ASSESSMENT OF LEARNING PLAN – PROFICIENCY LEVEL THREE

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 303 – Perform the Role of a Team Leader								
303 PC	PO 303	To assess the cadet's ability to perform the role of Team Leader.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed performing the role of a Team Leader. The performance is then discussed with the cadet.	Ongoing throughout the training year.	Appendix 1	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.	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.

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EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 306 – Fire the Cadet Air Rifle During Recreational Marksmanship								
306 PC	PO 306	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 307 – Serve in an Air Cadet Squadron								
307 PC	PO 307	To have the cadet participate in Proficiency Level Three training.	Nil.	Nil.	The cadet is observed participating in a minimum of 60% of mandatory / complementary training activities.	Anytime.	Nil.	Nil.
PO 308 – Direct a Squad Prior to a Parade								
308 PC	PO 308	To assess the cadet's ability to prepare a squad for parade.	Skills	Performance Assessment	The cadet is observed as they prepare a squad for parade by: forming up, sizing, dressing, inspecting and calling the roll.	During preparation for squadron opening and closing parades.	Appendix 3.	Nil.
PO 309 – Instruct a Lesson								
309 PC	PO 309	To assess the cadet's ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s).	Product and Reasoning proficiency	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a 15-minute lesson.	Ongoing during the conduct of lessons related to EO M309.07	Appendix 4.	Assistance is denied.
PO 311 – Participate in a Recreational Summer Biathlon Activity								
Nil.								

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EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
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.
POs 331/336/337 (Aviation Subjects) – Combined Assessment								
331 336 337 PC	PO 331 PO 336 PO 337	To assess the cadet's ability to master knowledge of aviation subjects.	Knowledge Mastery	Selected Response	The cadet will write a performance check.	Upon completion of the mandatory lessons associated with POs 331, 336, and 337.	Appendix 5 Written Test.	Assistance is denied.
PO 340 – Identify Aspects of Space Exploration								
340 PC	PO 340	To have the cadet participate in an aerospace activity.	Nil.	Nil.	The cadet is observed participating in an aerospace activity or lesson.	Anytime.	Nil.	Nil.
PO 360 – Recognize Aspects of Aerodrome Operations								
Nil.								
PO 370 – Recognize Aspects of Aircraft Manufacturing and Maintenance								
370 PC	PO 370	To have the cadet participate in an aircraft manufacturing and maintenance activity.	Nil.	Nil.	The cadet is observed participating in an aircraft manufacturing and maintenance activity or lesson.	Anytime.	Nil.	Nil.
PO 390 – Navigate a Route Using a Map and Compass								
390 PC	PO 390	To assess the cadet's ability to navigate a route using a map and compass.	Skills	Performance Assessment	The cadet is observed as they perform the various skills to navigate a route using a map and a compass	After completion of instruction and during a filed exercise.	Appendix 6 checklist and associated rubric.	No assistance will be given.

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303 PC – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 303 PC Assessment Rubric and become familiar with the material prior to conducting the assessment.

There is no time allotted for 303 PC. It is to be administered whenever and wherever Proficiency Level Three cadets lead cadets through a leadership assignment.

The cadet shall be given a minimum of one practice leadership assignment which will be assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the practice leadership assignment using the same rubric. The practice leadership assignment will not be recorded on the cadet's qualification record.

The formal leadership assignment will be given and assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the leadership assignment using the same rubric. The leadership assignment shall be recorded on the cadet's qualification record.

If the cadet does not achieve the performance standard, the cadet will be given additional leadership assignments until the performance standard is met.

Photocopy the 303 PC Assessment Rubric twice for each leadership assignment given.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 303 PC Assessment Rubric and become familiar with the assessment criteria prior to the leadership assignment.

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 judgement 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.

RESOURCES

- Two 303 PC Assessment Rubrics, and
- As per the leadership assignment.

ASSESSMENT ACTIVITY LAYOUT

As per the leadership assignment.

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ASSESSMENT ACTIVITY INSTRUCTIONS



While observing the cadet leading cadets through a leadership assignment, assess the quality of each criterion by indicating (eg, highlighting, circling, note taking) on the Assessment Rubric, the descriptive statement that best represents this judgement. Criteria for the leading through a leadership assignment are assessed as:

- **Incomplete;**
- **Completed With Difficulty;**
- **Completed Without Difficulty; or**
- **Exceeded Standard.**

Make notes of observations to provide descriptive post-assessment feedback.

1. Communicate to the cadet their leadership assignment either verbally or in writing.
2. Ensure the cadet understands the leadership assignment.
3. Distribute the Assessment Rubric to the cadet for self-assessment purposes.
4. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.
5. Have the cadet conduct the leadership assignment.
6. Evaluate the cadet's leadership ability by observation. Record the result (eg, highlighting, circling, note taking) on the Assessment Rubric for each criterion.



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

7. Have the cadet assess their performance on their Assessment Rubric.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
   a. **Incomplete.** Overall, the cadet has not achieved the performance standard.
   b. **Completed With Difficulty.** Overall, the cadet has achieved the performance standard with difficulty.
   c. **Completed Without Difficulty.** Overall, the cadet has achieved the performance standard without difficulty.
   d. **Exceeded Standard.** Overall, the cadet has exceeded the performance standard.
2. Record notes and observations 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 Proficiency Level Three Qualification Record located at Annex C.

PROVIDING ASSESSMENT FEEDBACK

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

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 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 rubric.

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303 PC – ASSESSMENT RUBRIC

Cadet's Name: _____ Squadron: _____

Date: _____ Flight: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
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 cadets	Did not supervise cadets.	Only supervised cadets 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 the problem(s).		Solved the problem(s).	
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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Assessor's Feedback:

Effectiveness of problem solving (describe how the leader made use of the team, the resources and the time allotted, etc).

Effectiveness of the leadership assignment (describe how the leader made use of the team, the resources and the time allotted, etc).

Check One	**PO 303 – Overall Assessment**							
	Incomplete		**Completed With Difficulty**		**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet has not achieved the performance standard.		The cadet has achieved the performance standard with difficulty.		The cadet has achieved the performance standard without difficulty.		The cadet has exceeded the performance standard.	

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

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POSSIBLE YEAR THREE COMMON LEADERSHIP ASSIGNMENTS

RECREATIONAL MARKSMANSHIP ASSIGNMENTS

- Set up a range for recreational marksmanship.
- Organize relays for recreational marksmanship.
- Control pellets and issue targets for recreational marksmanship.
- Conduct concurrent activities during recreational marksmanship.
- Tear down a range after recreational marksmanship.

SUMMER BIATHLON ASSIGNMENTS

- Set up range for summer biathlon.
- Conduct a warm-up activity prior to participating in summer biathlon.
- Control pellets for summer biathlon.
- Conduct a cool-down activity after participating in summer biathlon.
- Tear down the range after summer biathlon.

RECREATIONAL SPORTS ASSIGNMENTS

- Set up a recreational sports activity.
- Tear down a recreational sports activity.
- Organize a group for recreational sports.
- Conduct a warm-up prior to recreational sports.
- Conduct a concurrent activity during recreational sports.
- Conduct a cool-down after recreational sports.

WEEKLY PARADE CADET NIGHT ASSIGNMENTS

- Set up chairs for a parade.
- Set up the dais area for a parade.
- Set up flags and parade markers for a parade.
- Tear down chairs after a parade.
- Tear down dais area after a parade.
- Tear down flags and parade markers after a parade.

WEEKLY CADET NIGHT ASSIGNMENTS

- Set up classroom space.
- Rearrange classroom space.
- Tear down classroom space.
- Set up a canteen.
- Staff a canteen.

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- Tear down canteen.
- Set up a presentation area for a guest speaker.
- Tear down a presentation area for a guest speaker.
- Set up for an extracurricular activity.
- Conduct a concurrent activity.

COMMUNITY SERVICE LEADERSHIP ASSIGNMENTS

- Organize a group during a community service activity.
- Conduct concurrent activities during community service activity.
- Complete a final garbage sweep.

OTHER LEADERSHIP ASSIGNMENT POSSIBILITIES

- Embark and disembark personnel on vehicles during transportation.
- Conduct uniform inspection of year one cadets.
- Collect and dispose of garbage after weekly parade.
- Collect, sort and dispose of recycling after weekly parade.
- Turn off lights and close windows after weekly parade.

AIR CADET SURVIVAL TRAINING LEADERSHIP ASSIGNMENTS

PRIOR TO THE SURVIVAL TRAINING

- Distribute personal equipment.
- Label personal equipment.
- Load group equipment and supplies.

SETTING UP THE BIVOUAC SITE

- Unload equipment and supplies.
- Construct a food hang.
- Set up the POL, first aid and fire points.
- Set up the female sleeping area.
- Set up the male sleeping area.
- Mark the components of the bivouac site.

ROUTINE TASKS THAT WILL OCCUR THROUGHOUT THE SURVIVAL TRAINING

- Prepare a meal for a section.
- Clean up the site after a meal.
- Prepare the bivouac site for night.
- Organize lights out for the female cadets.
- Organize lights out for the male cadets.

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TEARING DOWN THE BIVOUAC SITE

- Tear down the female sleeping area.
- Tear down the male sleeping area.
- Dismantle the POL, first aid and fire points.
- Load group equipment and supplies after the survival training.
- Erase signs of occupancy and complete a final garbage sweep.

AFTER THE SURVIVAL TRAINING

- Unload equipment and supplies.
- Collect personal equipment.

AIR CADET GLIDING DAY LEADERSHIP ASSIGNMENTS

ROUTINE TASKS THAT MAY OCCUR DURING THE GLIDING DAY

- Organize the distribution of a meal.
- Clean up the site after a meal.
- Conduct concurrent activities.
- Complete a final garbage sweep.

AIR CADET SKILLS DAY LEADERSHIP ASSIGNMENTS

ROUTINE TASKS THAT MAY OCCUR DURING THE SKILLS DAY

- Organize the distribution of a meal.
- Clean up the site after a meal.
- Set up a skills activity.
- Organize a group for a skills activity.
- Conduct a warm-up prior to the skills activity.
- Conduct a concurrent activity during the skills activity.
- Conduct a cool-down after skills activity.
- Tear down a recreational skills activity.
- Complete a final garbage sweep.

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304 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 304 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 304 PC Personal Fitness and Healthy Living Assessment Form.

POST ASSESSMENT INSTRUCTIONS

1. Place a copy of the 304 PC Personal Fitness and Healthy Living Assessment Form in the cadet’s training file.

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

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304 PC – PERSONAL FITNESS AND HEALTHY LIVING ASSESSMENT FORM

Cadet's Name: _____ Date: _____

Assessor's Feedback

PO 304 – 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 16 days over four consecutive weeks.				The cadet has achieved the performance standard by completing a minimum of 60 minutes of MVPA daily for 16 days over four consecutive weeks.		The cadet has exceeded the performance standard by completing a minimum of 60 minutes of MVPA daily for 20 days or more over four consecutive weeks.	

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

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308 PC – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 308 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the Assessment Checklist for each cadet.

Ensure each cadet has received an aide-mémoire card, listing the requisite drill sequence.

PRE-ASSESSMENT ASSIGNMENT

Have the cadet review the Assessment Checklist and become familiar with the material prior to the assessment.

ASSESSMENT METHOD

Performance assessment was chosen to observe and evaluate the cadet directing a squad prior to a parade.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to direct a squad prior to a parade.

RESOURCES

PO 308 PC Assessment Checklist.

ASSESSMENT ACTIVITY LAYOUT

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

Assessments will be conducted throughout the year during opening and/or closing parades.

ASSESSMENT ACTIVITY INSTRUCTIONS



After observing each skill being performed, make a judgement 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 use of the aide-mémoire card. The cadet directed the squad, but failed to correctly deliver the words of command or the cadet had a poor bearing while delivering the words of command.
- **Completed Without Difficulty.** The skill was completed without difficulty, assistance or use of the aide-mémoire card. The cadet maintained a professional bearing and correctly and clearly delivered the words of command.

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

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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 squadron to meet the standard for each skill. Where time permits, cadets may re-test to improve their results to **Completed Without Difficulty**.

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 of the required objectives with difficulty.

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

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 Checklist is attached to the cadet's training file.

5. The overall result will be recorded on the Proficiency Level Three Qualification Record located at Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results and give a copy of the Performance Assessment Checklist to the cadet.

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Cadet's Name: _____ Date: _____

Analytical Performance Assessment:

Direct a squad prior to a parade	Incomplete	Completed With Difficulty	Completed Without Difficulty
Fall in a squad			
Call the roll			
Size in a single rank and reform in threes (twos)			
Dress a squad			
Inspect a squad			
Hand over a squad			

Assessor's Feedback

Check One	PO 308 – Overall Assessment					
	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 skills.		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.	

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

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309 PC – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 309 PC Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 309 PC Checklist.

PRE-ASSESSMENT ASSIGNMENT

Each cadet is to plan a 15-minute lesson for instruction IAW EO M309.06 (Plan a Lesson, Chapter 4, Section 10). Each cadet is to prepare a written lesson plan and an appropriate instructional aid(s) to be used for the instruction of that lesson.

ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadet's performance in instructing and the product of their lesson plan and make a judgment on its quality.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this assessment is to assess the cadet's ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s).

RESOURCES

IAW the EO M309.06 (Plan a Lesson, Chapter 4, Section 10) and EO M309.07 (Instruct a 15-Minute Lesson,Chapter 4, Section 10).

ASSESSMENT ACTIVITY LAYOUT

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

ASSESSMENT ACTIVITY INSTRUCTIONS

This PC is assessed during EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10).

The PC Assessment Checklist is to be used in conjunction with the Instructional Techniques Assessment Form used in the conduct of EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10) located at A-CR-CCP-803/PF-001, Chapter 9, Section 7.

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Criteria for assessing the cadets' ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s) is assessed as:

- **Incomplete**. If the instruction of the lesson was not attempted, was not completed, if no lesson plan was submitted, or if no instructional aid was used.
- **Completed With Difficulty**. If the instruction of the lesson was completed but the cadet had difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction or developing/using an appropriate instructional aid(s).
- **Completed Without Difficulty**. If the instruction of the lesson was completed and the cadet had no difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction and developing/using an appropriate instructional aid(s).

Make notes of observations to provide descriptive post-assessment feedback.

Each cadet prior to the start of EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10), will be required to:

- plan a 15-minute lesson IAW EO M309.06 (Plan a Lesson, Chapter 4, Section 10);
- develop a written lesson plan; and
- develop an appropriate instructional aid(s).

Each cadet shall arrive prepared to instruct a lesson during EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10). During the time allotted for this lesson each cadet will:

- provide a copy of their written lesson plan to the assessor;
- prepare the classroom/training area for their lesson;
- instruct a 15-minute lesson using the following:
  - an appropriate method(s) of instruction; and
  - an appropriate instructional aid(s); and
- participate in a brief feedback session with the assessor upon completion of the lesson.

Each cadet will be required to complete this without assistance.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. As each cadet instructs a 15-minute lesson, indicate his or her performance assessment on the assessment checklist as:

   a. **Incomplete.** If the instruction of the lesson was not attempted, was not completed, if no lesson plan was submitted, or if no instructional aid was used.

   b. **Completed With Difficulty.** If the instruction of the lesson was completed but the cadet had difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction or developing/using an appropriate instructional aid(s).

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c. **Completed Without Difficulty.** If the instruction of the lesson was completed and the cadet had no difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction and developing/using an appropriate instructional aid(s).

d. **Exceeded Standard.** If the instruction of the lesson was completed beyond the level expected of a Proficiency Level Three cadet. In addition to meeting the requirements of Completed Without Difficulty, the cadet consistently demonstrated other instructional techniques IAW the Instructional Techniques Assessment Form.

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 Form is attached to the cadet's training file.

5. The overall result will be recorded on the Proficiency Level Three Qualification Record located at Annex C.

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 Instructional Techniques Assessment Form and 309 PC Assessment Checklist.

The grey areas of the Instructional Techniques Assessment Form are those applicable to the 309 PC (eg, the standard required for the achievement of PO 309). The remainder of the form is intended solely for the purposes of assessment for learning and providing the cadets with the feedback they need to improve their skills.

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

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309 PC – ASSESSMENT RUBRIC

Cadet's Name: _____ Squadron: _____

Date: _____ Flight: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty
	The item was not attempted or completed.	The item was completed with some difficulty or assistance.	The item was completed without difficulty or the need for assistance.
Lesson Plan			
Introduction			
Body			
End of Lesson Confirmation			
Conclusion			
Assessment of Lesson Plan (Check One)			

Method(s) of Instruction			
Method chosen was appropriate to the lesson content.			
Method was used correctly in the conduct of the lesson.			
Method(s) of Instruction (Check One)			

Instructional Aid(s)			
Relevance			
Ease of use			
Instructional Aid(s) (Check One)			

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Assessor's Feedback:

Check One	PO 309 – Overall Assessment							
	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 skills.		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, in addition to meeting the requirements of Completed Without Difficulty, the cadet consistently demonstrated other instructional techniques IAW the Instructional Techniques Assessment Form.	

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

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AVIATION SUBJECTS – COMBINED ASSESSMENT PC – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and Aviation Subjects – Combined Assessment PC and become familiar with the material prior to conducting the assessment.

Photocopy the assessment tool for each cadet.

PRE-ASSESSMENT ASSIGNMENT

N/A.

ASSESSMENT METHOD

A selected response assessment was chosen to assess the cadet's knowledge of the principles of flight, meteorology and navigation.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's knowledge of aviation subjects in principles of flight, meteorology and navigation.

RESOURCES

- Aviation Subjects – Combined Assessment PC, and
- Pen/pencil.

ASSESSMENT ACTIVITY LAYOUT

This assessment shall be conducted in a classroom. Desks shall be separated as much as possible.

ASSESSMENT ACTIVITY INSTRUCTIONS

1. Ensure that the cadets have a pen or pencil with eraser.
2. Distribute the assessment to each cadet face up and instruct them to begin only when told to do so.
3. Explain the structure of the assessment.
4. Explain the point value of each section, and that the short answer questions require one main point for each point value.
5. Ensure the cadets have written their names on the top of the assessment.
6. Have the cadets write the assessment.
7. Give the cadets a 10-minute warning.
8. Give the cadets a 5-minute warning.
9. Collect the assessments.

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POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

The overall rating for Aviation Subjects – Combined Assessment PC will be recorded on the Proficiency Level Three Qualification Record located at Chapter3C.

PROVIDING ASSESSMENT FEEDBACK

A debrief should be given on an individual basis for those cadets who scored less than 60 percent on the assessment. Any cadets who require a re-test must be debriefed prior to the re-test. The content of the debriefing will vary depending on the individual cadet. The aim of the debriefing is to review the mistakes made in the original assessment and to prepare the cadet for the re-test.

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AVIATION SUBJECTS – COMBINED ASSESSMENT PC

Cadet's Name: _____ Squadron: _____

Flight: _____

PART A – MULTIPLE CHOICE (10 points)

1. Aircraft stability is defined as:

   a. the stability of the chemical bonds of the material used in the aircraft's construction;
   b. the overall tendency of an aircraft to return to its original attitude;
   c. the overall tendency of an aircraft to remain in a new attitude; or
   d. the tendency of an aircraft in flight to remain in straight, level, upright flight and to return to this attitude, if displaced, without corrective action by the pilot.

2. Which of the following is a factor influencing longitudinal stability?

   a. centre of gravity,
   b. centre of pressure,
   c. dihedral, or
   d. keel effect.

3. Directional stability is defined as:

   a. stability around the lateral axis;
   b. stability around the vertical axis;
   c. stability around the longitudinal axis; or
   d. stability of the pilot.

4. Which is the lowest layer of the atmosphere?

   a. the troposphere,
   b. the stratosphere,
   c. the mesosphere, or
   d. the thermosphere.

5. Seventy-eight percent of the atmosphere is composed of this gas?

   a. oxygen,
   b. water vapour,
   c. argon, or
   d. nitrogen.

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6. Which layer of the atmosphere includes the ozone layer?

   a. the troposphere,
   b. the stratosphere,
   c. the mesosphere, or
   d. the thermosphere.

7. The two main types of cloud classification are:

   a. Romulus and Stradivarius,
   b. Cumulus and Stratus,
   c. Venus and Pluto, or
   d. Cirrus and Alto.

8. Areas of equal atmospheric pressure are joined together by:

   a. isotherms,
   b. isosceles,
   c. contour lines, or
   d. isobars.

9. Wind is defined as:

   a. the horizontal movement of air within the atmosphere;
   b. the vertical currents created by uneven heating of the earth;
   c. the circulation of air; or
   d. the reaction that occurs when nitrogen and oxygen are mixed together.

10. Relative humidity is defined as:

    a. the amount of water consumed by a cousin;
    b. the amount of water in relation to the density of the air;
    c. the humidity of the earth's atmosphere relative to the moon; or
    d. the ratio of the actual amount of water present in the air compared to the amount that the same volume of air could hold.

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PART B – SHORT ANSWER (15 points)

1. Describe static and dynamic stability. (2 points)

2. Describe convection as a lifting agent. (2 points)

3. Describe unstable air and the flight conditions associated with unstable air. (3 points)

4. Explain mobility as a property of the atmosphere. (1 point)

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5. Explain capacity for expansion as a property of the atmosphere. (1 point)

6. Describe the assumptions for standard atmosphere in North America. (2 points)

7. Describe a low pressure area. (2 points)

8. Define dewpoint. (1 point)

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ANSWER KEY

PART A – MULTIPLE CHOICE (10 points)

1. Aircraft stability is defined as:

   a. the stability of the chemical bonds of the material used in the aircraft's construction;
   b. the overall tendency of an aircraft to return to its original attitude;
   c. the overall tendency of an aircraft to remain in a new attitude; or
   d. the tendency of an aircraft in flight to remain in straight, level, upright flight and to return to this attitude, if displaced, without corrective action by the pilot.

2. Which of the following is a factor influencing longitudinal stability?

   a. centre of gravity,
   b. centre of pressure,
   c. dihedral, or
   d. keel effect.

3. Directional stability is defined as:

   a. stability around the lateral axis;
   b. stability around the vertical axis;
   c. stability around the longitudinal axis; or
   d. stability of the pilot.

4. Which is the lowest layer of the atmosphere?

   a. the troposphere,
   b. the stratosphere,
   c. the mesosphere, or
   d. the thermosphere.

5. Seventy-eight percent of the atmosphere is composed of this gas?

   a. oxygen,
   b. water vapour,
   c. argon, or
   d. nitrogen.

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6. Which layer of the atmosphere includes the ozone layer?

   a. the troposphere,
   b. the stratosphere,
   c. the mesosphere, or
   d. the thermosphere.

7. The two main types of cloud classification are:

   a. Romulus and Stradivarius,
   b. Cumulus and Stratus,
   c. Venus and Pluto, or
   d. Cirrus and Alto.

8. Areas of equal atmospheric pressure are joined together by:

   a. isotherms,
   b. isosceles,
   c. contour lines, or
   d. isobars.

9. Wind is defined as:

   a. the horizontal movement of air within the atmosphere;
   b. the vertical currents created by uneven heating of the earth;
   c. the circulation of air; or
   d. the reaction that occurs when nitrogen and oxygen are mixed together.

10. Relative humidity is defined as:

   a. the amount of water consumed by a cousin;
   b. the amount of water in relation to the density of the air;
   c. the humidity of the earth's atmosphere relative to the moon; or
   d. the ratio of the actual amount of water present in the air compared to the amount that the same volume of air could hold.

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PART B – SHORT ANSWER (15 points)

1. Describe static and dynamic stability. (2 points)

Static stability is the initial tendency of an aircraft to return to its original attitude, if displaced.

Dynamic stability is the overall tendency of an aircraft to return to its original attitude.

2. Describe convection as a lifting agent. (2 points)

The air is heated through contact with the earth's surface. As the sun heats the surface of the earth, the air in contact with the surface warms up, rises, and expands.

Convection can also occur when air moves over a warmer surface and is heated by advection.

3. Describe unstable air and the flight conditions associated with unstable air. (3 points)

If a mass of rising air is still warmer than the new air around it, then the air mass will continue to rise. Unstable air may have the following effects on flight:

- **good visibility (except in precipitation),**
- **cumulus type cloud,**
- **showery precipitation,**
- **gusty winds, and**
- **moderate to severe turbulence.**

4. Explain mobility as a property of the atmosphere. (1 point)

This property is the ability of the air to move from one place to another. This is especially important as it explains why an air mass that forms over the arctic may affect places in the south.

5. Explain capacity for expansion as a property of the atmosphere. (1 point)

Air is forced to rise for various reasons. As the air pressure decreases, the air will expand and cool. This cooling may be enough for condensation to occur and clouds to form, creating precipitation.

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6. Describe the assumptions for standard atmosphere in North America. (2 points)

The assumptions for standard atmosphere in North America include:

- **the air is a perfectly dry gas,**
- **a mean sea level pressure of 29.92 "Hg,**
- **a mean sea level temperature of 15° Celsius, and**
- **the rate at which temperature decreases with altitude is 1.98° Celsius per 1000 feet.**

7. Describe a low pressure area. (2 points)

Low pressure areas are areas of relatively low pressure, with the lowest pressure in the centre. Lows will normally move in an easterly direction at an average rate of 800 km per day during the summer and 1100 km per day in the winter. Lows are associated with thunderstorms and tornadoes, and do not stay in one place for very long. In the northern hemisphere, air moves around a low in a counter-clockwise direction.

8. Define dewpoint. (1 point)

Dewpoint is the temperature to which unsaturated air must be cooled, at a constant pressure, in order for it to become saturated.

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AVIATION SUBJECTS - COMBINED ASSESSMENT PC REWRITE

Cadet's Name: _____ Squadron: _____

Flight: _____

PART A – MULTIPLE CHOICE (10 points)

1. Seventy-eight percent of the atmosphere is composed of this gas?

   a. oxygen,
   b. water vapour,
   c. argon, or
   d. nitrogen.

2. The two main types of cloud classification are:

   a. Romulus and Stradivarius,
   b. Cumulus and Stratus,
   c. Venus and Pluto, or
   d. Cirrus and Alto.

3. Which layer of the atmosphere includes the ozone layer?

   a. the troposphere,
   b. the stratosphere,
   c. the mesosphere, or
   d. the thermosphere.

4. Which of the following is a factor influencing longitudinal stability?

   a. centre of gravity,
   b. centre of pressure,
   c. dihedral, or
   d. keel effect.

5. Relative humidity is defined as:

   a. the amount of water consumed by a cousin;
   b. the amount of water in relation to the density of the air;
   c. the humidity of the earth's atmosphere relative to the moon; or
   d. the ratio of the actual amount of water present in the air compared to the amount that the same volume of air could hold.

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6. Directional stability is defined as:

   a. stability around the lateral axis;
   b. stability around the vertical axis;
   c. stability around the longitudinal axis; or
   d. stability of the pilot.

7. Areas of equal atmospheric pressure are joined together by:

   a. isotherms,
   b. isosceles,
   c. contour lines, or
   d. isobars.

8. Wind is defined as:

   a. the horizontal movement of air within the atmosphere;
   b. the vertical currents created by uneven heating of the earth;
   c. the circulation of air; or
   d. the reaction which occurs when nitrogen and oxygen are mixed together.

9. Which is the lowest layer of the atmosphere?

   a. the troposphere,
   b. the stratosphere,
   c. the mesosphere, or
   d. the thermosphere.

10. Aircraft stability is defined as:

   a. the stability of the chemical bonds of the material used in the aircraft's construction;
   b. the overall tendency of an aircraft to return to its original attitude;
   c. the overall tendency of an aircraft to remain in a new attitude; or
   d. the tendency of an aircraft in flight to remain in straight, level, upright flight and to return to this attitude, if displaced, without corrective action by the pilot.

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PART B – SHORT ANSWER (15 points)

1. Explain mobility as a property of the atmosphere. (1 point)

2. Explain capacity for expansion as a property of the atmosphere. (1 point)

3. Describe convection as a lifting agent. (2 points)

4. Describe static and dynamic stability. (2 points)

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5. Describe unstable air and the flight conditions associated with unstable air. (3 points)

6. Describe a low pressure area. (2 points)

7. Describe the assumptions for standard atmosphere in North America. (2 points)

8. Define dewpoint. (1 point)

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REWRITE ANSWER KEY

PART A – MULTIPLE CHOICE (10 points)

1. Seventy-eight percent of the atmosphere is composed of this gas?

   a. oxygen,
   b. water vapour,
   c. argon, or
   d. nitrogen.

2. The two main types of cloud classification are:

   a. Romulus and Stradivarius,
   b. Cumulus and Stratus,
   c. Venus and Pluto, or
   d. Cirrus and Alto.

3. Which layer of the atmosphere includes the ozone layer?

   a. the troposphere,
   b. the stratosphere,
   c. the mesosphere, or
   d. the thermosphere.

4. Which of the following is a factor influencing longitudinal stability?

   a. centre of gravity,
   b. centre of pressure,
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5. Relative humidity is defined as:

   a. the amount of water consumed by a cousin;
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6. Directional stability is defined as:

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8. Wind is defined as:

   a. the horizontal movement of air within the atmosphere;
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   c. the circulation of air; or
   d. the reaction which occurs when nitrogen and oxygen are mixed together.

9. Which is the lowest layer of the atmosphere?

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10. Aircraft stability is defined as:

   a. the stability of the chemical bonds of the material used in the aircraft's construction;
   b. the overall tendency of an aircraft to return to its original attitude;
   c. the overall tendency of an aircraft to remain in a new attitude; or
   d. the tendency of an aircraft in flight to remain in straight, level, upright flight and to return to this attitude, if displaced, without corrective action by the pilot.

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PART B – SHORT ANSWER (15 points)

1. Explain mobility as a property of the atmosphere. (1 point)

This property is the ability of the air to move from one place to another. This is especially important as it explains why an air mass that forms over the arctic may affect places in the south.

2. Explain capacity for expansion as a property of the atmosphere. (1 point)

Air is forced to rise for various reasons. As the air pressure decreases, the air will expand and cool. This cooling may be enough for condensation to occur and clouds to form, creating precipitation.

3. Describe convection as a lifting agent. (2 points)

The air is heated through contact with the earth's surface. As the sun heats the surface of the earth, the air in contact with the surface warms up, rises, and expands.

Convection can also occur when air moves over a warmer surface and is heated by advection.

4. Describe static and dynamic stability. (2 points)

Static stability is the initial tendency of an aircraft to return to its original attitude, if displaced.

Dynamic stability is the overall tendency of an aircraft to return to its original attitude.

5. Describe unstable air and the flight conditions associated with unstable air. (3 points)

If a mass of rising air is still warmer than the new air around it, then the air mass will continue to rise. Unstable air may have the following effects on flight:

- **good visibility (except in precipitation),**
- **cumulus type cloud,**
- **showery precipitation,**
- **gusty winds, and**
- **moderate to severe turbulence.**

6. Describe a low pressure area. (2 points)

Low pressure areas are areas of relatively low pressure, with the lowest pressure in the centre. Lows will normally move in an easterly direction at an average rate of 800 km per day during the summer and 1100 km per day in the winter. Lows are associated with thunderstorms and tornadoes, and do not stay in one place for very long. In the northern hemisphere, air moves around a low in a counter-clockwise direction.

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7. Describe the assumptions for standard atmosphere in North America. (2 points)

The assumptions for standard atmosphere in North America include:

- **the air is a perfectly dry gas,**
- **a mean sea level pressure of 29.92 "Hg,**
- **a mean sea level temperature of 15° Celsius, and**
- **the rate at which temperature decreases with altitude is 1.98° Celsius per 1000 feet.**

8. Define dewpoint. (1 point)

Dewpoint is the temperature to which unsaturated air must be cooled, at a constant pressure, in order for it to become saturated.

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Assessor's Feedback:

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

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390 PC – ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 390 PC Checklist and become familiar with the material prior to conducting the assessment.

Ensure the area is set up IAW the assessment activity layout.

Obtain all resources required for the assessment.

Set the magnetic declination on the compasses for the topographical map of the exercise area.

Determine a safety bearing in the event a cadet becomes disoriented or lost and can not make contact with one of the assessors.

Determine a radio frequency for the activity that is separate from other frequencies in use. Check the hand-held radios to ensure they operate. If rechargeable batteries are used, they should be tested prior to the lesson and recharged if necessary. If regular batteries are being used, provide spares to replace batteries as required.

Photocopy the Assessment Checklist for each cadet.

PRE-ASSESSMENT ASSIGNMENT

Have the cadets review the Assessment Checklist and the course material prior to participating in the assessment.

ASSESSMENT METHOD

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

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to perform ground navigation to include plotting and navigating a course, and determining a six-figure grid reference (GR).

RESOURCES

- All equipment IAW squadron exercise requirements,
- 390 PC Assessment Checklist,
- Compass (one per cadet),
- Calculator (one per pair),
- Pencil (one per cadet),
- Water bottle or canteen (one per cadet),
- Whistle (one per cadet),
- Hand-held radio (one per assessor),
- Spare batteries (as required),

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- Topographical map of the exercise area (one per cadet),
- Start point marked on the map,
- Three numbered points, for determining six-figure GRs, marked on the map,
- Worksheet, to include:
  - list of three 6-figure GRs (numbered points for other three legs);
  - section to record GRs for the three numbered points marked on the map;
  - section to record distances for each leg of the course;
  - section to record pace count for each leg of the course;
  - section to record bearing for each leg of the course; and
  - descriptive word/phrase for each point; and
- Six-leg course.

ASSESSMENT ACTIVITY LAYOUT

Area with tables or a flat surface for the cadets to work on the maps.

A course of six legs shall be created in an area of varied terrain. Total course length should be between 2000–3000 m (6000–9000 feet).

Each leg should be between 200–800 m (600–2400 feet) long.

A wood stake driven into the ground, marked with highly visibility flagging tape or fluorescent paint, will designate the end of each leg (which is the start of the next leg).

ASSESSMENT ACTIVITY INSTRUCTIONS



The cadets will be divided into pairs. Each group will have one assessor. Each cadet will be assessed for three legs. These legs do not have to be done one after the other. The other member of the group will follow the cadet being assessed.

Groups will start at five-minute intervals. If one group catches up to another, the assessor of the second group will have that group wait to allow the first group to move ahead as to not interfere with the assessment (eg, a cadet following the group ahead instead of performing the skills).

The cadets may be provided assistance (eg, reminders, guided questions), by the assessor, while performing skills.



After observing each task being performed, make a judgement and indicate on the assessment checklist whether the task was:

- **Incomplete.** The task was not attempted or not completed even with assistance.
- **Completed.** The task was completed with difficulty and/or assistance or without difficulty.

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

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1. Divide the cadets into pairs.

2. Issue two compasses, one topographical map, one calculator and one hand-held radio to each group.

3. Hand out the assessment sheets to the cadets and have them write their name and the other group member's name on it.

4. Have each assessor collect the assessment sheets from their cadets.

5. Hand out the cadet worksheets and have each cadet complete the required sections to plot the route of each leg.

6. Move the first group to the starting point of the first leg. Have assessors of other groups begin at five-minute intervals.

7. Have the first cadet guide the group through the leg while being assessed.

8. Have the second cadet guide the group through the next leg while being assessed.

9. Continue assessing cadets through the course until both cadets have been assessed for three legs each.

10. After the course is completed, collect the issued equipment.

11. Distribute to the cadet the Assessment Checklist for self-assessment purposes. Have the cadets reflect and self-assess their performance using the 390 PC Assessment Checklist.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the assessment checklist as:
   a. **Incomplete.** If over 40 percent (over 21) of the tasks are assessed as incomplete.
   b. **Completed.** If 60 percent and over (31 and over) of the tasks are assessed as completed.
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 Proficiency Level Three Qualification Record located at Annex C.

PROVIDING ASSESSMENT FEEDBACK

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

Ask the cadet what they felt went well during the 390 PC, what did not go well and ask the cadet how they would improve their performance if the 390 PC was given to them again.

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

Discuss the overall performance results with the cadet and provide the cadet with a copy of the completed Assessment Checklist by the next parade night.

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390 PC – ASSESSMENT CHECKLIST

Cadet's Name: _____

Other Group Member: _____

Assessor: _____

Performance Assessment:

Skill Group	Task		Assessment	
			Incomplete	Completed
Grid References (GRs)	Determine six-figure GR for each of the three points marked on the map.	#1		
		#2		
		#3		
	Plot each of the three 6-figure GR, from the worksheet on the map.	#1		
		#2		
		#3		
Determining Distance and Pacing	Determine distance for each of the six legs (within 50 m).	#1		
		#2		
		#3		
		#4		
		#5		
		#6		
	Calculate distance into paces for each of the six legs.	#1		
		#2		
		#3		
		#4		
		#5		
		#6		
	Use a method to keep track of pace count for each of the three legs.	#1		
		#2		
		#3		
	Bypass obstacles using pacing techniques (observed for each of the three legs).	#1		
		#2		
		#3		
	Find marker within 10 percent of calculated pace count for each of the three legs.	#1		
		#2		
		#3		

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Skill Group	Task		Assessment	
			Incomplete	Completed
Bearings	Check magnetic declination setting on the compass.			
	Determine bearing for each of the six legs from a map (within two degrees).	#1		
		#2		
		#3		
		#4		
		#5		
		#6		
	Set compass (within two degrees) of bearing for each of the three legs.	#1		
		#2		
		#3		
	Determine direction of travel (within five degrees) for each of the three legs using a compass.	#1		
		#2		
		#3		
	Determine a steering point for each of the three legs.	#1		
		#2		
		#3		
	Re-check, for each of the three legs (minimum once each leg), direction of travel using a compass.	#1		
		#2		
		#3		
	Re-check, for each of the three legs (minimum once each leg), direction of travel using the determined steering point.	#1		
		#2		
		#3		
	Find marker within a 20 m radius for each of the three legs.	#1		
		#2		
		#3		

Incomplete	The task was not attempted or not completed despite being provided assistance.
Completed	The task was completed without difficulty or with difficulty/assistance.

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PO 390 PC	PO Assessment	
	Incomplete	Completed
Participate in Ground Navigation.		

Incomplete	If over 40 percent (over 21) of the tasks are assessed as incomplete.
Completed	If 60 percent and over (31 and over) of the tasks are assessed as completed.

Assessor's Feedback:

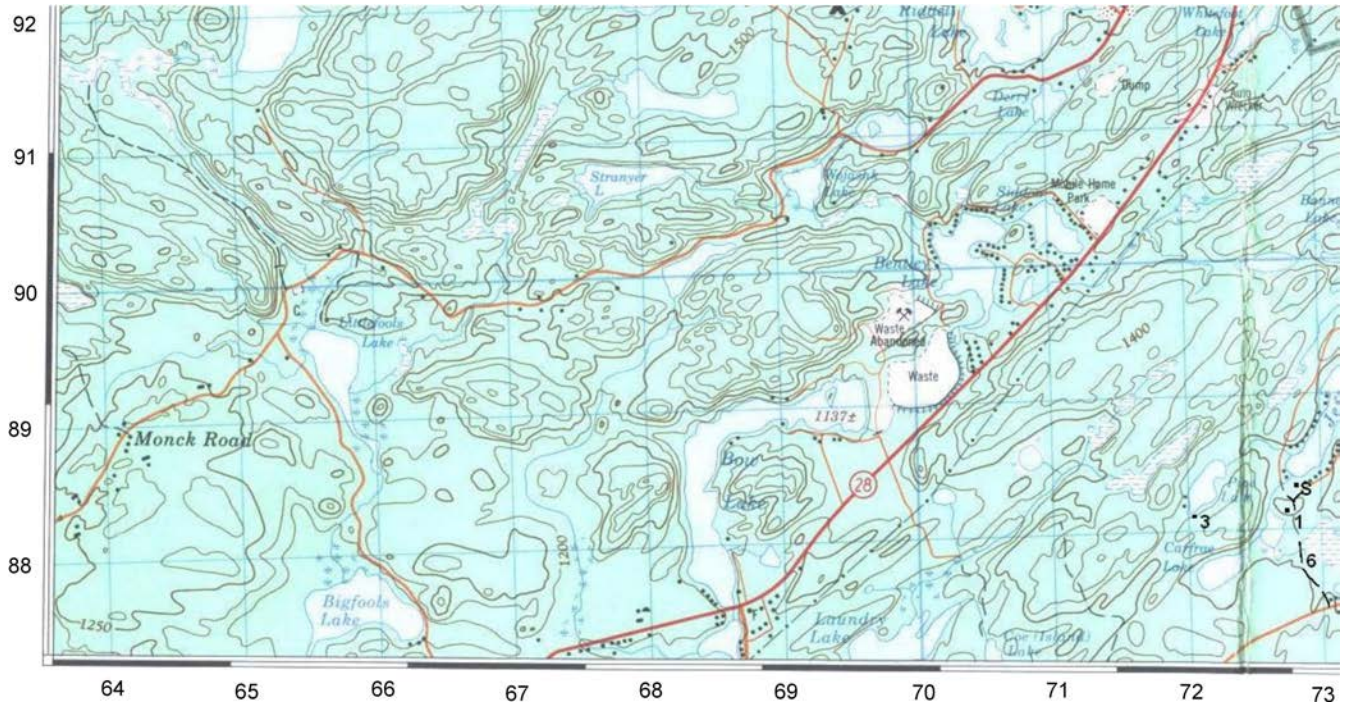
Assessor's Signature: _____ Date: _____

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SAMPLE ASSESSMENT ACTIVITY

Sample Map



Natural Resources Canada, Bancroft 31 F/4, Canada Centre for Mapping, Her Majesty the Queen in Right of Canada

Figure B6-1 Assessment Activity Map



All points are located in the lower right-hand corner. To clearly identify the designated points and terrain features, is best viewed in colour.

The cadets will be given a compass, map, worksheet and access to a calculator. The map has been marked with the start point, “S” and the three other points, “1”, “3”, and “6”, for which to determine six-figure GRs. The other three points, for legs two, four and five, will be marked on the map by the cadet from the six-figure GRs on the worksheet. All seven points have a descriptive word or phrase to help identify it. The cadets will complete the worksheet then move on to the course to complete three legs each. When the course has been completed, the cadets will do a self-assessment with their assessor and receive a copy of their Assessment Checklist by the next parade night.

A sample and completed worksheet are shown as examples for this sample assessment activity. The blank worksheet may be used as a template.

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CADET WORKSHEET (sample)

Name: _____ Personal Pace: _____

#	GR	Distance		Bearing	Description
S	728883	m	paces	X	most southerly cabin on Jeffrey Lake
1					cabin by vehicle track fork
2	722882				shore of Pipe Lake near the “L” of lake
3					most southerly cabin on Pipe Lake
4	720878				shore of Carfrae Lake near the “e” of lake
5	723873				hill south of Carfrae Lake
6					vehicle track crossing creek south of cabin

Magnetic Declination: 11° west declination

Safety Bearing: 120°
Will lead to either a gravel road or a vehicle trail; wait at the side of the road/trail for the safety vehicle.

Calculations:

CADET WORKSHEET (completed sample):

Name: F/Cpl Bloggins Personal Pace: 140

#	GR	Distance		Bearing	Description
S	728883	m	paces	X	most southerly cabin on Jeffrey Lake
1	727881	200	280	199°	cabin by vehicle track fork
2	722882	500	700	282°	shore of Pipe Lake near the “L” of lake
3	720881	200	280	230°	most southerly cabin on Pipe Lake
4	720878	450	630	180°	shore of Carfrae Lake near the “e” of lake
5	723873	450	630	154°	hill south of Carfrae Lake
6	728878	800	1120	44°	vehicle track crossing creek

Magnetic Declination: 11° west declination

Safety Bearing: 120°
Will lead to either a gravel road or a vehicle trail; wait at the side of the road/trail for the safety vehicle.

Calculations:

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CADET WORKSHEET

Name: _____ Personal Pace: _____

#	GR	Distance		Bearing	Description
S		m	paces	X	
1					
2					
3					
4					
5					
6					

Magnetic Declination:

Safety Bearing:

Calculations:

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