ANNEX B

ASSESSMENT OF LEARNING PLAN – PROFICIENCY LEVEL FIVE

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 501 – Reflect Upon What it Means to be a Good Citizen								
Nil.								
PO 502 – Perform Community Service								
502 PC	PO 502	To assess the cadet's level of involvement in community service activities.	Attitudinal / Dispositional Changes	Performance Assessment	The cadet tracks hours of community service in their logbook and submits for review.	Ongoing as the cadet participates in community service activities initiated by the cadet squadron, community organizations or individually by the cadet.	Chapter 3, Annex B, Appendix 1.	Nil.
PO 503 – Lead Cadet Activities								
503 PC 01	PO 503	To assess the cadet's ability to act as a team leader during a leadership assignment.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed acting as a team leader during a leadership assignment.	Ongoing throughout the proficiency level.	Chapter 3, Annex B, Appendix 2 leadership assignment checklist and rubric.	Nil.
503 PC 02	PO 503	To assess the cadet's ability to perform a leadership appointment, to include leading and mentoring a team of cadets over time.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed performing a leadership appointment, to include leading and mentoring a team of cadets over time.	Ongoing throughout the proficiency level.	Chapter 3, Annex B, Appendix 2 leadership appointment checklist and rubric.	Nil.
503 PC 03	PO 503	To assess the cadet's ability to complete a leadership project as a member of a team.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed completing a leadership project as a member of a team.	Ongoing throughout the training year.	Chapter 3, Annex B, Appendix 2 leadership project checklist.	
PO 504 – Track Participation in Physical Activities								
504 PC	PO 504	To assess the cadet's participation in regular physical activity.	Attitudinal / Dispositional Changes	Performance Assessment	The cadet's physical activity tracker is reviewed.	Anytime.	Chapter 3, Annex B, Appendix 3.	Nil.
PO 507 – Serve in an Air Cadet Squadron								
507 PC	PO 507	To have the cadet participate in Proficiency Level Five training.	Nil.	Nil.	The cadet is observed participating in a minimum of 60% of mandatory / complementary training.			
PO 509 – Instruct Cadets								

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EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
509 PC	PO 509	To assess the cadet's ability to prepare and instruct a lesson.	Reasoning Proficiency and Skills	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a lesson.	During lessons instructed by the cadets as part of regularly scheduled training.	Chapter 3, Annex B, Appendix 4.	Assessment may take place at the cadet squadron, TE, or CSTC.
PO 513 – Attend a Workshop								
513 PC	PO 513	To have the cadet participate in workshops.	Reasoning Proficiency	Personal Communication	The cadet participates in a minimum of four workshops.	During regionally scheduled workshop training.	Chapter 3, Annex B, Appendix 5.	Nil.
PO 514 – Pursue Individual Learning								
514 PC	PO 514	To assess the cadet's participation in individualized learning.	Reasoning Proficiency	Performance Assessment	The cadet creates an Individual Learning Plan which is reviewed periodically as they progress.	Ongoing throughout the proficiency level.	Chapter 3, Annex B, Appendix 6.	Nil.
PO 530 – Fly a Cross-Country Flight Using a Flight Simulator								
Nil.								
PO 540 – Reflect on Canada's Contribution to Aerospace Technology								
Nil.								
PO 560– Participate in an Aerodrome Operations Activity								
Nil.								
PO 570 – Examine Aspects of Aircraft Manufacturing and Maintenance Through the Development of Aerobatic Aircraft								
Nil.								
PO 590 – Analyze an Aircrew Survival Case Study								
Nil.								

Note: In addition to the requirements laid out in the Assessment of Learning Plan, each cadet is required to complete a minimum of three complementary self-study packages.

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ANNEX B, APPENDIX 1

502 PC – COMMUNITY SERVICE

ASSESSMENT INSTRUCTIONS

GENERAL

No time is allotted for this PC as it is to be administered whenever the cadet completes the activities listed in their community service plan.

PRE-ASSESSMENT INSTRUCTIONS

1. Gather the 502 PC Community Service Assessment Form.

2. Provide the cadet with a copy of 502 PC Community Service Assessment Form so they can familiarize themselves with the assessment criteria.

CONDUCT OF ASSESSMENT

1. Review the cadet's record of community service in their logbook to determine their level of participation.

2. Evaluate the cadet's demonstration using the 502 PC Community Service Assessment Form. (*Note*: The cadet may complete their demonstration about one or more of their community service activities prior to full completion of their community service time.)

3. Complete the 502 PC Community Service Assessment Form.

4. Conduct a debriefing. Ask the cadet about the value of their experiences and whether these experiences have encouraged them to make community service a regular part of their lives.

5. Discuss the overall performance results with the cadet and provide them with a copy of the completed 502 PC Community Service Assessment Form.

POST-ASSESSMENT INSTRUCTIONS

1. Place a copy of the 502 PC Community Service Assessment Form in the cadet's training file.

2. Record the overall result on the cadet's Phase Five / Master Cadet / Proficiency Level Five Qualification Record.

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502 PC – COMMUNITY SERVICE

ASSESSMENT FORM

Cadet's Name: _____ Date: _____

Circle the appropriate description.

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Community Service Time	The cadet did not complete 45 hours of community service.	N/A	The cadet completed 45 hours of community service during Phase Five / Master Cadet / Proficiency Level Five.	The cadet completed 70 hours of community service during Phase Five / Master Cadet / Proficiency Level Five.
Demonstration	The cadet did not complete a demonstration of their community service.	The cadet's demonstration showcased one or more of the community service activities in which they took part.	The cadet's demonstration showcased one or more of the community service activities in which they took part and highlighted one to three of the cadet's major learning outcomes from the experience. The effort the cadet put into creating their demonstration was evident and the demonstration appealed to a public audience.	The cadet's demonstration showcased one or more of the community service activities in which they took part and highlighted one to three of the cadet's major learning outcomes from the experience. The cadet clearly put a great amount of time and effort into completing a high quality demonstration that was very appealing to a public audience.

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Assessor's Feedback:

Circle 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 the community service time or the demonstration.	The cadet has achieved the performance standard by receiving "completed without difficulty" or "exceeded standard" on the community service time, and "completed with difficulty" on the demonstration.	The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on the community service time and the demonstration.	The cadet has exceeded the performance standard by receiving "exceeded standard" on the community service time and the demonstration.

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

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ANNEX B, APPENDIX 2

503 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions, 503 PC Assessment Rubrics and Checklists and become familiar with the material prior to conducting the assessment.

This PC consists of three parts, a leadership assignment, a leadership appointment and a leadership project. There is no time allotted for the PC as it is to be administered whenever and wherever cadets participating in Proficiency Level Five training complete each of the three parts.

Leadership Assignment. Formal leadership assignments will be given and assessed using the 503 PC Assessment Rubric – Leadership Assignment. The cadet will reflect and self-assess after the leadership assignment using the same rubric. The leadership assignment assessment shall be recorded on the cadet's qualification record.

Leadership Appointment. Formal leadership appointments will be given and assessed using the 503 PC Assessment Rubric – Leadership Appointment. The cadet will reflect and self-assess after the leadership appointment using the same rubric. The leadership appointment assessment shall be recorded on the cadet's qualification record.

Leadership Project. The cadet, as a member of a team, shall complete a leadership project which will include creating a proposal, preparing for, conducting and concluding an exercise. The team of cadets will be assessed using the Leadership Project Checklist in the 503 PC. Although the Leadership Project Checklist will reflect the overall result the team achieved, comments should be recorded to acknowledge individual cadet's strengths / weaknesses.



In squadrons where there is a limited number of cadets participating in Proficiency Level Five training, officers may form the remaining members of the team.

Photocopy the 503 PC Assessment Rubrics.

Photocopy the 503 PC Assessment Checklists.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 503 PC Assessment Rubrics and Checklists and become familiar with the assessment criteria.

ASSESSMENT METHOD

Performance assessment and personal communication were chosen as it allows the assessor to observe the cadet's ability to perform the required skill(s) and make a judgment on the quality of performance.

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CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to lead cadets.

RESOURCES

- 503 PC Assessment Checklists and Assessment Rubrics, and
- Pencil / pen.

ASSESSMENT ACTIVITY LAYOUT

Nil.

ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP ASSIGNMENT

1. Communicate to the cadet their leadership assignment either verbally or in writing.

2. Ensure the cadet understands the leadership assignment.

3. Have the cadet conduct the leadership assignment.

4. Using the Assessment Rubrics as a guide, make notes of observations and record results on the corresponding Assessment Checklist.



The assessment of leadership abilities is subjective; however, your responsibility is to be as positive as possible.

5. Have the cadet assess their performance using the Assessment Rubric. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.

ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP APPOINTMENT

1. Meet with the cadet to assign their leadership appointment. The Training Officer shall have developed a list of appointments, based on the examples suggested in M403.06 (Act as a Team Leader During a Leadership Appointment).

2. Ensure the cadet understands the leadership appointment.

3. Have the cadet carry out the leadership appointment.

4. Using the Assessment Rubrics as a guide, evaluate the cadet's leadership ability by observation throughout the duration of the leadership appointment and make notes of observations and record results on the corresponding Assessment Checklist.



The assessment of leadership abilities is subjective; however, your responsibility is to be as positive as possible.

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5. Have the cadet self-assess their performance using the Assessment Rubric. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.

ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP PROJECT

1. Have the cadets create a team or assign cadets to a team to organize an exercise.

2. Meet with the team of cadets to discuss the expectations of the leadership project. The Training Officer shall have developed a list of approved project areas (eg, sports, citizenship, etc.) from which they may select.

3. Ensure the cadets understand the expectations of their leadership project.

4. Have the cadets create a proposal for an exercise.

5. Use the Assessment Checklist to evaluate the cadets on the creation of the exercise proposal. Although the cadets are being assessed as a team, separate Assessment Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.

6. Have the cadets prepare for the exercise.

7. Use the Assessment Checklist to evaluate the cadets on the preparation of the exercise. Although the cadets are being assessed as a team, separate Assessment Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.

8. Have the cadets conduct the exercise.

9. Use the Assessment Checklist to evaluate the cadets on the conduct of the exercise. Although the cadets are being assessed as a team, separate Assessment Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.

10. Have the cadets conclude the exercise.

11. Use the Assessment Checklist to evaluate the cadets on the conclusion of the exercise. Although the cadets are being assessed as a team, separate Assessments Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. The overall performance assessment for PO 503 is a combined result of the leadership assignment, the leadership appointment and the leadership project assessments. Indicate the overall performance assessment on the Assessment Checklist as:

a. **Incomplete**. The cadet has not achieved the performance standard by:

(1) having eight or more of the components of the leadership project assessed as incomplete; or

(2) receiving an “incomplete” on more than four (between both the leadership assignment and the leadership appointment assessments) of the criteria;

b. **Completed With Difficulty**. The cadet has achieved the performance standard by:

(1) having less than eight but more than four components of the leadership project assessed as incomplete; and

(2) receiving an “incomplete” on less than five (between both the leadership assignment and the leadership appointment assessments) of the criteria;

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c. **Completed Without Difficulty**. The cadet has achieved the performance standard by:

(1) having less than five but more than one component of the leadership project assessed as incomplete; and

(2) receiving a minimum of “completed with difficulty” on all criteria and “completed without difficulty” on nine (between both the leadership assignment and the leadership appointment assessments) or more of the criteria; or

d. **Exceeded Standard**. The cadet has achieved the performance standard by:

(1) having no more than one component of the leadership project assessed as incomplete; and

(2) receiving a minimum of “completed without difficulty” on all criteria and “exceeded standard” on 12 (between both the leadership assignment and the leadership appointment assessments) or more of the criteria.

2. Record notes and observations in the assessor’s feedback section of the Assessment Checklist.

3. Sign and date the Assessment Checklist.

4. Ensure copies of the Assessment Checklists are attached to the cadet's training file.

5. The overall result will be recorded on the Proficiency Level Five Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the cadet's self-assessment on their performance.

Following each assessment, ask the cadet what they felt went right during the leadership assessment, what did not go well and ask the cadet how they would improve their performance if the leadership assignment or appointment was given to them again.

Discuss the performance results of each section of the Assessment Rubric with the cadet.

Discuss the overall performance results with the cadet and provide the cadet with a copy of the completed Assessment Checklists.



Because of the duration and overall nature of the leadership appointment and project, feedback needs to be provided on an ongoing basis. Additional time will also need to be scheduled upon the conclusion of the project and appointment for final feedback.

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503 PC ASSESSMENT CHECKLIST
LEADERSHIP PROJECT

Cadet's Name: _____ Squadron: _____

Date: _____ Flight: _____

	Assessment (circle one)		Notes
Create a Proposal			
Appropriate type of exercise selected.	I	C	
More than two activities selected for the exercise.	I	C	
Each activity had an objective which was in-line with the overall objective of the exercise.	I	C	
Limitations of the exercise, such as policies, time, personnel, finances, and equipment were considered.	I	C	
Prepare for an Exercise			
The exercise was developed for an appropriate project audience.	I	C	
Exercise planning used an appropriate work breakdown structure.	I	C	
A viable schedule was created for the planning of the exercise.	I	C	
The exercise was developed considering potential risks.	I	C	
The exercise used a tracking system to track progress.	I	C	
A pre-exercise meeting was conducted during the preparation of the exercise.	I	C	
Conduct an Exercise			
The exercise area was inspected prior to the set up of the exercise.	I	C	
The exercise area was set up prior to the exercise.	I	C	
The exercise was introduced to the exercise participants.	I	C	
The exercise was supervised, to include:			
Ensuring safety.	I	C	

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	Assessment (circle one)		Notes
Ensuring the well-being of cadets.	I	C	
Encouraging cadets.	I	C	
Adjusting responsibilities as required.	I	C	
Maintaining control of cadets.	I	C	
Correcting errors as required.	I	C	
Reporting misconduct as required.	I	C	
Ensuring completion of responsibilities assigned to cadets as required.	I	C	
Conclude an Exercise			
A debriefing was conducted with the exercise planning team.	I	C	
An After Action Report was created.	I	C	

I = Incomplete C = Complete

Comments:

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

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503 PC ASSESSMENT RUBRIC
LEADERSHIP ASSIGNMENT

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Select a leadership approach.	Did not select an approach appropriate to the assignment.	Selected an approach and was challenged with balancing focus on the team members and the goal.	Selected an approach and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership assignment. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Only supervised team members at the beginning and / or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and with enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and with enthusiasm, addressing both individuals and the team.
Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts to meet the needs and expectations of team members but with limited results.	Made considerable efforts to meet the needs and expectations of team members with adequate results.	Made consistent efforts to meet the needs and expectations of team members with solid results.
Complete the leadership assignment.	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

503 PC ASSESSMENT RUBRIC

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LEADERSHIP APPOINTMENT

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Select a leadership approach.	Did not select appropriate approach(es) throughout the appointment.	Selected an approach and was challenged with balancing focus on the team members and the goal throughout the appointment.	Selected approach(es) throughout the appointment and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach(es) throughout the appointment with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Did not communicate with team members frequently enough. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated with team members consistently throughout the leadership appointment. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Did not successfully apply the principles of supervision; supervision was infrequent throughout the appointment.	Supervised throughout the leadership appointment, making some corrections when necessary.	Supervised consistently throughout the leadership appointment, making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and with enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and with enthusiasm, addressing both individuals and the team.
Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts throughout the appointment to meet the needs and expectations of team members but with limited results.	Made considerable efforts throughout the appointment to meet the needs and expectations of team members with adequate results.	Made consistent efforts throughout the appointment to meet the needs and expectations of team members with solid results.
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

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503 PC ASSESSMENT CHECKLIST
LEADERSHIP ASSIGNMENT

Cadet's Name: _____ Squadron: _____

Date: _____ Flight: _____

	Assessment (circle one)	Notes
Select a leadership approach.	**I D C E**	
Communicate as a team leader.	**I D C E**	
Supervise team members.	**I D C E**	
Solve problems.	**I D C E**	
Motivate team members.	**I D C E**	
Provide feedback to team members.	**I D C E**	
Meet expectations of team members.	**I D C E**	
Complete the leadership assignment.	**I C**	
Perform self-assessment.	**I C**	

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

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

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503 PC ASSESSMENT CHECKLIST
LEADERSHIP APPOINTMENT

Cadet's Name: _____ Squadron: _____

Date: _____ Flight: _____

	Assessment (circle one)	Notes
Select a leadership approach.	I D C E	
Communicate as a team leader.	I D C E	
Supervise team members.	I D C E	
Solve problems.	I D C E	
Motivate team members.	I D C E	
Provide feedback to team members.	I D C E	
Meet expectations of team members.	I D C E	
Perform self-assessment.	I C	

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

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

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503 PC ASSESSMENT CHECKLIST
OVERALL ASSESSMENT

The PO 503 Overall Assessment includes the evaluation of the leadership assignment, appointment, and project.

Assessor's feedback:

	PO 503 Overall Assessment			
Check One	**Incomplete**	**Completed With Difficulty**	**Completed Without Difficulty**	**Exceeded Standard**
Overall Performance	The cadet has not achieved the performance standard either by having eight or more of the components of the leadership project assessed as incomplete or by receiving an "incomplete" on more than four (between both the leadership assignment and the leadership appointment assessments) of the criteria.	The cadet has achieved the performance standard by having less than eight but more than four components of the leadership project assessed as incomplete; and by receiving an "incomplete" on less than five (between both the leadership assignment and the leadership appointment assessments) of the criteria.	The cadet has achieved the performance standard by having having less than five but more than one component of the leadership project assessed as incomplete; and by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on nine (between both the leadership assignment and the leadership appointment assessments) or more of the criteria.	The cadet has achieved the performance standard by having no more than one component of the leadership project assessed as incomplete; and by receiving a minimum of "completed without difficulty" on all criteria and "exceeded standard" on 12 (between both the leadership assignment and the leadership appointment assessments) or more of the criteria.

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

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ANNEX B, APPENDIX 3

504 – PC PERSONAL FITNESS AND HEALTHY LIVING

ASSESSMENT INSTRUCTIONS

GENERAL

No time is allotted for this PC, as it is to be administered whenever the cadet hands in their completed Physical Activity Tracker.

The Physical Activity Tracker and the requirements of this PC are covered during EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity [MVPA] and Track Participation in Physical Activities).

PRE-ASSESSMENT INSTRUCTIONS

1. Gather the 504 PC Personal Fitness and Healthy Living Assessment Form.

2. Meet with the cadet to ensure they have received the Physical Activity Tracker, and that they are familiar with the assessment requirements.



MVPA (moderate- to vigorous-intensity physical activity) is a combination of moderate and vigorous intensity activity:

- Moderate-intensity physical activities will cause teens to sweat a little and to breathe harder (eg, skating or bike riding).
- Vigorous-intensity physical activities will cause teens to sweat and be ‘out of breath’ (eg, running or rollerblading).

CONDUCT OF ASSESSMENT

1. Have the cadet complete their Physical Activity Tracker and meet with them as required to deal with any difficulties that may arise. Make notes of observations.

2. Once the cadet has completed the Physical Activity Tracker, evaluate their performance using the assessment form.

3. Conduct a debriefing. Ask the cadet what they felt went well and what they would improve upon if the assessment was given to them again.

4. Discuss the overall performance results with the cadet and provide the cadet with a copy of the completed 504 PC Personal Fitness and Healthy Living Assessment Form.

POST ASSESSMENT INSTRUCTIONS

1. Place a copy of the 504 PC Personal Fitness and Healthy Living Assessment Form in the cadet's training file.

2. Record the overall result on the Proficiency Level Five Qualification Record.

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504 PC - PERSONAL FITNESS AND HEALTHY LIVING

ASSESSMENT FORM

Cadet's Name: _____ Date: _____

Assessor's feedback:

	PO 504 – Assessment Results					
Check One	**Incomplete**		**Completed With Difficulty**	**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet did not complete a minimum of 60 minutes of MVPA daily for at least 24 days over four consecutive weeks.			The cadet has achieved the performance standard by completing a minimum of 60 minutes of MVPA daily for 24 days over four consecutive weeks.		The cadet has exceeded the performance standard by completing a minimum of 60 minutes of MVPA daily for 28 days over four consecutive weeks.	

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

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ANNEX B, APPENDIX 4

509 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

The course officer shall communicate with the training officer to:

1. incorporate the cadets participating in Proficiency Level Five Cadet training into the instructor schedules;

2. ensure the cadets are assigned a 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 509 PC Assessment Rubric and Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 509 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 509 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 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.

CONDUCT OF ASSESSMENT

PURPOSE

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

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RESOURCES

- IAW the lesson assigned.

ASSESSMENT ACTIVITY LAYOUT

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

ASSESSMENT ACTIVITY INSTRUCTIONS

Each cadet 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 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 509 PC Assessment Rubric as a guide, the assessor shall make notes of observations and record results on the 509 PC Assessment Checklist.



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 Five 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 one 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 one of the criteria and a minimum of “completed with difficulty” on all other criteria;

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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; and

d. **Exceeded Standard**. The cadet has achieved the performance standard by receiving a minimum of “completed without difficulty” on all criteria listed 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 509 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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509 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.
Set up the lesson location	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 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 in an 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 of 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 cadet creatively used questions or an activity to confirm the 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-motivate	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 to 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 emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize 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 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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509 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	
Set up the lesson location	I D C	
Lesson Introduction		
Review 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-motivate	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 509 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 one of the criteria listed on the assessment checklist.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than one 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 seven or more of the criteria.

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

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ANNEX B, APPENDIX 5

513 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 513 PC and become familiar with the material prior to conducting the assessment.

There is no time allotted for the PC as it is to be administered whenever the cadet has attended their four workshops.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 513 PC Assessment Checklist and become familiar with the assessment criteria.

ASSESSMENT METHOD

Personal communication was chosen for this PC as it allows the assessor to interact with the cadet and discuss their learning experience at the regionally conducted workshops.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to record the cadet's participation in four regionally facilitated workshops.

RESOURCES

- 513 PC Assessment Checklist, and
- Royal Canadian Air Cadets Proficiency Level Five Logbook.

ASSESSMENT ACTIVITY LAYOUT

Nil.



The cadet's participation in workshops shall be assessed as:

- **Incomplete**. The cadet has not attended four regionally facilitated workshops conducted during two full-days, four half-days or other equivalent combination of training.
- **Completed Without Difficulty**. The cadet has attended four regionally facilitated workshops conducted during two full-days, four half-days or other equivalent combination of training.

ASSESSMENT ACTIVITY INSTRUCTIONS

Have the cadet attend four regionally facilitated workshops.

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POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the assessment checklist as:

   a. **Incomplete**. The cadet has not attended four regionally facilitated workshops conducted during two full-days, four half-days or other equivalent combination of training.

   b. **Completed Without Difficulty**. The cadet has attended four regionally facilitated workshops conducted during two full-days, four half-days or other equivalent combination of training.

2. Sign and date the Assessment Checklist.

3. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.

4. The overall result will be recorded on the Proficiency Level Five Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

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

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513 PC ASSESSMENT CHECKLIST
OVERALL ASSESSMENT

Cadet's Name: _____ Squadron: _____

Flight: _____

Assessor's Feedback:

	PO 513 Overall Assessment							
Check One	**Incomplete**		**Completed With Difficulty**		**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet has not attended four regionally facilitated workshops.				The cadet has attended four regionally facilitated workshops.			

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

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ANNEX B, APPENDIX 6

514 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 514 PC and become familiar with the material prior to conducting the assessment.

There is no time allotted for the PC as it is to be administered whenever the cadet has completed their Individual Learning Plan (ILP).

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 514 PC Assessment Checklist and become familiar with the assessment criteria.

ASSESSMENT METHOD

Performance assessment was chosen for this PO as it allows the assessor to assess the cadet's participation in individualized learning.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's participation in individualized learning.

RESOURCES

- 514 PC Assessment Checklist

ASSESSMENT ACTIVITY LAYOUT

Nil.

ASSESSMENT ACTIVITY INSTRUCTIONS

1. The Crse O shall guide the cadet to develop an ILP which identifies an Air Cadet topic that interests the cadet and a series of specific goals (learning needs), from within the CP or external to it, which the cadet would like to pursue. The ILP should identify:

- **Learning Needs.** Specific statements about what is to be learned.
- **Learning Activities.** Statements describing how each learning need will be accomplished.
- **Target Dates.** Timeframes for the completion of each learning activity and the plan as a whole.
- **Learning Resources.** Specific human and materiel resources needed to achieve each learning activity.
- **Measures of Success.** Action statements describing how to determine if a learning activity has been successfully accomplished.
- **Final Report.** A description of how the cadet will demonstrate to others how the individual learning activity has been personally beneficial.

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2. The Crse O shall review the cadet's ILP against the matrix below to ensure the plan meets the assessment requirements of the CP. Where a cadet submits a plan that achieves a score of 12 points or higher out of the possible 20 points, the Crse O shall forward the ILP to the CO for approval. Where a cadet scores less than 12 points, the Crse O shall identify the areas of the matrix where the cadet received a low score so the cadet can adjust their ILP and resubmit it.

	0	1	2	3	4
POTENTIAL FOR INDIVIDUAL DEVELOPMENT	Considering the cadet, the proposal contains similar experiences to those already experienced by the cadet.	Considering the cadet, the requirements of the ILP provide experiences that are similar to many previous experiences from the CP but are applied in a different manner.	Considering the cadet, the requirements of the ILP provide experiences that progressively build upon CP experiences.	Considering the cadet, the requirements of the ILP provide experiences that progressively build upon CP experiences and may have future applications.	Considering the cadet, the requirements of the ILP provide experiences that progressively build upon CP experiences which apply toward future goals set by the cadet.
AIMS, MISSION AND PARTICIPANT OUTCOMES (CATO 11-03).	The proposal does not relate well to the aims, mission or participant outcomes of the CP.	The proposal relates to topic areas from the Air CP.	The proposal uses topic areas from the Air CP to contribute positively to the transition of the cadet to adulthood.	The proposal uses topic areas from the Air CP to contribute positively to the transition of the cadet to adulthood and makes reference to targets that relate to the participant outcomes as outlined in CATO 11-03.	The proposal uses topic areas from the Air CP to contribute positively to the transition of the cadet to adulthood, specifically targeting participant outcomes as outlined in CATO 11-03.
TIME COMMITMENT	Considering the cadet, the requirements of the ILP will require no change of current time commitment to complete.	Considering the cadet, the requirements of the ILP can be met by modifying what they currently do without much change to their current time commitment.	Considering the cadet, the requirements of the ILP will include a mixture of modified current and new time commitments.	Considering the cadet, the requirements of the ILP will require the cadet to commit additional time.	Considering the cadet, the requirements of the ILP meet both individual and organizational needs in a creative manner that requires an additional time commitment from the cadet.
DIFFICULTY	Considering the cadet, the ILP offers no challenge or opportunity for skill development.	Considering the cadet, the ILP offers little challenge or opportunity for skill acquisition or refinement.	Considering the cadet, the ILP offers some challenge and opportunity for skill acquisition or refinement.	Considering the cadet, the ILP offers considerable challenge and opportunity for skill acquisition or refinement.	Considering the cadet, the ILP offers considerable challenge and opportunity for the acquisition or refinement of multiple skills.
VARIETY	The proposal includes only one experience.	The proposal includes two unique experiences.	The proposal includes three unique experiences.	The proposal includes four unique experiences.	The proposal includes more than four unique experiences.

3. The CO shall review the ILP and shall be the approving authority.

4. Once the plan is approved the cadet may pursue the learning activities as outlined in the ILP. Periodically the Crse O shall meet with the cadet to assess their progress on their ILP. The cadet may amend the ILP with the concurrence of the Crse O and CO.

5. Once the cadet has completed all of the learning activities outlined in the ILP, they shall be required to prepare and conduct a presentation explaining how the individual learning activity was personally beneficial.

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Provided the cadet outlines their individual learning clearly and is able to demonstrate what they feel they learned from the experience, this presentation can take any form, including, but not limited to:

- A report;
- A radio broadcast;
- A PowerPoint presentation;
- A lecture;
- A blog;
- A webpage;
- A video;
- A musical composition;
- A photo journal; or
- A visit or tour.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the assessment checklist as:

   a. **Incomplete.** The cadet did not develop a satisfactory ILP or did not carry it out.

   b. **Completed Without Difficulty.** The cadet developed a satisfactory ILP and carried it out.

2. Record notes made in the assessor's feedback section of the Assessment Checklist. Where possible, attach the presentation completed by the cadet.

3. Sign and date the Assessment Checklist.

4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.

5. The overall result will be recorded on the Proficiency Level Five Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

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

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514 PC ASSESSMENT CHECKLIST
OVERALL ASSESSMENT

Cadet's Name: _____ Squadron: _____

Flight: _____

Assessor's Feedback:

	PO 514 Overall Assessment							
Check One	**Incomplete**		**Completed With Difficulty**		**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet did not complete the requirements by not developing a satisfactory ILP or not carrying it out.				The cadet completed the requirements by developing a satisfactory ILP and carrying it out.			

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

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