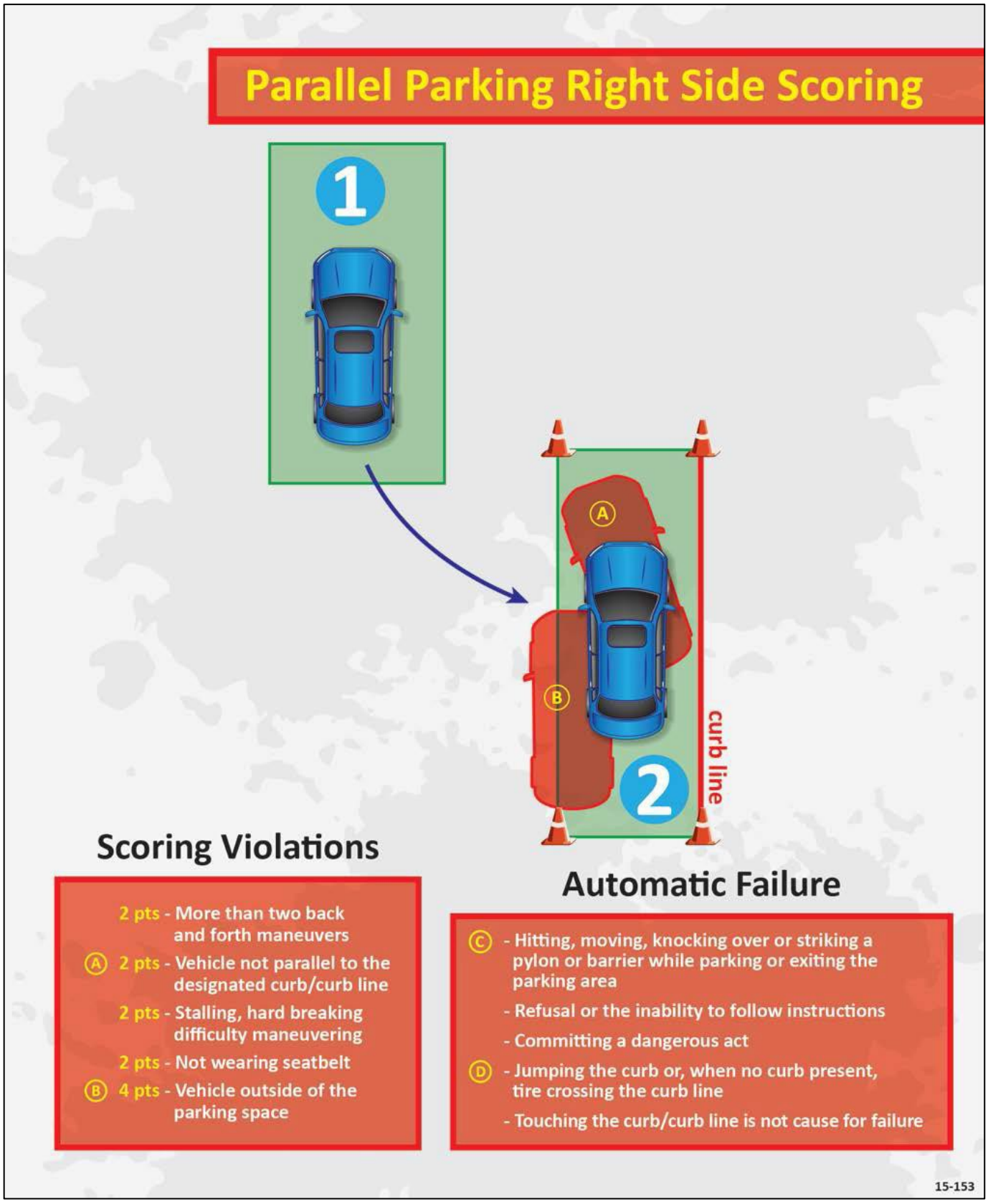
Parallel Parking Left Side - Scoring



Parallel Parking Right Side – No Scoring

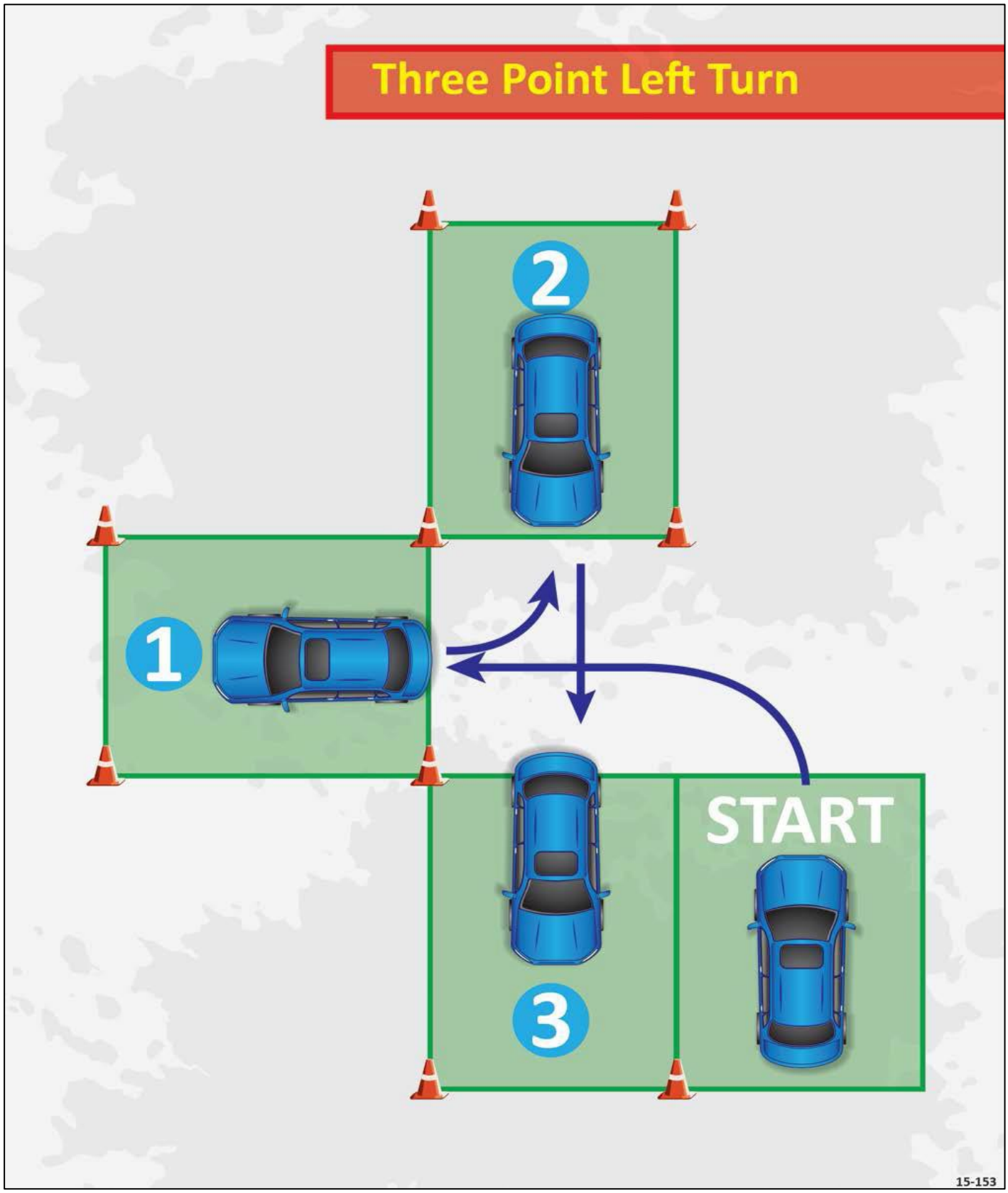


Parallel Parking Right Side – Scoring

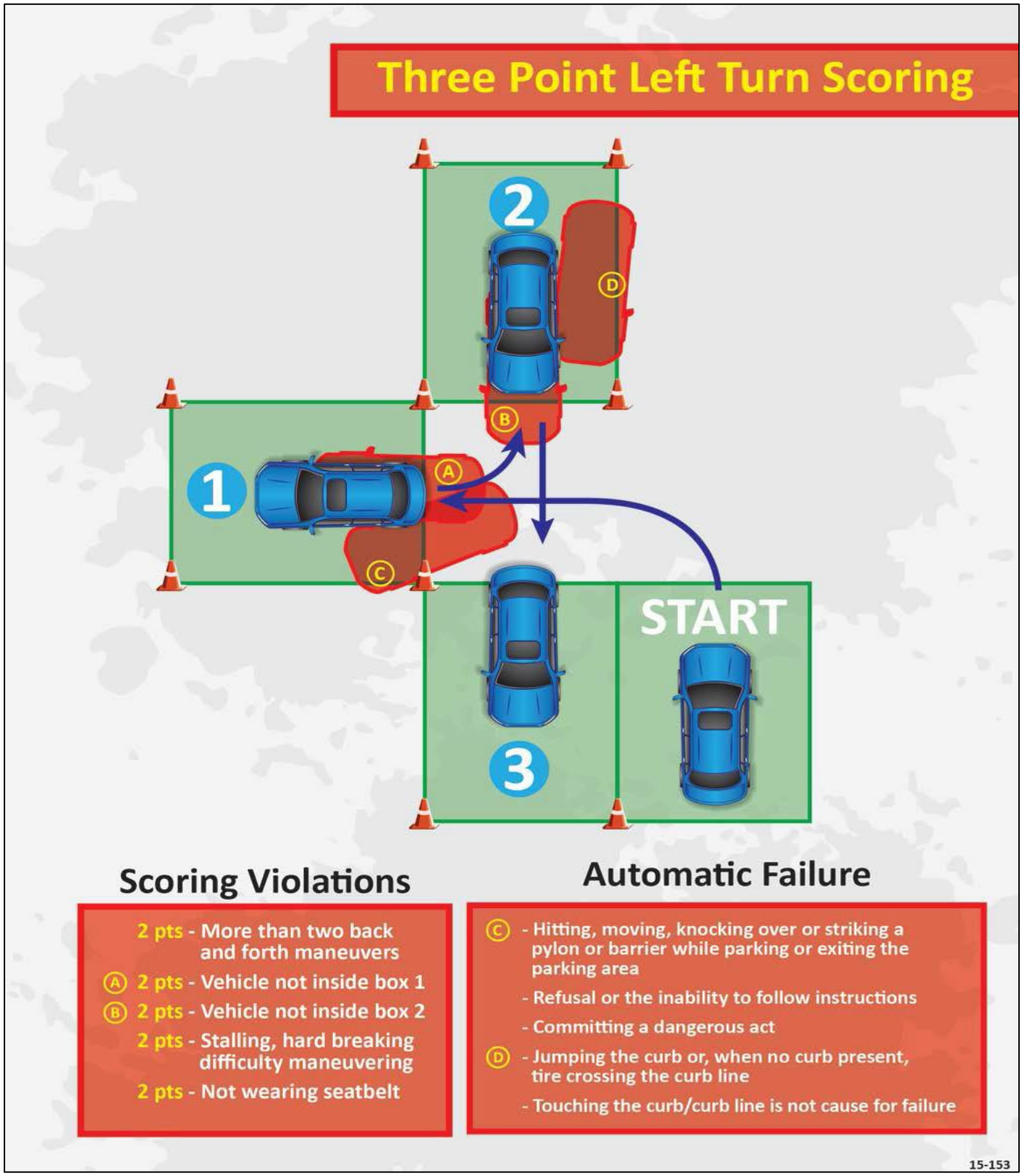


THREE POINT TURN

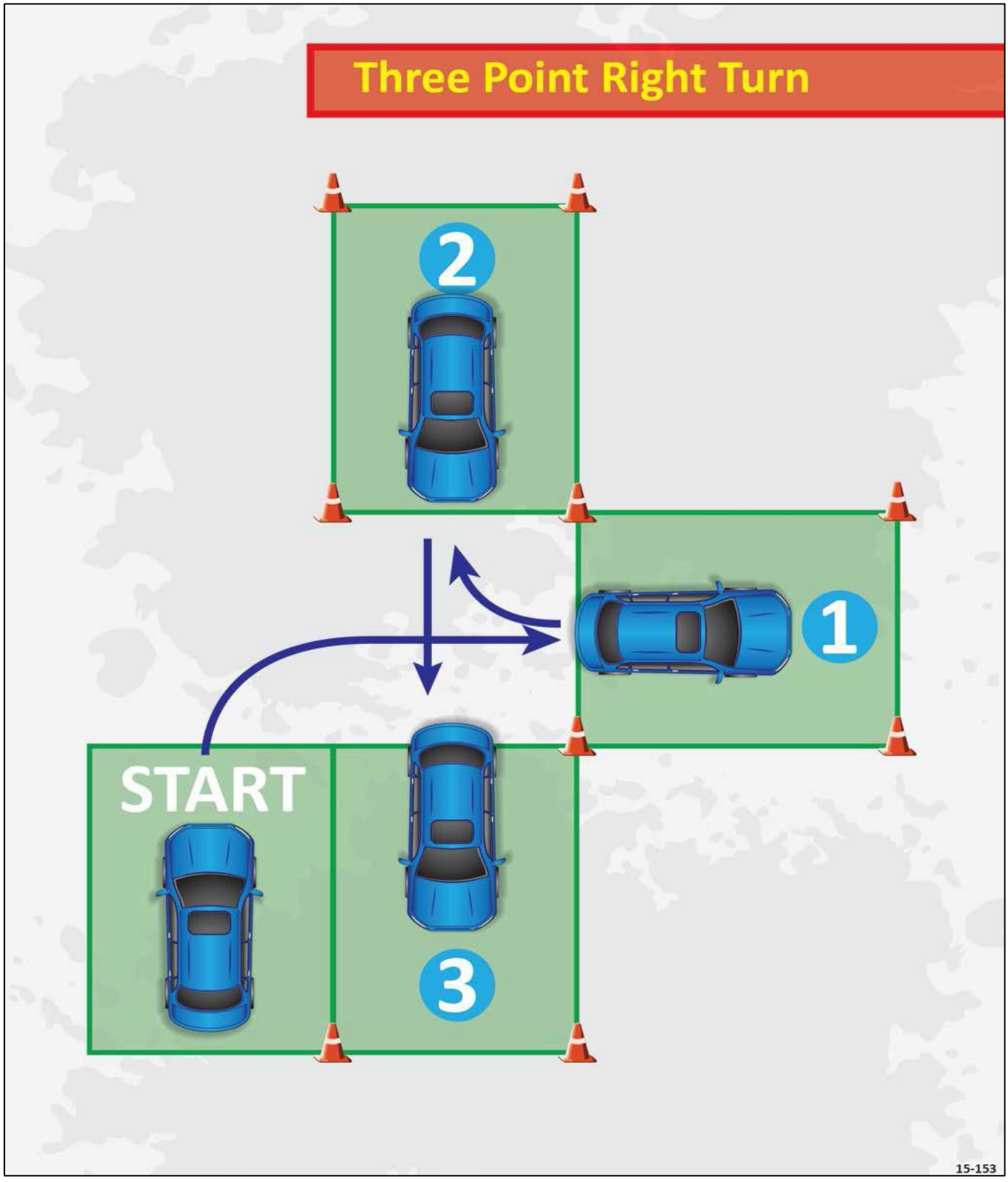
Three Point Left Turn – No Scoring



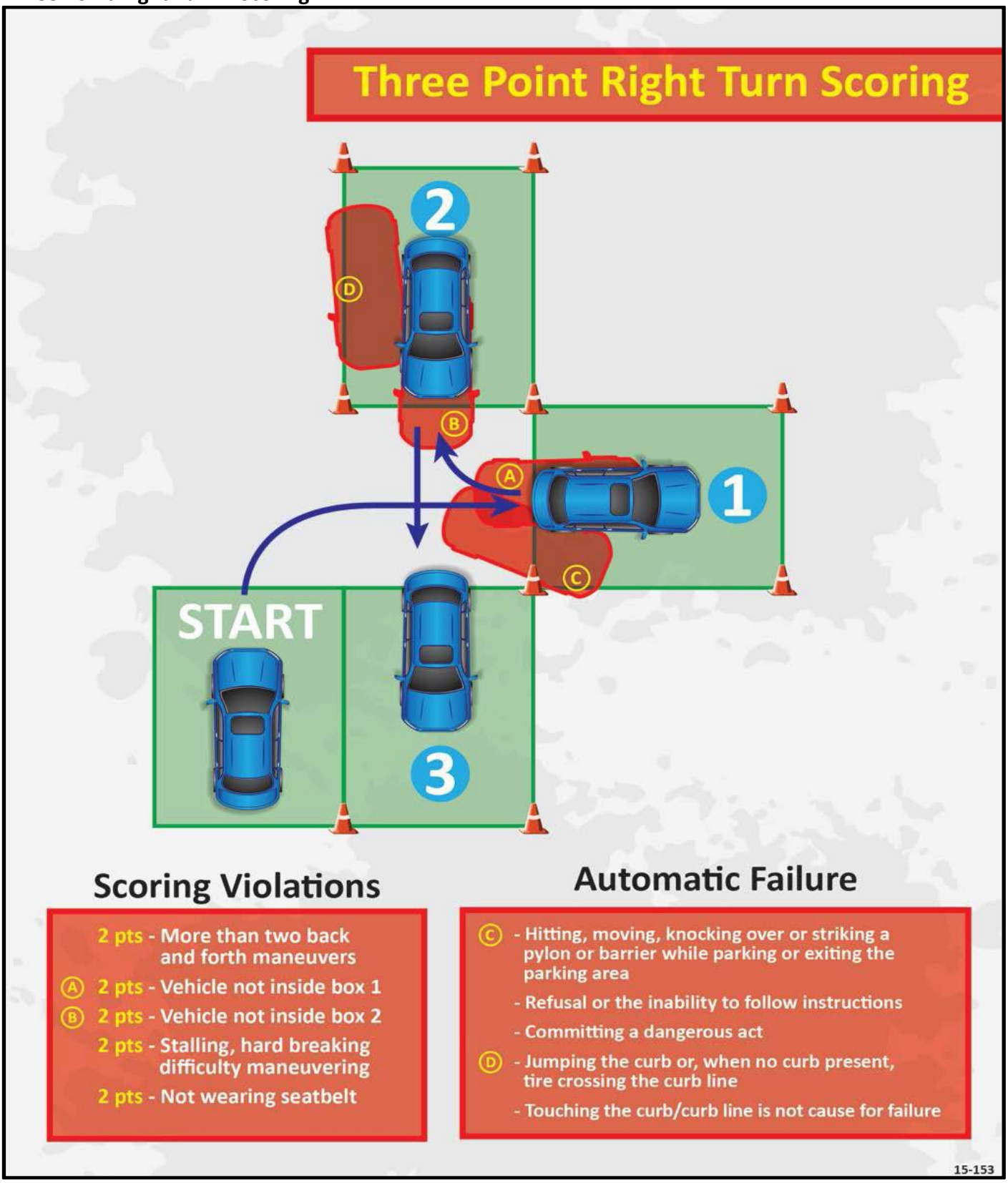
Three Point Left Turn – Scoring



Three Point Right Turn – No Scoring



Three Point Right Turn – Scoring



FINAL EVALUATION SCORE SHEET SAMPLE A/APPENDIX A

ADOT MVD DLTP FINAL EVALUATION SCORE SHEET

Student Name:	Date of Evaluation:	Vehicle Used (Yr/Make/Type)
License Plate No.	Trainer Signature:	Trainer and School No.

EVENT	POINTS	SCORE	REMARKS
FAILS TO MAKE FULL STOP	10 EACH		
CROWDING CENTER LINE	10 EACH		
FOLLOWING DISTANCE	10 EACH		
RIGHT OF WAY TO VEHICLE OR PEDESTRIAN	10 EACH		
OVER SPEED LIMIT (WITHIN 5-10 MPH)	10 EACH		
CHOICE OF PROPER LANE	4 EACH		
SIGNALING	4 EACH		
USE OF BRAKES	4 EACH		
OBSERVATION AND PLANNING	4 EACH		
OPERATION OF MOTOR VEHICLE	2 EACH		
POSITION AFTER STOPPING	2 EACH		
WAITS TOO LONG	2 EACH		
TOO SLOW	2 EACH		
STEERING	2 EACH		
IMPROPER TURN	2 EACH		
TOTAL POINTS OFF			

PASS ☐ FAIL ☐

Explanation of Failure:

AUTOMATIC FAILURE

- ☐ A. Struck a Pylon
- ☐ B. Distance from curb
- ☐ c. Jumped curb or took too long
- ☐ D. Inability after three attempts
- ☐ E. Vehicle failed inspection
- ☐ F. Involved in accident
- ☐ G. Dangerous action
- ☐ H. Serious violation
- ☐ I. Refused instructions

FINAL EVALUATION SCORE SHEET SAMPLE B PAGE 1/APPENDIX B

FINAL ROAD SKILLS EVALUATION

Test Route Used: ☐ A ☐ B ☐

STUDENT NAME:	SIGNATURE:	DATE:
TRAINER NAME:	SIGNATURE:	DATE:

ROAD SKILLS EVALUATION SHOULD BE 30 MINUTES IN LENGTH – This is only part of a 50 minute lesson
(Approximately 10 minutes in the parking lotion the range, and 20 minutes on the road)

THE FOLLOWING DANGEROUS DRIVING MANEUVERS WILL RESULT IN AUTOMATIC FAILURE	
☐ TEACHER INTERVENTION TO MAINTAIN VEHICLE CONTROL	☐ DANGEROUS MANEUVER
☐ DISOBEYS REGULATORY SIGN OR SIGNAL	☐ STRIKES AN OBJECT
☐ SPEEDING 5 OR MORE MPH OVER SPEED LIMIT	☐ FAILURE TO YIELD

SCORING: CHECK BOX FOR ERRORS/DEFICIENCIES

STARTING/STOPPING SKILLS			
☐ PRE-DRIVE CHECKS	☐ SMOOTH ACCELERATION	☐ SMOOTH STOPPING	☐ CONTROLLED EMERGENCY BRAKING

VISUAL SKILLS	
☐ IDENTIFIES TARGETS	☐ ABLE TO JUDGE STOPPING & ADEQUATE FOLLOWING DISTANCE IN SECONDS
☐ SEARCHES 15-20 SECONDS AHEAD IN THE PATH OF TRAVEL	☐ CHECKS MIRRORS REGULARLY
☐ TURNS HEAD TO IDENTIFY TARGET PRIOR TO TURNING	

STEERING	
☐ USES BALANCED 8 & 4 HAND POSITION ON STEERING WHEEL	☐ USES PUSH-PULL-SLIDE STEERING EFFECTIVELY
☐ USES PROPER HAND POSITION WHEN BACKING	☐ USES HAND-OVER-HAND STEERING WHEN APPROPRIATE

BACKING STRAIGHT/BACKING & TURNING SKILLS		
☐ SEARCHES MIRRORS, OVER SHOULDERS & SELECTS TARGET	☐ VEHICLE CONTROL BACKING STRAIGHT	☐ VEHICLE CONTROL WHEN BACKING & TURNING

TURNS/TURNABOUTS
(MINIMUM OF 2 LEFT AND 2 RIGHT TURNS AND ONE TURNABOUT)

LEFT TURN		CRITICAL SKILLS	RIGHT TURN	
1	2		1	2
☐	☐	SELECTS BEST LANE POSITION	☐	☐
☐	☐	CHECKS TRAFFIC AND SIGNALS	☐	☐
☐	☐	VERBALIZES ADEQUATE GAP FOR MANEUVER	☐	☐
☐	☐	COMPLETES TURN IN PROPER LANE	☐	☐

☐ TURNABOUTS (2-POINT, 3-POINT, OR U-TURN) ☐ ROUNDABOUT (IF AVAILABLE)

1

FINAL EVALUATION SCORE SHEET SAMPLE B PAGE 2/APPENDIX B

ROAD SKILLS EVALUATION

CONTROLLED AND UNCONTROLLED INTERSECTIONS	
☐ LOOKS FOR OPEN SPACE TO LEFT, FRONT & RIGHT	☐ OBEYS TRAFFIC SIGNS/SIGNALS
☐ UNDERSTANDS RIGHT-OF-WAY RULES	☐ STOPS IN PROPER POSITION

CURVES	LANE CHANGES
☐ ENTERS CURVE AT PROPER SPEED/POSITION	☐ SIGNALS & CHECKS MIRRORS
☐ GRADUALLY INCREASES SPEED AT APEX OF CURVE	☐ TURNS HEAD TO CHECK BLIND ZONE (NO STEERING WHEEL MOVEMENT)
☐ MAINTAINS PROPER LANE POSITION	☐ GRADUALLY MOVES INTO LANE (CROSSES 3 OR 4 BROKEN LINES)
	☐ MAINTAINS PROPER SPEED/FOLLOWING DISTANCE

PARKING	FREEWAY (IF AVAILABLE)
☐ PERPENDICULAR/ANGLE (RIGHT SIDE)	☐ ACCELERATES TO PROPER SPEED
☐ PERPENDICULAR/ANGLE (LEFT SIDE)	☐ IDENTIFIES & SELECTS PROPER GAP
☐ PARALLEL	☐ MAINTAINS PROPER SPEED/FOLLOWING INTERVAL
☐ STOPPING AT CURB	☐ SLOWS DOWN IN DECELERATION LANE (NOT ON EXPRESSWAY)
☐ PROPER SIGNALS	☐ PREPARES TO STOP OR MERGE INTO FLOW OF TRAFFIC
☐ SAFELY EXITS PARKING SPACE	☐ PROPER SIGNALS

SAFE DRIVING BEHAVIORS
☐ AUTOMATICALLY PUTS ON SEAT BELT (HABIT)
☐ MAINTAINS PROPER SPEED AT ALL TIMES
☐ MAINTAINS SAFE FOLLOWING DISTANCE (MINIMUM 3-SECOND GAP)
☐ DEMONSTRATES PROPER USE OF MIRRORS (CHECKS BEFORE STOPPING OR CHANGING LANE POSITION)
☐ IDENTIFIES, UNDERSTANDS, AND RESPONDS APPROPRIATELY TO TRAFFIC SIGNS & SIGNALS
☐ EFFECTIVELY MANAGES RISKS IN THE DRIVING ENVIRONMENT
☐ DEMONSTRATES ABILITY TO SELECT GAP & AVOIDS HESITATION
☐ YIELDS TO PEDESTRIANS
☐ UNDERSTANDS DIFFERENT VEHICLE CAPABILITIES & EFFECTIVELY SHARES THE ROAD WITH ALL ROADWAY USERS

FINAL ASSESSMENT		
SCORING: Five (5) OR MORE DRIVING ERRORS, OR ONE (1) UNSAFE DRIVING MANUEVER WILL RESULT IN AUTOMATIC FAILURE		
PASS/FAIL:	NUMBER OF ERRORS:	AUTOMATIC FAILURE
IF THE STUDENT DID NOT SUCCESSFULLY PASS THE FINAL TEST, THE STUDENT MAY BE RETESTED ON _____ DATE		

NOTE: Successful completion of a state-approved driver education road skills test does not imply that your child is an experienced driver.

_____ _____

_____ _____

2

STUDENT DRIVER PARTNERING CHECKLIST/APPENDIX C

ADOT MVD DLTP Student Driver Checklist

The Driver Education class is a good first step, but support during the duration of the class is crucial. Below is a checklist that experienced licensed drivers can use to help students learn safe driving skills.

The Student Driver	Never	Sometimes	Always
Knows location of instruments and safety devices and checks them before driving			
Adjust mirrors and seat properly			
Wears safety belts without being reminded			
Works to maintain safe following distance			
Demonstrates correct hand position on steering wheel			
Demonstrates the "2-second" rule – you can count "1000-1, 1000-2" between the time the back of a car in front of you passes a fixed object and the time the front of your car reaches the same spot			
Is aware of other driver's blind spots			
Is aware of tailgaters and knows how to deal with them			
Anticipates changing traffic lights			
Checks mirrors frequently			
Signals before turns and lane changes			
Uses horn appropriately			
Anticipates possible braking situations			
Appears relaxed and comfortable while driving			
Is comfortable driving at night			
Uses high and low beams appropriately			
Adjusts speed to road, traffic and weather conditions			
Works to maintain a space cushion or buffer zone on all four sides of the vehicle			
Checks intersections carefully and pauses before entering			
Sets emergency brake or parking brake before leaving vehicle			
Demonstrates good, smooth movements and coordination during and after turns			
Demonstrates good scanning habits at all times			
Obeys traffic laws – including speed limits			

NOTE: The consequences of abiding by or breaking the established conditions should be discussed and exercised. It is as important to recognize and reward drivers for adhering to the conditions as it is to correct a driver for not following the conditions. In administering consequences, positive or negative, it is important to clearly communicate exactly what has been done right or wrong. Both the experienced licensed driver and student must clearly understand the reasons for the consequences.

STUDENT TRAINING RECORD SAMPLE A/APPENDIX D

DRIVER EDUCATION STUDENT TRAINING RECORD

Student Name	Phone	Address
Permit No.	Exp.	DOB
Trainer Name	Cert. No.	

TIME RECORD

DATE	TIME IN/OUT	TOTAL TIME	TRAINER	VEHICLE MAKE/MODEL/YR/PLATE

DRIVING SKILLS CHECKLIST

PARTS OF CAR	TURNS	COMMENTS
☐ Radiator	☐ Right Turns	
☐ Tires	☐ Left Turns	
☐ Battery	☐ "U" Turns	
BEFORE STARTING	☐ Hand Signals	
☐ Seat	**DRIVING ON GRADS**	
☐ Doors	☐ Stopping on Hill	
☐ Mirrors	☐ Starting on Hill	
☐ Brake	☐ Parking on Hill	
☐ Gear Selector	**OPEN HIGHWAY**	
☐ Ignition	☐ Entering Traffic	
☐ Gauges and Devices	☐ Road Position	
STARTING ENGINE	☐ Road Signs	
☐ Starter Release	☐ Speed	
☐ Accelerator	☐ Changing Lanes	
STARTING/STOPPING	☐ Overtaking/Passing	
☐ Gear Selector	**CITY DRIVING**	
☐ Shifting D to L	☐ Entering Street	
☐ Shifting L to D	☐ Correct Lane	
☐ Stopping Engine	☐ Pedestrians	
☐ Securing Car	☐ Speed	
BACKING	☐ Road Signs	
☐ Brakes & Gas Control	**PARKING**	
☐ Steering Backward	☐ Parallel	
☐ Stopping	☐ 3-Point	

STUDENT SIGNATURE_____ **DATE**_____

TRAINER SIGNATURE _____ **DATE**_____

STUDENT TRAINING RECORD SAMPLE B/APPENDIX E

Click here to START or CLEAR, then hit the TAB button

Driver Training School
Student Record

School name
School number

Student name *(Last, First, Middle initial)*	Date of birth	Driver license/permit number
Residence address		Student (Area code) Telephone number
Parent/Guardian name	Parent/Guardian (Area code) Home telephone	Make/Model/Year/Plate of Training Vehicle
Informed of requirements? ☐ Yes ☐ No	Permission form/Policy agreement signed by parent and student? ☐ Yes ☐ No	Email

Thirty hours classroom and 10 hours behind-the-wheel instruction are required. (Program Administration Summary)

Class	Date	Makeup date	Time in	Time out	P/F	Trainer Name	Trainer Signature	Student signature
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15*								

*If additional space is required, complete page 2.

Student class dates	Student course information
Class start Class end	Completed: ☐ Classroom ☐ BTW ☐ Observation Course grade: ☐ Pass ☐ Fail ☐ Incomplete Fees: ☐ Paid $ Completed dates: Course Knowledge Skills
Comments	

SAMPLE TRAINING COMPLETION CERTIFICATE/APPENDIX F

ADOT
Motor Vehicle Division
www.azdot.gov

Mail Drop 515M
Professional Driver Services
Motor Vehicle Division
PO Box 2100
Phoenix AZ 85001-2100

Authorized Third Party
Driver License Training Provider
Training Completion Certificate

Upon Application for an Arizona Driver License/Instruction Permit, I understand that I may be subject to a system generated random written and/or road test at any MVD office or Authorized Third Party Driver License Provider.

This completion certificate should be presented with an application for an Arizona driver license within 12 months of the completion date.

Provider Name: PROFESSIONAL DRIVER SERVICES & TRAFFIC SURVIVAL

Trainer Name: DIANNE RENNE SAGARNAGA

☑ I certify that the student listed below has successfully completed the required minimum professional curriculum standards for classroom training hours and has passed the written evaluation.

☐ I certify that the student listed below has successfully completed the required minimum professional curriculum standards for behind the wheel training and has passed the road skills evaluation.

Completion Date: 1/8/2015

Student Name: TEST RECORD

Student DOB: 04/06/1991

Student Mailing Address: 2738 E WASHINGTON PHOENIX AZ 85034

_____
Student Signature

Completion Certificate: 19340001697

SAMPLE DRIVING ROUTE/APPENDIX G

SAMPLE DRIVING ROUTE
FINAL BEHIND THE WHEEL EVALUATION

MANEUVER LOCATION	EVALUATION POINTS	DIRECTIONS TO DRIVER
123 South First Street	MERGING INTO TRAFFIC A. Use of turn signal B. Use of mirrors C. Head check D. Entered proper lane	Exit the parking lot and turn right
S First Street and Pineview Road	RIGHT TURN A. Use of turn signal B. Use of mirrors C. Head check – left/right/left D. Use of brakes E. In proper lane	Turn right at the next stop sign
Pineview Road and Second Street	THRU INTERSECTION A. Head check – left/right/left B. Slowed a little	Go straight thru the intersection while obeying the traffic signal
Second Street and Woodcrest Road	LEFT TURN A. In proper lane B. Use of turn signal C. Use of mirrors D. Head check - left/right/left E. Yield to oncoming traffic F. In proper lane	Turn left at the next intersection
600 West Woodcrest Road	SCHOOL ZONE A. Slowed to 15 mph B. Head check for children	No instructions to driver
700 West Woodcrest Road	RAILROAD CROSSING A. Use of head check B. Prepared to stop if necessary C. Changing lanes while crossing railroad tracks	No instructions to driver
900 West Woodcrest Road	CURVE A. Adjust speed appropriately B. Stayed in proper lane	No instructions to driver
W Woodcrest Road and 9th Street	TRAFFIC SIGNAL A. Use of turn signal B. Use of mirrors C. Head check – left/right/left D. Use of brakes E. In proper lane F. If red light, stopped properly	Turn right at the next traffic signal
250 North 9th Street	LANE CHANGE A. Use of mirrors B. Use of head check C. Use of turn signals	When it is safe to do so, move one lane to the left
500 North 9th Street	STOP SIGN A. Proper use of brakes B. Use of mirrors C. Yield right-of-way	No instructions to driver

FINAL ROUTE REQUIREMENTS/APPENDIX H

Route Maneuver Requirements
One traffic light
One lane change
Two turns at major intersections
Observance of a stop, yield, caution, railroad and or other signs as available
Observance of residential, school, business and highway speed zones as available
Two to three right turns
Two to three left turns