

Army Bands Noncommissioned Officer Academy
Individual Student Assessment Plan
Army Band SLC
4-42-C46 and 4-42-C46 (RC)

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1. Purpose

IAW TRADOC Regulation (TR) 350-70 this Individual Student Assessment Plan (ISAP) establishes policies, procedures, and assessment criteria for Army Band Senior Leader Course (SLC). This plan addresses student responsibilities, physical fitness requirements, assessment, reassessment, remedial training, evaluation, counseling, student dismissal, and lists the requirements the student must meet to graduate from the course.

2. Course Outcome

Army Band SLC provides training to Staff Sergeants and Sergeants First Class in the technical and leadership subjects that prepare them for the duties expected at Skill Level 4 PMOS 42R.

3. Course Structure

a. Army Band SLC includes lessons designed to address the Individual Critical Task List for PMOS 42R Skill Level 4, Commandant-approved terminal learning objectives, as well as common core military and leadership training as directed by the NCO Leadership Center of Excellence.

b. Army Band SLC is delivered in two phases. Phase 1 consists of a 1-week (7 training days, 7-day training week, 8-hour days), 55-academic hour program of instruction delivered virtually via Distributed Learning (DL). Phase 2 is a 5-week and 0-day (30 training days, 6-day training weeks, 8-hour days), 216-academic hour program of instruction taught in-residence at the Army Bands Noncommissioned Officer Academy (NCOA), located at the U.S. Army School of Music (USASOM).

c. Army Band SLC Reserve Component (RC) is delivered in two phases. Phase 1 consists of a 1-week (7 training days, 7-day training week, 8-hour days), 55-academic hour program of instruction delivered virtually via Distributed Learning (DL). Phase 2 is a 2-week and 2-day (14 training days, 6-day training weeks, 10-hour days), 126-academic hour program of instruction taught in-residence at the Army Bands NCOA, located at the USASOM.

d. Students scheduled to attend the resident phase will receive DL phase information once they are reserved for the resident phase in the Army Training Requirements and Resources System (ATTRS). DL Phase enrollment is controlled by the Army Bands NCOA.

e. All students attending NCO Professional Military Education (PME) will participate in Athena assessments during the Coaching, Counseling, and Mentorship lesson in Phase 2 of the course resulting in an Individual Development Plan. The assessments consist of a designated battery of standardized tests for each skill level and are intended to increase self-awareness and guide self-development. The Athena battery for SLC consists of the Army Critical Thinking Test (ACTT), Situation Awareness (SENSE) measures, and the Leader360 (LDR360) assessments. Resulting feedback will not factor into a student's final academic

evaluation for the course.

4. Student Responsibilities

a. Academic Responsibilities.

(1) Students are responsible for completing the terminal learning objectives of this course. This is accomplished by participating in all training activities and by completing all assigned pre-reading, homework assignments, assessments, and practical exercises. Students are individually responsible for meeting all the graduation requirements as described in this ISAP.

(2) As applicable, students will receive training material prior to instruction. It is the individual student's responsibility to ensure their understanding of the concepts presented. Students will seek clarification or further explanation as necessary.

(3) Students will be given the opportunity to provide feedback regarding the effectiveness of the training presented by completing the end-of-course survey and participating in developmental counseling sessions throughout the course. Students will not be required to provide any personally identifying information on the end-of-course survey form.

b. Attendance.

(1) Students are required to attend all scheduled training. Students may be excused from training at the discretion of the small group leaders (SGL) or course manager for medical appointments, emergencies, or compelling personal circumstances that arise during the course. Authorization to be excused from training will be granted on a case-by-case basis.

(2) SGLs may excuse students from up to 4 hours of training. An absence of more than 4 hours may be authorized by the course manager. Students who miss a total of more than 24 hours of training will be considered for dismissal from the course.

(3) Students absent for more than 4 hours of training will receive an event-oriented counseling on DA Form 4856. Part II, key points of discussion of DA Form 4856 will include the following statement: "Students who miss a total of more than 24 hours of training will be considered for dismissal from the course."

(4) Students absent from training are responsible for completing all class readings and assignments missed during their absence. Students who miss an assessment will be required to complete the assessment during remedial training hours as applicable. Missed assessments due to an authorized absence from training will not be considered a failed assessment.

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c. Academic Honesty and Integrity.

(1) Students at the Army Bands NCOA are expected to adhere to high ethical, professional, and academic standards. Plagiarism, cheating, forgery, and use of technology for illicit purposes will not be tolerated.

(a) Plagiarism is the practice of taking another person's work and passing it off as one's own. Students will appropriately cite all ideas, quotations, graphics, or other source material in the format directed by SGLs. This includes revisions or paraphrases of another person's work and use of content generated from artificial intelligence.

(b) Cheating includes, but is not limited to, copying or giving an assignment to another student to be copied, as well as using unauthorized materials or resources during an assignment or assessment.

(c) Forgery includes, but is not limited to, gaining unauthorized access to assessments or examinations, altering records, or forging signatures for academic advantage.

(d) Students will be provided and required to sign the U.S. Army School of Music (USASOM) Acceptable Use Policy (AUP) governing use of computers and information systems supplied to them during the course. Students will abide by the provisions of the AUP while attending Army Band SLC.

(e) Substantiated findings of academic dishonesty will result in disciplinary action and academic penalties, including consideration for dismissal from the course.

d. Student Conduct.

(1) Students are expected to maintain the highest standards of professionalism appearance, and personal conduct while attending Army Band SLC. Students will at all times conduct themselves in a manner befitting a noncommissioned officer in the U.S. Army.

(2) Conduct relative to insubordination, disrespect, poor personal appearance, substance abuse, or other inappropriate conduct will result in the student being considered for dismissal from the course or other disciplinary action in accordance with the Uniform Code of Military Justice (UCMJ), AR 350-1, AR 27-10, AR 600-20, AR 670-1 and TRADOC Regulation (TR) 350-70.

(3) The Army Bands NCOA strongly supports the Army's EO, EEO, and SHARP Programs. Students attending Army Band SLC are required to contribute to an environment that fosters dignity and respect for all Soldiers and civilians. Students at Army Band SLC will be provided with a safe and secure learning environment IAW AR 600-11.

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(a) Any allegation of conduct that violates the policies of the Army's EO, EEO, or SHARP programs will be reported and, if applicable, investigated IAW AR 600-20.

(b) Substantiated findings of student conduct that violates EO, EEO, or SHARP policies may result in disenrollment from the course. In addition, students found to have violated EO, EEO, or SHARP policies will receive a selection of "No" in part II, block a of the Academic Evaluation Report (AER) DA Form 1059 in response to the question, "Does the Soldier fully support SHARP, EO, and EEO?". Any "No" selection will result in a referred report IAW AR 623-3.

(4) Students will receive a copy of the USASOM Fraternization Policy and will adhere to the standards described in the Fraternization Policy, AR 600-20, and TR 350-36 throughout the course.

5. Physical Readiness Requirements

IAW AR 350-1, paragraph 3-13 d, students are required to meet body composition standards IAW AR 600-9 prior to graduation from Army Band SLC.

a. IAW Army Directive 2023-08, all Soldiers who score 540 or more on the record Army Combat Fitness Test (ACFT), with a minimum of 80 points in each event, are exempt from the Army body fat circumference-based tape assessment.

b. Students who volunteer to attend PME within their 365-day postpartum window are exempt from body composition requirements up to 365 days after a pregnancy ends IAW Army Directive 2022-06.

c. Students who fail to meet body composition standards will be afforded one opportunity to re-screen during the course. A second failure to meet the standards will result in removal from the course.

d. Student profiles will be handled IAW AR 350-1, paragraph 3-14.

(1) Students with permanent medical profiles may attend Army Band SLC and train within the limits of their profile.

(2) Students with temporary profiles resulting from operational deployment may attend the course and train within the limits of their profile provided they submit a memorandum from their commander stating that the profile is a result of injuries sustained due to operational deployment.

(3) Students with temporary profiles not resulting from operational deployment will be removed or deferred from the course.

(4) Students who volunteer to attend PME within their 365-day postpartum window must meet all physical requirements mandatory for attendance and graduation, including any record physical fitness testing IAW Army Directive 2022-06.

(5) Students must submit a copy of the Physical Profile on DA Form 3349 and the results of their MOS Administrative Retention Review as part of the course application documents as applicable.

(6) Students who receive a medical profile during the course will be evaluated based on the student's ability to meet graduation requirements.

e. For all PME courses starting on 1 October 2022 or later, Soldiers must pass a record ACFT to graduate, IAW Army Directive 2022-05. These requirements apply to Soldiers in all components.

6. Counseling Policy

Both Active Component (AC) and RC Army Band SLC students will participate in counseling sessions with SGLs throughout the course to discuss their personal and professional development and review their academic progress.

a. SGLs will formally counsel AC and RC students at the beginning of Phase 1 and Phase 2.

b. SGLs will formally counsel AC students near the mid-point of Phase 2.

c. AC and RC students will receive a DA Form 1059 for completion of the course at the end of Phase 1 and Phase 2.

d. SGLs will counsel students under the following circumstances:

(1) Incidents of superior or substandard academic performance.

(2) Failure to meet body composition standards IAW AR 600-9.

(3) Failure to pass a record ACFT.

(4) Incidents of personal conduct that violate the course standards of discipline, such as violated regulations or policies. Counseling will not preclude dismissal from the course.

(5) Negative attitude or lack of motivation which is prejudicial to the interests of other students in the class. Counseling will not preclude dismissal from the course.

(6) Incidents of absence from training for a period of more than 4 hours, as described in paragraph 4.b.(3) of this ISAP.

7. Student Dismissal and Appeals Policy

a. IAW AR 350-1, paragraph 3-15, students may be considered for dismissal from the course for the following reasons:

(1) Personal conduct is such that continuance in the course is not appropriate (for example, if a student violates regulations, policies, or established discipline standards). No formal adjudication of guilt by a military or civilian court or by a commander under Article 15 of the UCMJ is necessary to support dismissal.

(2) Negative attitude resulting from low motivation from a student that is prejudicial to the interests of other students in the class.

(3) Academic deficiency demonstrated by failure to meet course standards or lack of academic progress that makes it unlikely that the student can successfully meet the standards established for graduation.

(4) Illness, injury (as determined by a certified military medical professional), or added physical profile.

(5) Compassionate reasons.

b. The following procedures will be followed in situations when student dismissal is being considered for motivational, disciplinary, or academic reasons:

(1) The SGL will notify the student in writing of the proposed action, the basis for the action, the consequences of dismissal, and the right to appeal. The SGL will advise the student that any appeal must be submitted within 7 duty days after receipt of the written notification of the dismissal action. The student's appeal will be submitted to the Commandant, NCOA.

(2) The student will acknowledge by endorsement within 2 duty days of receipt of the written notification of dismissal action. The endorsement must indicate whether or not the student intends to appeal the dismissal action.

(a) Appeals will be forwarded to the Commandant, NCOA, who will refer the proposed action and the appeal to the Office of the Staff Judge Advocate (OSJA) to determine legal sufficiency of the dismissal decision. All appellate actions will become part of the student's case file. The Commandant, NCOA, will make the final decision on dismissals after considering the supporting OSJA recommendation. In cases when an OSJA is not available, the Commandant, NCOA, will forward appeals to the commander who has general court martial convening authority for review and final decision.

(b) Students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals. In cases when the decision of the appeal is delayed, students will participate in graduation ceremonies; however, the DA 1059 will be withheld until final adjudication.

(3) Dismissals for misconduct, lack of motivation, academic deficiency, or failure to maintain physical fitness or height/weight standards will be recorded on the student's DA Form 1059, if applicable, IAW AR 623-3.

c. Disenrollment for illness, injury, compassionate transfer, or other reasons beyond the control of the individual will be made without prejudice. The Commandant, Army Bands NCOA, will provide a written statement for the student's record detailing the reason for disenrollment, the Academic Review Board's (ARB) decision on retention, and grounds for re-enrollment if given the opportunity. An ARB is convened as a measure to determine a student's fitness to continue in the course. Every ARB will include the NCOA Commandant, Deputy Commandant, Primary SGL from the specific course, and (if applicable) the Senior Instrumental Instructor.

8. Course Graduation Requirements

IAW AR 350-1 the following are the graduation requirements for Army Band SLC:

a. Achieve a GO on all assessments.

(1) Students must earn a minimum score of 80% on all graded technical skills and mandatory assessments to receive an overall GO on the assessment.

(2) Students must achieve a minimum score of 70% on all SLC-NCO Common Core Competencies (SLC-NCO C3) assessments, to include SMC Form 1009A, to achieve an overall GO on the assessment.

b. Meet the body composition standards IAW AR 600-9.

c. Pass a record ACFT.

9. Reassessment and Remedial Training

a. Students who fail to achieve a GO on an assessment will receive remedial training.

b. Students who fail to achieve a GO on an assessment will be afforded the opportunity for one reassessment. The maximum score a student can receive on a percentage-based reassessment is the minimum passing score. Students who fail to achieve a GO on any reassessment will be considered for dismissal from the course for academic deficiency.

c. Students who fail to achieve a GO on an assessment will receive an event-oriented

counseling on DA Form 4856. Part II, key points of discussion on the counseling form will include the following statement: "Students who fail to achieve a GO on any reassessment will be considered for dismissal from the course for academic deficiency."

d. There is no reassessment opportunity for the SMC Form 1009A: *Assessing Attributes and Competencies*. Students will be assessed on their leadership abilities throughout the course and the results will be recorded on the SMC Form 1009A.

10. Evaluation and Reporting

a. IAW AR 623-3, students will receive an AER on DA Form 1059 upon completion of the course. The rating chain for the AER consists of an academic rater and a reviewing official. The academic rater will be the SGL that supervises and monitors the student's performance and compliance with academic standards. The reviewing official is the Commandant, Army Bands NCOA.

b. Students are continually assessed while attending Army Band SLC, and these assessments are reflected in part II, blocks f through k of DA Form 1059. The following are examples of specific areas of the course that the academic rater may use to help determine competency ratings:

(1) Character/Accountability. Assessment is based on the student's demonstrated behavior according to the Army Values and discipline in completing course tasks and assessments.

(2) Presence/Comprehensive Fitness. Assessment is based on the student's command presence, comprehensive fitness, and resilience as demonstrated on all performance-based assessments, oral presentations, and personal conduct throughout the course.

(3) Intellect/Critical Thinking & Problem Solving. Assessment is based on the student's critical thinking, judgement, and technical expertise as demonstrated through research, writing, and performance-based projects completed during the course.

(4) Leads/Communication & Engagement. Assessment is based on the student's leadership and communication skills as demonstrated through oral presentations, contribution to group work and class discussions, and personal conduct throughout the course.

(5) Develops/Collaboration. Assessment is primarily based on the student's contribution to group projects and class discussions, as well as the student's demonstrated ability to give and receive feedback from instructors and peers.

(6) Achieves/Life-Long Learner. Assessment is based on the student's demonstrated competence in all areas of the course, as well as the student's efforts to

make improvement through incorporating training, feedback, and practice.

c. Overall student performance in the course will be reflected on part III of the AER, DA Form 1059. This report is intended to measure the level of performance of each student against the course standards. The overall academic achievement categories authorized for the Army Band SLC course are:

(1) "Commandant's List." For those students whose overall course achievements are significantly above the standards of the course. The category is limited to those students who are considered deserving by the Commandant but may not exceed 20% of the class enrollment. If more than 20% meet the criteria to exceed course standards, student academic scores will determine the outcome. Criteria for consideration include the following:

(a) Receive at least three "Far Exceeded Standards" ratings in part II, blocks f through k of DA Form 1059 with one being in Leads/Communication & Engagement, and Exceeded Standards ratings in all other areas.

(b) Must achieve a final grade point average (GPA) in the top 20% of all students enrolled in the class eligible to receive a DA Form 1059.

(c) Students must pass all course assessments on their initial attempt.

(d) SLC students must achieve a score of 28 or higher on their initial Army Musician Proficiency Assessment (AMPA) attempt for AC course or prerequisite AMPA attempt for RC course. AMPAs taken to satisfy another course graduation requirement (for example, an AMPA taken during Advanced Individual Training) cannot be used to satisfy requirements for Commandant's List.

(e) Receive no adverse counseling statements for incidents of substandard performance.

(2) "Superior Academic Achievement." For those students whose overall course achievements exceed the standards of the course. This category is limited to 21-40% of the class enrollment. Criteria include the following:

(a) Receive "Exceeded Standards" or above ratings in all areas of part II, blocks f through k of the DA Form 1059.

(b) Achieve a final GPA of 76% or higher.

(c) Must pass all course assessments on initial attempt.

(d) Active component course students must achieve the MOSQ AMPA standard on initial attempt and pass all other course assessments on initial attempt. Reserve component

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course students must have achieved the military occupational specialty qualification (MOSQ) AMPA standard on their prerequisite AMPA and pass all other course assessments on initial attempt.

(e) Receive no more than one adverse counseling statement for incidents of substandard performance.

(3) "Achieved Course Standards." For those students who achieved the overall acceptable course standard. Criteria include the following:

(a) Receive "Met Standards" or above ratings in all the academic achievement categories section (part II, blocks f through k) of the DA Form 1059.

(b) Achieve a final GPA of 76% or higher.

(c) Active component course students must achieve the MOSQ AMPA standard. Reserve component course students must have achieved the MOSQ AMPA standard on their prerequisite AMPA.

(d) Require no more than two retests on any combination of assessments.

(e) Receive no more than three adverse counseling statements for incidents of substandard performance.

(f) Participate fully in all course activities.

(4) "Failed to Achieve Course Standards." A student who receives any of the following will activate an ARB process:

(a) Receive any "Did Not Meet Standards" ratings in any of the academic achievement categories section (part II, blocks f through k) of DA Form 1059.

(b) Achieve a final GPA of less than 76%.

(c) Failed to achieve Army height/weight standards.

(d) Failed the ACFT.

(e) Fail retest of one or more assessments.

(f) Failed three separate assessments.

(g) Fail to achieve the MOSQ AMPA standard. For reserve component course students, failure to achieve the MOSQ AMPA standard on their prerequisite AMPA will

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preclude the student from enrollment in the course.

(h) Receive four or more adverse counseling statements for incidents of substandard performance.

(i) An ARB is convened as a measure to determine a student's fitness to continue in the course. An ARB for Senior Leader Course students will consist of the Commandant, NCOA, Deputy Commandant, NCOA, and SLC Small Group Leader (SGL), and may include instructors or other subject matter experts.

(j) Dismissal from the course for disciplinary reasons or violations of the standards of conduct as outlined above.

d. IAW AR 623-3, any AERs with the following entries are referred or adverse reports. Such AERs will be referred to the student by the reviewing official for acknowledgement and an opportunity to comment before being submitted to HQDA.

(1) A selection of "No" in part II, block a of DA Form 1059 in response to the question, "Does the Soldier fully support SHARP, EO, and EEO?"

(2) Noncompliance with AR 600-9 in part II, block c.

(3) Any "Did Not Meet Standard" rating in part II, blocks f through k.

(4) Any "Did Not Graduate" reason for submission selected in part I, block I.

(5) IAW AR 623-3, if "Failed to Achieve Course Standards" (DA Form 1059) or "Non-Graduate" (DA Form 1059-2) in part III, block a, is checked, the reviewing official will clearly indicate and explain deficiencies contributing to reasons associated with the box check selection within part III, block b. Examples (not all-inclusive) include assessments on the character and/or behavior of the rated student and/or lack of aptitude in certain academic areas. All "Failed to Achieve Course Standards" (DA Form 1059) and "Non-Graduate" (DA Form 1059-2) require an additional supplementary review.

(6) Any comment so derogatory that the AER may have an adverse impact on the Soldier's career.

e. Reviewing officials will, when possible, refer AERs to the student prior to departure from the Army Bands NCOA for comments. If the student is geographically separated from the Army Bands NCOA the report will be forwarded to the student's address listed in course records. The student will be given a reasonable suspense date by which to respond to the report.

f. Student comments will be factual, concise, and pertain only to matters concerning the evaluation on the AER. Student comments do not constitute an appeal; appeals are

processed separately IAW AR 623-3. If the reviewing official decides that student comments provide significant new facts about the student's performance that could affect the evaluation, they may refer the comments to the academic rater as appropriate. The academic rater may reconsider their evaluation of the student and elect to raise their evaluation as a result. The evaluation may not be lowered as a result of a student's comments.

11. Army Musician Proficiency Assessment (AMPA)

The AMPA standard is the MOSQ score for all ASIs.

a. AMPA requirement for Army Band SLC

(1) AC course students will take a record AMPA while attending the resident course. Students who achieve or exceed the MOSQ standard will not take a Retest AMPA.

(2) The student's AMPA score will be recorded on their DA Form 1059.

(3) Retest AMPA: This assessment is taken by students who failed to achieve the MOSQ standard on the first assessment. Students who score below MOSQ on the Retest AMPA will be subject to an ARB.

(4) Weekly Lessons: Any student scoring below the MOSQ standard on their primary ASI is required to take weekly lessons.

(5) A student who fails to achieve the MOSQ standard on the Retest AMPA will receive a "Failed to Achieve Course Standards" on their DA Form 1059.

b. AMPA requirement for Army Band SLC RC

(1) Soldiers desiring to attend Army Band SLC RC must have a passing prerequisite AMPA on file at the USASOM before being enrolled for the course in ATRRS.

(2) This AMPA may not be more than 12 months old at the time of enrollment. AMPAs taken to satisfy another course graduation requirement can be used for RC enrollment but cannot be used to satisfy requirements for Commandant's List.

(3) The student's AMPA score will be recorded on their DA Form 1059.

(4) Weekly Lessons: Soldiers will be provided the opportunity to have one instrumental lesson per week, given availability of the instructor.

12. Lessons and Assessed Events Matrix

The following table describes the lessons and assessments for the course.

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- a. Lesson Plan/Lesson Number: Identifies the lesson title and lesson identification number in the Training Development Capability.
- b. Assessment Tool: Identifies the method of assessment used for each lesson.
- c. Assessment Type: Identifies whether the assessment is GO/NO GO or graded.
- d. Percent of Final Grade: Identifies the percentage weight for each assessment.

Army Band SLC Lessons and Assessments Matrix				
Lesson Number	Lesson Plan	Assessment Tool	Assessment Type	% of Final
Module A - Administrative				
514-4000	Administrative Actions	None	None	0%
Module B - Mandatory Training				
514-3082	CRM Resilience Training for Leaders	None	None	0%
Module C - NCO Common Core Competencies (ALC-NCO C3)				
400-S300	Course Overview	None	None	0%
400-S316	Contemporary Issues	None	None	0%
400-S302	The Ethical Leader	None	None	0%
400-S303	Feedback, Coaching, and Mentoring	None	None	0%
400-S304	Leadership Case Study	None	None	0%
400-S311	The Analytical Essay	Form 1009W	Graded	15%
400-S307	The Combined Arms Team	None	None	0%
400-S305	Active and Reserve Component Capabilities	None	None	0%
400-S306	The Command and Control Warfighting Function	None	None	0%
400-S301	Inform and Influence Audiences	None	None	0%
400-S308	The Rapid Decision and Synchronization Process	None	None	0%
400-S309	Mission Rehearsals	None	None	0%
400-S312	Military Briefings	Form 1009S	Graded	15%
400-S310	Basic Principles of Negotiations	None	None	0%
400-S314	Training Management	None	None	0%
400-S313	Holistic Health and Fitness (H2F)	None	None	0%
400-S315	The Army's Maintenance Program	None	None	0%
400-S317	Talent Management	None	None	0%
			Module C Total	30%
Module D - Technical Skills Training				
514-4005	Develop Entertainment Concepts for an MPT	Develop Entertainment Concepts Presentation Assessment Form	Graded	25%
514-4006	Produce a Publicity Plan for a MPT	Publicity Plan	GO/NO GO	0%
514-4007	Manage MPT Rehearsal	Practical Exercise	GO/NO GO	0%
514-4011	Perform as BSSSS NCO	Synchronization Meeting Assessment Form	Graded	5%
514-4012	Train the Marching Band	Train the Marching Band Assessment Form	Graded	15%
514-4013	Manage Support Requirements for a MPT	Practical Exercise	GO/NO GO	0%
514-4021	Technical Skills Development Program	Discussion Board	GO/NO GO	0%
			Module D Total	45%
Overall Leadership - Assessing Attributes and Competencies - Form 1009A			Graded	25%
			Course Total	100%

13. Course Assessments

a. 400-S311 – The Analytical Essay

(1) Overview. Students will learn and discuss the seven principles of mission command to prepare an analytical essay. Students will demonstrate their ability to write about problems from historical, philosophical, rhetorical and/or cross-cultural and interdisciplinary perspectives.

(2) Procedures. Students will analyze and evaluate the major points of a case study for research to write an analytical essay. The student will follow the assignment instructions on Form 1009W Assessing Writing.

(3) Evaluation. In order to receive a GO on this assessment, the student must achieve a minimum of 70 points on Form *1009W Assessing Writing*.

b. 400-S312 – Military Briefings

(1) Overview. Students will acquire the knowledge and skills to develop and present a decision briefing to commanders, staffs or other audiences in the Army.

(2) Procedures. Students will present an eight-minute Decision Briefing IAW FM 6-0. Students will also prepare a slide presentation to accompany their briefing.

(3) Evaluation. In order to receive a GO for this assessment, the student must achieve the minimum score of 70 points on Form *1009S Special, Decision Briefing*.

c. 514-4005 – Develop Entertainment Concepts for a Music Performance Team

(1) Overview. Students will apply their knowledge of entertainment concepts by identifying entertainment concepts appropriate for music performance teams (MPTs) and presenting how these identified concepts can be applied to MPTs.

(2) Procedures. Students will develop a class presentation will include the following elements:

- (a) Mission information
- (b) SWOT analysis
- (c) Rehearsal planning
- (d) MPT support requirements
- (e) Publicity plan

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- (f) Setlist
- (g) Program flow
- (h) Transitions
- (i) Entertainment concepts
- (j) Group and individual presentation elements

(3) Evaluation. Students will be individually assessed on all their collaborative ability to present the elements listed above and their communication skills. In order to receive a GO on this assessment, the student must achieve a minimum score of 80% on the *Develop Entertainment Concepts Presentation Assessment*.

d. 514-4006 – Produce a Publicity Plan for a Music Performance Team

(1) Overview. Students will demonstrate their ability to conduct target audience analysis, determine appropriate publicity requirements and strategy, and coordinate with appropriate personnel.

(2) Procedures. Students will produce a publicity plan that contains target audience analysis, publicity requirements, and publicity strategy based on their final MPT scenario.

(3) Evaluation. In order to receive a GO on this assessment, the student must include all required elements in a clear and concise manner.

e. 514-4007 – Manage Music Performance Team Rehearsals

(1) Overview. Students will apply their knowledge of rehearsal planning, rehearsal techniques, and providing effective feedback by managing MPT rehearsals.

(2) Procedures. Students should demonstrate their ability to mentor assistant MPT leaders to effectively implement music performance and entertainment concepts into an MPT performance.

(3) Evaluation. In order to receive a GO on this assessment, students must demonstrate their ability to effectively communicate rehearsal planning requirements with the assistant MPT leader, monitor rehearsals, and provide effective feedback.

f. 514-4011 – Perform as Band Support Section Senior Support NCO

(1) Overview. Students will demonstrate an understanding of performing as band support section senior support NCO through collaboration and participation in class

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discussions. Students will receive instruction on analyzing commander's intent, maintaining an SOP, integrating subordinate Soldiers, managing support section requirements, coordinating with appropriate personnel, and briefing the commander on support section status.

(2) Procedures. Students will participate in facilitated class discussions based on the band support section for Army Bands in the operational environment. Students will demonstrate the skills necessary to complete an integration counseling for a support section subordinate. Students must brief the commander and present information during a synchronization meeting.

(3) Evaluation. Students must achieve a minimum score of 80% on the *Synchronization Meeting Assessment Form* to receive a GO on this practical exercise.

g. 514-4012 – Train the Marching Band

(1) Overview. Students will develop and apply their knowledge of marching techniques and principles of training to serve as a trainer for a marching band

(2) Procedures. Students will develop and implement training plans for correcting common deficiencies for marching bands. The trainer will demonstrate their proficiency of the following elements in their training plans:

- (a) Stationary movements
- (b) Marching movements
- (c) Training Plan Development
- (d) Facilitation of Training Plan
- (e) Trainer Techniques

(3) Evaluation. In order to receive a GO on this assessment, the students must achieve a minimum score of 80% on the Train the Marching Band Assessment.

h. 514-4013 – Manage Support Requirements for a Music Performance Team

(1) Overview. Students will demonstrate their ability to manage support requirements for a music performance team by determining support requirements, communicating requirements, and ensuring requirements are met.

(2) Procedures. Students will create an MPT support document containing a stage layout diagram and MPT narrative briefly discussing the style or genre of the group.

(3) Evaluation. Students must complete an MPT support document with all required elements to receive a GO on this assessment.

i. 514-4021 – Technical Skills Development Program

(1) Overview. Students will receive instruction on the roles, responsibilities, and function of the Technical Skills Development Program.

(2) Procedures. Students will respond to a prompt discussing implementation of the Technical Skills Development Program.

(3) Evaluation. Students must respond to the discussion prompt and participate in class discussion to receive a GO on this assessment.

j. Overall Leadership

(1) Overview. Students will apply their knowledge of leadership doctrine and development by serving in leadership positions and class participation throughout the course.

(2) Procedures. Students will serve in a leadership role and participate in class discussion during the course and demonstrate their ability to effectively apply the leadership competencies and attributes throughout the entire course.

(3) Evaluation. Each student will receive a scored SMC Form 1009A upon completion of the course. They will be scored on the six attributes and competencies listed on SMC Form 1009A Assessing Attributes and Competencies. The student can score 25 possible points in each Attribute and Competency for a cumulative score of 150 points. At the end of the course, the student's score for each attribute and competency will be used to complete DA 1059, Part II, blocks f thru k.

14. Student Recognition

There are three categories of student recognition. Each of the awardees will have the appropriate award noted in the academic rater's comments on their DA Form 1059:

a. Distinguished Honor Graduate: The top awardee of the Commandant's List will be designated as the Distinguished Honor Graduate.

b. Distinguished Leadership Award: The Distinguished Leadership Award recognizes the student who consistently demonstrates outstanding leadership skills, exemplary behavior on and off duty, and outstanding performance, as well as one who promotes teamwork, esprit-de-corps, and professionalism.

(1) Students will be selected by their peers for this award.

(2) In the event of a tie, the SGL will facilitate a revote.

(3) All students who are recommended by their SGL and have achieved course standards are eligible for this award.

c. Peer Mentor Award: Students who make significant contributions as peer mentors may be considered by their primary SGL for approval by the Commandant, Army Bands NCOA. If approved, awardees will have their contributions annotated on the DA Form 1059.

15. American Council on Education (ACE)

This version of Army Band SLC has been evaluated by ACE with the following credits by category and subject area recommended.

a. In the lower-division baccalaureate/associate degree category:

- (1) 3 semester hours in fundamentals of arts management
- (2) 2 semester hours in fundamentals of conducting
- (3) 1 semester hour in fundamentals of marching band
- (4) 2 semester hours in music lessons applications
- (5) 1 semester hour in performance masterclass
- (6) 1 semester hour in large ensemble performance
- (7) 1 semester hour in small ensemble performance



b. In the upper-division baccalaureate degree category.

- (1) 3 semester hours in advanced conducting

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16. Assessment Forms

THE NCO LEADERSHIP CENTER of EXCELLENCE
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 Form 1009W, Special, Assessing Writing

STUDENT'S NAME:					
ASSIGNMENT TITLE: Analytical essay					DATE:
FACILITATOR'S NAME:					
RATING:	Unsatisfactory	Did Not Meet Standard	Met Standard	Exceeded Standard	Far Exceeded Standard
	0	32	70	90	100
GRADE:					
WRITING ASSIGNMENT DESCRIPTION:					
<p>Utilizing the seven principles of mission command, write your analytical essay, based on the case study. Use your time to develop a deep understanding of your topic to fully explain your stance on the topic. The analytical essay is assessed within the following areas and weighted as shown below: Introduction; Body Content; Organization, Structure, and Transition; Evidence Supporting Discussion (reference source); Grammar, Spelling, and Style; Conclusion; and current APA. Ensure you use Times New Roman, 12pt font, double spaced, in MS Word format, using the current APA style, STUDENT PAPER, NO RUNNING HEADS, NO ABSTRACT. Your essay should include four major sections: Title Page, Thesis Statement, Main Body, and References Page. Your paper must be no less than 3 full pages and no more than 5 pages in length not including your title and reference page. Provide a minimum of two references for your reference page.</p>					
Facilitator's Comments:					
Facilitator's Signature: 					
Student's Comments:					
Student's Signature: 					

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Form 1009W, Special, Assessing Writing (cont.)

Criteria	Unsatisfactory 0 <input type="checkbox"/>	Did Not Meet Standard 4 <input type="checkbox"/>	Met Standard 6 <input type="checkbox"/>	Exceeded Standard 9 <input type="checkbox"/>	Far Exceeded Standard 10 <input type="checkbox"/>
Introduction	Writing lacks logical organization. It shows some coherence but ideas lack unity.	Does not convey topic. No introduction of main points. Does not support thesis statement.	Conveys topic, describes subtopics to be reviewed. Generally supports thesis statement.	Meets Standard plus, clearly provides sufficient background information on the topic. Thesis statement clearly tied to the topic.	Exceeds Standard plus, Strong introduction of topic clearly delineates subtopics to be reviewed. Fully supports thesis statement.
Criteria	Unsatisfactory 0 <input type="checkbox"/>	Did Not Meet Standard 12 <input type="checkbox"/>	Met Standard 32 <input type="checkbox"/>	Exceeded Standard 38 <input type="checkbox"/>	Far Exceeded Standard 40 <input type="checkbox"/>
Body Content	Central idea and clarity of purpose are absent. No evidence of critical, careful thought or analysis and/or insight. No examples used.	Did not introduce any aspect of the topic or instances were so vague as to imply there was much more information needed. Made little attempt to correlate the topic to the overarching theme. Ideas are vague with little evidence of critical and creative thinking. The body is less than 2 pages.	Partially introduced some of aspects of the topic. Developed and linked the topic to the overarching theme. Some critical and creative thinking is present. The body meets the 3 pages requirement.	Meets Standard plus, description provides significant data supporting the main idea. Analysis showed sound reasoning. Main points well developed with quality supporting details and quantity support. Critical and creative thinking is weaved into the topic. The body meets 3-4 pages requirement.	Exceeds Standard plus, solidly introduced all aspects of the topic. Fully linked the topic to the overarching theme. Analysis connects evidence to clearly support the issue. Main points well developed with high quality and quantity support. Reveals high degree of critical and creative thinking. The body meets 4-5 pages requirement.
Criteria	Unsatisfactory 0 <input type="checkbox"/>	Did Not Meet Standard 3 <input type="checkbox"/>	Met Standard 7 <input type="checkbox"/>	Exceeded Standard 9 <input type="checkbox"/>	Far Exceeded Standard 10 <input type="checkbox"/>
Organization, Structure, and Transitions	Serious errors. Some organization but jumps around. Vague sections showing opening, middle, and conclusions.	Did not use headings. Material is not logically organized into topic, subtopics or related to topic. Main points lack detailed development. Transitions are unclear or nonexistent.	Material mostly organized under headings. Most material clearly related to main topic and subtopic. Main points are present with limited detail and development. Transitions are mostly evident between paragraphs and headings.	Meets Standard plus, headings provide the general topic of subsequent material. Material organization supports the writer's topic. Transitions are evident and reader can easily follow the paper's flow.	Exceeds Standard plus, headings contain the key point of subsequent material. Strong organization and integration of material within subtopics. Strong transitions that are clear and smoothly link subtopics, and main topic.
Criteria	Unsatisfactory 0 <input type="checkbox"/>	Did Not Meet Standard 2 <input type="checkbox"/>	Met Standard 3 <input type="checkbox"/>	Exceeded Standard 4 <input type="checkbox"/>	Far Exceeded Standard 5 <input type="checkbox"/>
Evidence Supporting Discussion (references)	Does not demonstrate understanding of topic beyond a surface level. No evidence of critical and creative thinking. No references or does not support the topic	The paper cited less than two sources. Source does not support writer's point of view.	The paper cited two relevant sources. Sources used explain and support writer's point of view.	The paper Meets Standard plus, the paper cited three or more relevant sources. Source material clearly supported the subtopic, main topic.	The paper Exceeds Standard plus, the paper cited four or more relevant sources of which at least one will be an Army professional journal (any branch, Army University Press, or War College Press). Source material clearly supported the subtopic, main topic by providing pertinent evidence.

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Form 1009W, Special, Assessing Writing (cont.)

Criteria	Unsatisfactory 0 <input type="checkbox"/>	Did Not Meet Standard 7 <input type="checkbox"/>	Met Standard 12 <input type="checkbox"/>	Exceeded Standard 17 <input type="checkbox"/>	Far Exceeded Standard 20 <input type="checkbox"/>
Grammar, Spelling, and style (readability)	Paper has seven or more spelling, punctuation, grammatical errors, passive voice, sentence fragments, comma splices, or run-on sentence errors; creates distraction making reading difficult. If a student commits the same error throughout the paper, each instance is considered an error. Sentence structure is poor. Vocabulary is not used properly in very simple sentences. Does not use subject specific vocabulary.	Paper has five or six spelling, punctuation, grammatical errors, passive voice, sentence fragments, comma splices, or run-on sentence errors; creates distraction. If a student commits the same error throughout the paper, each instance is considered an error. Vocabulary is elementary, not appropriate for the subject or not used properly. Vocabulary is unsophisticated, not used properly in simple sentences. Inconsistent or inappropriate tone for the subject.	Paper has three to four spelling, punctuation, grammatical errors, passive voice, sentence fragments, comma splices, or run-on sentence errors; reader can progress through paper. If a student commits the same error throughout the paper, each instance is considered an error. Vocabulary is appropriate for the subject and used properly. Sentences are generally clear but may have awkward structure or unclear content. Writer's tone is generally appropriate to subject.	The paper Meets Standard plus, paper has one or two spelling, punctuation, grammatical errors, passive voice, sentence fragments, comma splices, or run-on sentence errors, reader can follow ideas clearly. If a student commits the same error throughout the paper, each instance is considered an error. Vocabulary is varied, specific, and appropriate for the subject. Sentence variety and transitions are used effectively. Writer's tone is clear, consistent, and appropriate for the subject.	The paper Exceeds Standards plus, paper is free of spelling, punctuation, grammatical errors, passive voice, sentence fragments, comma splices, or run-on sentence errors. If a student commits the same error throughout the paper, each instance is considered an error. Vocabulary is sophisticated, used properly and appropriate for the subject. Sentences are clear and varied in pattern, from simple to complex. Writer's tone is clear, consistent, and appropriate for the subject.
Criteria	Unsatisfactory 0 <input type="checkbox"/>	Did Not Meet Standard 3 <input type="checkbox"/>	Met Standard 7 <input type="checkbox"/>	Exceeded Standard 9 <input type="checkbox"/>	Far Exceeded Standard 10 <input type="checkbox"/>
Conclusion	No conclusion or conclusion is disconnected from the rest of the paper.	No conclusion or does not support the paper main points. Conclusion is disconnected from the rest of the paper or introduces new ideas.	The conclusion is one paragraph. It summarizes the body paragraphs but does not conclude the essay. Does not introduce any new ideas.	The conclusion Meets Standard plus, summarizes the main aspects of the paper. Clearly paraphrases the main points.	The conclusion Exceeds Standard plus, includes relevant details from subtopics. Reinforces the main points through concise explanation.
Criteria	Unsatisfactory 0 <input type="checkbox"/>	Did Not Meet Standard 1 <input type="checkbox"/>	Met Standard 3 <input type="checkbox"/>	Exceeded Standard 4 <input type="checkbox"/>	Far Exceeded Standard 5 <input type="checkbox"/>
APA	Contains five or more errors in APA style. Does not follow current APA formatting guidelines for layout.	Contains more than four errors in APA style detract substantially from the paper. Does not follow current APA formatting guidelines for layout.	No more than three errors in APA style that do not detract from the paper. Follows current APA formatting guidelines for layout.	No more than two errors in APA style that do not detract from the paper. Follows current APA formatting guidelines for layout.	No errors in APA style. Possesses a Scholarly style. Follows current APA formatting guidelines for layout.

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THE NCO LEADERSHIP CENTER of EXCELLENCE
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NCO Common Core Competencies
Form 1009S Special, Decision Briefing

NAME:			
ASSIGNMENT TITLE: Special Decision Briefing			DATE:
FACILITATOR:			
RATING	UNSATISFACTORY	SATISFACTORY	SUPERIOR
RANGE	0 – 69	70 – 89	90 – 100
GRADE			
COGNITIVE LEVEL ATTAINED:		Higher levels include characteristics of lower levels.	
ANALYZING:	<input type="checkbox"/>	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.	
APPLYING:	<input type="checkbox"/>	Carrying out or using a procedure through executing, or implementing.	
UNDERSTANDING:	<input type="checkbox"/>	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	
REMEMBERING:	<input type="checkbox"/>	Retrieving, recognizing, and recalling relevant knowledge from long-term memory.	
WRITING ASSIGNMENT DESCRIPTION:			
Learners will present a eight-minute (plus or minus 2 minutes) decision briefing (IAW FM 6-0). Prepare a slide presentation to accompany your briefing. Be sure you cover the three main parts of a decision briefing. The facilitator will provide a short critique after each briefing.			
Facilitator's Comments:			
Facilitator's Signature:			
Learner's Comments:			
Learner's Signature:			

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INTRODUCTION (12 points)			
Unsatisfactory 0 points	Satisfactory 1 point	Superior 2 points	Points
No attention step. Attention step was vague or not tied to presentation.	Attention step grabbed audience's attention and was appropriate.	Attention step automatically captivated the audience.	
No clear purpose. Purpose was presented, but not focused or completely relevant.	Purpose was stated, focused, and relevant to the presentation.	Purpose was eloquently and professionally articulated	
Did not state classification. Stated classification but it was not appropriate for purpose.	Stated classification.	Stated classification and showed audience it was appropriate for the presentation.	
Did not state type of briefing. Stated type of briefing, but the type chosen was not appropriate for the task and purpose.	Stated type of briefing and it was appropriate.	Stated type of briefing and showed audience how it linked to the purpose of the briefing.	
Did not state the problem. Vaguely stated the problem.	Introduced statement of the problem.	Presented the statement of the problem in a detailed manner covering all the elements to be solved during COA development.	
Did not state the recommendation. Vaguely stated the recommendation.	Stated the recommendation.	The recommendation offered the audience detailed and concise information needed to promptly render a decision.	
DEVELOPMENT (60 points)			
Unsatisfactory 2 points	Satisfactory 8 points	Superior 10 points	Points
Facts did not support purpose. Facts partially supported purpose	Facts supported purpose.	Presented facts in a detailed manner and fully illustrated how they supported the purpose.	
Did not identify necessary assumptions made to bridge any gaps in factual data. Presented multiple assumptions made to bridge any gaps in factual data, but did not completely bridge any gaps	Identified necessary assumptions made to bridge any gaps in factual data.	The assumptions presented showed a high degree of critical thinking and logical thought.	
Failed to discuss the various options that can solve the problem. Partially discussed the various options that can solve the problem.	Discussed the various options that can solve the problem.	The options generated offered a clear link to the lines of effort needed to solve the problem.	
Speaker failed to provide a rationale or criteria to solve the problem and provide advantages and disadvantages of each COA. Partially provided a rationale or criteria to solve the problem and provide advantages and disadvantages of each COA	Speaker provided a rationale or criteria to analyze the problem and provided advantages and disadvantages of each COA.	The rationale or criteria used to analyze the problem showed the briefer's knowledge of the elements of thought and intellectual standards.	

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Form 1009S Special, Decision Briefing (cont.)

DEVELOPMENT (60 points) continued			
Unsatisfactory 2 points	Satisfactory 8 points	Superior 10 points	Points
Did not show how the courses of action compare against each other. Partially showed how the courses of action compare against each other.	Showed how the courses of action compare against each other.	The courses of action provided a high degree of detail and easily illustrated the unique elements that separated them from each other.	
Did not describe why the recommended solution is best. Partially described why the recommended solution is best	Described why the recommended solution is best.	The recommendation offered, articulated in great detail how the given course of action will achieve the desired end state.	
CONCLUSION (6 points)			
Unsatisfactory 1 point	Satisfactory 4 points	Superior 6 points	Points
Did not ask for questions and did not briefly recap main ideas and restated the recommendation. Partially asked for questions and briefly recap main ideas and restate the recommendation.	Asked for questions. And briefly recap main ideas and restate the recommendation.	Asked for questions at the end of the presentation and offered categorical answers to the audience's concerns.	
STYLE AND MECHANICS (15 points)			
Unsatisfactory 1 point	Satisfactory 3 points	Superior 5 points	Points
Diction or tone was not appropriate for audience or purpose. Body language was inappropriate. Diction and tone were generally appropriate for audience and purpose. Body language did not always enhance the presentation.	Diction and tone were clear, articulate and drew the audience into the presentation. Body language enhanced the presentation.	Diction and tone gave value and firm understanding to the purpose of the briefing. Made a clear connection with audience with his/her public speaking ability and his/her knowledge of the subject.	
Did not anticipate or respond to questions. Did not fully answer the questions that were asked.	Anticipated questions and provided sound and factual answers.	When asked questions, the briefer drew from his/her understanding of the problem and offered answers with clarity, accuracy, and precision.	
Inappropriate setting, classroom, or use of equipment. Demonstrated some difficulty managing the setting, classroom, or equipment.	Managed the setting, classroom, or equipment.	Prepared the briefing site and showed evidence that he/she followed the plan, prepare, execute and assess model to deliver an outstanding briefing.	
TIME (7 points)			
Unsatisfactory 1 point	Satisfactory 3 points	Superior 7 points	Points
Clearly did not meet the time standard by the approved parameters. There were times the speaker was rushed to the point where their composure caused the appearance of confusion or the speech organization became confusing	Met the time standard within the parameters and the flow of the speech was without confusion hitting all key areas	Met the time standard without having to use the plus or minus two minutes parameters.	
TOTAL			

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Senior Leader Course NCO Common Core Competencies

Form 1009A: Assessing Attributes and Competencies

Name:		Date:	
Facilitator:			
Assessing Attributes and Competencies, Form 1009A			
<p>The 1009A assesses the areas on the new DA Form 1059 Part II (blocks f – k). Ratings within these areas will contribute to the DA Form 1059, Part III Overall Academic Achievement. Learners are assessed on leadership attributes and competencies using the 1009A throughout the course. Facilitators will complete the 1009A and provide feedback to the learner with emphasis on opportunities for growth, development, character, and presence. The six attributes and competencies are assessed independently of each other on this form. The score of one attribute will not be added to the score of another attribute/competency (i.e. Character will not be added to Presence). This form will produce six separate scores, one for each attribute/competency as explained below.</p> <p>References: FM 6-22, ADP 6-22, ADRP 6-22, AR 623-3, DA PAM 623-3, TRADOC Pam 525-8-2, and the American Association of Colleges & Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics.</p>			
Attributes of Leadership			
<p>f. CHARACTER/ACCOUNTABILITY –</p> <p>CHARACTER: Leadership is affected by a person's character and identity. Integrity is a key mark of a leader's character. It means doing what is right, legally and morally. The considerations required in leader choices are seldom obvious as wholly ethical or unethical. Character is a critical component of being a successful U.S. Army leader. Character is one's true nature including identity, sense of purpose, values, virtues, morals, and conscience. Character is reflected in a U.S. Army professional's dedication and adherence to the U.S. Army Ethic and the U.S. Army Values.</p> <p>ACCOUNTABILITY: Leaders employ character when all decisions, big or small, are analyzed for ethical consequences. One must have the knowledge of how to address the consequences. This knowledge comes from the U.S. Army Ethic, personal experience, and others' guidance. Army ethics develops strong character, ethical reasoning, and decision-making, empathy for others and the self-discipline to always do what is right. The understanding that Soldiers are individually accountable not only what is done, but also for what might not be done.</p>			
<p>g. PRESENCE/COMPREHENSIVE FITNESS –</p> <p>PRESENCE: The impression a leader makes on others contributes to success in getting people to follow. This impression is the sum of a leader's outward appearance, demeanor, actions and words and the inward character and intellect of the leader. Presence entails the projection of military and professional bearing, holistic fitness, confidence, and resilience. Strong presence is important as a touchstone for subordinates, especially under duress.</p> <p>COMPREHENSIVE FITNESS: Soldiers and leaders develop and maintain individuals. They display physical, mental, and emotional persistence, quickly recover from difficult situations, and exemplify the resilience necessary to fight and win in any operational situation.</p>			
<p>h. INTELLECT/CRITICAL THINKING & PROBLEM SOLVING –</p> <p>INTELLECT: The leader's intellect affects how well a leader thinks about problems, creates solutions, makes decisions, and leads others. Each leader needs to be self-aware of strengths and limitations and apply them accordingly. Being mentally agile helps leaders address changes and adapt to the situation and the dynamics of operations. Judgment, as a key component of intellect, is an ability to make considered decisions and come to sensible conclusions. Leaders can reflect on how they think and better foster the development of judgment in others.</p> <p>CRITICAL THINKING & PROBLEM SOLVING: Problem solving, critical and creative thinking, and ethical reasoning are the thought processes involved in understanding, visualizing, and directing. Critical thinking ensures that the person is engaged in the learning process, critically considering the information or practice of skills. Critical thinking requires analysis, comparisons, contrasting ideas, making inferences and predictions, evaluating the strength of evidence, and drawing conclusions. It also requires the self-discipline to use reason and avoid impulsive conclusions.</p>			

Competencies of Leadership

i. LEADS/COMMUNICATION & ENGAGEMENT –

LEADS: Leads others involves influencing Soldiers. Extends influence beyond the chain of command involves influencing others when the leader does not have designated authority or while the leader's authority is not recognized by others. Builds trust is an important competency to establish conditions of effective influence and for creating a positive environment.

COMMUNICATION & ENGAGEMENT (oral, written, and negotiation): Soldiers and leaders express themselves clearly and succinctly in oral, written, and digital communications. They use interpersonal tact, influence, and communication to build effective working relationships and social networks that facilitate knowledge necessary for continuous improvement. Engagement is characterized by a comprehensive commitment to transparency, accountability, and credibility.

j. DEVELOPS/COLLABORATION –

DEVELOPS: Leaders create a positive environment and inspire an organization's climate and culture. Prepares self and encourages improvement in leading and other areas of leader responsibility. Leaders develop others to assume greater responsibility or achieve higher expertise. A leader is a steward in the profession and maintains professional standards and effective capabilities for the future.

COLLABORATION: Soldiers and leaders create high-performing formal and informal groups by leading, motivating, and influencing individuals and partners to work toward common goals effectively. They are effective team members, understand team dynamics, and take appropriate action to foster trust, cohesion, communication, cooperation, effectiveness, and dependability within the team. Leaders build teams, seek multiple perspectives, alternative viewpoints, and manage team conflict.

k. ACHIEVES/LIFE LONG LEARNER –

ACHIEVES: Gets results and accomplishes tasks and missions on time and to standard. Getting results is the goal of leadership while leading people and creating positive conditions. This requires the right level of delegation, empowerment, and trust balanced against the mission.

LIFE LONG LEARNER (includes digital literacy): Soldiers and leaders continually assess themselves, identify what they need to learn and use skills that help them to effectively acquire and update knowledge, skills, and attitudes. Soldiers and leaders value and integrate all forms of learning (formal, informal) on a daily basis to seek improvement of themselves and their organizations continuously. Soldiers and leaders access, evaluate, and use information from a variety of sources and leverage technology (hardware and software) to improve their effectiveness and that of their teams while executing the Army's missions. Digital literacy skills are developed at initial entry and increase progressively at each career level.

Assessment Standards

FAR EXCEEDED STANDARD. (Indicates the student has demonstrated an ability that is significantly above the standard and could be identified as the Distinguished Graduate). Consistently (96% and above) performs extraordinarily above the defined competencies and attributes; demonstrates performance that epitomizes excellence in all aspects; the learner Consistently takes disciplined initiative in applying leader competencies and attributes; results have an immediate impact and enduring effect on the mission, their classmates/peers, the course, and the U.S. Army.

EXCEEDED STANDARD. (Indicates the student has demonstrated an ability above acceptable level of proficiency). Often (90-95%) performs above the defined competencies and attributes; the learner often takes disciplined initiative in applying leader competencies and attributes; results have an immediate impact on the mission, their classmates/peers, the course, and the U.S. Army.

MET STANDARD. (Indicates the student has demonstrated acceptable level of proficiency). Successfully (70-89%) performs the defined competencies and attributes; effectively meets and enforces standards and takes appropriate initiative in applying the leader competencies and attributes; results have a positive impact on the mission, their classmates/peers, the course, and the U.S. Army.



DID NOT MEET STANDARD. (Self-explanatory) Fails (less than 70%) to perform the defined competencies and attributes; does not enforce or meet standards for the organization; exhibits/displays minimal or no effort; actions often have a negative effect on the mission, their classmates/peers, the course, and the U.S. Army.

Each learner will receive a scored 1009A upon completion of the course. They will be scored on the six (6) attributes and competencies listed Character/Accountability; Presence/Comprehensive Fitness; Intellect/Critical Thinking; Leads/Communication & Engagement; Develops/Collaboration; Achieves/Life Long Learner. The learner can score 25 possible points in each Attribute and Competency for a cumulative score of 150 points. At the end of the course, use the learner's score for each attribute and competency to complete DA 1059, Part II, blocks *f* thru *k*. Use the following scale to determine what block to mark:



Far Exceeds: 25; Exceeds: 23; Met: 18; Did Not Meet: 0.

The examples listed in each of the attributes and competencies are not to be considered all-inclusive.





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1009A – Reference DA Form 1059 Part II f. Character/Accountability			
Far Exceeded Standards 25	Exceeded Standards 23	Met Standards 18	Did Not Meet Standards 0
Consistently displays the ability to see things from another person's point of view and demonstrates the capability to identify with, and understand another person's feelings and emotions.	Often displays the ability to see things from another person's point of view. Often demonstrates the capability to identify with, and understand another person's feelings, and emotions.	Successfully displays the ability to see things from another person's point of view. Demonstrates the capability to identify with, and understand another person's feelings, and emotions.	Fails to display the ability to see things from another person's point of view. Fails to demonstrate the capability to identify with, and understand another person's feelings, and emotions.
Consistently anticipates or adapts to uncertain or changing situations. Creative or innovative capacity is consistently evident in many proposed solutions.	Often anticipates or adapts to uncertain or changing situations. Creative or innovative capacity is often evident in many proposed solutions.	Successfully anticipates or adapts to uncertain or changing situations. Creative or innovative capacity is evident in some proposed solutions.	Fails to anticipate or adapt to uncertain or changing situations. Creative or innovative capacity is not evident in many proposed solutions.
Consistently presents the truth in an appropriate and tactful manner, even if unpopular or difficult.	Often presents the truth in an appropriate and tactful manner, even if unpopular or difficult.	Successfully presents the truth in an appropriate and tactful manner, even if unpopular or difficult.	Fails to present the truth in an appropriate and tactful manner, even if unpopular or difficult.
Consistently adds value to the learning environment, makes dialogical contributions congruent to assigned readings, and displays a selfless commitment to the course and learner body.	Often adds value to the learning environment, makes dialogical contributions congruent to assigned readings, and displays a selfless commitment to the course and learner body.	Successfully adds value to the learning environment and makes dialogical contributions congruent to assigned readings, and displays a selfless commitment to the course and learner body.	Fails to add value to the learning environment or make dialogical contributions congruent to assigned readings, or display a selfless commitment to the course and learner body.
Consistently takes accountability for own professional development.	Often takes accountability for own professional development.	Successfully takes accountability for own professional development.	Fails to take accountability for own professional development.
Facilitator Signature: 		Learner Signature: 	
Facilitator Comments: (Substantive comments required for Far Exceeds and Did Not Meet)			
Learner Comments: (If comments are specific to a semester please note the semester in comments)			
Total Score	0	Note: Far Exceeds: 25; Exceeds: 23; Met: 18; Did Not Meet: 0.	
Final Rating for DA 1059 Part II f (see note)	0		





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1009A – Reference DA Form 1059 Part II g. Presence/Comprehensive Fitness			
Far Exceeded Standards 25	Exceeded Standards 23	Met Standards 18	Did Not Meet Standards 0
Consistently projects a commanding presence and a professional image of authority by looking and acting like a professional Soldier.	Often projects a commanding presence and a professional image of authority by looking and acting like a professional Soldier.	Successfully projects a commanding presence and professional image of authority by looking and acting like a professional Soldier.	Fails to project a commanding presence and professional image of authority or fails to look and act like a professional Soldier.
Consistently considerate of the character and motives of others and Consistently interacts appropriately to the situation.	Often considerate of the character and motives of others and interacts appropriately to the situation.	Successfully considerate of the character and motives of others and interacts appropriately to the situation.	Fails to be considerate of the character and motives of others or interacts inappropriately to the situation.
Consistently instills resilience and a winning spirit in peers through leading by example.	Often instills resilience and a winning spirit in peers through leading by example.	Successfully instills resilience and a winning spirit in peers through leading by example.	Fails to instill resilience and a winning spirit in peers through leading by example.
Consistently perceived as the informal class leader based on appearance, demeanor, actions, and words. Consistently possesses rare and extraordinarily superior interpersonal characteristics that enhance command presence.	Often perceived as the informal class leader based on appearance, demeanor, actions, and words. Often possesses superior interpersonal characteristics that enhance command presence.	Perceived as the informal class leader based on appearance, demeanor, actions, and words. Successfully possesses superior interpersonal characteristics that enhance command presence.	Is not perceived as the informal class leader based on appearance, demeanor, actions, and words. Fails to possess superior interpersonal characteristics that enhance command presence.
Consistently projects self-confidence and inspires confidence in others. Consistently stands out amongst peers.	Often projects self-confidence and inspires confidence in others. Often stands out amongst peers.	Successfully projects self-confidence and inspires confidence in others. Successfully stands out amongst peers.	Fails to project self-confidence or inspire confidence in others. Fails to stand out amongst peers.
Facilitator Signature: 		Learner Signature: 	
Facilitator Comments: (Substantive comments required for Far Exceeds and Did Not Meet)			
Learner Comments: (If comments are specific to a semester please note the semester in comments)			
Total Score	0	Note: Far Exceeds: 25; Exceeds: 23; Met: 18; Did Not Meet: 0.	
Final Rating for DA 1059 Part II g (see note)	0		

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1009A – Reference DA Form 1059 Part II h. Intellect/Critical Thinking & Problem Solving			
Far Exceeded Standards	Exceeded Standards	Met Standards	Did Not Meet Standards
25	23	18	0
Consistently synthesizes previous lessons to show a connection, provides relevant comments, brings depth and breadth to daily classroom discussions, and demonstrates mental agility through actions and decisions, anticipates changing conditions.	Often synthesizes previous lessons to show a connection, provides relevant comments, brings depth and breadth to daily classroom discussions, and demonstrates mental agility through actions and decisions, anticipates changing conditions.	Successfully synthesizes previous lessons to show a connection, provides relevant comments, brings depth and breadth to daily classroom discussions, and demonstrates mental agility through actions and decisions, anticipates changing conditions.	Fails to synthesize previous lessons e to show a connection, provide relevant comments, bring depth and breadth to daily classroom discussions, and demonstrate mental agility through actions and decisions, or anticipate changing conditions.
Consistently thinks through second and third order of effects when decisions or actions do not produce the desired results.	Often thinks through second and third order of effects when decisions or actions do not produce the desired results.	Successfully thinks through second and third order of effects when decisions or actions do not produce the desired results.	Fails to think through second and third order of effects when decisions or actions do not produce the desired results.
Consistently demonstrates mastery of the lesson content at the appropriate level.	Often demonstrates mastery of lesson content at the appropriate level.	Successfully demonstrates mastery of lesson content at the appropriate level.	Fails to demonstrate mastery of lesson content at the appropriate level.
Consistently viewed as the problem solver and leader during practical exercises.	Often viewed as the problem solver and leader during practical exercises.	Viewed as the problem solver and leader during practical exercises.	Is not viewed as the problem solver or leader during practical exercises.
Consistently exercises interpersonal tact by effectively interacting with peers, recognizing diversity, and displaying self-control and stability.	Often exercises interpersonal tact by effectively interacting with peers by recognizing diversity and displaying self-control and stability.	Successfully exercises interpersonal tact by effectively interacting with peers by recognizing diversity and displaying self-control and stability.	Fails to exercise interpersonal tact by effectively interacting with peers by recognizing diversity and displaying self-control and stability.
Facilitator Signature: 		Learner Signature: 	
Facilitator Comments: (Substantive comments required for Far Exceeds and Did Not Meet)			
			
Learner Comments: (If comments are specific to a semester please note the semester in comments)			
			
Total Score	0	Note: Far Exceeds: 25; Exceeds: 23; Met: 18; Did Not Meet: 0.	
Final Rating for DA 1059 Part II h (see note)	0		



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1009A – Reference DA Form 1059 Part II i. Leads/Communication & Engagement			
Far Exceeded Standards 25	Exceeded Standards 23	Met Standards 18	Did Not Meet Standards 0
Consistently sets the example by displaying high standards and emphasizing the need to do what is right and leads the way in performance, personal appearance, and physical fitness.	Often sets the example by displaying high standards and emphasizing the need to do what is right and leads the way in performance, personal appearance, and physical fitness.	Successfully sets the example by displaying high standards and emphasizing the need to do what is right and leads the way in performance, personal appearance, and physical fitness.	Fails to set the example by displaying high standards or emphasizing the need to do what is right and lead the way in performance, personal appearance, and physical fitness.
Consistently completes individual and group tasks to, or above, standard and on time.	Often completes individual and group tasks to, or above, standard and on time.	Successfully completes individual and group tasks to, or above, standard and on time.	Fails to complete individual and group tasks to, or above, standard and on time.
Consistently maintains a positive outlook when situations become confusing or changes occur.	Often maintains a positive outlook when situations become confusing or changes occur.	Successfully maintains a positive outlook when situations become confusing or changes occur.	Fails to maintain a positive outlook when situations become confusing or changes occur.
Consistently induces others to act positively through communication abilities and use communication skills and abilities to positively affect mission accomplishment.	Often induces others to act positively through communication abilities and use communication skills and abilities to positively affect mission accomplishment.	Successfully induces others to act positively through communication abilities and use communication skills and abilities to positively affect mission accomplishment.	Fails to induce others to act positively through communication abilities or use communication skills or abilities to positively affect mission accomplishment.
Consistently displays the ability to understand message content, urgency, and emotion and supports the efforts of others.	Often displays the ability to understand message content, urgency, and emotion and supports the efforts of others.	Successfully displays the ability to understand message content, urgency, and emotion and supports the efforts of others.	Fails to display the ability to understand message content, urgency, and emotion or support the efforts of others.
Facilitator Signature: 		Learner Signature: 	
Facilitator Comments: (Substantive comments required for Far Exceeds and Did Not Meet)			
			
Learner Comments: (If comments are specific to a semester please note the semester in comments)			
			
Total Score	0	Note: Far Exceeds: 25; Exceeds: 23; Met: 18; Did Not Meet: 0.	
Final Rating for DA 1059 Part II i (see note)	0		

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1009A – Reference DA Form 1059 Part II j. Develops/Collaboration			
Far Exceeded Standards	Exceeded Standards	Met Standards	Did Not Meet Standards
25	23	18	0
Consistently displays loyalty to classmates and encourages fairness, inclusiveness and candid communication.	Often displays loyalty to classmates and encourages fairness, inclusiveness and candid communication.	Successfully displays loyalty to classmates and encourages fairness, inclusiveness and candid communication.	Fails to display loyalty to classmates or practice fairness, inclusiveness or candid communication.
Consistently maintains physical fitness and wellbeing encouraging others to do the same. Reflects on strengths and weaknesses, lessons learned, and self-development.	Often maintains physical fitness and wellbeing encouraging others to do the same. Reflects on strengths and weaknesses, lessons learned, and self-development.	Successfully maintains physical fitness and wellbeing encouraging others to do the same. Reflects on strengths and weaknesses, lessons learned, and self-development.	Fails to maintain physical fitness or wellbeing. Does not reflect on strengths and weaknesses, lessons learned, or self-development.
Consistently displays an ability to promote teamwork, cohesion, and cooperation and participate in study groups, selflessly helping peers improve their academic performance.	Often displays an ability to promote teamwork, cohesion, and cooperation and participate in study groups, selflessly helping peers improve their academic performance.	Successfully displays an ability to promote teamwork, cohesion, and cooperation and participate in study groups, helping peers improve their academic performance.	Fails to display an ability to promote teamwork, cohesion, and cooperation or participate in study groups to help peers improve their academic performance.
Consistently develops others during own personal time.	Often develops others during own personal time.	Successfully develops others during own personal time.	Fails to develop others during own personal time.
Consistently exhibits interest toward developing and collaborating with others, resulting in positive action toward the objective.	Often exhibits interest toward developing and collaborating with others, resulting in positive action toward the objective.	Successfully exhibits interest toward developing and collaborating with others, resulting in positive action toward the objective.	Fails to exhibit interest toward developing and collaborating with others, resulting in no action toward the objective.
Facilitator Signature:		Learner Signature:	
Facilitator Comments: (Substantive comments required for Far Exceeds and Did Not Meet)			
Learner Comments: (If comments are specific to a semester please note the semester in comments)			
Total Score	0	Note: Far Exceeds: 25; Exceeds: 23; Met: 18; Did Not Meet: 0.	
Final Rating for DA 1059 Part II j (see note)	0		

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1009A – Reference DA Form 1059 Part II k. Achieves/Life Long Learner			
Far Exceeded Standards 25	Exceeded Standards 23	Met Standards 18	Did Not Meet Standards 0
Consistently uses/shares formal/informal learning opportunities to foster continuous development and improvement of the knowledge, skills and abilities required to be a successful leader in today's Army.	Often uses/shares formal/informal learning opportunities to foster continuous development and improvement of the knowledge, skills and abilities required to be a successful leader in today's Army.	Successfully uses/shares formal/informal learning opportunities to foster continuous development and improvement of the knowledge, skills and abilities required to be a successful leader in today's Army.	Fails to uses/shares formal/informal learning opportunities to foster continuous development and improvement of the knowledge, skills and abilities required to be a successful leader in today's Army.
Consistently achieves exceptional academic standing that far exceeds course requirements.	Often achieves exceptional academic standing that exceeds course requirements.	Successfully achieves academic standing that meets course requirements.	Fails to achieve academic standing that meets course requirements.
Level of research and analysis demonstrates a mastery of transference of knowledge and deep thought in extensive and substantive responses to learning outcomes.	Level of research and analysis demonstrates a mastery of transference of knowledge and deep thought in extensive and substantive responses to learning outcomes.	Level of research and analysis demonstrates transference of knowledge and deep thought in extensive and substantive responses to enabling outcomes.	Level of research and analysis does not demonstrate transference of knowledge and deep thought in extensive and substantive responses to enabling outcomes.
Consistently provides facilitator with thought provoking feedback.	Often provides facilitator with thought provoking feedback.	Successfully provides facilitator with thought provoking feedback.	Fails to provide facilitator with thought provoking feedback.
Consistently active throughout the course in multiple leadership roles, groups, and other curricular activities.	Often active throughout the course in multiple leadership roles, groups, and other curricular activities.	Successfully active throughout the course in multiple leadership roles, groups, and other curricular activities.	Fails to be active throughout the course in multiple leadership roles, groups, and other curricular activities.
Facilitator Signature: 		Learner Signature: 	
Facilitator Comments: (Substantive comments required for Far Exceeds and Did Not Meet)			
<div></div>			
Learner Comments: (If comments are specific to a semester please note the semester in comments)			
<div></div>			
Total Score	0	Note: Far Exceeds: 25; Exceeds: 23; Met: 18; Did Not Meet: 0.	
Final Rating for DA 1059 Part II k (see note)	0		

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Train the Marching Band Assessment						
Name (Rank Last, First)				Date		Class
Criteria	Score	Advanced [5]	Proficient [4]	Developing [3]	Not Proficient [0]	Comments
Stationary Movements	0	Demonstrated a thorough knowledge of all stationary movements	Demonstrated an appropriate knowledge of most stationary movements with minor discrepancies	Demonstrated some/narrow knowledge of stationary movements with moderate discrepancies	Demonstrated poor or no knowledge of stationary movements with major discrepancies	
Marching Movements	0	Demonstrated a thorough knowledge of all marching movements	Demonstrated an appropriate knowledge of most marching movements with minor discrepancies	Demonstrated some/narrow knowledge of marching movements with moderate discrepancies	Demonstrated poor or no knowledge of marching movements with major discrepancies	
Criteria	Score	Advanced [10]	Proficient [9]	Developing [8]	Not Proficient [0]	Comments
Training Plan Development	0	Developed effective training plan with all required elements to meet training requirements.	Developed effective training plan with most required elements to meet training requirements.	Developed a training plan with some required elements to meet training requirements.	Did not develop a training plan or developed a training plan that did not meet training requirements.	
Facilitation of Training Plan	0	Demonstrated effective/efficient application of training plan for correcting marching band deficiencies.	Demonstrated effective/efficient application of training plan for correcting marching band deficiencies.	Demonstrated moderately skilled application of training plan for correcting marching band deficiencies.	Demonstrated ineffective/inefficient application of training plan for correcting marching band deficiencies.	
Trainer Techniques	0	Made use of all trainer techniques	Made use of some trainer techniques.	Made use of at least one trainer technique.	Did not make use of trainer techniques.	
Additional Comments						
Total Score			0	Grade		
Instructor Name (Rank Last, first)				Instructor Signature		

Train the Marching Band Assessment Form 28 Aug 2024

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Develop Entertainment Concepts Presentation Assessment					
MPT Name			Date		Class
Student Names (Rank Last, First)					
Presentation Content					
Criteria	Score	Advanced [10]	Proficient [9]	Developing [8]	Not Proficient [0]
Mission Information		Mission information contains all four required elements	Mission information contains three of the required elements	Mission information contains two of the required elements	Does not contain any of the required mission information
SWOT Analysis		SWOT analysis contains all four elements; demonstrates coherent research	SWOT analysis contains all four elements; demonstrates mostly researched analysis	SWOT analysis contains all four elements; demonstrates poor research	SWOT analysis does not cover all four elements; content generally unprepared
Rehearsal Planning		Demonstrates thorough and organized rehearsal plan	Demonstrates organized rehearsal plan	Demonstrates poorly organized rehearsal plan	Demonstrates no rehearsal planning
MPT Support Document		MPT support requirements covers all three required sections; demonstrates coherent research and organization	MPT support requirements covers all three required sections; demonstrates content is mostly researched and organized	MPT support requirements covers all three required sections; demonstrates poor research and organization	MPT support requirements does not cover all three required sections; content generally unprepared
Publicity Plan		Publicity plan contains all three required sections; Demonstrates coherent research	Publicity plan contains all three required sections; demonstrates content is mostly researched	Publicity plan contains all three required sections; demonstrates poor research	Publicity plan does not contain all three required sections; content generally unprepared
Setlist		Music selections fully met mission requirements and aligned with audience analysis	Music mostly met mission requirements and aligned with audience analysis	Music selections somewhat met mission requirements and aligned with audience analysis	Music selection minimally met or did not meet mission requirements and did not align with audience analysis

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Program Flow		Music selections were ordered and paced effectively; effectively support the mission requirements	Music selections were ordered and paced appropriately; appropriately support the mission requirements	Music selections were ordered and paced ineffectively; somewhat support the mission requirements	Music selections were not ordered and paced; did not support the mission requirements
Transitions		Effective plan for seamless transitions; Identified effective transition types	Appropriate plan for transitions; Identified appropriate transition types	Inconsistent plan for transition; Under-developed planning of narration	Poor transition planning; Poor planning of the elements of narration
Entertainment Concepts		Entertainment concepts were effectively identified and aligned the MPT and mission requirements	Entertainment concepts were appropriately identified and aligned with MPT and mission requirements	Entertainment concepts were somewhat identified and aligned with MPT and mission requirements	Entertainment concepts were not identified and aligned with MPT and mission requirements
Group Presentation Elements					
Criteria	Score	Advanced [5]	Proficient [4]	Developing [3]	Not Proficient [0]
Visual Aids		Visual aids effectively supported the transmission of information	Visual aids appropriately supported the transmission of information	Visual aids somewhat supported the transmission of information	Visual aids poorly supported the transmission of information
Presentation Flow		Transitions effectively supported the transmission of information	Transitions appropriately enabled the presentation flow	Transitions somewhat enabled the presentation flow	Transitions poorly enabled the presentation flow
Time		Time was between 10-15 minutes	Time was within +/- 30 seconds of 10-15 minutes	Time was within +/- 60 seconds of 10-15 minutes	Time was within +/- 90 seconds of 10-15 minutes
Comments					

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Individual Presentation Elements					
Criteria	Score	Advanced [5]	Proficient [4]	Developing [3]	Not Proficient [0]
Preparation		Demonstrated thorough research, fluency with content, effective rehearsal	Demonstrated coherent research, confidence with content, mostly prepared	Demonstrated poor research, uncertainty with content, ineffective rehearsal	Demonstrated insufficient research, little to no familiarity of content, generally unprepared
Body Movement		Body movements were confident and engaging	Body movements were appropriate	Body movements were somewhat distracting	Body movements were not appropriate or very distracting
Eye Contact		Eye contact with audience was confident and direct	Eye contact with audience was appropriate	Eye contact with audience was mostly indirect	Eye contact with audience was poor or absent
Speaking Voice		Voice was clear; confident inflection; no crutch words	Voice was mostly clear; appropriate inflection; some crutch words present	Voice was somewhat clear; some inflection; many crutch words present	Voice was not clear; no inflection; major use of crutch words
Comments					
Total Score				Grade	
SGL Name (Last, First MI)				SGL Signature	

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Synchronization Meeting Assessment Form			
Student Name:		Date:	Class:
Briefing Start:		Total Time:	
Briefing Stop:		Time Score	10
Instructions: Use the following scale to assess the timing of the brief from introduction to when the student asks for questions: 1-3 minutes= 10; 3-5 minutes= 9, 5+ minutes= 7 Use the following scale to assess the student's performance for each criterion below Exemplary= 10; Proficient= 9; Marginal= 8; Unsatisfactory= 7			
Substance/Organization		Style	
10	Introduction - <i>Greeting</i> (poised and confident) - <i>Purpose</i> (relevant; focused; clearly and concisely stated)	10	Physical Behavior - <i>Eye contact</i> (maintains with audience; natural; avoids excessive reference to slides and/or notes) - <i>Movement</i> (appropriate, not excessive)
10	Body - <i>Accuracy/Completeness</i> (information is relevant and accurate; no major points omitted; level of detail suitable)	10	Speaking Voice & Vocabulary - Appropriate volume; enunciates clearly; comfortable pace; uses pauses effectively - Clear/concise; correct pronunciation
10	- <i>Sequence</i> (conveys information in clear, logical, and meaningful sequence, easy to follow)	10	Enthusiasm/Confidence - Conveys sense of ownership and confidence
10	- <i>Transitions</i> (appears rehearsed; presents logical flow; maintains appropriate tempo)	Visuals/Slides/Graphics	
10	Closing - <i>Summary</i> (ask for questions)	10	Format - Accurate sequencing; numbering; font; abbreviations Content - Relevant; appropriate use of pictures/graphics, not too busy
Total Score	120	Grade	
Instructor Comments:			
<div style="height: 100px;"></div>			
Instructor Rank/Name: (Rank Last, First)		Instructor Signature:	