ANNEX B, APPENDIX 6

514 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

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

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

PRE-ASSESSMENT ASSIGNMENT

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

ASSESSMENT METHOD

Performance assessment was chosen for this PO as it allows the assessor to determine whether or not the cadet was involved in individual learning.

CONDUCT OF ASSESSMENT

PURPOSE

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

RESOURCES

514 PC Assessment Checklist

ASSESSMENT ACTIVITY LAYOUT

Nil.

ASSESSMENT ACTIVITY INSTRUCTIONS

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

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

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Verify against the official publication.

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

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

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

5. Once the cadet has completed all of the learning activities outlined in the ILP they shall be required to prepare and conduct a presentation explaining how the individual learning activity was personally beneficial. Provided the cadet outlines their individual learning clearly and is able to demonstrate what they feel they learned from the experience, this presentation can take any form, including, but not limited to:

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

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

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	opportunity for skill development.	opportunity for skill acquisition or refinement.	opportunity for skill acquisition or refinement.	challenge and opportunity for skill acquisition or refinement.	challenge and opportunity for the acquisition or refinement of multiple skills.
VARIETY	The proposal includes only one experience.	The proposal includes two unique experiences.	The proposal includes three unique experiences.	The proposal includes four unique experiences.	The proposal includes more than four unique experiences.

Figure B6-1

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

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

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

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

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

3. Sign and date the Assessment Checklist.

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

5. The overall result will be recorded on the Master Cadet Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

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

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514 PC ASSESSMENT CHECKLIST
OVERALL ASSESSMENT

Cadet's Name: _____ Corps: _____

Platoon: _____

Assessor's Feedback:

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

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

This form shall be reproduced locally.

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