ANNEX B

ASSESSMENT OF LEARNING PLAN – PHASE FOUR

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO X01 – Participate in Citizenship Activities								
X01 PC	PO X01	To have the cadet participate in a citizenship activity.	Nil.	Nil.	The cadet is observed participating in a minimum of one citizenship activity.	Anytime.	Nil.	Nil.
PO X02 – Perform Community Service								
X02 PC	PO X02	To have the cadet participate in community service	Nil.	Nil.	The cadet is observed participating in a minimum of one community service activity.	Anytime.	Nil.	Nil.
PO 403 – Act as a Team Leader								
403 PC 01	PO 403	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 training year.	Chapter 3, Annex B, Appendix 1 leadership assignment checklist and rubric.	Nil.
403 PC 02	PO 403	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 training year.	Chapter 3, Annex B, Appendix 1 leadership appointment checklist and rubric.	Nil.
PO X04 – Track Participation in Physical Activities								
X04 PC	PO X04	To assess the cadet's participation in regular physical activity.	Reasoning Proficiency and Skills	Performance Assessment	The cadet's physical activity tracker is reviewed.	During EO MX04.02.	Chapter 3, Annex B, Appendix 2 and Physical Activity Tracker.	Nil.
PO X05 – Participate in Physical Activities								
X05 PC	PO X05	To have the cadet participate in physical activity	Nil.	Nil.	The cadet is observed participating in a minimum of one physical activity.	Anytime.	Nil.	Nil.
PO 406 – Fire the Cadet Air Rifle During Recreational Marksmanship								

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EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
406 PC	PO 406	To assess the cadet's ability to fire the cadet air rifle during a recreational marksmanship activity.	Nil.	Nil.	The cadet is observed firing the cadet air rifle during a recreational marksmanship activity.	Anytime.	Nil.	Nil.
PO 407 – Serve in a Sea Cadet Corps								
407 PC	PO 407	To have the cadet participate in Phase Four training.	Nil.	Nil.	The cadet is observed participating in a minimum of 60% of mandatory / complementary Phase Four training.	Anytime.	Nil.	Nil.
PO 408 – Command a Division on Parade								
408 PC	PO 408	To assess the cadet's ability to command a division.	Skills	Performance Assessment	The cadet is observed as they command a division on parade by: identifying parade sequence and inspecting a cadet on parade.	During division parades.	Chapter 3, Annex B, Appendix 3 checklist.	Nil.
PO 409 – Instruct a Lesson								
409 PC	PO 409	To assess the cadet's ability to prepare and instruct a 30-minute lesson.	Reasoning proficiency and skills	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a 30-minute lesson.	Ongoing during the conduct of lessons related to EO M409.05 or during any opportunity there after.	Chapter 3, Annex B, Appendix 4.	Assistance is denied.
PO 311 – Participate in a Recreational Summer Biathlon Activity								
Nil.								
PO X20 – Participate in CAF Familiarization Activities								
X20 PC	PO X20	To have the cadet participate in CAF familiarization activities.	Nil.	Nil.	The cadet is observed participating in a minimum of one CAF familiarization activity.	Anytime.	Nil.	Nil.
PO 421 – Perform Ropework								
Nil.								

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EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 423 – Locate a Position on a Chart								
423 PC	PO 423	The purpose of this PC is to assess the cadet's ability to locate a position on a chart.	Knowledge and Skills	Selected Response and Short Answer	Cadets are required to complete a fixing paper.	Upon completion of lessons related to PO 423.	Chapter 3, Annex B, Appendix 5	Nil
PO X24 – Participate in Sail Canada CANSail Program.								
As per Sail Canada CANSail Level 1 Checklist and Rubric.								
PO X25 – Participate in a Nautical Training Weekend								
Nil.								

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ANNEX B, APPENDIX 1

403 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions, 403 PC Assessment Rubrics, Assessment Checklists and become familiar with the material prior to conducting the assessment.

This PC consists of two parts, a leadership assignment and a leadership appointment. There is no time allotted for the PC as it is to be administered whenever and wherever Phase Four cadets lead cadets through a leadership assignment or appointment.

Leadership Assignment. The cadet shall be given a minimum of one practice leadership assignment which will be assessed using the 403 PC Assessment Rubric – Leadership Assignment. The cadet will reflect and self-assess after the practice leadership assignment using the same rubric. The formal leadership assignment will be given and assessed using the same rubric.

Leadership Appointment. The formal leadership appointment will be given and assessed using the 403 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.

Photocopy the 403 PC Assessment Rubrics.

Photocopy the 403 PC Assessment Checklists.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 403 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.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to lead cadets through a leadership assignment and appointment.

RESOURCES

- Two 403 PC Assessment Rubrics, and
- As per the leadership assignment or appointment.

ASSESSMENT ACTIVITY LAYOUT

As per the leadership assignment or appointment.

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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, the assessor shall make notes of observations and record results on the corresponding Assessment Checklist.



The assessment of leadership abilities is subjective; however, the assessor's 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, the assessor shall 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, the assessor's responsibility is to be as positive as possible.

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.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. The overall performance assessment for PO 403 is a combined result of the leadership assignment and appointment assessments. Indicate the overall performance assessment on the Assessment Checklist as:

   a. **Incomplete**. The cadet has not achieved the performance standard by not successfully completing either the leadership assignment or the leadership appointment;

   b. **Completed with difficulty**. The cadet had achieved the performance standard by receiving an “incomplete” on not more than four (between both assessments) 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 nine (between both assessments) 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 12 (between both 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 a copy of the Assessment Checklists is attached to the cadet's training file.

5. The overall result will be recorded on the Phase Four 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, feedback needs to be provided on an ongoing basis. Additional time will also need to be scheduled upon the conclusion of the appointment for final feedback.

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403 PC ASSESSMENT CHECKLIST

LEADERSHIP ASSIGNMENT

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

	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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403 PC ASSESSMENT CHECKLIST

LEADERSHIP APPOINTMENT

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

	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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403 PC ASSESSMENT CHECKLIST

OVERALL ASSESSMENT

The PO 403 Overall Assessment includes the evaluation of both the leadership assignment and the leadership appointment.

Assessor's Feedback:

	PO 403 Overall Assessment			
Check One	**Incomplete**	**Completed With Difficulty**	**Completed Without Difficulty**	**Exceeded Standard**
Overall Performance	The cadet has not achieved the performance standard by not successfully completing either the leadership assignment or the leadership appointment.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than four (between both assessments) 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 nine (between both assessments) 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 12 or more of the criteria.

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

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403 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 task. 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 sincerely, with attention at times to both individuals and the team.	Motivated consistently and sincerely, 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.	

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403 PC ASSESSMENT RUBRIC

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 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 sincerely, with attention at times to both individuals and the team.	Motivated consistently and sincerely, 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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ANNEX B, APPENDIX 2

X04 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 X04 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 X04 PC Personal Fitness and Healthy Living Assessment Form.

POST ASSESSMENT INSTRUCTIONS

1. Place a copy of the X04 PC Personal Fitness and Healthy Living Assessment Form in the cadet's training file.

2. Record the overall result on the Phase Four Qualification Record.

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X04 PC - PERSONAL FITNESS AND HEALTHY LIVING ASSESSMENT FORM

Cadet's Name: _____ Date: _____

Assessor's feedback:

	PO 404 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 20 days over four consecutive weeks.		The cadet has achieved the performance standard by completing a minimum of 60 minutes of MVPA daily for 20 days over four consecutive weeks.	The cadet has exceeded the performance standard by completing a minimum of 60 minutes of MVPA daily for 24 days or more over four consecutive weeks.

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

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ANNEX B, APPENDIX 3

408 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 408 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 408 PC Assessment Checklist for each cadet.

Ensure each cadet has received a parade sequence aide-mémoire card (located at A-CR-CCP-604/PF-001, *Phase Four Instructional Guides*, EO M408.03 [Command a Squad]).

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the assessment activity instructions and the 408 PC Assessment Checklist to become familiar with the material prior to participating in the assessment.

ASSESSMENT METHOD

Performance assessment was chosen to observe and evaluate the cadet commanding a division on parade.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to command a division on parade.

RESOURCES

- 408 PC Assessment Checklist, and
- Parade sequence aide-mémoire card.

ASSESSMENT ACTIVITY LAYOUT

This assessment shall be conducted in a drill hall or outdoor parade square in favourable weather.

Assessments may be conducted throughout the year, during parades (eg, opening parade, closing parade, ceremonial parades).

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ASSESSMENT ACTIVITY INSTRUCTIONS



After observing each skill being performed, make a judgment and indicate on the Assessment Checklist whether the skill was:

- **Incomplete.** The skill was not attempted or not completed even with assistance;
- **Completed with difficulty.** The skill was completed with some difficulty / assistance or with heavy reliance on the parade sequence aide-mémoire card;
- **Completed without difficulty.** The skill was completed without difficulty / assistance or required only occasional reference to the parade sequence aide-mémoire card; or
- **Exceeded standard.** The skill was completed without any difficulty / assistance and required no use of the parade sequence aide-mémoire card.

Make notes of observations for the purpose of providing descriptive post-assessment feedback.

1. Assess the cadet's performance for each skill and record the results on the Assessment Checklist.

2. Cadets may be given unlimited re-tests within the resources of the cadet corps to meet the standard for each skill. Where time permits, cadets may re-test to improve their results.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:

   a. **Incomplete.** The cadet has not achieved the performance standard by not completing at least one of the required areas;

   b. **Completed with difficulty.** The cadet has achieved the performance standard by completing one or more or the required objectives with difficulty;

   c. **Completed without difficulty.** The cadet has achieved the performance standard by completing all objectives without difficulty; or

   d. **Exceeded standard.** The cadet has achieved the performance standard by exceeding the standard on all objectives.

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.

5. The overall result will be recorded on the Phase Four 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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408 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

Analytical Performance Assessment:	Incomplete The skill was not attempted or not completed even with assistance.	Completed WithDifficulty The skill was completed with some difficulty / assistance or with heavy reliance on the parade sequence aide mémoire card.	Completed Without Difficulty The skill was completed without difficulty / assistance or required only occasional reference to the parade sequence aide mémoire card.	Exceeded Standard The skill was completed without any difficulty / assistance and required no use of the parade sequence aide mémoire card.
Fall In				
The cadet assumed the proper command position—centred and three paces in front of the division.				
The cadet ordered the division to stand at ease.				
Once the last division was ordered, the cadet turned about, observed the standard pause and stood at ease.				
Inspection				
The cadet ensured the division was at attention.				
The cadet awaited the arrival of the Reviewing Officer (RO) three paces in front of the division marker.				
The cadet saluted (if required) and reported the division to the RO.				
The cadet guided the RO through the inspection of each rank of the division.				

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The cadet saluted (if required) and asked for permission to carry on.				
The cadet returned to the front of the division, centred and three paces in front.				
The cadet ordered the division to close order march and stand at ease.				
The cadet executed an about turn and stood at ease.				
March Past				
The cadet executed all commands given by the parade commander.				
The cadet assumed the correct position in front of the division throughout the march past.				
The cadet correctly delivered all required commands throughout the march past.				
Once commanded to advance, the cadet turned and wheeled into position in front of the division.				
Fall Out				
Once commanded to dismiss, the cadet observed the standard pause, saluted if an officer was present and then marched off the parade square.				

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Assessor's Feedback:

	PO 408 Overall Assessment							
Check One	**Incomplete**		**Completed With Difficulty**		**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required areas.		The cadet has achieved the performance standard by completing one or more or the required objectives with difficulty.		The cadet has achieved the performance standard by completing all objectives without difficulty.		The cadet has achieved the performance standard by exceeding the standard on all objectives.	

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

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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 Phase Four cadets into the Phase One and Phase 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 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 30-minute lesson to Phase One and Phase Two cadets in a real-life setting, during a regular training session.

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RESOURCES

IAW EO M409.05 (Instruct a 30-Minute Lesson) and the Phase One or Phase Two 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:

1. provide a copy of their written lesson plan to the assessor;
2. 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
3. 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.



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.

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POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

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

   a. **Incomplete**. If the cadet received an “incomplete” on more than three of the criteria listed on the assessment checklist;

   b. **Completed With Difficulty**. If the cadet received an “incomplete” on not more than three of the criteria and a minimum of “completed with difficulty” or better on all other criteria;

   c. **Completed Without Difficulty**. If the cadet received a minimum of “completed with difficulty” on all criteria and “completed without difficulty” or better on 10 or more of the criteria:

   d. **Exceeded Standard**. If the cadet received a minimum of “completed without difficulty” on all criteria listed on the checklist 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 CHECKLIST

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

	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 of previous lesson (if applicable)	**I D C**	
Introduction of lesson	**I D C E**	
Lesson Body		
Method(s) of instruction	**I D C**	
Emotional learning environment	**I D C E**	
Effective use 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	**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 listed on the assessment checklist.	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 listed and “exceeded standard” on 7 or more of the criteria:

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

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409 PC ASSESSMENT RUBRIC

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the 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 are 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 was not suitable to the lesson.	Set-up of the classroom / training area was not 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 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 the 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-stating the objectives of the lesson however struggled to summarize important points / areas for improvement.	The cadet re-stating the objectives of the lesson and concisely summarized important points / areas for improvement.	N/A
Re-motivate	The cadet did not attempt 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 emphasis points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasis points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasis points and exhibited a high standard of dress and deportment.

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	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Questioning techniques	The cadet did not use any questions or apply the questions sequence (pose, pause, pounce, ponder and praise).	The cadet used appropriate types of questions but inconsistently applied the question sequence (pose, pause, pounce, ponder and praise).	The cadet used a variety questions and consistently applied the question sequence (pose, pause, pounce, ponder and praise).	N/A
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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ANNEX B, APPENDIX 5

423 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 423 PC Assessment Checklist, 423 PC Worksheet, and the 423 PC Worksheet Answer Key and become familiar with the material prior to conducting the assessment.

This PC will be conducted during two periods set aside for this PC.

Photocopy the 423 PC Assessment Checklist and 423 PC Worksheet for each cadet.

PRE-ASSESSMENT ASSIGNMENT

Nil.

ASSESSMENT METHOD

Selected response (short answer) and performance assessment were chosen to assess the cadet's ability to locate a position on a chart.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to locate a position on a chart.

RESOURCES

- Navigation Instruments,
- *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*,
- 423 PC Worksheet (Chart 3441 Fixing Paper), and
- 423 PC Worksheet - Answer Key (Chart 3441 Fixing Paper).

ASSESSMENT ACTIVITY LAYOUT

Place *Chart 3441* and navigation instruments on each table.

ASSESSMENT ACTIVITY INSTRUCTIONS



The cadet is required to complete this PC independently. Questions to the instructor are permitted to clarify or amplify information found in the PC.

If the class is too large to be accommodated by equipment available, split the group into two groups and have one group work on Section D while the other group works on the other sections. Once both groups are completed, they can switch. Account for time limit accordingly.

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The cadet may be provided limited assistance (eg, general reminders, guided questions).

1. Cadets will complete the fixing paper individually.
2. Distribute a fixing paper to each cadet.
3. Cadets will have 55 minutes to complete the fixing paper.
4. Once the fixing paper is complete, correct the cadets' answers using the answer key.
5. Fixing paper will be scored out of a total of 60 points. Marking criteria for the fixing paper will be:
   a. **Section A.** One point for each correct response, for a total of eight points.
   b. **Section B.** Three points for each correct response (plus or minus 0.5 NM) for a total of six points.
   c. **Section C.** Three points for each correct response (plus or minus 10 minutes), for a total of six points.
   d. **Section D.** Possible six points per fix for a total of 36 points. Marking criteria for each fix will be:
      (1) two points for accuracy,
      (2) one point for accuracy of the navigational track,
      (3) two points for accuracy of DRs, and
      (4) one point for correct labelling.
      (5) two points for correctly answering the bonus question.
6. Record the results of the on the Assessment Checklist.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
   a. **Incomplete.** The cadet has not achieved the performance standard by completing the PC with a mark of less than 60 percent (36 / 60) in three attempts or did not attempt the PC;
   b. **Completed with difficulty.** The cadet has achieved the performance standard by completing the PC with a mark of 60 percent (36 / 60) or more but required more than one attempt;
   c. **Completed without difficulty.** The cadet has achieved the performance standard by completing the PC with a mark of 60 percent (36 / 60) but less than 90 percent (54 / 60) on the first attempt; or
   d. **Exceeded standard.** The cadet has achieved the performance standard by completing the PC with a mark of 90 percent (54 / 60) or more on the first attempt.
2. Record notes made in the assessor’s comments section of the Assessment Checklist.
3. Sign and date the Assessment Checklist. Indicate the level of performance on the Phase Four Qualification Record, located in Chapter 3, Annex C.

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PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results with the cadet and provide them with a copy of the Assessment Checklist.

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S351 PC WORKSHEET – ANSWER KEY

CHART 3441 FIXING PAPER

Section A—Find the required information on the chart:

What is the scale of this chart? **1 : 40 000**

How are depths measured in this chart? **In metres**

What date was the Traffic Separation Scheme revised from Victoria to Vancouver?

July 1, 2005

Identify the chart numbers for:

Eastern end of President Channel: **Chart 18421 USA**

Bedwell Harbour: **Chart 3477**

Fulford Harbour: **Chart 3478**

Areas North of Burgoyne Bay: **Chart 3442**

What is the date this chart has been corrected to? **October 10, 2008**

Section B—Measure the distance:

Number	From	To	Distance
1.	Dock I. light 48° 40.50' N 123° 21.40' W	Canoe Rk. Light 48° 44.00' N 123° 20.43' W	3.88 NM
2.	Gowlland Pt. light 48° 44.15' N 123° 11.05' W	Turn Pt. light 48° 41.34' N 123° 14.25' W	3.6 NM

Section C—Find the latitude and longitude or symbols specified:

Number	Latitude	Longitude	Symbol
1.	48° 41.34' N	123° 14.25' W	Turn Pt. light
2.	48° 45.9' N	123° 18.3' W	Beddis Rk.

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Section D— Plot the following fixes complete with navigational track and two DRs (at 6 and 12 minutes):

Time	Fix		Symbol for accuracy check
0700	48° 36.00' N 123° 04.00' W Course Speed	 014° 4 knots	**Parallel and Meridian lines**
0800	LHE Flattop I. Pt. Disney Course Speed	072° 002° 330° 6 knots	**Presidents Channel** **158 m mark**
0900	Sandy Pt. Pt. Disney Course Speed	000° 109° 330° 6 knots	**Cowlitz Bay on Waldron Island**
1000	Taylor Pt. RHE Java I. Course Speed	341° 005° 245° 6 knots	**MSh mark under Boundary Pass**
1100	Turn Pt. light Pt. Fairfax light Course Speed	025° 315° 160° 15 knots	**Lower left corner Special Note symbol in Haro Strait**
1200	48° 36.60' N 123° 10.40' W Course Speed	 335° 11 knots	**Roche Harbor on San Juan Island**

****** BONUS QUESTION *****

Which of the fixes in Section D will place you "aground" after you DR? **1200 fix**

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423 PC WORKSHEET

CHART 3441 FIXING PAPER

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423 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

Assessor's Feedback:

Fixing Paper Mark:_____%

	PO 423 Overall Assessment			
Check One	**Incomplete**	**Completed With Difficulty**	**Completed Without Difficulty**	**Exceeded Standard**
Overall Performance	The cadet has not achieved the performance standard by completing the PC with a mark of less than 60 percent in three attempts or did not attempt the PC.	The cadet has achieved the performance standard by completing the PC with a mark of 60 percent or more but required more than one attempt.	The cadet has achieved the performance standard by completing the PC with a mark of 60 percent but less than 90 percent on the first attempt.	The cadet has achieved the performance standard by completing the PC with a mark of 90 percent or more on the first attempt.

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

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