ANNEX B, APPENDIX 4

409 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

The course officer shall communicate with the training officer to:

1. place the Proficiency Level Four cadets into the Proficiency Level One and Proficiency Level Two instructor schedules;

2. ensure the cadets are assigned a 30-minute lesson at least two weeks prior to conducting this assessment, to include:

    a. a lesson specification, and

    b. an instructional guide; and

3. assign an assessor to each lesson.

Ensure that all resources requested by the cadets are available.

Review the assessment plan, assessment instructions and 409 PC Assessment Rubric and Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 409 PC Assessment Checklist for each cadet.

Review the lesson content and become familiar with the material prior to assessing the lesson.

PRE-ASSESSMENT ASSIGNMENT

Each cadet shall review the 409 PC Assessment Rubric and Checklist and become familiar with the assessment criteria prior to instructing their lesson.

Each cadet is to prepare to instruct a 30-minute lesson, by:

1. researching lesson content;

2. planning a lesson;

3. developing instructional aids; and

4. preparing the lesson location.

ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadet while instructing a lesson and make a judgement on the cadet's level of preparation, classroom management skills, use of instructional methods, use of instructional aids and overall instructional techniques.

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CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this assessment is to assess the cadet's ability to prepare and instruct a 30-minute lesson to Proficiency Level One and Two cadets in a real-life setting, during a regular training session.

RESOURCES

- 409 PC Assessment Rubric,
- 409 PC Assessment Checklists, and
- As per the lesson assigned.

ASSESSMENT ACTIVITY LAYOUT

Classroom or training area large enough to accommodate the entire group.

ASSESSMENT ACTIVITY INSTRUCTIONS



This PC is assessed during EO M409.05 / EO C409.02 (Instruct a 30-Minute Lesson), or any additional opportunity thereafter.

Each cadet, prior to the start of EO M409.05 (Instruct a 30-Minute Lesson), will be required to:

1. research lesson content;
2. plan a lesson;
3. develop instructional aids; and
4. set up the lesson location.

During the time allotted for this lesson each cadet will:

5. provide a copy of their written lesson plan to the assessor;
6. instruct a 30-minute lesson by:
    a. introducing the lesson;
    b. presenting the content of the lesson
    c. confirming the knowledge / skills learned during the lesson; and
    d. concluding the lesson; and
7. participate in a individual feedback session with the assessor upon completion of the lesson.

Using the 409 PC Assessment Rubric as a guide, the assessor shall make notes of observations and record results on the 409 PC Assessment Checklist.

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Should any content errors or omissions be made during the conduct of the lesson, the assessor shall take appropriate actions to ensure the cadets receive the correct information.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. The overall result will be recorded on the Proficiency Level Four Qualification Record located at Chapter 3, Annex C. Indicate the overall performance assessment on the qualification record as:

   a. **Incomplete**. The cadet has not achieved the performance standard by receiving an “incomplete” on more than three of the criteria listed on the assessment checklist;

   b. **Completed With Difficulty**. The cadet has achieved the performance standard by receiving an incomplete on not more than three of the criteria;

   c. **Completed Without Difficulty**. The cadet has achieved the performance standard by receiving a minimum of “completed with difficulty” on all criteria and “completed without difficulty” on 10 or more of the criteria; or

   d. **Exceeded Standard**. The cadet has achieved the performance standard by receiving a minimum of “completed without difficulty” on all criteria and “exceeded standard” on seven or more of the criteria.

2. Record notes made in the assessor’s feedback section of the assessment checklist.

3. Sign and date the assessment checklist.

4. Ensure a copy of the assessment checklist is attached to the cadet's training file.

PROVIDING ASSESSMENT FEEDBACK

This assessment is accomplished through direct / immediate feedback with the cadet upon completion of the period of instruction. The assessor should offer feedback and suggestions for improvement to the cadet based on the 409 PC Assessment Rubric and Checklist.

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

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409 PC ASSESSMENT RUBRIC

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Preparation				
Lesson plan	The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs were to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.
Instructional aids	The instructional aids were not developed, not relevant or were of poor quality.	The instructional aids were relevant, but their ease of use and effectiveness were questionable.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content. In addition, instructional aids were creative, well thought-out and extra effort on the cadet's part was evident.
Classroom / training area set up	Set-up of the classroom / training area was not suitable to the lesson.	Set-up of the classroom / training area was suitable to the lesson, however some elements were overlooked.	The classroom / training area was well set up, with due consideration given to such things as: • functional seating formation, • lighting, and • instructional aids were easily accessible and ready to use, and • distractions were minimized.	N/A
Lesson Introduction				
Review of previous lesson (if applicable)	The cadet did not review the previous lesson.	The cadet stated the topic of the previous lesson.	The cadet stated the topic of the previous lesson and provided a brief summary of the content.	N/A
Introduction of lesson	The cadet did not provide an introduction to the lesson.	The cadet stated what will be learned, but was unclear in the description of why it is important or where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied in a creative and engaging way.
Lesson Body				
Method(s) of instruction	The cadet's choice of method was not appropriate to the content or the audience.	The cadet's choice of method was appropriate but they displayed some difficulty using the method.	The cadet's choice of method was appropriate and they displayed no difficulty using the method.	N/A
Learning environment	The cadet did not ensure the physical safety of the class, and/or the cadet made no attempt to employ stress and classroom management techniques, as described in EO M409.02.	The cadet ensured the physical safety of the class at all times. The cadet attempted to employ stress and classroom management techniques, however experienced difficulty using them effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet employed stress classroom management techniques, as necessary, in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet always controlled positive and negative stress, and displayed excellent classroom management techniques.

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	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Effective use instructional aids	The cadet did not use instructional aids.	The instructional aids were difficult to see / use, or were introduced at an ineffective time.	The instructional aids were clearly displayed and were appropriately introduced.	N/A
Satisfaction of learner needs	The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities.	Some aspects of the lesson delivery were not appropriate for the developmental period of the audience. The cadet included little variety with regard to providing visual, auditory or kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included some variety of visual, auditory and kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included many visual, auditory and kinesthetic learning opportunities throughout the lesson.
Accuracy of lesson content	The cadet displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification.	The cadet displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/or clarification of some of the content.	The cadet displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/or clarification without difficulty.	The cadet displayed a mastery of the lesson content.
TP confirmation	The cadet did not use questions or an activity to confirm the understanding of the TP content; and did not adjust the instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension.	The questions or activity cadet creatively confirmed understanding at the end of each TP and easily adjusted instruction based on audience comprehension.
End of lesson confirmation	The knowledge or skills covered in the lesson were not confirmed using questions or an activity.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered.	All knowledge or skills covered in the lesson were confirmed in a creative and engaging way.
Lesson Conclusion				
Lesson summary	The cadet did not re-state the objective of the lesson and did not summarize important points / areas for improvement.	The cadet re-stated the objectives of the lesson however struggled to summarize important points / areas for improvement.	The cadet re-stated the objectives of the lesson and concisely summarized important points / areas for improvement.	N/A
Re-motivation	The cadet did not attempt to re-motivate the cadets.	N/A	The cadet attempted to re-motivate the cadets.	N/A
Description of next lesson	The cadet did not describe the next lesson.	The cadet stated the topic of the next lesson.	The cadet stated the topic of the next lesson and provided a brief and accurate description of the lesson content.	N/A
Communication				
Voice control	The cadet did not speak clearly or consistently spoke too quickly or quietly to be understood.	The cadet was understood, however struggled with the use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made clear attempts to control pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made excellent use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.
Body language, dress and deportment	The cadet exhibited inappropriate body language and/or poor dress and deportment.	The cadet attempted to use body language to help communicate and emphasise points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasise points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasise points and exhibited a high standard of dress and deportment.
Questioning techniques	The cadet did not use any questions or apply the questioning sequence (pose, pause, pounce, ponder and praise).	The cadet used appropriate types of questions but inconsistently applied the questioning sequence (pose, pause, pounce, ponder and praise).	The cadet used a variety of questions and consistently applied the questioning sequence (pose, pause, pounce, ponder and praise).	N/A

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	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Time Management				
Time Management	The lesson was not completed within the allotted time, with more than 5 minutes deviation.	Time planned for and/or spent on individual TPs / activities was somewhat inaccurate or insufficient however the lesson was completed within the allotted time (+ / - 5 minutes).	Time planned for and/or spent on individual TPs / activities was appropriate and the lesson was completed within the allotted time (+ / - 5 minutes).	N/A

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409 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Squadron: _____

Date: _____ Flight: _____

	Assessment (circle one)	Notes
Lesson Preparation		
Lesson Plan	I D C E	
Instructional aids	I D C E	
Classroom / training area set up	I D C	
Lesson Introduction		
Review of previous lesson (if applicable)	I D C	
Introduction of lesson	I D C E	
Lesson Body		
Method(s) of instruction	I D C	
Learning environment	I D C E	
Effective use of instructional aids	I D C	
Satisfaction of learner needs	I D C E	
Accuracy of lesson content	I D C E	
TP confirmation	I D C E	
End of lesson confirmation	I D C E	
Lesson Conclusion		
Lesson summary	I D C	
Re-motivation	I C	
Description of next lesson	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

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	Assessment (circle one)	Notes
Communication		
Voice control	I D C E	
Body language, dress and deportment	I D C E	
Questioning techniques	I D C	
Time Management		
Time management	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Feedback:

	PO 409 Overall Assessment			
Check One	**Incomplete**	**Completed With Difficulty**	**Completed Without Difficulty**	**Exceeded Standard**
Overall Performance	The cadet has not achieved the performance standard by receiving an "incomplete" on more than three of the criteria.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than three of the criteria and a minimum of "completed with difficulty" on all other criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 10 or more of the criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria and "exceeded standard" on 7 or more of the criteria.

Assessor's Name:	**Position:**
Assessor's Signature:	**Date:**

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