

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



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

**Individual Student Assessment Plan (ISAP)**

**Basic Leader Course (BLC)  
January 2019**

**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 Grade Point Average

### For students who complete Distributed Leader Course I (DLC I):

The final grade point average (GPA) for the BLC is a combination of the final DLC I grade and the final BLC GPA. For example, if a student obtained an 80 in the DLC I and a 94 in the BLC, both scores are added and then divided by two for a final BLC GPA on the DA Form 1059 ( $80 + 94 = 174/2 =$  a final GPA of 87).

## D-4. 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-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.

**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-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.

<b>Assessment Title</b>	<b>Associated Lesson</b>	<b>Grade Point Average</b>
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
1009 W Special, Assessing Reflective Writing	B122	Non-GPA
1009W Special, Resume	B117	Non-GPA
SHARP Essay (Commandant's Writing Award)	B100	Non-GPA

### D-7. Counseling, Retraining, Retesting/REA, 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. 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 1009A – Assessing Attributes and Competencies. 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 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.

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; and AR 12-15

## D-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](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 supervisor, taking into consideration written materials, observation, or information from others. Students found to have engaged in academic dishonesty shall be subject to disciplinary as well as academic penalties.

## D-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 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-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.

## **D-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 (i.e. Commandant's Writing Award and Leadership Award).

## **D-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 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-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 Demonstrated Abilities 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.**

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

- (a) 10 – 12 rates “SUPERIOR.”
- (b) 6 – 9 rates “SATISFACTORY.”
- (c) 0 – 5 rates “UNSATISFACTORY.”

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**

<b>Learner Name:</b> (Rank, Last, First, MI)	<b>Roster No.</b>	<b>Date:</b>
<p>The 1009A assesses the attributes and competencies of a leader. It will be used for qualitative purposes only on the DA Form 1059, Service School Academic Evaluation Report. Ratings within these areas <b>will not</b> 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 each phase, facilitators will score and complete the 1009A block for that phase and provide feedback to the student. Emphasis will be placed on opportunities for growth, development, character, and presence.</p> <p>The six attributes and competencies are assessed independently of each other on this form however, the final score is determined by adding the totals of each attribute/competency and dividing to arrive at a score between 0 and 12. Each individual attribute/competency can score between 0 and 2 (0, 1, or 2). The comments within each rating box express examples of each trait and are not finite. They are not the only traits a Soldier may show within the category.</p> <p><b>References:</b> FM 6-22, ADP 6-22, ADRP 6-22, AR 623-3, DA PAM 623-3</p>		
<b>Attributes of Leadership</b>		
<p><b>CHARACTER</b> - (Army Values, Empathy, Warrior Ethos, and Discipline) - Integrity is a key mark of a leader's character. It means doing what is right, legally and morally. Character is reflected in a U.S. Army professional's dedication and adherence to the U.S. Army Ethic and the U.S. Army Values.</p> <p><b>PRESENCE</b> - (Military &amp; Professional Bearing, Fitness, Confidence, and Resilience) - 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.</p> <p><b>INTELLECT</b> - (Mental Agility, Judgment, Innovation, Interpersonal Tact, Expertise) - 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. 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.</p>		
<b>Competencies of Leadership</b>		
<p><b>LEADS</b> - (Leads Others, Builds Trust, Extends Influence, Leads by Example, Communicates) - Leads others involves influencing Soldiers. 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. Builds trust is an important competency to establish conditions of effective influence and for creating a positive environment.</p> <p><b>DEVELOPS</b> - (Creates a Positive Environment, Prepares Self, Develops Others, Stewards the Profession) - Leaders create a positive environment and inspire an organization's climate and culture. Prepares self and encourages 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 who maintains and improves professional standards and effective capabilities for the future.</p> <p><b>ACHIEVES</b> - (Gets Results) - Gets results and accomplishes tasks and missions <b>on time and to standard</b>. Getting results is the goal of leadership while leading people and creating positive conditions.</p>		

<b>Attributes of Leadership</b>		
<b>Character</b>		
Superior 2	Satisfactory 1	Unsatisfactory 0
<p><i>Always</i> is considerate to others; Proactively takes care of classmates; made ethical, effective, and efficient decisions even under challenging conditions (e.g. personal views conflict with Army moral principles).</p> <p><i>Always</i> displayed the ability to see things from another person's point of view. Always demonstrated the capability to identify with, and understand another person's feelings, and emotions.</p> <p><i>Always</i> displayed respect for others; remained firm, impartial and fair.</p> <p><i>Always</i> took accountability for his/her own professional development.</p>	<p><i>Sometimes</i> is considerate to others; Proactively takes care of classmates; made ethical, effective, and efficient decisions even under challenging conditions (e.g. personal views conflict with Army moral principles).</p> <p><i>Sometimes</i> displayed the ability to see things from another person's point of view. Demonstrates the capability to identify with, and understand another person's feelings, and emotions.</p> <p><i>Sometimes</i> displayed respect for others; remained firm, impartial and fair.</p> <p><i>Sometimes</i> took accountability for his/her own professional development.</p>	<p>Inconsiderate to others Rarely helps others in need, made unethical, ineffective, and inefficient decisions (e.g. cheats, ignores prudent risk in mission planning, wastes time).</p> <p>Did not attempt to view situations from the point of view of another or identify with, and enter into another person's feelings and emotions.</p> <p>Had to be reminded of organizational standards and discipline.</p> <p>Engaged in inappropriate actions or actions are inconsistent with words.</p> <p>Blamed others for his/her own mistakes.</p> <p>Did not take accountability for their own professional development.</p>
<b>Presence</b>		
Superior 2	Satisfactory 1	Unsatisfactory 0
<p><i>Always</i> displayed a commanding presence and a professional image of authority by looking and acting like a courteous and professional Soldier.</p> <p><i>Always</i> instilled resilience and a winning spirit in peers through leading by example.</p> <p><i>Always</i> perceived by peers as the informal class leader based on appearance, demeanor, actions, and words; always possessed rare and extraordinarily superior interpersonal characteristics that enhance command presence.</p> <p><i>Always</i> projected self-confidence and inspired confidence in others.</p>	<p><i>Sometimes</i> the student displayed a commanding presence and professional image of authority by looking and acting like a courteous, professional Soldier.</p> <p><i>Sometimes</i> the student instilled resilience and a winning spirit in peers through leading by example.</p> <p><i>Sometimes</i> students perceive him/her as the informal class leader based on appearance, demeanor, actions, and words;</p> <p><i>Sometimes</i> projected self-confidence and inspired confidence in others.</p>	<p>Did not display competence or certainty by losing composure; body language (posture, gesture, eye contact, and vocal expressiveness) detract from the student's command presence.</p> <p>Did not display the attributes of a resilient leader.</p> <p>Discourteous to others or does not look or act like a professional Soldier.</p> <p>Struggles to maintain awareness of the character and motives of others. Is often impolite or discourteous.</p> <p>Had more than one emotional outburst about organizational standards or instructional units.</p>
<b>Intellect</b>		
Superior 2	Satisfactory 1	Unsatisfactory 0
<p><i>Always</i> the student's comments in class discussions were relevant and interesting. Brought depth and breadth to daily classroom discussions. Demonstrated mental agility through actions and decisions, anticipated uncertain or changing conditions.</p> <p><i>Always</i> thought through second- and third-order effects when decisions or actions did not produce the desired results. Demonstrated mastery of the lesson content at the application level and always demonstrated mastery at a higher level.</p> <p><i>Always</i> viewed as the problem solver; continually led others during practical exercise development.</p>	<p><i>Sometimes</i> the student's comments in class discussions were relevant and interesting. Brought depth and breadth to daily classroom discussions. Demonstrated mental agility through actions and decisions, anticipated uncertain or changing conditions.</p> <p><i>Sometimes</i> the student thought through second and third order effects when decisions or actions did not produce the desired results. Demonstrated mastery of lesson content at the application level and demonstrated mastery at a higher level.</p> <p><i>Sometimes</i> viewed as the problem solver who continually led others during practical exercise development.</p>	<p>Does not acknowledge alternate, divergent, or contradictory perspectives or ideas.</p> <p>Struggled to demonstrate a grasp of the daily subject at least at the application level.</p> <p>Does not adapt to new environment or becomes complacent.</p>

<b>Competencies of Leadership</b>		
<b>Leads</b>		
Superior 2	Satisfactory 1	Unsatisfactory 0
<p><i>Always</i> set the example by displaying high standards and emphasizing the need to do what is right.</p> <p><i>Always</i> led the way in performance, personal appearance, and physical fitness.</p> <p><i>Always</i> completed individual and group tasks to, or above, standard and on time.</p> <p><i>Always</i> shared with and supported the efforts of others.</p>	<p><i>Sometimes</i> set the example by displaying high standards and emphasizing the need to do what is right.</p> <p><i>Sometimes</i> led the way in performance, personal appearance, and physical fitness.</p> <p><i>Sometimes</i> completed individual and group tasks to, or above, standard and on time.</p> <p><i>Sometimes</i> shared with and supported the efforts of others.</p>	<p>Does not set the example by displaying high standards and emphasizing the need to do what is right.</p> <p>Does not exemplify or lead the way in performance, personal appearance, and physical fitness.</p> <p>Failed to complete individual or group tasks to standard and on time; or maintain a positive outlook when situations become confusing or changes occur.</p> <p>Does not clearly understand received messages or does not ensure transmitted messages are correctly received and clearly understood.</p> <p>Does not share with and support the efforts of others.</p>
<b>Develops</b>		
Superior 2	Satisfactory 1	Unsatisfactory 0
<p><i>Always</i> displayed loyalty to the Army, the BLC and fellow classmates and encourages fairness, inclusiveness and open and candid communication.</p> <p><i>Always</i> maintained a high degree of self-discipline, mental wellbeing, and skillfully exercised time management and challenges others to do the same.</p> <p><i>Always</i> actively promoted teamwork, cohesion, and cooperation within the classroom.</p> <p><i>Always</i> developed others in the classroom and during his/her own personal time.</p> <p><i>Always</i> exhibited genuine interest toward developing and collaborating with others. Always led the collaboration efforts of others.</p>	<p><i>Sometimes</i> displayed loyalty to the Army, the BLC and fellow classmates and encourages fairness, inclusiveness and open and candid communication.</p> <p><i>Sometimes</i> maintained self-discipline, physical fitness, and mental wellbeing and skillfully exercises time management.</p> <p><i>Sometimes</i> actively promoted teamwork, cohesion, and cooperation within the classroom.</p> <p><i>Sometimes</i> developed others in the classroom and during his/her own personal time.</p> <p><i>Sometimes</i> exhibited genuine interest toward developing and collaborating with others. Led the collaboration efforts of others.</p>	<p>Shared ideas but did not advance the work of the group.</p> <p>Did not accept alternate viewpoints, ideas, or opinions.</p> <p>Does not promote teamwork, cohesion or cooperation in the classroom.</p> <p>Does not display loyalty to the Army, organization or fellow classmates, or practice fairness, inclusiveness or open and candid communication.</p> <p>Student is unaware of his/her strengths and weaknesses and repeats his/her mistakes. He/she lacks motivation, does not maintain self-discipline, physical fitness or mental wellbeing or fails to exercise time management.</p> <p>Student does not properly manage resources or attempt to support efforts to improve the Army or the BLC for future students.</p>
<b>Achieves</b>		
Superior 2	Satisfactory 1	Unsatisfactory 0
<p><i>Always</i> used and shared 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.</p> <p><i>Always</i> provided the facilitator with thought provoking feedback and information to assist in improving the BLC as well as his/her own self-development.</p>	<p><i>Sometimes</i> used and shared 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.</p> <p><i>Sometimes</i> provided the facilitator with thought provoking feedback and information to assist in improving the BLC as well as his/her own self-development.</p>	<p>Does not get results nor accomplishes tasks and missions on time.</p> <p>Takes or demonstrates no initiative to improve self or professional development.</p> <p>Failed to provide the facilitator with thought provoking feedback and information to assist in improving the BLC as well as his/her own self-development.</p>

**Assessment Standards**

**SUPERIOR: (10 – 12) (Indicates the student has demonstrated an ability that is significantly above the standard).** *Always* performs extraordinarily above the required U.S. Army standards and organizational goals of leader competencies and attributes; leadership enables unit to far surpass required organizational and U.S. Army standards; demonstrated performance epitomizes excellence in all aspects; this student always 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 U.S. Army.

**SATISFACTORY: (6 – 9) (Indicates the student has demonstrated acceptable level of proficiency).** *Sometimes* achieves and maintains the required U.S. Army standards and organizational goals of leader competencies and attributes; effectively meets and enforces standards for the BLC 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 U.S. Army; this level of performance is considered normal and typically demonstrated by a majority of students in the same course.

**UNSATISFACTORY: (0 – 5) (Self-explanatory)** Fails to meet or maintain the required U.S. 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 U.S. Army.

	Character	Presence	Intellect	Leads	Develops	Achieves	Overall Phase Rating	
<b>Foundations Phase</b>								Facilitator Sign & Date
								Learner Sign & Date
<b>Foundations Phase Remarks</b> (Facilitator and Learner)								

	Character	Presence	Intellect	Leads	Develops	Achieves	Overall Phase Rating	
<b>Leadership Phase</b>								Facilitator Sign & Date
								Learner Sign & Date
<b>Leadership Phase Remarks</b> (Facilitator and Learner)								

	Character	Presence	Intellect	Leads	Develops	Achieves	Overall Phase Rating	
<b>Readiness Phase</b>								Facilitator Sign & Date
								Learner Sign & Date
<b>Leadership Phase Remarks</b> (Facilitator and Learner)								

	Character	Presence	Intellect	Leads	Develops	Achieves	Overall Phase Rating	
<b>Assessment Phase</b>								Facilitator Sign & Date
								Learner Sign & Date
<b>Assessment Phase Remarks</b> (Facilitator and Learner)								

**Final Attributes and Competencies Rating**  
 (Overall Foundations, Leadership, Readiness, and Assessment Phases summed and divided by 4.  
 Example:  $36 \div 4 = 9$  SAT)

**Rating**  
 (SUP / SAT / UNSAT)

Facilitator Signature & Date:	
Learner Signature & Date:	

## **D-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. 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.

Public Speaking Information Brief Form 1009S			
<b>STUDENT RANK &amp; NAME:</b> (Last, First, MI)		<b>STUDENT #:</b>	<b>DATE:</b>
<b>SUBJECT:</b>			
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	
		<b>RAW SCORE:</b>	100 pts
<b>REMARKS:</b>		<b>RATING:</b>	
<b>NOTE: Maximum score is 100. Score each item either 0 or 5/10 points. Enter the appropriate rating in the RATING block as follows:</b>			
0-69 = "Unsatisfactory"		70-89 = "Satisfactory"	
		90-100 = "Superior"	
<b>FACILITATOR SIGNATURE and DATE:</b>			
<b>STUDENT SIGNATURE and DATE:</b>			

## **D-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:

- 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 = (Nonperformer - UNSAT)
- (b) Level 1 average = (Learning - SAT)
- (c) Level 2 average = (Developing - SAT)
- (d) Level 3 average = (Competent - SAT)
- (e) Level 4 average = (Proficient - SUP)
- (f) Level 5 average = (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>	<b>5-ADVANCED</b>	<b>4-PROFICIENT</b>	<b>3-COMPETENT</b>	<b>2-DEVELOPING</b>	<b>1-LEARNING</b>	<b>0-NONPERFORMER</b>
<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>						

<b>Writing Standards – Assignment Scoring Sheet</b>						
<b>Required U.S. Army Standards and Techniques</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	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.						
If similarity reports indicate 50 percent or more, the facilitator will review the assessment for possible plagiarism.						
<b>Total:</b>						
<b>Average:</b>						
<b>Facilitator Comments:</b>						

<b>Criteria</b>	<b>5 – Advanced</b>	<b>4 - Proficient</b>	<b>3 – Competent</b>	<b>2 – Developing</b>	<b>1 - Learning</b>	<b>0-Nonperformer</b>
<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

<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 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 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 = (Nonperformer - UNSAT)
- (b) Level 1 average = (Learning - SAT)
- (c) Level 2 average = (Developing - SAT)
- (d) Level 3 average = (Competent - SAT)
- (e) Level 4 average = (Proficient - SUP)
- (f) Level 5 average = (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>	<b>5-ADVANCED</b>	<b>4-PROFICIENT</b>	<b>3-COMPETENT</b>	<b>2-DEVELOPING</b>	<b>1-LEARNING</b>	<b>0-NONPERFORMER</b>
<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>						

<b>Writing Standards – Assignment Scoring Sheet</b>						
<b>Required U.S. Army Standards and Techniques</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	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.						
If similarity reports indicate 50 percent or more, the facilitator will review the assessment for possible plagiarism.						
<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-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 describing personal insight into what was learned in the Basic Leader Course, using the Army writing style and reflecting on how to apply acquired knowledge into real world situations. 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.
  - (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 = UNSATISFACTORY
    - (b) 12 – 20 = SATISFACTORY
    - (c) 21 – 25 = 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**

<b>NAME:</b>			
<b>ASSIGNMENT TITLE: Reflective Essay</b>			<b>DATE:</b>
<b>FACILITATOR:</b>			
<b>RATING</b>	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>SUPERIOR</b>
<b>RANGE</b>	<b>0-11</b>	<b>12-20</b>	<b>21-25</b>
<b>GRADE</b>			
<b>COGNITIVE LEVEL ATTAINED:</b>		Higher levels include characteristics of lower levels.	
<b>ANALYZING:</b>		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.	
<b>APPLYING:</b>		Carrying out or using a procedure through executing, or implementing.	
<b>UNDERSTANDING:</b>		Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	
<b>REMEMBERING:</b>		Retrieving, recognizing, and recalling relevant knowledge from long-term memory.	
<b>Writing Assignment</b>			
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.			
<b>Facilitator's Comments:</b>			
<b>Facilitator's Signature:</b>			
<b>Learner's Comments:</b>			
<b>Learner's Signature:</b>			

Learner Rubric:	0-2	3-4	5	
<b>Topic Introduction</b>	Unsatisfactory	Satisfactory	Superior	
	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.	
<b>Use of textual evidence and historical context</b>	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.	
<b>Sequencing and Transition</b>	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.	
<b>Grammar, Readability, and Sentence Structure</b>	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.	
<b>Conclusion</b>	The conclusion introduces new ideas and/or it does not summarize the body paragraphs.	The conclusion is one paragraph. It summarizes the body paragraphs but does not conclude the essay.	The conclusion is one paragraph. It summarizes the body paragraphs and concludes the essay.	
<b>25 Possible</b>			TOTAL(X 4)	

## D-18. 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>			
<b>NAME:</b>		<b>DATE:</b>	
<b>ASSIGNMENT/ TITLE:</b>	<b>Resume (B117)</b>		
<b>FACILITATOR NAME:</b>			
<b>ARMY WRITING STANDARD:</b>	Defines good writing as “understandable in a single, rapid reading and generally free of errors in grammar, mechanics, and usage.”		
<b>RATING:</b>	<b>GO</b>	<b>NOGO</b>	<b>See next page for scoring</b>
<b>RANGE:</b>	<b>70 or above</b>	<b>60 or below</b>	<b>7 GOs = 70%</b>
<b>EARNED:</b>			
<b>RESUME FORMAT:</b>	IAW Format provided by the facilitator AND DOLEW		
<b>CONTACT INFORMATION:</b>	Name, address, phone number, email address, etc.		
<b>JOB OBJECTIVE:</b>	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.		
<b>SUMMARY OF QUALIFICATIONS:</b>	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.		
<b>WORK EXPERIENCE:</b>	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.		
<b>EDUCATION/TRAINING:</b>	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).		
<b>TECHNICAL SKILLS:</b>	Select the skills related to the job you are targeting.		
<b>Writing Assignment</b>			
<b>Facilitator’s Comments:</b>			
<b>Facilitator’s Signature:</b>			
<b>Student’s Comments:</b>			
<b>Student’s Signature:</b>			

1009W–B117 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
<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-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.

(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?”

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

I. Introduction (1-2 paragraphs)

- A. Opening statement
- B. Background information
- C. Thesis 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.

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 Assessment**

<b>STUDENT'S NAME:</b>						
<b>ASSIGNMENT TITLE:</b> SHARP Essay					<b>DATE:</b>	
<b>FACILITATOR'S NAME:</b>						
<b>RATING:</b>	<b>5-ADVANCED</b>	<b>4-PROFICIENT</b>	<b>3-COMPETENT</b>	<b>2-DEVELOPING</b>	<b>1-LEARNING</b>	<b>0-NONPERFORMER</b>
<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.						
If similarity reports indicate 50 percent or more, the facilitator will review the assessment for possible plagiarism.						
<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-20. Assessment - Conduct Individual Training Rubric**

g. 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.

h. 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

i. Instructions to Soldiers:

- (2) 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.
- (3) 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%.

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

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

l. 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>NOGO</b>
<b>FACILITATOR (Rank, Last, First, MI):</b>		<b>4 pts</b>	<b>0 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-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.

(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 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>PERFORMANCE STEPS</b>	<b>GO</b>	<b>NO GO</b>
<b>PREPARATION</b> (FM 7-22, pages 8-2 thru 8-15)		
1. Briefs Deliberate Risk Assessment Worksheet		
2. Forms team/squad into the extended rectangular formation (FM 7-22, pages 7-2 and 7-3)		
3. Gives proper commands and goes to correct starting position		
4. Correctly performs each exercise and mirrors the formation		
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 5 to 15 minutes		
<b>4C and CD 1 and CD 2</b> (FM 7-22, Chapters 9 and 10)		
<b>8. Conducts all three activities in proper sequence</b>		
9. Performs five repetitions for each of the Conditioning Drill Exercises and correct amount of seconds for 4 for the Core (+ or - 5 seconds)		
10. Soldier gives correct commands, goes to the correct starting position, and mirrors formation		
11. Conducts the all the activities with proper technique and with minimal pauses		
<b>HSD and MMD 1 and MMD 2</b> (FM 7-22, Chapters 9 and 10)		
<b>8. Conducts all three activities in proper sequence</b>		
9. Performs the correct amount of repetitions for each activity		
10. Soldier gives correct commands, mirrors, performs exercise with precise execution, and uses correct cadence.		
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 (one to three minute cool down walk) NOTE: Facilitator may ask student why this step is performed instead of actually executing the step.		
13. Correctly places the formation in the extended rectangular formation		
14. Properly gives commands, goes to correct starting position, executes the exercise and mirrors formation		
15. Executes each of the five recovery exercises for 20 seconds (silent count)		
16. Calls the squad to attention		
<b>END SESSION</b>		
17. Assembles the formation to the right		
18. Conducts AAR		
<b>Evaluation Guidance</b> This assessment will be used in determining your grade point average (GPA). Each performance step is worth 5.556 points. Student must receive a <b>GO</b> in at least 13 of the 18 performance steps (72.22) to receive an overall <b>GO</b> .		
<b>Comments</b>		
-1 = 94.44    -2 = 88.89    -3 = 83.33    -4 = 77.78    -5 = 72.22    -6 = 66.67		
<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.

<b>Strength &amp; Mobility Session</b>	<b>Endurance &amp; Mobility Session</b>																				
<p><b>Preparation Drill (PD)</b> (pages 8-2 thru 8-15)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Bend &amp; reach</td> <td style="width: 50%;">Windmill</td> </tr> <tr> <td>Rear lunge</td> <td>Forward lunge</td> </tr> <tr> <td>High jumper</td> <td>Prone row</td> </tr> <tr> <td>Rower</td> <td>Bent-leg body twist</td> </tr> <tr> <td>Squat bender</td> <td>Push-up</td> </tr> </table>	Bend & reach	Windmill	Rear lunge	Forward lunge	High jumper	Prone row	Rower	Bent-leg body twist	Squat bender	Push-up	<p><b>Preparation Drill (PD)</b> (pages 8-2 thru 8-15)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Bend &amp; reach</td> <td style="width: 50%;">Windmill</td> </tr> <tr> <td>Rear lunge</td> <td>Forward lunge</td> </tr> <tr> <td>High jumper</td> <td>Prone row</td> </tr> <tr> <td>Rower</td> <td>Bent-leg body twist</td> </tr> <tr> <td>Squat bender</td> <td>Push-up</td> </tr> </table>	Bend & reach	Windmill	Rear lunge	Forward lunge	High jumper	Prone row	Rower	Bent-leg body twist	Squat bender	Push-up
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<p><b>Four for the Core (4C)</b> (pages 6-11 thru 6-15)</p> <ul style="list-style-type: none"> <li>Bent-leg raise</li> <li>Side bridge</li> <li>Back bridge</li> <li>Quadraplex</li> </ul>	<p><b>Hip Stability Drill (HSD)</b> (pages 6-16 thru 6-24)</p> <ul style="list-style-type: none"> <li>Lateral leg raise</li> <li>Medial leg raise</li> <li>Bent-leg lateral raise</li> <li>Single-leg tuck</li> <li>Single-leg over</li> </ul>																				
<p><b>Conditioning Drill 1 (CD 1)</b> (pages 9-3 thru 9-10)</p> <ul style="list-style-type: none"> <li>Power jump</li> <li>V-up</li> <li>Mountain climber</li> <li>Leg-tuck and twist</li> <li>Single-leg push-up</li> </ul>	<p><b>Military Movement Drill 1 (MMD1)</b> (pages 10-6 thru 10-10)</p> <ul style="list-style-type: none"> <li>Verticals</li> <li>Laterals</li> <li>Shuttle sprint</li> </ul>																				
<p><b>Conditioning Drill 2 (CD 2)</b> (pages 9-11 thru 9-19)</p> <ul style="list-style-type: none"> <li>Turn and lunge</li> <li>Supine bicycle</li> <li>Half jacks</li> <li>Swimmer</li> <li>8-count push-up</li> </ul>	<p><b>Military Movement Drill 2 (MMD 2)</b> (pages 10-11 thru 10-14)</p> <ul style="list-style-type: none"> <li>Power skip</li> <li>Crossovers</li> <li>Crouch Run</li> </ul>																				
<p><b>Recovery Drill (RD)</b> (pages 8-15 thru 8-22)</p> <ul style="list-style-type: none"> <li>Overhead arm pull</li> <li>Rear lunge</li> <li>Extend and flex</li> <li>Thigh stretch</li> <li>Single-leg over</li> </ul>	<p><b>30:60s / 60:120s / Ability Group Run</b> <b>(30:60s / 60:120s / AGR)</b> (pages 10-15 thru 10-20)</p>																				
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## **D-22. Assessment - Conduct Squad Drill Rubric**

a. Overview: Previously, from 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>
PERFORMANCE STEPS	GO	NO GO
<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-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. 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.