ANNEX B

ASSESSMENT OF LEARNING PLAN – GOLD STAR

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								
404 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 have the cadet participate in recreational marksmanship.	Nil.	Nil.	The cadet is observed participating in a minimum of one recreational marksmanship activity.	Anytime.	Nil.	Nil.
PO 407 – Serve in an Army Cadet Corps								
407 PC	PO 407	To have the cadet participate in Gold Star training.	Nil.	Nil.	The cadet is observed participating in a minimum of 60% of mandatory / complementary training activities.	Anytime.	Nil.	Nil.
PO 408 – Command a Platoon on Parade								
408 PC	PO 408	To assess the cadet's ability to command a platoon on parade.	Skills	Performance Assessment	The cadet is observed as they command a platoon on parade by identifying parade sequence and inspecting a cadet on parade.	During division parades.	Chapter 3, Annex B, Appendix 3 checklist.	Assistance is denied.
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.	Nil.	Nil.	The cadet is observed participating in a minimum of one CAF familiarization activity.	Anytime.	Nil.	Nil.
PO 422 – Follow a Multi-Leg Route Using a Global Positioning System (GPS) Receiver								
422 PC	PO 422	To assess the cadet's ability to follow a multi-leg route using a GPS receiver.	Reasoning Proficiency and Skills	Performance Assessment	The cadet, in a group of no more than four, shall create a multi-leg route using a GPS receiver with four given 10-figure	Two periods allocated, during the bivouac FTX.	Chapter 3, Annex B, Appendix 5. checklist.	Nil.

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EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
					grid references and navigate to each point along the route, within a 10-m radius.			
PO 424 – Employ Natural Resources in a Survival Situation								
424 PC	PO 424	To assess the cadet's ability to weave cordage.	Ability to Create Products	Performance Assessment	The cadet shall make cordage from raw material and then weave the cordage into a 0.5-m (1.5 foot) two-strand braid.	While completing EO M424.03, during the bivouac FTX.	Chapter 3, Annex B, Appendix 6. checklist.	Nil.
PO 425 – Develop an Expedition Plan								
Nil.								
PO 426 – Perform Expedition Skills								
426 PC	PO 426	To assess the cadet's ability to perform expedition skills.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed performing expedition skills, to include: employing two methods of transportation, leading and navigating a minimum of one leg of the expedition, following expedition routine, demonstrating environmental awareness and reflecting on the expedition experience.	During PO 426 at the Expedition Centre.	Chapter 3, Annex B, Appendix 7 checklists and associated rubrics.	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 Gold Star 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 Checklists,
- Two 403 PC Assessment Rubrics, and
- As per the leadership assignment or appointment.

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ASSESSMENT ACTIVITY LAYOUT

As per the leadership assignment or appointment.

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, 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, evaluate the cadet's leadership ability by observation throughout the duration of the leadership appointment, 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 receiving an “incomplete” on more than four (between both assessments) of the creteria;

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b. **Completed With Difficulty**. The cadet had achieved the performance standard by receiving an "incomplete" on less than five (between both assessments) of the criteria;

c. **Completed Without Difficulty**. The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 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 Gold Star 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 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 enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and 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.	

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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 enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and 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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403 PC ASSESSMENT CHECKLIST

LEADERSHIP ASSIGNMENT

Cadet's Name: _____ Corps: _____

Date: _____ Platoon: _____

	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: _____ Platoon: _____

	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 receiving an "incomplete" on more than four (between both assessments) of the criteria.		The cadet has achieved the performance standard by receiving an "incomplete" on less than five (between both assessments) of the criteria.		The cadet has achieved the performance standard by receiving a minimum of "Completed Without Difficulty" on all criteria.		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 mre of the criteria.	

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

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ANNEX B, APPENDIX 2

404 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 404 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 404 PC Personal Fitness and Healthy Living Assessment Form.

POST ASSESSMENT INSTRUCTIONS

1. Place a copy of the 404 PC Personal Fitness and Healthy Living Assessment Form in the cadet's training file.

2. Record the overall result on the Gold Star Qualification Record.

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Cadet's Name: _____ Date: _____

Assessor's Feedback:

	PO 404 Overall Assessment							
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 days.				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-704/PF-001, *Gold Star 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 platoon on parade.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to command a platoon 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 Gold Star 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: _____ Date: _____

Analytical Performance Assessment:	**Incomplete**	**Completed With Difficulty**	**Completed Without Difficulty**	**Exceeded Standard**
	The skill was not attempted or not completed even with assistance.	The skill was completed with some difficulty / assistance or with heavy reliance on the parade sequence aide-mémoire card.	The skill was completed without difficulty / assistance or required only occasional reference to the parade sequence aide-mémoire card.	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 platoon.				
The cadet ordered the platoon to stand at ease.				
Once the last platoon was ordered, the cadet turned about, observed the standard pause and stood at ease.				
Inspection				
The cadet ensured the platoon was at attention.				
The cadet awaited the arrival of the Reviewing Officer (RO) three paces in front of the platoon marker.				
The cadet saluted (if required) and reported the platoon to the RO.				
The cadet guided the RO through the inspection of each rank of the platoon.				
The cadet saluted (if required) and asked for permission to carry on.				

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The cadet returned to the front of the platoon, centred and three paces in front.				
The cadet ordered the platoon 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 platoon 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 platoon				
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 of 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 Gold Star cadets into the Green Star and Red Star instructor schedules;

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

    a. a lesson specification, and

    b. an instructional guide; and

3. assign an assessor to each lesson.

Ensure that all resources requested by the cadets are available.

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

Photocopy the 409 PC Assessment Checklist for each cadet.

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

PRE-ASSESSMENT ASSIGNMENT

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

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

1. researching lesson content;

2. planning a lesson;

3. developing instructional aids; and

4. preparing the lesson location.

ASSESSMENT METHOD

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

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 Green Star and Red Star cadets in a real-life setting, during a regular training session.

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RESOURCES

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

ASSESSMENT ACTIVITY LAYOUT

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

ASSESSMENT ACTIVITY INSTRUCTIONS



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

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

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

During the time allotted for this lesson each cadet will:

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 Gold Star 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 that three of the criteria listed on the assessment checklist;

   b. **Completed With Difficulty**. The cadet has achieved the performance standard by receiving an incomplete on not more than three of the criteria and a minimum of “completed with difficulty” on all other criteria;

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

   d. **Exceeded Standard**. The cadet has achieved the performance standard by receiving a minimum of “completed with difficulty” on all criteria and “exceeded standard” on seven or more of the criteria.

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

3. Sign and date the assessment checklist.

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

PROVIDING ASSESSMENT FEEDBACK

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

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

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409 PC ASSESSMENT RUBRIC

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

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

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

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409 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps: _____

Date: _____ Platoon: _____

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

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

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

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

Assessor's Feedback:

	PO 409 Overall Assessment							
Check One	**Incomplete**		**Completed With Difficulty**		**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet has not achieved the performance standard by receiving an "incomplete" on more than three of the criteria 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 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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ANNEX B, APPENDIX 5

422 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 422 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 422 PC Assessment Checklist for each cadet.

Prepare a navigational route of three legs (four points of interest [POIs] including the start point) for each cadet in each group of three. The route chosen for each cadet should be no more than 2 km.

Ensure the global positioning system (GPS) receivers have fully-charged batteries.

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the assessment activity instructions and the 422 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 following a multi-leg route using GPS receiver.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to follow a multi-leg route using a GPS receiver.

RESOURCES

- 422 PC Assessment Checklist, and
- GPS receiver.



If possible, have topographical maps of the area available.

ASSESSMENT ACTIVITY LAYOUT

This assessment will be conducted after the completion of all 422 EOs, in the field, during bivouac FTX in a controlled setting during daylight hours.

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Cadets may be provided assistance (eg, reminders, guided questions).



After observing each skill being performed, make a judgment and indicate (with a check mark in the applicable box) 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 difficulty / assistance.
- **Completed Without Difficulty.** The skill was completed without difficulty / assistance.

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

ASSESSMENT ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of no more than three (or divide based on the number of available GPS receivers).
2. Have one cadet in the group input the four POIs.
3. Have the cadet link the POIs to establish a multi-leg route in the GPS receiver.
4. Have the cadet lead and navigate the group to each POI along the route.
5. Repeat Steps 2–4 for each cadet in the group.

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 objectives.
   b. **Completed With Difficulty.** The cadet has achieved the performance standard by receiving a minimum of “Completed With Difficulty” on all criteria;
   c. **Completed Without Difficulty.** The cadet has achieved the performance standard by receiving a minimum of “Completed With Difficulty” on all criteria and “Completed Without Difficulty” on five or more of the criteria; or
   d. **Exceeded Standard.** The cadet has achieved the performance standard by receiving “Completed Without Difficulty” on all of the criteria.
2. Record notes made in the assessor’s feedback section of the Assessment Checklist.
3. Sign and date the Assessment Checklist.

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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 Gold Star Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Feedback should be provided to the cadets upon completion of the assessment to inform them of their progress. This is accomplished through direct feedback immediately following the practical assessment, group debriefings at the end of the training day, and one-on-one interviews, as required.

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

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422 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Date: _____

Analytical Performance Assessment:	Incomplete The skill was not attempted or not completed even with assistance.	Completed With Difficulty The skill was completed with difficulty / assistance.	Completed Without Difficulty The skill was completed without difficulty / assistance.
Follow a Multi-Leg Route Using a GPS Receiver			
The cadet confirmed that the correct coordinate system and map datum were set on the GPS receiver.			
The cadet marked the start point, using a personalized mark.			
The cadet inputted the given POIs into the GPS receiver, using coordinate marks.			
The cadet used the GPS receiver to link the POIs and created a multi-leg route.			
The cadet saved and named the route.			
The cadet activated the route.			
The cadet led and navigated the group to each POI along the route using the GPS receiver (within a 10-m radius).			

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Assessor's Feedback:

	PO 422 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 receiving a minimum of "Completed With Difficulty" on all criteria.		The cadet has achieved the performance standard by receiving a minimum of "Completed With Difficulty" on all criteria and "Completed Without Difficulty" on five or more of the criteria.		The cadet has achieved the performance standard by receiving "Completed Without Difficulty" on all of the criteria.	

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

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ANNEX B, APPENDIX 6

424 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 424 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 424 PC Assessment Checklist for each cadet.

Obtain all resources for the assessment.

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the assessment activity instructions and the 424 PC Assessment Checklist to become familiar with the material prior to participating in the assessment.

ASSESSMENT METHOD

Performance assessment was chosen to observe the cadet performing the required skills to weave cordage and make a judgment on the quality of the performance.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to weave cordage.

RESOURCES

- 424 PC Assessment Checklist, and
- Survival knife.

ASSESSMENT ACTIVITY LAYOUT

This assessment will be conducted during EO M424.03 (Weave Cordage) in the field during bivouac FTX in a controlled setting during daylight hours.

Select an area where the natural resources required to weave cordage are found.



Cadets may be provided assistance (eg, reminders, guided questions).

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After observing each skill being performed, make a judgment and indicate (with a check mark in the applicable box) 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 difficulty / assistance.
- **Completed Without Difficulty.** The skill was completed without difficulty / assistance.

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



To ensure a safe environment, cadets shall be afforded only two safety-related warnings. On the third warning for a similar incident they shall be assessed as 'incomplete' on the PC and a note shall be made in the feedback section. Warnings shall be issued for significant failure to adhere to the safety principles taught in the EOs. When a warning is given, the instructor shall clearly identify what the cadet has done incorrectly, what steps they need to take to correct the error, and what action they should take in the future to avoid the error.

ASSESSMENT ACTIVITY INSTRUCTIONS

The instructor will be required to observe the cadets during the practical activities associated with EO M424.03 (Weave Cordage) and use the checklist to monitor their performance. This PC may be ongoing throughout the bivouac FTX.

As the PC deals with progressive skill development, the practice of limiting the number of attempts a cadet has to complete the PC does not apply. Attempts, however, are limited based on available time during the weekend bivouac FTX.

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 objectives;
   b. **Completed With Difficulty.** The cadet has achieved the performance standard by receiving a minimum of “Completed With Difficulty” on all criteria; or
   c. **Completed Without Difficulty.** The cadet has achieved the performance standard by receiving a minimum of “Completed Without Difficulty” on all 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.
5. The overall result will be recorded on the Gold Star Qualification Record located at Chapter 3, Annex C.

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PROVIDING ASSESSMENT FEEDBACK

Feedback should be provided to the cadets upon completion of the assessment to inform them of their progress. This is accomplished through direct feedback immediately following the practical assessment, group debriefings at the end of the training day, and one-on-one interviews, as required.

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

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424 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Date: _____

Analytical Performance Assessment:	Incomplete The skill was not attempted or not completed even with assistance.	Completed With Difficulty The skill was completed with difficulty / assistance.	Completed Without Difficulty The skill was completed without difficulty / assistance.
Weave Cordage			
The cadet collected and prepared raw materials.			
The cadet rolled the fibres from the raw material into a 1-m (3-foot) long, tight continuous cord.			
The cadet placed the middle of the cordage between their teeth.			
The cadet brought both ends together and released it from between the teeth to creat the braid (wrap).			
The cadet tightened the braid (wrap) by twisting it and adjusting the cordage.			
The cadet tied off the end of the braid (wrap).			

Assessor's Feedback:

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	424 PC Overall Assessment					
Check One	**Incomplete**		**Completed With Difficulty**		**Completed Without Difficulty**	
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required objectives.		The cadet has achieved the performance standard by receiving a minimum of "Completed With Difficulty" on all criteria.		The cadet has achieved the performance standard by receiving a minimum of "Completed Without Difficulty" on all criteria.	

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

This form shall be reproduced locally.

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ANNEX B, APPENDIX 7

426 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

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

Photocopy for each cadet the 426 PC Assessment Checklist.

Obtain all resources required for the assessment.

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the assessment activity instructions and the Assessment Checklist to become familiar with the material prior to participating in the assessment. This review will be conducted by the expedition staff at the Expedition Centre upon the cadets' arrival.

ASSESSMENT METHOD

Performance assessment was chosen to observe the cadet's performing the required skills and make a judgment on the quality of the performance.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to perform expedition skills.

RESOURCES

- 426 PC Assessment Checklist,
- Topographical / trail map of area,
- Selected (2) modes of travel-specific equipment,
- Personal expedition equipment, and
- Group expedition equipment.

ASSESSMENT ACTIVITY LAYOUT

The assessment will be conducted at the expedition centre during daylight hours.

All activities will be conducted IAW A-CR-CCP-930/AG-001.

The two selected modes of travel will be conducted during favourable weather under the following conditions:

- Canoeing assessment will be on flat water.
- Mountain biking assessment will be on familiarization / intermediate mountain bike trails.
- Hiking assessment will be on Class 1-2 hiking terrain.

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- Snowshoeing assessment will be along a route.
- Skiing assessment will be along a level 2 route.

ASSESSMENT ACTIVITY INSTRUCTIONS



The cadets may be provided assistance (eg, reminders, guided questions).



The assessment tool for 426 PC assesses the cadet's performance in the following areas: general expedition skills, canoeing, mountain biking, hiking, skiing, and snowshoeing.

Only two of the five modes of travel will be assessed. For this reason, 12 skills (Four general expedition skills and four technical skills per mode of travel) will be assessed. The modes of travel not used will not be assessed. Therefore those sections of the assessment checklist will be left blank.

After observing each skill being performed, make the judgment and indicate (with a check mark in the applicable box) on the Assessment Checklist whether the skill was:

- **Incomplete.** Over the course of the expedition, the skill was not attempted and / or not completed once even with assistance;
- **Completed with difficulty.** The skill was completed with some difficulty and / or required significant assistance from the assessor; or
- **Completed without difficulty.** The skill was completed without difficulty or with minimal assistance from the assessor.

Notes of observance may be written for the purpose of providing post-assessment descriptive feedback.



To ensure a safe environment, cadets shall be afforded only two safety-related warnings during the Silver Star Expedition, on the third warning for a similar incident they shall be assessed as incomplete on the PO and a note shall be made in the feedback section. Warnings shall be issued for significant failure to adhere to the safety principles taught in the EOs. When a warning is given, the instructor shall clearly identify what the cadet has done incorrectly, what steps they need to take to correct the error, and what action they should take in the future to avoid the error.

The assessor will be required to observe the cadets in their team during the conduct of the practical expedition activity and use the Assessment Checklist found in this appendix to monitor their performance.

As the PC is ongoing and deals with progressive skill development, the practice of limiting the number of attempts a cadet has to complete the PC does not apply. Attempts, however, are limited based on available time during the expedition training weekend.

Should a cadet's lack of progress be significant enough after multiple opportunities, the processes found in Chapter 3, Annex E, Training Counselling Session, shall be followed.

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In the case of inclement weather limiting some aspects of assessment, a RCSU may grant a baseline proficiency based on incomplete observations. However, such circumstances must be recorded in the overall feedback section.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment as:
   a. **Incomplete.** If any of the 12 assessed skills were incomplete;
   b. **Completed with difficulty.** If one to seven of the 12 assessed skills were completed without difficulty;
   c. **Completed without difficulty.** If eight to eleven of the 12 assessed skills were completed without difficulty; or
   d. **Exceeded standard.**If all 12 assessed skills were completed without difficulty.
2. Sign and date the Assessment Checklist. This should be done by the expedition OC.
3. Forward completed Assessment Checklist to the cadet's home unit.
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 Gold Star Qualification Record located at Annex C.

PROVIDING ASSESSMENT FEEDBACK

As this PC is ongoing, feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct / immediate feedback during the practical expedition activity, group debriefings at the end of the training day and one-on-one interviews as required.

Discuss the performance results of each section of the Assessment Checklist and the overall performance results.

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426 ASSESSMENT RUBRIC TEAM LEADER APPOINTMENT				
		Incomplete	Completed	Completed Without Difficulty
Team Leadership Approach	**Practiced Risk Management**	Did not practice Risk Management	Ensured cadets were safe and supervised	Briefed cadets about risks and mitigation and ensured team members followed direction
	Motivated Team Members	Did not motivate team members	Only motivated periodically and without enthusiasm	Motivated consistently and enthusiastically. Addressing both individuals and the team.
	Trail Etiquette	Did not practice trail etiquette	Practiced trail etiquette	Used teachable moments to encourage cadets to follow trail etiquette
	Efficient movement on the trail	Did not encourage efficient movement on the trail	Set an appropriate pace.	Set an appropriate pace. Demonstrated the rest step.
	Conducted an activity debrief	Did not conduct an activity debrief	Completed a debrief providing little direction to the team	Completed an activity debrief providing direction as to expectations and purpose
Navigation	**Identify Location on a Map**	Did not identify location on the map	Identified location on the map with some assistance	Identified location on the map.
	Identify a route leg on a map	Did not identify a route leg on a map	Identified a route leg on a map	Identified route leg on map and trail features
	Navigate along a route	Did not navigate along a route	Followed marked trail.	Utilized map, compass and/ or GPS to navigate along a route.
Hard Skills Circle appropriate boxes for applicable activities	**Hike**	Did not participate in hiking	Cadet participated in hiking	Cadet was skilled in hiking
	Mountain Bike	Did not participate in biking	Cadet participated in biking	Cadet was skilled in biking
	Canoe	Did not participate in canoeing	Cadet participated in canoeing	Cadet was skilled in canoeing
	Snowshoe	Did not participate in snowshoeing	Cadet participate in snowshoeing	Cadet was skilled in snowshoeing
	Cross Country Ski	Did not participate in skiing	Cadet participated in skiing	Cadet was skilled in skiing

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426 PC ASSESSMENT CHECKLIST

OVERALL ASSESSMENT

PO 426 Overall Assessment						
Check One	**Incomplete**		**Completed**		**Completed Without Difficulty**	
Overall Performance	The cadet has not achieved the performance standard by receiving an 'incomplete" on Navigation.		Cadet has completed the performance standards and did not receive an incomplete in Navigation.		Cadet has completed all performance standards without difficulty.	

The PO 426 Overall Assessment includes the evaluation of the leadership appointment.

Assessor's feedback:

(Should include a statement about the participant's potential to lead the Green and Red Star hiking components.)

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

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