United States Army CBRN School

**Individual Student Assessment Plan
(ISAP)
4-3-C23 CBRN Reserve Component**

Version 25.0 (2 July 2024)

Approved:

(signature)   , NOV 24

Assistant Commandant, USACBRNS   Date

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ATSN-CZ (351c1-600E)

Individual Student Assessment Plan (ISAP)

 NOTE: This ISAP will be reviewed annually, and a Memorandum for Record (MFR) will be generated.

 1. Purpose. To provide the Course Manager, Instructors, and Students with the requirements for course completion. This Individual Student Assessment Plan (ISAP) also describes the academic probation and removal process.

 2. Scope. This ISAP establishes guidelines and criteria for handling student oriented academic matters. Final disposition authority rests with the Director of Training.

 3. ISAP Orientation. Each instructor will become familiar with the ISAP, and the Course Chief/Deputy Course Chief will ensure the instructors are provided a copy of the plan. The ISAP and the Student Guide will be available to students prior to the start of training, and throughout the course. A copy of both documents will be posted in an area accessible to all students, and notification of their location will be made for their review.

 4. Academic Administration. Students will receive a briefing concerning academic administration during the first week of the course. Each student will be counseled on the contents within the ISAP, and a copy will be posted in the classroom.

 a. CBRN Technical Block: Must achieve a minimum score of 80%. Any student scoring below will be placed on Academic Probation, retrained, and retested. See para 7 for re-evaluation procedures.

 b. Non-CBRN Technical Block: Must achieve a minimum score of 70%. Any student scoring below will be placed on Academic Probation, retrained, and retested. See para 7 for re-evaluation procedures. Non-CBRN Technical Block is defined as an exams or papers that are directed by CAC.

 c. Performance Evaluation/Exam: Minimum score for the performance evaluation/ exam is a "GO". Any student receiving a first-time "NO-GO" will be placed on Academic Probation, retrained, and retested. See para 7 for re-evaluation procedures.

 d. Briefs & Presentations: Minimum score for briefs and presentations is 80%. Any score average that falls below results in the student being placed on Academic Probation.

 e. Mandatory test review will be conducted after each test has been graded and results are official

 5. American Council on Education (ACE).

 a. In its April 2016 report, the American Council on Education (ACE) Military

Programs Evaluation recommended the USACBRNS CBRN RC-C3 Course earn the following:

   (1) In the lower-division baccalaureate/associate degree category: 3 semester hours in emergency management, 3 in chemical and biological hazards, 1 in hazardous materials, and 1 in introduction to radiological hazards.

   (2) In the upper-division baccalaureate category: three semester hours in operations management, and three in leadership.

   b.   The CBRN School in coordination with the Fort Leonard Truman Education Center, Webster University, and Missouri State University have established cooperative degree programs that would allow students of the USACBRNS Captain Career Course, the opportunity to earn transfer credit to apply towards specific graduate programs.

   (1) Webster University provides pre-approved graduate transfer credit for active and reserve officers who attend the CBRN RC-C3 resident course at Fort Leonard Wood, MO. The transfer credit is limited to 15 credit hours for the Environmental Management Master of Science degree program.

   (2) Missouri State University provides pre-approved graduate transfer credit for active and reserve officers who attend the CBRN RC-C3 resident course at Fort Leonard Wood, MO. The transfer credit is limited to 15 credit hours for the Master of Science Degree in Defense and Strategic Studies with an emphasis in Countering Weapons of Mass Destruction (CWMD).

   (3) To be eligible for the specific graduate programs, students must have completed an undergraduate degree, graduated the CBRN Basic Officers Leader's Course and three to five years job experience as a CBRN Officer assigned to a military unit achieved the rank of 1LT. In addition, the student must be currently enrolled in, or who have completed, CBRN RC-C3.

6. Counseling

   a.   The SGL will provide students developmental counseling (administrative, nonacademic, and academic) as well as other forms of individual communication, as early as possible.

   b.   The SGL will provide students, at a minimum, the following counselings: initial, mid-course, and end of course

   c.   The SGL and student will sign and date the counseling document once the counseling is performed. If the student refuses to sign, the counselor must annotate on the document "student refuses to sign."

   d.   The SGL will complete all counseling IAW ATP 6-22.1.

7. Exam/Paper Failures and Retest.

    a. First exam or paper failure:

        (1) The student will receive a formal (written) counseling from the SGL.

        (2) The student will receive formal notification of being placed on academic probation by the SGL. All passes and privileges are revoked with travel restricted within 30 miles of Ft Leonard Wood until removal from academic probation. This is to ensure students are focused on retraining. Any deviation for special circumstances must be approved by the Course Chief/Deputy Course Chief.

        (3) The student and cadre will coordinate with the instructional department for additional instruction and retraining. Retraining will not preclude or interfere with the student's participation in any additional blocks of instruction.

        (4) The student must satisfactorily complete a retest within 5 working days after the examination critique. Successful completion of the retest will result in the student being removed from academic probation.

        (5) The student is removed from consideration for Honor Graduate (HG).

    b. Failure of a retest or failing three initial exams, to include papers, in different subject areas:

        (1) The student will receive formal (written) counseling from the SGL.

        (2) The student will receive formal notification of the initiation of a student status review (SSR) from the SGL. A copy of the SSR goes through the Course Chief/Deputy Course Chief, DAC-RC or DAC-NG, and the Director of Training.

    c. Academic Computation: Students passing the retest will be awarded the lowest possible passing score (Technical Block Exams: 80%) (Participation, Briefs, Discussions, & Written Assignments: 70%) or a "GO" in the gradebook for Calculation of GPA and class ranking, regardless of their actual re-test score.

    d. Academic Evaluation Report (AER): The SGL will prepare each AER IAW AR 623-1. The SGL is the preparing Officer. The Course Chief/Deputy Course Chief is the reviewing Officer.

8. Student Graduation Requirements.

    a. Students must score at least 80% on all Technical Block Exams. Students must earn an average of at least 70% in Participation, Briefs, Discussions, & Written Assignments, and receive a "GO" on all performance exams and exercises.

    b. Pass the Army Combat Fitness Test (ACFT) IAW FM 7-22, TR 350-36, AR 350-

1 para 3-13, Army Directive 2022-05 (Army Combat Fitness Test), Army Directive 2022-06 (Parenthood, Pregnancy, and Postpartum), Army Directive 2023-08 (Army Body Fat Assessment Exemption for Army Combat Fitness Test Score).

    c. Meet HT/WT/Body Fat Standards, IAW AR 350-1 para 3-13, Army Directive 2022-05 (Army Combat Fitness Test), Army Directive 2022-06 (Parenthood, Pregnancy, and Postpartum), Army Directive 2023-08 (Army Body Fat Assessment Exemption for Army Combat Fitness Test Score).

    d.   Students who fail to pass the ACFT or HT/WT/Body fat standards will be provided a retest NET seven days and NLT 24 days before a subsequent retest is administered. Students failing the retest will be withdrawn from the course with a failed Academic Evaluation Report and returned to their unit.

    e.   Successfully complete live agent training at the Chemical Defense Training Facility (CDTF). This requirement is waiverable only by the Commandant.

    f.   Must not be pending any disciplinary/Student Status Review action.

9.   Army Combat Fitness Test (ACFT). The ACFT is performance normed by gender and age groups. The test is comprised of six events. Soldiers will take all events not prohibited by a permanent profile.

    a. Soldiers attending CCC-RC will be administered a record ACFT during the first phase of the resident course as a course requirement. Successful completion of the ACFT is mandatory for course graduation.

    (1)   One ACFT retest is allowed. It will be administered no earlier than seven days and no later than 24 days after the initial failure of the ACFT.

    (2)   Soldiers who fail to meet the physical fitness standards (fail both a record test and a retest during the course) will be removed from the course.

    (3)   The DA Form 1059 of Soldiers who fail to pass the ACFT will be annotated in block 11d "failed to achieve course standards". Soldiers who fail to achieve course standards are not eligible to enroll in any PME course for 6 months after their dismissal.

    b. Pregnant and postpartum officers attending Captain Career Course are exempt from record ACFT. The most recent record ACFT will be used to satisfy PME eligibility and graduation requirements. Soldiers who do not have a passing ACFT of record, dated within the last 730 days (24 months) must receive a waiver from the school's commandant.

    c. All Soldiers who score 540 points or more on the record ACFT, with a minimum of 80 points in each event, are exempt from Army body fat circumference-based tape assessment. This applies to Soldiers who complete all six primary events of the ACFT; no alternate events are authorized.

10. Height/ Weight Screening and Body Composition Standards. The administration of a height and weight screening is a mandatory course requirement.

    a. All CCC-RC Soldiers must pass the height and weight screening as an entrance requirement.

       (1) One re-screening is allowed. It will be administered no earlier than seven days and no later than 24 days after the initial failure to meet body composition standards.

       (2) Soldiers who subsequently fail to meet the body composition standards will be removed from the course.

       (3) The DA Form 1059 of Soldiers who fail to meet body composition standards will be annotated in block 11d "failed to achieve course standards". Soldiers who fail to achieve course standards are not eligible to enroll in any PME course for 6 months after their dismissal.

       (4) Soldiers in a TDY and return status will be returned to their unit of assignment.

    b. Pregnant or postpartum Soldiers who attend CCC-RC are exempt from body composition requirements up to 365 days after a pregnancy ends. The last record height/weight screening not more than 730 days (24 months) old at the time of CCC-RC enrollment will be used to satisfy CCC-RC eligibility. Soldiers who do not have a record screening dated within the last 730 days (24 months) must have a waiver from the school's commandant.

11. Profiles. A student with a permanent designator of "2" in their physical profile must include a copy of the DA Form 3349 as part of their application for the course. The student will be eligible to attend CCC-RC. A student with a permanent designator of a "3 or 4", will be ineligible to attend CCC-RC. Refer to AR 350-1 for further instructions.

    a. The student with a permanent designator of "2" must be able to train within the limits of his or her profile and must be able to meet course graduation requirements.

    b. A student receiving a temporary or permanent physical profile after the start of CCC-RC, will be evaluated by the USACBRNS Commandant for continued enrollment.

       (1) A student who has met or will be able to meet graduation requirements will continue to be trained within the limits of his or her profile.

       (2) A student who is unable to meet graduation requirements will return to his or her unit or proceed to their PCS unit, and may, if eligible, be enrolled in a later course.

       (3) A Soldier with a temporary profile preventing full participation in a course that is not a result of operational deployment, will be removed or deferred from school attendance consideration by their immediate commander until the temporary profile is

removed. Note: A Soldier with a medical profile due to operational deployment will be permitted by their immediate commander to attend CCC-RC within the guidelines of his or her profile. The Soldier must arrive at CCC-RC with a copy of their current profile and a memorandum signed by their commander stating the profile has been continuous and is a result of injuries sustained due to operational deployment.

    c. A Soldier with a temporary profile for fertility, pregnancy or postpartum, will not restrict the eligibility for an officer to attend or graduate from CCC-RC.

    d. A pregnancy profile will not disqualify a Soldier from being selected as an Honor Graduate or Commandant List selectee.

12. Parenthood, Pregnancy, and Postpartum. Officer Soldiers with a temporary profile for fertility, pregnancy or postpartum, are not restricted for eligibility to attend and/or graduate from CCC-RC. Pregnant Soldiers must have a medical clearance in writing, to attend CCC-RC. The medical clearance must be written by a healthcare provider.

    a.   Pregnant Soldiers will be cleared, in writing, to attend CCC-RC by a healthcare provider. Postpartum Soldiers through the end of their postpartum profile (normally 42 days) will be cleared, in writing to attend PME by a healthcare provider. Soldiers who are no longer on a postpartum profile do not require medical clearance.

    b. All Soldiers who attend CCC-RC while postpartum will be provided lactation accommodations. Participating in lactation breaks does not excuse the completion of training/work requirements except for applicable operational and training deferments.

13. CDTF Training Requirements. Completion of toxic agent training provided at the Chemical Defense Training Facility (CDTF) is required for all CCC-RC Students. The Commandant is the only person authorized to waive this requirement based on justifiable circumstances addressed on a case-by-case basis. All students are required to arrive with medical records and optical inserts, if necessary, IAW AR 40-63. Student may acquire optical inserts once enrolled in the course.

    a. Interferents. To prevent mask fitting failures, all students are to cease tobacco use 15 minutes prior to arrival at the CDTF. All students are to refrain from using cosmetics, scented facial lotions, aftershaves, colognes, or perfumes.

    b. The wear of the hair must comply with the standards outlined in the technical manuals for the protective mask and the M41A1 Protective Assessment Test Systems (PATS); remove hair fasteners (hair clips, hair pins, combs, rubber bands), hair knots, buns or braids that will interfere with the mask seal and let hair hang freely. Hairpieces and hair extensions firmly attached may be worn into the toxic area.

    c. All CCC-RC students are mandated to allow their hair to hang freely off the scalp, to enable the mask head harness to confirm, without obstruction, to the shape of the wearer's skull

(1) There must be absolutely no interference of any hair or facial hair growth with the sealing surface of the protective mask; this includes beards and sideburns. Facial hair could result in an improper mask fit resulting in illness or death.

(2) Personnel with beards will be denied entry into the toxic agent training facility and operations. Anyone who needs to grow a beard to affect a cure as determined by their attending physician or dermatologist will be excused from toxic agent training or operations for the extent of the medical profile. The USACBRNS Commandant is the only approval for waivers for the CDTF.

d. Ensure the mask has been properly fitted prior to operations to prevent extreme, abrupt motions from breaking the seal between your face seal and your face.

14. Athena. Army leaders develop through education, training, and experience. Feedback is an integral component that can accelerate development by bringing greater attention to areas of individual strength. Standard assessments that complement specific instructional or training goals help provide greater insight to capabilities and tendencies that leaders have or do not have. The Army has initiated an assessment program with batteries of assessments tailored to each level professional military education. https://cal.army.mil/Athena/athena-resources.php

a. The objective of Project Athena is to promote self-awareness and readiness through assessment, feedback, self-regulated performance, and developmental action. Leaders who are self-aware and actively work to improve themselves stand apart from their peers. They become top Army leaders who create ready units and lead them to accomplish the Nation's critical missions entrusted to its military.

b. Throughout Phase 2 each student will take a total of five evaluations. They are not a graded assignment. Upon completion of each evaluation, students will review their results then use those results to develop an Individual Performance Plan (IDP). At the beginning of Phase 3, each student will submit their IDP to their SGLs for review/career counseling:

(1) Individual Adaptability (I-ADAPT): Assesses how adaptable a person is at work. It covers 8 dimensions (learning, creative problem solving, handling work stress, uncertain situations, handling emergencies, interpersonal adaptability, cultural adaptability, and physically oriented adaptability) identified from Army situations, critical tasks and typical leader roles that people use to adapt to situations.

(2) Leader360**:** An assessment of a leader's effectiveness on observable behaviors related to the Leadership Requirements Model (LRM, ADP 6-22). Also assesses the frequency with which the leader engages in counterproductive work behaviors.

(3) Army Critical Thinking Test (ACTT): Measures your critical thinking skills and how you guide your thinking (metacognitive attributes), two factors that interact to influence your actions.

(4)   Self-Assessment Individual Differences Inventory (SAID-I): Assessment measures the 12 personal characteristics related to how leaders interact with others, approach work, seek success, and handle challenges.

(5)   Social Skills Inventory (SSI): Assesses interpersonal skills, both verbal and non-verbal communication skills

15. Graduate Distinctions.

a. Honor Graduates: The Honor Graduate must meet all requirements for graduation, possess high leadership potential, and has been recommended by their Small Group Leader. They have also been approved by the SGL, Course Chief/Deputy Course Chief, and consist of the top 20% of the course. Honor Graduate will be recognized if a student in the course does not meet these criteria or received a negative counseling.

b. Graduate: Graduates must meet all requirements for graduation and must pass all examinations, complete all prerequisites for graduation, and be recommended by the SGL and approved by the Course Chief/Deputy Course Chief.

c. Non-Graduate: Non-graduates are students who fail to meet the criteria listed in one of the categories outlined under the "Graduation Requirements" of this ISAP. The AER for a non- graduate is a referred report.

16.   **Reclama Procedures.** Students who want to challenge the school response to an exam question may submit a written reclamas through the student chain of command. Reclama actions will only occur after the examination critique. Test item analysis should identify problem questions or instructional omission for corrective action to be taken if required. If question areas remain, the following procedures must be followed.

a.   Individual Reclama.

(1)   Individual actions must be presented in writing with challenges to specific questions and submitted through the chain of command within three working days of the critique. The Deputy Course Chief/Deputy Course Chief will then submit the reclama to the POI Manager. The instructor will obtain the exact text of the question(s) involved in the reclama and attach it to the student's reclama. After this is done, the reclama will be safeguarded to ensure the security of the exam material. After the Course Manager adjudicates the reclama, the exam question(s) will be destroyed to prevent compromise prior to returning the reclama result to the student. Coordination during reclama process is essential in order for any question revisions or grading issues to be officially resolved and documented.

(2)   The respective Course Chief/Deputy Course Chief and POI Manager will review the reclama and, within two academic days, take action. A copy of the reclama action will be returned to the class leader for forwarding to the student. The approved reclama action will reflect the appropriate grade changes. The division Chief is

responsible for ensuring that a grade change is delivered for correction of academic records. The Course Chief/Deputy Course Chief will notify the student.

b. Class reclamas. When more than 30% of students fail to correctly answer an examination question, the reclamas may be consolidated and submitted in accordance with the same procedure as stated for an individual reclama. other Scoring Exceptions. Reclamas are only one form of scoring exception. The need for other scoring exceptions may be identified during test administration, test scoring, test analysis, or during critiques.

c. Blackboard reclamas. Students who want to challenge an examination question must challenge the question during the test session. The following procedures must be followed:

(1) The Blackboard Program Manager will download question challenges and identify valid responses.

(2) The valid challenges will then be reviewed by the Blackboard Program Manager, training developer, and the instructor who presented the instruction to validate the challenge.

(3) The program manager will then inform the instructional department of the decision. The decision will be annotated on the originally downloaded challenge document and filed with the student records.

(4) The instructional department is responsible for notifying the student of the final decision. The students will not approach a program manager/compliance officer about a challenge.

(5) Students will not be released from the course until final disposition of their challenge has been completed.

d. Approval/disapproval guidelines. Verified omissions, from lesson presentation, should normally result in affected questions not being scored. An exception to this would be when information concepts were the student's responsibility to acquire through directed readings, homework, etc.

e. Reasons for possible reclama's. The test stem (the question) is improperly worded (to include the situation). The answer has multiple or no correct answers. Instruction is in confliction with doctrine, lesson plan or student handout.

f. Student Actions: Submit the reclama in writing within two academic days of the critique to instructor supervisor. Clearly state the issue, accompanied with supporting documents (e.g., class handouts, regulations, and other appropriate publications). The student has the right to appeal if he/she disagrees with initial decision.

g. Instructor Actions. Obtain the exact text of the question(s) involved and attach the text to the reclama. Safeguard the reclama to ensure test security. Review and

research the reclama, add comments as appropriate, sign the document, and forward it to the POI Manager and Course Manager. If reclama is approved inform the student after test control has processed and published the results/changes. Inform the student with reason of disapproval if the reclama is denied.

h.   Course Chief/Deputy Course Chief Actions. Review the reclama and related documents. Recommend approval or disapproval, if appealed by student submit appeal to the DOI.

i.   DOI Actions. Review the appealed reclama, related documents, approve or disapprove the reclama. Forward the findings to the Chief of Test Control Office. Retain a file copy of the response and the reclama, minus the text of the test item.

j.   Chief, Test Control Office Actions:

   (1)   Review the reclama, supporting documents, and comments.

   (2)   Make additional comments, if appropriate, sign the document, and forward the results/changes back to the Course Manager.

   (3)   Approve the reclama from the Course Manager or Senior Instructor, give the student credit for the question(s)/reclama, and adjust the student's test score.

   (4)   Forward grade changes to the instructor.

   (5)   Initiate test item revision, if necessary.

k. The Course Manager Actions

   (1)   Approve or disapprove scoring exceptions.

   (2)   Initiate corrective actions (if needed) using the following criteria:

      (a)   The test item is vague and has more than one correct answer when only one answer is required.

      (b)   The test item has been rendered invalid by doctrinal publications, changes, or classroom instruction.

      (c)   The test item format is incorrect.

   (3)   Follow up with the Program of Instruction (POI) manager and test control if scoring exceptions are made.

17. Academic Probation: The SGL instructor will counsel students that fail any evaluated event within one day, unless prevented by mission requirements. The SGI will inform the student that he or she is on academic probation and a subsequent failure can result in disenrollment. Academic probation will be lifted if the student achieves the

minimum passing score of 80% on technical block re-test or 70% on non-technical block retest.

18. Student Status Review (SSR):

a. The Student Status Review (Annex A) is a process used to determine if a student; who is having academic, disciplinary, or other problems; should be retained in the course or removed from the course.

b. Any member of the USACBRNS staff or faculty, may request a review of a student's status for any of the reasons listed below and will submit recommendations in writing through the Course Chief/Deputy Course Chief, DAC-RC, and to the Director of Training. The student is allowed to provide input for consideration during the review.

c. In most cases. The SGL will initiate a Student Status Review (SSR) if a student meets one of the following conditions and forward through the chain of command:

(1) Fails a retest or exam.

(2) Fails any three initial test or exam.

(3) Fails to achieve a requirement for graduation (including the ACFT or height/weight/body fat standards).

(4) Has unauthorized absences causing the student to miss examinations, miss required training, miss four consecutive academic hours, or miss 24 total hours.

(5) Has authorized absences (i.e. emergency leave) that cause him or her to miss critical training. The Course Chief/Deputy Course Chief approves absences in excess of 8 hours.

(6) Is suspected of committing acts of misconduct punishable under the UCMJ or civil statutes (example: DUI, drug abuse, conduct unbecoming an officer). No formal adjudication of guilt by a military or civilian court or by a commander under the provisions of UCMJ, Article 15, is necessary to support suspension under the provisions of this policy.

(7) Violates SHARP and/or EO regulations. Violating these regulations results in automatic removal from the course.

(8) Is habitually tardy.

(9) Is suspected of cheating or committing plagiarism.

(10) Illness, injury, or other medical condition that affects the student's progress in the course.

(11) Fails to adhere to all policy letter requirements.

d. The SGL will prepare the Student Status Review package IAW this CMP and forward through the following chain: Course Chief/Deputy Course Chief, DAC-RC, and to the Director of Training. Once a student is notified of the initiation of an SSR, that student is allowed no less than 48 hours to provide a statement to be included in the SSR (this statement is not required and can be waived upon student request).

e. If a student is recycled due to academic failures, the student must meet the new SSR requirement in the recycled class before the SGL will initiate another Student Status Review.

19. Student Tracking.

a. The instructor will be responsible for tracking and inputting hours missed by the student. The Course Chief/Deputy Course Chief approves absences in excess of 8 training hours.

b. Once a student has missed 8 hours of training, the SGL begins the SSR process to determine if the student will be allowed to graduate or be removed from the course.

20. Feedback.

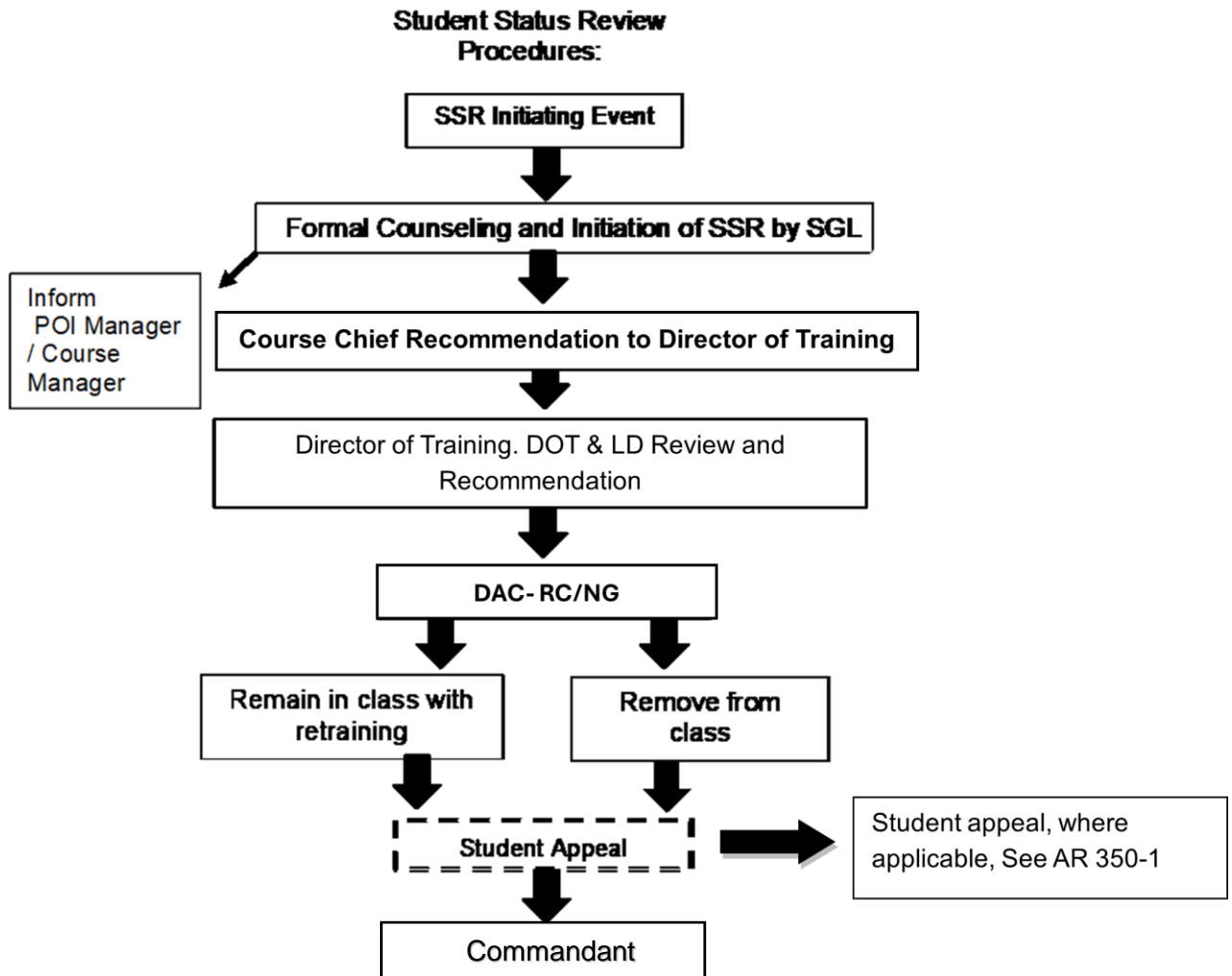a. Each graduate of this course will have the opportunity to complete an "End-of Course Critique" prior to graduation. Graduates will be solicited for feedback so they may help improve the presentation of the learning material.

b. Feedback is critical for this course. Each graduate will participate in the End of Course questionnaire by logging on to: https://home.army.mil/wood/index.php/units-tenants/USACBRNS/Courses/EOCC

Annex A

Student Status Review Procedures

Refer to the SSR policy memorandum and AR 350-1, paragraph 3-15.

Student Status Review Procedures:

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                    │   SSR Initiating Event   │
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                                ▼
          ┌──────────────────────────────────────────────┐
          │  Formal Counseling and Initiation of SSR by SGL │
          └──────────────────────────────────────────────┘
                                │
  ┌──────────────┐             ▼
  │ Inform        │   ┌──────────────────────────────────────────────┐
  │ POI Manager   │   │ Course Chief Recommendation to Director of Training │
  │ / Course      │   └──────────────────────────────────────────────┘
  │ Manager       │             │
  └──────────────┘             ▼
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                    │ Director of Training. DOT & LD Review and │
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                      Student Appeal        ────▶  │ Student appeal, where     │
              └ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┘        │ applicable, See AR 350-1  │
                          │                         └──────────────────────────┘
                          ▼
                  ┌──────────────────┐
                  │   Commandant     │
                  └──────────────────┘
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Student Status Review Examples

DEPARTMENT OF THE ARMY
U.S. ARMY CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR SCHOOL
DIRECTORATE OF TRAINING AND LEADER DEVELOPMENT
14030 MSCOE LOOP, SUITE 3021
FORT LEONARD WOOD, MISSOURI 65473-8926

ATSN-CZ (35c1-600E)   Date

MEMORANDUM FOR (Student rank and Name), Class#

SUBJECT: Notification of Recommendation for Students Status Review

1. I am recommending a review of your student status to the DAC-RC.

2. A copy of this package will be forwarded to the Director of Training.

3. You may, not later than 0800 on XX Month 2025, submit any written statements to include individual question reclamas and letters to appeal to the Director of Training for adjudication or any other documents you deem appropriate for inclusion in the packet.

4. The Director of Training is authorized, based upon a review of the packet submitted, to conduct any such inquiry as he/she deems appropriate to determine your status as a student. His/her determination may include ordering your dismissal from the course and you designated as a non-graduate. IAW AR 350-1, para 3-15, you have the right to elect to appeal.

                              XXX
                              CPT, CM
                              Small Group Leader

PRINT NAME: STUDENTS NAME

SIGNATURE: STUDENTS SIGNATURE

DATE: DATE OF COUNSELING / NOTIFICATION

DEPARTMENT OF THE ARMY
U.S. ARMY CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR SCHOOL
DIRECTORATE OF TRAINING AND LEADER DEVELOPMENT
14030 MSCOE LOOP, SUITE 3021
FORT LEONARD WOOD, MISSOURI 65473-8926

ATSN-CZ (35c1-600E)   Date

MEMORANDUM FOR DEPUTY ASSISTANT COMMANDANT-RC

SUBJECT: Student Status Review Recommendation for CPT Doe, Jane

1. I concur/do not concur for the following reason(s):

2. I recommend the following action(s):

                                        Appropriate Department Chief

DEPARTMENT OF THE ARMY
U.S. ARMY CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR SCHOOL
DIRECTORATE OF TRAINING AND LEADER DEVELOPMENT
14030 MSCOE LOOP, SUITE 3021
FORT LEONARD WOOD, MISSOURI 65473-8926

ATSN-CZ (35c1-600E)   Date

MEMORANDUM FOR DIRECTOR OF TRAINING

SUBJECT: Student Status Review Recommendation for CPT Doe, Jane

1. I concur/do not concur for the following reason(s):

2. I recommend the following action(s):

                                        Higher Level Recommendation
                                        (DOT&LD)

(Technical Director to DOT)

DEPARTMENT OF THE ARMY
U.S. ARMY CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR SCHOOL
DIRECTORATE OF TRAINING AND LEADER DEVELOPMENT
14030 MSCOE LOOP, SUITE 3021
FORT LEONARD WOOD, MISSOURI 65473-8926

ATSN-CZ (35c1-600E)   Date

MEMORANDUM THRU

Course Chief/Deputy Course Chief, address
Fort Leonard Wood, MO 65473
DAC-RC, address Fort Leonard Wood, MO
65473

SUBJECT: Student Status Review (SSR) for CPT Doe, John

1. Recommendation: Initiate an SSR on CPT Doe (123-45-6789).

2. Reference: IAW the Course Management Plan, Annex B, "A student that fails a retest must be recommended for a Student Status Review."

3. Background: On 04 November 2024, CPT Doe failed the CBRN Enemy Systems & Doctrine exam, scoring a 76%. He was retested on another version of the exam on 09 November 2014 and failed again with a score of 76%.

4. SGL Assessment:

   a. CPT Doe maintains an 84.92% academic average and is 12 of 15 students.

   b. CPT Doe is a center mass officer. He is a professional and contributed well during the Common Core block but has struggled in the Technical Block.

   c. CPT Doe is within height/weight standards IAW AR 600-9.

5. My assessment of CPT Doe's performance is marginal. I recommend that the chain of command authorize disenrollment from CBRNC3 XX-XX as a non-graduate.

6. POC is the undersigned at 573-563-XXXX or xxxxx.mil@army.mil

XXXXXXX
CW3, CM
Small Group Leader

DEPARTMENT OF THE ARMY
U.S. ARMY CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR SCHOOL
DIRECTORATE OF TRAINING AND LEADER DEVELOPMENT
14030 MSCOE LOOP, SUITE 3021
FORT LEONARD WOOD, MISSOURI 65473-8926

ATSN-CZ (35c1-600E)   Date

MEMORANDUM FOR RECORD

SUBJECT: Student Status Review Decision

1. In accordance with the Course CMP, I have reviewed the Student Status Review (SSR) packet of CPT Doe, CBRN Captains Career Course 01-XX. Based on my evaluation of CPT Doe SSR:

_____Retain in course
_____Drop from CBRNC3 01-xx and Recycle to class:
_____06-15, in progress start date 6 Jul xx
_____07-15, Start Date 23 Sept xx
_____Drop from CBRN WOAC 01-xx and initiate separation
_____Other _____

2. Point of contact is xxxxxxxxxx at 573-56x-xxxx and xxxxxxxxxxx.mil@army.mil.

                                        Appropriate Decision
                                        Authority

(Director of Training)

DEPARTMENT OF THE ARMY
U.S. ARMY CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR SCHOOL
DIRECTORATE OF TRAINING AND LEADER DEVELOPMENT
14030 MSCOE LOOP, SUITE 3021
FORT LEONARD WOOD, MISSOURI 65473-8926

ATSN- CZ (35c1-600E)   Date

MEMORANDUM FOR RECORD

SUBJECT: Student Status Review Decision

1. Following an appeal from CPT XXX, and in accordance with the Course Management Plan, I have reviewed the Student Status Review (SSR) packet of CPT Doe, John, Captains Career Course 01-XX. Based on my evaluation of CPT XXX SSR:

_____Initiate involuntary separation

_____Retain in course

_____Recycle to class _____

_____Dismissal from course

_____Branch transfer (if applicable)

_____Other

2. Point of contact is CPT XXXX at 573-563-XXXX and XXX.mil@army.mil

                              XXXX
                              COL, CM
                              USACBRNS Commandant

DEPARTMENT OF THE ARMY
U.S. ARMY CHEMICAL, BIOLOGICAL, RADIOLOGICAL, AND NUCLEAR SCHOOL
DIRECTORATE OF TRAINING AND LEADER DEVELOPMENT
14030 MSCOE LOOP, SUITE 3021
FORT LEONARD WOOD, MISSOURI 65473-8926

ATSN- CZ (35c1-600E)   Date

MEMORANDUM FOR RECORD

SUBJECT: Demographics

1. Listed below is the demographic data for CPT Doe, Jane:

   a. Age: 24
   b. Component: Active
   c. Unit: 2CM BN
   d. Home Station: Fort Hood Texas
   e. Component: Active
   f. Marital Status: Married
   g. Children: None
   h. Source of Commission: WOCC
   i. Degree: Bachelor of Science in Human Factors Psychology
   j. Other Info: Had leg surgery prior to attendance

2. POC is the undersigned at 573-563-7326 and xxxxxxx.mil@army.mil

                          XXXXXXX
                          CPT, CM
                          Small Group Leader

Annex C

Academic Evaluation Report

1. IAW AR 350-1, paragraph 3-26, the Academic Evaluation Report (AER) provides a qualitative and quantitative assessment of student's abilities. Entries will reflect the student's performance and potential for absorbing higher levels of training, education, and development and performing more complex duties with greater responsibilities. School commandants and commanders will ensure the objectivity and accuracy of AER ratings and supporting comments. Standard computer-generated entries are not authorized. Comments on DA Form 1059s will match those found on the Soldier's DA Form 4856 (Developmental Counseling Form) as maintained by the school. Therefore, input is required from all instructors and evaluators who have had professional contact with the student.

2. The SGL will prepare a DA Form 1059, Service School Academic Evaluation Report (AER) for each U.S.CCC-RC student IAW AR 623-3. The preparing officer is the SGL and reviewing officer is the Course Chief/Deputy Course Chief. The SGL will submit the AER through the Evaluation Entry System (EES) and provide a printed copy to Academic Records via the registrar packets.

3. The AER rating chain will use the following criteria for computations of Blocks 14A through 14E on the AER:

    a. Commandant's List:

This is limited to no more than 20% of class from the total number of students who initially began training on day one. To achieve this rating, a student must consistently demonstrate superior competence and leadership abilities. The student must earn a first time GO on all examinations and performance-oriented assessments, to include ACFT and HT/WT, academic grade point average of 90% or above, no event-oriented counseling statement under substandard conditions and consistently display superior military appearance and bearing. The following criteria will determine the final ratings of exceeds course standards if there are ties or if over 20% of the class gets recommended; grade point average, ACFT score, etc.

    b. Superior Academic Achievement

This is limited to the top 21-40 percent. This percentage is derived by using the total number of students enrolled for that specific class eligible to receive a DA Form 1059. A combined total for both "Commandant's List" and "Superior Academic Achievement" box check selections will not exceed 40 percent of student totals enrolled for that specific class eligible to receive a DA Form 1059.

    c. Achieved Course Standards

To achieve course standards, the students must earn a FINAL passing score of 70% or higher on all non-CBRN technical examinations and performance-oriented assessments and a FINAL

passing score of 80% or higher on all CBRN related examinations and performance-oriented assessments. The student may not receive more than ONE event-oriented counseling statement under substandard conditions. Earn at least a SATISFACTORY rating in each of the demonstrated abilities listed in block 12 of the DA Form 1059. The student must not be pending a SSR or disciplinary action

    d. Failed to Achieve Course Standards

Rating assigned to students who fail to meet the minimum course standards. These included, but are not limited to, academic performance or personal conduct is such that continuance in the course is not appropriate (for example, student violates regulations, policies, fails record ACFT, fails body composition standards, or established discipline standards).

4. The Course Chief/Deputy Course Chief will refer to the student for written acknowledgment and comment on AERs that are considered "referred". The following reports are referred reports:

    a. A "NO" response.

    b. An "UNSAT" rating.

    c. A "Failed to Achieve Course Standards" (DA Form 1059) or "Non-Graduate" (DA Form 1059-2) rating. If "Failed to Achieve Course Standards" (DA Form 1059) or "Non- Graduate" (DA Form 1059-2) in part III, block a, is checked, the reviewing official will clearly indicate and explain deficiencies contributing to reasons associated with the box check selection within Part III, block b. Examples (not all inclusive) include assessments on the character and/or behavior of the rated student and/or lack of aptitude in certain academic areas. All "Failed to Achieve Course Standards" (DA Form 1059) and "Non-Graduate" (DA Form 1059-2) require an additional supplementary review (see para 2 – 17). Any report with comments that in the opinion of the Course Chief/Deputy Course Chief is so derogatory that the report may have an adverse impact on the student's career.

    d. Any report with an entry of "FAIL" for the Army Combat Fitness Test (ACFT) or "NO" for height and weight indicating noncompliance with AR 600-9.

5. Instructors will leave Part I, section I (reason or submission) blank on AERs for students released from a course of instruction through no fault of their own (e.g., medical, compassionate reasons), approved retirement, or resignation from the service and the report need not be referred; however, the circumstances must be fully explained in Part II, Comments (DA Form 1059).

6. After signing a referred report, the Course Chief/Deputy Course Chief will forward the report to the student, via a memorandum, for acknowledgment and comment. The Course Chief/Deputy Course Chief will ensure that the provisions of AR 623-3 are followed. The student will acknowledge receipt of the referred report and may enclose a comment or statement if he or she feels that the rating or remarks are incorrect. The student's statement must be factual. The Course Chief/Deputy Course Chief will forward the referral memorandum and acknowledgment to the

registrar with the report.

7. Comments or statements by the student do not constitute an appeal. Appeals are filed and processed separately as outlined in AR 623-3 for officers.

8. If the student has departed the school under circumstances that preclude immediate referral of a report to him or her, forward copies by certified return mail directly to the student marked "Personal in Nature," or send a copy to the student's commander for acknowledgment and comment. If the student fails to acknowledge receipt of the report in the time period specified (a reasonable suspense period), the certified mail number would constitute acknowledgment.

Annex D

Chemical, Biological, Radiological and Nuclear (CBRN) School Honor Code

1. Purpose: This Annex defines and identifies the intent and principles of the U.S. Army Chemical, Biological, Radiological and Nuclear School (USACBRN) Honor Code.

2. General.

    a. The USACBRN School operates on an honor principle. Integrity is an essential attribute of any military professional. Any student found guilty of a breach of integrity is subject to immediate relief from the course and possible disciplinary action. The honor code accepted at the CBRN school, while broad in application, is precise in its meaning: "Every student's work is his or her own work."

    b. The honor system does not preclude students from working together on exercises when directed to do so by an instructor or is applicable by type activity, nor does it preclude mutual discussion of individual solutions to upgrade homework requirements prior to turn in of the solutions. However, all graded written requirements must be an individual effort unless otherwise directed.

3. Explanation of terms.

    a. Integrity. Student must complete homework assignments and exams individually and not as a group effort. Since most of the academic requirements are repetitive with each class, students will not provide students from other classes any information or assistance that would give the student an unfair advantage over other students in the course. This assistance includes, but is not limited to, listings of correct answers, specific questions or their answers, scoring keys or similar material.

    b. Cheating. Students will not look at another student's work during an examination and/or provide answers to someone else. Students will also not possess any material during testing not authorized by the assessment administrator. If the assessment administrator or another student suspect a student is cheating, the administrator will collect available evidence to include names of witnesses and immediately report the incident to the Instructional department.

    c. Plagiarism.

        (1) Students will not plagiarize. Plagiarism is classified as using someone else's words, ideas, contents, without proper citation. This would include the extraction of portions of reference material and submitting it as one's own work on book reports, essay papers, etc., and not crediting the original author or publisher. Self-plagiarism is considered reusing your own work that has previously been published without proper citation.

        (2) The most blatant form of plagiarism is to repeat as your own, someone else's sentences, verbatim. Other forms of plagiarism may include repeating someone else's phrase or

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idea without appropriate acknowledgment, paraphrasing another person's argument as your own depending on wording, and presenting another's line of thinking as though it were your own. All students in the course shall use their own ideas for research projects. Students must submit written assignments reflecting the student's work, not another's.

    d. False statements. An individual's word is his/her bond, whether under oath or in casual conversation, and whether the statement is meant to deceive. Any statement made is expected to reflect the whole truth without distortion or withholding of any facts.

    e. Compromise of test material. Test material issued during scheduled tests, retests or test review sessions must not leave the test/review area or the presence of the Test Assessment Administrator. Test questions and answers are not to be discussed outside of the controlled environment.

    f.   For this course, Artificial Intelligence (AI) resources may be utilized for further investigation of the content presented in class (e.g., gathering information to brainstorm for an assignment). However, all formative and summative assignments evaluated by the instructor must be the original work of the student. Submitting content that has been generated by an AI-content generator is prohibited and considered an act of deception, which violates the academic integrity policy.

    g. Blackboard exams. Submitting content that has been generated by an AI-content generator is prohibited and considered an act of deception, which violates the academic integrity policy

4. Violations

    a. Violations of the USACBRNS honor code include, but are by no means limited to, those mentioned in paragraphs 3a through 3e above. Any conduct that is unbecoming to a gentleman/lady and any student that may bring discredit to the USACBRNS, and the U.S. Army may be considered an honor violation.

    b. When a person is suspected of violating the honor code, the individual seeing the violation will collect all available evidence on the matter, including names of witnesses, if appropriate, and immediately report the incident to his/her first-line faculty supervisor, i.e., training officer/NCO, Course Chief/Deputy Course Chief, or Instructor.

    c. When a student is suspected of cheating, the instructor or individual seeing must collect available evidence, to include names of witnesses, if appropriate, and immediately report the incident to the Course Chief/Deputy Course Chief. The Course Chief/Deputy Course Chief, will review all available evidence. If, after reviewing all material, the Director of Instruction believes cheating has occurred, a student status review will be initiated.

    d. Failure to report an honor violation after having observed or after having been informed of such violation constitutes an honor violation itself and may be punished as such. TOLERANCE: Any student having knowledge of wrongdoing by fellow student of the class is obligated to report

violations. Failure to do so constitutes TOLERANCE and violates the honor code.

Annex E

CCC-RC Graded Events

Phase 2 CCC-RC Graded Events

Graded Events	Minimum Points	Possible Points	Notes
Key Assessments			
Individual Briefings	70	100	Pts. assessed by Instructor
DSCA phase 2 test	70	100	Pts. assessed by Instructor
Events			
CBRN Response Contribution	70	100	Pts. assessed by Instructor
Written Assignments			
Army Profession Development Paper	70	100	Pts. assessed by Instructor
Other			
SGL Observations/Feedback	70	100	Pts. assessed by Instructor
ACFT 300 Points (Max pts earned for event is based on max 100 pts scale)	-	300	Perm Profiles Scored IAW AR 600-8-19. *Minimum Score is 60 pts per Event
HT/WT	G/NG	G/NG	
Chemical Training Defense Facility (CDTF)	G/NG	G/NG	

Phase 3 CCC-RC Graded Events

Graded Events	Minimum Points	Possible Points	Notes
Key Assessments			
Common Core End of Course (EOC) Exam	70	100	Pts. assessed by Instructor
MDMP Briefing	70	100	Pts. assessed by Instructor
Events			
Common Core Module Contribution	70	100	Pts. assessed by Instructor
MDMP Module Contribution	70	100	Pts. assessed by Instructor
Capstone Exercise Contribution	70	100	Pts. assessed by Instructor
Written Assignments			
Mission Command Paper	70	100	Pts. assessed by Instructor
Other			
SGL Observations/Feedback	70	100	Pts. assessed by Instructor
HT/WT	G/NG	G/NG	
Mid-Course AAR	G/NG	G/NG	

Annex F

Grading Rubrics

CBRN Captains Career Course	Name:	Date:
Company Operations Order	Class:	Start Time:
Evaluation Sheet MAY22	Grader:	End Time:

Students are graded on their thoroughness of analysis, development of a plan that maximizes strength and weaknesses, ability to brief a synchronized and sequential order and must receive a GO on all Five Critical Tasks to be considered a GO (see bottom of second page).

1. SITUATION

Task Org:	General Situation:	AOI:	AO:	Timeline:

o Analyzes military aspects of terrain, weather, and civil considerations o Determine the effects of terrain, weather, and civil consideration o Incorporates adequate visual aids (GTAO) o Effects translate into conclusions that influence friendly and enemy COAs 　o Effective templating of enemy forces 　o Identify areas conducive to observation and direct fire 　o Effective positioning and maneuver of own assets 　o Understanding of time and spacial relationships 　o Incorporates conclusions of the effects of weather and civil considerations	**Significant Conclusions** Terrain: 　O 　A 　K 　O 　C Weather: Civil:
o Evaluates General situation / Disposition of Enemy Forces 　o Demonstrates understanding of enemy's higher operations 　o Demonstrates understanding of how enemy will employ CBRN 　o Evaluates composition and strength of Enemy Forces at echelon 　o Thoroughly analyzes the enemy 　o Defines through numbers of each subordinate unit and key weapon systems 　o Specifies capabilities of key weapons and US equivalent o Briefs significant conclusions on capabilities by WFF 　o Significant conclusions are incorporated into the enemy COA o Develops Threat Course of Action Statement at their echelon 　o Clearly states the purpose of the enemy operation 　o Clearly states form of offense/defense/R&S 　o Describes CBRN threat assessment 　o Describes the enemy endstate IRT Enemy, Terrain and Civil o SITEMP 　o Describes how the threat will achieve its DP and Purpose 　o Sequentially briefs the purpose 　o Threat COA depicted on a SITEMP IAW ATP 2-01.3 　o Threat COA is in accordance with the enemy's doctrine and/or patterns 　o Threat COA identifies CBRN caps and THREATCON 　o Threat COA complete from start to finish	**General Situation / Disposition (1 and 2 LVL Up)** **Composition** Threat Task Organization (Task / Purpose): 　　　Numbers: Capabilities and Limitatoins: **Warfighting Function Analysis** 　　Intelligence 　Movement & Maneuver 　　　Fires 　　Sustainment 　　Protection 　Mission Command **Threat COA Statement** Task & Purpose: Form of Offense/Defense (Spoiling, Ambush, Area Def, etc.): MPCOA: MDCOA: CBRN THREATCON:

Situation Analysis Comments and Grading:
CT1. Demonstrates analysis of Terrain, Weather, and Civil Considerations by incorporating significant conolusions into plan
0 - Did Not demonstrate company level analysis in plan
1 - Demonstrated passable level of analysis in plan
1.5 - Demonstrated full company level analysis in plan
2 - Demonstrated mastery of Terrain, Weather, and Civil consideration analysis in plan

Demonstrates understanding of the higher commander's mission, intent, and Concept of Ops 1 and 2 levels up.
　　　o Includes Mission for units 1 and 2 levels up
　　　o Demonstrates understanding of the Concept of Operation and how their Company fits into the larger operation.
　　　o Demonstrates understanding of triggers/actions associated with higher operations
　　　o Describes Friendly and Adjacent Units with T/P

BDE:	Mission	CDRs Intent	Concept of Operation
		(Purpose)	
BN:	Mission	CDRs Intent	Concept of Operation
		(Purpose)	

2. MISSION

Demonstrates ability to produce a proper mission statement which includes the 5 Ws (who, what/task, where, when, why/purpose) with focus on the essential tasks and how

Who:	What:	Where:	When:	Why:

Commander's Intent o Briefs Expanded Purpose o Briefs Key Tasks (Non-COA Specific) o Briefs Conditions that represent the endstate (Friendly, Enemy, Terrain, Civil) o Intent provides guidance in the case of operation not going to plan	Expanded Purpose: Endstate:	Key Tasks: 　o 　o 　o Enemy	Friendly	Terrain	Civilian

3. EXECUTION

Concept of Operation o Briefs COA using COA sketch 　o Forms of Movement/Types of CBRN Ops 　o DO is focused at the Decisive point 　o T/P nested vertically / horizontally 　o Discusses tactical risk and means to mitigate 　o Describes COA's Specific Endstate o Briefs Concept, from start to finish, includes that describes the company's operation	**COA Statement** Forms of Movement/Types of CBRN Ops: Decisive Point and Why: DO:　　　　T:　　　　　　　P: SO1:　　　　T:　　　　　　　P: SO2:　　　　T:　　　　　　　P: SO3:　　　　T:　　　　　　　P: Tactical Risk and Means to Mitigate: Phases of Operation: 1.　　　　　　　3. 2.　　　　　　　4.

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Scheme of Movement and Maneuver o Incorporates adequate visual aides and graphics to convey plan o Synchronizes effects of combat power at the DP to achieve the unit's endstate o Employs all available assets in a manner that maximizes their capabilities o Employs appropriate movement formation/techniques for the duration of the o Accounts for and articulates arrangement of activities in time and space o Describes critical events o Plans for changing conditions on the battlefield (friction points, enemy actions, etc.) o Sequentially briefs plan through endstate o Synchronizes plan through endstate o Friendly scheme of maneuver accounts for enemy reaction	**Mission Statement & CDR's Intent Grading:** CT2. Demonstrates ability to craft and articulate a doctrinally sound CBRN company Mission Statement & Commander's Intent. 0 - Did Not demonstrate ability to construct and/or articulate CBRN Company Mission and/or CDR's 1 - Demonstrated passable CBRN Company Mission and/or CDR's Intent 1.5 - Demonstrated fully developed CBRN Company Mission and/or CDR's Intent 2 - Demonstrated mastery of developing CBRN Company Mission and/or CDR's Intent
Scheme of Mobility o Demonstrates understanding of how assets enable mobility	**Execution Grading:** CT3. Briefs a tactically sound, doctrinally correct, synchronized plan that achieves DP and Purpose in Execution Paragraph
Scheme of Information Collection o Effectively articulates CBRN IC support to brigade IC Plan o Demonstrates understanding of how to task platoons against ICSM	0 - Did Not demonstrate a tactically sound, doctrinally correct, and/or synchronized plan in Execution 1 - Demonstrated passable level of planning in Execution
Scheme of Protection o Demonstrates understanding of unit security o Clearly denotes the location of planned decontamination sites o Identifies priority of decontamination both internally and for BDE	1.5 - Demonstrated full company level of planning in Execution 2 - Demonstrated mastery of planning in Execution
Tasks to Subordinate Units o Assigns assets tasks IAW with their actual capabilities with doctrinal terms o Assigns task & purpose to ALL sub units for each phase	
Commander's Critical Information Requirements o PIRs are enemy or terrain focused and drive decisions for CO CDR o FFIRs are specific quantities and not based on percentages	
Risk Reduction Control Measures o MOPP level assigned o OEG assigned	
Other Coordinating Instructions o Operational and Planning Timeline displayed o PCIs identfied with times to inspect o Critical rehearsals to conduct are stated o Priorities of work and rehearsals by phase are stated	
4. SUSTAINMENT	
o Effectively incorporates elements of CASEVAC	**Sustainment and Command & Signal Grading:**
o Effectively incorporates elements of sustainment and LOGPAC operations o Effectively incorporates maintenance/recovery plan	CT4. Briefs a tactically sound, doctrinally correct, synchronized plan that achieves DP and Purpose in Sustainment and Command & Signal Paragraph
5. COMMAND & SIGNAL	0 - Did Not demonstrate a tactically sound, doctrinally correct, and/or synchronized plan in Para. 4 & 5
o Effectively incorporates locations of key leaders	1 - Demonstrated passable level of planning Sustainment and/or Command & Signal
o Effectively incorporates internal PACE plan by phase and all reporting requirements	1.5 - Demonstrated full company level of planning Sustainment and/or Command & Signal
o Effectively articulates all reporting requirements	2 - Demonstrated mastery level of planning Sustainment and/or Command & Signal
OVERALL	
o Demonstrates module outcomes	**Confidence in Briefing Comments and Grading:**
o Briefs plan within 30 minutes	CT5. Demonstrates the ability to communicate in a way that is thoroughly understood and inspires confidence in the commander and their plan
	0 - Did Not demonstrate inspire confidence and understanding
	1 - Demonstrated passable level of inspiring confidence and understanding
	1.5 - Demonstrated full inspiration of confidence and understanding
	2 - Demonstrated mastery of inspiring confidence and understanding

Critical Tasks

1. Demonstrates analysis of Terrain, Weather, and Civil Considerations by incorporating significant conclusions into plan	Score:	Crit Task 1: GO / NO GO
2. Demonstrates ability to craft and articulate a doctrinally sound CBRN company Mission Statement & Commander's Intent	Score:	Crit Task 2: GO / NO GO
3. Briefs a tactically sound, doctrinally correct, synchronized plan that achieves DP and Purpose in Execution Paragraph	Score:	Crit Task 3: GO / NO GO
4. Briefs a tactically sound, doctrinally correct, synchronized plan that achieves DP and Purpose in Sustainment and Command & Signal Par	Score:	Crit Task 4: GO / NO GO
5. Demonstrates the ability to communicate in a way that is thoroughly understood and inspires confidence in the commander and their plan	Score:	Crit Task 5: GO / NO GO
Additional Comments:	Total:	OVERALL: GO / NO GO
	40 + (6 x ___) =	____ / 100 Points

STUDENT NAME:		INSTRUCTOR:		DATE:
BLOCK TITLE: Army Profession		ASSIGNMENT: Information Paper		

Requirement: Write effectively as defined by the Army standard: "understood by the reader in a single, rapid reading and is free of errors in substance, organization, style, and correctness in accordance with PL 111-274."

Instructions: Choose ONE topic from the following to write an information paper:
1. *Military Writing:* Read PhD Allyson McNitt's "Leadership and Military Writing (army.mil)," published by the Military Review, dtd. Jan-Feb 2021.
2. *Generational Gap:* Read COL Richard J. Davis and LTC Jonathan P. Graebrener's "Bridging the Three-Generational Gap Using Doctrine (army.mil)," published by the Military Review Online Exclusive, dtd. January 2021.
3. *Writing Barriers:* Read COL James Kennedy's "Breaking Barriers to Professional Writing (army.mil)," published by the Military Review Online Exclusive, dtd. June 2021.
4. *People-First:* Read MAJ Gregory T. Isham's "Leadership in a People-First Army," published by the Military Review Online Exclusive, dtd. July 2021.

The paper must be one-two pages, written IAW AR 25-50, the Army Writing Style and TR 1-11 the information paper format. References/citations should follow the guidance IAW your respective Center of Excellence.

This assignment is worth 100 points.

SUBSTANCE	EXEMPLARY: 50-38	PROFICIENT: 37-25	MARGINAL: 24-13	UNSATISFACTORY:12-0	50 PTS
• Accurate Content • Clear and Concise • Detailed Points • Purpose Statement	☐ Thoughts are clear, concise and relevant to the topic. ☐ Content is fully compliant with the assigned requirement ☐ Information is accurate. ☐ Level of detail is suited to the assigned requirement ☐ Explanations and descriptions of content are clear and precise. ☐ Purpose statement is clearly stated.	☐ Thoughts are not always clear but are relevant to the topic ☐ Small omissions or inadequacies in content, but adequately covers the written requirement. ☐ Minor inaccuracies, but primarily accurate. ☐ Occasionally includes irrelevant details or omits important details. ☐ Most explanations and descriptions are clear and precise. ☐ Purpose statement lacks clarity.	☐ Thoughts lack development and deviate from the topic. ☐ Omissions and inadequacies in content, vaguely covers the written requirement. ☐ Several inaccuracies. ☐ Includes several irrelevant details and omissions of important details. ☐ Some explanations and descriptions are clear and precise. ☐ Purpose statement is unclear.	☐ Thoughts are not clear or relevant to the topic. ☐ Much of the content is irrelevant, missing, or misrepresented. ☐ Information is not accurate. ☐ Insufficient detail. ☐ Explanations and descriptions are unclear and are not precise. ☐ Purpose statement is missing.	SELF INSTR.
ORGANIZATION	EXEMPLARY: 20-16	PROFICIENT: 15-11	MARGINAL: 10-6	UNSATISFACTORY: 5-0	20 PTS
• Intro/Body/ Conclusion • Transitions • Logical Points/Flow	☐ Points are clear and logically arranged in the paper. ☐ Material supports the thesis. ☐ Transitions enhance the flow of ideas. ☐ Conclusion summarizes main	☐ Points are usually clear and logically arranged. ☐ Some material does not support the thesis. ☐ Transitions are present but do not enhance the flow of ideas. ☐ Conclusion misses some main points or	☐ Points are usually clear but lacks logical arrangement. ☐ Most of the material does not support the thesis. ☐ Few transitions are present which disrupts the flow of ideas.	☐ Points are poorly identified and has no logical flow. ☐ Material does not support the thesis. ☐ Transitions are missing. ☐ Conclusion is missing and/or is irrelevant to the thesis/material.	SELF

	points and does not contain new information not covered in the paper.	contains new information not covered in the paper.	☐ Conclusion misses the main points and contains new information not covered in the paper.		INSTR.
STYLE	**EXEMPLARY: 15-12**	**PROFICIENT: 11-8**	**MARGINAL: 7-4**	**UNSATISFACTORY: 3-0**	**15 PTS**
• Army Writing Style • Active Voice • Clear Rapid Reading • Sentence Structure • Sources	☐ Words are precise. ☐ Language is concise and without wordiness. ☐ Writer's tone is appropriate to the audience and purpose. ☐ Sentences track clearly even to the rapid reader. ☐ Active voice predominates. ☐ Sources are properly cited.	☐ Some language is imprecise but generally understandable. ☐ Style is adequate but lacks polish and directness. ☐ Writer generally uses active voice. ☐ Minor inaccuracies in citation of sources.	☐ Language is imprecise and the reader must backtrack to understand the writer's meaning. ☐ Style lacks polish and directness. ☐ Writer uses both active and passive voice. ☐ Several inaccuracies in citation of sources.	☐ The language is awkward, hard to read. ☐ The reader cannot understand the writer's meaning. ☐ Language is inappropriate in tone. ☐ Language is extremely wordy, primarily in passive voice. ☐ Citation of sources is missing or inaccurate.	SELF INSTR.
CORRECTNESS	**EXEMPLARY: 15-12**	**PROFICIENT: 11-8**	**MARGINAL: 7-4**	**UNSATISFACTORY: 3-0**	**15 PTS**
• Spelling • Capitalization and Punctuation • Grammar	☐ Few if any departures from the published standard (grammar, punctuation and usage).	☐ A few departures from the published standard (grammar, punctuation and usage), but not enough to confuse or distract the reader.	☐ Patterns of departures from the published standard (grammar, punctuation and usage) are present, but not enough to confuse or distract the reader.	☐ Departures from the published standard (grammar, punctuation and usage) significantly confuse or distract the reader.	SELF INSTR.
INSTRUCTOR COMMENTS • SUBSTANCE • ORGANIZATION • STYLE • CORRECTNESS					**TOTAL**

STUDENT NAME:		STAFF GROUP:		DATE:
MODULE TITLE: Mission Command		ASSIGNMENT: Battle Analysis Briefing		
INSTRUCTOR:				

BRIEFING REQUIREMENT: In a briefing, students will analyze a commander's performance from a selected historical battle. Students will examine how the leader utilized the mission command principles. Students must address at least four of the principles in their analysis and, through research, suggest how the commander's good or bad utilization of those principles ultimately affected the battle's outcome.
The briefing must be 9-11 minutes in length.

Overall Assessment: Assignment is worth 100 points		
Proficient: 100-80	Marginal: 79-60	Unsatisfactory: 59-0

Instructions: Make sure students have a blank rubric form well before the briefing so they can build the briefing based on the rubric.

	Assessment			Total Briefing Time:
Substance/ Organization:	60-50 Proficient	49-40 Sufficient	39-0 Unsatisfactory	
Style	30-20 Proficient	19-15 Sufficient	14-0 Unsatisfactory	
Correctness	10-8 Proficient	7-6 Sufficient	5-0 Unsatisfactory	

Describe one thing the student did well in this presentation.

Describe one thing that the student could have improved in this presentation.

Instructors Comments.

Guide for Instructors Notes/Comments:

Substance/Organization	Style
INTRODUCTION. **Purpose.** BLUF, clearly stated thesis, listed main points.	**Physical Behavior.** Appeared poised, confident. **Eye Contact.** Maintained with audience, natural, avoided excessive reference to slides or notes.
BODY. **Accuracy/Completeness.** Covered all major points, level of detail suitable.	**Movement.** Appropriate, not excessive, used pointer properly. **Gestures.** Meaningful, appropriate, well-timed, provided emphasis. **Speaking Voice.** Appropriate volume, comfortable pace, used pauses effectively.
Sequence. Conveyed information in clear and logical sequence, easy to follow.	**Vocabulary.** Pronounced words correctly, enunciated clearly.
Transitions. Logical flow, maintained appropriate tempo.	

	Correctness
	Visuals/Slides/Graphics **Format.** Sequencing, numbering, font, centering, abbreviations.
CLOSING. **Summary.** Restated thesis, emphasized main points, no new information. Asked for questions.	**Content.** Relevant, appropriate use of pictures/graphics. **Handouts/Video-clips, etc.** Introduced, relevant.

STUDENT NAME:		INSTRUCTOR:		DATE:
MODULE TITLE: Mission Command		**ASSIGNMENT: Battle Analysis Paper**		

Requirement: Write effectively as defined by the Army standard: "understood by the reader in a single, rapid reading and is free of errors in substance, organization, style, and correctness in accordance with PL 111-274."

Instructions: Write an analysis essay that answers the following: Students will analyze a commander's performance from a selected historical battle. Students will examine how the leader utilized the mission command principles. Students must address at least four of the principles in their analysis and, through research, suggest how the commander's good or bad utilization of those principles ultimately affected the battle's outcome.

The paper must be six-eight pages, written IAW AR 25-50, the Army Writing Style. References/citations should follow the guidance IAW your respective Center of Excellence.

This assignment is worth 100 points.

SUBSTANCE	EXEMPLARY: 50-38	PROFICIENT: 37-25	MARGINAL: 24-13	UNSATISFACTORY:12-0	50 PTS
• Accurate Content • Clear and Concise • Detailed Points • Purpose Statement	☐ Thoughts are clear, concise and relevant to the topic. ☐ Content is fully compliant with the assigned requirement ☐ Information is accurate. ☐ Level of detail is suited to the assigned requirement ☐ Explanations and descriptions of content are clear and precise. ☐ Purpose statement is clearly stated.	☐ Thoughts are not always clear but are relevant to the topic ☐ Small omissions or inadequacies in content, but adequately covers the written requirement. ☐ Minor inaccuracies, but primarily accurate. ☐ Occasionally includes irrelevant details or omits important details. ☐ Most explanations and descriptions are clear and precise. ☐ Purpose statement lacks clarity.	☐ Thoughts lack development and deviate from the topic. ☐ Omissions and inadequacies in content, vaguely covers the written requirement. ☐ Several inaccuracies. ☐ Includes several irrelevant details and omissions of important details. ☐ Some explanations and descriptions are clear and precise. ☐ Purpose statement is unclear.	☐ Thoughts are not clear or relevant to the topic. ☐ Much of the content is irrelevant, missing, or misrepresented. ☐ Information is not accurate. ☐ Insufficient detail. ☐ Explanations and descriptions are unclear and are not precise. ☐ Purpose statement is missing.	SELF INSTR.
ORGANIZATION	EXEMPLARY: 20-16	PROFICIENT: 15-11	MARGINAL: 10-6	UNSATISFACTORY: 5-0	20 PTS
• Intro/Body/ Conclusion • Transitions • Logical Points/Flow	☐ Points are clear and logically arranged in the paper. ☐ Material supports the thesis. ☐ Transitions enhance the flow of ideas. ☐ Conclusion summarizes main points and does not contain new information not covered in the paper.	☐ Points are usually clear and logically arranged. ☐ Some material does not support the thesis. ☐ Transitions are present but do not enhance the flow of ideas. ☐ Conclusion misses some main points or contains new information not covered in the paper.	☐ Points are usually clear but lacks logical arrangement. ☐ Most of the material does not support the thesis. ☐ Few transitions are present which disrupts the flow of ideas. ☐ Conclusion misses the main points and contains new information not covered in the paper.	☐ Points are poorly identified and has no logical flow. ☐ Material does not support the thesis. ☐ Transitions are missing. ☐ Conclusion is missing and/or is irrelevant to the thesis/material.	SELF INSTR.
STYLE	EXEMPLARY: 15-12	PROFICIENT: 11-8	MARGINAL: 7-4	UNSATISFACTORY: 3-0	15 PTS

MLC CCC Writing Rubric (Mission Command Battle Analysis Paper)

	EXEMPLARY	PROFICIENT	MARGINAL	UNSATISFACTORY	
• Army Writing Style • Active Voice • Clear Rapid Reading • Sentence Structure • Sources	☐ Words are precise. ☐ Language is concise and without wordiness. ☐ Writer's tone is appropriate to the audience and purpose. ☐ Sentences track clearly even to the rapid reader. ☐ Active voice predominates. ☐ Sources are properly cited.	☐ Some language is imprecise but generally understandable. ☐ Style is adequate but lacks polish and directness. ☐ Writer generally uses active voice. ☐ Minor inaccuracies in citation of sources.	☐ Language is imprecise and the reader must backtrack to understand the writer's meaning. ☐ Style lacks polish and directness. ☐ Writer uses both active and passive voice. ☐ Several inaccuracies in citation of sources.	☐ The language is awkward, hard to read. ☐ The reader cannot understand the writer's meaning. ☐ Language is inappropriate in tone. ☐ Language is extremely wordy, primarily in passive voice. ☐ Citation of sources is missing or inaccurate.	SELF INSTR.
CORRECTNESS	**EXEMPLARY: 15-12**	**PROFICIENT: 11-8**	**MARGINAL: 7-4**	**UNSATISFACTORY: 3-0**	**15 PTS**
• Spelling • Capitalization and Punctuation • Grammar	☐ Few if any departures from the published standard (grammar, punctuation and usage).	☐ A few departures from the published standard (grammar, punctuation and usage), but not enough to confuse or distract the reader.	☐ Patterns of departures from the published standard (grammar, punctuation and usage) are present, but not enough to confuse or distract the reader.	☐ Departures from the published standard (grammar, punctuation and usage) significantly confuse or distract the reader.	SELF INSTR.

INSTRUCTOR COMMENTS   **TOTAL**

- SUBSTANCE

- ORGANIZATION

- STYLE

- CORRECTNESS

STUDENT NAME:		STAFF GROUP:		DATE:
MODULE TITLE: Army Profession		ASSIGNMENT: Information Briefing		
INSTRUCTOR:				

ASSIGNMENT: As a group, develop and present a five-minute information brief on one of the following subjects: Leadership Requirements Model, the Army Values, Characteristics of the Army Profession, Army Leadership Levels, or the Operations Process. The Army standard for briefings is to transmit a clear, concise, organized message that communicates the speaker's intent.

Overall Assessment: Assignment is worth 100 points		
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Instructors Comments.

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	Correctness
CLOSING. **Summary.** Restated thesis, emphasized main points, no new information. Asked for questions.	**Visuals/Slides/Graphics** **Format.** Sequencing, numbering, font, centering, abbreviations. **Content.** Relevant, appropriate use of pictures/graphics. **Handouts/Video-clips, etc.** Introduced, relevant.