COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 4

EO M409.04 – EXPLAIN ASSESSMENT

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Photocopy the Assessment of Learning Plan located at Attachment A for each cadet.

Photocopy the Assessment Instructions located at Attachment B for each cadet.

Photocopy the assessment instruments located at Attachments C, D and E for each cadet.

APPROACH

An interactive lecture was chosen for this lesson as a way to introduce the cadets to assessment types, instructions and instruments, provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have explained assessment.

IMPORTANCE

It is important for cadets to know the different types of assessment and how to use assessment tools to create a positive learning environment. Varying the method of assessment is one way for instructors to create interest and encourage learning.

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Teaching point 1 **Explain types of assessment.**

Time: 10 min Method: Interactive Lecture

ASSESSMENT OF LEARNING

Assessment of learning is the predominant type of assessment used following instruction / learning. It is a summative type of assessment that is used to report on progress made by cadets, usually by showing the instructor a cadet's relative position compared to other cadets. Assessment of learning usually takes the form of questions and answers compiled in a test or quiz. The questions are from the lesson that was taught and typically performed at the end of an instruction unit.

Tests are used to measure quantity and accuracy of student progress with little or no direction and advice for improvement. This type of testing shows which students are doing well and which are doing poorly. Although these testing techniques are simplistic, they can be a good indication of a cadet's mastery of skills and knowledge. They are not always a good indication of the ideas or concepts covered.

Within the Canadian Cadet Organization (CCO), assessment of learning takes place to determine whether learners have achieved Performance Objectives (PO) or critical Enabling Objectives (EO) (those deemed prerequisites for further training and education) and are used at the end of a phase of instruction. Every opportunity should be given to cadets to be successful in their assessment, even if multiple challenges are required.

ASSESSMENT FOR LEARNING

Assessment for learning is ongoing assessment used during instruction. It is a formative type of assessment and is used to create descriptions of the cadet's knowledge on the subject matter. These descriptions are used to determine if the instructor needs to review information and where the weak areas are in the lesson. This information can also be used to provide feedback to the cadet regarding their strengths and areas for improvement.

Assessment instruments used during assessment for learning include:

- worksheets,
- checklists,
- in-class activities, and
- questions and observations.

In assessment for learning, the instructor is the central character that will use the information obtained to design and develop the next stage of instruction.

Within the CCO, assessment for learning takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. Through assessment for learning, the instructor can:

- identify when corrective or remedial action is required;
- plan the next steps in instruction;
- provide cadets with feedback so they can improve; and
- reinforce learning to aid the cadet in retaining information.

Assessment for learning may also include opportunities for cadets to practice using Performance Checks (PC) employed in assessment of learning.

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A simple comparison of assessment types can be made as follows:

When a cook tastes the soup, that is formative (assessment for) and allows them to adjust spices to change the flavour to improve the taste; when the guests taste the soup, that is summative (assessment of) and allows them to make a judgement of the quality of the soup.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What type of assessment is assessment for learning?

Q2. What does assessment for learning (formative) give the instructor the ability to do?

Q3. Why does assessment of learning (summative) take place?

ANTICIPATED ANSWERS:

A1. Formative.

A2. Identify when corrective or remedial action is required, plan the next steps in instruction, provide cadets with feedback so they can improve, and reinforce learning to aid the cadet in retaining information.

A3. To determine whether learners have achieved POs or critical EOs (those deemed prerequisites for further training and education).

Teaching point 2 **Describe assessment instructions and instruments.**

Time: 15 min Method: Interactive Lecture

Assessment for learning takes place throughout the learning process and guides the instructor in lesson planning; assessment of learning takes place upon completion of the learning phase. Chapter 3 of the Qualification Standard and Plan (QSP) outlines the assessment of learning plan and the assessment instruments to be used.



All attachments for this lesson are taken from A-CR-CCP-603/PG-001, *Phase Three Qualification Standard and Plan*, Chapter 3. Details of assessment are located in Chapter 3 of all QSPs.

CADET ASSESSMENT OF LEARNING PLAN



Distribute the Assessment of Learning Plan located at Attachment A to each cadet.

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The Assessment of Learning Plan located at Chapter 3, Annex B of the QSP, provides an overall strategy for using assessment activities to determine if the cadet has met the requirements for qualification. The assessment of learning plan will:

1. provide an outline of each assessment of learning activity including its purpose, when it will occur and details the assessment instrument(s) used to support cadet evaluation;

2. identify the learning target(s) associated with the PO and / or EO being assessed, to include:

   a. **Knowledge Mastery.** The facts, concepts and theory a cadet needs to know;

   b. **Reasoning Proficiency.** A cadet uses what they know to solve a problem, make a decision, make a plan, think critically, set goals, or self-assess;

   c. **Skills.** Performance demonstration where the cadet demonstrates their ability to perform a skill. To be assessed, these performances must be demonstrated by the cadet and observed by an assessor;

   d. **Ability to Create Products.** A cadet uses their knowledge, reasoning and skills to create a concrete product; and / or

   e. **Attitudinal / Dispositional Changes.** A cadet's attitude about learning, safety, conduct, etc. Targets in this realm reflect attitude and feeling. They represent important affective goals we hold for a cadet as a by-product of their CP experience, and as such are not generally assessed for the purpose of attaining a qualification.

3. identify the assessment method(s) that best matches PO and / or EO learning targets, to include:

   a. **Selected Response.** A cadet selects the correct or best response from a list provided. Formats include multiple choice, true / false, matching, short answer, and fill-in-the-blank questions. Although short answer and fill-in-the-blank questions do require cadets to generate an answer, they call for a very brief answer that is counted as right or wrong, so these have been included in the selected response category;

   b. **Extended Written Response.** A cadet is required to construct a written answer in response to a question or task rather than select one from a list. An extended written response is one that is at least several sentences in length;

   c. **Performance Assessment.** This assessment method is based on observation and judgment; performance or product is observed and a determination is made as to its quality; and / or

   d. **Personal Communication.** Gathering information about a cadet through personal communication; learning is assessed through interpersonal interaction with the cadet.

ASSESSMENT INSTRUMENTS

Specific assessment instruments are designed to support each assessment activity within the assessment of learning plan. These are meant to standardize assessment activities and cadet evaluation for all cadets attempting the qualification. Assessment instruments are located at the appendices to Chapter 3, Annex B of the QSP.



Distribute the Assessment Instructions located at Attachment B to each cadet.

Assessment instructions are provided to guide the instructor through the steps of the assessment to ensure consistent conduct of all assessments.

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Using the Assessment Instructions handout, discuss with the cadets the information located in it, to include:

- preparation,
- conduct of assessment, and
- post-assessment instructions.



Distribute the assessment instruments located at Attachments C, D and E to each cadet. Discuss with the cadets how to use each of these assessment instruments.

Assessment is conducted to ascertain levels of learning. In most cases, these levels are defined in the Assessment Instructions. The most common assessment instruments used in the CCO are rubrics, individual checklists, and group checklists.

Rubric. A scoring tool that lists criteria to be considered for assessment. It is designed to guide the individual assessor's interpretation by providing a description of what should be observed for each level of proficiency and should be as clear and concise as practical.

Checklists. A simple checkbox type of worksheet that shows success in given tasks. Checklists can be designed to assess both individuals or groups.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What does the Assessment of Learning Plan provide?

Q2. What are the three parts of the Assessment Instructions?

Q3. What is a rubric?

ANTICIPATED ANSWERS:

A1. An overall strategy for using assessment activities to determine if the cadet meets the requirements.

A2. Preparation, conduct of assessment and post-assessment instructions.

A3. A scoring tool that lists criteria to be considered for assessment. It is designed to guide the individual assessor's interpretation by providing a description of what should be observed for each level of proficiency and should be as clear and concise as practical.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. Where in the QSP can information on assessment be found?

Q2. When does assessment for learning (formative assessment) take place?

Q3. What is the purpose of the Assessment Instructions?

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ANTICIPATED ANSWERS:

A1. In Chapter 3 of the QSP.

A2. Ongoing throughout the lesson.

A3. To guide the instructor through the steps of the assessment to ensure consistent conduct of all assessments.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

Being familiar with assessment requirements will allow the instructor to be better prepared to meet the requirements of the lesson.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-124 A-CR-CCP-603/PG-001 Director Cadets 3. (2008). *Phase three qualification standard and plan*. Ottawa, ON: Department of National Defence.

C0-376 ISBN 0-7619-4626-8 Earl, L. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc.

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ANNEX B

Assessment of Learning Plan – Phase Three

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 301 – Recognize the Purpose of Service Groups Within Canada								
Nil.								
PO 302 – Perform Community Service								
Nil.								
PO 303 – Perform the Role of a Team Leader								
303 PC	PO 303	The purpose of this PC is 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.	On completion of lessons related to EO M303.07 then ongoing throughout the training year.	Chapter 3, Annex B, Appendix 1	Nil.
PO 304 – Update Personal Activity Plan								
Nil.								
PO 305 – Participate in Recreational Sports								
Nil.								
PO 306 – Fire the Cadet Air Rifle During Recreational Marksmanship								
Nil.								
PO 307 – Serve in a Sea Cadet Corps								
Nil.								

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EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 308 – Direct a Squad Prior to a Parade								
308 PC	PO 308	The purpose of this PC is 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 corps opening and closing parades.	Chapter 3, Annex B, Appendix 2	Nil.
PO 309 – Instruct a Lesson								
309 PC	PO 309	The purpose of this PC 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).	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	Chapter 3, Annex B, Appendix 3	Assistance is denied.
PO 311 – Participate in a Recreational Biathlon Activity								
Nil.								
PO 320 – Describe Aspects of the Canadian Navy								
Nil.								

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EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 321 – Rig a Lifting Device								
321 PC	PO 321	The purpose of this PC is to assess the cadet's ability, as a member of a group, to safely rig, operate and de-rig sheers.	Product and Reasoning	Performance Assessment	The cadet is observed while rigging, operating and de-rigging sheers.	Ongoing during conduct of lessons related to EO M321.02.	Chapter 3, Annex B, Appendix 4	Nil.
PO 323 – Serve in a Naval Environment								
323 EC 01	EO M323.01	The purpose of this EC is to assess the cadet's knowledge of the corps' organizational structure.	Knowledge	Selected Response	The cadet is asked to identify corps' structure by using organization charts.	Upon completion of lessons related to EO M323.01.	Chapter 3, Annex B, Appendix 5	Nil.
323 PC	PO 323	The purpose of this PC is to assess the cadet's ability to perform the duties of the Quartermaster.	Skill	Performance Assessment	The cadet is observed while performing the duties of the Quartermaster.	Ongoing throughout the training year.	Chapter 3, Annex B, Appendix 6	Nil.

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EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 324 – Sail a Sailboat IAW the Canadian Yachting Association (CYA) White Sail Level II								
324 EC 01	EO 324.02 and EO 324.04	The purpose of this PC is to assess the cadet's ability to prepare themselves and their sailboat prior to sailing.	Reasoning proficiency and Knowledge	Performance Assessment and Personal Communication	The cadet is observed while preparing to go sailing and asked to define terms, describe wind conditions and identify parts and their functions.	On completion of lessons related to EO M324.02 and M324.04.	Chapter 3, Annex B, Appendix 7	Nil.
324 EC 02	EO M324.03	The purpose of this PC is to assess the cadet's ability to tie knots and hitches.	Products and Knowledge	Performance Assessment and Personal Communication	The cadet is asked to tie and describe the use of knots and hitches.	Ongoing during conduct of EO M324.03	Chapter 3, Annex B, Appendix 8	Nil.
324 EC 03	EO M324.08	The purpose of this PC is to assess the cadets ability to describe the points of sail.	Knowledge	Personal Communication	The cadet is asked to describe the points of sail with the use of diagrams.	On completion of lessons related to EO M324.08	Chapter 3, Annex B, Appendix 9	Nil.

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EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
324 PC	PO 324 (Excluding EO M324.01)	The purpose of this PC is to assess the cadet's ability to perform all sailing skills associated with CYA White Sail Level II.	Skills	Performance Assessment	The cadet is observed throughout the weekend(s) – Use of coach notes and CYA White Sail II Checklist to track and record cadets' skill progression.	Ongoing throughout the weekend(s)	Chapter 3, Annex B, Appendix 10	Nil.
PO 325 – Participate in a Nautical Training Weekend								
Nil.								

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ANNEX B, APPENDIX 1

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 Phase 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; or
   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 Phase Three Qualification Record located at Chapter 3, 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: _____ Corps: _____

Date: _____ Division: _____

	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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308 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

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

	PO 308 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 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.	N/A

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

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321 PC GROUP CHECKLIST

	Safety			Rigging								Operation						
Name	Personal Conduct	Wearing personal safety equipment	Adherence to danger zone protocol	Spars	Head Lashing	Topping Lift	Main Purchase	Strops	Splay Tackle	Heel Tackles	Tag Line	Raising the Sheers	Hooking on a Load	Raising the Load	Securing the Load Line	Lowering the Load	Lowering the Sheers	Comments
Group 1																		
1.																		
2.																		
3.																		
4.																		
Group 2																		
1.																		
2.																		
3.																		
4.																		
Group 3																		
1.																		
2.																		
3.																		
4.																		

I–Incomplete D–Completed with difficulty W–Completed without difficulty

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