Canine Life and Social Skills®
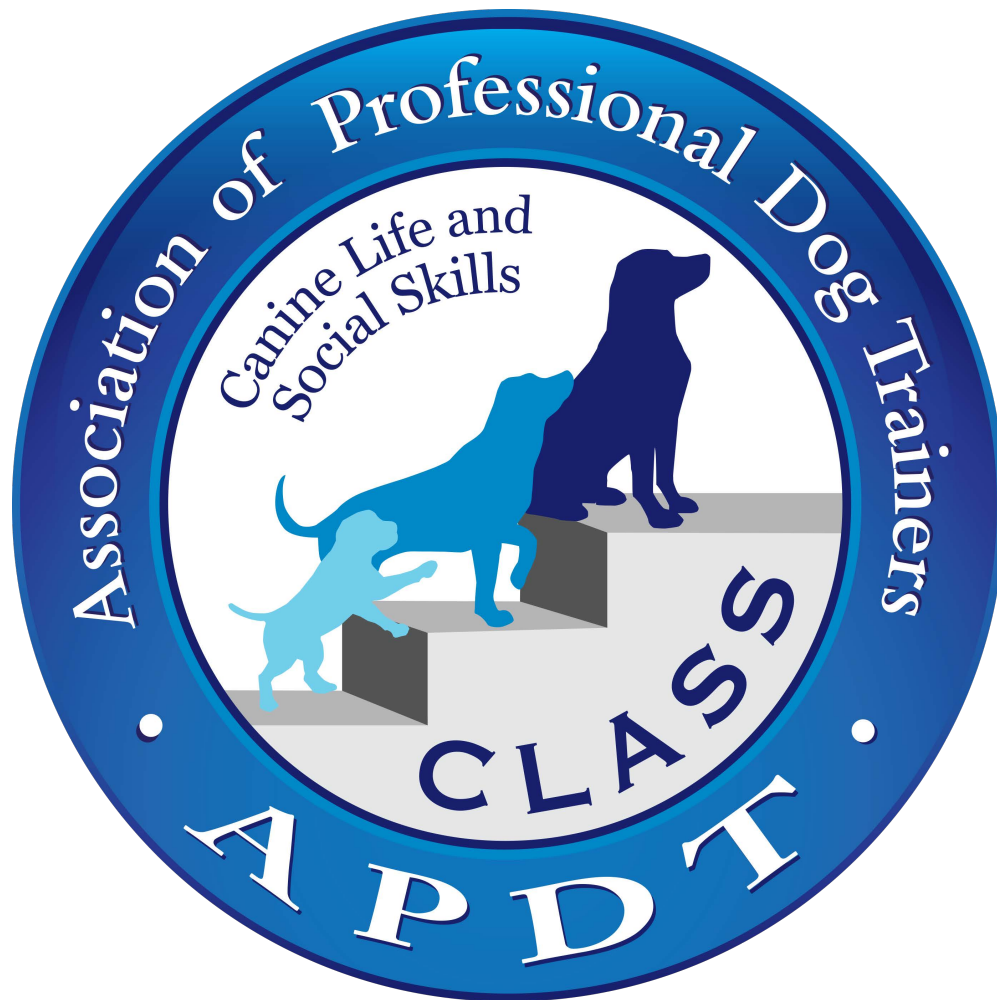
Evaluator Handbook

Contents

Purpose of the Evaluator Handbook

The *Evaluator Handbook* is designed specifically for C.L.A.S.S. Evaluators and those interested in becoming a C.L.A.S.S. Evaluator. This handbook describes the role of C.L.A.S.S. Evaluators, explains evaluation procedures that are specific for Evaluators, and serves as a reference for official C.L.A.S.S. Evaluators to successfully administer C.L.A.S.S. Evaluations.

Those interested in becoming Evaluators should study the contents of this *Evaluator Handbook* as well as the *C.L.A.S.S. Overview Handbook* to prepare for the Evaluator exam.

The recommended starting point for dog trainers interested in the Evaluator process is to become C.L.A.S.S. Students and take their own dogs through the program to become familiar with C.L.A.S.S. In addition, C.L.A.S.S. is a wonderful way for any pet owner to spend some time with their own dogs either training new or honing old real-life skills. The *C.L.A.S.S. Overview Handbook* contains information on how to get started as a C.L.A.S.S. Student.

For complete information on the C.L.A.S.S. program, including the Rules of What is Acceptable and What is Not Acceptable, criteria definitions, elements of the evaluations, and how to earn C.L.A.S.S. Certificates, please refer to the *C.L.A.S.S. Overview Handbook*.

The *Evaluator Handbook* will be revised as needed. It is the responsibility of Evaluators to make sure they are using the most current version of the handbook as posted at www.mydoghasclass.com. (Please see the version date listed in the footer of the handbook.)

What is a C.L.A.S.S. Evaluator?

Evaluators administer C.L.A.S.S. assessments, score performances of teams, and provide feedback to students on improving their training skills. A C.L.A.S.S. Evaluator directly oversees all aspects of a C.L.A.S.S. Evaluation, including scheduling the day of the evaluation. Evaluators, as professional dog training instructors, can help students prepare for the evaluation. Evaluators may also serve as C.L.A.S.S. Instructors.

C.L.A.S.S. Evaluators embody the link between students and the heart of the C.L.A.S.S. program—helping students and dogs grow together and reach their C.L.A.S.S. potential. Official Evaluators, through the C.L.A.S.S. program, represent the Association of Professional Dog Trainers to students and the community in which they serve.

Value of Becoming a C.L.A.S.S. Evaluator

Here are some of the benefits for C.L.A.S.S. Evaluators:

- Evaluators can offer evaluations to students so that students can earn tangible rewards of C.L.A.S.S. certificates.

- Evaluators can suggest C.L.A.S.S. training classes to students to continue their training or work on skills needed for the C.L.A.S.S. Evaluation.

- Evaluators can implement C.L.A.S.S. training classes to help build their training business.

- Becoming an Evaluator may help improve networking with veterinarians and other pet professionals in the local community, as well as grow clientele.

- All Evaluators are listed in the online Evaluator search at www.mydoghasclass.com/evaluators/search. Evaluators are also listed specially as an Official C.L.A.S.S. Evaluator in the APDT Trainer Search.

- Upon acquiring the Evaluator status, Evaluators are sent a frame-able certificate displaying their Evaluator status, and an Evaluator lapel pin.

- Evaluators will belong to an online community of Evaluators for discussion and support as an Evaluator.

- Evaluators get to spread awareness of reward-based training.

- Marketing resources are available through the online Evaluator account, such as press releases announcing the Evaluator's new position, Evaluator logos to display on web sites and business marketing material, promotional flyers, and scheduling tips.

How to Become a C.L.A.S.S. Evaluator

Becoming a C.L.A.S.S. Evaluator	
Become a C.L.A.S.S. Evaluator	1. Meet Evaluator qualifications 2. Register for an Evaluator ID 3. Pass a three-part online exam 4. Submit C.L.A.S.S. Evaluator fee of $40

Maintain Evaluator Status	1. Fulfill annual continuing training requirements
	   a. Accrue at least 60 hours per year in training experience
	   b. Attend at least one webinar per year on C.L.A.S.S. Evaluator Updates
	2. Maintain liability insurance OR be covered by another entity
	3. Renew Evaluator status every two years
	   a. Re-take and pass three-part online exam

	b. Submit C.L.A.S.S. Evaluator $25 renewal fee

The following qualifications are in place as precise standards for C.L.A.S.S. Evaluators to ensure that Evaluators are equipped to represent the APDT through the C.L.A.S.S. program.

Meet Evaluator Qualifications

a. C.L.A.S.S. Evaluators must be at least 21 years of age.

b. C.L.A.S.S. Evaluators must be Professional or Full Members of the Association of Professional Dog Trainers (APDT). Candidates must enter their APDT member number on the Evaluator application.

   To join the APDT, go to www.apdt.com/join. Certification is not required to become an APDT member. The APDT is primarily an education organization, and membership is open to all who pay annual dues.

c. C.L.A.S.S. Evaluators must have accrued, in the previous 12 months, at least 60 hours of training experience, either paid or volunteer. The training experience may be through providing training services to dog owners or to shelters/rescue groups. Training Assistants, if they meet this training experience requirement, are eligible to apply, though they will be asked to also supply the name and contact information of the trainer under whom they work.

d. C.L.A.S.S. Evaluators must **EITHER** maintain liability insurance covering their training services, **OR** be covered under the insurance policy of another business or entity.

   If maintaining their own liability insurance, C.L.A.S.S. Evaluators agree to maintain at their own cost the following minimum insurance coverage for their training services where the C.L.A.S.S. Evaluations will be performed: (i) general liability insurance with a $100,000 per occurrence, $200,000 aggregate limit; and (ii) custody, care, and control or animal bailee insurance in an amount of not less than $10,000. The basic policy through Business Insurers of the Carolinas, available to APDT members, meets these requirements for insurance coverage. (The same minimum insurance coverage applies to Evaluators in the US and Canada.)

   Evaluators do not require a separate policy if they are covered under the insurance policy of the business or entity where they perform the C.L.A.S.S. evaluations.

Register for an Evaluator ID

C.L.A.S.S. Evaluator candidates must register at www.mydoghasclass.com/evaluators/join. By registering, candidates are assigned a unique Evaluator ID and gain access to the three-part Evaluator exam. (The Evaluator fee is not assessed until after the candidate passes the three-part exam.)

Here are the steps for the brief Evaluator ID registration process:

1. Visit www.mydoghasclass.com/evaluators/join.

2. Fill out the short online application.

    a. For the yes/no question of "Will you be evaluating only for a shelter?," those candidates who plan to evaluate only shelter dogs, rather than students' personal dogs, may answer "yes;" the Evaluator Registration fee is reduced to $25 for Shelter-only Evaluators. Those candidates who plan to run evaluations for students, or both for students and for shelters, should answer "no" to that question.

3. A confirmation email will automatically be sent. This email contains a link, valid for 24 hours, to confirm the Evaluator account. (Sometimes the confirmation email may arrive in the user's spam mail or junk folder.)

4. Upon clicking on the link in the confirmation email, an Evaluator ID will be assigned. The Evaluator ID is an account number to allow access to the Evaluator account area in order to take the Evaluator exam. The Evaluator status is not active until the applicant passes the 3-part online Evaluator exam and submits the Evaluator registration fee.

5. Using the Evaluator ID and the password chosen when creating the account, the Evaluator applicant may log in to the Evaluator account.

6. Within the Evaluator account, click on "Evaluator Exam" to begin the exam process. Allow at least an hour to complete the exam, though all 3 parts do not need to be completed at one time; each exam section may be taken one at a time if desired.

Online Evaluator Account

Log in to the online Evaluator account at www.mydoghasclass.com/security/login at any time with the assigned unique Evaluator ID. Here is a screenshot of the Evaluator account showing the available tab features—Contact Info, Students, Shelters, Evaluator Exams, Resources, and Notices.

Contact Info tab

The "Contact Info" tab contains a read-only view of the Evaluator's business name, web site, address, and email. To update any contact information, members should log in to their APDT Member account at www.apdt.com/m/login. This tab also displays the member's APDT account number and assigned C.L.A.S.S. Evaluator ID.

Students tab

The "Students" tab is where the Evaluator can list students to be evaluated or who have been evaluated by that Evaluator. Through this tab, Evaluators can report evaluation scores, indicate completion of the student's Veterinarian Certificate, view a student's evaluation history, and print certificates.

Shelters tab

The "Shelters" tab is the special location for any Evaluator who offers an evaluation(s) to groups participating in the C.L.A.S.S. Shelter program. Any shelter, rescue, or other dog-related non-profit organization may register their dogs free of charge for any C.L.A.S.S. Evaluation. The "Shelters" tab is used for reporting shelter dog evaluation scores, viewing a shelter dog's evaluation history, indicating completion of the Veterinarian Certificate, and printing C.L.A.S.S. shelter certificates, in a similar manner as for Students. (See the C.L.A.S.S. Shelter Handbook for more information on the Shelter Program.) To add Shelters, Evaluator will enter the C.L.A.S.S. Shelter ID number (in the format "N######").

Evaluator Exam tab

The "Evaluator Exam" tab lists the Evaluator's status (whether not yet qualified or qualified), and the status of the three-part Evaluator exam. To take the exam, the Evaluator shall click "Take Exam Now" within this tab. This tab is also where Evaluators will submit the Evaluator registration fee after passing the three-part exam.

Resources tab

Within the "Resources" tab are a variety of current documents for use as an Evaluator. It includes up-to-date evaluation forms, the Evaluator icon/logo for download, the media release, a waiver for junior students, a copy of the Veterinarian Certificate, scheduling tips, promotional flyers, customizable C.L.A.S.S. brochures for download, and a link to order free brochures.

Notices tab

The "Notices" tab contains a list of the most recent updates (revisions/additions) to the Evaluator Handbook, as well as a link to the Archived Updates to view all previous updates made to the handbook. The most recent version of the Evaluator Handbook is also available for download from the "Notices" tab.

Pass the Three-Part Evaluator Exam

C.L.A.S.S. Evaluators must pass a three-part online exam. Candidates should be familiar with the material in the *C.L.A.S.S. Evaluator Handbook* as well as the *C.L.A.S.S. Overview Handbook* before starting the online exam, and may refer to the handbooks throughout the exam.

The online exam is made up of three parts: general C.L.A.S.S. questions, training and behavior questions, and video assessment. All three parts of the exam must be passed in order to pass the online exam. Before each part starts, candidates will be given instructions on how the test works.

There is no time limit in which to complete the online exam, nor is there a fee to retry any part. The test may be taken in one sitting, or each part may be taken at different times, starting with Part 1.

Part 1.   This section of the exam consists of 30 randomly-selected multiple-choice questions based on the information in the *C.L.A.S.S. Evaluator Handbook* and the *C.L.A.S.S. Overview Handbook*. Candidates must get at least 24 questions correct to pass. When candidates pass Part 1, they are advanced automatically to Part 2.

If candidates do not pass Part 1, they will be notified of the questions missed and the correct answers. Candidates may retake the test after at least 24 hours; the test may not be retaken more than once in a 24 hour period. During the retake, the test questions may not be the same as in the previous test, as the questions are randomly generated for each testing session. Part 1 of the test must be passed before candidates may advance to Part 2.

Part 2.   This segment is designed to test candidates' understanding of dog behavior and training. See "Resources for Training and Behavior" in the Appendix of this handbook or visit www.mydoghasclass.com/evaluators/exams/resource-list for suggested resources to study. Candidates are asked to select the best answer for 30 randomly-selected multiple choice questions. Candidates must get at least 24 questions correct to pass. When candidates pass Part 2, they advance to Part 3.

If candidates do not pass Part 2, they will be provided with a list of resources to study. Candidates may retake Part 2 after at least 24 hours; the test may not be retaken more than once in a 24-hour period. During the retake, the test questions may not be the same as in the previous test, as the questions are randomly generated for each testing session. If a candidate retries Part 2 within 30 days of the first attempt to pass Part 2, the candidate does not have to retake Part 1. If more than 30 days has passed since the first Part 2 attempt, a candidate must retake the entire exam starting from

Part 1, even if that candidate previously passed Part 1. Part 2 of the test must be passed before candidates may advance to Part 3.

Part 3.   The video assessment portion of the online exam is designed to test candidates' knowledge of C.L.A.S.S. Scoring Guidelines. Candidates are presented with a series of 30 video clips, 10 clips per C.L.A.S.S. level. Each video clip is approximately 30 seconds to 60 seconds long, and features a student/dog team going through a test item in a C.L.A.S.S. Evaluation. Video clips may be replayed as needed.

To score each clip, the candidate shall select the scoring criteria that apply to the clip, (Excellent, Needs Work, Incomplete, or Automatic Incomplete,) as if scoring for a real Evaluation. Candidates must correctly score at least 24 video clips to pass.

When candidates pass Part 3, they will have successfully completed the online exam and are advanced to the section to complete the process.

If candidates do not pass Part 3, they will be notified of which videos were scored incorrectly and why. Candidates may retake Part 3 after at least 24 hours; the test may not be retaken more than once in a 24-hour period. If a candidate retries Part 3 within 30 days of the first attempt to pass Part 3, the candidate does not have to retake Parts 1 or 2. If more than 30 days has passed since the first attempt to pass Part 3, the candidate must retake the entire exam starting from Part 1, even if the candidate previously passed that section.

Submit Evaluator Registration Fee

After passing the online test, C.L.A.S.S. Evaluators will submit the Evaluator registration fee of $40 to validate their official Evaluator status, which is valid for 2 years. The Evaluator fee is submitted through the "Evaluator Exam" tab of the online Evaluator account. Click on the "Pay registration fee online" link to be routed to the registration payment form. On this form, Evaluators are also asked to enter the name of their business liability insurance company, and check the "Agreement for APDT C.L.A.S.S. Evaluators." (See a full copy of the Evaluator Agreement in the Appendix of this handbook.)

Maintain Evaluator Status

The following steps are required to maintain C.L.A.S.S. Evaluator status.

1. C.L.A.S.S. Evaluators must fulfill annual continuing training requirements:

    a. Accrue at least 60 hours per year of training experience (either paid or volunteer) through teaching group classes, seminars, individual sessions with students, or individual sessions with dogs.

2. C.L.A.S.S. Evaluators must maintain liability insurance for their training services, as described in the "Evaluator Qualifications."

3. Every two years, C.L.A.S.S. Evaluators must renew their Evaluator status online. To renew, an Evaluator must:
    a. Take a short review online of changes and updates to the handbook.
    b. Submit the evaluator renewal fee of $25. (Shelter-only Evaluators pay a renewal fee of $15.)

Conducting a C.L.A.S.S. Evaluation

The following describes the practical steps of conducting a C.L.A.S.S. Evaluation.

Conducting a C.L.A.S.S. Evaluation
✓ Schedule a C.L.A.S.S. Evaluation
✓ Prepare Testing Location
✓ Organize Check-In Process
✓ Follow C.L.A.S.S. Evaluation Guidelines
✓ Refer to Test Items for Evaluator Instructions

Schedule a C.L.A.S.S. Evaluation

Evaluation schedules are arranged between the C.L.A.S.S. Evaluator and the student. Oftentimes, the evaluation may be held during the last week of a regularly scheduled training course. An Evaluator may schedule and promote a day or weekend of C.L.A.S.S. Evaluations at a special event.

Estimated Evaluation Times

To help when scheduling, the estimated time to complete a C.L.A.S.S. Evaluation is 30 minutes per team per level. This allows for:

☐ 5 minutes for the check-in process

☐ 20 minutes for the team to complete each of the test items

☐ 5 minutes for concluding the evaluation

Scheduling Tips

In the Evaluator Account at www.mydoghasclass.com, there are resources available to help with the scheduling process.

Testing Location

C.L.A.S.S. Evaluations may be done indoors or outdoors. The testing area should be free of potential hazards. The area chosen for each level of the C.L.A.S.S. Evaluation should be at least large enough to allow the dog and student room to comfortably move through each exercise and allow for the required distance of test items, such as the come test. The minimum recommended size of the test area is 20 feet x 30 feet. There should also be testing space available for test items performed outside the test area, such as Pass by Other Dogs and Wait in the Car.

Each testing location must have a designated potty area for the Warm-Up Time in each level. This area should be accessible to teams being tested but should be located at the edge of the testing area or other location so that it does not create a distraction for the dog during the remainder of the evaluation. For indoor testing locations, owners may take their dogs outside to eliminate during the Warm-Up Time. Evaluators may use their discretion in accommodating dogs trained to potty indoors.

On the day of the evaluation, have all items to be used for the evaluation placed in convenient locations and ready to be used. (See "Resources Needed" below.) The behavior items tested at each level of the B.A., M.A., and Ph.D. are designed to flow smoothly, so having stations set up in advance to move to through each test item is helpful. Each individual Evaluator should design, before the evaluation begins, what station placement works best for their testing location.

Evaluation Assistants

For each evaluation, a C.L.A.S.S. Evaluator is required to have at least one Assistant. An Assistant must be 18 years of age or older. If the Evaluator is familiar to the dog being evaluated, the Assistant should be unfamiliar with the dog in order to serve as the "unfamiliar person" when called for in a test item. Assistants will be instructed by the C.L.A.S.S. Evaluator on their duties during an evaluation, which include but are not limited to:

- Serving as unfamiliar person
- Arranging and positioning objects for test items
- Tracking time during timed test items
- Providing distractions

Resources Needed

Being organized helps to demonstrate an Evaluator's professionalism and attention to detail. The following checklist is provided to help prepare the necessary resources for a C.L.A.S.S. Evaluation.

Resource Checklist	B.A.	M.A.	Ph.D.
C.L.A.S.S. Evaluation Forms (or medium for electronic scoring)	■	■	■
C.L.A.S.S. Evaluator ID code	■	■	■
C.L.A.S.S. Evaluator lapel pin	■	■	■
Pens, clipboards	■	■	■
Copy of *Evaluator Handbook* and *C.L.A.S.S. Overview Handbook* for reference	■	■	■
Evaluator's Assistant (at least 1)	■	■	■
At least 2 pylon cones or other visual markers	■	■	■
Items for designated potty area, such as signs to indicate potty area	■	■	■
15-foot or 20-foot long leash	■	■	■
6-foot leash (as spare for student)	■	■	■
Bite-sized dog treats	■	■	■
Dry kibble or biscuits	■	■	■
Timepiece or stopwatch	■	■	■
At least 2 food bowls and disinfectant wipes (to clean bowl after each dog)	■	■	■
Soft, non-slip mat (for Give and Take, and as a courtesy to the dogs)	■	■	■
Water, water bowls (as a courtesy to the dogs)	■	■	■
Measuring tape or ropes cut to length for exercises requiring "x" feet between items	■	■	■
Plush toy, chew item, and wadded piece of paper (as options for Leave It)	■		
Crate (as option for Settle)	■		
High-value items, such as stuffed Kong, bully stick, Greenie, edible Nylabone, rawhide, pig ear, cow ear, cow hoof, deer antler (as options for Give and Take)	■		
Table and at least 2 chairs	■		■
Coverings for 2 food bowls		■	■
3 non-reactive dogs of varying breed, size, or gender (and at least 2 handlers for the 3 dogs)		■	
Automobile (if possible)		■	
Non-food distractions: plush toys, rubber toys, wadded pieces of paper			■
Snack item in crinkly-sounding packaging for people to eat during Table Manners, such as a bag of potato chips, wrapped granola bars, bag of candy			■
Unsteady objects, such as a lidless mug filled with water, cardboard box, and paper sack filled with tissue paper			■
5 household items, such as chairs, tables, trash bins, large box, vacuum cleaner, suitcase			■
"Waiver and Release" forms for Junior Students (download from online Evaluator account)	■	■	■

Emergency Supplies
First-aid kit
Name and phone number of nearest emergency veterinary hospital
Printed driving directions to nearest emergency veterinary hospital
Telephone

Optional Resources
Participation awards and gifts
Clean-up supplies (paper towels, doggy waste bags, etc.)
Hand sanitizer

Check-In Process

In order to minimize the paperwork and record-keeping requirements for C.L.A.S.S. Evaluators, the C.L.A.S.S. program is structured so that registration records for each student and dog, as well as the process of the Student Knowledge Assessment, are handled and maintained in an online database by the C.L.A.S.S. Office. In this way, Evaluators can focus on providing a positive experience to the student and dog through the hands-on C.L.A.S.S. Evaluation.

For the check-in process, the Evaluator will request the Student and Dog ID Numbers (if available) from the student. If these ID numbers are unknown or not yet registered, the student may still be allowed to take only the B.A. Evaluation. However, the student will need to register for a Student ID and Dog ID and provide this information to the Evaluator so that the evaluation scores may be reported to the C.L.A.S.S. Office.

Next the Evaluator should confirm that the student has the following items. The Evaluator should use the Evaluation Form, available for download from the Resources of the online Evaluator account, to indicate completion of these steps.

1. For a B.A. Level evaluation, check if the student has the completed Veterinarian Certificate (if yes, the Evaluator shall keep this certificate with the student's evaluation; if no, the student shall be reminded to either bring the certificate to the Evaluator or send it to the C.L.A.S.S. Office to fulfill this requirement)

2. Perform a Check of the Required Equipment
   a. Permissible collar or harness
   b. 6-foot Leash
   c. Doggy clean-up supplies (e.g. waste bags, poop scooper, etc.)

3. Indicate whether the student is a Junior Student; if yes, obtain signature of Junior's parent or adult mentor on the "Waiver and Release" form (available for download in the online Evaluator account.)

Evaluation Fees

As stated in the *C.L.A.S.S. Overview Handbook*, evaluation fees are fees paid by the student taking an evaluation to help offset the Evaluator's time, expertise, and other resources used during the evaluation. Evaluators are responsible for collecting the evaluation fee from the student. When evaluation fees are charged, Evaluators are advised to collect the fees during the Check-In process. In the *C.L.A.S.S. Overview Handbook*, students are informed that the evaluation fees are non-refundable.

Evaluation fees are at the discretion of the C.L.A.S.S. Evaluator. If evaluation fees will be assessed, a suggestion for setting evaluation fees is to check your area for competitor prices. Evaluators may also build the Evaluation fee into the cost of a multi-week group class that concludes with the evaluation. Evaluators may choose to offer discounts for rescued or adopted dogs.

Request for Test Item Modification

Any student or dog, whether well-bodied or disabled, is welcome to participate in a C.L.A.S.S. Evaluation. Since the C.L.A.S.S. Evaluation is an assessment of real-life skills, and not a competition among different student/dog teams, test items may be modified according to particular disabilities or health restrictions. In the event that a student's or dog's disability or health restricts the team from performing a test item as described, modifications to the test item and/or criteria are allowed, at the Evaluator's discretion, to accommodate specific restrictions.

In general, modifications should be as similar to the original test item to the extent possible, and yet still be practical for the student/dog team. The evaluation should simulate a real-life scenario, so Evaluators are encouraged to allow students to give input into determining a suitable modification for a particular test item. Each modified test item should be a realistic goal, and have real-life relevance. All test items should be performed, even if all items must be modified in some way.

A *Modification Form* is available in the Resources of the Evaluator account. This form should be used to document the modifications allowed during a student's evaluation, and attached to the Evaluation Form for record keeping purposes.

Modification examples include allowing touch prompts for students with blind dogs; shortening the distance of recalls for some disabled dogs; and allowing a student and/or dog to stand instead of sit, or sit instead of stand, depending on the particular health limitation.

C.L.A.S.S. Evaluation Guidelines

To ensure consistency and objectivity, C.L.A.S.S. evaluations are to be performed according to the standards outlined in this handbook. Here are evaluation guidelines and tips for a smooth and fair evaluation.

Avoid Conflicts of Interest

C.L.A.S.S. Evaluators should not perform an evaluation where a conflict of interest exists. Examples of a conflict of interest include, but are not limited to, any of the following:

- Evaluating a dog owned by a member of the Evaluator's family
- Evaluating a dog owned by the Evaluator

If Evaluators are also Instructors, they may evaluate students from their classes as long as an unfamiliar person performs the test items in which a stranger is specified in the Evaluator Instructions.

Create a Positive C.L.A.S.S. Evaluation Experience

Part of the responsibility of a C.L.A.S.S. Evaluator is to support the C.L.A.S.S. mission of fostering healthy relationships through reward-based training methods. This includes fostering positive relationships with people as well as dogs. As an Evaluator, you are part of a larger community that embraces positive training and healthy ways of relating to others. Within the local community, C.L.A.S.S. Evaluators may be the only direct contact a student may have with the C.L.A.S.S. program and C.L.A.S.S. training philosophies. As overseers of the evaluation process, Evaluators have the ability to set the tone of the C.L.A.S.S. Evaluation.

Conducting a C.L.A.S.S. evaluation should be a fun and positive experience for both the dog and student as well as for the Evaluator. Please keep in mind that because it is a "test," some students may come into the experience a bit nervous, so helping to put the student at ease prior to the evaluation will make for a more enjoyable experience. One way to do this is to ask the student if they have questions about any test item. After talking through any questions they may have, ask the student if they are ready to begin the evaluation.

Additional guidelines for Evaluators to help keep the C.L.A.S.S. environment positive, inviting, safe, and encouraging for all those present include:

- Arrive on time.
- Be organized and efficient.
- Smile, talk normally, and move and walk normally. Refrain from silently staring at the dog, but rather have relaxed body posture and use soft eyes.
- Practice with mock evaluations so that during a real evaluation, you are confident and relaxed and can focus on putting the student and dog at ease.

- Respect the feelings and thoughts of others.
- Actively listen.
- Be patient.
- Behave in a polite and courteous manner without intimidating or discriminating anyone in any way.

Be Familiar with Scoring Guidelines

Evaluators should be familiar with the scoring guidelines before conducting a C.L.A.S.S. Evaluation. In an effort to ensure consistent and fair scoring among Evaluators, the Scoring Guidelines are specific for each test item. Although the Evaluation Forms conveniently list the criteria for each Scoring Guideline with a checkbox beside each criterion for ease of scoring, the criteria are listed in a condensed version. So Evaluators should still be familiar with the C.L.A.S.S. Scoring Guidelines for each test item.

If, during a C.L.A.S.S. Evaluation, an Evaluator is unsure how the item should be scored, the Evaluator should consult the guidelines in the *Evaluator Handbook*. If there is no specific Scoring Guideline for a particular behavior, Evaluators should use their best judgment to score the item. After the evaluation, the Evaluator may email specific questions and comments to the C.L.A.S.S. Office at class@apdt.com.

General Evaluation Guidelines

- As per the Overview Handbook in "Eligibility for C.L.A.S.S. Certificates as Related to Aggressive Behavior," in the event that the Evaluator determines the team is not yet eligible for a C.L.A.S.S. certificate, the Evaluator shall communicate to the student the reasons why, and suggest goals to help the team become eligible, or suggest other activities that may be better suited for the team.

- For safety and compliance with leash laws, the dog must be on-leash for C.L.A.S.S. Evaluations, starting from the time the dog arrives to the testing location. If a student drops the leash when he should be holding the leash, the Evaluator should remind the student to pick up the leash and hold on to it. (See "Optional Off-Leash Test Items If In Secured Area.")

- Allow the student to initiate any attaching and detaching of the leash throughout the evaluation.

- Allow the student to use a mat for the dog's comfort during any part of the evaluation.

- For each test item as needed, refer to the "Evaluator Instructions," which are reminders to help the Evaluator systematically manage each step of the evaluation.

- An Evaluation is considered complete after all test items, and the bonuses, if opted, have been performed.

- A test item is considered complete after all elements of the test have been performed as described.

  o If the test item requires a release, it will be specified in the test description. In those test items, the test is not completed until the student releases the dog after that element of the test is completed.

o Stationary behaviors are those which the dog must maintain until the student releases the dog or gives another cue. For stationary behaviors, the student must have the dog maintain the behavior for an average of 2 to 3 seconds before releasing the dog (or giving another cue) to be considered a complete behavior. If the dog moves out of position or stops doing the behavior before the release, the behavior is not considered complete as performed, and a reset is required in order to complete the test item.

The following test items require that the dog maintain a behavior until the student releases the dog.

Test Items with Stationary Behaviors—Release Required		
B.A.	M.A.	Ph.D.
1. Wait at the Door	1. Wait in the Car	3. Stay
6. Wait for Food Bowl	3. Wait at the Door	4. Come/Leashing Up Manners (Part B)
7. Stay	4. Come/Leashing Up Manners (Part B)	7. Table Manners
8. Settle	5. Sit, Down, Stand	8. Do You Really Know Sit?
	8. Stay	Bonus 1. Do You Really Know Sit?

- Communicate clearly with the student:

  o Before each test item, give a very short reminder of the expected criteria and what is going to happen during the test. If necessary, the Evaluator may also give instructions while a student is performing a test item.

  o For test items with two parts, (like the B.A. Come and Leashing Up Manners), the Evaluator may give the student instructions for both part A and part B at the start of the test item to help with the flow of the test.

  o "Bookend" each test item with predictable phrases so the student is not left hanging. Pick clear start phrases like, "Whenever you're ready" or "Please begin now." When the item is complete, consider using "Thank you, that test item is complete" or "Thank you, the exercise is finished." These are better than "ok, start" or "you're all set, that's it."

- Evaluators should wear their C.L.A.S.S. Evaluator lapel pin to help others identify them.

- The Evaluator may calmly greet the dog between test items if deemed appropriate and safe (for instance, when the student hands the long line to the Evaluator.)

- Be sensitive to the student and dog during the evaluation, and be prepared to pause for up to a couple of minutes between test items if the team needs a break. Does the student or dog need to re-focus before the next test item? Is the dog getting stressed?

- In general, be prepared to move through the evaluation so the dog and student are not waiting around between test items.
- Conduct the evaluation in the order enumerated in the *Evaluator Handbook* for uniformity. Exercises are placed in an order that seem to flow best for the student and the dog.

What is Acceptable

See the *C.L.A.S.S. Overview Handbook* for a complete description of "What is Acceptable" in the C.L.A.S.S. Evaluation Rules.

Summary of What is Acceptable		
	What is Acceptable	**What is Acceptable at Specific Times**
Rewards	✓ Verbal Praise	✓ Food Treats ✓ Petting ✓ Toys/Games
Equipment	✓ 6' Leash ✓ Flat Buckle or Snap Collar ✓ Martingale/Limited Slip Collar ✓ Body Harness	✓ No-Pull Harness (B.A. Level only)

Rewards Usage Rules

Here is a table summarizing how rewards may be used during an Evaluation:

Rewards Usage in a C.L.A.S.S. Evaluation		
B.A. Level	**M.A. Level**	**Ph.D. Level**
Praise may be used freely during any part of an evaluation.		
Food treats, petting, and toys/games are allowed: • After the completion of each test item • After the completion of each part of a two-part test item • During pauses between test items • During Warm-Up Time	Food treats, petting, and toys/games are allowed: • After the completion of all parts within each test item • During pauses between test items • During Warm-Up Time	Food treats are allowed: • Before the evaluation begins • After the completion of the final test item in the evaluation • During Warm-Up Time **Petting and toy/games are allowed:** • After the completion of all parts within each test item • During pauses between test items • During Warm-Up Time

For all C.L.A.S.S. Levels, food treats and toys must be concealed in the student's pocket. Food treats may not be carried by hand, in a treat pouch, or in the student's mouth.

The student has the option to remove the leash for the following test items, ONLY if the test is performed in a secured area:

Optional Off-Leash Test Items If In Secured Area		
B.A.	**M.A.**	**Ph.D.**
All B.A. Test items must be performed on-leash, with the exception of B.A. 2. Come and Leashing Up Manners (part A) and the B.A. bonuses, which may be performed off-leash at the Evaluator's discretion.	M.A. 4. Come and Leashing Up Manners (part A) M.A. 5. Sit, Down, Stand M.A. 6. Handling M.A. 8. Stay M.A. Bonus 1 and 2	Ph.D. 4. Come and Leashing Up Manners (part A) Ph.D. 5. Meet and Greet Ph.D. 6. Attention Ph.D. 7. Table Manners Ph.D. 8. Do You Really Know Sit? Ph.D. Bonus 1 and 2

Scoring Categories

There are four possible scoring categories for each test item in an evaluation: "Excellent," "Needs Work," "Incomplete," and "Automatic Incomplete." Specific criteria for each test item is listed within the scoring categories for "Excellent," "Needs Work," and "Incomplete."

The fourth possible scoring category, "Automatic Incomplete," is given if the student or dog performs any behavior on the "What Is Not Acceptable / Automatic Incompletes" section of the C.L.A.S.S. Rules. A summary table of the Automatic Incompletes is shown below.

See the *C.L.A.S.S. Overview Handbook* for a complete description of behavior resulting in an Automatic Incomplete.

Summary of **What Is Not Acceptable / Automatic Incompletes**	
Student Activity	✘ Luring ✘ Using Rewards at the Incorrect Time ✘ Physical Prompting ✘ Physical Force ✘ Harsh Corrections ✘ Aggression Toward Dogs or People ✘ Unpreparedness
Student/Dog Activity	✘ Unmanageable Behavior
Dog Behavior and Health	✘ Inappropriate Elimination ✘ Excessive Stress (see exception below) ✘ Illness ✘ Physical Pain or Injury ✘ Aggression Toward Dogs or People
Equipment	✘ Slip Lead / Martingale Lead (one-piece collar/leash devices) ✘ Retractable/Extendable Leash ✘ Anxiety-reducing Wear ✘ Head Halters ✘ No-Pull Harness (M.A. and Ph.D. only) ✘ Muzzle ✘ Choke Chain ✘ Prong Collar ✘ Shock/Electronic Collar

The occurrence of any of the following during a C.L.A.S.S. Evaluation will mandate an Automatic Incomplete test score for the overall evaluation, with the exception of excessive stress, during which instance the C.L.A.S.S. Evaluator may allow the dog extra time and patience to see if the dog will relax in a reasonable amount of time.

Evaluation Test Items

B.A. Level

Goal: Assess the core life skills of a dog/student team.

1.	WAIT AT THE DOOR		B.A.
Test Description	Student asks dog to wait at the door until student releases dog to enter.		
Evaluator Instructions	Begin this test with student outside the testing area. Instruct student to have dog wait while student opens the door. Dog may sit, down, or stand for the wait. Student shall release dog and enter testing area when ready. The dog may move during the wait as long as it is not forward movement in anticipation of release.		
Scoring Guidelines	**EXCELLENT** Dog waits with 1 to 2 cues until released.	**NEEDS WORK** Student gives 3 cues to wait, or the student resets dog 1 time.	**INCOMPLETE** Student gives 4 or more cues to wait, or student resets dog 2 or more times, or dog does not wait.

	WARM-UP TIME		B.A.
Test Description	Dog and student are allowed 5 minutes to explore and acclimate to the testing area.		
Evaluator Instructions	Point out designated potty area to student. Student and dog may walk around to allow dog to explore the environment. Dog should remain on-leash during this time. Warm-Up time is not free time and does have scoring guidelines, though there is no behavior the dog must perform. Student should not allow dog to eliminate except in designated potty area. There is no Incomplete Scoring Guideline for Warm-Up Time. Food treats, petting, toys, and on-leash games may be used freely during the Warm-Up Time.		
Scoring Guidelines	**EXCELLENT** Dog does not eliminate, or dog eliminates in potty area, or student successfully interrupts and redirects dog to potty area if dog starts to eliminate out of potty area.	**NEEDS WORK** Dog eliminates out of the designated potty area, or needs more than 5 minutes to acclimate before continuing evaluation.	

2.	COME AND LEASHING UP MANNERS		B.A.
Test Description	A. Student asks dog to come from 10 feet away. B. Student attaches leash to dog's collar.		
Evaluator Instructions	A. Ask Student to attach long line to dog and detach leash. Evaluator will hold long line and student will hold leash. Instruct student to walk to a point 10 feet away and then call dog. B. Instruct student to attach leash and detach long line.		
Scoring	**EXCELLENT**	**NEEDS WORK**	**INCOMPLETE**

| Guidelines | A. Dog comes to student with 1 cue and responds to cue within 3 seconds.
 B. After dog comes, dog sits or stands allowing student to attach leash or grasp dog's collar within 3 seconds. | A. Student gives 2 cues to come or dog needs 4 to 5 seconds to respond to cue.
 B. After dog comes, student needs 4 to 5 seconds to attach leash or to grasp dog's collar. | A. Student gives 3 or more cues to come; or dog does not respond to cue within 5 seconds, or passes by student, or does not come.
 B. After dog comes, student is unable to attach leash or grasp dog's collar within 5 seconds. |

3.	**LOOSE LEASH WALKING AND ATTENTION**		**B.A.**
Test Description	A. Student loose leash walks with dog in a loop pattern. B. Student demonstrates dog can give 2 seconds of eye contact at any point during the test item.		
Evaluator Instructions	For the student's visual reference, position two cones (or other visual markers) 20 feet apart. Instruct student to loose leash walk with dog for 2 loops (either clockwise or counterclockwise for both loops) around the pair of cones. Student can have the dog give 2 seconds of eye contact at any point before, during, or after the loose leash walk. See Diagram 1 (B.A. 3. Loose Leash Walking)		
Scoring Guidelines	**EXCELLENT** A. Leash remains loose or tightens 1 to 2 times with 0-2 cues, and dog is within 2 feet of student. B. Dog gives eye contact for 2 seconds with 0 to 2 cues.	**NEEDS WORK** A. Leash tightens 3 times, student gives 3 cues to loose leash walk, or dog is 2 to 3 feet from student more than 50% of time. B. Dog gives less than 2 seconds of eye contact, or student gives 3 cues for eye contact.	**INCOMPLETE** A. Leash tightens 4 or more times, student gives 4 or more cues to loose leash walk, or leash is consistently or mostly tight. B. Dog does not give eye contact, or student gives 4 or more cues for eye contact.
4.	**MEET AND GREET**		**B.A.**
Test Description	A. Student asks dog to sit, down, or stand, and an unfamiliar person approaches dog and student. B. An unfamiliar person asks the student for permission to greet dog by petting and giving a treat. Student chooses if either is appropriate for dog or not.		
Evaluator Instructions	A. The person unfamiliar with the dog, either the Evaluator or Assistant, should have a treat in pocket for this test (student may use one of their own treats if desired). Inform student that a person will approach for the meet and greet. The student should cue dog to stand, sit, or down before the person approaches. Person should approach to approximately 5 feet from dog/student. Dog may move when person approaches but leash should remain loose. B. The person will ask if they may give a treat to the dog. For the petting, person should pet under the dog's chin for 2-3 seconds. The student has the option to decline having dog petted and/or treated. Dog may stand at any time in part B.		
Scoring	**EXCELLENT**	**NEEDS WORK**	**INCOMPLETE**

Guidelines	A. Dog sits, stands, or downs with 0 to 2 cues; leash remains loose (though dog may move toward but not touch person.) B. Student gives permission to pet dog and dog accepts petting, and student gives permission to treat dog and dog takes treat gently, or student declines having dog petted and/or treated.	A. Student gives 3 cues to sit, stand, or down; or leash tightens 1 to 2 times; or dog touches person; or dog jumps up 1 time. B. Student gives permission to pet dog and dog jumps up 1 time or dog shies away but allows petting within 4 to 5 seconds; and/or student gives permission to treat dog and dog takes the treat roughly but does not break skin.	A. Student gives 4 or more cues to sit, stand, or down; leash tightens 3 or more times; dog mouths person; dog jumps up 2 or more times; dog lunges; or dog shies to end of leash away from person. B. Student gives permission to pet dog and dog jumps up 2 or more times or does not allow petting within 5 seconds, or gives permission to treat dog and dog breaks skin while taking treat.

☆	**BONUS 1: ROLLOVER, SPIN, FETCH, SPEAK, OR PAW**		**B.A.**
	Student asks dog to perform one of the following tricks: rollover, spin, fetch, speak, or paw.		
Evaluator Instructions	Ask student to have dog perform one of the following tricks: rollover, spin, fetch, speak, or paw.		
Scoring Guidelines	**WITH HONORS** Dog performs trick with 1 to 2 cues and responds to cue within 3 seconds.		

5.	**LEAVE IT**		**B.A.**
Test Description	Student walks with dog by three items and student diverts dog's attention from each item.		
Evaluator Instructions	For the student's visual reference, position two cones (or other visual markers) 20 feet apart. Within dog's view, place Leave It items (plush toy, chew item, and wadded piece of paper) 5 feet offset from either side of the path between the two cones. Remind student that dog's nose must NOT investigate within 2 feet of Leave It items. Then instruct student to walk with dog from one cone to the second cone and back again (circling the cone if desired,) passing Leave It items from approximately 5 feet away. See Diagram 2 (B.A. 5. Leave It).		
Scoring Guidelines	**EXCELLENT** Dog leaves each item with 1 to 2 cues for each item per pass, leash remains loose, and dog's nose does not investigate within 2 feet of items.	**NEEDS WORK** Student gives 3 cues to leave it for one or more Leave It items per pass, or dog's nose investigates within 2 feet of an item but does not touch item, or leash tightens 1 to 2 times.	**INCOMPLETE** Student gives 4 or more cues to leave it for any one Leave It item, or dog's nose touches an item, or leash tightens 3 or more times or is consistently tight.

6.	**WAIT FOR THE FOOD BOWL**		**B.A.**
Test Description	Student asks dog to wait for the food bowl until student releases dog to eat out of it.		
Evaluator Instructions	Place a few food treats in a food bowl (always ask if student would like to use specific treats) and give bowl to student. Instruct student to have dog wait in a sit, down, or stand, while student places bowl on floor approximately 3 feet in front of dog. After placing bowl on floor, student may release dog to eat out of bowl. Dog must not move forward until released.		
Scoring Guidelines	**EXCELLENT** Dog waits with 1 to 2 cues until released.	**NEEDS WORK** Student gives 3 cues to wait, or student resets dog 1 time.	**INCOMPLETE** Student gives 4 or more cues to wait, or student resets dog 2 or

		more times, or dog gets food before being released.
7.	**STAY**	**B.A.**
Test Description	Student asks dog to stay in a sit or down position until released while student converses with Evaluator for 1 minute.	
Evaluator Instructions	Evaluator (or Assistant) approaches to within 5 feet from student and dog. After approaching, instruct the student to have dog stay, in a sit or down, beside student for 1 minute. The student may praise and focus on dog as needed without physically touching the dog during the 1 minute stay. The dog may shift in place during the stay though must remain in the same position (sit or down) throughout the stay. After 1 minute, instruct student to release dog.	

	EXCELLENT	**NEEDS WORK**	**INCOMPLETE**
Scoring Guidelines	Dog stays with 1 to 2 cues until released.	Student gives 3 cues to stay, or student resets dog 1 time.	Student gives 4 or more cues to stay, or student resets dog 2 or more times.

8.	SETTLE	B.A.

Test Description	Student asks dog to settle in a down for 1 minute until released while the student sits next to dog. Student chooses a crate, the floor, or a mat for the settle.
Evaluator Instructions	Ask if student would like to use a crate, the floor, or a mat for the settle, and if they would like to give dog a chew or toy item. Then instruct student to have dog settle in a down position for 1 minute while the student sits in a chair next to the dog. Dog may shift in place during the settle though must remain in a down. Timing begins when student cues dog to settle. After 1 minute, remind student to release dog.

	EXCELLENT	NEEDS WORK	INCOMPLETE
Scoring Guidelines	With mat, dog settles with 1 to 2 cues until released. With crate, dog willingly enters crate with 1 to 2 cues and settles within 10 seconds.	With mat, student gives 3 cues to settle, or student resets dog 1 time. With crate, student gives 3 cues to settle, or dog needs 20 seconds to settle in crate, or student resets dog 1 time.	With mat, student gives 4 or more cues to settle, or student resets dog 2 or more times, or dog does not settle. With crate, student gives 4 or more cues to settle; or dog does not settle within 20 seconds in crate; or dog excessively vocalizes paws or chews on crate; or dog does not enter crate.

9.	GIVE AND TAKE	B.A.

Test Description	Student asks dog to give a high-value item and take a treat, chew, or toy.
Evaluator Instructions	Instruct student to give dog a chew or toy item. Also, have student offer dog a soft, non-slip mat if they do not already have one, as many dogs tend to want to settle on a "place" to chew. After dog has chewed, held, or engaged with item (student may not hold the object for the dog) for 5 to 10 seconds (does not have to be 5 to 10 consecutive seconds), instruct student to have dog give the item to them and then have the dog take a treat, chew, or toy. Student may grasp the item while dog is chewing, but may not pull the item out of dog's mouth. (If dog is not interested in a chew or toy item, instruct student to give dog a food bowl filled with kibble or other food the student approves of and the dog shows interest in. After 3 to 4 seconds and while dog is still eating out of food bowl, instruct student pick up food bowl. After picking up bowl, student should have dog take a treat, chew, or toy.)

	EXCELLENT	NEEDS WORK	INCOMPLETE
Scoring Guidelines	Dog releases item with 0 to 2 cues and within 3 seconds. (If using food bowl, dog freely allows student to pick up food bowl with 0 to 2 cues and within 3 seconds.)	Student gives 3 cues to release item or dog needs 4 to 5 seconds to respond to cue. (If using food bowl, student gives 3 cues, or student needs 4 to 5 seconds to get bowl, or dog holds bowl with nose or paw.)	Student gives 4 or more cues to release item, or dog does not release item within 5 seconds, or student pulls item out of dog's grasp. (If using food bowl, student gives 4 or more cues; or student needs more than 5 seconds to get bowl; or dog freezes, growls, or snaps.)

⭐	BONUS 2: TRICK OF STUDENT'S CHOICE	B.A.

	Dog demonstrates a trick other than the trick performed in Bonus 1.
Evaluator Instructions	Ask student to choose a trick other than the trick performed in Bonus 1. Student should describe the trick before asking the dog to perform it.

	WITH HONORS
Scoring Guidelines	Dog performs trick with 1-2 cues and responds to cue within 3 seconds.

M.A. Level

Goal: Assess the life skills of a dog/student team with distractions.

1.	WAIT IN THE CAR		M.A.
Test Description	Student asks dog to wait in the car 5 seconds while student stands 5 feet away until student releases dog to exit the car.		
Evaluator Instructions	Begin this test with dog in student's car. (The dog does not have to be in the car before the test; the student can load up the dog just as the test starts, and close the door for one to two seconds.) Instruct student to open car door, hold dog's leash, and ask dog to wait while student stands 5 feet away from door. After 5 seconds, student may release dog to exit car. If the dog rides in a crate, the student may start the wait after opening the crate door. If student does not have a car, student may use an alternative entry/exit point such as a friend's car, elevator, revolving door, or taxi. The dog may move during the wait as long as it is not forward movement in anticipation of release.		
	EXCELLENT	**NEEDS WORK**	**INCOMPLETE**
Scoring Guidelines	Dog waits with 1 cue until released.	Student gives 2 to 3 cues to wait, or student resets dog 1 time.	Student gives 4 or more cues to wait, or student resets dog 2 or more times, or dog does not wait.

2.	PASS BY OTHER DOGS		M.A.
Test Description	Student walks with dog, passing by 3 dogs of varying breed, size, or gender.		
Evaluator Instructions	Position the test dogs with handlers along both sides of the dog's pathway leading to the testing area. Pathway should be approximately 30-40 feet long, and test dogs should be 10 feet offset from pathway. Test dogs should be nonreactive to people and dogs, and vary in breed, size, and/or gender. Instruct student to walk with dog to the test area, passing the test dogs, and stop at the test area entrance (or at the end of the path). See Diagram 3 (M.A. 2. Pass By Other Dogs)		
	EXCELLENT	**NEEDS WORK**	**INCOMPLETE**
Scoring Guidelines	Leash remains loose or tightens 1 time.	Leash tightens 2 to 3 times.	Leash tightens 4 or more times or is consistently or mostly tight, or dog barks repeatedly or lunges 1 or more times at other dogs.

3.	WAIT AT THE DOOR		M.A.
Test Description	Student asks dog to sit and wait at the door while a person walks by until student releases dog to enter.		
Evaluator Instructions	Begin this test with student outside the testing area. Instruct student to have dog sit and wait, and then have student open the door. After student opens door, have Assistant inside the test area walk by the entrance, approximately 5 feet away from the entrance. Student may release dog and enter testing area after Assistant walks by. The dog must not move forward until released.		
	EXCELLENT	**NEEDS WORK**	**INCOMPLETE**
Scoring Guidelines	Dog waits with 1 cue until released.	Student gives 2 to 3 cues to wait, or student resets dog 1 time.	Student gives 4 or more cues to wait, or student resets dog 2 or

		more times, or dog does not sit or wait.

WARM-UP TIME		**M.A.**

Test Description	Dog and student are allowed up to 5 minutes to explore and acclimate to the testing area.	
Evaluator Instructions	Point out designated potty area; student and dog may walk around to allow dog to explore environment. Dog should remain on-leash during this time. Warm-Up time is not free time and does have scoring guidelines, though there is no behavior the dog must perform. Student should not allow dog to eliminate except in designated potty area. There is no Incomplete Scoring Guideline for Warm-Up Time. Food treats, petting, toys, and on-leash games may be used freely during the Warm-Up Time.	
Scoring Guidelines	**EXCELLENT** Dog does not eliminate, or dog eliminates in potty area, or student successfully interrupts and redirects dog to potty area if dog starts to eliminate out of potty area.	**NEEDS WORK** Dog eliminates out of the designated potty area, or needs more than 5 minutes to acclimate before continuing evaluation.	

4.	**COME AND LEASHING UP MANNERS**	**M.A.**
Test Description	A. Student asks dog to come from 15 feet away after dog is distracted by a treat. B. Student asks dog to sit or down, and attaches leash and detaches long line before releasing the dog.		
Evaluator Instructions	A. Have student attach a long line to dog, and Evaluator will hold long line. Instruct student to walk to a point 15 feet away. Evaluator will distract dog by presenting a treat to the dog's nose for an instant, and then Evaluator will remove treat from dog's sight and break eye contact with dog. After removing the treat, have student call dog to come. B. Instruct student to ask dog to sit or down. Have student attach leash and detach long line with dog in the sit or down before releasing the dog. Student should release dog after detaching long line. (This is a great time to suggest treating the dog, so the dog learns that leaving a treat results in a treat from the student.)		
Scoring Guidelines	**EXCELLENT** A. Dog comes to student with 1 cue to come (and 1 cue to leave it, if needed) and responds to cue within 3 seconds. B. Dog sits or downs with 1 cue until released after student attaches leash.	**NEEDS WORK** A. Student gives 2 cues to come, and/or 2 cues to leave it, or dog needs 4 to 5 seconds to respond to cue. B. Student gives 2 to 3 cues to sit or down until released after student attaches leash, or student resets dog 1 time.	**INCOMPLETE** A. Student gives 3 or more cues to come and/or to leave it, or dog does not respond to cue within 5 seconds, or passes by student, or does not come. B. Student gives 4 or more cues to sit or down, or resets dog 2 or more times, or dog does not sit or down.

5.	**SIT, DOWN, AND STAND**	**M.A.**
Test Description	Student asks dog to sit, down, and stand.	
Evaluator Instructions	Instruct student to ask dog to sit, down, and stand. Have student start with the sit or down cue. Dog should maintain each position for 2 to 3 seconds until student releases the dog or gives another cue.	

	EXCELLENT	NEEDS WORK	INCOMPLETE
Scoring Guidelines	Dog does behaviors with 1 cue for each, responds to each cue within 3 seconds, and maintains each behavior for at least 2 to 3 seconds until released or cued otherwise.	Student gives 2 to 3 cues, or resets dog 1 time, for one or more behavior; or dog needs 4 to 5 seconds to respond to one or more cues.	Student gives 4 or more cues, or resets dog 2 or more times, for one or more behavior; or dog does not respond to one or more cues within 5 seconds; or dog does not sit, down, or stand.

6.	HANDLING		M.A.
Test Description	Student handles each of dog's paws, strokes dog on one side from shoulder to tail, and examines either each of dog's ears, or dog's teeth from each side of mouth.		
Evaluator Instructions	(The handling does not have to be done in any particular order.) Have student pick up and apply light pressure on each of dog's paws (not ankles) for 2 to 3 seconds. Have student stroke dog on one side from shoulder to tail. Give student the option to either examine dog's ears or teeth. If student chooses ears, have student hold and examine each of dog's ears for 2 to 3 seconds. If student chooses teeth, have student lift dog's lips and examine dog's teeth for 2 to 3 seconds on each side.		

	EXCELLENT	NEEDS WORK	INCOMPLETE
Scoring Guidelines	Dog allows handling of paws, stroking of one side, and handling of ears or teeth.	Dog does not allow handling in 1 of the 3 (paws, side, or ears or teeth) areas.	Dog does not allow handling in 2 of the 3 (paws, side, and/or ears or teeth) areas; or dog growls, snaps, or bites during handling.

7.	LOOSE LEASH WALKING AND LEAVE IT		M.A.
Test Description	Student walks with dog by 2 food bowls and student diverts dog's attention from the bowls.		
Evaluator Instructions	Set up the course in flattened diamond pattern—with 2 cones (or other visual markers) as "end" items placed 10 feet apart, and 2 food bowls containing kibble as "side" items placed 10 feet apart. (Food bowls must be covered so that dog cannot, by chance, ingest the food. Suggestions for covering the food bowls include: nylon stocking, screen, mesh, a lid with air holes.) Remind the student that dog's nose must NOT investigate within 2 feet of the food bowls. Then instruct student to loose leash walk dog in a Figure 8 pattern around the 2 cones. (Evaluator may demonstrate first.) See Diagram 4 (M.A. 7. Loose Leash Walking and Leave It)		

	EXCELLENT	NEEDS WORK	INCOMPLETE
Scoring Guidelines	Dog leaves food bowls with 1 cue for each bowl per pass, leash is loose with 0-1 cues, and dog's nose does not investigate within 2 feet of food bowls.	Student gives 2 to 3 cues to leave it for one or both bowls per pass, student gives 2 to 3 cues to loose leash walk, or leash tightens 1 to 2 times, or dog's nose investigates within 2 feet of a food bowl but does not touch bowl.	Student gives 4 or more cues to leave it for one or both bowls, or student gives 4 or more cues to loose leash walk, or leash tightens 3 or more times or is mostly tight, or dog's nose touches a food bowl.

8.	STAY		M.A.
Test Description	Student asks dog to stay in a sit or down position for 1 minute (and until released) during distractions while student stands 5 feet away.		
Evaluator Instructions	Instruct student to have dog stay in a sit or down. Then have student continue to hold leash and move to a point 5 feet away from dog. The dog may shift in place during the stay though must remain in the same		

	position (sit or down) throughout the stay. Have one person add commonplace movement and low-key noise distractions throughout the 1-minute stay. Suggestions: walk around, drop pen on the ground, bend down to tie shoe, bend down to pretend interest in something on the floor, clap hands, and phone ringing. Distractions should occur approximately 10 feet away from dog. Remind student, if needed, to release dog after 1 minute.		
Scoring Guidelines	**EXCELLENT** Dog stays with 1 cue until released.	**NEEDS WORK** Student gives 2 to 3 cues to stay, or student resets dog 1 time.	**INCOMPLETE** Student gives 4 or more cues to stay, or student resets dog 2 or more times.

☆	**BONUS 1: TARGETING**	**M.A.**
	Student asks dog to nose touch each of the student's hands on cue.	
Evaluator Instructions	Student will have dog use nose to touch both left and right hands, one at a time, with hand at least 2 feet away from dog's nose when cued. Student should hold target hand stationary after giving target cue.	
Scoring Guidelines	**WITH HONORS** Dog nose touches each hand with 1 cue each and responds to each cue within 3 seconds.	

☆	**BONUS 2: TRICK OF STUDENT'S CHOICE**	**M.A.**
	Student asks their dog to demonstrate a trick other than the trick performed at the B.A. level.	
Evaluator Instructions	Ask student to choose a trick other than the tricks performed at the B.A. level. Student should describe the trick before asking the dog to perform it.	
Scoring Guidelines	**WITH HONORS** Dog performs trick with 1 cue and responds to cue within 3 seconds.	

Ph.D. Level

Goal: Assess the performance reliability of a dog/student team's life skills.

1.	LOOSE LEASH WALKING		Ph.D.
Test Description	Student holds an unsteady object in hand while walking with dog for 15 feet and enters through a door.		
Evaluator Instructions	Begin this test with student 15 feet away from entrance to test area. Have student choose either a full mug of coffee or water, a cardboard box to be carried on palm or under one arm, or a paper sack filled with tissue paper to be carried like a bag of groceries. Then instruct student to carry the unsteady object while they walk dog to the entrance and enter the test area, both opening and closing the door with dog on a loose leash.		
Scoring Guidelines	**EXCELLENT** Leash remains loose or tightens 1 time with 0 to 1 cues; dog is within 2 feet of student; and object is not spilled, dropped, or crushed.	**NEEDS WORK** Leash tightens 2 to 3 times, or student gives 2 to 3 cues to loose leash walk, or dog is between 2 to 3 feet of student >50% of time, or student struggles to hold object.	**INCOMPLETE** Leash tightens 4 or more times; or student gives 4 or more cues to loose leash walk; or leash is consistently/mostly tight; or object is spilled, dropped, or crushed.

2.	BACK UP		Ph.D.
Test Description	A. Student holds an unsteady object in hand while walking with dog to maneuver around household items. B. Student asks dog to back up 3 feet.		
Evaluator Instructions	A. Place one "end" chair 20 to 30 feet away, and arrange 5 additional household obstacles (such as any combination of a chair, table, trash bin, large box, suitcase, vacuum cleaner, etc.) between the "end" chair and starting point for student. Student shall continue to hold unsteady object from Loose Leash Walking test. Instruct student to loose leash walk around the 5 obstacles to get to the "end" chair. Student and dog must be on same side when walking around each obstacle so they do not "split the obstacle" with the leash. See Diagram 5 (Ph.D. 2. Back Up [part A]). B. Have student ask dog to back up 3 feet upon reaching end chair. For Back Up, student may start beside or in front of dog; student may not move behind the dog and call him to come for the Back Up. Student may move with the dog for the Back Up. Dog may back up either by moving backwards or turning and moving away from the student to back up. When a student's steps are used as cue to back up, every 3 steps are counted as 1 cue.		
Scoring Guidelines	**EXCELLENT** A. Leash remains loose or tightens 1 time with 0 to 1 cues. B. Dog backs up with 1 cue (3 steps from student equals 1 cue) and responds to cue within 3 seconds.	**NEEDS WORK** A. Leash tightens 2 to 3 times, or student gives 2 to 3 cues to loose leash walk; or student struggles to hold object. B. Student gives 2 to 3 cues to back up or dog needs 4 to 5 seconds to respond to cue.	**INCOMPLETE** A. Leash tightens 4 or more times or is consistently or mostly tight; or student gives 4 or more cues to loose leash walk; or object is spilled, dropped, or crushed; or team "splits the obstacle." B. Student gives 4 or more cues to back up, or dog does not back up 3 feet, or dog does not respond to cue within 5 seconds.

3.	STAY		Ph.D.
Test Description	Student asks dog to stay until released, in a sit or down, while student places an unsteady object on a chair.		
Evaluator Instructions	Student shall continue to hold unsteady object from Loose Leash Walking and Back Up tests. Instruct student to have dog stay, in a sit or down, prior to placing the unsteady object on the "end" chair from the Back Up test. The dog may shift in place during the stay though must remain in the same position (sit or down) throughout the stay. Student may release dog after placing object on chair.		
Scoring	**EXCELLENT**	**NEEDS WORK**	**INCOMPLETE**

Guidelines	Dog stays with 1 cue until released.	Student gives 2 to 3 cues to stay, or student resets dog 1 time.	Student gives 4 or more cues to stay, or student resets dog 2 or more times.

	WARM-UP TIME		Ph.D.
Test Description	Dog and student are allowed up to 5 minutes to explore and acclimate to the testing area.		
Evaluator Instructions	Point out designated potty area to student. Student and dog may walk around to allow dog to explore the environment. Dog should remain on-leash during this time. Warm-Up time is not free time and does have scoring guidelines, though there is no behavior the dog must perform. Student should not allow dog to eliminate except in designated potty area. There is no Incomplete Scoring Guideline for Warm-Up Time. Food treats, petting, toys, and on-leash games may be used freely during the Warm-Up Time.		

	EXCELLENT	**NEEDS WORK**	
Scoring Guidelines	Dog does not eliminate, or dog eliminates in potty area, or student successfully interrupts and redirects dog to potty area if dog starts to eliminate out of potty area.	Dog eliminates out of the designated potty area, or needs more than 5 minutes to acclimate before continuing evaluation.	

4.	COME AND LEASHING UP MANNERS		Ph.D.
Test Description	A. Student calls dog to come from 20 feet away and pass by distractions placed between the dog and student. B. Student asks dog to sit or down, and attaches leash and detaches long line before releasing the dog.		
Evaluator Instructions	A. Place two cones (or other visual marker) 20 feet apart, and position 4 distraction items between cones, offset 5 feet from each side of path between cones. Distractions items should be 2 non-food items (plush toys, plastic toys, or wadded pieces of paper) and 2 food bowls containing kibble. (Bowls must be covered so dog cannot, by chance, ingest the food.) Have student attach a long line to dog, and Evaluator will hold long line at one cone. Instruct student to walk to other cone and then call dog to come. See Diagram 6. B. Have student cue dog to sit or down. Student may release dog after student attaches leash and detaches long line. Dog should remain in sit or down while leash is attached and long line is detached, until released.		

	EXCELLENT	**NEEDS WORK**	**INCOMPLETE**
Scoring Guidelines	A. Dog comes to student with 1 cue to come (and 1 cue to leave it, if needed) and responds to cue within 3 seconds, and dog's nose does not investigate within 2 feet of items. B. Dog sits or downs with 1 cue until released.	A. Student gives 2 cues to come and/or 2 leave it cues, or dog needs 4 to 5 seconds to respond to cue, or dog's nose investigates within 2 feet of an item but does not touch item. B. Student gives 2 to 3 cues to sit or down until released, or student resets dog 1 time.	A. Student gives 3 or more cues to come and/or to leave it; or dog does not respond to cue within 5 seconds, or touches an item, or dog passes by student, or dog does not come. B. Student gives 4 or more cues to sit or down, or resets dog 2 or more times; or dog does not sit or down.

5.	MEET AND GREET		Ph.D.
Test Description	A. Student asks dog to sit or down, and an unfamiliar person approaches student and dog. B. Person greets dog and gently pets dog's head, ears, and back.		
Evaluator Instructions	A. Instruct student to have dog sit or down. The person unfamiliar with dog, Evaluator or Assistant, will approach student and ask to pet the dog. B. Person will greet dog and pet the dog's head gently for 2 to 3 seconds, handle each ear for 2 to 3 seconds, and stroke dog's back for 2 to 3 seconds. Dog may stand at any time in part B.		

	EXCELLENT	**NEEDS WORK**	**INCOMPLETE**
Scoring Guidelines	A. Dog sits or downs with 0 to 1 cues. B. Dog allows petting of head,	A. Student gives 2 to 3 cues to sit or down, or student resets dog 1 time, or dog jumps up 1 time.	A. Student gives 4 or more cues to sit or down, or resets dog 2 or more times; or dog jumps up 2 or more times.

	handling of ears, and stroking of back.	B. Dog does not allow handling in 1 of the 3 (head, ears, or back) areas, or dog jumps up 1 time.	B. Dog does not allow handling in 2 of the 3 (head, ears, and/or back) areas; or dog jumps up 2 or more times; or dog growls, snaps, or bites during any part of handling.

6.	**ATTENTION**		**Ph.D.**
Test Description	Student asks dog for 15 seconds of eye contact after an unfamiliar person knocks on the door and enters the testing area.		
Evaluator Instructions	Have Assistant make a knocking or ringing noise, and then enter test area. (Assistant should be carrying a food item for the next test. Assistant should move about the test area, staying at least 10 feet away from the team, and should not interact with the student or dog.) After Assistant enters area, have student ask dog for 15 seconds of eye contact. The student has 90 seconds to complete this test item, and the timer starts when the Assistant enters the test area. The eye contact does not need to be continuous, so the Evaluator should time each instance of eye contact to count toward the total eye contact time. The student may use praise during the test. Test may end after 15 seconds of eye contact, or after 90 seconds, whichever comes first.		

Scoring Guidelines	**EXCELLENT**	**NEEDS WORK**	**INCOMPLETE**
	Dog watches student for 15 seconds with 0 to 1 cues.	Student gives 2 to 3 cues to watch student for 15 seconds.	Student gives 4 or more cues to watch, or dog does not watch student for 15 seconds.

7.	**TABLE MANNERS**		**Ph.D.**
Test Description	Student asks dog to settle in a down until released while student and an unfamiliar person sit at a table for a snack for 1 minute.		
Evaluator Instructions	After unfamiliar person is already sitting at a table, instruct student to sit at the table. (The dog should not be allowed to greet the person.) Then have student ask dog to settle in a down for 1 minute within leash length of table, while the student and person sit at the table and eat (or pretend to eat) a snack. (The snack should be in crinkly-sounding packaging such as a bag of potato chips, wrapped granola bars, or bag of candy.) Dog may shift in place during settle, though must remain in a down. If needed, remind student about the release.		

Scoring Guidelines	**EXCELLENT**	**NEEDS WORK**	**INCOMPLETE**
	Dog settles with 1 cue until released.	Student gives 2 to 3 cues to settle, dog touches unfamiliar person, or student resets dog 1 time.	Student gives 4 or more cues to settle; or student resets dog 2 or more times; or dog does not settle; or dog whines, barks, or tries other attention-getting behavior.

8.	**DO YOU REALLY KNOW SIT?**		**Ph.D.**
Test Description	Student asks dog to sit 3 separate times, varying the student's body position each time.		
Evaluator Instructions	Have student choose from the list of Sit Test Variations.* Instruct student to perform each chosen Sit Test Variation while cueing dog to sit. Dog should maintain each sit 2-3 seconds until student releases dog.		

Scoring Guidelines	**EXCELLENT**	**NEEDS WORK**	**INCOMPLETE**
	Dog sits with 1 cue for each variation, responds to each cue within 3 seconds, and maintains each sit for 2 to 3 seconds until released.	Student gives 2 to 3 cues to sit, or resets dog 1 or more times, for one or more variations; or dog needs 4 to 5 seconds to respond to one or more cues.	Student gives 4 or more cues to sit, or resets dog 2 or more times, for one or more variations; or dog does not sit; or dog does not respond to one or more cues within 5 seconds.

⭐	**BONUS 1: DO YOU REALLY KNOW SIT?**	**Ph.D.**
	Student asks dog to sit using 2 additional Sit Test Variations.*	
Evaluator Instructions	Have student choose and perform with dog 2 additional Sit Test Variations* that were not used in the previous test.	
Scoring Guidelines	**WITH HONORS** Dog sits with 1 cue for each variation, responds to each cue within 3 seconds, and maintains each sit for at least 2 to 3 seconds.	
⭐	**BONUS 2: TARGETING WITH AN UNFAMILIAR PERSON**	**Ph.D.**
	Dog nose touches each of an unfamiliar person's hands, held with palms facing dog, on cue from either the student or the Evaluator.	
Evaluator Instructions	The student can cue the dog to target the unfamiliar person's hands, or student can instruct unfamiliar person on how to cue the nose-touch. Unfamiliar person should hold target hands stationary after giving cue, with hands held with palms facing dog.	
Scoring Guidelines	**WITH HONORS** Dog nose touches each hand with 1 cue each and responds to each cue within 3 seconds.	

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*Sit Test Variations

For Ph.D. Level in Test Item #8 and Bonus 1

1. Student sitting on hands in a chair
2. Student with back to the dog
3. Student with hands on head
4. Student walking
5. Student standing 10 feet away
6. Student clapping hands
7. Student shaking hands with another person
8. Student with hand in front of their mouth
9. Student sitting on ground
10. Student bending at waist toward toes
11. Sit on recall (student walks 35 feet away and calls dog to come; when dog is halfway to student, student cues sit)
12. Student standing on a chair
13. Student holding one knee to chest
14. Student hopping on one foot
15. Student swinging arms
16. Student lying on the ground
17. Student jogging in place
18. Student doing jumping jacks
19. Student doing squats
20. Student doing leg lunges
21. Student doing push ups
22. Student doing sit ups
23. Student standing on hands
24. Student doing calf raises
25. Student doing a back bend

Concluding a C.L.A.S.S. Evaluation

When the evaluation has been completed, tally the score so you can give immediate feedback to the student. The score is computed by adding up the marks for the Needs Work, Incomplete, and Automatic Incomplete scoring categories. (If there are 2 or more Needs Work marks for a single skill in a test item, count that as only one mark for scoring purposes. For example, if in the B.A. Stay, a student gave 3 cues and also reset the dog 1 time, both would be indicated in the Needs Work criteria on the evaluation form, but for scoring purposes, that counts as 1 Needs Work for the entire Stay test item. Test items with 2 skills parts, such as Loose Leash Walking and Attention, are scored separately, so it is possible that a team could get up to 2 Needs Work counts in one test item if the test has 2 skill parts.) If the team passes, also tally the "With Honors" scoring categories to determine if the team passes "with Honors."

Scoring a C.L.A.S.S. Evaluation		
Team Does Not Pass	**Team Passes**	**Team Passes With Honors**
Needs Work marks = 2 or more OR Incomplete marks = 1 or more OR Automatic Incompletes = 1 or more	Needs Work marks = 0 or 1 AND Incomplete marks = 0 AND Automatic Incompletes = 0	Team Passes AND "With Honors" (Bonuses) marks = 2

Passing Score

If the team passes all items, congratulate the team on an Excellent evaluation! Point out any Needs Work item for the team, if applicable. Inform the student that they may download and print a certificate by logging into their Student account at www.mydoghasclass.com when the evaluation score has been posted. Also on the C.L.A.S.S. web site, the student is now eligible to upload a photo of their dog onto the Gallery of Graduates, and download icons for Facebook and other social media announcing that their dog has C.L.A.S.S.!

Evaluators may also suggest a higher level of C.L.A.S.S. as the next step. Once a team earns their B.A. in C.L.A.S.S., they are eligible to be evaluated at the M.A. level. After earning their M.A., they may enter the Ph.D. level. No matter what C.L.A.S.S. level the team is in, there are always activities for further training and relationship building. Encourage the team keep up the good work. You can also

encourage them to visit the C.L.A.S.S. web site for more ideas and resources on things they can do with their dog.

Passing with Honors

If a team with a passing score also attempted and scored "With Honors" on both Bonus items, the team earns the designation of passing "with Honors." An "Honor Roll" designation is included on their certificate.

Non-passing Score

If a team receives a non-passing score either due to more than one Needs Work, or any Incomplete or Automatic Incomplete marks, the Evaluator should review the evaluation with the student, so the student knows what they need to work on. Gently point out to the student the specific areas needing improvement. Offer to suggest practical training tips to help a team improve their skills. Encourage the student to retry the B.A. evaluation at a future date after brushing up on their and their dog's skills. (See "Repeat Evaluation" for guidelines on repeating an evaluation not yet passed.)

Repeat Evaluation

Everyone has times when, for some reason, their performance is not the best it can be. If a team does not pass the C.L.A.S.S. Evaluation and would like to try again, they will be eligible to retake the evaluation after at least one week. If a student received only 2 to 3 Needs Work marks (and had 0 Incomplete and 0 Automatic Incomplete marks), the Evaluator has the discretion to allow the team to retake the evaluation after 4 days. The team must perform the entire evaluation during any repeat evaluations. There is no limit to the number of times a student can schedule a repeat evaluation.

Multiple Evaluation Levels

As stated in the *C.L.A.S.S. Overview Handbook*, a student may be evaluated in multiple levels (e.g. B.A., M.A., Ph.D.) in a single day without having to wait until the scores are reported to the C.L.A.S.S. Office, if the following is true:

1) the student has passed the previous level

2) the student has made arrangements with an Evaluator for the additional evaluation (the same Evaluator may be used for each level; if a different Evaluator is used, the Evaluators should communicate with each other whether or not the student received a passing score on the previous evaluation)
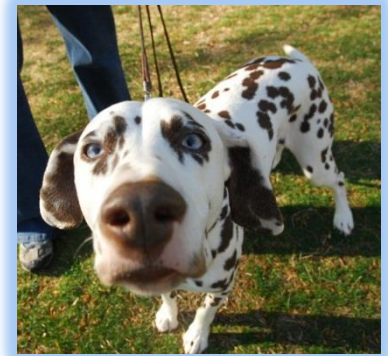
If the student has not yet registered the dog with the C.L.A.S.S. Office for the additional level he wishes to take, he may still take the evaluation; however, his evaluation score may not be reported to the C.L.A.S.S. Office until he registers his dog for that level at www.mydoghasclass.com. (See "Register for Additional C.L.A.S.S. Levels" in the *C.L.A.S.S. Overview Handbook*.)

Tokens of Appreciation

The Evaluator may choose to reward passing teams with a special gift, or to present a token of gratitude to all teams. C.L.A.S.S. Evaluators may download and print their students' C.L.A.S.S. certificates (upon entering the passing evaluation scores) to present to the passing teams.

There is a variety of merchandise available for purchase from the C.L.A.S.S. online store, such as decorative rosettes, treat pouches, tote bags, ID tags and SmartTags, key chains, bandanas, as well as other practical items under $3.00. (Evaluators receive various bulk discounts after creating an account in the online store and after the C.L.A.S.S. Office has upgraded their account to Evaluator/Instructor status.) Other gift ideas include treats or toys for dogs, discounts on training classes, or ribbons of participation.

Feedback from Students

Evaluators are urged to be receptive to suggestions from students. Give students the opportunity to express their opinions and ideas. Feedback can be very helpful, for both the sender and receiver.

If the student is giving negative feedback or complaining about a non-passing score, listen to try to understand from the student's point of view. Set boundaries by being kind, gentle, respectful, and firm. The feedback will not affect the score, as the Evaluator's decision on scoring is final, and no action need be taken other than listening. However, it often helps for people to voice their feelings.

During the reporting of the scores, there is an area to input any feedback from an evaluation to the C.L.A.S.S. Office. If there were any aggressive incidents that occurred during an evaluation, the evaluator must report those incidents to the C.L.A.S.S. office.

Reporting Evaluation Results

As a general guideline, Evaluators should report the evaluation results of any student's evaluation within one week of the evaluation. Evaluation reporting is performed through the "Students" tab of the online Evaluator account.

Evaluators should report the scores for every evaluation, whether the student passed or did not pass.

Enter Evaluation Scores

Here are the steps to report evaluation scores through the online Evaluator account:

1. Login to your online Evaluator account at www.mydoghasclass.com.

2. Click the "Students" tab.

3. Locate the student for which to enter scores.

4. Click the arrow to the left of the student's name to open a drop-down list of the student's dogs.

5. Locate the dog for which to enter scores, and click "Add." Then choose the level of the evaluation. See the screenshot below for a visual view of the Evaluator account.

6. Referring to the Evaluation Form from the evaluation, fill out the online evaluation reporting page, starting with the date and descriptive location of the evaluation, and if the student is a junior or not. Then complete the test item grid by selecting either Excellent, Needs Work, Incomplete, or Automatic Incomplete for each test item.

    When completing the grid, use the lowest category the student received for that test item, where Excellent is the highest score, and Automatic Incomplete is the lowest score. For example, for test item #1, if a student received one Needs Work and one Incomplete check on the evaluation form, enter the

score as Incomplete for that test item. On test items with two parts, the score is the lowest score category the student received in either part.

Here is a screenshot of the online evaluation reporting page:

Date of Evaluation: ____

Enter a descriptive location, such as ABC Training Facility, City Park, etc. Your Students will see this information:

Location: ____   Indoor/Outdoor? Select...   Junior handler? Select...

Evaluation Test Items

Item	Evaluation Test Item	Excellent	Needs Work	Incomplete	Automatic Incomplete
1	Wait in the Car	Excellent	Needs Work	Incomplete	Auto Incomplete
2	Pass By Other Dogs	Excellent	Needs Work	Incomplete	Auto Incomplete
3	Wait at the Door	Excellent	Needs Work	Incomplete	Auto Incomplete
3a	Warm-Up Time	Excellent	Needs Work	Incomplete	Auto Incomplete
4	Come and Leashing Up Manners	Excellent	Needs Work	Incomplete	Auto Incomplete
5	Sit, Down, and Stand	Excellent	Needs Work	Incomplete	Auto Incomplete
6	Handling	Excellent	Needs Work	Incomplete	Auto Incomplete
7	Loose Leash Walking and Leave It	Excellent	Needs Work	Incomplete	Auto Incomplete
8	Stay	Excellent	Needs Work	Incomplete	Auto Incomplete
*	Bonus 1: Targeting	Excellent	N/A	N/A	Auto Incomplete
*	Bonus 2: Trick of Student's Choice	Excellent	N/A	N/A	Auto Incomplete

Submit Scores

7. After pressing "Submit Scores," a confirmation summary will display:

Evaluation Grade

Based on the scores you entered, Ann Allums and Trixie has received the following grade on the M.A. Evaluation:
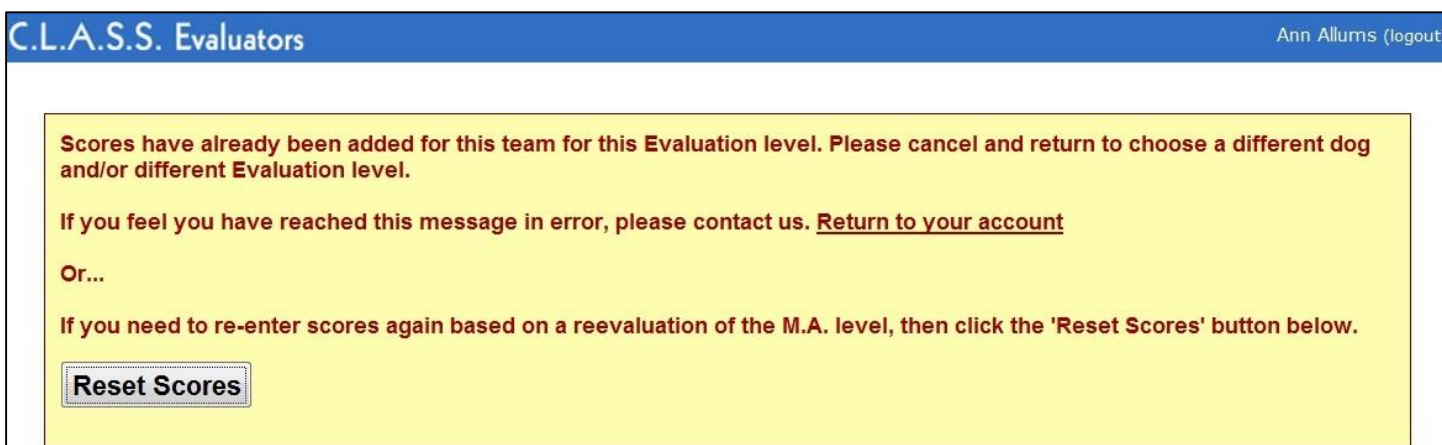
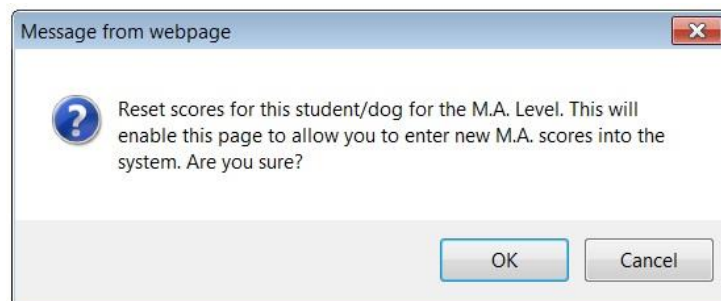|	
Excellent:	8
Needs Work:	1
Incomplete:	0
Automatic Incomplete:	0
Final Grade:	Team Passes

Thank you for entering in the scores for this team!

Return to your students >

Enter Scores from a Repeat Evaluation

When entering evaluation scores for repeat evaluations, that is, for students who have re-taken an evaluation after previously not passing that level, the previous scores will need to be reset. Follow the same steps as entering an evaluation, that is, locate the student and dog for which to enter scores, and click "Add." Since there is a previous score for that team in that level, a screen will display confirming that you wish to re-enter the evaluation score after the student has re-taken the evaluation. Click "Reset Scores" (see screenshot below) to continue to the evaluation reporting screen, and enter the new evaluation.

C.L.A.S.S. Evaluators   Ann Allums (logout)

Scores have already been added for this team for this Evaluation level. Please cancel and return to choose a different dog and/or different Evaluation level.

If you feel you have reached this message in error, please contact us. **Return to your account**

Or…

If you need to re-enter scores again based on a reevaluation of the M.A. level, then click the 'Reset Scores' button below.

Reset Scores

Confirm the reset by clicking "OK." The original evaluation scores are maintained in the C.L.A.S.S. central database, and are not overwritten. However, the Evaluator and student will only be able to view the most recent evaluation score for a particular level.

Message from webpage

Reset scores for this student/dog for the M.A. Level. This will enable this page to allow you to enter new M.A. scores into the system. Are you sure?

OK   Cancel

Managing "Students" List

By default, students are sorted in alphabetical order by last name in the "Students" tab. To choose a different sort order, click on the column heading of the student list that you wish to sort by, either "First Name," "Last Name," "Student ID," "City," or "State". For example, click on the heading "First Name" to sort alphabetically by your students' first names.
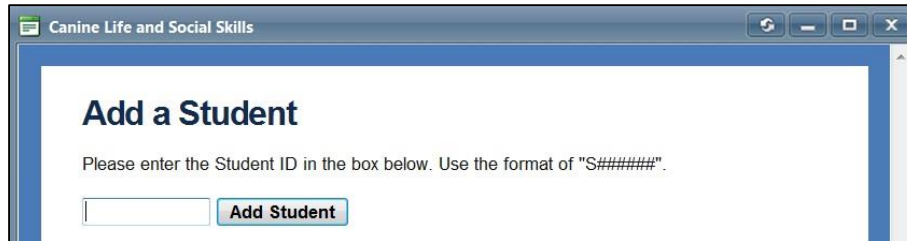
Add Students to "Students" List

Students will need to be added for reporting the initial evaluation an Evaluator performs for each student. Multiple Evaluators can "add" the same student to their Evaluator accounts, and view the same student information. All student records are maintained in the C.L.A.S.S. central database, so Evaluators are viewing a copy of the student's records through the Evaluator account.

To add a student:

1. Click on the "Students" tab within the online Evaluator account

2. Click the "Add new student" button near the top right corner of the window.
3. In the resulting pop-up window, type in the student's ID and click "Add Student."
4. Next, click either "Add another student", or the "Close the return" button to return to the list of Your Students.
5. Click "Refresh List" (or press F5) to refresh the page to view the newly added student(s).

Delete Students from "Students" List

To "delete" a student simply means to remove the student from the "Students" list in the Evaluator's account. The student's record remains intact. The Evaluator can add the student again at any time after "deleting" the student. To remove a student from the list of "Students," simply press "Delete" in the row of the student's name.

Confirm Receipt of Veterinarian Certificate

As stated in the *C.L.A.S.S. Overview Handbook*, the Veterinarian Certificate can be presented to the C.L.A.S.S. Evaluator prior to or on the day of the B.A. Evaluation (preferred) or provided to the Evaluator or C.L.A.S.S. Office after the evaluation. As soon as the student's Veterinarian Certificate is received, the Evaluator can confirm receipt of the completed certificate through the student's record in their Evaluator account.

To confirm, locate the student and dog in the Students list, and click "Edit" under the Vet Cert column. Then check the Vet Cert box, and press Update.
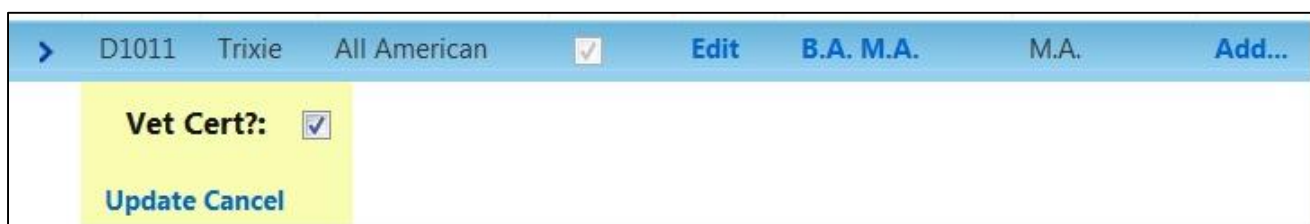
B.A. Certificate Additional Requirements

In order to earn the B.A. certificate, a student must pass the online Student Knowledge Assessment and submit a completed Veterinarian Certificate for their dog, in addition to passing the B.A. Evaluation. If a team passes the B.A. evaluation but the student has not yet passed the online Student Knowledge Assessment and/or not yet submitted to the Evaluator a completed Veterinarian Certificate, the B.A. level will not be considered complete until these items are completed, and neither the student nor Evaluator will be able to view the C.L.A.S.S. certificate for that team.

Evaluation Record Keeping

All Evaluation Forms must be kept by the Evaluator for a period of one year. The forms should be kept in the event of any discrepancy in the scores uploaded to the online Scoring Records. For B.A. Level Evaluations, the Evaluator should also attach and keep the student's signed Veterinarian Certificate with the Evaluation Form.

One simple record-keeping method is to label a file folder with the date of the evaluation, and file all Evaluation Forms done on that date in the file folder. Make a new file folder for each evaluation date.

Reporting Aggressive Incidents

A C.L.A.S.S. Evaluator should report any aggressive incidents that occur during an evaluation to the C.L.A.S.S. Office.

C.L.A.S.S. Office Contact Information

Ann Allums, Special Programs Coordinator
class@apdt.com
Office 800-PET-DOGS (800-738-3647)
Fax 864-331-0767
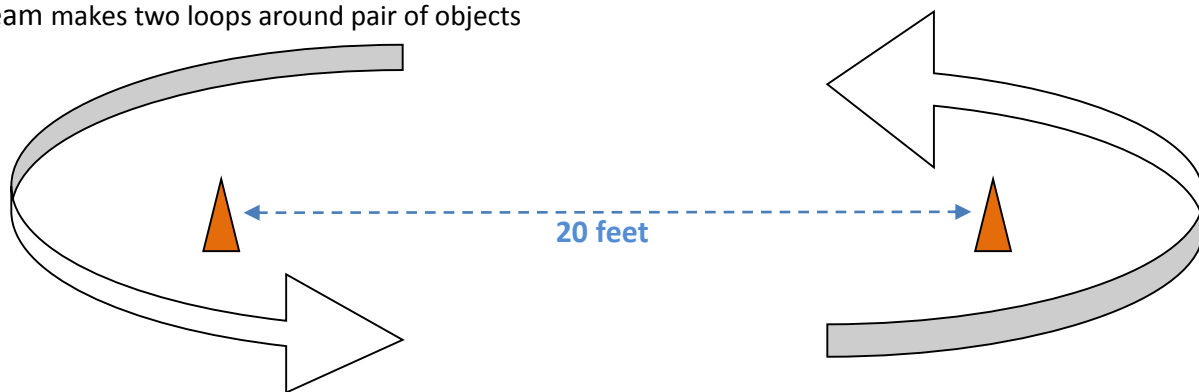104 S. Calhoun Street
Greenville, SC 29601

Appendix

Test Item Diagrams

The following diagrams illustrate the set up for some of the test items, providing a visual representation of distances and arrangement of objects.
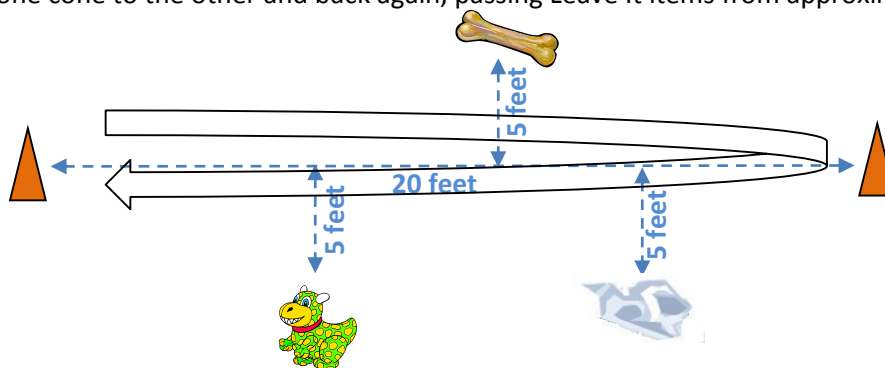
Diagram 1 (B.A. 3. Loose Leash Walking)
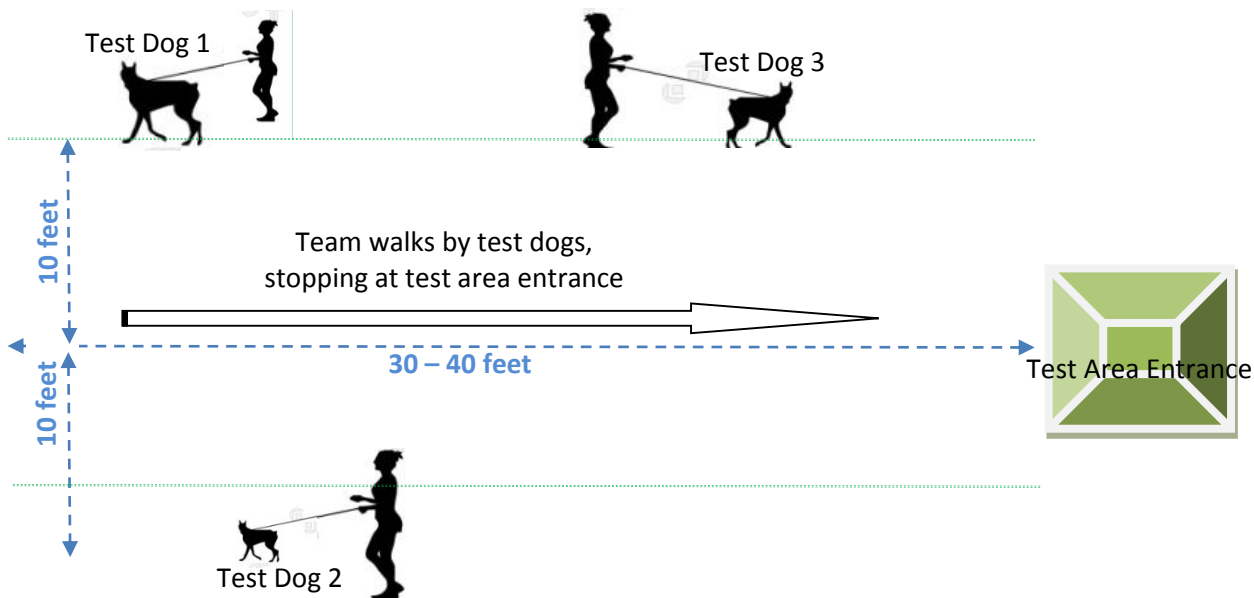
Team makes two loops around pair of objects

20 feet

Diagram 2 (B.A. 5. Leave It)

Team walks from one cone to the other and back again, passing Leave It items from approximately 5 feet away.

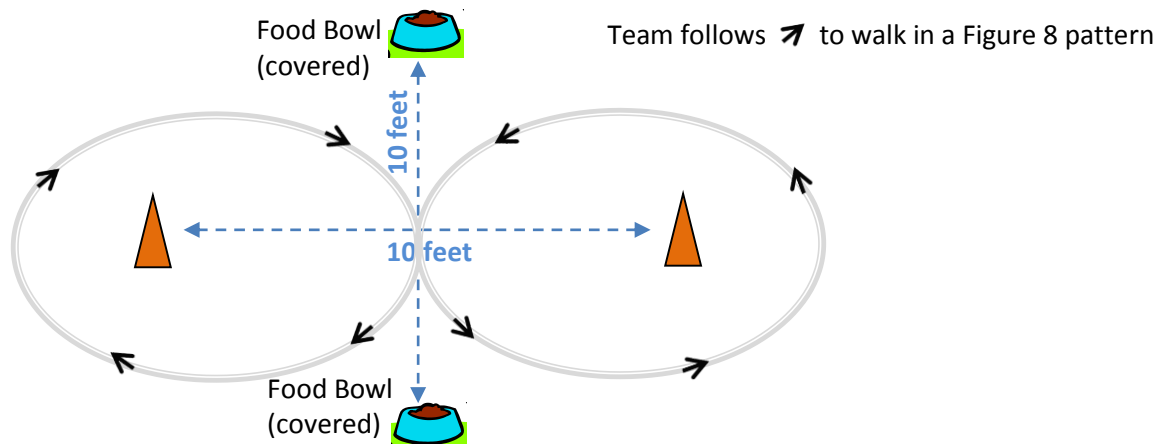5 feet

20 feet

5 feet

5 feet

Diagram 3 (M.A. 2. Pass By Other Dogs)

Test Dog 1

Test Dog 3

10 feet

Team walks by test dogs,
stopping at test area entrance

10 feet

30 – 40 feet

Test Area Entrance

Test Dog 2

Diagram 4 (M.A. 7. Loose Leash Walking and Leave It)

Food Bowl
(covered)

Team follows ➚ to walk in a Figure 8 pattern

10 feet

10 feet

Food Bowl
(covered)

Diagram 5 (Ph.D. 2. Back Up [part A])

Team maneuvers around 5 household objects
in no particular pattern to get to "end" chair

Team
Start

20 – 30 feet

"end" chair
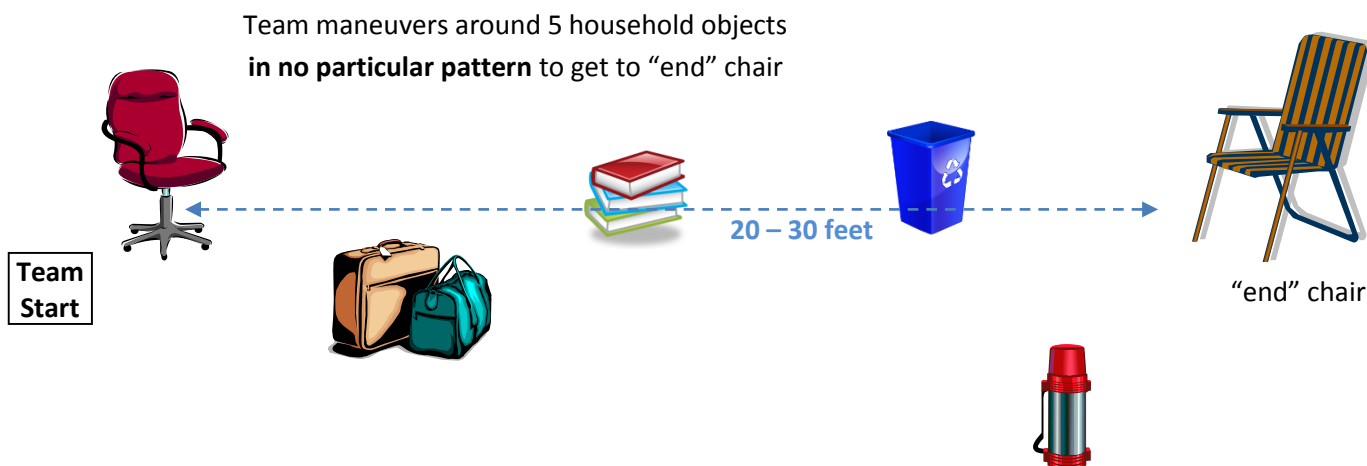
Diagram 6 (Ph.D. 4. Come and Leashing Up Manners [part A])

Food Bowl
(covered)

Dog
Start

5 feet

5 feet

20 feet

5 feet

Food Bowl
(covered)

5 feet

Handler Start
(handler calls
dog to come)
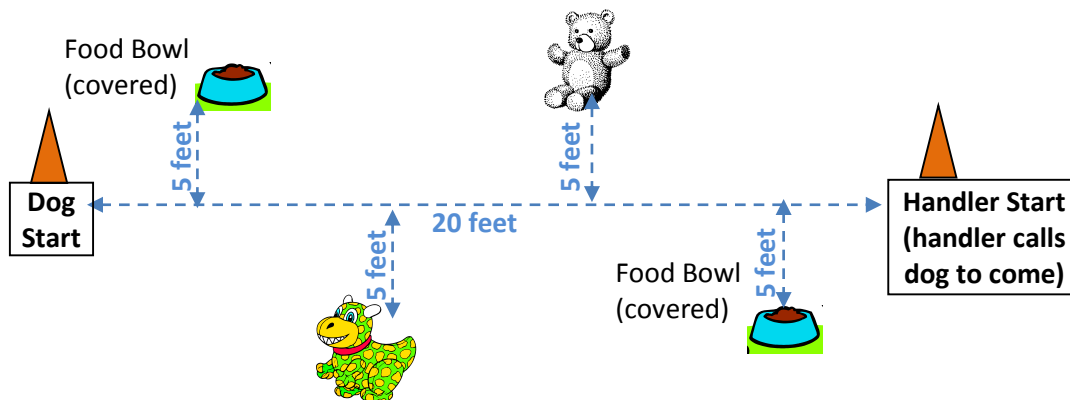
C.L.A.S.S. Evaluator FAQ's

EVALUATIONS

Can Evaluators evaluate students from their classes?

Yes, Evaluators may evaluate students from their classes as long as an unfamiliar person performs the test items in which a stranger is specified in the Evaluator Instructions.

The rules state that students are required to have their dog on leash for the B.A. Evaluation and some of the M.A. and Ph.D. Evaluations. Are there consequences for students who inadvertently drop their leash?

If a student drops the leash when he should be holding the leash, the Evaluator should simply remind the student to pick up the leash and hold on to it. The reasons for the leash requirement are for compliance with leash ordinances and for safety. Even when a dog has been trained off-leash, the student should demonstrate the test items on leash when required.

What if a dog walks on a loose leash during the test item, but pulls on leash or jumps up consistently between test items?

The Evaluator shall use discretion when assessing if behaviors should be deemed unmanageable behavior or not. If, at the end of the Evaluation, it is determined to be unmanageable behavior, it shall be scored as an Automatic Incomplete. If this behavior is not determined to be unmanageable, it is not scored at all since it occurred between test items.

If the dog's front feet leave the ground but the dog makes no contact, is that considered jumping up?

Yes, if the dog's front feet leave the ground, that is considered jumping up whether or not the dog makes contact with a person.

How is "Wait at the Door" performed in an outdoor setting?

Since the B.A. and M.A. Wait at the Door test items simulates politely entering a room or building, this exercise must be included, even in an outdoor setting. Nothing simulates going from one side of a solid wall to the other side of a solid wall except a solid wall. Most outdoor public areas have access to a door of some kind.

If a student resets a dog during a timed test item (e.g. Stay), does timing start over after the reset?

No, the timing is not reset when the dog is reset. The timing is paused during the reset, and resumed after the student resets the dog into the desired behavior.

Can teams have a "do-over" for a test item in the event of an unusual or unexpected distraction during the evaluation?
Yes, teams may have a chance to repeat a test item so that the team is not penalized for a distraction unrelated to the test.

STUDENT REGISTRATION

If a student has not yet registered with the C.L.A.S.S. Office for a Student ID and/or Dog ID, can that student still take an Evaluation?
Yes, students may go through a C.L.A.S.S. Evaluation before registering with the C.L.A.S.S. Office. This means that Evaluators are allowed to accept "walk-ins" on the day of an evaluation. However, evaluation scores cannot be reported to the C.L.A.S.S. Office until students have registered at www.mydoghasclass.com and provided the Evaluator with their Student and Dog ID Numbers.

If a student has registered for their dog for the B.A. Level, and has not registered for the M.A. Level, can they still take the M.A. Evaluation?
Yes, students may take any Evaluation even if they have not registered for that level with the C.L.A.S.S. Office. However, evaluation scores cannot be reported to the C.L.A.S.S. Office until students have registered their dog at www.mydoghasclass.com for that level.

Can I evaluate dogs in shelters who do not yet have an owner?
Yes, dogs in shelters (and rescues, prison programs, etc.) are eligible to go through the C.L.A.S.S. Evaluation with their handlers. Dogs in shelters who pass any level of C.L.A.S.S. evaluation will receive a provisional C.L.A.S.S. certificate, which will be validated for one year when the new owner passes the Student Knowledge Assessment. The C.L.A.S.S. Evaluation program was created as a team activity, and we want to stress the importance of understanding dogs as part of the relationship process between dog and owner.

Summary of Evaluation Test Items

B.A. for Dogs Test Items	M.A. for Dogs Test Items	Ph.D. for Dogs Test Items
1 Wait at the Door	**1** Wait in the Car	**1** Loose Leash Walking
Warm-Up Time	**2** Pass By Other Dogs	**2** Back Up
2 Come and Leashing Up Manners	**3** Wait at the Door	**3** Stay
3 Loose Leash Walking and Attention	Warm-Up Time	Warm-Up Time
4 Meet and Greet	**4** Come and Leashing Up Manners	**4** Come and Leashing Up Manners
Bonus 1: Rollover,Spin,Fetch,Speak,or Paw	**5** Sit, Down, and Stand	**5** Meet and Greet
5 Leave It	**6** Handling	**6** Attention
6 Wait for the Food Bowl	**7** Loose Leash Walking and Leave It	**7** Table Manners

7 Stay	**8** Stay	**8** Do You Really Know Sit?
8 Settle	*Bonus 1: Targeting*	*Bonus 1: Do You Really Know Sit?*
9 Give and Take	*Bonus 2: Trick of Student's Choice*	*Bonus 2: Targeting with a Stranger*
Bonus 2: Trick of Student's Choice		

Evaluator Exam Resource List

The following is a list of suggested resources to help a candidate prepare for Part 2 of the Evaluator Exam, which assesses the candidates' understanding of dog behavior and training.

An interactive version of this list, including links to each full article referred to below, can be found at www.mydoghasclass.com/evaluators/exams/resource-list.

Body Language and Stress Signals

Articles

- **4 Step Leash Assessment** - Sue Sternberg (2010). *The APDT Chronicle of the Dog*, Sep/Oct
- **An Ethogram of the Shelter Dog** - Sue Sternberg. (2008) *The APDT Chronicle of the Dog*, Nov/Dec
- **Hand Targeting for the Fearful Dog** - Terry Long. (2008). *The APDT Chronicle of the Dog*, Mar/Apr
- **Learning to Read Dogs** - Sue Sternberg. (2003*). The APDT Chronicle of the Dog*, Jan/Feb
- **On Leash Reactivity to Other Dogs** - Patricia McConnell and Pia Silvani. (2010). *The APDT Chronicle of the Dog*, Nov/Dec
- **Retreat N' Treat** - Ian Dunbar (2006). *The APDT Chronicle of the Dog*, Sep/Oct
- **Teaching the Concept of Threshold to Clients** - Jules Nye. (2010). *The APDT Chronicle of the Dog*, Jan/Feb

Books

- **Calming Signals** - Turid Rugaas
- **Canine Behavior - A Photo Illustrated Handbook** by Barbara Handelman
- **Cautious Canine, 2nd Edition** - Patricia McConnell
- **Family Dog Cheat Sheet Pocket Guide - A Complete Guide To Safety & Fun** by Colleen Pelar
- **Mine** - Jean Donaldson
- **Off Leash Dog Play Pocket Guide - A Complete Guide To Safety & Fun** by Robin K. Bennett & Susan Briggs
- **Stress In Dogs - Learn How Dogs Show Stress And What You Can Do To Help** by Martina Scholz & Clarissa von Reinhardt
- **The Toolbox for Building a Great Family Dog** - Terry Ryan

DVDs/CDs

- **Assessing Dog to Dog Interactions (DVD)** by Sue Sternberg
- **Body Language of Canine Play - How To Tell If your Dog Is Really Having Fun DVD** by Terry Ryan

- **Calming Signals** (book and DVD) Turid Rugaas
- **Reading Between The Lines Seminar DVD** by Patricia McConnell
- **What Is My Dog Saying?** - Powerpoint CD by Carol Byrnes

Websites
- **Dog Ethogram** by Sue Sternberg (descriptions, photos, video) http://suesternberg.com/00ethogram.html

<u>*Training Mechanics*</u>

Articles
- **Clicker Training Polite Leash Walking** - Casey Lomonaco. (2010). *The APDT Chronicle of the Dog*, Sep/Oct
- **How to Use Positive Reinforcement to Reduce Undesired Behaviors** - Susan Smith. (2009). *The APDT Chronicle of the Dog*, Sep/Oct
- **Leave It** - Teoti Anderson. (2009). *The APDT Chronicle of the Dog*, May/Jun
- **Locate, Lock & Launch: Training Concepts** - Laura Tyler. (2009). *The APDT Chronicle of the Dog*, Sep/Oct
- **Loose Leash Walking** - Gail Fisher. (2010). *The APDT Chronicle of the Dog*, Mar/Apr
- **Lure/Reward Training** - Ian Dunbar. (2006). *The APDT Chronicle of the Dog*, Jul/Aug
- **Teaching and Fine Tuning the Recall** - Joan Guertin. (2009). *The APDT Chronicle of the Dog*, Jan/Feb
- **Teaching Dogs to be Calm and Attentive** - Sheri Gintner. (2009). *The APDT Chronicle of the Dog*, Mar/Apr

Books
- **Coaching People to Train Their Dogs** - Terry Ryan
- **Excel-erated Learning** by Pamela Reid
- **Family Friendly Dog Training - A Six Week Program for You and Your Dog** - Patricia McConnell and Aimee Moore
- **Handbook of Applied Dog Behavior and Training, Volume One: Adaptation and Learning** - Steven R. Lindsay
- **How Dogs Learn** by Burch and Bailey
- **How to Behave So Your Dog Behaves, Revised and Updated Second Edition** - Sophia Yin
- **The Thinking Dog - Crossover to Clicker Training** by Gail Fisher
- **The Toolbox for Building a Great Family Dog** - Terry Ryan
- **Train Your Dog Like a Pro** – Jean Donaldson

CD/DVDs
- **The How of Bow Wow DVD** – Virginia Broitman and Sherri Lippman
- **Really Reliable Recall DVD** – Leslie Nelson
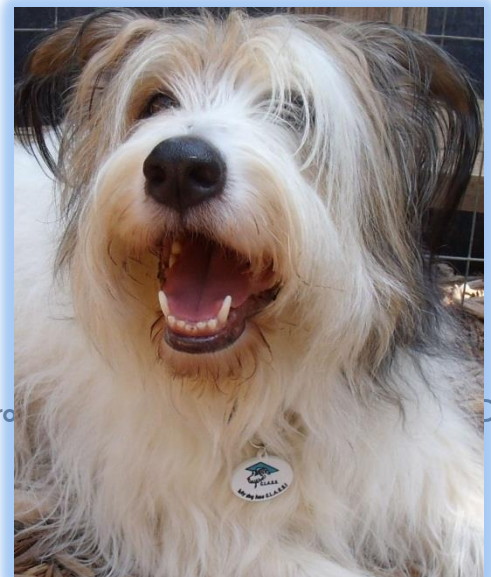
- **Train Your Dog Like a Pro** – Jean Donaldson (DVD included in book)

Husbandry and Handling

Articles

- **Leash Manners Reduce Stress** - Barbara Davis. (2009). *The APDT Chronicle of the Dog*, Jan/Feb

Books

- **Coaching People to Train Their Dogs** - Terry Ryan
- **How to Behave So Your Dog Behaves, Revised and Updated Second Edition** - Sophia Yin
- **Low Stress Handling, Restraint And Behavior Modification Of Dogs & Cats** - Techniques For Developing Patients Who Love Their Visits by Sophia Yin
- **The Toolbox for Building a Great Family Dog** - Terry Ryan
- **Train Your Dog Like a Pro** – Jean Donaldson

Teaching and People Skills

Articles

- **Applying Operant Principles to Owners** - Karin Bridge. (2004). *The APDT Chronicle of the Dog*, May/Jun
- **Engaging Owners Fully in Dog Training - Part 1** - Rise VanFleet. (2008). *The APDT Chronicle of the Dog*, Nov/Dec
- **Engaging Owners Fully in Dog Training - Part 2** - Rise VanFleet. (2009). *The APDT Chronicle of the Dog*, Jan/Feb
- **Filling the Void: A Trainer's Perspective** - Nan Arthur. (2008). *The APDT Chronicle of the Dog*, Nov/Dec
- **Using Learning Styles for More Effective Teaching** - Dani Weinberg. (2009). *The APDT Chronicle of the Dog*, Nov/Dec
- **What was I Thinking? Understanding Human Information Processing** - Eileen Udry (2009). *The APDT Chronicle of the Dog*, Nov/Dec

Books

- **Coaching People to Train Their Dogs** - Terry Ryan
- **Dog Behavior Problems: The Counselor's Handbook** - William Campbell
- **Don't Shoot the Dog** by Karen Pryor
- **It's Not The Dogs, It's The People!** - Nicole Wilde
- **Happy Kids, Happy Dogs: Building a Friendship Right from the Start** by Barbara Shumannfang
- **Living with Kids and Dogs...Without Losing Your Mind** by Colleen Pelar
- **Pet Behavior Protocols: What to Say, What to Do, When to Refer** - Suzanne Hetts (Currently out of print; used copies available on the Internet)
- **Teaching People, Teaching Dogs - Insights And Ideas For Instructors** by Dani Weinberg

Equipment

Books

- **Changing People, Changing Dogs** - Dee Ganley
- **Coaching People to Train Their Dogs** - Terry Ryan
- **How to Behave So Your Dog Behaves, Revised and Updated Second Edition** - Sophia Yin
- **The Power of Positive Dog Training** - Pat Miller
- **The Toolbox for Building a Great Family Dog** - Terry Ryan
- **Handbook of Applied Dog Behavior and Training Volume 3: Procedures and Protocols** – Stephen Lindsay

Ethics/When to Refer

Articles

- **Are You Read to Take On Behavioral Cases?** – Pia Silvani. (2004). *The APDT Chronicle of the Dog*, Jan/Feb
- **Safety and Ethics in Working With Dog to Dog Aggression Problems** - Suzanne Hetts, Daniel Q. Estep. (2010). *The APDT Chronicle of the Dog*, Jul/Aug

Books

- **Pet Behavior Protocols: What to Say, What to Do, When to Refer** - Suzanne Hetts
- **Ethics for Dog Trainers** – Jim Barry
- **Getting a Grip on Aggression Case: Practical Considerations for Dog Trainers** – Nicole Wilde

Agreement for APDT C.L.A.S.S. Evaluators

By clicking the "Submit Form" button upon registering as a C.L.A.S.S. Evaluator at www.mydoghasclass.com, you affirm your agreement to the following:

1. I represent that I meet all the qualifications of an APDT C.L.A.S.S. Evaluator, including but not limited to experience, training and insurance requirements as set forth in the APDT C.L.A.S.S. Evaluator Handbook.

2. I will comply with all requirements of the most current version of the APDT C.L.A.S.S. Evaluator Handbook, as amended from time to time, and with all other policies, bylaws, rules and regulations of APDT related to the C.L.A.S.S. program.

3. I may use APDT's name and trademarks "APDT," "ASSOCIATION OF PROFESSIONAL DOG TRAINERS," and "C.L.A.S.S." only in connection with promoting my services as an APDT Evaluator, as more specifically described in the APDT C.L.A.S.S. Evaluator Handbook.

4. APDT reserves the right to amend the APDT C.L.A.S.S. Evaluator Handbook and/or revise the qualifications for APDT C.L.A.S.S. Evaluators at any time with notice of such amendments.

5. APDT has sole authority to interpret the APDT C.L.A.S.S. Evaluator Handbook and to decide any matters not specifically covered in the Handbook.

6. APDT may terminate this agreement and my status as an APDT C.L.A.S.S. Evaluator at any time APDT determines it to be in the best interests of APDT to do so.

7. I represent that there has been no adverse action taken against me in connection with any claims of animal cruelty, abuse or neglect.

8. I agree to release and hold APDT harmless from and against any and all claims or liabilities arising from my participation as an APDT C.L.A.S.S. Evaluator.

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2/7/2013

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