

**Appendix D**  
**Individual Student Assessment Plan (ISAP)**



**THE NCO LEADERSHP  
CENTER OF EXCELLENCE  
(NCOL CoE)**

**Individual Student Assessment Plan (ISAP)**

**Basic Leader Course (BLC)  
April 2018**

**Noncommissioned Officer  
Professional Military  
Education**

## **D-1. ISAP Overview**

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.

## **D-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.

## **D-3. Course Length and Structure.**

- a. The BLC is a 22-academic-day course consisting of 169 academic hours. The course includes 22 lessons designed around the four Army Learning Areas (ALAs), the 14 General Learning Outcomes (GLOs), and the six Leader Core Competencies (LCC) of: Readiness, Leadership, Training Management, Communications, Operations, and Program Management.
- b. The lesson titles and sequence are shown on the Course Map. See paragraph 1-5, Course Structure.

## **D-4. Course Learning Objectives**

<b>Lesson</b>	<b>Title</b>	<b>Outcomes</b>
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.

**Course Learning Objectives**  
(Continued)

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	Assist Soldiers to be ready and resilient at all times to meet unit missions.
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.
B123	Army Physical Fitness Test	Maintain individual readiness and fitness.

**D-5. 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 four assessments that are mandatory, 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
1009C Assessing Contribution to Group Work	Entire course	Non-GPA
1009L Assessing Leadership	B106	Non-GPA
1009 W Special, Assessing Reflective Writing	B122	Non-GPA
1009W Special, Resume	B117	Non-GPA

## **D-6. Counseling, Retraining, Retesting/REA, 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 dis-enrollment
- Dismissal

b. Remedial Educational Assessments (REA) are necessary when Soldiers/students fail an assessment. Soldiers are strongly encouraged to conduct their own collaborative sessions/study halls, if not mandated to do so.

c. Remedial Educational Assessments will occur anytime a student fails an assessment for the first time except for the 1009C Assessing Contribution to Group Work and the 1009L Assessing Leadership. Soldiers who fail a REA 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 REA after necessary retraining/study hall. Any REA should be accomplished outside of the course hours to preclude the student missing any scheduled classes. The following restrictions listed below must be imposed:

- 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 height/weight 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. Appeals will be forwarded to the school commandant who will refer the proposed action and the appeal to the Office Staff Judge Advocate (OSJA) to determine legal sufficiency of the dismissal decision. All appellate actions will become part of the student's case file. Commandants will make their final decision on dismissals after considering the supporting OSJA recommendation. In cases where an OSJA is not available, the commandant 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.

**NOTE:** Soldiers who elect to appeal will remain actively enrolled in the course pending disposition of their

appeals. In cases where the decision of the appeal is delayed, Soldiers will participate in graduation ceremonies; however, the DA Form 1059 and diploma will be withheld until final adjudication.

e. 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; and AR 600-9

## **D-7. 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 6 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.

## **D-8. 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.

## **D-9. 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.

## **D-10. 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 receive, in the lower-division baccalaureate/associate degree category, 3 semester hours in supervision. This version of BLC has not yet been evaluated by an external institution.

## **D-11. Assessment - 1009C Assessing Contribution to Group Work**

- a. Overview: Throughout the entire course, Soldiers will be assessed on their contribution to the team achieving its goals. This assessment is a non-GPA assessment.
- 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: 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.
  2. You derive your non-GPA score IAW the assessment rubric provided. The following ratings apply toward the rating in Block 12d on your DA Form 1059, Service School Academic Evaluation Report.
    - (a) 0-69.99% (0 – 367.45) rates “Unsatisfactory.”
    - (b) 70-89.99% (367.46 – 472.45) rates “Satisfactory.”
    - (c) 90-100% (472.46 – 525) rates “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.

**1009C, Assessing Contribution to Group Work**

NAME:

ASSIGNMENT TITLE: Contribution to Group/Class Participation

DATE:

FACILITATOR:

POINTS:						
Lesson	Problem Solving	Debate and Class Discussion	Collaborative Work Skills	Interpersonal Characteristics	Cognitive Level Mastered	Total (per lesson)
	1 – 5 pts	1 – 5 pts	1 – 5 pts	1 – 5 pts	1 – 5 pts	
B101						
B102						
B103						
B104						
B105						
B106						
B107						
B108						
B109						
B110						
B111						
B112						
B113						
B114						
B115						
B116						
B117						
B118						
B119						
B121						
B122						

GRADE:

(Total points divided by 21 = total then total times 4 equals— the final grade Ex:  $525/21=25$        $25 \times 4=100$ )

Facilitator Comments:

Facilitator Signature:

Student Comments:

Student Signature:

Category	1-2	3-4	5
<b>Problem Solving</b>	<p>Rarely anticipates or adapts to uncertain or changing situations.</p> <p>Rarely is able to identify, let alone, define the problem.</p> <p>Not interested in multiple perspectives and approaches.</p> <p>Opinions and guesses are often suspect.</p> <p>Does not try to solve problems or help others solve problems.</p> <p>Lets others do the work.</p> <p>Fails to apply or does not consider the elements and standards of critical reasoning.</p> <p>Unable to identify second order effects let alone third order effects.</p> <p>Displays no capacity for creative or innovative thinking.</p>	<p>Usually anticipates or adapts to uncertain or changing situations.</p> <p>Is able to recognize problems and can usually define them.</p> <p>Appreciates multiple perspectives and approaches.</p> <p>Usually forms sound opinions and occasionally makes reliable guesses.</p> <p>Usually will suggest a solution to a problem despite lack of some facts.</p> <p>Many times will refine solutions suggested by others.</p> <p>Solutions usually take into account the elements and standards of critical reasoning.</p> <p>Usually can identify the second order effect but struggles with third order effects.</p> <p>Solutions proposed are somewhat creative or innovative.</p>	<p>Easily anticipates or adapts to uncertain or changing situations.</p> <p>Is able to rapidly recognize and accurately define problems.</p> <p>Readily seeks out multiple perspectives and approaches.</p> <p>Easily forms sound opinions and willingly makes reliable guesses.</p> <p>Actively looks for and suggests solutions to problems despite lack of some facts.</p> <p>Significantly demonstrates complete integration of the elements and standards of critical reasoning.</p> <p>Readily identifies second and third order effects of proposed solutions.</p> <p>Creative or innovative capacity is evident in many proposed solutions.</p>
<b>Debate and Class Discussion</b>	<p>Disrespectful of other points of view.</p> <p>Does not participate.</p> <p>Comments not logical or relevant to the debate.</p> <p>Unable to connect topic to assigned readings, previous topics, current events or personal experience.</p> <p>Hardly ever incorporates or builds off of ideas of others.</p>	<p>Respectful, supported, relevant debate.</p> <p>Class discussion is engaging, and usually connected to assigned readings, previous topics, current events or personal experience.</p> <p>Usually incorporates or builds off of others.</p>	<p>Respectful, well-supported, insightful debate.</p> <p>Class discussion is graduate-level, relevant and interesting.</p> <p>Is able to connect the topic to assigned readings, previous topics, current events or personal experiences.</p> <p>Incorporates or builds off of the ideas of others, adding additional information.</p>
<b>Collaborative Work Skills</b>	<p>Rarely provides useful ideas when participating in a group.</p> <p>May refuse to participate.</p> <p>Often publicly critical of the work of others.</p> <p>Often has a negative attitude.</p> <p>Rarely focuses on the task and what needs to be done.</p> <p>Rarely shares with and supports the efforts of others.</p> <p>Often is not a good team player.</p> <p>Grudgingly or does not assist even when asked.</p>	<p>Usually provides useful ideas when participating in a group.</p> <p>A strong group member who tries hard.</p> <p>Rarely publicly critical of the work of others.</p> <p>Often has a positive attitude.</p> <p>Focuses on the task and what needs to be done most of the time.</p> <p>Usually shares with and supports the efforts of others.</p> <p>Does not cause issue “waves” within the group.</p> <p>Offers assistance by asking “what can I do?”</p>	<p>Routinely provides useful ideas when participating in a group.</p> <p>A definite leader who contributes a lot of effort.</p> <p>Never publicly critical of the work of others.</p> <p>Always has a positive attitude. Consistently stays focused on the task and what needs to be done.</p> <p>Always shares with and supports the efforts of others.</p> <p>Tries to keep people working together.</p> <p>Supports without being asked.</p>
<b>Interpersonal Characteristics</b>	<p>Interactions are ineffective.</p> <p>Does not interact well with others.</p> <p>Unaware of how others see them.</p> <p>Unaware of the character and motives of others.</p> <p>May require warnings about conduct.</p> <p>Very often is impolite or discourteous.</p> <p>Does not listen when others are speaking.</p> <p>Often interrupts.</p>	<p>Usually understands the character, motives of others, and typically interacts appropriately to the situation.</p> <p>Generally aware of how others see them and usually interacts with others effectively.</p> <p>Usually enthusiastic and positive.</p> <p>Consistently polite and courteous.</p> <p>Listens when others talk.</p>	<p>Understands the character, motives of others, and interacts very appropriately to the situation.</p> <p>Is aware of how others see them and is able to interact with others very effectively.</p> <p>Always enthusiastic and positive as well as polite and courteous.</p> <p>Is a very active listener.</p>
<b>Cognitive Level Mastered</b>	<p>Routinely fails to demonstrate mastery of the daily subject at least at the application level.</p>	<p>Routinely demonstrates mastery of the daily subject at the analysis level and occasionally demonstrates mastery at the synthesis level.</p>	<p>Routinely demonstrates mastery of the daily subject at the synthesis level and occasionally demonstrates mastery at the evaluation level.</p>

## **D-12. Assessment - 1009L Assessing Leadership**

Overview: The tenets of Army leader development provide the essential principles that have made the Army successful at developing its leaders. The tenets also provide a backdrop for the Army principles of unit training. The overarching tenets of Army leader development are —

- Strong commitment by the Army, superiors, and individuals to leader development
- Clear purpose for what, when, and how to develop leadership
- Supportive relationships and culture of learning
- Three mutually supportive domains (institutional, operational, and self-development) that enable education, training, and experience
- Providing, accepting, and acting upon candid assessment and feedback

a. 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: As required to accomplish missions and provide for the welfare of the team and individual student

b. Instructions to Soldiers:

1. Although it is difficult to thoroughly assess true leadership abilities in a 22 day classroom environment, you will be observed and assessed throughout the course. You are expected to be “formal and informal” leaders throughout the course as well and set a good NCO example for others. The leadership assessment measures Soldiers on their leadership attributes and competencies IAW the Leadership Requirements Model (LRM) in FM 6-22. This assessment is non-GPA, but will be assessed as a demonstrated ability.

2. You derive your non-GPA score IAW the assessment rubric provided. The following ratings apply toward the rating in Block 12d on your DA Form 1059, Service School Academic Evaluation Report:

- (a) Superior Rating = At least 5 out of 6 areas rated “Sup” with no “Unsat” ratings
- (b) Satisfactory Rating = At least 5 out of 6 areas rated “Sat” with no more than 1 area rated “Unsat”
- (c) Unsatisfactory Rating = 2 or more areas rated “Unsat”

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

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

e. See next page for rubric.

<b>1009L (Non-GPA), Assessing Leadership</b>				
<b>Name:</b>				<b>Date:</b>
<b>Facilitator:</b>				<b>Rating:</b>
<b>Attributes of Leadership</b>				
Rating	Unsatisfactory	Satisfactory	Superior	U/Sat/Sup
<b>Character</b> (Army Values, Empathy, Warrior Ethos, Discipline)	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).	No more than one instance of inconsideration to others; Helps others when prompted (reactive); Makes ethical, effective, and efficient decisions under standard conditions.	Always considerate to others; Proactively takes care of classmates; Makes ethical, effective, and efficient decisions even under challenging conditions (e.g. personal views conflict with Army moral principles).	
<b>Presence</b> (Military & Professional Bearing, Fitness, Confidence, Resilience)	Does not model the highest standards; Personal challenges/external factors lead to significant declines in course performance; Agitated in face of adversity; Unlikely to easily recover.	No more than one instance of lack of modeling the highest standards; Effects of personal challenges/external factors on course performance mitigated only through facilitator intervention; Stressed under adversity; Recovers from setbacks in time.	Consistently models the highest standards; Proactively mitigates effects of personal challenges/external factors on course performance (e.g., arranges a different time for the assessment due to family emergency); Calm and composed under adversity; Recovers quickly from setbacks.	
<b>Intellect</b> (Mental Agility, Judgment, Innovation, Interpersonal Tact, Expertise)	Understands problems at the tactical level only; Does not change behavior in face of changing conditions; Applies known solutions to standard problems; Fails to engage teammates to leverage full range of skills.	Understands problems at tactical level with limited anticipation of operational or strategic consequences; Reactively changes behavior in response to unexpected events but slowly; Applies novel solutions to standard problems; Engages teammates and exploits full range of skills when prompted (reactive).	Understands problems across tactical, operational, and strategic levels; Proactively changes behavior in anticipation of second and third order effects; Consistently develops novel solutions to unique and ambiguous problems; Proactively engages others and leverages their skills to solve problems collectively.	

Competencies of Leadership				
Rating	Unsatisfactory	Satisfactory	Superior	U/Sat/Sup
<b>Leads</b> (Leads Others, Builds Trust, Extends Influence, Leads by Example, Communicates)	Relies on overly authoritarian behavior to gain compliance; Fails to treat others with respect and rarely delivers what is promised; Does not inspire others; Communications do not ensure shared understanding.	Occasionally exercises positive influence on classmates/group members to achieve task/standard; Generally treats others with respect and delivers what is promised; Usually inspires others; Usually expresses ideas to ensure shared understanding.	Consistently exercises positive influence on classmates/group members to achieve task/standard; Treats others with respect and always delivers what is promised; Consistently inspires others regardless of assigned role; Always expresses ideas to ensure shared understanding	
<b>Develops</b> (Creates a Positive Environment, Prepares Self, Develops Others, Stewards the Profession)	Does not coach, mentor, or counsel classmates in need and is not a team player; Does not realize and address own shortcomings; Does not maintain high standards or encourage others to achieve.	Coaches, mentors, or counsels classmates when prompted; Realizes own shortcomings but may not know how to address them; Reactively models high standards, cooperates, and helps others to achieve.	Consistently coaches, mentors, or counsels classmates and encourages teamwork and collaboration; Notes own challenges and strives to improve; Proactively models high standards, cooperates, and helps others to achieve.	
<b>Achieves</b> (Gets Results)	Does not contribute to accomplishing group tasks on time or to standard; Acts in a way that contradicts the Army Values and Warrior Ethos.	Contributes to accomplishing own and class' tasks on time and to standard when prompted; Follows the Army Values and Warrior Ethos under clear/standard conditions.	Succeeds in personal work and proactively helps class to achieve objective and go beyond requirements where possible; Follows Army Values and Warrior Ethos even under challenging conditions.	
<b>Superior</b> = At least 5 out of 6 areas rated “Sup” with no “Unsat” ratings. <b>Satisfactory</b> = At least 5 out of 6 areas rated “Sat” with no more than 1 area rated “Unsat”. <b>Unsatisfactory</b> = 2 or more areas rated “Unsat”.				
<b>Facilitator Comments:</b>				
<b>Facilitator Signature:</b>				
<b>Student Comments:</b>				
<b>Student Signature:</b>				

## **D-13. 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. Explain 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, as well as Block 12b 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 REA 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.

<b>Public Speaking Information Brief Form 1009S</b>			
<b>STUDENT RANK &amp; NAME:</b> (Last, First, MI)	<b>STUDENT #:</b>	<b>DATE:</b>	
<b>SUBJECT:</b>			
<b>PERFORMANCE STEPS</b>			
<b>KEY COMMUNICATION FACTORS:</b>	<b>COMMENTS</b>	<b>Max Points</b>	<b>Points Earned</b>
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	
<b>PRESENTATION:</b>			
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	
<b>INTRODUCTION:</b>			
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	
<b>BODY:</b>			
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	
<b>CLOSING:</b>			
Summary (Provides short summary covering main ideas)		5 pts	
Asked for Questions (Solicited questions)		5 pts	
Conclusion (Ends brief)		5 pts	
<b>TIME MANAGEMENT:</b>			
Time (10 minutes plus or minus 2 minutes)		5 pts	
<b>RAW SCORE:</b>			100 pts
<b>REMARKS:</b>			<b>RATING:</b>
<u><b>NOTE:</b></u> 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"			
<b>FACILITATOR SIGNATURE and DATE:</b>			
<b>STUDENT SIGNATURE and DATE:</b>			

## **D-14. 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:

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

(2) You derive your academic score IAW the assessment rubric provided. The following ratings apply toward your GPA as well as Block 12a on your DA Form 1059, Service School Academic Evaluation Report:

- (a) Level 0 average = (69 points/Nonperformer - UNSAT)
- (b) Level 1 average = (70 points/Learning - SAT)
- (c) Level 2 average = (75 points/Developing - SAT)
- (d) Level 3 average = (80 points/Competent - SAT)
- (e) Level 4 average = (90 points/Proficient - SUP)
- (f) Level 5 average = (95 points/Advanced - SUP)

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 Compare and Contrast Essay Assessment**

<b>STUDENT'S NAME:</b>						
<b>ASSIGNMENT TITLE:</b> Compare and Contrast Essay						<b>DATE:</b>
<b>FACILITATOR'S NAME:</b>						
<b>RATING:</b>	5-ADVANCED	4-PROFICIENT	3-COMPETENT	2-DEVELOPING	1-LEARNING	0-NONPERFORMER
<b>RANGE:</b>						
<b>EARNED:</b>						
<b>REQUIRED WRITING STANDARDS</b>						
<b>PURPOSE:</b>	The specific reason explaining why the document, correspondence, or report is necessary.					
<b>ANALYSIS:</b>	Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.					
<b>SYNTAX:</b>	Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.					
<b>CONCISION:</b>	The ability to infuse the greatest amount of information into the least amount of words.					
<b>ACCURACY:</b>	Using flawless spelling, punctuation, grammar, and mechanics. Also, fairly representing credible sources (citations) using course requirements.					
<b>WRITING ASSIGNMENT DESCRIPTION:</b>						
<b>Facilitator's Comments:</b>						
<b>Facilitator's Signature:</b>						
<b>Student's Comments:</b>						
<b>Student's Signature:</b>						

## Writing Standards – Assignment Scoring Sheet

Required U.S. Army Standards and Techniques	5	4	3	2	1	0
	Advanced	Proficient	Competent	Developing	Learning	Nonperformer
<b>Purpose:</b> The specific reason explaining why the document, correspondence, or report is necessary.						
<b>Analysis:</b> Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.						
<b>Syntax:</b> Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.						
<b>Concision:</b> The ability to infuse the greatest amount of information into the least amount of words.						
<b>Accuracy:</b> 1) Using flawless spelling, punctuation, grammar, and mechanics; 2) fairly representing credible sources using course requirements.						
<i>Similarity between 16-24% is automatically not higher than a level 2 for entire paper; Similarity percentage 25-30% is automatically level 1 for entire paper; any similarity higher than 30% is counseled for possible plagiarism.</i>						
<b>Total:</b>						
<b>Average:</b>						
<b>Facilitator Comments:</b>						

Criteria	5 – Advanced	4 - Proficient	3 – Competent	2 – Developing	1 - Learning	0-Nonperformer
<b>Purpose:</b> “Bottom Line Up Front”	Author places the main point within the top 2% of the document <b>and</b> frontloads within sections, paragraphs, bullet points and lists <sup>1</sup>	Author places the main point within the top 5% of the document <b>and</b> usually within subordinate units	Author places the main point within the top 10% of the document <b>and</b> mostly frontloads within subordinate units	Author’s main point not revealed until drawing conclusions <b>and/or</b> does not frontload (strongest points appear behind written units or conclusion)	Author places the main point in the middle of the document (11-89%) <b>and/or</b> does not frontload within written units <sup>2</sup>	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)
<b>Analysis:</b> Evidence and Arguments	Argument is issue-focused and analyzes data/primary sources (roughly 80% analysis and 20% summary/paraphrase) <sup>3</sup>	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
<b>Syntax:</b> Effective Sentence Constructions	Uses active voice primarily; passive voice used rarely and logically. <sup>4</sup> 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
<b>Concision:</b> The Most Information in the Least Space	All written units (words, sentences, bullet points or paragraphs <sup>5</sup> ) are lean <sup>6</sup>	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
<b>Accuracy:</b> Reducing Reader Distractions				<b>Facilitator Discretion:</b> 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 <sup>7</sup>	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

<sup>1</sup> 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)

<sup>2</sup> 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.

<sup>3</sup> Analysis values based on AR 25-50 correspondence requirements; values may need adjusting for assignment specifics (content)

<sup>4</sup> 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”).

<sup>5</sup> Not all assignments require paragraphs. For whatever written units are required, the student should keep the writing as lean as possible.

<sup>6</sup> 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.

<sup>7</sup> 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.

<b>5 – Advanced</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• 80 – 100% of the document reflects the overall purpose, minus minimal deviations to display data.</li> <li>• Title incorporates the argument or report issue, using key words defined in the paper.</li> </ul>
<b>4 – Proficient</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Varied word choice, grammatical constructions, and sentence structure (as appropriate).</li> <li>• Vocabulary appropriate for audience and technical information.</li> </ul>
<b>3 – Competent</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Establishes a single, sustained focus throughout with logical flow and transitions.</li> <li>• All of the information supports the main idea</li> <li>• Vocabulary appropriate for audience and technical information</li> </ul>
<b>2 – Developing</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• A pattern of sloppy execution – usually no more than 2-3 errors executed correctly in parts of the assignment and incorrectly in others.</li> </ul>
<b>1 – Learning</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Excessive -- but consistent -- errors in spelling, punctuation, grammar, formatting or citation.</li> <li>• Missing or does not execute key concepts; for example, relying on opinion and summary rather than analysis in an argument.</li> </ul>
<b>0 – Nonperformer</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Disorganized, erratic errors in spelling, punctuation, grammar, formatting or citation.</li> <li>• 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)</li> </ul>

## **D-15. 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/thesis 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 should be in Arial, 12pt font, double-spaced, one-inch margins all around, and must be 750 to 1250 words in length. 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 as well as Block 12a on your DA Form 1059, Service School Academic Evaluation Report:
    - (a) Level 0 average = (69 points/Nonperformer - UNSAT)
    - (b) Level 1 average = (70 points/Learning - SAT)
    - (c) Level 2 average = (75 points/Developing - SAT)
    - (d) Level 3 average = (80 points/Competent - SAT)
    - (e) Level 4 average = (90 points/Proficient - SUP)
    - (f) Level 5 average = (95 points/Advanced - SUP)
- 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**

<b>STUDENT'S NAME:</b>						
<b>ASSIGNMENT TITLE:</b> Informative Essay						<b>DATE:</b>
<b>FACILITATOR'S NAME:</b>						
<b>RATING:</b>	5-ADVANCED	4-PROFICIENT	3-COMPETENT	2-DEVELOPING	1-LEARNING	0-NONPERFORMER
<b>RANGE:</b>						
<b>EARNED:</b>						
<b>REQUIRED WRITING STANDARDS</b>						
<b>PURPOSE:</b>	The specific reason explaining why the document, correspondence, or report is necessary.					
<b>ANALYSIS:</b>	Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.					
<b>SYNTAX:</b>	Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.					
<b>CONCISION:</b>	The ability to infuse the greatest amount of information into the least amount of words.					
<b>ACCURACY:</b>	Using flawless spelling, punctuation, grammar, and mechanics. Also, fairly representing credible sources (citations) using course requirements.					
<b>WRITING ASSIGNMENT DESCRIPTION:</b>						
<b>Facilitator's Comments:</b>						
<b>Facilitator's Signature:</b>						
<b>Student's Comments:</b>						
<b>Student's Signature:</b>						

## Writing Standards – Assignment Scoring Sheet

Required U.S. Army Standards and Techniques	5	4	3	2	1	0
	Advanced	Proficient	Competent	Developing	Learning	Nonperformer
<b>Purpose:</b> The specific reason explaining why the document, correspondence, or report is necessary.						
<b>Analysis:</b> Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.						
<b>Syntax:</b> Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.						
<b>Concision:</b> The ability to infuse the greatest amount of information into the least amount of words.						
<b>Accuracy:</b> 1) Using flawless spelling, punctuation, grammar, and mechanics; 2) fairly representing credible sources using course requirements.						
<i>Similarity between 16-24% is automatically not higher than a level 2 for entire paper; Similarity percentage 25-30% is automatically level 1 for entire paper; any similarity higher than 30% is counseled for possible plagiarism.</i>						
<b>Total:</b>						
<b>Average:</b>						
<b>Facilitator Comments:</b>						

Criteria	5 – Advanced	4 - Proficient	3 – Competent	2 – Developing	1 - Learning	0-Nonperformer
<b>Purpose:</b> “Bottom Line Up Front”	Author places the main point within the top 2% of the document <b>and</b> frontloads within sections, paragraphs, bullet points and lists <sup>1</sup>	Author places the main point within the top 5% of the document <b>and</b> usually within subordinate units	Author places the main point within the top 10% of the document <b>and</b> mostly frontloads within subordinate units	Author’s main point not revealed until drawing conclusions <b>and/or</b> does not frontload (strongest points appear behind written units or conclusion)	Author places the main point in the middle of the document (11-89%) <b>and/or</b> does not frontload within written units <sup>2</sup>	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)
<b>Analysis:</b> Evidence and Arguments	Argument is issue-focused and analyzes data/primary sources (roughly 80% analysis and 20% summary/paraphrase) <sup>3</sup>	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
<b>Syntax:</b> Effective Sentence Constructions	Uses active voice primarily; passive voice used rarely and logically. <sup>4</sup> 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
<b>Concision:</b> The Most Information in the Least Space	All written units (words, sentences, bullet points or paragraphs <sup>5</sup> ) are lean <sup>6</sup>	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
<b>Accuracy:</b> Reducing Reader Distractions				<b>Facilitator Discretion:</b> 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 <sup>7</sup>	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

<sup>1</sup> 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)

<sup>2</sup> 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.

<sup>3</sup> Analysis values based on AR 25-50 correspondence requirements; values may need adjusting for assignment specifics (content)

<sup>4</sup> 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”).

<sup>5</sup> Not all assignments require paragraphs. For whatever written units are required, the student should keep the writing as lean as possible.

<sup>6</sup> 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.

<sup>7</sup> 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.

<b>5 – Advanced</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• 80 – 100% of the document reflects the overall purpose, minus minimal deviations to display data.</li> <li>• Title incorporates the argument or report issue, using key words defined in the paper.</li> </ul>
<b>4 – Proficient</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Varied word choice, grammatical constructions, and sentence structure (as appropriate).</li> <li>• Vocabulary appropriate for audience and technical information.</li> </ul>
<b>3 – Competent</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Establishes a single, sustained focus throughout with logical flow and transitions.</li> <li>• All of the information supports the main idea</li> <li>• Vocabulary appropriate for audience and technical information</li> </ul>
<b>2 – Developing</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• A pattern of sloppy execution – usually no more than 2-3 errors executed correctly in parts of the assignment and incorrectly in others.</li> </ul>
<b>1 – Learning</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Excessive -- but consistent -- errors in spelling, punctuation, grammar, formatting or citation.</li> <li>• Missing or does not execute key concepts; for example, relying on opinion and summary rather than analysis in an argument.</li> </ul>
<b>0 – Nonperformer</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Disorganized, erratic errors in spelling, punctuation, grammar, formatting or citation.</li> <li>• 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)</li> </ul>

## D-16. Assessment - 1009W Special Assessing Reflective Writing

a. Overview: This writing practicum will assess the student's ability to write a short reflective essay. 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) Choose one topic from two lessons that you feel were the most useful to you as a leader and explain why they were the most useful. Reflectively express 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 be no less than 500 words.

(2) You derive your academic score IAW the assessment rubric provided. The ratings *do not* apply toward your GPA, nor your DA Form 1059, Service School Academic Evaluation Report

- (a) Level 0 average = (69 points/Nonperformer - UNSAT)
- (b) Level 1 average = (70 points/Learning - SAT)
- (c) Level 2 average = (75 points/Developing - SAT)
- (d) Level 3 average = (80 points/Competent - SAT)
- (e) Level 4 average = (90 points/Proficient - SUP)
- (f) Level 5 average = (95 points/Advanced - SUP)

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.

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**BASIC LEADER COURSE**  
**Form 1009W (SPECIAL) Writing Reflective Essay Assessment**

<b>STUDENT'S NAME:</b>						
<b>ASSIGNMENT TITLE:</b> Reflective Essay						<b>DATE:</b>
<b>FACILITATOR'S NAME:</b>						
<b>RATING:</b>	5-ADVANCED	4-PROFICIENT	3-COMPETENT	2-DEVELOPING	1-LEARNING	0-NONPERFORMER
<b>RANGE:</b>						
<b>EARNED:</b>						

**REQUIRED WRITING STANDARDS**

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

**WRITING ASSIGNMENT DESCRIPTION:**

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<b>Facilitator's Comments:</b>
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<b>Facilitator's Signature:</b>
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<b>Student's Comments:</b>
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<b>Student's Signature:</b>
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## Writing Standards – Assignment Scoring Sheet

Required U.S. Army Standards and Techniques	5	4	3	2	1	0
	Advanced	Proficient	Competent	Developing	Learning	Nonperformer
<b>Purpose:</b> The specific reason explaining why the document, correspondence, or report is necessary.						
<b>Analysis:</b> Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.						
<b>Syntax:</b> Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.						
<b>Concision:</b> The ability to infuse the greatest amount of information into the least amount of words.						
<b>Accuracy:</b> 1) Using flawless spelling, punctuation, grammar, and mechanics; 2) fairly representing credible sources using course requirements.						
<i>Similarity between 16-24% is automatically not higher than a level 2 for entire paper; Similarity percentage 25-30% is automatically level 1 for entire paper; any similarity higher than 30% is counseled for possible plagiarism.</i>						
<b>Total:</b>	Yellow					
<b>Average:</b>	Yellow	Light Gray				
<b>Facilitator Comments:</b>						

Criteria	5 – Advanced	4 - Proficient	3 – Competent	2 – Developing	1 - Learning	0-Nonperformer
<b>Purpose:</b> “Bottom Line Up Front”	Author places the main point within the top 2% of the document <b>and</b> frontloads within sections, paragraphs, bullet points and lists <sup>1</sup>	Author places the main point within the top 5% of the document <b>and</b> usually within subordinate units	Author places the main point within the top 10% of the document <b>and</b> mostly frontloads within subordinate units	Author’s main point not revealed until drawing conclusions <b>and/or</b> does not frontload (strongest points appear behind written units or conclusion)	Author places the main point in the middle of the document (11-89%) <b>and/or</b> does not frontload within written units <sup>2</sup>	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)
<b>Analysis:</b> Evidence and Arguments	Argument is issue-focused and analyzes data/primary sources (roughly 80% analysis and 20% summary/paraphrase) <sup>3</sup>	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
<b>Syntax:</b> Effective Sentence Constructions	Uses active voice primarily; passive voice used rarely and logically. <sup>4</sup> 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
<b>Conciseness:</b> The Most Information in the Least Space	All written units (words, sentences, bullet points or paragraphs <sup>5</sup> ) are lean <sup>6</sup>	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
<b>Accuracy:</b> Reducing Reader Distractions				<b>Facilitator Discretion:</b> 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 <sup>7</sup>	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

<sup>1</sup> 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)

<sup>2</sup> 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.

<sup>3</sup> Analysis values based on AR 25-50 correspondence requirements; values may need adjusting for assignment specifics (content)

<sup>4</sup> 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”).

<sup>5</sup> Not all assignments require paragraphs. For whatever written units are required, the student should keep the writing as lean as possible.

<sup>6</sup> 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.

<sup>7</sup> 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.

<b>5 – Advanced</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• 80 – 100% of the document reflects the overall purpose, minus minimal deviations to display data.</li> <li>• Title incorporates the argument or report issue, using key words defined in the paper.</li> </ul>
<b>4 – Proficient</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Varied word choice, grammatical constructions, and sentence structure (as appropriate).</li> <li>• Vocabulary appropriate for audience and technical information.</li> </ul>
<b>3 – Competent</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Establishes a single, sustained focus throughout with logical flow and transitions.</li> <li>• All of the information supports the main idea</li> <li>• Vocabulary appropriate for audience and technical information</li> </ul>
<b>2 – Developing</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• A pattern of sloppy execution – usually no more than 2-3 errors executed correctly in parts of the assignment and incorrectly in others.</li> </ul>
<b>1 – Learning</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Excessive -- but consistent -- errors in spelling, punctuation, grammar, formatting or citation.</li> <li>• Missing or does not execute key concepts; for example, relying on opinion and summary rather than analysis in an argument.</li> </ul>
<b>0 – Nonperformer</b>	<p>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.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Disorganized, erratic errors in spelling, punctuation, grammar, formatting or citation.</li> <li>• 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)</li> </ul>

## **D-17. Assessment - 1009W Special Resume**

- 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) REA 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.

<b>1009W(SPECIAL), Assessing Resume Writing</b>			
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.		
<b>Writing Assignment</b>			
Facilitator's Comments:			
Facilitator's Signature:			
Student's Comments:			
Student's Signature:			

1009W-B117		Performance Level
Unsatisfactory	Satisfactory	7 GOs = 70% GO 6 GOs = 60% NOGO
NO-GO		GO
<b>Each Section of this Rubric is worth 10 points.</b>		
<b>Resume Format</b>		<b>Faculty Assessment</b>
<b>Contact information</b> missing. No phone number and/or email address. Contact information hard to read or not complete	<b>Contact information</b> all present and legible	
<b>Objective statement</b> missing. Objective statement present, but not focused on one particular job/career area	<b>Objective statement</b> present and focused on a specific job/career	
<b>Summary of qualifications</b> missing or in completely wrong format. Summary of qualifications weak and format not consistent	<b>Summary of qualifications</b> present, in the correct format, and listed chronological starting with most recent experience.	
<b>Education</b> not listed or complete including dates and location of school.	<b>Education</b> complete with all pertinent information	
<b>Certifications</b> not listed (if applicable)	<b>Certificates</b> listed and in correct format per example	
<b>Technical skills</b> , including languages spoken, computer skills, etc. not listed (if applicable)	<b>Technical skills</b> 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	
<b>Final Grade (For feedback purposes only):</b>		

## **D-18. 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.

- (a) 0-69% rates "NO GO."
- (b) 70-100% rates "GO."
- (c) Passing the REA 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.

<b>CONDUCT INDIVIDUAL TRAINING</b> (from Unit Training Plan)		<b>DATE</b>	
<b>STUDENT (Rank, Last, First, MI):</b>			<b>GO</b>
<b>FACILITATOR (Rank, Last, First, MI):</b>			<b>4 pts</b>
<b>TASK TO BE TRAINED:</b>			
<b>PERFORMANCE STEPS</b>			
<b>PREPARE YOURSELF</b>			
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)			
<b>PREPARE THE RESOURCES</b>			
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			
<b>TRAIN THE SOLDIER</b>			
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			
<b>ASSESSMENT OF THE TRAINING</b>			
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			
<b>CLOSE OUT TRAINING</b>			
21. Account for all equipment used for training			
22. Conduct AAR			
23. Review risk assessment			
24. Conduct final inspection			
25. Close out training site			
<b>EVALUATION GUIDANCE:</b> 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 REA. (Maximum score for REA is 70).			
<b>FINAL SCORE: 100 - ___ =</b>			
<b>FACILITATOR'S SIGNATURE and DATE:</b>			
<b>STUDENT'S SIGNATURE and DATE:</b>			

## **D-19. 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.

- (a) 0-69% rates "NO GO."
- (b) 70-100% rates "GO."
- (c) Passing the REA 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.

<b>CONDUCT PHYSICAL READINESS TRAINING</b>			
<b>STUDENT</b> (Rank, Last, First, MI)	<b>FACILITATOR</b> (Rank, Last, First, MI)	<b>DATE</b>	
<b>Strength &amp; Mobility Session</b>			
<b>PERFORMANCE STEPS</b>		<b>GO</b>	<b>NO GO</b>
<b>EXTENDED RECTANGULAR FORMATION</b> (FM 7-22, pages 7-2 and 7-3)			
1. Briefs Composite Risk Assessment			
2. Forms team/squad into the extended rectangular formation			
<b>PREPARATION</b> (FM 7-22, pages 8-2 thru 8-15)			
3. Identifies each preparation exercise			
4. Leads group in execution of preparation exercises			
5. Uses correct cadence for each of the 10 preparation exercises			
6. Performs five repetitions for each of the 10 preparation exercises			
7. Conducts preparation for approximately 15 minutes			
<b>HSD + MMD 1 &amp; 2 or 4C and CD 1 &amp; 2</b> (FM 7-22, Chapters 9 and 10)			
8. Conducts activities in proper sequence			
9. Performs a correct amount of repetitions for each exercise			
10. Uses correct cadence to allow precise execution			
11. Conducts drills with minimum pauses			
<b>RECOVERY</b> (FM 7-22, pages 8-15 thru 8-22)			
12. Conducts walking until heart rates return to less than 100 beats per minute and heavy sweating stops			
13. Identifies and leads group in execution of each recovery exercise			
14. Executes each of the five recovery exercises for 20 seconds (silent count)			
15. Conducts recovery for approximately 15 minutes			
<b>END SESSION</b>			
16. Squad, Attention			
17. Assemble to the right, March			
18. Conducts AAR			
<b>Evaluation Guidance</b> This assessment will be used in determining your grade point average (GPA). Each performance step is worth 5.5 points. Student must receive a <b>GO</b> in at least 13 of the 18 performance steps (72.5) to receive an overall <b>GO</b> . The student must receive a <b>GO</b> on both sessions.			
<b>Comments</b>			
<b>-1 = 94.5    -2 = 89.0    -3 = 83.5    -4 = 78.0    -5 = 72.5    -6 = 67.0    -7 = 61.5</b>			
<b>FACILITATOR SIGNATURE and DATE:</b>			
<b>STUDENT SIGNATURE and DATE:</b>			

## 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."

**NOTE:** Missing two (2) commands in this section will score the student a NO GO for this section.

Strength & Mobility Session	Endurance & Mobility Session
<b>Preparation Drill (PD)</b> (pages 8-2 thru 8-15)	<b>Preparation Drill (PD)</b> (pages 8-2 thru 8-15)
Bend & reach Rear lunge High jumper Rower Squat bender	Windmill Forward lunge Prone row Bent-leg body twist Push-up
<b>Four for the Core (4C)</b> (pages 6-11 thru 6-15)	<b>Hip Stability Drill (HSD)</b> (pages 6-16 thru 6-24)
Bent-leg raise Side bridge Back bridge Quadruplex	Lateral leg raise Medial leg raise Bent-leg lateral raise Single-leg tuck Single-leg over
<b>Conditioning Drill 1 (CD 1)</b> (pages 9-3 thru 9-10)	<b>Military Movement Drill 1 (MMD1)</b> (pages 10-6 thru 10-10)
Power jump V-up Mountain climber Leg-tuck and twist Single-leg push-up	Verticals Laterals Shuttle sprint
<b>Conditioning Drill 2 (CD 2)</b> (pages 9-11 thru 9-19)	<b>Military Movement Drill 2 (MMD 2)</b> (pages 10-11 thru 10-14)
Turn and lunge Supine bicycle Half jacks Swimmer 8-count push-up	Power skip Crossovers Crouch Run
<b>Recovery Drill (RD)</b> (pages 8-15 thru 8-22)	<b>30:60s / 60:120s / Ability Group Run (30:60s / 60:120s / AGR)</b> (pages 10-15 thru 10-20)
Overhead arm pull Rear lunge Extend and flex Thigh stretch Single-leg over	
<b>Recovery Drill (RD)</b> (pages 8-15 thru 8-22)	<b>Recovery Drill (RD)</b> (pages 8-15 thru 8-22)
Overhead arm pull Rear lunge Extend and flex Thigh stretch Single-leg over	Overhead arm pull Rear lunge Extend and flex Thigh stretch Single-leg over

## **D-20. Assessment - Conduct Squad Drill Rubric**

a. Overview: Previously, from SSD-I or 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.

- (a) 0-69% rates "NO GO."
- (b) 70-100% rates "GO."
- (c) Passing the REA 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.

<b>CONDUCT SQUAD DRILL</b> (Ref: TC 3-21.5, Chapter 6 and Chapter 7, paragraph 7-17)			
<b>STUDENT:</b> (Rank, Last, First, MI)	<b>FACILITATOR:</b> (Rank, Last, First MI)	<b>DATE</b>	
<b>PERFORMANCE STEPS</b>		<b>GO</b>	<b>NO GO</b>
<b>FORM THE SQUAD</b>			
1. Comes to the Position of Attention			
2. Commands "FALL IN"			
3. Commands "Count OFF"			
<b>ALIGN THE SQUAD</b>			
4. Commands "Dress Right, DRESS"			
5. Faces to the <i>Half Left</i> 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 <i>Half Right</i> 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)			
<b>INSPECT THE SQUAD</b> (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 <i>Position of Attention</i> 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.)			
<b>MARCH THE SQUAD</b> (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.")			
<b>DISMISS THE SQUAD</b>			
20. Commands "DISMISSED"			
<b>Evaluation Guidance</b> 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.			
<b>FINAL SCORE: 100 - _____ = _____</b>			
<b>FACILITATOR'S SIGNATURE and DATE:</b>			
<b>STUDENT'S SIGNATURE and DATE:</b>			

## **D-21. 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. It does not count toward your GPA. Do the best you can on each of the events.

(2) 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.