**ASSESSMENT ADMINISTRATIVE GUIDANCE and
INDIVIDUAL STUDENT ASSESSMENT PLAN (ISAP)**

THE NCO LEADERSHP CENTER OF EXCELLENCE (NCOL CoE)

Individual Student Assessment Plan (ISAP)

Basic Leader Course (BLC)
600-C44
September 2019

Noncommissioned Officer Professional Military Education

B-1. ISAP Overview

a.   This appendix contains the policy, procedures, and grading criteria of student assessments. It includes the comprehensive assessments and desired learning outcomes of the BLC IAW TRADOC Regulation 350-70 (10 July 2017). The ISAP lists the course requirements the student must meet in order to graduate from this course.

b.   **It is a critical requirement for students to read and understand the ISAP.**

B-2. Course Outcome

The BLC prepares Soldiers to lead team size units, by providing an opportunity to acquire the leader skills and knowledge needed to be successful noncommissioned officers. The BLC is the foundation for further education and leader development.

B-3. Course Grade Point Average

a.   The final grade point average (GPA) for the BLC is determined using the six (6) GPA assessments:

- 1009S Public Speaking and Information Briefing
- 1009W Assessing Writing, Compare and Contrast Essay
- 1009W Assessing Writing, Informative Essay
- Conduct Individual Training Rubric
- Conduct Physical Readiness Training Rubric
- Conduct Squad Drill Rubric

b.   Students who fail to submit an assessment or assignment on time (without prior coordination with the facilitator) will receive a score of zero (0) for that assignment. It is the student's responsibility to coordinate with the faculty and request any exceptions to the scheduled date an assignment is due.

B-4. Course Length and Structure

a.   The BLC is a 22-academic-day course consisting of 169 academic hours. The course includes 23 lessons designed around the four Army Learning Areas (ALAs), the 14 General Learning Outcomes (GLOs), and the six NCO Common Core Competencies of Readiness, Leadership, Training Management, Communications, Operations, and Program Management.

b.   The lesson titles and sequence are shown on the Course Map below.

Seq	Lesson	Title	Hours	Phase
1	B100	Basic Leader Course Overview/Blackboard Review	3	
2	B101	Group Dynamics	3	
3	B111	Introduction to Physical Readiness Training (PRT)	19	
4	B114	Drill and Ceremonies	6	Foundations
5	B123	Army Physical Fitness Test	3	
6	B105	Critical Thinking and Problem Solving	4	
7	B102	Effective Listening	3	

8	B103	Written Communication *Assignment due in Assessment Phase*	13	
9	B116	Training Management/CIT *8 hours evaluated in Assessment Phase*	16	
10	B104	Public Speaking *4 hours evaluated in Assessment Phase*	12	
		SHARP Essay Due		
11	B106	The Army's Leadership Requirements Model	4	Leadership
12	B108	Cultural Competencies	4	
13	B107	Counseling	7	
14	B109	Army Values, Ethics and Integration of Soldier 2020	5	
15	B110	Legal Responsibilities and Limits of NCO Authority	4	
16	B112	Followership and Servant Leadership Fundamentals	6	
17	B113	Team Building and Conflict Management	7	
18	B115	Mission Orders and Troop Leading Procedures	5	Readiness
19	B117	Soldier for Life / Transition Assistance Program *Resume due in Assessment Phase*	4	
20	B119	Soldier Readiness	6	
21	B121	Resiliency	6	
22	B118	Command Supply Discipline Program	5	
23	B122	End of Course Essays (includes two 500-word reflective essays) *Due: Information Paper (B103), Information Brief (B104), Conduct Individual Training (B116), and Resume (B117)*	24	Assessment
		Total	169	

B-5. Course Learning Objectives

Lesson	Title	Outcomes
B100	BLC Overview / Blackboard	Identify the standards, procedures, and assessment requirements for the Basic Leader Course (BLC).
B101	Group Dynamics	Summarize the components of group dynamics as they relate to the learning environment.
B102	Effective Listening	Use the components of the listening process for improved communication.
B103	Written Communication	Apply the components of the basic English, grammar, writing, and the editing process.
B104	Public Speaking	Demonstrate confidence when delivering a briefing/oral presentation.
B105	Critical Thinking & Problem Solving	Solve problems using critical and creative thinking.
B106	Army's Leadership Requirements Model	Describe the Army's Leadership Requirements Model.
B107	Counseling	Build effective counseling skills.
B108	Cultural Competence	Adapt your leadership style to the cultural environment.
B109	Army Values, Ethics, & Integration of Soldier 2020	Justify the need to adhere to a strong set of values and ethics that support the Army profession.

B110	Legal Responsibilities & Limits of NCO Authority	Understand the legal authorities, responsibilities, and limits of an NCO.
B111	Introduction to Physical Readiness Training	Apply components of the Army Physical Readiness Training Program.
B112	Followership & Servant Leadership Fundamentals	Describe the characteristics of the effective follower and the principles of servant leadership
B113	Team Building & Conflict Management	Build effective teams.
B114	Drill & Ceremonies	Conduct squad drill.
B115	Mission Orders & Troop Leading Procedures	Apply troop leading procedures (TLP).
B116	Training Management / Conduct Individual Training	Instruct a skill level 1 task, during a team level training session, using the Army's 8-step training outline.
B117	Soldier for Life – Transition Assistance Program (SFL–TAP)	Discuss the Soldier for Life – Transition Assistance Program (SFL-TAP) and prepare a basic resume.
B118	Command Supply Discipline Program	Connect being a good steward of Army resources to maintaining unit readiness through effective supply discipline.
B119	Soldier Readiness	Organize team level requirements under the pillars of readiness.
B121	Resiliency	Increase knowledge of individual and leadership skills to employ concepts of trust, resilience, performance, and energy management.
B122	End of Course Essays	Reflect on the Basic Leader Course content by expressing and integrating learning into professional practice using the writing and editing process and describe the NCO 2020 Strategy using professional experiences and future leadership expectation.
B123	Army Physical Fitness Test	Maintain individual readiness and fitness.

B-6. Course Graduation Criteria and Requirements

a.   The graduation requirements are shown in the two tables below. The tables also indicate if the assessment is part of the student's GPA or not. See each of the individual assessments for specific criteria.

Assessment Title	Associated Lesson	Grade Point Average
1009S Public Speaking and Information Briefing	B104	GPA
1009W Assessing Writing, Compare and Contrast Essay	B112	GPA
1009W Assessing Writing, Informative Essay	B103	GPA
Conduct Individual Training Rubric	B116	GPA
Conduct Physical Readiness Training Rubric	B111	GPA
Conduct Squad Drill Rubric	B114	GPA

b. There are six assessments that are mandatory and graduation requirements, but do not count toward the student GPA as shown in the table below.

Assessment Title	Associated Lesson	Grade Point Average
Compliance with the Army Body Composition Program	In-Processing	Non-GPA
The Army Physical Fitness Test (APFT)	B123	Non-GPA
1009A Assessing Attributes and Competencies	Entire course	Non-GPA
1009W Special, Assessing Reflective Writing	B122	Non-GPA
1009W Special, Resume	B117	Non-GPA
SHARP Essay (Commandant's Writing Award)	B100	Non-GPA

B-7. Counseling, Retraining, Reassessing, Dismissal, and Appeals Policy

a. At a minimum, Soldiers will be counseled using DA Form 4856, referencing assessments as appropriate, on the following events:

- Reception and integration
- Any failure of an assessment and/or graduation requirement
- Any violation of student conduct, SHARP, or local policy
- End of course results
- Recommendation for dismissal or disenrollment
- Dismissal

b. Reassessments are necessary when Soldiers/students fail an assessment. Soldiers are strongly encouraged to conduct their own collaborative study sessions, if not mandated to do so.

c. Reassessments will occur anytime a student fails an assessment for the first time except for the 1009A – Assessing Attributes and Competencies. Soldiers who fail any reassessment will be recommended for dismissal. The NCOA Deputy Commandant is the dismissal authority and the commandant is the appellate authority for all dismissals. Facilitators will conduct the reassessment after necessary retraining/study hall. Any reassessment should be accomplished outside of the course hours to preclude the student missing any scheduled classes. The following restrictions listed below must be imposed:

Explanation/Flow chart of Reassessment Process

Soldiers are allowed no more than two reassessments during their enrollment in the BLC; additional reassessments are not authorized. Soldiers who require and pass a reassessment will receive the minimum passing score of 70% for that event and will automatically be removed from class honors consideration. The highest final grade for an assignment a student can obtain on a reassessment is 70% (regardless of the scored obtained). If a student fails the reassessment or requires more than two reassessments, they will be recommended for dismissal from BLC."

Flow chart
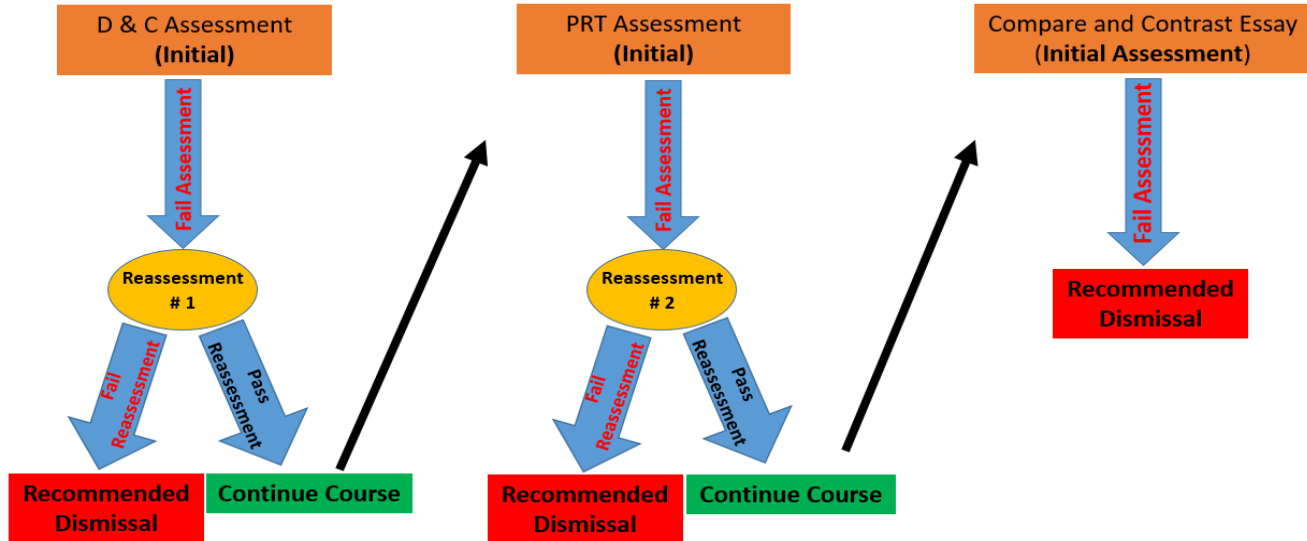
- Height/Weight failure: Soldiers are allowed one re-screening. The re-screening will be administered no earlier than seven days after the initial height/weight assessment
- APFT failure: Soldiers are allowed one retest. The retest will be administered no earlier than seven days after the initial APFT assessment
- Soldiers who meet academic course requirements, but fail to meet the APFT and/or height and weight standards will be dismissed from the course
- NCOA Commandants will not add to the standards of AR 600-9 by imposing any arbitrary percentages to the body fat composition

   d.   Student Dismissal: Students may be considered for dismissal from courses for the following reasons:

- Personal conduct is such that continuance in the course is not appropriate (for example, if a student violates regulations, policies, or established discipline standards). No formal adjudication of guilt by a military or civilian court or by a commander under UCMJ, Art. 15 is necessary to support dismissal under this paragraph
- Negative attitude or lack of motivation, either of which is prejudicial to the interests of other students in the class
- Academic deficiency demonstrated by failure to meet course standards or lack of academic progress that makes it unlikely that the student can successfully meet the standards established for graduation
- Illness or injury (as determined by a physician), or added physical profile limitation
- Compassionate reasons
- Students enrolled as a military member retiring or leaving the military and not continuing in a federal civilian capacity (Reference: AR 350-1, paragraph 3-15b)

   e.   Students being considered for dismissal must have been counseled by the chain of command (usually the assigned trainer or small group leader, the course manager, and the school commandant or

commander, or a designated representative who has direct responsibility for the course), with an opportunity to correct deficiencies, prior to consideration for dismissal. Counseling sessions will be documented and signed by all counselors and acknowledged by the student. All counseling forms will be maintained with the student's records. Additionally, the school commandant or designated representative will notify the commander of the student's parent unit or parent organization, when possible.

    f.   The following procedures apply in cases where dismissal is considered for motivational, disciplinary, or academic reasons:

- The training supervisor will notify the student in writing of the proposed action, the basis for the action, the consequences of disenrollment, and the right to appeal. The supervisor will advise the student that any appeal must be submitted within seven (7) duty days after receipt of the written notification of the dismissal action. (Example C-5 I)
- The training supervisor will make a recommendation to the dismissal authority that the student be dismissed from the course. (Example C-5 II)
- The written notification must advise the student of the right to appeal within seven (7) duty days to the school commandant or commander. (Example C-5 III)
- The student will acknowledge by endorsement within two (2) duty days receipt of the written notification of dismissal action. The endorsement must indicate whether or not the student intends to appeal the dismissal action. (Example C-5 IV)
- Appeals will be forwarded to the school commandant or commander who will refer the proposed action and the appeal to the Office of the Staff Judge Advocate to determine legal sufficiency of the dismissal decision. All appellate actions will become part of the student's case file. Commandants and commanders will make their final decision on dismissals after considering the supporting Office of the Staff Judge Advocate recommendation. In cases where an Office of the Staff Judge Advocate is not available, the commandant or commander will forward appeals to the commander who has General Court Martial Convening authority for review and final decision; General Court Martial Convening Authorities will obtain a legal review before final action.
- Students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals. When the commandant and/or commander determines that a student's continued participation with the main student body is contrary to good order, discipline or morale, the student will stay enrolled in the class and continue course work separate from the main student body. In cases where the decision of the appeal is delayed, students will participate in graduation ceremonies; however, the DA Form 1059 will be withheld until final adjudication.

    g.   Dismissals for misconduct, lack of motivation, academic deficiency, or failure to maintain physical readiness or body composition standards will be recorded on the individual's DA Form 1059, if applicable, in accordance with AR 623–3. Foreign student dismissals will be handled in accordance with AR 12–15.

(References: AR 350-1; TR 350-18; AR 40-501; AR 600-9; AR 623-3, and AR 12-15)

B-8. Academic Honesty and Integrity

    a.   The NCO Leadership Center of Excellence (NCOL CoE) and all associated NCO Academies expect all students to abide by ethical and professional academic standards. Academic dishonesty—including plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an assessment, or individual work—is strictly prohibited. NCOL CoE's Academic Integrity Policy covers

all school-related assessments, quizzes, writings, class assignments, and projects, both in and out of the classroom. The Army professional ethic is expressed in law, Army Values, creeds, oaths, ethos, and shared beliefs embedded within Army culture. It inspires and motivates the conduct of Army Professionals.

b.   Plagiarism is not the same as cooperation or collaboration. Facilitators often expect, and highly encourage, students to work on assignments collectively and collaboratively. This is okay, as long as whose work being presented is clearly relayed.

(1) **Collaboration** is to work together (with permission) in a joint intellectual effort.

(2) **Plagiarism** is to commit literary theft, to steal and pass off as one's own ideas or words, and to create the production of another. When you use someone else's words, you must give the writer or speaker credit (i.e. according to the lesson B103 . . . or according to ADRP 6-0 . . .). See Purdue OWL website for more information on how to avoid plagiarism:

https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/index.html

Even if you revise or paraphrase the words of someone else, if you copy and paste from another document, if you copy and paste from a prior paper you have written, from a website, or if you use someone else's ideas you must give the author credit. Some Internet users believe that anything available online is public domain. Such is not the case. Ideas belong to those who create and articulate them. To use someone else's words or ideas without giving credit to the originator is stealing.

(3) **Cheating** includes, but is not limited to, copying or giving an assignment to a student to be copied (unless explicitly permitted by the facilitator). Cheating also includes using, supplying, or communicating, in any way, unauthorized materials; including notebooks, cell phones, calculators, computers, or other unauthorized technology, during an assignment or assessment.

(4) **Forgery** or **stealing** includes, but is not limited to, gaining unauthorized access to assessments or answers to an exam, altering computer, or grade-book records, or forging signatures for the purpose of academic advantage.

(5) Any unauthorized use, online posting, distribution, publication, or sale of course material is strictly prohibited. Students are prohibited from photographing, dictating, copying, emailing, or otherwise reproducing faculty materials or student work without permission from the NCOL CoE.

c.   The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom facilitator or other cadre, taking into consideration written materials, observation, or information from others. Students found to have engaged in academic dishonesty shall be subject to academic penalties.

B-9. Re-enrollment Policy

a.   Soldiers disenrolled from BLC for disciplinary or motivational reasons will not be eligible for further NCOES training for a period of six months. Soldiers dismissed from BLC for academic deficiency may apply to reenter and be re-scheduled for the course when both the unit commander and the learner or Soldier determine that they are prepared to complete the course.

Reference: AR 350-1, page 59, paragraphs 3-15f (3) and (4)

b.   Soldiers may be released from the course without prejudice for illness, injury, compassionate, or other reasons beyond the student's control. This requires a written notice informing the unit that the Soldier may re-enroll as soon as the reason for disenrollment or dismissal is overcome.

c.   Soldiers previously dismissed from BLC and allowed to re-enroll must start the course from the beginning.

B-10. Course Attendance Requirements

NCOA Commandants will consider disenrollment for those Soldiers who have missed classroom instruction that cannot be made up, on a case-by-case basis. Soldiers cannot miss any graduation requirements.

B-11. Student Recognition

a.   Present all Soldiers who meet course completion criteria with a diploma. IAW AR 350-1, para 3-25, diplomas, at a minimum, must contain the:

- Course title
- Course identification number
- Student's full name and rank
- Beginning and completion dates
- Academic hours

b.   Soldiers competing for selection to SGT do not receive promotion points for completion of the BLC (BLC completion is a requirement to fully qualify for promotion to SGT). However, commandants will recognize the following graduates in support of AR 600-8-19, para 3-18a(2), which awards promotion points for the following:

- Distinguished Honor Graduate (40 promotion points)
- Distinguished Leadership Graduate (40 promotion points)
- Commandant's list (20 promotion points)

c.   Commandants may issue other types of recognition/certificates in addition to the above. Enter all recognitions/awards on the DA Form 1059 PART III block *b* (i.e. Honor Graduate, Commandant's Writing Award, and Leadership Award).

B-12. American Council on Education/College Credit

Currently, the American Council on Education (ACE) recommends that graduates of the previous version of the Basic Leader Course (v1.0) receive, in the lower-division baccalaureate/associate degree category, 3 semester hours in supervision. This version of BLC (4.0) has not yet been evaluated by an external institution.

B-13. Assessment – 1009A Assessing Attributes and Competencies

a.   Overview: Throughout the entire course, Soldiers will be assessed on their leadership attributes and competencies. This assessment is a non-GPA assessment, however, they will apply to your Academic Achievement ratings (PART II blocks *f* thru k) and the ratings in PART III Overall Academic Achievement on your DA Form 1059, Service School Academic Evaluation Report.

b.   Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10 per facilitator
- Equipment: As required to effectively conduct training assessment
- Materials: As required for each lesson

c.   Instructions to Soldiers:

1. **Throughout the course you are expected to contribute to the group as an integral member of the team by applying the Army's leadership attributes and competencies.** The 1009A assesses the areas on the new DA Form 1059 Part II (blocks f – k) and will be used for qualitative purposes only on the DA Form 1059 Academic Evaluation Report. Ratings within these areas will contribute to the DA Form 1059 Part III Overall Academic Achievement for class standing determination but will not be applied any quantitative value contributing to GPA. Students are assessed on leadership attributes and competencies using the 1009A throughout the entire course. At the end of the course, instructors will complete the 1009A block for that semester and will provide feedback to the student with emphasis on opportunities for growth, development, character, and presence. The six attributes and competencies are assessed independently of each other on this form. The score of one attribute will not be added to the score of another attribute / competency (i.e. Character will not be added to Presence). This form will produce six separate scores, one for each attribute / competency.

2. You derive your non-GPA score IAW the assessment rubric provided. The following ratings apply toward the rating in PART II blocks *f* thru *k* on your DA Form 1059, Service School Academic Evaluation Report.

   (a) 96 - 100 rates "FAR EXCEEDED STANDARDS."
   (b) 90 - 95 rates "EXCEEDED STANDARDS."
   (c) 70 - 89 rates "MET STANDARDS."
   (d) 69 and below rates "DID NOT MEET STANDARDS."

3. Students who received any "Did Not Meet Standard" assessment within the DA Form 1059 PART II blocks *f* through *k* from the academic rater may only be assessed as a "Failed to Achieve Course Standards" or "Achieved Course Standards" Overall Academic Achievement box check selection. A box check selection of "Achieved Course Standards" requires explanation. (AR 623-3, paragraph 3-13e(5)(a)6) Any student receiving two or more "Did Not Meet Standards" rating in PART II, blocks *f* thru *k*, will be rated as "Failed to Achieve Course Standards" in PART III, block *a*.

d.   Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

e.   Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

f.   See next page for rubric.

The NCO Leadership Center of Excellence
Basic Leader Course
Form 1009A - Assessing Attributes and Competencies

Name:		Student Number:	Date:
Instructors:			

Assessing Attributes and Competencies

The 1009A assesses the areas on the new DA Form 1059 Part II (blocks f – k) and will be used for qualitative purposes only on the DA Form 1059 Academic Evaluation Report. Ratings within these areas will contribute to the DA Form 1059 Part III Overall Academic Achievement for class standing determination but will not be applied any quantitative value contributing to GPA. Students are assessed on leadership attributes and competencies using the 1009A throughout the entire course. At the end of the course, instructors will complete the 1009A block for that phase and will provide feedback to the student with emphasis on opportunities for growth, development, character, and presence. The six attributes and competencies are assessed independently of each other on this form. The score of one attribute / competency will not be added to the score of another attribute / competency (i.e. Character will not be added to Presence). This form will produce six separate ratings, one for each attribute / competency as explained below.

References: FM 6-22, ADP 6-22, ADRP 6-22, AR 623-3, DA PAM 623-3, TRADOC Pam 525-8-2, and the American Association of Colleges & Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics.

Attributes of Leadership

f. CHARACTER/ACCOUNTABILITY

CHARACTER: Leadership is affected by a person's character and identity. Integrity is a key mark of a leader's character. It means doing what is right, legally and morally. The considerations required in leader choices are seldom obvious as wholly ethical or unethical. Character is a critical component of being a successful US Army leader. Character is one's true nature including identity, sense of purpose, values, virtues, morals, and conscience. Character is reflected in a US Army professional's dedication and adherence to the US Army Ethic and the US Army Values.

ACCOUNTABILITY: Leaders employ character when all decisions, big or small, are analyzed for ethical consequences. One must have the knowledge of how to address the consequences. This knowledge comes from the US Army Ethic, personal experience, and others' guidance. Army ethics develops strong character, ethical reasoning, and decision-making, empathy for others and the self-discipline to always do what is right. The understanding that Soldiers are individually accountable not only what is done, but also for what might not be done.

g. PRESENCE/COMPREHENSIVE FITNESS

PRESENCE: The impression a leader makes on others contributes to success in getting people to follow. This impression is the sum of a leader's outward appearance, demeanor, actions and words and the inward character and intellect of the leader. Presence entails the projection of military and professional bearing, holistic fitness, confidence, and resilience. Strong presence is important as a touchstone for subordinates, especially under duress.

COMPREHENSIVE FITNESS: Soldiers and leaders develop and maintain individuals. They display physical, mental, and emotional persistence, quickly recover from difficult situations, and exemplify the resilience necessary to fight and win in any operational situation.

h. INTELLECT/CRITICAL THINKING & PROBLEM SOLVING

INTELLECT: The leader's intellect affects how well a leader thinks about problems, creates solutions, makes decisions, and leads others. Each leader needs to be self-aware of strengths and limitations and apply them accordingly. Being mentally agile helps leaders address changes and adapt to the situation and the dynamics of operations. Judgment, as a key component of intellect, is an ability to make considered decisions and come to sensible conclusions. Leaders can reflect on how they think and better foster the development of judgment in others.

CRITICAL THINKING & PROBLEM SOLVING: Problem solving, critical and creative thinking, and ethical reasoning are the thought processes involved in understanding, visualizing, and directing. Critical thinking ensures that the person is engaged in the learning process, critically considering the information or practice of skills. Critical thinking requires analysis, comparisons, contrasting ideas, making inferences and predictions, evaluating the strength of evidence, and drawing conclusions. It also requires the self-discipline to use reason and avoid impulsive conclusions.

Competencies of Leadership

i. LEADS/COMMUNICATION & ENGAGEMENT

LEADS: Leads others involves influencing Soldiers and Army Civilians in the leader's organization. Extends influence beyond the chain of command involves influencing others when the leader does not have designated authority or while the leader's authority is not recognized by others, such as with unified action partners. Builds trust is an important competency to establish conditions of effective influence and for creating a positive environment.

COMMUNICATION & ENGAGEMENT (oral, written, and negotiation**):** Soldiers and leaders express themselves clearly and succinctly in oral, written, and digital communications. They use interpersonal tact, influence, and communication to build effective working relationships and social networks that facilitate knowledge necessary for continuous improvement. Engagement is characterized by a comprehensive commitment to transparency, accountability, and credibility.

j. DEVELOPS/COLLABORATION

DEVELOPS: Leaders create a positive environment and inspire an organization's climate and culture. Leader prepare themselves and encourage improvement in leading and other areas of leader responsibility. Leaders develop others to assume greater responsibility or achieve higher expertise. A leader is a steward in the profession and maintains professional standards and effective capabilities for the future.

COLLABORATION: Soldiers and leaders create high-performing formal and informal groups by leading, motivating, and influencing individuals and partners to work toward common goals effectively. They are effective team members, understand team dynamics, and take appropriate action to foster trust, cohesion, communication, cooperation, effectiveness, and dependability within the team. Leaders build teams, seek multiple perspectives, alternative viewpoints, and manage team conflict.

k. ACHIEVES/LIFE LONG LEARNER

ACHIEVES: Gets results and accomplishes tasks and missions on time and to standard. Getting results is the goal of leadership while leading people and creating positive conditions. This requires the right level of delegation, empowerment, and trust balanced against the mission.

LIFE LONG LEARNER (includes digital literacy**):** Soldiers and leaders continually assess themselves, identify what they need to learn and use skills that help them to effectively acquire and update knowledge, skills, and attitudes. Soldiers and leaders value and integrate all forms of learning (formal, informal) on a daily basis to seek improvement of themselves and their organizations continuously. Soldiers and leaders access, evaluate, and use information from a variety of sources and leverage technology (hardware and software) to improve their effectiveness and that of their teams while executing the Army's missions. Digital literacy skills are developed at initial entry and increase progressively at each career level.

Assessment Standards

FAR EXCEEDED STANDARDS: Consistently performs extraordinarily above the required US Army standards and organizational goals of leader competencies and attributes; leadership enables unit to far surpass required organizational and US Army standards; demonstrated performance epitomizes excellence in <u>all</u> aspects; this student consistently takes disciplined initiative in applying leader competencies and attributes; results have an immediate impact and enduring effect on the mission, their classmates/peers, the unit, and the US Army; demonstrated by the best of the upper third of students in the same course. This rating is reserved for those students that clearly separate themselves from their peers and must be supported with instructor comments.

EXCEEDED STANDARDS: Often performs above the required US Army standards and organizational goals of leader competencies and attributes; this student often takes disciplined initiative in applying leader competencies and attributes; results have an immediate impact on the mission, their classmates/peers, the unit, and the US Army; this level of performance is not common, typically demonstrated by the upper third of students of the same course.

MET STANDARDS: Successfully achieves and maintains the required US Army standards and organizational goals of leader competencies and attributes; effectively meets and enforces standards for the academy and takes appropriate initiative in applying the leader competencies and attributes; results have a positive impact on the mission of the organization, classmates/peers, and the US Army; this level of performance is considered normal and typically demonstrated by a majority of students in the same course.

DID NOT MEET STANDARDS: Fails to meet or maintain the required US Army standards and organizational goals of leader competencies and attributes; does not enforce or meet standards for the organization; exhibits/displays minimal or no effort; actions often have a negative effect on the classroom environment, classmates/peers, and the US Army. Did not meet that standard is reserved for those students that do not meet the standard and must be supported with instructor comments.

The examples listed in each of the attributes and competencies are not to be considered all-inclusive or a specific requirement.

Each student will receive a scored 1009A upon completion of each phase. They will be scored on the six (6) attributes and competencies listed: Character/Accountability; Presence/Comprehensive Fitness; Intellect/Critical Thinking; Leads/Communication & Engagement; Develops/Collaboration; and Achieves/Life Long Learner. Each Attribute and Competency is scored as follows:

Far Exceeds: 25; Exceeds: 23; Met the Standard: 18; Did Not Meet: 0.

At the end of the course, each student will have a total of four (4) scores for each of the attributes and competencies. The sum of these four scores will determine what rating to mark on the 1059 for the Part II, blocks *f* thru *k*. The following scale will determine the overall rating:

Far Exceeds: 96 – 100   Exceeds: 90 – 95   Met: 70 – 89   Did Not Meet: 69 and Below.

The overall sum of all attributes and competencies will be the number used on the **Eligibility Scale** below in determining students' eligibility for ranking (i.e. **Commandant's List, Superior Academic, or Achieved Course Standards** (see **eligibility criteria** from the CMP and below). Students must achieve **480** total points on the 1009A to compete for Commandants List and Superior Academic Achievement.

An example for the Character/Accountability attribute earned:

Foundation Phase: **25** points
Leadership Phase: **23** points
Readiness Phase: **18** points
Assessment Phase: **18** points
Total score for this attribute and competency is **84**.

This equates to a **Met Standard** rating for the Character/Accountability attribute on the DA Form 1059.

Eligibility Scale
Commandant's List & Superior Academic Achievement **480 - 600**

Reference DA Form 1059 Part II f. Character/Accountability			
Far Exceeded Standards	**Exceeded Standards**	**Met Standards**	**Did Not Meet Standards**
25	**23**	**18**	**0**
Consistently considerate to others.	Often displayed consideration to others.	Displays consideration to others.	Inconsiderate to others; rarely helps others in need; makes unethical, ineffective, and inefficient decisions (e.g. cheats, ignores prudent risk in mission planning, wastes time).
Proactively takes care of classmates.	Proactively takes care of classmates.	Proactively takes care of classmates.	
Makes ethical, effective, and efficient decisions, even under challenging conditions (e.g. personal views conflict with Army moral principles).	Makes ethical, effective, and efficient decisions, even under challenging conditions (e.g. personal views conflict with Army moral principles).	Makes ethical, effective, and efficient decisions, even under challenging conditions (e.g. personal views conflict with Army moral principles).	Does not attempt to view situations from the point of view of another or identify with, and enter into another person's feelings and emotions.
Consistently displays the ability to see things from another person's point of view.	Often displays the ability to see things from another person's point of view.	Displays the ability to see things from another person's point of view.	Does not take accountability for their own professional development.
Consistently demonstrates the capability to identify with, and understand another person's feelings, and emotions.	Often demonstrates the capability to identify with, and understand another person's feelings, and emotions.	Demonstrates the capability to identify with, and understand another person's feelings, and emotions.	Disrespects others; displays impartiality and unfairness to others.
Consistently takes accountability for his/her own professional development.	Often takes accountability for his/her own professional development.	Accepts accountability for his/her own professional development.	Did not attempt to add value to the learning environment; makes dialogical contributions congruent to assigned readings.
Consistently displays respect for others; remains firm, impartial, and fair.	Often displays respect for others; remains firm, impartial, and fair.	Displays respect for others; remains firm, impartial, and fair.	This leader does not build credibility with peers and enhance trust within organization. Did not display an unwavering commitment to the goals of the institution and the US Army.
Consistently adds value to the learning environment on a daily basis; always makes dialogical contributions congruent to assigned readings.	Often adds value to the learning environment; makes dialogical contributions congruent to assigned readings.	Adds value to the learning environment; makes dialogical contributions congruent to assigned readings.	
Consistently displays a selfless commitment to the course, small group, and entire class.	Often displays a selfless commitment to the course, small group, and student body.	Displays a selfless commitment to the course, small group, and student body.	Had to be reminded of organizational standards and discipline.
This leader extraordinarily builds credibility with peers and enhances trust within organization. Has an unwavering and consistent commitment to the goals of the institution and the US Army.	This leader often builds credibility with peers and enhances trust within organization. Has an unwavering commitment to the goals of the institution and the US Army.	This leader builds credibility with peers and enhances trust within organization. Has an unwavering commitment to the goals of the institution and the US Army.	Engages in inappropriate actions or actions are inconsistent with words.
Consistently presents the truth in an appropriate and tactful manner, even if unpopular or difficult.	Often presents the truth in an appropriate and tactful manner, even if unpopular or difficult.	Creative or innovative capacity is evident in some proposed solutions.	Solutions usually do not take into account the elements and standards of critical reasoning.
Consistently develops and shares systems with others on his/her own time.			
Clearly the leader of leaders.			

Reference DA Form 1059 Part II g. Presence/Comprehensive Fitness			
Far Exceeded Standards	**Exceeded Standards**	**Met Standards**	**Did Not Meet Standards**
25	**23**	**18**	**0**
Consistently projects a commanding presence and a professional image of authority by looking and acting like a courteous and professional Soldier.	Often projects a commanding presence and a professional image of authority by looking and acting like a courteous and professional Soldier.	Displays a commanding presence and professional image of authority by looking and acting like a courteous, professional Soldier.	Did not project competence or certainty by losing composure; body language (posture, gesture, eye contact, and vocal expressiveness) detract from the student's command presence.
Consistently instills resilience and a winning spirit in peers through leading by example.	Often instills resilience and a winning spirit in peers through leading by example.	Instills resilience and a winning spirit in peers through leading by example.	Discourteous to others or does not look or act like a professional Soldier.
Extraordinarily considerate of the character and motives of others and consistently interacts appropriately to the situation.	Often considerate of the character and motives of others and interacts appropriately to the situation.	Understands the character, motives of others and interacts appropriately to the situation.	Struggles to maintain awareness of the character and motives of others. Is often impolite or discourteous.
Students consistently perceive him/her as the informal class leader based on appearance, demeanor, actions, and words.	Students often perceive him/her as the informal class leader based on appearance, demeanor, actions, and words.	Students perceive him/her as the informal class leader based on appearance, demeanor, actions, and words.	Had an emotional outburst about organizational standards or instructional units.
Consistently possesses rare and extraordinarily superior interpersonal characteristics that enhance command presence.	Often possesses superior interpersonal characteristics that enhance command presence.	Possesses interpersonal characteristics that enhance command presence.	Does not project self-confidence and inspires confidence in others.
Consistently projects self-confidence and inspires confidence in others.	Often projects self-confidence and inspires confidence in others.	Recovers quickly from setbacks, shock, injuries, adversity, and stress while maintaining focus on course and professional goals.	
Dynamic and energetic student who consistently stands out amongst his/her peers.			

Reference DA Form 1059 Part II h. Intellect/Critical Thinking & Problem Solving			
Far Exceeded Standards	**Exceeded Standards**	**Met Standards**	**Did Not Meet Standards**
25	**23**	**18**	**0**
Consistently thinks through second- and third-order effects when decisions or actions do not produce the desired results.	Often thinks through second- and third-order effects when decisions or actions do not produce the desired results.	Displays the ability to think through second- and third-order effects when decisions or actions do not produce the desired results.	Does not anticipate or adapt to uncertain or changing situations; failed to think through second- and third-order effects when decisions or actions did not produce the desired results.
Consistently demonstrates mastery of the lesson content at the application level and often demonstrates mastery at the analysis level.	Often demonstrates mastery of lesson content at the application level and often demonstrates mastery at the analysis level.	Demonstrates understanding of the lesson content at the appropriate level.	Struggles to demonstrate a grasp of the daily subject at least at the application level.
Comments in class discussions are consistently relevant and interesting. Consistently brings depth and breadth to daily classroom discussions.	Comments in class discussions are often relevant and interesting. Often brings depth and breadth to daily classroom discussions.	Comments in class discussions are relevant and interesting. Brings depth and breadth to daily classroom discussions.	Comments in class discussions are not relevant and does not bring depth and breadth to daily classroom discussions.
Consistently demonstrates mental agility through actions and decisions.	Often demonstrates mental agility through actions and decisions.	Demonstrates mental agility through actions and decisions.	Does not demonstrate mental agility through actions and decisions.
Consistently displays the ability to anticipate or adapt to complex environments or changing situations.	Often displays the ability to anticipate or adapt to complex environments or changing situations.	Displays an ability to anticipate or adapt to uncertain or changing situations.	Sometimes displayed an ability to anticipate or adapt to uncertain or changing situations.
Consistently able to easily synthesize previous lessons within the course to show a connection.	Often demonstrates mastery of lesson content at the application level and demonstrates mastery at the analysis level.	Able to adapt to new environments and prevents complacency by challenging peers with forward looking approaches and ideas.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Consistently demonstrates mastery of the lesson content at the application level and often demonstrates mastery at the analysis level.	Peers often view him/her as the problem solver; continually leads others during practical exercise development.	Exercises interpersonal tact by effectively interacting with peers by recognizing diversity and displaying self-control, balance, and stability.	Does not effectively interact with peers by not recognizing diversity or by losing self-control, balance, or stability.
Peers consistently view him/her as the problem solver; continually leads others during practical exercise development.			
Consistently exercises interpersonal tact by effectively interacting with peers by recognizing diversity and displaying self-control, balance, and stability.			

Reference DA Form 1059 Part II i. Leads/Communication & Engagement			
Far Exceeded Standards	**Exceeded Standards**	**Met Standards**	**Did Not Meet Standards**
25	**23**	**18**	**0**
Consistently sets the example by displaying high standards and emphasizing the need to do what is right. Consistently leads the way in performance, personal appearance, and physical fitness. Consistently completes individual and group tasks to, or above, standard and on time. Consistently maintains a positive outlook when situations become confusing or changes occur. Communication abilities consistently induce others to act positively. Consistently displays the ability to understand message content and the urgency and emotion. Consistently uses his/her communication skills and abilities to positively impacts mission accomplishment. Consistently shares with and supports the efforts of others.	Often sets the example by displaying high standards and emphasizing the need to do what is right. Often leads the way in performance, personal appearance, and physical fitness. Often completes individual and group tasks to, or above, standard and on time. Often maintains a positive outlook when situations become confusing or changes occur. Communication abilities often induce others to act positively. Often displays the ability to understand message content and the urgency and emotion. Often uses his/her communication skills and abilities to positively impacts mission accomplishment. Often shares with and supports the efforts of others.	Displays a standard of performance, personal appearance, military and professional bearing and physical fitness; completes individual and group tasks to standard and on time. Leads the way in performance, personal appearance, and physical fitness. Maintains a positive outlook when situations become confusing or changes occur. Communicates clearly by displaying the ability to understand message content and the urgency and emotion. Ensures messages are correctly transmitted, received, and clearly understood. Accepts and supports the efforts of others.	Language choices are unclear and minimally support the effectiveness of the message. Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations. Does not exemplify or lead the way in performance, personal appearance, and physical fitness. Failed to complete individual or group tasks to standard and on time or maintain a positive outlook when situations become confusing or changes occur. Does not clearly understand received messages or does not ensure transmitted messages are correctly, received, and clearly understood. Does not share with and support the efforts of others. Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s).

Reference DA Form 1059 Part II j. Develops/Collaboration			
Far Exceeded Standards	**Exceeded Standards**	**Met Standards**	**Did Not Meet Standards**
25	**23**	**18**	**0**
Consistently displays loyalty to the Army, and fellow classmates, and encourages fairness, inclusiveness, and open and candid communication. Consistently maintains a high degree of self-discipline, mental wellbeing, and skillfully exercised time management and challenges others to do the same. Consistently reflects on his/her strengths and weaknesses, analyzes lessons learned, and actively seeks self-development. Consistently displays an effective ability to promote teamwork, cohesion, and cooperation within the classroom. Consistently leads or participates in study groups, selflessly helping peers improve their academic performance. Consistently develops others in the classroom and during his/her own personal time. Consistently exhibits genuine interest toward developing and collaborating with others. Consistently leads the collaboration efforts of others, resulting in positive action toward the objective.	Often displays loyalty to the Army and fellow classmates, and encourages fairness, inclusiveness, and open and candid communication. Often maintains a high degree of self-discipline, physical fitness, mental wellbeing, and skillfully exercised time management and challenges others to do the same. Often reflects on his/her strengths and weaknesses, analyzes lessons learned, and actively seeks self-development. Often displays an effective ability to promote teamwork, cohesion, and cooperation within the classroom. Often leads or participates in study groups, selflessly helping peers improve their academic performance. Often develops others in the classroom and during his/her own personal time. Often exhibits genuine interest toward developing and collaborating with others. Often leads the collaboration efforts of others, resulting in positive action toward the objective.	Displays the ability to promote teamwork, cohesion, and cooperation within the classroom. Displays loyalty to the Army, and fellow classmates and encourages fairness, inclusiveness, and open and candid communication. Student is aware of his/her strengths and weaknesses, learns from his/her mistakes, and actively seeks self-development and exhibits self-motivation. Maintains self-discipline, physical fitness, and mental wellbeing and skillfully exercises time management.	Shares ideas but does not advance the work of the group. Passively accepts alternate viewpoints/ideas/opinions. Does not promote teamwork, cohesion, or cooperation in the classroom. Does not display loyalty to the Army, organization or fellow classmates, or practice fairness, inclusiveness or open and candid communication. Student is unaware of his /her strengths, weaknesses, and yet repeats his/her mistakes. Student lacks motivation, does not maintain self-discipline, physical fitness, or mental wellbeing, or fails to exercise time management.

Reference DA Form 1059 Part II k. Achieves/Life Long Learner			
Far Exceeded Standards	**Exceeded Standards**	**Met Standards**	**Did Not Meet Standards**
25	**23**	**18**	**0**
Consistently uses and shares formal and informal learning opportunities to foster continuous development and improvement of the knowledge, skills, and abilities required to be a successful leader in today's Army. Consistently achieves exceptional academic standing in BLC curriculum and professional development programs that far exceed course requirements through thorough research from extensive curiosity and initiative. Level of research and analysis demonstrates a mastery of transference of knowledge and deep thought in extensive and substantive responses to enabling learning outcomes. Consistently active throughout the academic year in multiple leadership roles, committees, and other curricular activities and events.	Often uses and shares formal and informal learning opportunities to foster continuous development and improvement of the knowledge, skills, and abilities required to be a successful leader in today's Army. Often achieves exceptional academic standing in BLC curriculum and professional development programs that exceed course requirements through thorough research from curiosity and initiative. Level of research and analysis demonstrates a mastery of transference of knowledge and deep thought in extensive and substantive responses to enabling learning outcomes. Often active throughout the academic year in multiple leadership roles, committees, and other curricular activities and events.	Gets results and accomplishes tasks and missions on time and to standard while leading people and creating positive conditions. Uses the right level of delegation, empowerment, and trust balanced against the mission. Continues to work on established professional and self-development goals and objectives. Takes initiative to improve through both self and professional development opportunities. Throughout the learning experience, the student exhibits curiosity, initiative (both in and outside the classroom), exhibits the transference of knowledge, and reflects on what is learned.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the topic. Does not get results and accomplishes tasks and missions on time and to standard while leading people and creating positive conditions. Does not use the right level of delegation, empowerment, and trust balanced against the mission. Takes or demonstrates no initiative to improve self or professional development. Throughout the learning experience, the student exhibited little curiosity, initiative, and independence to seek knowledge in or outside the classroom. Struggles to exhibit the transference of knowledge and struggles to properly use self-reflection.

	Character/ Accountability	Presence/ Comprehensive Fitness	Intellect/Critical Thinking & Problem Solving	Leads/ Communication & Engagement	Develops/ Collaboration	Achieves/Life Long Learner	
Foundations Phase							Facilitator Sign & Date
							Learner Sign & Date
Foundations Phase Remarks (Facilitator and Learner)							

	Character/ Accountability	Presence/ Comprehensive Fitness	Intellect/Critical Thinking and Problem Solving	Leads/ Communication & Engagement	Develops/ Collaboration	Achieves/Life Long Learner	
Leadership Phase							Facilitator Sign & Date
							Learner Sign & Date
Leadership Phase Remarks (Facilitator and Learner)							

	Character/ Accountability	Presence/ Comprehensive Fitness	Intellect/Critical Thinking and Problem Solving	Leads/ Communication & Engagement	Develops/ Collaboration	Achieves/Life Long Learner	
Readiness Phase							Facilitator Sign & Date
							Learner Sign & Date
Readiness Phase Remarks (Facilitator and Learner)							

	Character/ Accountability	Presence/ Comprehensive Fitness	Intellect/Critical Thinking and Problem Solving	Leads/ Communication & Engagement	Develops/ Collaboration	Achieves/Life Long Learner	
Assessment Phase							Facilitator Sign & Date
							Learner Sign & Date
Assessment Phase Remarks (Facilitator and Learner)							

		Character/ Accountability	Presence/ Comprehensive Fitness	Intellect/Critical Thinking and Problem Solving	Leads/ Communication & Engagement	Develops/ Collaboration	Achieves/Life Long Learner	
Final Attributes and Competencies Rating	Final Score							Facilitator Sign & Date
	Overall Rating							Learner Sign & Date

Overall Eligibility Score for Ranking (The overall sum of all attributes and competencies)	**TOTAL SUM:**
Overall Remarks (Facilitator and Learner)	

NOTE: The inserted graphic below is a representation of an individual learner who can be considered for the Commandant's List or Superior Academic Achievement based on the summative score of the 1009A combined totals. (See example below.)

PHASES	CHARACTER/ACCOUNTABILITY				PRESENCE/COMPREHENSIVE FITNESS				INTELLECT/CRITICAL THINKING				LEADS/COMMUNICATION &ENGAGEMENT				DEVELOPS/COLLABORATION				ACHIEVES/LIFE LONG LEARNER			
	FAR EXCEEDED STANDAR	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDARD	FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDARD	FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDAR	FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDAR	FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDARD	FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDAR D	DID NOT MEET STANDARD
	25	23	18	0	25	23	18	0	25	23	18	0	25	23	18	0	25	23	18	0	25	23	18	0
Foundations	25					23			25		18				18				18			23		
Leadership	25						18		25					23					23			23		
Readiness		23					23		25				25						23			23		
Assessment		23					18				18				18				18		25			
TOTAL	96				82				86				84				82				94			
FINAL 1059	Far Exceeds				Met Standard				Met Standard				Met Standard				Met Standard				Exceeds			

Attribute Scale:

96-100 FAR EXCEEDS
90- 95 EXCEEDS
70-89 MET STANDARD
69 & BELOW DID NOT MEET

Eligibility Scale:

Commandants List
& 480-600
Superior Academic Achievement

SUM: 524   YES

(1) Commandant's List (Limited to 20% of classroom enrollment). To be considered for the top 20%, a student must pass all Initial assessments; receive a cumulative attributes and competencies score of 480 or higher of a possible 600 points final rating from the 1009A; pass U.S. Army fitness requirements during the course; and receive no negative counseling. This percentage includes the distinguished honor graduate and honor graduate.

(2) Superior Academic Achievement (Limited to 21%-40% of class enrollment). Student must pass each assessment with a 70%; receive a cumulative attributes and competencies score of 480 or higher of a possible 600 points final rating from the 1009A; pass U.S. Army fitness requirements during the course.

(3) Achieved Course Standards. Student must pass each assessment with a 70%; receive a cumulative attributes and competencies score of 420 or higher of a possible 600 points final rating from the 1009A; pass U.S. Army fitness requirements during the course.

(4) Failed to Achieve Course Standards. *Students who receive any* "Did not meet Standards" assessment within Part II, (blocks f. thru k.) may be assessed as a "failed to Achieve Course Standards" or "Achieved Course Standards" within Part III-Overall Academic Achievement section of the AER DA Form 1059. A box check selection of "Achieved Course Standards" in this instance requires an explanation in the comment area. . If the student fails to meet course requirements as identified in the course grading plan, the reviewing official will place an "X" in the "Failed to Achieve Course Standards" box. (AR 623-3, paragraph 3-13e(5)(a)5)

NOTES: Each student will receive a scored 1009A upon completion of the Phase. They will be scored on the six (6) attributes and competencies listed: Character/Accountability; Presence/Comprehensive Fitness; Intellect/Critical Thinking; Leads/Communication & Engagement; Develops/Collaboration; Achieves/Life Long Learner.

 --- To determine what rating to mark on the 1059 (Part II, Blocks f-k) for each attribute at the end of the course; the *"Attribute Scale"* will be used.

-- At the end of the course each student will have a total of four (4) scores for each attribute (see lime green cells)

 -- The SUM of all attributes will be the number used on the *"Eligibility Scale"* above to determine students eligibility for ranking (i.e. Commandant's List, Superior Academic, or Achieved Course Standards (see eligibility criteria from the CMP on the left)

--Students who fail any assessment are not eligible for the Commandant's List or the Superior Academic Achievement in PART III block a.

--Students who receive any adverse counseling's are not eligible for the Commandant's List. Students who receive two or more adverse counseling's are not eligible for the Superior Academic Achievement in PART III block a. However, the commandant may withhold the Superior Academic Achievement rating from a student with only one adverse counseling that is more than a minor infraction.

B-14. Assessment – 1009S Public Speaking Information Brief

    a.   Overview: This information briefing will assess the student's ability to present a 10-minute (plus or minus 2-minutes) military information brief to a small group. This assessment is part of your GPA.

    b.   Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10; per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom large enough to accommodate a 1:8-10 facilitator-to-student ratio for the class size

    c.   Instructions to Soldiers:

        (1) You will present a 10-minute (plus or minus two minutes) oral military information brief on the assigned subject. You will also prepare for a five-minute feedback session. Understand that an information brief is NOT a "Q&A" session. The information is briefed, and the briefer will ask if there are any questions or areas that need clarification at the end of the brief. The time for the brief stops when the briefer asks for questions. Your facilitator will evaluate you on your presentation. In order to receive a "GO," you must obtain 70 or more points IAW the evaluation rubric provided. Receiving a "GO" on this evaluation is a graduation requirement.

        (2) You derive your academic score IAW the assessment rubric provided. The following ratings apply toward your GPA on your DA Form 1059, Service School Academic Evaluation Report.

            (a) 0-69.99% rates "Unsatisfactory."
            (b) 70-89.99% rates "Satisfactory."
            (c) 90-100% rates "Superior."
            (d) Passing the Reassessment rates "Satisfactory" with a score of 70%.

    d.   Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

    e.   Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

    f.   See next page for rubric.

The NCO Leadership Center of Excellence
Basic Leader Course
Form 1009S – Public Speaking Information Brief

Public Speaking Information Brief Form 1009S			
STUDENT RANK & NAME: (Last, First, MI)	**STUDENT #:**	**DATE:**	
SUBJECT:			
PERFORMANCE STEPS			
KEY COMMUNICATION FACTORS:	**COMMENTS**	**Max Points**	**Points Earned**
Personal Appearance & Bearing (Uniform, grooming, posture, etc.)		5 pts	
Voice (Natural inflection, volume, & emphasis – not monotone) & Eye Contact (Makes eye contact with audience periodically)		5 pts	
Gestures (Not overly excited, appropriate for context)		5 pts	
Clarity (Enunciates clearly, uses correct verbiage)		5 pts	
PRESENTATION:			
Preparation and Planning (Flow of presentation, rehearsed)		10 pts	
Knowledge of Subject (Understands subject, answered questions)		10 pts	
Selection and Use of Training Aids (Handouts, VGTs, or others)		5 pts	
INTRODUCTION:			
Greeting (Attention step, greeting, name, classification)		5 pts	
Purpose (Subject and reason for brief)		5 pts	
Methodology/Procedure (Brief using Introduction, Body, and Closing)		5 pts	
BODY:			
Content (Pertinent facts and information)		10 pts	
Logical Sequence (Time line, prioritized, or sequential)		5 pts	
Effective Transition(s) (Transition statements to move to new idea)		5 pts	
CLOSING:			
Summary (Provides short summary covering main ideas)		5 pts	
Asked for Questions (Solicited questions)		5 pts	
Conclusion (Ends brief)		5 pts	
TIME MANAGEMENT:			
Time (10 minutes plus or minus 2 minutes)		5 pts	
		RAW SCORE: 100 pts	
REMARKS:		**RATING:**	

NOTE: Maximum score is 100. Score each item either 0 or 5/10 points. Enter the appropriate rating in the RATING block as follows:

  0-69 = "Unsatisfactory"   70-89 = "Satisfactory"   90-100 = "Superior"

FACILITATOR SIGNATURE and DATE:

STUDENT SIGNATURE and DATE:

B-15. Assessment – 1009W Assessing Writing Compare and Contrast Essay

a.   Overview: This writing practicum will assess the student's ability to write a short essay comparing and contrasting followership and servant leadership. This assessment is part of the student's GPA.

b.   Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10; per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom large enough to accommodate a 1:8-10 facilitator-to-student ratio for the class size.

c.   Instructions to Soldiers:

(1)   You will prepare a short essay comparing and contrasting followership and servant leadership. In order to receive a "GO," you must achieve 70 or more points IAW the evaluation rubric provided. Receiving a "GO" on this evaluation is a graduation requirement. The essay must meet the following requirements:

(a) Minimum of 250 words, no more than 750 words.
(b) Font is Arial, 12pt.
(c) Use standard margins: One inch from the left, right, and bottom edges. Do not justify right margins.
(d) Use double spacing.
(e) Utilize a graphic organizer.
(f) Employ the Army Writing Style and standard written English.
(g) Use the essay format.
(h) Provide a strong purpose statement.
(i) Use "second set of eyes."

(2) You derive your academic score IAW the assessment rubric provided. The following ratings apply toward your GPA on your DA Form 1059, Service School Academic Evaluation Report:

(a) Level 0 average = 69% and below (Nonperformer)
(b) Level 1 average = 75% - 70% (Learning)
(c) Level 2 average = 79% – 76% (Developing)
(d) Level 3 average = 88% – 80% (Competent)
(e) Level 4 average = 94% - 89% (Proficient)
(f) Level 5 average = 100% - 95% (Advanced)

d.   Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

e.   Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

f.   See next page for rubric.

NCO Leadership Center of Excellence
Basic Leader Course
Form 1009 W (Special) Writing Compare and Contrast Essay Assessment

STUDENT'S NAME:						
ASSIGNMENT TITLE: Compare And Contrast Essay					DATE:	
FACILITATOR'S NAME:						
RATING:	5-ADVANCED	4-PROFICIENT	3-COMPETENT	2-DEVELOPING	1-LEARNING	0-NONPERFORMER
RANGE:						
EARNED:						

REQUIRED WRITING STANDARDS

PURPOSE:	The specific reason explaining why the document, correspondence, or report is necessary.
ANALYSIS:	Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.
SYNTAX:	Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.
CONCISION:	The ability to infuse the greatest amount of information into the least amount of words.
ACCURACY:	Using flawless spelling, punctuation, grammar, and mechanics. Also, fairly representing credible sources (citations) using course requirements.

Writing Assignment Description:

FACILITATOR'S COMMENTS:

FACILITATOR'S SIGNATURE:

STUDENT'S COMMENTS:

STUDENT'S SIGNATURE:

Writing Standards – Assignment Scoring Sheet

Required U.S. Army Standards and Techniques	5 Advanced	4 Proficient	3 Competent	2 Developing	1 Learning	0 Nonperformer
Purpose: The specific reason explaining why the document, correspondence, or report is necessary.						
Analysis: Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.						
Syntax: Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.						
Concision: The ability to infuse the greatest amount of information into the least amount of words.						
Accuracy: 1) Using flawless spelling, punctuation, grammar, and mechanics; 2) fairly representing credible sources using course requirements.						
If similarity reports indicate 50 percent or more, the facilitator will review the assessment for possible plagiarism.						
Total:						
Average:						

Facilitator Comments:

Criteria	5 – Advanced	4 - Proficient	3 – Competent	2 – Developing	1 - Learning	0-Nonperformer
Purpose: "Bottom Line Up Front"	Author places the main point within the top 2% of the document **and** frontloads within sections, paragraphs, bullet points and lists[1]	Author places the main point within the top 5% of the document **and** usually within subordinate units	Author places the main point within the top 10% of the document **and** mostly frontloads within subordinate units	Author's main point not revealed until drawing conclusions **and/or** does not frontload (strongest points appear behind written units or conclusion)	Author places the main point in the middle of the document (11-89%) **and/or** does not frontload within written units[2]	Author does not indicate the main point or it is too broad/vague to recognize; written units lack priority organization (neither most/least important or vice versa)
Analysis: Evidence and Arguments	Argument is issue-focused and analyzes data/primary sources (roughly 80% analysis and 20% summary/paraphrase)[3]	Argument is issue-focused and analyzes data/primary sources (roughly 70% analysis and 30% summary/paraphrase)	Argument is issue-focused and analyzes data/primary sources; (roughly 60% analysis and 40% summary/paraphrase)	Argument is issue-focused and analyzes fact/primary sources; paper is roughly 50% analysis, 50% summary/paraphrase	No argument -- paper relies on opinion or speculation instead of analysis (75%); summarizes secondary sources (10-25%)	No argument -- nearly 100% of the paper is either opinion/speculation or a summary/paraphrase of secondary sources
Syntax: Effective Sentence Constructions	Uses active voice primarily; passive voice used rarely and logically.[4] No visible patterns of sentence construction errors	Uses active voice primarily; passive voice used rarely and logically. One pattern (2-3 similar sentence construction errors) identified	Uses active voice primarily; passive voice used rarely and logically. Two patterns (2-3 similar sentence construction errors per pattern identified	Uses active voice primarily; passive voice used where active more logical. Three patterns (2-3 similar sentence construction errors per pattern) identified	Uses mix of active and passive voice; loss of subject (doer of action) loses meaning. Three patterns (2-3 similar errors per pattern) identified	Paper fluctuates between passive and active voice throughout without apparent reason or control; four or more patterns (2-3 similar errors per pattern) identified
Concision: The Most Information in the Least Space	All written units (words, sentences, bullet points or paragraphs[5]) are lean[6]	One written unit exceeds the proscribed length	Two written units exceed the proscribed length	Three written units exceed the proscribed length	Four written units exceed the proscribed length	Five or more written units exceed the proscribed length
Accuracy: Reducing Reader Distractions				**Facilitator Discretion:** Serious errors in formatting or citation may result in an automatic 0 for accuracy. Consult assignment requirements and policies.		
	Uses standard written English with correct spelling, punctuation, grammar, mechanics, formatting, and citations without visible mistakes	Uses standard written English with no individual errors; one pattern (2-3 similar errors) identified[7]	Uses standard written English with few individual errors in any area. Two patterns (2-3 similar errors per pattern) identified	Deviates from standard written English, formatting, or citations occasionally; three patterns (2-3 similar errors per pattern) identified	Show multiple, repetitive errors in using standard written English, formatting, or citations; four patterns (2-3 similar errors per pattern) identified	Shows multiple, repetitive errors in using standard written English, formatting, or citations; five or more patterns (2-3 similar errors per pattern) identified

5 – Advanced	In addition to the "Proficient" criteria, "Advanced" writing shows clear and consistent mastery of the standards and techniques. Work product is high quality, completely error-free, and exceeds all requirements. *Behavioral indicators include:* • 80 – 100% of the document reflects the overall purpose, minus minimal deviations to display data. • Title incorporates the argument or report issue, using key words defined in the paper.
4 – Proficient	Demonstrates the Army writing standard or technique accurately and efficiently. Work product is high quality, nearly error-free except for minor or debatable stylistic mistakes. Addresses the issues of the assignment. *Behavioral indicators include:* • Strong analytical reasoning or organization; for arguments, this demonstrates a thorough understanding of all sides of an issue without losing focus of the paper's argument. • Varied word choice, grammatical constructions, and sentence structure (as appropriate). • Vocabulary appropriate for audience and technical information.
3 – Competent	Fully qualified in the Army writing standard or technique with reliable execution. Work product achieves requirements suitable for the training environment with few patterns of error. *Behavioral indicators include:* • Establishes a single, sustained focus throughout with logical flow and transitions. • All of the information supports the main idea. • Vocabulary appropriate for audience and technical information.
2 – Developing	Demonstrates the Army writing standard or technique, though performance may be inconsistent throughout the document. Has several, repeated patterns of error that would be unacceptable in the field. *Behavioral indicators include:* • Commits several stylistic, rather than grammatical errors (e.g. sentences are grammatically correct, but could be more concise; author uses passive voice correctly, but could rewrite the sentence more clearly in active voice). • A pattern of sloppy execution – usually no more than 2-3 errors executed correctly in parts of the assignment and incorrectly in others.
1 – Learning	Attempts, but does not correctly demonstrate the Army writing standard or technique. Work product shows deviation from the assignment requirements or inability to achieve them between 50-75% of the paper content. *Behavioral indicators include:* • Excessive -- but consistent -- errors in spelling, punctuation, grammar, formatting or citation. • Missing or does not execute key concepts; for example, relying on opinion and summary rather than analysis in an argument.
0 – Nonperformer	Beginner-level writing struggles to demonstrate the Army writing standards and techniques. Writing may show serious deviations in standard formatting, frequent patterns of error in sentence construction, spelling, grammar, and mechanics consistent with a raw draft. *Behavioral indicators include:* • Disorganized, erratic errors in spelling, punctuation, grammar, formatting or citation. • Internal paragraph or sentence structures lack coherence (for example, switching topics or interjecting new information mid-paragraph, or changing from plural to singular subjects in a sentence).

B-16. Assessment – 1009W Assessing Writing Informative Essay

    a.   Overview: This writing practicum will assess the student's ability to write a short informative essay. This assessment is part of the student's GPA.

    b.   Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10; per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom large enough to accommodate a 1:8-10 facilitator-to- student ratio for the class size

    c.   Instructions to Soldiers:

    (1) You are to write an expository/informative essay on the topic selected per the sign-up sheet. This paper must contain a strong, supported purpose statement in a clear and concise manner; using correct grammar, sentence structure, and word usage. Provide a clear purpose statement. Provide a coherent transition from one topic to the next using this rubric as a general guideline. Your essay will:

- Be font Arial 12pt
- Be double-spaced
- Have one-inch margins all around
- Be 750 to 1250 words in length
- Strong purpose statement
- Use a "second set of eyes
- Use the five (5) paragraph format

Your graphic organizer must be turned in with the paper as per the training schedule posted. In order to receive a "GO," you must obtain 70 or more points IAW the evaluation rubric provided. Receiving a "GO" on this evaluation is a graduation requirement.

    (2) You derive your academic score IAW the assessment rubric provided. The following ratings apply toward your GPA on your DA Form 1059, Service School Academic Evaluation Report:

    (a) Level 0 average = 69% and below (Nonperformer)
    (b) Level 1 average = 75% - 70% (Learning)
    (c) Level 2 average = 79% – 76% (Developing)
    (d) Level 3 average = 88% – 80% (Competent)
    (e) Level 4 average = 94% - 89% (Proficient)
    (f) Level 5 average = 100% - 95% (Advanced)

    d.   Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

    e.   Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

    f.   See next page for rubric.

NCO Leadership Center of Excellence
Basic Leader Course
Form 1009W (SPECIAL) Writing Informative Essay Assessment

STUDENT'S NAME:						
ASSIGNMENT TITLE: Informative Essay					**DATE:**	
FACILITATOR'S NAME:						
RATING:	5-ADVANCED	4-PROFICIENT	3-COMPETENT	2-DEVELOPING	1-LEARNING	0-NONPERFORMER
RANGE:						
EARNED:						

REQUIRED WRITING STANDARDS

PURPOSE:	The specific reason explaining why the document, correspondence, or report is necessary.
ANALYSIS:	Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.
SYNTAX:	Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.
CONCISION:	The ability to infuse the greatest amount of information into the least amount of words.
ACCURACY:	Using flawless spelling, punctuation, grammar, and mechanics. Also, fairly representing credible sources (citations) using course requirements.

WRITING ASSIGNMENT DESCRIPTION:

FACILITATOR'S COMMENTS:

FACILITATOR'S SIGNATURE:

STUDENT'S COMMENTS:

STUDENT'S SIGNATURE:

Writing Standards – Assignment Scoring Sheet

Required U.S. Army Standards and Techniques	5	4	3	2	1	0
	Advanced	Proficient	Competent	Developing	Learning	Nonperformer
Purpose: The specific reason explaining why the document, correspondence, or report is necessary.						
Analysis: Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.						
Syntax: Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.						
Concision: The ability to infuse the greatest amount of information into the least amount of words.						
Accuracy: 1) Using flawless spelling, punctuation, grammar, and mechanics; 2) fairly representing credible sources using course requirements.						
If similarity reports indicate 50 percent or more, the facilitator will review the assessment for possible plagiarism.						
Total:						
Average:						

Facilitator Comments:

Criteria	5 – Advanced	4 - Proficient	3 – Competent	2 – Developing	1 - Learning	0-Nonperformer
Purpose: "Bottom Line Up Front"	Author places the main point within the top 2% of the document **and** frontloads within sections, paragraphs, bullet points and lists[1]	Author places the main point within the top 5% of the document **and** usually within subordinate units	Author places the main point within the top 10% of the document **and** mostly frontloads within subordinate units	Author's main point not revealed until drawing conclusions **and/or** does not frontload (strongest points appear behind written units or conclusion)	Author places the main point in the middle of the document (11-89%) **and/or** does not frontload within written units[2]	Author does not indicate the main point or it is too broad/vague to recognize; written units lack priority organization (neither most/least important or vice versa)
Analysis: Evidence and Arguments	Argument is issue-focused and analyzes data/primary sources (roughly 80% analysis and 20% summary/paraphrase)[3]	Argument is issue-focused and analyzes data/primary sources (roughly 70% analysis and 30% summary/paraphrase)	Argument is issue-focused and analyzes data/primary sources (roughly 60% analysis and 40% summary/paraphrase)	Argument is issue-focused and analyzes fact/primary sources; paper is roughly 50% analysis, 50% summary/paraphrase	No argument -- paper relies on opinion or speculation instead of analysis (75%); summarizes secondary sources (10-25%)	No argument -- nearly 100% of the paper is either opinion/speculation or a summary/paraphrase of secondary sources
Syntax: Effective Sentence Constructions	Uses active voice primarily; passive voice used rarely and logically.[4] No visible patterns of sentence construction errors	Uses active voice primarily; passive voice used rarely and logically. One pattern (2-3 similar sentence construction errors) identified	Uses active voice primarily; passive voice used rarely and logically. Two patterns (2-3 similar sentence construction errors per pattern identified	Uses active voice primarily; passive voice used where active more logical. Three patterns (2-3 similar sentence construction errors per pattern) identified	Uses mix of active and passive voice; loss of subject (doer of action) loses meaning. Three patterns (2-3 similar errors per pattern) identified	Paper fluctuates between passive and active voice throughout without apparent reason or control; four or more patterns (2-3 similar errors per pattern) identified
Concision: The Most Information in the Least Space	All written units (words, sentences, bullet points or paragraphs[5]) are lean[6]	One written unit exceeds the proscribed length	Two written units exceed the proscribed length	Three written units exceed the proscribed length	Four written units exceed the proscribed length	Five or more written units exceed the proscribed length
Accuracy: Reducing Reader Distractions				**Facilitator Discretion:** Serious errors in formatting or citation may result in an automatic 0 for accuracy. Consult assignment requirements and policies.		
	Uses standard written English with correct spelling, punctuation, grammar, mechanics, formatting, and citations without visible mistakes	Uses standard written English with no individual errors; one pattern (2-3 similar errors) identified[7]	Uses standard written English with few individual errors in any area. Two patterns (2-3 similar errors per pattern) identified	Deviates from standard written English, formatting, or citations occasionally; three patterns (2-3 similar errors per pattern) identified	Show multiple, repetitive errors in using standard written English, formatting, or citations; four patterns (2-3 similar errors per pattern) identified	Shows multiple, repetitive errors in using standard written English, formatting, or citations; five or more patterns (2-3 similar errors per pattern) identified

[1] Frontloading prioritizes information based on importance. For Army writing, the main point should appear as close to the front as conventions allow. Bottom Line up Front (BLUF)

[2] Developing writers typically draw conclusions near the end of a section, paragraph, bullet point, or list. Learning writers tend to reach the main point in the middle of the document.

[3] Analysis values based on AR 25-50 correspondence requirements; values may need adjusting for assignment specifics (content)

[4] The logical times to use passive voice are when the subject (doer) is unknown, the receiver of action takes priority, or when using a commonly passive phrase (e.g. "I was deployed in Afghanistan").

[5] Not all assignments require paragraphs. For whatever written units are required, the student should keep the writing as lean as possible.

[6] Determine appropriate length (leanness) by convention; for example, paragraphs in correspondence should be no longer than 10 lines and 15 words (AR 25-50), whereas 15-20 lines and 24-30 words are usually acceptable for academic work.

[7] Count the number of errors by patterns, not instances. For example, misusing commas ten times still counts as a single error, because the multiple instances show a single pattern.

5 – Advanced	In addition to the "Proficient" criteria, "Advanced" writing shows clear and consistent mastery of the standards and techniques. Work product is high quality, completely error-free, and exceeds all requirements. *Behavioral indicators include:* • 80 – 100% of the document reflects the overall purpose, minus minimal deviations to display data. • Title incorporates the argument or report issue, using key words defined in the paper.
4 – Proficient	Demonstrates the Army writing standard or technique accurately and efficiently. Work product is high quality, nearly error-free except for minor or debatable stylistic mistakes. Addresses the issues of the assignment. *Behavioral indicators include:* • Strong analytical reasoning or organization; for arguments, this demonstrates a thorough understanding of all sides of an issue without losing focus of the paper's argument. • Varied word choice, grammatical constructions, and sentence structure (as appropriate). • Vocabulary appropriate for audience and technical information.
3 – Competent	Fully qualified in the Army writing standard or technique with reliable execution. Work product achieves requirements suitable for the training environment with few patterns of error. *Behavioral indicators include:* • Establishes a single, sustained focus throughout with logical flow and transitions. • All of the information supports the main idea. • Vocabulary appropriate for audience and technical information.
2 – Developing	Demonstrates the Army writing standard or technique, though performance may be inconsistent throughout the document. Has several, repeated patterns of error that would be unacceptable in the field. *Behavioral indicators include:* • Commits several stylistic, rather than grammatical errors (e.g. sentences are grammatically correct, but could be more concise; author uses passive voice correctly, but could rewrite the sentence more clearly in active voice). • A pattern of sloppy execution – usually no more than 2-3 errors executed correctly in parts of the assignment and incorrectly in others.
1 – Learning	Attempts, but does not correctly demonstrate the Army writing standard or technique. Work product shows deviation from the assignment requirements or inability to achieve them between 50-75% of the paper content. *Behavioral indicators include:* • Excessive -- but consistent -- errors in spelling, punctuation, grammar, formatting, or citation. • Missing or does not execute key concepts; for example, relying on opinion and summary rather than analysis in an argument.
0 – Nonperformer	Beginner-level writing struggles to demonstrate the Army writing standards and techniques. Writing may show serious deviations in standard formatting, frequent patterns of error in sentence construction, spelling, grammar, and mechanics consistent with a raw draft. *Behavioral indicators include:* • Disorganized, erratic errors in spelling, punctuation, grammar, formatting or citation. • Internal paragraph or sentence structures lack coherence (for example, switching topics or interjecting new information mid-paragraph, or changing from plural to singular subjects in a sentence).

B-17. Assessment – 1009W Special Assessing Reflective Writing

    a.   Overview: This writing practicum will assess the student's ability to write two short reflective essays. This assessment is non-GPA and does not apply towards your DA Form 1059, Service School Academic Evaluation Report. However, it is a graduation requirement.

    b.   Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10; per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom large enough to accommodate a 1:8-10 facilitator-to- student ratio for the class size

    c.   Instructions to Soldiers:

    (1) You will write two reflective essays. The first essay will describe your personal insight into what you learned in the Basic Leader Course. The second essay will describe the NCO 2020 Strategy using your personal experience and future leadership expectations. You will use the Army writing style, and comment on how to apply acquired knowledge into real world situations back at your unit. Describe the possible obstacles or barriers to your implementation of what you learned and how you will overcome the obstacles or barriers. Essay should contain between 500 and 750 words and be written in the first person narrative.

    (2) You derive your academic score IAW the assessment rubric provided by peer evaluation. The ratings *do not* apply toward your GPA nor your DA Form 1059, Service School Academic Evaluation Report. However, it is a graduation requirement.

    (a)   0 – 11 (47% and below) = UNSATISFACTORY
    (b) 12 – 20 (83% - 48%)= SATISFACTORY
    (c) 21 – 25 (100% – 84%= SUPERIOR

    d.   Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

    e.   Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

    f.   See next page for rubric.

NCO Leadership Center of Excellence
Basic Leader Course
Form 1009W (Special) - Assessing Reflective Writing

NAME:			
ASSIGNMENT TITLE: Reflective Essay		**DATE:**	
FACILITATOR:			
RATING	**UNSATISFACTORY**	**SATISFACTORY**	**SUPERIOR**
RANGE	**0-11**	**12-20**	**21-25**
GRADE			
COGNITIVE LEVEL ATTAINED:	Higher levels include characteristics of lower levels.		
ANALYZING:	Breaking material into constituent parts, determining how the parts relate to each other and to an overall structure or purpose through differentiating, organizing, and attributing.		
APPLYING:	Carrying out or using a procedure through executing, or implementing.		
UNDERSTANDING:	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.		
REMEMBERING:	Retrieving, recognizing, and recalling relevant knowledge from long-term memory.		
Writing Assignment			
Choose two topics, one from two different lessons and use these topics for your essays. Reflectively express why these topics are important to you and how you will implement what you learned from BLC when you return to your unit. Describe the possible obstacles or barriers to your implementation of what you learned and how you will overcome the obstacles or barriers. Essay should contain between 500 and 750 words and be written in the first person narrative.			
Facilitator's Comments:			
Facilitator's Signature:			
Learner's Comments:			
Learner's Signature:			

Learner	0-2	3-4	5	
	Unsatisfactory	Satisfactory	Superior	
Topic Introduction	Does not convey topic. Does not describe subtopics to be reviewed. Does not support purpose statement.	Conveys topic, describes subtopics to be reviewed. Generally supports purpose statement.	Strong introduction of topic clearly delineates subtopics to be reviewed. Fully supports purpose statement. One paragraph.	
Use of textual evidence and historical context	Used incomplete or vaguely developed examples to support only partially claims with no connections made between texts.	Used examples from the text to support most claims in your writing with some connections made between texts.	Used specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts.	
Sequencing and Transition	Little evidence, material is not logically organized into topic, subtopics, or related to topic. Many transitions are unclear or nonexistent.	Most material clearly related to main topic and subtopic. Material may not be organized within subtopics. Attempts to provide variety of transitions.	Strong organization and integration of material within subtopics. Strong transitions linking subtopics and main topic.	
Grammar, Readability, and Sentence Structure	Grammatical errors or spelling & punctuation substantially detract from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.	Very few grammatical, spelling or punctuation errors interfere with reading the paper. Writing has minimal awkward or unclear passages.	The paper is free of grammatical errors and spelling and punctuation. Writing flows and is easy to follow.	
Conclusion	The conclusion introduces new ideals and/or it does not summarize the body paragraphs.	The conclusion is one paragraph. It summarizes the body paragraphs but does not concludes the essay.	The conclusion is one paragraph. It summarizes the body paragraphs and concludes the essay.	
25 Possible			TOTAL(X 4)	

B-18. Assessment – 1009W Special Resume Writing

a.   Overview: This writing practicum will assess the student's ability to write a resume. This assessment is non-GPA.

b.   Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10; per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom large enough to accommodate a 1:8-10 facilitator-to- student ratio for the class size

c.   Instructions to Soldiers:

(1) You will write a resume using the group discussions and the example provided. Your resume will be informally assessed for formatting and grammar.

(2) You derive your academic score IAW the assessment rubric provided. The ratings ***do not*** apply toward your GPA or your DA Form 1059, Service School Academic Evaluation Report:

(a) 0-69% rates "NO GO."
(b) 70-100% rates "GO."
(c) Reassessment not offered or required for Resume assignment.

d.   Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

e.   Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

f.   See next page for rubric.

NCO Leadership Center of Excellence
Basic Leader Course
Form 1009W (Special) - Resume Writing

NAME:					DATE:	
ASSIGNMENT/ TITLE:			**Resume (B117)**			
FACILITATOR NAME:						
ARMY WRITING STANDARD:		Defines good writing as "understandable in a single, rapid reading and generally free of errors in grammar, mechanics, and usage."				

RATING:	GO	NOGO	See next page for scoring
RANGE:	70 or above	60 or below	7 GOs = 70%
EARNED:			

RESUME FORMAT:	IAW Format provided by the facilitator and DOLEW
CONTACT INFORMATION:	Name, address, phone number, email address, etc.
JOB OBJECTIVE:	An objective statement may be the second section of a resume. It is most often used when you are targeting a specific job, occupation, career field, or company and wish to let an employer you are doing so.
SUMMARY OF QUALIFICATIONS:	Summary, Professional Summary, Executive Summary, Experience Summary, etc. is used to highlight key words and your relevant technical and soft skills, your experience, and your successes.
WORK EXPERIENCE:	The experience section of the resume provides the details of your professional experience. This is a section of the resume where you need to use company information and key words that relate directly to the position and/or company.
EDUCATION/TRAINING:	If you have not yet graduated, to prevent an employer from assuming that you have a degree use the word "Attended" and indicate the number of credit hours completed, or provide an expected graduation date (month and year or just the year).
TECHNICAL SKILLS:	Select the skills related to the job you are targeting.

Writing Assignment
Facilitator's Comments:
Facilitator's Signature:
Student's Comments:
Student's Signature:

1009W–B117 Resume Performance Level		
Unsatisfactory	**Satisfactory**	**7 GOs = 70% GO**
NO-GO	**GO**	**6 GOs = 60% NOGO**
Each section of this rubric is worth 10 points.		
Resume Format		**Faculty Assessment**
Contact information missing. No phone number and/or email address. Contact information hard to read or not complete.	**Contact information** all present and legible.	
Objective statement missing. Objective statement present, but not focused on one particular job/career area.	**Objective statement** present and focused on a specific job/career.	
Summary of qualifications missing or in completely wrong format. Summary of qualifications weak and format not consistent.	**Summary of qualifications** present, in the correct format, and listed chronological starting with most recent experience.	
Education not listed or complete including dates and location of school.	**Education** complete with all pertinent information.	
Certifications not listed (if applicable).	**Certificates** listed and in correct format per example.	
Technical skills, including languages spoken, computer skills, etc. not listed (if applicable).	**Technical skills** listed and in correct format per example.	
Resume has many spelling and grammar errors.	Resume has no or minimal spelling or grammar errors.	
Resume is more than 2 pages.	Resume is not more than 2 pages.	
Resume looks disorganized and unprofessional.	Resume is very professional looking and IAW formatting guidelines (margins, spacing, etc.).	
Resume not turned in on time	Resume turned in on time	
Final Grade (For feedback purposes only):		

B-19. Assessment - 1009W Special SHARP Essay (Commandant's Writing Award)

a.   Overview: This application practicum will assess the student's ability to create an essay concerning the Army's SHARP. This assessment is not part of the student's GPA, however, the essays will be forwarded to the commandant to determine the Commandant's Writing Award.

b.   Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10; per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom or area large enough to accommodate a 1:8-10 facilitator-to-student ratio for the class size

c.   Instructions to Soldiers:

NOTE: The SHARP essay is not intended to re-victimize, initiate an unwanted emotional response, or inflict psychological stress on anyone. IAW DODI 6495.02 change 3, and Army Regulation (AR) 600-20, leadership (chain of command or NCO support channel) are always required to report any incidents of sexual assault. Disclosure of information pertaining to an instance of sexual assault in the SHARP essay will be immediately reported to the appropriate authorities outlined within the local SHARP reporting policy. The resulting report will be an unrestricted report.

(1) You will write a two-page (maximum) essay addressing SHARP from within the Army and making recommendations on how leaders at the SGT level can implement potential solutions. The winner will be selected by the commandant and recognized with a certificate of achievement and coin during graduation. The recipient of the Commandant's Writing Award will have the award annotated on their DA Form 1059, Service School Academic Evaluation Report.

(2) Your essay should address the question, "Why do cases of sexual harassment and sexual assault continue to take place in the Army, despite all the training and education that take place?"

(3) Your essay will be formatted as shown below.

I. Introduction (1-2 paragraphs)
    A. Opening statement
    B. Background information
    C. Purpose statement
II. Body (2-4 paragraphs)
    A. (Point A) Why does sexual assault occur? Include supporting evidence.
    B. (Point B) Does our current approach to training reduce (or not reduce) the risk of
        sexual assault and harassment? (Could be tied to point A)
    C. (Point C) Supporting topic & evidence to support your thesis.
    D. (Point D) How do we end sexual violence in the military
    (recommendations/solutions)?
III. Conclusion (1-2 paragraphs)
    A. Summarize the main points.
    B. Make a strong, memorable final statement.

NOTES:
- Essay must be 1-2 pages in length (title page does not count as a page).
- Essay is an individual activity (although peer editing is allowed).
- Essay must contain two references (ARs, personal interviews, peer review articles, etc.).
- Essay is due on Day 1 of the Leadership Phase (provide students with exact date and time).
- Commandant (or designated representative) will choose the best essay.

(4) For information purposes, the following percentage scores can be used to help the learner determine proficiency:

(a) Level 0 average = 69% and below (Nonperformer)
(b) Level 1 average = 75% - 70% (Learning)
(c) Level 2 average = 79% – 76% (Developing)
(d) Level 3 average = 88% – 80% (Competent)
(e) Level 4 average = 94% - 89% (Proficient)
(f) Level 5 average = 100% - 95% (Advanced)

d. Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

e. Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

f. See next page for rubric.

NCO Leadership Center of Excellence
Basic Leader Course
Form 1009W (Special) SHARP Essay Writing Assessment

STUDENT'S NAME:					
ASSIGNMENT TITLE: SHARP ESSAY				DATE:	
FACILITATOR'S NAME:					

RATING:	5-ADVANCED	4-PROFICIENT	3-COMPETENT	2-DEVELOPING	1-LEARNING	0-NONPERFORMER
RANGE:						
EARNED:						

REQUIRED WRITING STANDARDS	
PURPOSE:	The specific reason explaining why the document, correspondence, or report is necessary.
ANALYSIS:	Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.
SYNTAX:	Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.
CONCISION:	The ability to infuse the greatest amount of information into the least amount of words.
ACCURACY:	Using flawless spelling, punctuation, grammar, and mechanics. Also, fairly representing credible sources (citations) using course requirements.

WRITING ASSIGNMENT DESCRIPTION:

FACILITATOR'S COMMENTS:

FACILITATOR'S SIGNATURE:

STUDENT'S COMMENTS:

STUDENT'S SIGNATURE:

Writing Standards – Assignment Scoring Sheet

Required U.S. Army Standards and Techniques	5	4	3	2	1	0
	Advanced	Proficient	Competent	Developing	Learning	Nonperformer
Purpose: The specific reason explaining why the document, correspondence, or report is necessary.						
Analysis: Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.						
Syntax: Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.						
Concision: The ability to infuse the greatest amount of information into the least amount of words.						
Accuracy: 1) Using flawless spelling, punctuation, grammar, and mechanics; 2) fairly representing credible sources using course requirements.						
If similarity reports indicate 50 percent or more, the facilitator will review the assessment for possible plagiarism.						
Total:						
Average:						

Facilitator Comments:

Criteria	5 – Advanced	4 - Proficient	3 – Competent	2 – Developing	1 - Learning	0-Nonperformer
Purpose: "Bottom Line Up Front"	Author places the main point within the top 2% of the document **and** frontloads within sections, paragraphs, bullet points and lists.[1]	Author places the main point within the top 5% of the document **and** usually within subordinate units.	Author places the main point within the top 10% of the document **and** mostly frontloads within subordinate units.	Author's main point not revealed until drawing conclusions **and/or** does not frontload (strongest points appear behind written units or conclusion).	Author places the main point in the middle of the document (11-89%) **and/or** does not frontload within written units.[2]	Author does not indicate the main point or it is too broad/vague to recognize; written units lack priority organization (neither most/least important or vice versa).
Analysis: Evidence and Arguments	Argument is issue-focused and analyzes data/primary sources (roughly 80% analysis and 20% summary/paraphrase).[3]	Argument is issue-focused and analyzes data/primary sources (roughly 70% analysis and 30% summary/paraphrase).	Argument is issue-focused and analyzes data/primary sources; (roughly 60% analysis and 40% summary/paraphrase).	Argument is issue-focused and analyzes fact/primary sources; paper is roughly 50% analysis, 50% summary/paraphrase.	No argument -- paper relies on opinion or speculation instead of analysis (75%); summarizes secondary sources (10-25%).	No argument -- nearly 100% of the paper is either opinion/speculation or a summary/paraphrase of secondary sources.
Syntax: Effective Sentence Constructions	Uses active voice primarily; passive voice used rarely and logically.[4] No visible patterns of sentence construction errors.	Uses active voice primarily; passive voice used rarely and logically. One pattern (2-3 similar sentence construction errors) identified.	Uses active voice primarily; passive voice used rarely and logically. Two patterns (2-3 similar sentence construction errors per pattern identified.	Uses active voice primarily; passive voice used where active more logical. Three patterns (2-3 similar sentence construction errors per pattern) identified.	Uses mix of active and passive voice; loss of subject (doer of action) loses meaning. Three patterns (2-3 similar errors per pattern) identified.	Paper fluctuates between passive and active voice throughout without apparent reason or control; four or more patterns (2-3 similar errors per pattern) identified.
Concision: The Most Information in the Least Space	All written units (words, sentences, bullet points or paragraphs[5]) are lean.[6]	One written unit exceeds the proscribed length.	Two written units exceed the proscribed length.	Three written units exceed the proscribed length.	Four written units exceed the proscribed length.	Five or more written units exceed the proscribed length.
Accuracy: Reducing Reader Distractions				**Facilitator Discretion:** Serious errors in formatting or citation may result in an automatic 0 for accuracy. Consult assignment requirements and policies.		
	Uses standard written English with correct spelling, punctuation, grammar, mechanics, formatting, and citations without visible mistakes.	Uses standard written English with no individual errors; one pattern (2-3 similar errors) identified.[7]	Uses standard written English with few individual errors in any area. Two patterns (2-3 similar errors per pattern) identified.	Deviates from standard written English, formatting, or citations occasionally; three patterns (2-3 similar errors per pattern) identified.	Show multiple, repetitive errors in using standard written English, formatting, or citations; four patterns (2-3 similar errors per pattern) identified.	Shows multiple, repetitive errors in using standard written English, formatting, or citations; five or more patterns (2-3 similar errors per pattern) identified.

[1] Frontloading prioritizes information based on importance. For Army writing, the main point should appear as close to the front as conventions allow. Bottom Line up Front (BLUF)

[2] Developing writers typically draw conclusions near the end of a section, paragraph, bullet point, or list. Learning writers tend to reach the main point in the middle of the document.

[3] Analysis values based on AR 25-50 correspondence requirements; values may need adjusting for assignment specifics (content)

[4] The logical times to use passive voice are when the subject (doer) is unknown, the receiver of action takes priority, or when using a commonly passive phrase (e.g. "I was deployed in Afghanistan").

[5] Not all assignments require paragraphs. For whatever written units are required, the student should keep the writing as lean as possible.

[6] Determine appropriate length (leanness) by convention; for example, paragraphs in correspondence should be no longer than 10 lines and 15 words (AR 25-50), whereas 15-20 lines and 24-30 words are usually acceptable for academic work.

[7] Count the number of errors by patterns, not instances. For example, misusing commas ten times still counts as a single error, because the multiple instances show a single pattern.

5 – Advanced	In addition to the "Proficient" criteria, "Advanced" writing shows clear and consistent mastery of the standards and techniques. Work product is high quality, completely error-free, and exceeds all requirements. *Behavioral indicators include:* • 80 – 100% of the document reflects the overall purpose, minus minimal deviations to display data. • Title incorporates the argument or report issue, using key words defined in the paper.
4 – Proficient	Demonstrates the Army writing standard or technique accurately and efficiently. Work product is high quality, nearly error-free except for minor or debatable stylistic mistakes. Addresses the issues of the assignment. *Behavioral indicators include:* • Strong analytical reasoning or organization; for arguments, this demonstrates a thorough understanding of all sides of an issue without losing focus of the paper's argument. • Varied word choice, grammatical constructions, and sentence structure (as appropriate). • Vocabulary appropriate for audience and technical information.
3 – Competent	Fully qualified in the Army writing standard or technique with reliable execution. Work product achieves requirements suitable for the training environment with few patterns of error. *Behavioral indicators include:* • Establishes a single, sustained focus throughout with logical flow and transitions. • All of the information supports the main idea. • Vocabulary appropriate for audience and technical information.
2 – Developing	Demonstrates the Army writing standard or technique, though performance may be inconsistent throughout the document. Has several repeated patterns of error that would be unacceptable in the field. *Behavioral indicators include:* • Commits several stylistic, rather than grammatical errors (e.g. sentences are grammatically correct, but could be more concise; author uses passive voice correctly, but could rewrite the sentence more clearly in active voice). • A pattern of sloppy execution – usually no more than 2-3 errors executed correctly in parts of the assignment and incorrectly in others.
1 – Learning	Attempts, but does not correctly demonstrate the Army writing standard or technique. Work product shows deviation from the assignment requirements or inability to achieve them between 50-75% of the paper content. *Behavioral indicators include:* • Excessive -- but consistent -- errors in spelling, punctuation, grammar, formatting or citation. • Missing or does not execute key concepts; for example, relying on opinion and summary rather than analysis in an argument.
0 – Nonperformer	Beginner-level writing struggles to demonstrate the Army writing standards and techniques. Writing may show serious deviations in standard formatting, frequent patterns of error in sentence construction, spelling, grammar, and mechanics consistent with a raw draft. *Behavioral indicators include:* • Disorganized, erratic errors in spelling, punctuation, grammar, formatting, or citation. • Internal paragraph or sentence structures lack coherence (for example, switching topics or interjecting new information mid-paragraph, or changing from plural to singular subjects in a sentence).

B-20. Assessment – Conduct Individual Training Rubric

    a.   Overview: This application practicum will assess the student's ability to conduct individual training. The student will prepare and provide training to a small group on a task. This assessment is part of the student's GPA.

    b.   Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10; per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom or area large enough to accommodate a 1:8-10 facilitator-to-student ratio for the class size

    c.   Instructions to Soldiers:

    (1)   You will conduct a 30 minute (+/- two minutes) Sergeant's Time Training on the Skill Level One task received IAW the Conduct Individual Training Rubric.

    (2)   You derive your academic score IAW the assessment rubric provided. The ratings will apply toward your GPA on your DA Form 1059, Service School Academic Evaluation Report.

    (a) 0-69% rates "NO GO."
    (b) 70-100% rates "GO."
    (c) Passing a reassessment rates "Satisfactory" with a score of 70%.

    d.   Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

    e.   Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

    f.   See next page for rubric.

CONDUCT INDIVIDUAL TRAINING (FROM UNIT TRAINING PLAN)	DATE	
STUDENT (Rank, Last, First, MI):	**GO**	**NO GO**
FACILITATOR (Rank, Last, First, MI):	**4 PTS**	**0 PTS**
TASK TO BE TRAINED:		
PERFORMANCE STEPS		
PREPARE YOURSELF		
1. Get training guidance from your facilitator.		
2. Prepare training outline on what you want to cover during training session.		
3. Get task, conditions, and standards from the task summary for the task in STP 21-1- SMCT.		
4. Identifies risks and environmental and safety concerns (risk assessment).		
PREPARE THE RESOURCES		
5. Obtain required resources as identified in conditions statement.		
6. Practice/rehearse your training presentation (presentation stayed within allotted time).		
7. Coordinate for use of training aids and devices.		
8. Prepare training site with the conditions statement as modified in the training and evaluation guide.		
TRAIN THE SOLDIER		
9. Tell the soldiers what task to do and how well it must be done (task, conditions, and standards).		
10. Caution soldiers about safety, environment, and security conditions.		
11. Demonstrate how to do the task to the standard level.		
12. Provide any necessary training involving basic skills the soldier must have before they can become proficient with the task.		
13. Have soldiers practice until they can perform the task to standard level.		
14. Provide critical information to those soldiers who fail to perform at task standard level (what they did wrong).		
15. Ensure safety equipment and clothing needed for proper performance of the task are on hand.		
ASSESSMENT OF THE TRAINING		
16. Observe how well the soldier performs the task.		
17. Record the results.		
18. Determine task proficiency (T, P, or U).		
19. Retrain and evaluate.		
20. Report assessment to leadership.		
CLOSE OUT TRAINING		
21. Account for all equipment used for training.		
22. Conduct AAR.		
23. Review risk assessment.		
24. Conduct final inspection.		
25. Close out training site.		
EVALUATION GUIDANCE: Deduct four points for each performance measure the student executes incorrectly. Subtract points deducted from 100 to determine the student's final score. If the student fails any step, show the student what was done wrong and how to do it correctly. Student must score 70 or above to pass. Soldiers who fail the evaluation must retrain and participate in a reassessment. (Maximum score for reassessment is 70).		
FINAL SCORE: 100 - ___ =		
FACILITATOR'S SIGNATURE and DATE:		
STUDENT'S SIGNATURE and DATE:		

B-21. Assessment – Conduct Physical Readiness Training Rubric

    a.   Overview: This application practicum will assess the student's ability to conduct Physical Readiness Training (PRT). The student will lead a small group in a PRT session. This assessment is part of the student's GPA.

    b.   Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10 per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom or area large enough to accommodate a 1:8-10 facilitator-to-student ratio for the class size

    c.   Instructions to Soldiers:

    (1) Each PRT session will include both the primary (student being assessed) and an assistant. The AIs function is to correct poor performance of the activities and assist the primary as needed. Each student must conduct one session, the "Strength & Mobility Session" or the "Endurance & Mobility Session. You will be provided a demonstration.

    (2) You derive your academic score IAW the assessment rubric provided. The ratings will apply toward your GPA on your DA Form 1059, Service School Academic Evaluation Report.

    (3) Students may use the Physical Readiness Training Quick Reference Card, GTA-07-08-003 (Oct 2012), for rehearsals, but not during evaluations.

        (a) 0-69% rates "NO GO."
        (b) 70-100% rates "GO."
        (c) Passing the reassessment rates "Satisfactory" with a score of 70%.

    d.   Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

    e.   Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

    f.   See next page for rubrics.

CONDUCT PHYSICAL READINESS TRAINING
STRENGTH AND MOBILITY SESSION

STUDENT (Rank, Last, First, MI)	FACILITATOR (Rank, Last, First, MI)	DATE:

PERFORMANCE STEPS	POINTS POSSIBLE	POINTS AWARDED
PREPARATION (FM 7-22, PAGES 8-2 THRU 8-15)		
1. Produces and provides a complete hard copy of the deliberate risk assessment worksheet da from 2977.	2	
2. Briefs the overall risk assessment level to the team/squad.	2	
3. Forms team/squad into the extended rectangular formation (uncovered formation).	3	
4. Bend & reach (correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
5. Rear lunge (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
6. High jumper (correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
7. Rower (correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
8. Squat bender (correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
9. Windmill (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
10. Forward lunge (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
11. Prone row (correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
12. Bent-leg body twist (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
13. Push-ups (correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
4 FOR THE CORE (4C) (FM 7-22, PAGES 6-11 THRU 6-15)		
14. Bent leg raise (correct: starting position, commands w/minimal pauses, performance, holds for 1 minute & mirrors).	3	
15. Side bridge (correct: starting position, commands w/minimal pauses, performance, holds for 1 minute each side & mirrors).	3	
16. Back bridge (correct: starting position, commands w/minimal pauses, performance, holds for 1 minute & mirrors).	3	
17. Quadraplex (correct: starting position, commands w/minimal pauses, performance holds for 1 minute each side & mirrors).	3	
CONDITIONING DRILL 1 & 2 (FM 7-22, PAGES 9-3 THRU 9-10)		
18. Power jump (correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
19. V- up (correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
20. Mountain climber (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
21. Leg-tuck and twist (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
22. Single leg push-up (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
23. Turn and lunge (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
24. Supine bicycle (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
25. Half jacks (correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
26. Swimmer (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
27. 8-count push-up (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
RECOVERY (FM 7-22, PAGES 8-15 THRU 8-23)		
28. Overhead arm pull (correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
29. Rear lunge (correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
30. Extend and flex (correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
31. Thigh stretch (correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
32. Single-leg over (correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
END SESSION		
33. Assembles the formation to the right.	2	
34. Conducts after action review (AAR).	2	
35. Calls team/squad to attention.	1	
36. Dismisses the team/squad.	1	
TOTAL SCORE		

EVALUATION GUIDANCE: Cadre will use this assessment to evaluate students. Students must score 70 or more points to receive a go. Each step's point value is all or nothing.

COMMENTS

FACILITATOR SIGNATURE AND DATE:

STUDENT SIGNATURE AND DATE:

EXTENDED RECTANGULAR FORMATION

With the squad/team in formation, at the position of attention:

1. Command "Extend to the left, MARCH."
2. Command "Arms downward, MOVE."
3. Command "Left, FACE."
4. Command "Extend to the left, MARCH."
5. Command "Arms downward, MOVE."
6. Command "Right, FACE."
7. Command "From front to rear, COUNT OFF."
8. Command ""Even number to the left, UNCOVER."

Strength & Mobility Session		Endurance & Mobility Session	
Preparation Drill (PD) (pages 8-2 thru 8-15)		**Preparation Drill (PD)** (pages 8-2 thru 8-15)	
Bend & reach	Windmill	Bend & reach	Windmill
Rear lunge	Forward lunge	Rear lunge	Forward lunge
High jumper	Prone row	High jumper	Prone row
Rower	Bent-leg body twist	Rower	Bent-leg body twist
Squat bender	Push-up	Squat bender	Push-up
Four for the Core (4C) (pages 6-11 thru 6-15)		**Hip Stability Drill (HSD)** (pages 6-16 thru 6-24)	
Bent-leg raise		Lateral leg raise	
Side bridge		Medial leg raise	
Back bridge		Bent-leg lateral raise	
Quadraplex		Single-leg tuck	
		Single-leg over	
Conditioning Drill 1 (CD 1) (pages 9-3 thru 9-10)		**Military Movement Drill 1 (MMD1)** (pages 10-6 thru 10-10)	
Power jump		Verticals	
V-up		Laterals	
Mountain climber		Shuttle sprint	
Leg-tuck and twist			
Single-leg push-up			
Conditioning Drill 2 (CD 2) (pages 9-11 thru 9-19)		**Military Movement Drill 2 (MMD 2)** (pages 10-11 thru 10-14)	
Turn and lunge		Power skip	
Supine bicycle		Crossovers	
Half jacks		Crouch Run	
Swimmer			
8-count push-up			
Recovery Drill (RD) (pages 8-15 thru 8-22)		**Recovery Drill (RD)** (pages 8-15 thru 8-22)	
Overhead arm pull		Overhead arm pull	
Rear lunge		Rear lunge	
Extend and flex		Extend and flex	
Thigh stretch		Thigh stretch	
Single-leg over		Single-leg over	

CONDUCT PHYSICAL READINESS TRAINING
ENDURANCE AND MOBILITY SESSION

STUDENT (Rank, Last, First, MI)	FACILITATOR (Rank, Last, First, MI)	DATE:

PERFORMANCE STEPS	POINTS POSSIBLE	POINTS AWARDED
PREPARATION (FM 7-22, PAGES 8-2 THRU 8-15)		
1. Produces and provides a complete hard copy of the deliberate risk assessment worksheet da from 2977.	2	
2. Briefs the overall risk assessment level to the team/squad.	3	
3. Forms team/squad into the extended rectangular formation (uncovered formation).	3	
4. Bend & reach (correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
5. Rear lunge (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
6. High jumper (correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
7. Rower (correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
8. Squat bender (correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
9. Windmill (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
10. Forward lunge (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
11. Prone row (correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
12. Bent-leg body twist (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
13. Push-ups (correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
HIP STABILITY DRILL (HSD) (FM 7-22, PAGES 6-16 THRU 6-24)		
14. Lateral leg raise (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions each side & mirrors).	3	
15. Medial leg raise (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions each side & mirrors).	3	
16. Bent-leg lateral raise (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions each side & mirrors).	3	
17. Single-leg tuck (correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions each side & mirrors).	3	
18. Single-leg over (correct: starting position, commands w/minimal pauses, performance, cadence, 20-30 seconds each side & mirrors).	3	
MILITARY MOVEMENT DRILL 1 & 2 (FM 7-22, PAGES 10-6 THRU 10-14)		
19. Forms or moves team/squad into the extended rectangular formation (covered formation) and assumes correct starting position (right side of the formation).	3	
20. Verticals (correct: commands w/minimal pauses, starting position, performance and repetitions).	3	
21. Laterals (correct: commands w/minimal pauses, starting position, performance and repetitions).	3	
22. Shuttle sprint (correct: commands w/minimal pauses, starting position, performance and repetitions).	3	
23. Power skip (correct: commands w/minimal pauses, starting position, performance and repetitions).	3	
24. Crossovers (correct: commands w/minimal pauses, starting position, performance and repetitions).	3	
25. Crouch run (correct: commands w/minimal pauses, starting position, performance and repetitions).	3	
26. Properly uncovers formation or moves to an alternate location IOT conduct the recovery phase (extended rectangular formation).	3	
RECOVERY (FM 7-22, PAGES 8-15 THRU 8-23)		
27. Overhead arm pull (correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
28. Rear lunge (correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
29. Extend and flex (correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
30. Thigh stretch (correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
31. Single-leg over (correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
END SESSION		
32. Assembles the formation to the right.	2	
33. Conducts after action review (AAR).	2	
34. Calls team/squad to attention.	2	
35. Dismisses the team/squad.	2	
TOTAL SCORE		

EVALUATION GUIDANCE: Cadre will use this assessment to evaluate students. Students must score 70 or more points to receive a go. Each step's point value is all or nothing.

COMMENTS

FACILITATOR SIGNATURE AND DATE:

STUDENT SIGNATURE AND DATE:

EXTENDED RECTANGULAR FORMATION

With the squad/team in formation, at the position of attention:

1. Command "Extend to the left, MARCH."
2. Command "Arms downward, MOVE."
3. Command "Left, FACE."
4. Command "Extend to the left, MARCH."
5. Command "Arms downward, MOVE."
6. Command "Right, FACE."
7. Command "From front to rear, COUNT OFF."
8. Command ""Even number to the left, UNCOVER."

Strength & Mobility Session		Endurance & Mobility Session	
Preparation Drill (PD) (pages 8-2 thru 8-15)		**Preparation Drill (PD)** (pages 8-2 thru 8-15)	
Bend & reach	Windmill	Bend & reach	Windmill
Rear lunge	Forward lunge	Rear lunge	Forward lunge
High jumper	Prone row	High jumper	Prone row
Rower	Bent-leg body twist	Rower	Bent-leg body twist
Squat bender	Push-up	Squat bender	Push-up
4 for the Core (4C) (pages 6-11 thru 6-15)		**Hip Stability Drill (HSD)** (pages 6-16 thru 6-24)	
Bent-leg raise		Lateral leg raise	
Side bridge		Medial leg raise	
Back bridge		Bent-leg lateral raise	
Quadraplex		Single-leg tuck	
		Single-leg over	
Conditioning Drill 1 (CD 1) (pages 9-3 thru 9-10)		**Military Movement Drill 1 (MMD1)** (pages 10-6 thru 10-10)	
Power jump V-up		Verticals	
Mountain climber		Laterals	
Leg-tuck and twist		Shuttle sprint	
Single-leg push-up			
Conditioning Drill 2 (CD 2) (pages 9-11 thru 9-19)		**Military Movement Drill 2 (MMD 2)** (pages 10-11 thru 10-14)	
Turn and lunge		Power skip	
Supine bicycle		Crossovers	
Half jacks		Crouch Run	
Swimmer			
8-count push-up			
Recovery Drill (RD) (pages 8-15 thru 8-22)		**Recovery Drill (RD)** (pages 8-15 thru 8-22)	
Overhead arm pull		Overhead arm pull	
Rear lunge		Rear lunge	
Extend and flex		Extend and flex	
Thigh stretch		Thigh stretch	
Single-leg over		Single-leg over	

B-22. Assessment – Conduct Squad Drill Rubric

a.   Overview: Previously, from SSDI/DLC I, you learned the elements of squad drill and the Squad Leader's Inspection. This application practicum will assess the student's ability to move a team or squad (as in squad drill) and conduct the Squad Leader's Inspection. This assessment is part of the student's GPA.

b.   Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10 per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom or area large enough to accommodate a 1:8-10 facilitator-to-student ratio for the class size

c.   Instructions to Soldiers:

(1)   The student will march the squad using the correct commands and techniques and conduct the Squad Leader's Inspection IAW TC 3-21.5 and the rubric provided.

(2)   You derive your academic score IAW the assessment rubric provided. The ratings will apply toward your GPA on your DA Form 1059, Service School Academic Evaluation Report.

(a)   0-69% rates "NO GO."
(b)   70-100% rates "GO."
(c)   Passing the reassessment rates "Satisfactory" with a score of 70%.

d.   Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

e.   Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

f.   See next page for rubric.

CONDUCT SQUAD DRILL
(Ref: TC 3-21.5, Chapter 6 and Chapter 7, paragraph 7-17)

STUDENT: (Rank, Last, First, MI)	FACILITATOR: (Rank, Last, First MI)	DATE

PERFORMANCE STEPS	GO	NO GO
FORM THE SQUAD		
1. Comes to the Position of Attention.		
2. Commands "**FALL IN.**"		
3. Commands "**Count OFF.**"		
ALIGN THE SQUAD		
4. Commands "**Dress Right, DRESS.**"		
5. Faces to the *Half Left* in marching and marches by the most direct route to a position on line with the squad, halts one step from the right flank man, and faces down the line.		
6. Verifies the alignment of the squad.		
7. Faces to the *Half Right* in marching, returns to his position (center of the squad), halts perpendicular to the formation, faces to the left.		
8. Commands "**Ready, FRONT.**" (Executes "About FACE," facing the SGL)		
INSPECT THE SQUAD (Facilitator directs squad leader "**INSPECT YOUR SQUAD.**" Do not exchange salutes. Execute "About, FACE.")		
9. Marches forward and to the left, inclining until at a point 15 inches in front of and centered on first squad member. Remains at a modified *Position of Attention* moving head and eyes only. After inspecting at the center position, takes a short step forward and left and inspects, returns to the center and steps forward and right and inspects, and returns to the center. Faces to the right as in marching and takes two steps, halts, and faces the next member. (Repeat as necessary).		
10. After inspecting the last Soldier, the squad leader faces to the right as in marching and marches around behind the squad, inclining as necessary. While the squad leader marches back to his post, he inspects the squad from the rear.		
11. After resuming his post <u>facing</u> the squad, the squad leader commands "**AT EASE**" (Execute "About FACE." Assume AT EASE.)		
MARCH THE SQUAD (Facilitator directs squad leader "**MARCH THE SQUAD.**" Assume Position of Attention. Execute "About, FACE")		
12. Commands "**Squad, ATTENTION.**"		
13. Commands "**Right, FACE.**"		
14. Commands "**Forward, MARCH.**"		
15. Commands "**Column Right** (and Left), **MARCH.**"		
16. Commands "**Column Half-Right** (and Left), **MARCH.**"		
17. Commands "**Right** (and Left) **Flank, MARCH.**"		
18. Commands "**Rear, MARCH.**" (Student may need to reposition or give second **"Rear MARCH."**)		
19. Commands "**Squad, HALT.**" (Execute "Right, FACE.")		
DISMISS THE SQUAD		
20. Commands "**DISMISSED**"		

Evaluation Guidance
This assessment will be used in determining your grade point average (GPA). Deduct five points for each performance measure student executes incorrectly. Subtract points deducted from 100 to determine the student's final score. If the student fails any step, show the student what was done wrong and how to do it correctly. Student must score 70 or above to pass.

FINAL SCORE: 100 - _____ = _____

FACILITATOR'S SIGNATURE and DATE:

STUDENT'S SIGNATURE and DATE:

B-23. Assessment – Army Physical Fitness Test (APFT)

a.   Overview: The Army Physical Fitness Test (APFT) is a graduation requirement for the Basic Leader Course. This assessment is not part of the student's GPA.

b.   Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to test: 1:8-10; per facilitator
- Equipment: As required IAW FM 7-22 and local SOP
- Materials: APFT field or area large enough to accommodate a 1:8-10 facilitator-to-student ratio for the class size

c.   Instructions to Soldiers:

(1) You will take the Army Physical Fitness Test, a test that will measure your upper and lower body muscular endurance. Passing this test is a graduation requirement. Do the best you can on each of the events.

(2) If you fail the initial APFT, you will be allowed one reassessment. Failure of the initial APFT will result in a counseling and will remove you from all academic honors. If you pass the reassessment, the highest rating you may receive on the 1009A - Assessing Attributes and Competencies for PRESENCE/COMPREHENSIVE FITNESS is a MET STANDARDS. This also applies to DA Form 1059, PART II, Block *g*.

(3) Your score from the DA Form 705 determines if you pass or fail.

(a) 0-59pts (on any event on the DA Form 705) rates "FAIL."
(b) 60-100pts (on all events on the DA Form 705) rates "PASS."

d.   Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

e.   Safety: Ensure Soldiers observe all safety procedures IAW local SOP.