

U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

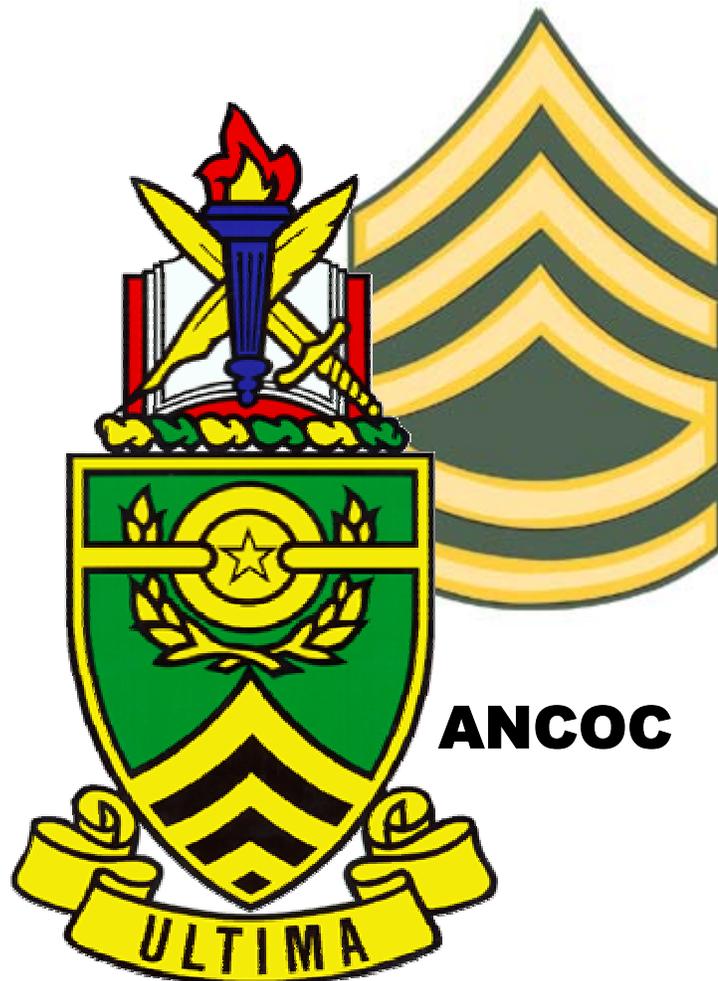
CMP

OCT 03

COURSE MANAGEMENT PLAN

for the

ADVANCED NONCOMMISSIONED OFFICER COURSE (ANCOC)



Stand Alone Common Core

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Course Management Plan (CMP)
for the
Advanced Noncommissioned Officer Course (ANCOC)
Stand Alone Common Core (SACC)
The Army Training System (TATS)
600-00-ANCOC
October, 2003

**This CMP
Contains**

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**Gender
Disclaimer**

Unless this Course Management Plan (CMP) states otherwise, masculine nouns and pronouns do not refer exclusively to men.

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PREFACE

Purpose

This Course Management Plan (CMP) serves as a single source document that will assist in the administration of the Advanced Noncommissioned Officer Course (ANCOC). It provides the Course Manager and the Small Group Leaders (SGLs)/Instructors information needed to conduct the training as prescribed by the associated training materials. It also provides information students will need to meet their responsibilities for learning and successful completion of the course. NCO Academies must obtain an exception to policy from the proponent to modify this CMP. NCO Academies may use this CMP in developing their standing operating procedures. **TSPs can be used to provide: training on one or more than one task, one or more than one lesson plan for resident training, all training materials for implementing a complete course at a remote site, and awareness training material that can be in one or more media. TRADOC Regulation explains training support packages (TSP), lesson plans, and course management plans (CMP) formats and components.**

(TRADOC 350-70, Appendix E)

Applicability

This plan applies to all Noncommissioned Officer NCO Academies (NCO Academies) that conduct The Army School System (TASS) Stand Alone Common Core (Phase I) ANCOC. This includes the Active Army, the Army National Guard (ARNG), and the U.S. Army Reserve (USAR).

If there is a conflict between this CMP and the ANCOC Program of Instruction (POI), the TRADOC approved takes precedence.

If there is a conflict between this plan and Army publications or Army guidance, the Army publication or guidance takes precedence. The intent of the Course Management Plan (CMP) is to enhance ANCOC and not establish Department of the Army (DA) or Training and Doctrine Command (TRADOC) policy.

Supersedes CMP

This CMP supersedes the Course Management Plan for the Advanced Noncommissioned Officer Course dated October 2001.

Proponent The proponent for this CMP is the U. S. Army Sergeants Major Academy.
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Comments and Recommendations Send e-mail messages to the above listed e-mail address or send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to:

ATTN ATSS DCA
COMDT USASMA
BLDG 11291 BIGGS FLD
FT BLISS TX 79918-8002

Foreign Disclosure (FD) Restrictions The course developers in coordination with the USASMA foreign disclosure (FD) authority reviewed the information contained in this CMP and this course. Some components of this course may not be releasable to students from foreign military schools/countries. Commandants must check each TSP FD statement for foreign disclosure release restrictions. This CMP is releasable.

Course Management Plan Approval The following individuals have reviewed and approved this Course Management Plan for publication and implementation into the Advanced Noncommissioned Officer Course (ANCOC).

Name/Signature	Rank	Title	Date Signed
Guy A. Eichman	MSG	Chief, ANCOC	
Brian H. Lawson	SGM	Chief, NCOES	
Albert J. Mays	SGM	Chief, CDDD	
Henry K. Garrett	SGM	Director, DOTD	

CHAPTER 1

Course Structure

ANCOC provides soldiers selected for promotion to Sergeant First Class with an opportunity to acquire the leader technical and tactical values, attributes, skills, and actions (VASA) needed to lead a platoon size unit. ANCOC includes this stand-alone branch-immaterial common core, commonly referred to as Phase I, and branch-specific technical training, commonly referred to as Phase II. This Stand Alone Common Core (SACC) (Phase I) (formerly known as Common Leader Training) is a prerequisite to Phase II. Schools shall ensure students complete phases in the sequentially correct order. Students must satisfactorily complete (graduate) all phases before granting them course credit for ANCOC.

The ANCOC SACC is a 12-day TATS course taught in Active Army, Army National Guard (ARNG), and U.S. Army Reserve (USAR) NCO NCO Academies/schools. It employs classroom instruction using the Small Group process technique and Small Group Instruction (SGI) with practical applications, performance evaluations, and testing. ANCOC uses hands-on performance oriented training when possible. Training focuses on:

- Preparing unit and subordinate elements for peace and wartime missions and contingencies.
- Planning, supervising, and executing tasks and missions assigned to platoon-size units.
- Leading, supervising, disciplining, training, and developing subordinates.
- Planning, scheduling, supervising, executing, and assessing the unit's mission essential training.
- Planning, initiating, and supervising personnel, administration, and supply actions.
- Planning, supervising, and assessing the safe use, maintenance, storage, security, and accountability of personal and organizational equipment and material.
- Caring for subordinates and their families.

(Ref: 350-1, Chapter 3 para 3-48 and TRADOC 350-10, Chapter 5, para 5-5)

Course Structure, continued

NCO Academies will conduct the SACC in the resident mode to Active Duty (AD), Annual Training (AT)/Active Duty for Training (ADT), and Inactive Duty for Training (IDT) students.

Students attending ANCOC at active duty NCO Academies will attend for two weeks and 2 days (5 days per week) (12 consecutive training days)

Students attending ANCOC in the AT/ADT mode will attend for 12 consecutive days.

Students attending ANCOC in the IDT mode will attend one weekend per month for 6 consecutive months (6 MUTA-4s).

Active Army and AGR personnel will receive academic credit for attendance at TASS battalion schools.

(Ref: AR 350-1, Chapter 3, para 3-46).

The following shows the Course Components:

Phase I
Stand Alone
Common Core
(SACC)

Method of Instruction	Technique of Delivery	Training Site
Case Study Conference Lecture Demonstration Practical Exercise (Performance) Study Assignment Role Playing Test Test Review (AAR)	Small Group Instruction (SGI) Individualized, Self-Paced Instruction	Resident (TASS Training Institution)

NOTE: The proponent MOS course Programs of Instruction (POIs) does not include the Stand Alone Common Core (Phase I). NCO Academies will conduct the SACC (Phase I) prior to the MOS specific technical training (Phase II).

(Ref: TRADOC 350-10, Chapter 5, para 5-1)

**Course
Structure,**
continued

Proponent schools shall develop and implement a Field Training and/or Situational Training Exercise (FTX/STX) (minimum of 72 hours) conducted at the end of Phase II. This end-of-course FTX/STX serves as a culminating event and will evaluate (GO/NO-GO) the soldier's leadership, survival, and MOS skills in an operational environment. Schools should include in the evaluations during their FTX/STX the soldiers' ability to lead and perform the following tasks:

- Conduct a Tactical Road March
- Occupy an Assembly Area
- Apply Troop Leading Procedures
- Move Tactically
- Direct Reacting to NBC Attack
- Consolidate and Reorganize
- Direct Reacting to Contact
- Direct Reacting to Indirect Fire
- Direct Reacting to Ambush
- Employ Air Defense Measures
- Direct Breaking Contact
- Defend
- Conduct Continuous Operations

NOTE: All references hereafter to ANCOC refer to the Stand Alone Common Core (SACC) (Phase I) unless otherwise specified.

**Student
Eligibility and
Course
Prerequisites**

Attendees to ANCOC must meet the following eligibility criteria:

- Six months minimum remaining in service after graduation.
- Have not previously received promotion point credit for the course.
- Meet physical fitness and height/weight standards upon enrollment.

Attendees to ANCOC must meet the following mandatory prerequisites:

- Active Army or Reserve Component enlisted soldier who meets enlistment requirements.
- Selected by PERSCOM (Active Army) or selected by appropriate promotion authority for Reserve Component.
- Sergeant First Class or promotable Staff Sergeant.
- Qualified in his/her MOS.
- **Complete TASS Unit Pre-Execution Checklist.**
- Meet requirements outlined in AR 350-1, TRADOC Regulation 350-10 and TRADOC Regulation 350-18.
- Successfully completed BNCOC.

**Height and
Weight
Standards**

All students must meet height and weight standards in accordance with AR 600-9 to enroll into the course. Students will weigh-in during in-processing. If a student exceeds the screening table weight, the NCO Academies will administer the tape. If the student exceeds the body fat standards, the NCO Academies will deny enrollment. The commandant will deny enrollment, the NCO Academies will notify the first general officer in the student's chain of command. Additionally, the commandant may direct that a student weigh-in at any time during the course. Should the student exceed the body fat standards, the commandant will process the student for dismissal.

NCO Academies will deny enrollment to soldiers failing to meet any of the above prerequisites.

(Ref: AR 600-9)

**Supplementat-
ion**

Academies will not supplement or ignore these mandatory prerequisites.

(Ref: AR 40-501, Chapter 8, Para 8-25; AR 350-41, Chapter 9, para 9-5d; AR 350-1, Chapter 3, para 3-8 thru 3-11. AR 635-200, para 5-14, TRADOC 350-10, Chapter 2, para 2-6; MEMO DASG-HS-AS, 30 November 2000, TRADOC 350-18, Chapter 3, para 3-24.)

**Enrollment
Requirements**

1. Soldiers reporting for training must have in their possession a completed and properly pre-execution checklist with appropriate attachments. Return soldiers to their units who fail to provide the checklist within the 72-hour time frame. The unit commander's signature on the pre-execution checklist suffices as certification that the soldier meets routine course prerequisites.

2. Permanent designator of "3" or "4" on PULHES block must include a copy of DA Form 3349 and the results of the soldier's military medical review board (MMRB) as part of course application. Soldiers who have been before an MMRB, or similar board, awarded medical limitations and allowed to retain their occupational classification, will be allowed to attend appropriate courses and train within the limitations of their profile--provided they can otherwise meet course prerequisites and graduation requirements.

3. Do not enroll soldiers with temporary profiles, other than for shaving or non-performance deterring profiles. For soldiers diagnosed as pregnant after enrollment; the attending physician must make a determination if continuing the course would be harmful to the pregnant soldier. Pregnant soldiers must provide a copy of the attending physician's recommendation. A soldier medically dismissed for pregnancy after enrollment will be eligible to return to the course when the condition that led to the medical dismissal no longer exists.

(Ref: TRADOC 350-10, Chapter 2, para 2-6d).

4. For students with permanent profiles, their profile must include an aerobic event. Soldiers with permanent profiles that permit an alternate event must meet course graduation requirements.

5. Deny enrollment to soldiers failing to meet any one of the above prerequisites. Commandants may not supplement these mandatory prerequisites requirements.

(Ref: AR 350-41, Chapter 9, para 9-5d; AR 350-1, Chapter 3, para 3-8 thru 3-11; AR 614-200; AR 635-200, para 5-14; TRADOC Regulation 350-10, Chapter 2, para 2-6, TRADOC 350-18, Chapter 3, para 3-24, and DA MSG, R 251850Z JUL 01, DA WASHINGTON DC//DAMO-TR SUBJECT: Clarification and Reinforcement of Army Training Policies)

**Course
Graduation
Requirements**

To meet course graduation requirements students must: take and pass the Army Physical Fitness Test (APFT), achieve an overall rating of satisfactory or better rating on the Military Briefing Evaluation, Memorandum For Decision Evaluation, and score at least 70 percent or better on the Written Examination and the Plans, Orders, Annexes Exam.

- E401, Army Physical Fitness Test.
- E403, Written Examination.
- E402, Plans, Orders, and Annexes Examination.
- Military Briefing Evaluation.
- Memorandum For Decision Evaluation.

NOTE: Commandants may not supplement these graduation requirements. Upon completion of the SACC, NCO Academies will issue students a copy of DA Form 1059 (Service School Academic Evaluation Report) indicating the student has successfully completed ANCOC Phase I. This does not, however, constitute completion of ANCOC. An ANCOC graduate must complete Phase I and Phase II to become an ANCOC graduate. **Soldiers will bring a copy of their Phase I 1059 with them to Phase II.**

(Ref: TRADOC 350-10, Chapter 2, para 2c(1)(2))

Honors

There will be no honors given for completion of the Stand Alone Common Core (Phase I).

(Ref: TRADOC 350-10, Chapter 5, para 5-11c(5))

**Training
Support
Package (TSP)
Synopsis**

The following table shows a brief synopsis of the Training Support Package (TSP):

TSP No./ Title	Training Support Package (TSP) Synopsis
L422 Develop Subordinate Leaders in a Platoon	This lesson requires students to provide an assessment to develop a subordinate in a platoon-sized element, given instruction about emerging leadership doctrine. Students must provide assessments to develop a subordinate IAW FM 22-100.
L423 Motivate Subordinates to Accomplish Unit Mission	This lesson teaches students how to develop a motivation plan. Students will discuss motivation theories and techniques as a motivational tool. They will discuss needs motivation, theories, and goal setting. Students will have to complete advance reading assignments and a homework assignment. Students must develop a motivation plan IAW FM 22-100.
L424 Apply the Ethical Decision-Making Method at Small Unit Level	This lesson requires students to resolve an ethical problem at the small unit level by using sound reasoning and judgment in the application of the ethical reasoning process. Students must resolve an ethical problem at the small unit level IAW FM 22-100 and DOD 5500.7-R.
L425 Develop a Cohesive Platoon-Sized Organization	This lesson shows students how to prepare a plan to develop a cohesive platoon-sized organization given the stages of soldier team development and the factors of unit cohesion, and how they apply to the plan. Students must prepare a plan to develop a cohesive platoon-sized organization IAW FM 22-100.
L426 Communicate Effectively As a Leader	This lesson shows how to develop a communication plan that includes an assessment of the communication requirement, an analysis of the data collected, and a plan to implement and evaluate the planned communication. Students must develop a communication plan IAW FM 22-100.
L427 Enforce the Equal Opportunity Program	This lesson focuses on the current Equal Opportunity and Sexual Harassment policies. Students must enforce the Army's Equal Opportunity (EO) and sexual harassment within a platoon IAW AR 600-20.

**Training
Support Package
(TSP), Synopsis,
continued**

TSP No./ Title	Training Support Package (TSP) Synopsis
L428 Counsel Subordinates	This lesson focuses on counseling techniques, responsibility to counsel, forms of influence, reasons for counseling, the counseling process, the pitfalls, and the preparation and use of the DA Form 4856-E. Students must counsel subordinates IAW FM 22-100 and DA Videos 710942 and 710943.
L429 Financial Management	This lesson provides managerial processes for soldiers: how to manage money, plan for future needs, and addresses the Army's latest policy using the Government Visa Travel Card.
L430 The Army Writing Style	This lesson teaches how to prepare written correspondence using the Army writing style, IAW AR 25-50.
L431 Brief to Inform, Persuade or Direct	This lesson shows students how to plan, prepare, and deliver a decision briefing that quickly and clearly conveys the bottom line. Students learn to organize their briefings to clearly identify the main supporting points. Students will view a TVT titled "Brief to Inform, Persuade or Direct-A Decision Briefing" Students must conduct a decision briefing IAW FM 101-5. Students must receive a satisfactory or better rating on their presentation. This is a graduation requirement.
L432 Write to Persuade a Decision Maker to Choose a Course of Action	This lesson shows students how to prepare a document that displays adequate research and logic to persuade the decision maker to choose a course of action. They learn to make it transmit a clear message in a single, rapid reading and be generally free of errors in grammar, mechanics, and usage. Students must provide it to the decision maker by the required date, and it must comply with Army writing standards. Students must write their memorandum for decision IAW AR 25-50. This is a graduation requirement.
L433 NCOER—Senior Rater Qualifications/ Responsibilities	This lesson focuses on the qualifications and responsibilities of the senior rater for the NCO-ER. Students must prepare the senior rater's portion of an NCO-ER IAW AR 623-205.

**Training
Support Package
(TSP), Synopsis,
continued**

TSP No./ Title	Training Support Package (TSP) Synopsis
L434 The Army Homosexuality Policy	This lesson provides The Army's policy on awareness associated with homosexual conduct and preventions.
T421 Risk Management	This lesson teaches the risk management process at the platoon level, IAW FM 100-4.
T423 Platoon Training Management	This lesson explains the Army's training doctrine and how leaders apply the doctrine in their units. Students discuss Mission Essential Task List (METL) development, Battle Focus, and the Training Management Cycle. The lesson also outlines the requirements for training execution and the NCO's training responsibilities. It provides instruction on how to conduct platoon training. Students must determine platoon battle focused training program requirements IAW FM 7-0, FM 25-101, and ARTEP 7-8-MTP.
T424 Implement a Total Fitness Program In a Platoon	Students learn how to develop a platoon/section physical fitness program for a platoon. Students must implement a total fitness program in a platoon IAW AR 350-41, AR 600-9, and FM 21-20.
T427 Stress Management	This lesson requires students to develop stress-reducing policies for a platoon/section. Students must formulate individual stress management IAW FM 22-51, and DA PAM 600-63-10.
T428 Conduct Search and Seizure	This lesson improves students' knowledge of search and seizure procedures. Students must conduct search and seizure IAW FM 19-10, FM 27-1, and Manual for Courts-Martial (MCM).
T430 Conduct Maintenance Operations For a Platoon	Students must perform the fundamentals required to supervise platoon level maintenance. It covers maintenance forms; before, during, and after operations checks; use of technical manuals, and Preventive Maintenance Checks and Services (PMCS). Students must explain unit maintenance operations IAW AR 600-55, FM 4-30.3, FM 9-43-2, FM 71-1, and DA PAM 738-750.

**Training
Support Package
(TSP), Synopsis,
continued**

TSP No./ Title	Training Support Package (TSP) Synopsis
T431 Coordinate Platoon Deployment Readiness Activities	Students learn the platoon/section sergeants' responsibilities in planning, conducting, and evaluating soldiers' deployment requirements. Students must identify procedures/measures to coordinate unit deployment readiness activities IAW AR 600-8-101, AR 608-1, Handbook-1, and DA Pamphlet 608-47.
T440 Suicide Prevention	This lesson provides prevention methods small group leaders must recognize to prevent suicide.
W421 Prepare a Standing Operating Procedure	This lesson explains the fundamentals of preparing a standing operation procedure. Students must prepare a Standing Operating Procedure (SOP) IAW FM 101-5.
W422 Plans, Orders, and Annexes	This lesson provides the skills to prepare combat orders. It teaches how to recognize the uses of the different types of combat orders, and how to prepare operations orders, warning orders, annexes to operations orders, and a fragmentary order. Students must prepare combat orders IAW FM 71-2, FM 101-5, and FM 101-5-1.
W423 Establish Organizational Field Sanitation	This lesson provides students with the knowledge and ability to establish and implement organizational field sanitation. Students must establish organization field sanitation IAW FM 21-10.
W424 Platoon Operations in an NBC Environment	This lesson focuses on the knowledge and procedures required to supervise the conduct of periodic and continuous operations while in an NBC environment. Students must implement procedures for a platoon to operate in a Nuclear, Biological, and Chemical (NBC) environment IAW FM 3-20.98.

**Training
Support Package
(TSP), Synopsis,
continued**

TSP No./ Title	Training Support Package (TSP) Synopsis
W425 Platoon Tactical Operations	This lesson provides an understanding of platoon tactical operations skills. Students discuss the critical combat tasks that relate to controlling a platoon during a tactical road march, continuous operations, consolidation and reorganization, occupation and management of an assembly area, platoon defensive operations, and supervising the handling of enemy personnel and equipment. Students must identify the skills and knowledge that will enable them to supervise a platoon during platoon tactical operations IAW FM 6-22.5, FM 7-7, FM 7-8, FM 21-18, and STP 21-24-SMCT.
W430 Joint Operations	This lesson familiarizes students with joint doctrine and capabilities pertinent to operations and training missions for small unit leaders and staff officers assigned to a Joint Task Force (JTF) IAW DOD 5100.1, JFSC Publication 1, Joint Publication – 2, and Joint Publication 1-02.

Nonacademic Requirements

The following provides a brief description of administrative nonacademic activities required during the course. They are not POI training requirements or supported by instructor contact hours (ICH).

Activity	Synopsis
Inprocessing/Weigh-in	Students shall undergo Inprocessing/weigh-in before the course starts. They will receive the lesson Advance Sheets and required publications. They will also undergo height and weight evaluations and turn in medical screenings.
Army Physical Fitness Test (APFT) (E401)	Students will undergo the standard Army Physical Fitness Test administered by the SGLs/instructors. It is a course requirement that each student takes and passes the APFT. Soldiers will take the APFT within 72 hours of enrollment. If the soldier fails the initial APFT, the soldier will get one retest. If the soldier fails the retest, the soldier will receive an academic dismissal for failure to meet APFT standards.
Commandant's Orientation	This allows for the Commandant's welcome, orientation, and briefing on local Standing Operating Procedures (SOPs). This includes a safety briefing, standards of conduct expected while attending the course, and introduction of the staff and faculty. It will also include ANCOC graduation requirements. The local academy Commandant will develop this briefing.
Introduction to ANCOC	SGLs/instructors conduct this session in the group rooms. They provide an overview of the Advanced Noncommissioned Officer Course and explain the objectives and course standards. They also discuss course content, explain the small group process, and cover study requirements and techniques, and the Leadership Performance Evaluations. They will also explain the Student Evaluation Plan. Assign Student Discussion Leaders (SDLs) and issue their lessons.
Study Hall	This provides students time to adequately study and prepare for the next day's lessons. It also allows instructors to recognize and assist students in correcting poor study habits. Study hall is not mandatory. NCO Academies must provide students a single point of contact at a designated location to provide guidance and support.

**Nonacademic
Requirements,
continued**

Activity	Synopsis
Commandant's Time/Training Support Activities	Time used at the Commandants' discretion for remedial/refresher training/retesting, equipment issue/turn-in, travel time as required to/from training areas, physical fitness training sessions/retesting (sustainment), religious activities, and other non-POI requirements.
Student Counseling	NCO Academies must allow for event-oriented counseling for students failing the examinations/evaluations. Additionally, there are reception and integration, and end of course performance and professional growth counseling requirements. There are no ICHs for this counseling.
Out-processing	This time is used for students to clear Phase I activities and out-process.

Course Map

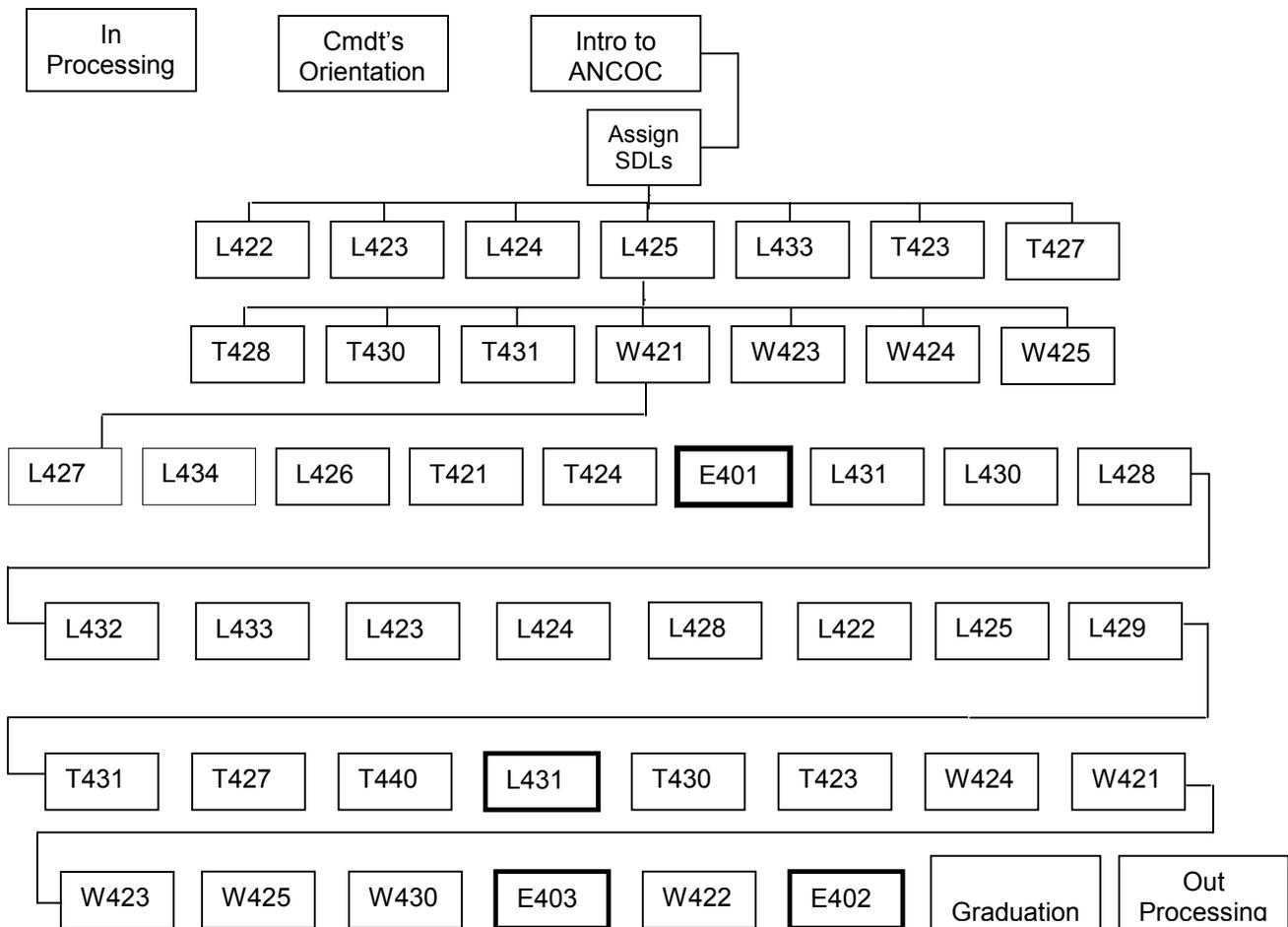
This section discusses the course map. This course map depicts the designed sequence of presentation for the Stand Alone Common Core ANCOC established during course design.

The following chart shows a listing of all the lessons that make up the course. This listing **does not** indicate the sequence of presentation. It reflects the Program of Instruction File Number (PFN), the Lesson Title, the length of the lesson, and the type presentation, e.g., Small Group Leader/instructor-led and Student Discussion Leader-led (SDL).

PFN	Lesson Title	Hours	Type
L422	Develop Subordinate Leaders in a Platoon	3	SDL
L423	Motivate Subordinates to Accomplish Unit Mission	3	SDL
L424	Apply the Ethical Decision-Making Method at Small Unit Level	2	SDL
L425	Develop a Cohesive Platoon-sized Organization	2	SDL
L426	Communicate Effectively as a Leader	2	SGL
L427	Enforce the Equal Opportunity Program	2	SGL
L428	Counsel Subordinates	5	SGL
L429	Financial Management	2	SGL
L430	The Army Writing Style	2	SGL
L431	Brief to Inform, Persuade or Direct	5	SGL
L432	Write to Persuade a Decision Maker to Choose a Course of Action	2	SGL
L433	NCOER-Senior Rater Qualifications/Responsibilities	1	SGL
L434	The Army Homosexual Policy	1	SGL
T421	Risk Management	2	SGL
T423	Training Management in a Platoon	2	SGL
T424	Implement a Total Fitness Program in a Platoon	2	SGL
T427	Stress Management	2	SDL
T428	Conduct Search and Seizure	2	SGL
T430	Conduct Maintenance Operations for a Platoon	3	SGL
T431	Coordinate Platoon Deployment Readiness Activities	2	SDL
T440	Suicide Prevention	2	SGL
W421	Prepare a Standing Operating Procedure	2	SGL
W422	Plans, Orders, and Annexes	8	SGL
W423	Establish Organizational Field Sanitation	1	SGL
W424	Platoon Operations in an NBC Environment	2	SDL
W425	Platoon Tactical Operations	5	SGL
W430	Joint Operations	1	SGL
E401	Army Physical Fitness Test (APFT) (See Note)	0	SGL
E402	Plans, Orders, and Annexes Exam	3	SGL
E403	Written Examination	3	SGL
Total Hours:		74	

Course Map,
continued

This shows the mandatory training sequence for this course.



[Thick Border Box] = Examinations (Tests)/Evaluations

NOTE: Present the first hour of L431, Brief to Inform, Persuade or Direct, on Day 2. Present the other hours, which are the student briefings, on or about Day 6. This would provide the students sufficient time to prepare. Conduct the student briefings (evaluations) all on the same day.

NOTE: Administer E401, the Army Physical Fitness Test (APFT), within the first 72 hours of enrollment, preferably on Day 2.

NOTE: Assign SDLs and issue the SDL lessons during the Introduction to ANCOC session.

NOTE: All NCO Academies will conduct all retests between 0400 and 0800 or 1700 and 2100.

**Training
Schedule**

The following represents a training schedule based on the Course Map and mandatory training sequence. **NCO Academies must develop their training schedule identical as on pages 1-16 and 1-17.**

DAY	ACTIVITY	TRAINERS	REFERENCE
Day 1			
	In processing/Weigh-In Commandant's Orientation	SGL/Instructor Commandant	
	Introduction to ANCOC	SGL/Instructor	
2 hrs	Enforce the Equal Opportunity Program	SGL/Instructor	L427
1 hr	The Army Homosexual Policy	SGL/Instructor	L434
2 hr	Communicate Effectively as a Leader	SGL/Instructor	L426
2 hrs	Risk Management	SGL/Instructor	T421
2 hrs	Implement a Total Fitness Program in a Platoon	SGL/Instructor	T424
	Study Hall	SGL/Instructor	
Day 2			
	APFT	SGL/Instructor	E401
1 hr	Brief to Inform Persuade or Direct	SGL/Instructor	L431
2 hrs	The Army Writing Style	SGL/Instructor	L430
5 hrs	Counsel Subordinates	SGL/Instructor	L428
	Study Hall	SGL/Instructor	
Day 3			
2 hrs	Write to Persuade a Decision-Maker to Choose a Course of Action	SGL/Instructor	L432
1 hr	NCOER-Senior Rater Qualifications/Responsibilities	SGL/Instructor	L433
3 hrs	Motivate Soldiers to Accomplish Unit Mission	SDL	L423
2 hrs	Apply the Ethical Decision-Making Method at Small Unit Level	SDL	L424
	Study Hall	SGL/Instructor	
Day 4			
2 hrs	Conduct Search and Seizure	SGL	T428
3 hrs	Develop Subordinate Leaders in a Platoon	SDL	L422
2 hrs	Develop a Cohesive a Platoon-Sized Organization	SDL	L425
	Study Hall	SGL/Instructor	
Day 5			
2 hrs	Financial Management	SGL/Instructor	L429
2 hrs	Coordinate Platoon Deployment Readiness Activities	SDL	T431
2 hr	Stress Management	SDL	T427
2 hrs	Suicide Prevention	SGL/Instructor	T440
	Study Hall	SGL/Instructor	
Day 6			
4 hrs	Brief to Inform Persuade and Direct	SGL/Instructor	L431
3 hrs	Conduct Maintenance Operations for a Platoon	SGL	T430
	Study Hall	SGL/Instructor	

**Training
Schedule,**
continued

Day 7			
1 hr	Training Management in a Platoon	SGL/Instructor	T423
2 hrs	Platoon Operation in an NBC Environment	SDL	W424
1 hr	Prepare a Standing Operating Procedures	SGL/Instructor	W421
2 hrs	Establish Organization Sanitation	SGL/Instructor	W423
	Study Hall	SGL/Instructor	
Day 8			
5 hrs	Platoon Tactical Operations	SGL/Instructor	W425
1 hr	Joint Operations	SGL/Instructor	W430
	Study Hall	SGL/Instructor	
Day 9			
3 hrs	Written Examination	SGL/Instructor	E403
4 hrs	Plans, Orders, and Annexes	SGL/Instructor	W422
	Study Hall	SGL/Instructor	
Day 10			
4 hrs	Written Examination Retest	SGL/Instructor	E403
	Plans, Orders, and Annexes	SGL/Instructor	W422
	Study Hall	SGL/Instructor	
Day 11			
3 hrs	Plans, Orders, Annexes Exam	SGL/Instructor	E402
	Study Hall	SGL/Instructor	
Day 12			
	Plans, Orders, and Annexes Exam Retest	SGL/Instructor	E402
	End of Course Critique	SGL/Instructor	
	Graduation	SGL/Instructor	

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CHAPTER 2

SGL/Instructor to Student Ratio

Class sizes (the number of students in a class) may vary due to capacity and training requirements. NCO Academies may adjust class size based on their own capabilities, anticipated student load and ATRRS, and the number of qualified SGLs/instructors they have. NCO Academies must maintain a 1:12-16 SGL/instructor to student ratio (One SGL/instructor to 12-16 students). This ratio ensures adequate student control, safety, and supervision. It also facilitates teaching, coaching, mentoring, evaluating and developing individual students. Group sizes per **classroom**: MIN: 12, OPTIUM: 14, MAX: 16.

(Ref: TRADOC 350-18, Chapter 4, para 4-3 and TRADOC 350-10, Chapter 2, para 2-13)

Method of Instruction

(The above ratio facilitates successful training using Small Group Instruction (SGI) for which USASMA designed this course.)

Small group instruction shifts the teaching methodology from "what to think" to "how to think" and places the learning responsibility on the student through group participation. This approach creates an atmosphere whereby the students can exchange ideas on any subject and use collective reasoning to solve problems. The small group process fosters team building and provides training reinforcement based on a wide range of backgrounds and professional experience. For some of the training, students serve as student discussion leaders (SDL).

Divide the students into their assigned groups and maintain this group integrity throughout the course. Ensure each student in the group serves in a variety of different leadership positions. When in a leadership position, each student must lead, train, and care for the other members of the group. Members of the cadre critique and counsel all student leaders on leadership techniques, ideas, and principles that apply to the various situations they may confront. The small group leader assigned to a group remains with that group throughout the course and all the rotations of group leaders. Evaluate the students using the Leadership Position Performance Evaluation Checklist at Appendix B, TAG-6-14.

NCO Academies conduct training in a challenging, live-in, leadership intensive academy environment that reinforces leadership and professional skills as part of the students' academic training and daily routine.

Method of Instruction,
continued

Academy cadre must teach and demonstrate the standards of leadership, training, tactical competence, and overall professionalism that the NCO corps throughout the Army must maintain. Everything the students observe in a NCO academy should set the example of how to conduct activities in the Army.

(Ref: TRADOC 350-10, Chapter 2, para 2-13 and 2-14)

Course Manager Guidance Responsibilities

The Course Manager is responsible for ensuring the NCOA presents the training as USASMA designed it. Course Managers must keep in mind that the training environment must enhance learning, encourage student initiative, and require students to attain and sustain high levels of discipline. The NCO Academy must also have defined, publicized, and enforceable standards; and focus on preparing the student to lead soldiers through training, maintenance, deployment, and sustained operations in support of unit missions. Specifically, the Course Manager must, at a minimum:

1. Ensure required training resources are available for presenting the training as scheduled, and obtains required reference materials.
 2. Ensure instructors receive support, materials, and equipment required for presenting this training.
 3. Ensure the staff and faculty presents and manages the training correctly.
 4. Continuously evaluate course effectiveness and efficiency, and provide appropriate feedback to the U.S. Army Sergeants Major Academy.
 5. Ensure staff, faculty, and students comply with safety and environmental protection rules, Regulations, laws, and course requirements.
 6. Evaluate Senior SGLs (SSGLs) on a Regular basis (at least quarterly).
 7. Ensure proper maintenance of the facilities, materiel (equipment and supplies) systems required for presenting this training.
 8. Disseminate to the students information in this CMP that pertains to the students.
 9. Disseminate to the SGLs/instructors information in this CMP that pertains to the SGLs/instructors.
-

**Course
Manager
Guidance
Responsibilities,**
continued

If required, NCO Academies will submit their requests for waivers to USASMA. Address the requests to the Directorate of Training and Doctrine (DOTD) at ATSS-DCA or the Quality Assurance Office (QAO) at ATSS-E in accordance with the following listing:

**Requests for
Waivers**

<u>SUBJECT</u>	<u>AGENCY</u>
Academic Time/Hours	DOTD
Administrative Time/Hours	DOTD
Completion Standards	DOTD
Constructive/Equivalent/Equal Credit	DOTD
Course Length	DOTD
Course Requirements	DOTD
Equipment	DOTD
IDT/ADT Periods	DOTD
Minimum/Maximum Class Size	DOTD
POI	DOTD
Student Administration	DOTD
Student Prerequisites	DOTD
SGL/Instructor-to-Student Ratio	DOTD
Training Schedule	DOTD

<u>SUBJECT</u>	<u>AGENCY</u>
Accreditation Standards	QAO
Billeting and Facilities	QAO
Classroom Size	QAO
External Evaluation Program	QAO
Instructor Grade and Experience Requirements	QAO
Instructor Evaluation	QAO
Instructor Qualification/Certification	QAO
Internal Evaluation Program	QAO

<u>SUBJECT</u>	<u>AGENCY</u>
Classroom Configuration	TRADOC

NOTE: For expedited requests, NCO Academies should phone USASMA for a verbal approval/disapproval, then FAX or send the written request. USASMA will return the response via FAX with a copy going to the QAO. **Please enclose a working fax number for all waivers; this will provide a faster turn around time.**

Course Evaluation/Feedback Form Course Managers, Chief Instructors, SSGLs and SGLs/Instructors can assist in the effort to continuously improve this course by completing and returning to USASMA the Course Evaluation/Feedback Form at Appendix D, CEF-1.

SGL/Instructor Standards The SGLs/instructors are the image and reputation of the NCO Academy. Dedicated, motivated, and caring cadre provides the example by which all NCOs pattern themselves. There is probably no more important task for an academy than the selection of its instructors.

Commandants must take a personal interest in the selection and assignment of SGLs/instructors. They must interview potential SGLs/Instructors and select them based on their apparent leadership ability, communications skills, military bearing and appearance, physical fitness, attitude, and demonstrated motivation. SGLs/Instructors are role models and must lead by example. They must understand that their role as a mentor requires them to be there for the student and this requires the highest level of dedication.

The SGLs/instructors conduct leadership assessments and counseling. They assist students to identify strengths, weaknesses, and actions to improve their performance. They are responsible for student physical conditioning, control, discipline, and administrative requirements. Commandants should consider the following selection criteria for SGL/instructor duty from AR 614-200:

- Be a high school Graduate or Possess the GED equivalent.
- Have no personal habits or character traits that are questionable from a security standpoint, such as financial irresponsibility, foreign holdings or interest, heavy drinking, drug abuse, gambling, emotional instability, and so forth. Concerning alcohol and drug abuse, persons declared rehabilitation successes under the ADAPC program should not be included.
- Possess mature judgment and initiative.
- Have served at least three years of active federal service in any branch of the armed forces.
- Have three years time remaining in-service upon arrival at assignment or be able to reenlist or extend to meet the requirement.
- Have a security clearance consistent with that required to attend the requisite instructor course.
- Meet minimum reading grade level (RGL) and language grade level (LGL) (measured by test of adult basic education (See AR 350-1)) required for attendance to the requisite instructor course.

SGL/Instructor Standards,
continued

- Display good military bearing.
- Meet the body composition requirements in AR 600–9.
- Be able to pass the Army physical fitness test (APFT).
- Be fully qualified in the MOS for which instructor duty is desired and have at least one year of experience in that MOS.
- Have recently held a leadership assignment.
- Have a demonstrated ability to be an Instructor.

(Ref: AR 614-200, para 6-9)

SGL/Instructor Grade and Experience Requirements

The minimum specified grade standard for SGLs/instructors for ANCOC is a Sergeant First Class with prior assignment experience in a Skill Level 4 duty position. However, commandants who lack sufficient numbers of the minimum grades required have authorization to use NCOs no more than one grade higher than specified to conduct the training. Soldiers not meeting the minimum grade and/or more than one grade higher will not serve as SGL/instructor.

(Ref: TRADOC 350-10, Chapter 2, para 2-14b(12))

SGL/Instructor Certification Requirements

SGLs/Instructors must meet the following certification requirements:

- An ANCOC graduate (all phases) awarded the appropriate NCO education code.
 - Certified in accordance with the USASMA Instructor Certification Program with the following records on hand, at a minimum:
 - USASMA Certification Memorandum.
 - DA Form 2-1 (Personnel Qualification Record – Part II) or Enlisted Record Brief (ERB).
 - DA Form 705 (Army Physical Fitness Test Scorecard).
 - DA Form 1059 (Service School Academic Evaluation Report) or Certificate of Training for:
 - Instructor Training Course (ITC).
 - Small Group Instructor Training Course (SGITC).
 - ANCOC (All phases).
 - DA Form 5500-R or DA Form 5501-R (Body Fat Worksheet) (if applicable).
 - DA Form 3349 (Physical Profile) (if applicable).
 - Orders awarding Skill Qualification Identifier (SQI) “H.”
-

**SGL/Instructor
Certification
Requirements,
continued**

SGLs/instructors will not be assigned to duty with a profile that precludes them from performing all of their duties (i.e., running, marching, or wearing of required equipment, etc.).

(Ref: TRADOC 350-10, Chapter 2, para 2-6a)

**Instructor
Certification
Program**

There is probably no more important task for a commandant than the selection of their SGLs. Their role as a mentor requires them to be there for the student, and this requires the highest level of dedication and devotion to duty.

(Ref: TRADOC 350-18, Chap 3, para 3-7 and TRADOC 350-70)

**SGL/Instructor
Guidance**

SGLs/Instructors are in direct contact with the students and represent the command in the presentation of the instruction. They serve as the role model for the students. They must be technically competent and professional in demeanor. Each SGL/instructor must:

1. Thoroughly study and be familiar with the lesson material prior to presenting the lessons.
 2. Effectively manage the training.
 3. Maintain an environment conducive to student learning.
 4. Supervise and guide the learning process.
 5. Provide immediate feedback on student performance.
 6. Be alert to students having difficulty and intercede as appropriate.
-

**SGL/Instructor
Guidance,
continued**

7. Be able to explain the Student Evaluation Plan to the students, and post it in a conspicuous location for reference. Provide the students with the required lesson materials before instruction starts. Thoroughly explain to the students the use/importance of these items and the student responsibilities.
8. Ensure students comply with safety and environmental protection rules, Regulations, laws, and course requirements.
9. Explain the graduation criteria and requirements to the students prior to start of training.
10. Counsel students.
11. Provide appropriate remedial/refresher training.
12. Continuously evaluate course effectiveness and efficiency, and provide appropriate feedback to the Chief Instructor/Course Manager.

**SSGL Role and
Responsibilities**

In addition to the SGLs/instructors assigned, each NCO Academy will have Senior Small Group Leaders (SSGLs) assigned at a ratio of at least 1:8 (One SSGL for every eight SGLs/instructors assigned/attached). The SSGLs shall be in the rank of Sergeant First Class. The SSGL is responsible for the day to day supervision of the SGLs.

1. SSGLs may have to serve as an SGL/instructor and therefore must have, at a minimum, the same qualifications as an SGL/instructor, and be able to meet the same requirements of an SGL/instructor.
2. SSGLs must have had previous field unit platoon sergeant or equivalent level assignment experience.
3. SSGLs will serve as leadership mentors, role models, and teachers. They must conduct leadership assessments, counseling, and assist SGLs/instructors to identify strengths, weaknesses, and actions to improve performance. They are responsible for SGLs/instructors' physical conditioning, control, discipline, and administrative requirements.
4. SSGLs will serve as subject matter experts (SMEs).

(Ref: TRADOC 350-10, Chapter 2, para 2-13d)

SSGL Role and Responsibilities,
continued

5. SSGLs will provide feedback through the Chief Instructor or Course Manager to USASMA DOTD on quality and correctness of training materials.
6. SSGLs will evaluate their SGLs/instructors using the Small Group Leader Performance Checklist at Appendix D, SGLPC-1, on a quarterly basis, at a minimum.
7. Additionally, SSGLs:
 - Assist in coordinating issue and turn in of all student and SGL/instructor required course materials (publications, training aids, etc), equipment and training area scheduling.
 - Designate after academic day times, locations, and SGLs/instructors to conduct refresher/remedial training sessions for student test failures and study halls for soldiers seeking additional training help.
 - Conduct periodic reviews of SGL/instructor maintained student files and records to insure compliance with applicable standards.
 - Review student progress reports, class documents, and DA Forms 1059s to ensure ratings students receive are supported by their overall course performance.
 - Screen, review and counsel all academically deficient students recommended for dismissal by SGLs/instructors under their supervision.

Student Counseling Requirements

SGLs/Instructors must counsel students. They should let the students know what the standards are during the Commandant's Orientation and the Introduction to ANCOC session. Additionally, they shall conduct, at a minimum, two counseling sessions with each student.

1. The first counseling session shall be a Reception and Integration type counseling completed near the start of the course. During this session, the SGL/instructor identifies and helps fix any problem or concerns the student may have. During this session the SGL/instructor also clarifies any questions the student might have, and establishes the one-to-one dialogue.
 2. The second counseling session will be a Performance and Professional Growth type counseling conducted near the end of the course. During this session, the SGL/instructor conducts a performance review that results in an agreement on a plan of action (Developmental Action Plan) that builds on the student's strengths, and establishes goals to improve the student's weaknesses.
-

**Student
Counseling
Requirements,**
continued

3. Record the results of the counseling sessions using DA Form 4856-E (Developmental Counseling Form) in accordance with FM 22-100.
 4. Additionally, the SGL/instructor shall conduct event-oriented counseling sessions after the examinations/evaluations with each student who fails or receives a NO-GO on the examination/evaluation. Using the DA Form 4856-E (Developmental Counseling Form), document the results of this counseling. Include a plan of action to improve and pass the retest.
 5. When conducting the Performance Evaluation and the Leadership Performance Evaluations, the SGLs/instructors should comment in writing on the evaluation form on the student's strengths, weaknesses, and ways to improve. The SGLs/instructors will use the information from the counseling sessions when conducting the Performance and Professional Growth counseling and preparing the DA Form 1059 (Service School Academic Evaluation Report).
 6. During the counseling, focus on the student's test scores, performance evaluations, leadership performance evaluations, and classroom participation. Inform the student of any shortcomings, and help identify corrective actions to take. Conduct positive counseling, especially for those students who perform well during the course.
 7. During counseling and in official records, refer to examinations/evaluations as "Written Examination," "Performance Evaluation," or "Leadership Performance Evaluations."
 8. Include on the counseling form what actions the SGL/instructor agree to take to assist in the student's improvement.
 9. Maintain a copy of the Developmental Counseling Forms on file in the student's records, but provide a copy, especially the one showing the developmental action plan, to the student. Counseling records will play a major role in the event the NCO Academies has to take adverse administrative action against a student.
-

**Student
Counseling
Requirements,
continued**

10. In addition to evaluating students on Brief to Inform, Persuade and Direct, and Memorandum for Decision, the Written Examination, and the Plans, Orders, and Annexes Exam, SGLs/instructors will evaluate students in an assumed leadership position, and on their ability to lead their classmates in the following activities using a Leadership Performance Evaluation:

- Conduct an Army Physical Fitness Training Session.
- In-Ranks Inspection.
- Conduct an After Action Review.
- Conduct a Risk Assessment.
- Student Discussion Leader.

NOTE: Remember the student received training on the counseling process, so it is imperative that all counseling sessions follow the same process.

**Student
Academic
Records**

The SGL/instructor will create a file for each student and maintain those files IAW AR 25-400-2, The Modern Army Record Keeping System (MARKS) has been replaced by the Army Records Information Management System (ARIMS); working through the Quality Assurance Office (QAO).

As a minimum, student records must contain copies of the following:

- The enrollment application (as applicable).
 - The assignment/attachment order (if applicable).
 - A copy of the Unit Pre-Execution Checklist with attachments.
 - All student leadership position evaluations.
 - Leadership Performance Evaluation Checklists.
 - All counseling records (DA Forms 4856-E).
 - Copy of DA Form 1059 (Service School Academic Evaluation Report).
 - DA Form 705 (Army Physical Fitness Test Scorecard).
 - DA Form 3349 (Physical Profile) (if applicable).
 - Examination/Evaluation scores (Maintain answer sheets with TCO).
-

Student Academic Records,
continued

In accordance with TRADOC Regulation 350-10:

- Maintain records on graduates for a minimum of 12 months after graduation then destroy.
- Maintain examination answer sheets on disenrolled and non-graduate students for 24 months and then destroy.
- Maintain student examination answer sheets separately with the TCO and destroy after graduation.

(Ref: TRADOC 350-18, Chapter 3, para 3-28, AR 25-400-2; TRADOC 350-10, Chapter 2, para 2-9)

Service School Academic Evaluation Report (AER)

NCO Academies must prepare a DA Form 1059, Service School Academic Evaluation Report (AER) for each student upon successful completion or up to the point of disenrollment from the course. Do not issue an AER to a student denied enrollment into the course.

All comments must be on a face-to-face personal basis and not comments taken from a "one comment fits all" list.

The academy must provide the students a copy of their AER on graduation day.

The AER is the student's record of completion of the SACC (Phase I), and provides the student's chain of command a clear and concise evaluation of the students' performance during training.

Student Recognition

Present all students who successfully complete the course meeting all graduation requirements with a copy of DA Form 1059 (Service School Academic Evaluation Report).

NCO Academies must input graduation data IAW the Army Training Requirements and Resource System (ATRRS) policies and Regulations.

There will be no honors given for completion of the Stand Alone Common Core (Phase I).

(Ref: TRADOC 350-10, Chapter 5, para 5-11c(1)(5))

**Student
Guidance**

It is the responsibility of the student to learn to perform the lesson training objectives of this training. This includes completing the homework assignments, completing the Practical Exercises (PEs), and participating in all training activities.

Students must read the Student Evaluation Plan Appendix C. It explains the academic grading and test plan, and the course requirements for graduation. It also explains student responsibilities, counseling requirements, and general standards, which include:

- Minimum Achievements.
- Standards of Conduct.
- Physical Fitness Standards.
- Remedial/Refresher Training.
- Retesting.
- Student Elimination from the Course.
- Student Grievances and Redress.
- Student Recognition.
- Challenging Training.

The Student Evaluation Plan also explains the standards for the DA Form 1059 ratings.

This course requires that students come to class prepared to discuss assignments in lieu of any lecturing. This course also requires students to lead classes as Student Discussion Leaders (SDLs). Student-led instruction is an essential part of leader development and skill proficiency under the small group instruction process.

Student Dismissal

Apply the following dismissal procedures for motivational, disciplinary, or academic reasons:

1. The training supervisor will notify the student in writing of the proposed action, the basis for the action, the consequences of disenrollment, and the right to appeal. The supervisor will advise the student to submit any appeal within 7 duty days after receipt of the written notification of the dismissal action. Submit appeals to the school commandant or commander.

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

a. Forward appeals to the school commandant or commander who will refer the proposed action and the appeal to the Judge Advocate to determine legal sufficiency of the dismissal decision. All appellate actions will become part of the student's case file. Commandants and commanders will make their final decision on dismissals after considering the supporting staff Judge Advocate's recommendation. In cases where a Judge Advocate is not available, the commandant or commander will forward appeals to the commander who has General Court Martial Convening Authority (GCMCA) for review and final decision.

b. Students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals.

(Ref: AR 350-1, Chapter 3, para 3-18e)

Student End of Course Critique

Each student will complete an End of Course Critique (EOCC) Questionnaire (See Appendix D). NCO Academies will review these critiques for corrective actions and maintain them on file for review by the QAO team. **NCO Academies will provide USASMA a summary (in memorandum format) of the comments that pertain to the course and its curriculum.**

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CHAPTER 3

SGI Overview

The Advanced Noncommissioned Officer Course uses Small Group Instruction (SGI) as its primary technique of delivery. SGI differs from the traditional platform method of instruction in that the small group process revolves around active student participation. It is a means of delivering training which places the responsibility for learning on the student through participation in small groups led by SGLs/instructors who serve as role models throughout the course. Students will also serve as a Student Discussion Leader (SDL) and lead some of the training.

SGL/Instructor Responsibility

1. The Training Support Packages (TSPs) include everything the SGL/instructor or SDL need to present the lesson. The SGL/instructor does not need to develop additional material. However, the SGL/instructor must read all of the lesson material and become familiar with it prior to teaching the lesson. The key to presenting effective quality instruction in the small group process is thorough preparation. Experience shows that the SGLs/instructors who devote time to preparing a lesson present excellent instruction.
 2. SGLs/instructors must read and study the TSP to become familiar with the content well enough to teach it to the students. The more comfortable the SGL/instructor is with the material, the better the presentation skills will be. The SGL/instructor must:
 - a. Understand the content: TSP, Advance Sheet (AS), Practical Exercises (PEs), etc., and know how to use them during the course of the lesson.
 - b. Know the time requirements in the TSP and manage time in order to teach all the ELOs.
 - c. Prepare the Visual Aids (VAs) and learn when to use them during the lesson and when to remove them from the overhead projector/monitor.
 - d. Prepare in advance all classroom equipment (visual aids, training aids, projector/monitor, etc.) to ensure they are in working order.
 - e. Know how to ask questions that stimulate class discussion and encourage the small group process. The developers included questions in the TSPs for this purpose.
 - f. Rehearse the lesson by presenting it to a fellow SGL/Instructor.
-

**SGL/Instructor
Responsibility,**
continued

- g. Ensure students have the required material prior to the lesson.
3. Assign Student Discussion Leaders (SDLs) during the Introduction to ANCOC session. They will then need to review the material and rehearse prior to presentation. The SGL/instructor's responsibility does not end with assigning SDLs. He must properly monitor the presentation to ensure the SDL conducts it to standard.
-

**Lesson
Presentation**

ANCOC instruction revolves around student participation during the TSP presentation. USASMA prepares the TSP in a question and answer format to help generate the discussion needed to make the small group process effective. By following the TSP, the SGL/instructor/SDL can effectively present the lesson, allowing the students to participate, and ensuring the students learn the objectives. Keep in mind the following points when presenting the lesson:

- Get the students' attention immediately by properly introducing the TSP.
 - Try not to read the TSP verbatim to the students—teach the lesson to them. The TSP serves as a guide. SDLs may read the TSP verbatim since they may not be as familiar with the lesson. This will help ensure the instruction covers each of the ELOs and TLO, which are testable.
 - Keep the TSP flowing and meet the time requirements.
 - Do not abruptly cut off a student making a valid point.
 - Stay focused on the lesson, especially the Terminal Learning Objective (TLO) and Enabling Learning Objectives (ELOs).
 - Keep the lesson positive and **all** students involved in the small group process.
-

**Lesson
Presentation,**
continued

- If using a practical exercise, allow the students to discuss the solution and learn from the exercise.
 - Conclude by summarizing and conducting a check on learning to allow the students a better opportunity to understand the lesson.
-

Study Hall

NOTE: NCO Academies must offer Study Hall to students nightly and identify it on the training schedule.

Study hall is a vital part of this training. SGLs/instructors may require students experiencing difficulty to attend. Keep in mind the following:

1. The SGL/instructor must allow the students to prepare for class just as he prepares himself for the next day's class. The students **must** study the required lesson material prior to the classroom presentation. Study hall is a good time to do that. The Advance Sheet lists the requirements for student preparation. NCO Academies should have enough SGLs/instructors present to ensure that each student gets the most out of study hall. Proper supervision is a judgement call reserved for the commandant.
 2. The POI does not allot hours for study hall. Commandants have the authority to end or extend study hall hours as required. SGLs/Instructors determine when students have completed their study requirements.
 3. Many students have study problems that may vary from slow reading and comprehension, to poor study habits. The SGL/instructor must realize which of his students have these problems and take measures to remedy them. The following are tips to help the SGL/instructor improve the study habits and learning ability of his students.
 - Get to know the students as individuals in order to better understand their particular problems.
 - Help the slow readers by showing patience and understanding their problems.
 - Seek help from the students who know how to study by pairing them up with the slow learners. Peer help is a great team builder.
 - Help the students organize their material by showing them how to outline and take notes.
 - Ensure the students preparing for SDL understand the lesson by having them paraphrase the material back to the SGL/instructor.
-

Study Hall,
continued

4. Nothing helps a student with problems more than a caring instructor who takes time to help that student learn and understand the course material. Good SGLs/instructors do everything within their control to help their students learn. They build confidence in the students with problems by actively involving them in the small group process.

NOTE: Study Hall is mandatory for students failing or in danger of failing.

**Refresher
Training**

Used to reinforce previous training and/or sustain previously acquired skills and knowledge. It-

- Is --
 - · Related to course-specific training objectives.
 - · Performed under prescribed conditions and must meet prescribed performance standards.
 - Usually takes place in the unit to sustain or retrain a previously required proficiency level; may be trained to prepare an individual for institutional training, i.e., meet prerequisite training requirements.
 - May take place in a course during/outside of POI time.
-

**Remedial
Instruction**

Special instruction designed and delivered to alleviate deficiencies in the achievement of some of the learning objectives of an instructional program.

**Class
Management/
Environment**

Commandants must ensure that all SGLs/instructors exercise proper class management in order to create an environment conducive to learning. The SGLs/instructors are the key to classroom discipline. They can successfully manage their classes by understanding two elements: the physical environment of the classroom and effective class management.

Effective classroom management affects the physical environment and is important to the small group process. Some of the important physical environmental aspects to keep in mind are the following:

- Classroom. Keep the classroom prepared, neat, orderly, and clean. This creates an atmosphere conducive to good learning.
- Lighting. Correct lighting plays a major part in the student's comprehension of the lesson. Inadequate lighting can sabotage the small group process.
- Temperature. The SGLs/instructors should ensure that the classroom is neither too hot nor too cool, and has proper ventilation.
- Seating. Arrange student seating in a horseshoe configuration so the students can see each other. This supports participation in small group discussion, and allows the students to interact with one another and the SGL/instructor/SDL.
- Noise. The SGL/instructor must eliminate or reduce noises that interfere with the learning process.
- Classroom Equipment. Ensure visual aids and training aids do not obstruct or distract, and equipment is serviceable.
- Training Schedule. Post a copy of the training schedule prior to class as a reference for students and visitors.

(Ref: TRADOC 350-18, Appendix B, Accreditation Checklist)

Discipline

Discipline must not interfere with the learning process. Army policy prohibits SGLs/instructors from using demerit systems, harassment, or similar techniques to enforce discipline in the classroom. This is not to say that discipline does not have a place in the classroom.

SGLs/instructors must treat students as they would treat subordinate NCOs in a unit. Remember that soldiers learn better when the SGL/instructor treats them with professionalism and respect. The SGL/instructor who maintains his professionalism and treats his students like fellow NCOs successfully manages his class and maintains the proper level of discipline.

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CHAPTER 4

Lesson Composition

This chapter outlines the components of the TSPs used to conduct ANCOC training. Each lesson in ANCOC has a training support package (TSP) which may or may not contain all of the following components:

1. **Cover Page.** As the name implies, this is just a cover page showing the lesson number, date, and lesson title. The Army Training Support Center (ATSC) printed products will have an additional TATS (The Army Training System) Courseware cover.
 2. **Title Page.** This is the standard TRADOC title page that shows the TSP number, hours and title, the effective date, the supersession notice, the courses that use the TSP, the proponent, where to send comments and recommendations, and the Foreign Disclosure Restrictions statement.
 3. **Preface Page.** The Preface Page shows the purpose of the TSP, the Table of Contents, and the gender disclaimer. The Table of Contents lists the page numbers in the TSP on which the TLO and ELOs appear.
 4. **SECTION I, ADMINISTRATIVE DATA.** This section provides administrative information about the lesson. It shows the courses that teach this TSP, the tasks trained to standard, the tasks taught, supported and reinforced, the academic hours, the test lesson, and prerequisite lessons. It also lists the clearance and access requirements, the references used to develop the lesson, and the student assignment. It shows the instructor requirements, any additional personnel requirements, equipment requirements, materials required, copyright information, classroom or training area requirements, any ammunition requirements, and instructional guidance. It also shows who wrote and approved the lesson.
 5. **SECTION II, INTRODUCTION.** This section serves as an introduction to the lesson. It begins with a brief motivator designed to "grab" the students' attention, and the Terminal Learning Objective (TLO). It also includes the safety requirements, the risk assessment level, environmental considerations, an explanation of how, when, and where the students will get evaluated, and a short instructional lead-in to the lesson.
 6. **SECTION III, PRESENTATION.** This section contains the narrative the SGL/instructor/SDL uses to present the training to the students. It is in text discussion and question and answer format, and contains instructor notes that guide the SGL/Instructor/SDL in covering the key points of the training. It shows the ELOs, and the Learning Steps/Activities (LS/A) that support the ELOs. A learning activity lists the time required to perform the activity, type
-

**Lesson
Composition,**
continued

of activity, SDL/instructor to student ratio, media, and reference. A learning activity may be a conference (CO), a demonstration (DM), a Practical Exercise (PE), etc. It shows when to use visual aids (VAs) and other training aids in support of the instruction. The SGL/instructor/SDL may add his own experiences and thoughts while presenting the TSP to help the students understand the material better, but should stay within the time frames indicated.

7. **SECTION IV, SUMMARY.** This is a summary of the lesson and includes a transition statement leading to the next lesson, if appropriate.

8. **SECTION V, STUDENT EVALUATION.** This explains the test or evaluation the students will receive for this lesson.

9. **Appendix A, Index of Visual Aid Masters.** This appendix contains the masters (or facsimiles) of the visual aids used to support the training.

10. **Appendix B, Index of Tests and Test Solutions.** This appendix would normally include the tests or evaluations used to test the students' ability to perform the tasks. ANCOG does not use this appendix. The TSPs contain no test items and the Test Control Officers (TCOs) receive the test items from USASMA shipped as a separate document.

11. **Appendix C, Index of Practical Exercises.** This appendix contains the Practical Exercises and solutions, if applicable.

12. **Appendix D, Index of Student Handouts.** This appendix contains the student handouts and other training aids provided to the students to assist in their learning. Student Handout 1 will be the Advance Sheet for the lesson.

a. **Advance Sheet.** The Advance Sheet provides an overview of the lesson, the learning objectives (TLO and ELOs), reading assignments, and any special instructions for the student. The students must receive the Advance Sheet prior to receiving the lesson to allow them time to prepare.

b. **Student Handout (SH).** A Student Handout is a document that the student receives and normally retains. It may consist of a map, sketch, form, diagram, chart, glossary, reading assignment, or similar item necessary for the student to complete the lesson. Student Handouts contain information that the students can use following graduation when they return to their units and assume leadership positions.

**Lesson
Composition,
continued**

You may label Student Handouts that contain extracts from doctrinal publications as “**RECOVERABLE.**” However, the decision to use this label is at the commandant’s discretion. USASMA recommends the “**RECOVERABLE**” label in the interest of saving on printing and shipping costs.

**Methods and
Techniques for
Delivering
Instruction**

This course uses the following methods of instruction:

- **CS (Case Study).** The student gets a description of a situation and must solve problems or identify actions related to the situation.
 - **CO (Conference) (Discussion).** This is student-centered instruction in which the SGL/instructor leads a discussion of the learning objective. This method elicits student participation. A Student Discussion Leader (SDL) could also lead this discussion.
 - **LE (Lecture).** An individual verbally passes information to attending students. Student participation is minimal.
 - **PE (Practical Exercise) (Performance).** Students must perform the action required by the learning objective under controlled conditions to the established standard.
 - **SA (Study Assignment) (Home Study Assignment/Independent Study).** Provide the assignments to the students that they must complete as either independent or supervised study. In most cases, this is testable material.
 - **RP (Role Playing).** The students act out the simulated situation. The student may assume the duties of a staff member in an organization and perform the work of that position.
 - **TE (Test).** Evaluate the students on the performance of the action required by the learning objective. This may include a performance action not involving actual equipment, e.g., a paper-based exercise, or written examination.
 - **TR (Test Review).** After-action review of test with students.
-

**Methods and
Techniques for
Delivering
Instruction,**
continued

This course uses the following Techniques of Delivery:

- **SGL (Small Group Instruction).** A means of delivering training which places the responsibility for learning on the soldier through participation in small groups led by small group leaders (SGL/instructors) who serve as role models throughout the course. SGI uses small group processes, methods, and techniques to stimulate learning. The SGL is an instructor who facilitates role modeling, counseling, coaching, learning, and team building in SGI.
 - **IP (Individualized, self-paced Instruction).** Also referred to as Home Study Assignment/Independent Study lesson. The individual completes lessons at his/her own pace. When used in a formal environment, it frees up SGLs/instructors to provide 1:1 instruction to individuals needing assistance. This technique does not reduce SGL/instructor requirements.
-

CHAPTER 5

Control Procedures for Student Measurement Instruments (Tests)

1. Commandants must:
 - a. Provide proper command supervision of student test instruments.
 - b. Provide sufficient personnel and adequate facilities for administration of student test instruments.
 - c. Appoint test control officers (TCOs) and alternate test control officers (ATCOs) as required for prompt compliance with student testing requirements.
 - d. Ensure effective safeguarding of student test instruments from loss or compromise.
 - e. Take immediate corrective action in the event of loss or compromise.

2. In addition, all commandants must:
 - a. Direct students and cadre to report/identify all possible handling situations that might lead to or have led to inadvertent test instrument loss, disclosure, or compromise, particularly the staff and faculty of the test administering activity that have the primary role in implementing these procedures.
 - b. Ensure all personnel who might come in contact with sensitive test material have the responsibility for limiting access to such material to individuals with an absolute “need to know” and that rank or position is not the primary determining factor for “need to know.”

(Ref: TR 350-70, Chapter VI-7, TRADOC Test Policy & Procedures Memo, 6 Oct 01)

Test Control Officer (TCO)

1. Commandants must officially appoint or relieve TCOs and ATCOs in writing.
2. The TCO/ATCO will be a graduate of all courses tested.
3. Commandants may appoint a civilian [GS-5 or above] when no graduate is available.
4. Commandants must provide a copy of the appointing orders to USASMA.

TCO/ATCO Responsibilities

1. The TCO/ATCO will–
 - a. Advise the commandant on matters pertaining to test control procedures and administration.
 - b. Maintain a testing facility standing operating procedure (SOP) containing the following as a minimum:
 - (1) A records system for administrative operations of the testing facility.
 - (2) Procedures for requisitioning, handling, storing, scheduling, administration, and scoring of tests.
 - (3) Disposition of test materials.
 - (4) Procedures for transmitting test results to the proper personnel.
 - (5) Procedures governing security of test materials IAW this ANCOOC Course Management Plan (CMP).
 2. Designate, in writing, personnel authorized access to and handling of test materials and ensure:
 - a. Thorough indoctrination of all personnel in the testing facility regarding test security.
 - b. All personnel upon their assignment to the testing facility review the testing facility SOP.
 - c. That personnel who administer and score tests understand and practice correct procedures for administering and scoring each assigned test.
 - e. Monitoring of all procedures prescribed in the testing facility SOP.
 3. Inspect testing sessions to ensure the proper handling and administering of all tests. This will ensure that only authorized personnel handle test booklets, scoring keys, and completed answer sheets.
-

**TCO/ATCO
Responsibilities,
continued**

4. Exercise close supervision over all phases of test receipt, storage, protection, issue, administration, scoring, and destruction.
 5. The following requirements are necessary to secure and safeguard ANCOC examinations:
 - a. The TCO's responsibility is to maintain control over all examination materials. USASMA sends all test materials only to the TCO via return receipt mailing.
 - b. Upon receipt of test material, the TCO must conduct a 100 percent quality control check of all examination booklets to ensure there are no missing pages and all pages are legible. He must stamp or mark all examination booklets with a control number immediately after receipt from the print plant or from the person reproducing the examination booklet. This is an essential requirement to maintain accountability of examination materials.
 - c. Prior to issuing examination booklets to the SGL (or whomever the NCO Academies designates as a test proctor/instructor), place a control number on the examination answer sheet. Local policy dictates where the exam control number appears on the answer sheet. Ensure the control number on the answer sheet corresponds to the control number on the examination booklet issued with it. If using review sheets, put control numbers on them as well.
 - d. Issue each test proctor/SGL only the number of examination booklets and answer sheets required to test his students. Inventory the examination booklets and answer sheets with the test proctor/SGL prior to issuing them. The test proctor/SGL accepts responsibility for the examination materials while they are in his possession. When returning them to the test control officer, the test proctor/SGL and TCO will again inventory the examination materials to ensure proper accountability.
 - e. When not in use, store all examination material where only authorized personnel have access to it. Examination material includes the examination booklets, exam item sheets, completed answer sheets, and changes to test material.
 - f. The TCO must maintain a copy of the written Test Administration Guidance (TAG) at all times, see Appendix B, this CMP.
 - g. Under no circumstances should the instructors know, in advance, what questions are on the examination. If designated as test proctors, do not issue SGLs examination material until just prior to their administering the examination. Collect all examination material immediately after the SGL administers the examination. Test examiners/proctors will not grade examinations in a group room with students present.
-

**TCO/ATCO
Responsibilities,
continued**

6. USASMA sends all test versions or changes to the TCO. Upon receipt, the TCO will remove and destroy the old versions and replace them with the current version or changes.

7. The TCO must control and safeguard changes to the same standard as current test material.

8. Maintain an inventory of ANCOC Test Material using DA Form 5159-R. TCO/ATCO.

(Ref: TRADOC Test Policy and Procedures Memo dated 6 Oct 01, ANCOC CMP, and TRADOC 350-70, Chap VI-7)

**Test Examiners
/Proctors Duties**

Test examiners/proctors must:

a. Read test instructions verbatim to examinees and allow for questions as appropriate during or upon completion of the reading.

b. Answer only those questions that pertain to test procedures, time limits, purpose, and use of test.

c. Announce or provide visual display of specific time remaining, such as 60, 30, or 5 minutes.

d. If assigned a section of a room, patrol their assigned section so as not to distract examinees.

e. Carry out, in sequence, all instructions given.

f. Ensure that all examinees have the necessary materials for taking the test and are following directions correctly.

g. Strictly adhere to test time limitations.

h. Upon completion of testing, collect testing materials as quickly as possible, check for any missing pages, and account for all testing materials prior to dismissing examinees.

i. If allowing those who finish early to leave the testing area, ensure they do not disturb those still working.

**Testing
Conditions and
Environment**

The following testing and environmental conditions should bring out the students best performance. Test examiners/proctors must ensure:

a. The test facility is reasonably free from environmental distractions.

b. The students are fully aware of the importance of, and reasons for, taking the test.

Security of Test Components

4. If not already marked, each page of all testing material will have on the top or bottom “FOUO-Sensitive Examination (Testing) Material.”. This marking will also be placed on the backside of the last page of all testing material.
 5. Apply indelible serial numbers to test booklets, manuals, scoring keys, and optical scanner test scoring machine forms for internal security control. Use the office symbol of the activity or the next higher headquarters, which has an assigned office symbol. Do not assign serial numbers of previously destroyed materials for newer test materials.
 6. **DO NOT** use DA Label 87, “**FOR OFFICIAL USE ONLY**” cover sheets or this term on any test materials.
 7. Personnel must account for all test components at all times. Make exact counts of test components, except unused answer sheets, when taken from and returned to the locked cabinets. Record this in the “NOTE” section of DA Form 5159-R.
-

Security of Electronic Media Test Components

The following minimum additional controls apply for electronic media files:

- a. Secure files at least with password/userid protection.
 - b. When accessed, first page screen must display the warning “**DO NOT COPY, PRINT, TRANSMIT, OR SAVE UNLESS SPECIFICALLY AUTHORIZED TO DO SO.**”
 - c. Restrict access when viewing material on screen.
 - d. Allow **NO** unauthorized copying.
 - e. **DO NOT** store or transfer material to an uncontrolled system.
-

Actions for Loss, Compromise, or Possible Compromise

1. Every incidence of suspected unauthorized disclosure of sensitive in nature test material requires investigation and the compromise substantiated, refuted, or left unsubstantiated. If an investigation refutes possible compromise, (shows it to be false or erroneous), no further action is necessary.
 2. As determined necessary by the commandant or other designated authority, report the compromise/potential compromise to your chain of command.
-

**Actions for
Loss,
Compromise, or
Possible
Compromise,
continued**

3. The commandant or designated representative will:
 - a. Ensure the commandant, or a designated representative, conducts a thorough investigation of the compromise, possible compromise, or loss and initiates proper actions to prevent recurrence of loss or compromise of test materials.
 - b. Decide the risk mitigation factors to employ.
 - c. Maintain a record of the results of the investigation and actions, if any, taken.
 - d. If warranted, initiate actions IAW AR 15-6.

4. If the investigation substantiates or cannot definitely refute the compromise (i.e., suspected but unsubstantiated), the academy must immediately conduct a risk assessment based upon the level of control required of the test, and it must mitigate any serious consequences from the loss. At the discretion of the commandant or other designated authority, the procedures for mitigation must include, but not be limited to, one or more of the following:
 - a. Withdrawal of the test booklet from use and immediate notification to USASMA, Chief NCOES Division, DOTD.
 - b. Re-testing of one or more students using non-compromised/unsuspected versions.
 - c. Take no action (i.e., if unsubstantiated).

**Open Book
Written Exams**

1. All examinations are open book and require the student to apply knowledge to solve problems in an environment that simulates the soldier's duty position.

 2. Allow students to use any reference material available to them during the exam, for example: pre-resident modules, student handouts, publications issued for the course, personal notes, calculators, etc. This is subject to the following restrictions:
-

**Open Book
Written Exams,**
continued

NOTE: Items a and b are at the discretion of the commandant.

a. Students must not damage recoverable publications. This means that students will **NOT** tab, fold, crease, highlight, or write on pages of **RECOVERABLE** publications. They may, however, tab recoverable reference material with a nonpermanent adhesive tab, such as a Post-it or other means that will not mark or damage the publication.

b. Students may highlight and make marginal notes only on **NON-RECOVERABLE** reference material.

c. Students may not have computers, cell phones, or beepers in their possession while testing.

3. All material used during the examination must be the student's own or material the NCO Academies issued for the individual student's use, and not any material written by another student.

4. The intent is to ensure students know the lesson material, know how to research, and know how to find the correct answer.

**Exam
Development**

1. USASMA provides one copy of the Examination Test Booklets and Solutions, Version A, B, and C, to the TCO separate from other course material for security purposes. The TCO must locally reproduce additional copies as required. Each written examination booklet contains 50 questions.

2. To ensure standardization, use **ONLY** those Examination Test Booklets and Solutions provided by USASMA.

3. Commandants may, at their discretion, alternate test versions. **DO NOT** issue and test mixed versions within a class. All versions test a student's knowledge on the same ELOs but with different questions.

4. To provide effective control of test versions TRADOC Test Measurement SOP recommends that TCOs print a sufficient amount of test version booklets for the projected class size plus a surplus established by the commandant for unanticipated walk-ons.

**Exam Answer
Sheets**

1. Commandants have the option to use the most readily available examination answer sheets. Commandants may have the answer sheet either commercially or locally produced. Commercially produced mark-sense answer sheets have an advantage over locally produced sheets because a machine or a manual answer key makes grading easier, faster, and more accurate.
2. The answer sheet will usually not have information blocks that apply to ANCOC. See Appendix A, Test Administrative Guidance (TAG-1), this CMP for required entries.
3. Develop an answer key for each examination version and identify it accordingly.

**Scheduling
Written Exams
and Plans,
Orders, and
Annexes****NOTE: Administrate all INITIAL tests only in the A.M.**

1. Based on the Course Map, the following are suggested times for administering written exams for the Active Component:
 - a. Written Examination (E403) on day nine.
 - b. Plans, Orders, and Annexes (e402) on day eleven.

Do not schedule an examination to take place within 24 hours of another major examination. The intent of the 24 hour period is to ensure that the student does not have to study for more than one major written examination at a time. This does not apply to retest.

**Evaluating
Results of
Written Exam
and
Performance
Tests**

1. To receive a passing score the student must score at least 70 percent or higher on each written examination. The written examination has 50 test questions. This means each question has a value of 2 points. On a 50-question exam, the student must answer 35 questions or more correctly to receive a passing score. Missing 16 or more questions results in a failing score.

2. In addition to the written examinations, each ANCOC student must successfully complete performance tests to meet course graduation requirements in the following areas:

Army Physical Fitness Test (APFT), see Appendix B, TAG-1

Military Briefing Evaluation- see Appendix B, TAG-2

Memorandum for Decision Evaluation- see Appendix B, TAG-3

3. In addition to the written examinations and performance evaluations, each ANCOC student must successfully assume a leadership position in order to demonstrate their leadership ability and skills, and lead soldiers in the following activities:

Physical Fitness Training Session

In-Ranks Inspection

After Action Review

Risk Assessment

Student Discussion Leader

See Appendix B

4. **Students may NOT use notes/cue cards during the five performance evaluations indicated above.**

(Ref: TRADOC 350-18, Chapter 3, para 3-27, and TRADOC 350-10, Chapter 2, para 2-9)

**After Action
Review (AAR)**

1. Conduct an after action review (AAR) following each written examination in order for students to know what questions they missed and to learn from their mistakes. To conduct a proper AAR, while not compromising the exam, USASMA recommends the following procedure:
 - a. At the beginning of the exam, issue each student a sheet of paper numbered 1 through 50, with the test booklet and answer sheet. Have the students write their names and student numbers on the sheet of paper.
 - b. Tell them this is a review sheet (**NOT** an answer sheet) to use in the AAR following the exam. Tell the students that after they have completed the exam, to put the answers to the test questions on the review sheet.
 - c. Once they have completed the exam and filled out their review sheets, the students turn in the test booklet and the test answer sheet to the instructor.

 2. While the TCO/ATCO grades the examinations, begin the AAR. Conduct the AAR by using one test booklet, going over each question and discussing the correct answers with the students. At the conclusion of the AAR, collect all review sheets. To ensure there is no compromise of the examination, turn-in all review sheets to the TCO for destruction.
-

Test Item Analysis

1. The TCO/ATCO must conduct a test item analysis of the results of each examination to identify any test item discrepancies; such as, 40 percent or more of the students failing a particular test item (question). In the event of such a failure rate, the commandant must convene a Test Item Certification Committee (TICC) of no less than three cadre personnel.
2. The most important aspect of test item analysis is the TICC. If more than 40 percent of the students answer an item incorrectly, the TICC must review the test item for validity based on the following as a minimum:
 - a. Is it a valid test item (grammatically correct with only one correct response)?
 - b. Did review of the TSP ensure the material was taught?
 - c. Did the SGL adequately present the material?
 - d. Does it appear to be a trick question?
 - e. Was the item explicit enough for respondent to easily understand it?
 - f. Is the item overly complex (requires several readings for the reader to understand)?
 - g. Are the distracters too closely worded (not easily distinguishable)?
3. The TICC must determine if the question is valid or if it needs rewriting. If the TICC determines a question is not valid, the TICC then awards credit to all students for that test item.
4. The commandant must ensure that the Chief, ANCOG at USASMA receives immediate notification of a test item determined by the TICC to be defective.

Destruction of Test Materials

1. Destroy:
 - a. Test components (except for test answer sheets filled in by test examinees) that have become mutilated or marked through use, superseded, or that you cannot make usable by erasing transparent tape, disk, or re-stapling.
 - b. By burning, shredding, melting, or chemical decomposition.
 - c. Student test/performance answer sheets upon completion of the course.
 - d. Non-graduate student test answer sheets at the end of 24 months.
-

**Destruction of
Test Materials,**
continued

2. The TCO, having custody of or supervision over the test material, validates the destruction process.

(Ref: TRADOC 350-10, Chapter 2, para 2-8c)

**Test
Administration**

Read the following instructions to the students before beginning the examination:

1. "I will now administer the _____ Examination. If you know of any reason why you should not take the exam at this time, please tell me now, and we will discuss your reason in private."
2. "If you are ill, taking medication which affects your concentration, or if you have serious personal stresses, you may request to take the examination at a later time (usually when we do the retest)."
3. "Failure to prepare for the examination is not an acceptable reason for delay."

NOTE: Ask if there is anyone who feels they should not test at this time? If there is, dismiss them from the room until you get a chance to speak with them in private.

Give each student a blank piece of paper along with the examination and answer sheet. Have the students write their names and student numbers on the blank piece of paper and number on the paper 1 through 50. Tell them this is a review sheet (**NOT** an answer sheet) to use in the AAR following the exam. Tell the students that after they have completed the exam, to put their answers on the review sheet. Once they have completed the exam and filled out their review sheets, collect them along with the examination materials and the answer sheet.

4. "All work on this examination must be your own. Do not communicate with other students, give or receive assistance, make a record of your answers anywhere except on the answer sheet and the blank piece of paper provided, or pass information about this examination to other students (current, past, or future)."
-

**Test
Administration,**
continued

5. “All questions have only one correct answer. Each question will present a situation that you must evaluate in order to answer the question correctly. Select the CORRECT answer based on the information available and the situation.”

6. “This is a ____-hour examination. You must record your answers on your answer sheet prior to the end of the exam.”

7. “This is an open-book examination. You may use your personal notes and references.”

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TEST CONTROL

**Test SOP,
Example**

1. REFERENCES:

- a. Test Policy Procedures Memorandum and Enclosures, dated 6 October 2001.
- b. TRADOC Reg 350-10, Institutional Leader Training and Education.
- c. TRADOC Reg 350-18, Total Army School System (TASS).
- d. TRADOC Reg 350-70, Training Development Management, Processes, and Products.
- e. AR 25-400-2, The Modern Army Recordkeeping System (MARKS).
- f. AR 25-55, The Department of the Army Freedom of Information Act Program.
- g. AR 380-5, Department of the Army Information Security Program.
- h. USA Sergeants Major Academy (USASMA) Course Management Plan (CMP) for ANCOC, BNCOC, and PLDC.

2. PURPOSE: To establish procedures for test control and administration throughout the NCO Academy.

3. APPLICABILITY: The policies and procedures prescribed in this SOP are applicable to all personnel responsible in any regard for NCOES test materials.

4. GENERAL: To outline the guidance for records system for administrative operations of test facility, administration, handling, requisitioning, storing, security, scheduling, disposition, and scoring of all test materials under the control of the NCO Academy.

5. HANDLING:

a. All Personnel Who Handle Test Material: Newly assigned personnel will read the Test Control SOP after their certification and quarterly thereafter.

b. Test Control Officer (TCO):

(1) Designated TCO, is a graduate of the course taught or a GS-5 or above and on orders by the Commandant.

TEST CONTROL

**Test SOP,
Example**
continued

(2) Possess the appropriate security clearance level and need-to-know of the material handled.

(3) Maintain and secure master test materials for the NCO Academy.

(4) Post all examination changes and updates as required.

(5) Coordinate test material reproduction and destruction.

(6) Designate Alternate Test Control Officers (ATCO)/test examiners (TEs)/SGLs on orders and to teach them the Test Control SOP procedures for the administration of tests.

(7) Inform the Commandant of all test control related issues.

c. Alternate Test Control Officer (ATCO):

(1) Designated ATCO, is a graduate of the course taught or a GS-5 or above and on orders by the Commandant..

(2) Carefully study the test control SOP which prescribes procedures for the administration of the test.

(3) Possess the appropriate security clearance level and need-to-know of the material handled.

(4) Assist the TCO as required.

(5) Assist with exam development.

(6) Perform TCO duties in his/her absence.

(7) Maintain a quarterly/3-month inventory of all test materials and annotate on DA Form 5159-R.

(8) Maintain a test control sign-out/sign-in log.

(9) Maintain a quarterly evaluation of each test.

TEST CONTROL

**Test SOP,
Example**
continued

d. Test Examiner/Small Group Leader:

- (1) Designated TE/SGL on orders by the commandant.
- (2) Carefully study the test control SOP which prescribes procedures for the administration of the tests.
- (3) Possess the appropriate security clearance level and need-to-know of the material handled.
- (4) Receive and return all test materials required from the TCO or ATCO.
- (5) Administer examinations and conduct test review.
- (6) Maintain constant supervision and control of all test material while signed out.

e. Students:

- (1) Comply with examination instructions.
- (2) Possess the appropriate security clearance level and need-to-know of the material handled.

6. TEST CONTROL ADMINISTRATION

a. Issue of Test Material: Only the TCO or ATCO will issue test material. Issue Test material only to individuals designated as TEs/SGL's on orders. Only Senior Instructors may sign for Land Navigation materials. Log all test material in the test control sign-out/sign-in log in the test control office prior to the material leaving the test control office.

b. Test Examiner: Be physically present during the entire test period. The TE/SGL responsibilities include the following:

TEST CONTROL

**Test SOP,
Example**
continued

(1) Verify the identity of every student before each examination.

- a. Have students place ID card in upper right hand corner of desk.
- b. Have students pull out the AIMS Answer Sheet and fill out the heading.
- c. Go to each student and verify name and SSN with ID card.

(2) Issue Failure Warning: The TE will ensure students are told that failure to comply with any examination instructions will result in disciplinary action and may be grounds for dismissal from the course.

(3) Issue Test Administration Statement: Before the administration of the first test, usually at the beginning of the course during in processing, all students will be advised of the following: "I will not acquire or provide inappropriate assistance either before, during, or after any test, except as instructed (i.e. for group activities). In addition, I will report any unauthorized assistance (before, during, or after test administration) of which I have knowledge."

(4) Issue Test Material and Test Instructions: The TE/SGL, upon issuance of test material to the students, will read aloud the instructions verbatim. *****The test instructions will not be recited from memory.***** TEs will read the test instructions from the Test Administrative Guide (TAG) aloud to each student prior to beginning common leader and technical examinations.

c. Students: may use any reference material available to them during the examination. They may use advance sheets, practical exercises, Army publications, commercial publications, personal notes, and calculators.

(1) Students **must not** damage recoverable publications/materials. This means that the student **will not tab, fold, crease, highlight, or write** on pages of recoverable publications/materials. Students may tab reference material with a non-permanent adhesive tab such as post-it or other means that will not damage the recoverable publications/materials.

(2) **All material used during the examination must be the student's own. Students may not use notes, summary sheets, or other material written by someone else. All notes must be in the student's own handwriting, copied and computer generated notes are not acceptable.**

TEST CONTROL

**Test SOP,
Example**
continued

7. TEST PROCEDURES

a. TEs/SGLs will ensure that the students use only authorized reference materials during examinations.

b. Information, explanations, or answers pertaining to test questions will not be furnished by TE/SGLs during test administration. Start, Halfway, and Stop times will be visible to every student in the class at all times during the examination. Return tests to the Test Control Officer after test stop time. Report test results to the students during the test review.

c. Test Review: Conduct a test review following each examination in order for students to know what questions they missed and to learn from their mistakes. To conduct a proper test review while not compromising the exam, implement the following procedures:

(1) At the beginning of the exam, give each student a test review sheet along with the examination and answer sheet. Have the students write their names and student numbers on the test review sheet. Tell them this is a review (**NOT** an answer sheet) to use in the review following the exam. **Tell the students that after they have completed the exam**, to put their answers on the review sheet. Once they have completed the exam and filled out their review sheets, the students turn this sheet into the instructor along with the examination materials and the answer sheet. Immediately upon completion of the examination, test administrators/SGL's must turn in the answer sheets to the TCO for grading.

(2) After receiving the results, begin the Test Review. Hand out the review sheets. Conduct the review by going over each question and discussing the answers. At the conclusion of the review, collect all copies of the review sheets. To ensure there is no compromise of the examination, turn in all review sheets along with the examination to the TCO.

(1) Issue examinations and monitor testing to ensure proper handling and administration.

(2) Collect all test materials at the completion of the test and score examinations. Return raw scores along with test review sheet to Test Examiners/Small Group Leaders (SGLs). Collect test review sheets and destroy.

TEST CONTROL

**Test SOP,
Example**
continued

(3) Maintain and update examination schedules.

8. SCHEDULING:

a. Request examination at least 48 hours in advance. Pick up exams 30 minutes prior to test starting time.

b. SGLs will review examination material the in the Test Control area only when approved by the TCO and Chiefs of ANCOC, BNCOC, and PLDC.

c. TEs/SGLs will not have knowledge of which version of an exam they will be issued and **may not** request a version.

9. SCORING/AFTER-EXAM INSTRUCTIONS:

a. TE:

(1) Give all test materials to the TCO/ATCO for grading, disposition, and storage.

(2) After grading the tests, obtain the student grade sheet (not individual student answer sheets) test review sheets, and a test booklet from the TCO/ATCO for AAR purposes.

b. TCO/ATCO:

(1) Collect all test materials from the TE/SGL.

(2) Grading exam: Grade answer sheets in the test control room. *****The TE will not grade the exam!*****

(3) Provide the TE/SGL with the student's score (not individual student's answer sheet), test review sheet, and test booklet for AAR.

c. Exam Errors: If there are errors found on the exam (i.e., misspelled words, bad grammar, wrong answer, etc.):

TEST CONTROL

**Test SOP,
Example**
continued

(1) Bring the error to the attention of the TCO/ATCO. TE/SGL cannot decide that a question is unfair and give a “freebie” to the student. Again, bring discrepancies to the attention of the TCO.

(2) The proponent is the authority for changes to examinations. USA Sergeants Major Academy (USASMA) is the proponent for mandatory/common core exams.

d. Exam Failure and Retest:

(1) Initial Test Failure: If a student fails the initial test, they will receive a written counseling statement from the SGL.

(2) Retest Failure: If a student fails the retest, release them from the course for failure to meet Academic course requirements.

10. REQUISITIONING PROCESSING/DEVELOPMENT:

a. Ordering Test Material (USASMA): Contact the Director of Training and Evaluation (DOTE) and NCO Academy AIMS administration for specified MOS.

b. Processing Newly Received Exams:

(1) The TCO/ATCO will visually inspect all new examination material received to ensure completeness and accuracy.

(2) Label all controlled test material “**Examination (Testing) Materials – Sensitive in Nature.**” FOUO is no longer appropriate. This includes paper copies or diskettes. Include this warning on the first page of all controlled testing material, whether paper or electronic in nature.

(3) Each examination will be marked with a control number as follows:

Example: SN: ATSA-NCO-A 00001

TEST CONTROL

**Test SOP,
Example**
continued

11. TRANSMITTING TEST RESULTS:

a. When the examination is complete, the test administrator will collect all test material and ensure that it has not been written on, mutilated, or otherwise marked on.

b. The test administrator will return all test material to the test control area as soon as the examination is completed. The examination solution sheet, test booklet, and review sheets will be turned in as soon as the AAR is completed. The TCO/ATCO and the test administrator will conduct a joint inspection and inventory of all test material before the TCO/ATCO accepts responsibility for the test material.

12. GRADING PROCEDURES:

a. The TCO/ATCO are the only personnel authorized to grade examinations without specific permission of the Commandant. The examinations will be graded in the test control area.

b. Grade all examinations at once, the TCO/ATCO will provide the senior SGL with the test scores. If there are any test failures, the SGL and the TCO/ATCO will identify those ELOs that the individual requires additional training on. Counsel those students who fail the examination or receive a "NO-GO" on the evaluation. Include a plan of action to improve and pass the retest. Explain how and what remedial/refresher training will take place. Document the counseling using the DA Form 4856-E (Developmental Counseling Form). A mandatory retraining period for the soldiers in question will be conducted. Conduct the retest the next training day, no later than 0800, using another version of the examination. If the soldier fails a retest or is a second time failure, the provisions of AR 350-1 and TRADOC Reg 350-10.

TEST CONTROL

**Test SOP,
Example**
continued

13. TEST ANALYSIS PROCEDURES:

a. At the completion of each examination, the TCO/ATCO is responsible for preparing a missed question score sheet. The senior SGL and the Chief Instructor will review the score sheet. The purpose of this review is to reverify the validity of test questions.

b. If there are any questions that appear to be missed more frequently than others, it is the responsibility of the Test Control Officer to bring that to the attention of the Commandant. After further analysis by the Chief Instructor, the Test Control Officer, and the senior SGL, a decision on whether or not to rewrite the question will be made, and a request will be sent to USASMA or NCOES with the Commandant's recommendation.

14. STORAGE/SECURITY CONTROL REQUIREMENTS:

a. The TCO must apply the following common controls to all test materials and test administration situations:

(1) Ensure that all personnel who handle or may handle testing materials in its transmission or administration are made aware of these procedures.

(2) Access to all testing material will be on a need to know basis.

(3) Label all controlled test material "**Examination (Testing) Materials – Sensitive in Nature.**" FOUO is no longer appropriate. This includes paper copies or diskettes. Include this warning on the first page of all controlled testing material, whether paper or electronic in nature.

b. In addition to the controls listed above, ensure you keep all sensitive testing material not actually in use under the following controls:

(1) Keep all copies of all sensitive materials in a locked container when not in use.

(2) Make sufficient copies immediately before administration.

TEST CONTROL

**Test SOP,
Example**
continued

- (3) Make minimum copies required for single administration.
 - (4) Destroy extraneous/unneeded materials by shredding or burning.
 - (5) Allow NO unauthorized copying/scanning of material.
 - (6) Do not store or transfer diskette/CD-ROM based sensitive material to an uncontrolled system.
 - (7) Electronically secure storage medium (diskette/CD-ROM) via at least password protection (and secure password); **or** physically secure diskette/CD-ROM with a single locking device.
 - (8) Restrict access when viewing material on screen.
- c. Use only the area designated for test control. Post an access roster on the outside of the control area in plain view.
 - d. Keep all answer keys in separate filing cabinet drawers from the actual examination and will have a serial number.
 - e. Answer Sheets and Test Administrative Statement:
 - (1) Maintain student answer sheets and test administrative statement for passing students until the current class graduates; then destroy.
 - (2) Maintain answer sheets and test administrative statement for students who fail both initial test and retest for two years. These will have their own control number and will be inventoried every quarter/3 months.
15. INVENTORY: The TCO or ATCO will conduct a complete inventory of all test materials (examinations, examination solution sheets, answer keys, and student dismissal answer sheets with test administrative statements) every quarter/3 months and annotate on the DA Form 5159-R.

TEST CONTROL

**Test SOP,
Example**
continued

16. REQUISITIONING/REPRODUCTION: The TCO will control all reproduction of test material, which will request and distribute as needed. All reproduction is done by the Commandant's secretary through the Automated Instructional Management System (AIMS). The TCO or ATCO will accompany the material to and from the secretary. Upon completion and posting of the material, inventory sheets will be updated. Never use a destroyed test number for a new reproduction. Give all reproduced tests a new control number.

17. DESTRUCTION: The TCO/ATCO will conduct the destruction of test material using burning or shredding methods. Destruction will be witnessed by the appointed TCO/ATCO and certified by the Commandant. Destruction of test material will occur if writing is found in a test booklet and cannot be completely erased.

18. DISPOSITION: Loss, compromise, or possible compromise of test materials: Upon discovery of loss, compromise, or possible compromise, the TCO or ATCO will take the following actions:

- a. Immediately notify the commandant/.
- b. Stop all testing with version which was compromised. Testing may continue with alternate forms of the test if authorized.
- c. Impound all tests and complete answer sheets of the compromised form of the test.
- d. Place these materials in a locked container.
- e. Resume testing with the test concerned only when directed to do so by the Commandant.

TEST CONTROL

**Test SOP,
Example**
continued

19. SCORING PROCEDURES:

a. Examination Standards: To receive a "GO," student must receive a score of 70 percent on all written/hands-on/performance examinations.

b. Hand Scoring: All examinations are hand-scored and have only one correct answer for each question.

c. Counting Wrong Answer: To count wrong answers, align the appropriate scoring key over the student's answer sheet. Count all unmarked answer spaces. Record the number of wrong answers on the student's answer sheet and convert the score into a raw score by using the conversion percentile-scoring table.

20. "BY EXAMPLE!"

APPENDIX A

Required References

This Appendix Contains This Appendix contains a listing of the references needed for administering this course, the references the students will need during the course, and the references used to develop this course.

Course Administration Those references referred to in this Course Management Plan and those references you will need for the proper administration of this course as follows:

Number	Title	Date
AR 15-6	Procedures For Investigating Officers and Boards Of Officers	30 Sep 96
AR 25-400-2	The Army Records Information Management System (ARIMS)	18 Mar 03
AR 350-1	Army Training and Education	9 Apr 03
AR 600-8-104	Military Personnel Information Management/Records	27 Apr 92
AR 600-9	The Army Weight Control Program	10 Jun 87
AR 623-1	Academic Evaluation Reporting System	31 Mar 92
DA PAM 611-21	Military Occupational Classification and Structure	31 Mar 99
TRADOC Reg 350-18	The Army School System (TASS)	26 May 00
TRADOC Reg 350-70	Systems Approach to Training (SAT) Management, Processes and Products	9 Mar 99
TRADOC Reg 350-10	Institutional Leader Training and Education	12 Aug 02
TRADOC Pam 350-70-8	Total Army School System (TASS) Training Requirements Analysis System (TRAS)	9 Nov 96
FM 21-20	Physical Fitness Training	1 Oct 98 w/c1
FM 22-100	Army Leadership	31 Aug 99
FM 7-0	Training the Force	22 Oct 02
FM 25-101	Battle Focused Training	30 Sep 90

Student References The following listing shows those references students will need during the course. The lessons are also listed as reflected by the PFN:

Reference	Title	Date	PFN
AR 25-50	Preparing and Managing Correspondence	3 Jun 02	L430 L432
AR 380-5	Department of the Army Information Security Program	Sep 02	L424
AR 600-8-101	Personnel Processing (In-Out-and Mobilization Processing)	26 Feb 93	T431
AR 600-9	The Army Weight Control Program	1 Sep 86	T424
AR 600-20	Army Command Policy	13 May 02	L427 L434
AR 600-55	The Army Driver and Operate Standardization Program (Selection, Training, Testing, and Licensing)	31 Dec 93	T430
AR 608-1	Army Community Service Program	31 Aug 00	T431
AR 623-205	Noncommissioned Officer Evaluation Reporting System	15 May 02	L433
ARTEP 7-8- MTP	Mission Training Plan for Infantry Rifle Platoon and Squad	01 Oct 01	T423
DA PAM 600-63-10	Stress Management	01 Sep 87	T427
DA PAM 600-67	Effective Writing for Army Leaders	02 Jun 86	L430 L432
DA PAM 608-47	Guide to Establishing Family Support Groups	30 Aug 93	T431
DA PAM 738-750	Functional Users Manual for the Army Maintenance Management System (TAMMS)	1 Aug 94	T430
DOD 700. 14-R	Department of Defense Financial Management Regulation, VOL 9, Chapter 3, DOD Government Travel Charge Card	Sept 2000	L429
DOD 5500.1	Department of Defense Directive	01 Aug 02	W430
DOD 5500.7-R	Joint Ethics Regulation (JER)	30 Aug 93	L424
FM 3-20.98	Reconnaissance Platoon	14 Dec 02	W424
FM 4-30.3	Maintenance Operations and Procedures	01 Sep 00	T430
FM 6-22.5	Combat Stress	23 Jun 00	W425
FM 7-7	Mechanized Infantry Platoon and Squad	15 Mar 85	W425
FM 7-8	Infantry Rifle Platoon and Squad	1 Mar 01 w/c1	W425
FM 9-43-2	Recovery and Battlefield Damage and Assessment Repair	03 Oct 95	T430

**Student
References,
continued**

Reference	Title	Date	PFN
FM 19-10	Military Police Law and Order Operations	30 Sep 87	T428
FM 21-10	Field Hygiene and Sanitation	21 Jun 00	W422
FM 21-18	Foot Marches	1 Jun 90	W425
FM 21-20	Physical Fitness Training w/change 1	1 Oct 98 w/c1	T424
FM 22-51	Leader's Manual for Combat Stress Control	29 Sep 94	T427
			L422 L423 L424 L425 L426 L428
FM 22-100	Military Leadership	31 Aug 99	L428
FM 27-1	Legal Guidance for Commanders	13 Jan 92	T428
FM 7-0	Training the Force	22 Oct 02	T423
FM 7-22.7	The Army Noncommissioned Officer Guide	23 Dec 02	L428
FM 71-1	The Tank and Mechanized Infantry Company Team	26 Jan 98	T430
FM 71-2	The Tank and Mechanized Infantry Battalion Task Force	27 Sep 88	W422
FM 100-14	Risk Management	23 April 98	T421
			L431 L432 W421 W422
FM 101-5	Staff Organization and Operations	31 May 97	W422
FM 101-5-1	Operational Terms and Graphics	30 Sep 97	W422
JP 0-2	United Action Armed Forces (UNAAF)	10 Jul 01	W430
JP 1-02	DOD Dictionary of Military and Associated Terms	06 Apr 99	W430
JFSC Publication 1	The Joint Staff Officer's Guide 2000	02	W430
MCM 2002	Manual for Courts-Martial	01 Apr 02	T428
SUI-1	Army Suicide Prevention-A Guide for Installation Units	01 Jul 02	T440
SUI-1	Suicide Prevention Leader Training	01 Jul 02	T440
STP 21-24- SMCT	Soldier's Manual of Common Tasks, Skill Level 2-4	1 Apr 03	W425
5 CFR 2635	Standards of Ethical Conduct for Employees of the Executive Branch	Jan 03	L424
	US Army Personal Financial Management Training Instructor Guide	15 May 02	L429

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APPENDIX B

Test Administration Guides (TAGs)

This Appendix Contains This Appendix contains the items listed in the following table:

Item	Pages
Army Physical Fitness Test (APFT) Test Administration Guide (TAG) 1	TAG-1-1 and TAG-1-2
Military Briefing Evaluation Test Administration Guide (TAG) 2	TAG-2-1 thru TAG-2-4
Memorandum For Decision Evaluation Test Administration Guide (TAG) 3	TAG-3-1 thru TAG-3-3
Written Examination Test Administration Guide (TAG) 4	TAG-4-1 thru TAG-4-3
Plans, Orders, and Annexes Test Administration Guide (TAG) 5	TAG-5-1 and TAG-5-2
Leadership Performance Evaluation Checklists Test Administration Guide (TAG) 6	TAG-6-1 thru TAG-6-13

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ARMY PHYSICAL FITNESS TEST (APFT) TEST ADMINISTRATION GUIDE (TAG) 1

Overview All soldiers attending ANCOG must take and pass the Army Physical Fitness Test (APFT). It is a three-event physical performance test used to assess muscular endurance and cardiorespiratory (CR) fitness. Administer the APFT within the first 72 hours of arrival, preferably on Day 2.

Administration Guidance Conduct the standard APFT IAW the Student Evaluation Plan (SEP), Appendix C, and FM 21-20 (Physical Fitness Training). Students must take the APFT within the first 72 hours of arrival/enrollment as a course graduation requirement. Those who fail the initial test will undergo one retest. In all cases, drop/dismiss from the course those soldiers who fail the retest for “failure” to meet course standards (not academics).

Instruction to Students Read to the students the test procedures from FM 21-20, Chapter 14.

Safety Requirements Train safely. Ensure staff enforces student compliance with safety rules, Regulations, and procedures. Identify safety considerations according to local SOPs and FM 21-20, Chapter 13.

Risk Assessment Level Conduct a risk assessment. Ensure staff, faculty, and students adhere to the intent of risk management.

Environmental Considerations Identify environmental considerations according to local SOPs and FM 21-20, Chapter 12.

Evaluation Standards See FM 21-20, Chapter 14.

Retest

Students who fail the initial APFT will undergo one retest between academic day 7 and day 14 after the initial APFT for AC and ADT (no earlier than day six or later than day seven of the POI for IDT). The student must retake the entire test.

(Ref: TRADOC 350-10, Chapter 2, para 2-6b).

MILITARY BRIEFING EVALUATION TEST ADMINISTRATION GUIDE (TAG) 2

Overview The Military Briefing Performance Evaluation measures the student's ability to properly conduct a military decision briefing in accordance with lesson L431, Brief to Inform, Persuade or Direct and FM 101-5, within an established time frame.

Administration Guidance After receiving instruction on Brief to Inform, Persuade or Direct, students must plan, prepare, and present a decision briefing that persuades the decision maker to select their course of action. They will present it in accordance with the standards set forth in FM 101-5, Appendix E.

Instructions to Students Ensure students have the Advance Sheet. Advise the students they will have eight to ten minutes to present their briefing. The SGLs/instructors will evaluate them on their ability to perform to standard all the performance steps listed on the Military Briefing Evaluation Performance Test Sheet.

Safety Requirements Identify and observe all safety procedures IAW local SOPs.

Risk Assessment Level Low

Environmental Considerations Identify environmental considerations according to local SOPs.

Evaluation Standards

SUPERIOR: Student achieves fifteen or more superior ratings out of the sixteen possible areas for the introduction, body, conclusion, and style. Students can receive no unsatisfactory ratings.

SATISFACTORY: Student achieves twelve or more satisfactory ratings out of sixteen possible areas; or receives fourteen superior ratings with any unsatisfactory rating for the introduction, body, conclusion, and style.

UNSATISFACTORY: Student achieves six or more unsatisfactory ratings out of sixteen possible areas for the introduction, body, conclusion, and style. Students who fail to turn in the memorandum on time will receive an overall unsatisfactory rating.

Retest

Students who fail to achieve a “Satisfactory “ rating will undergo remedial/refresher training and get one retest. Students must undergo the complete evaluation during the retest.

MILITARY BRIEFING EVALUATION			
Performance Test Sheet			
STUDENT NAME:	CLASS:		
EVALUATOR NAME:	DATE:		
EVALUATION STANDARDS:			
<p>SUPERIOR: Student achieves fifteen or more superior ratings out of the sixteen possible areas for the Introduction, Body, Conclusion, and Style. Students can receive no unsatisfactory ratings.</p> <p>SATISFACTORY: Student achieves twelve or more satisfactory ratings out of the sixteen possible areas; or receives fourteen superior ratings with any unsatisfactory rating for the Introduction, Body, Conclusion, and Style</p> <p>UNSATISFACTORY: Student achieves six or more unsatisfactory ratings out of the sixteen possible areas for the Introduction, Body, Conclusion, and Style. Students who fail to turn in the memorandum on time or who fails to meet the time limits will receive an overall unsatisfactory rating.</p>			
PERFORMANCE STEPS:		RATING RECEIVED	
		SUPERIOR	SAT
			UNSAT
<u>INTRODUCTION</u>			
GIVES A MILITARY GREETING	()	()	()
STATES TYPE, CLASSIFICATION AND PURPOSE	()	()	()
STATES THE PROBLEM	()	()	()
GIVES A RECOMMENDATION	()	()	()
<u>BODY</u>			
GIVES KEY FACTS BEARING ON PROBLEM	()	()	()
GIVES PERTINENT FACTS TO INFLUENCE DECISION	()	()	()
PRESENTS BOTH POSITIVE AND NEGATIVE FACTS	()	()	()
MAKES ASSUMPTIONS TO BRIDGE GAPS IN FACTUAL DATA	()	()	()
<u>COURSES OF ACTION</u>			
DISCUSSES VARIOUS OPTIONS TO SOLVE PROBLEM	()	()	()
<u>ANALYSIS</u>			
CRITERIA TO EVALUATE HOW TO SOLVE PROBLEM	()	()	()
DISCUSSES EACH COURSE OF ACTIONS ADVANTAGES AND DISADVANTAGES	()	()	()

MILITARY BRIEFING EVALUATION (CONT)			
Performance Evaluation Sheet			
	SUPERIOR	SAT	UNSAT
<u>COMPARISON</u>			
SHOWS HOW THE COURSES OF ACTION RATE AGAINST EVALUATION CRITERIA	()	()	()
<u>CONCLUSION</u>			
DESCRIBES WHY THE SELECTED SOLUTION IS BEST	()	()	()
<u>QUESTIONS</u> (Pause timing for questions. Questions & Answers Time does not count against briefing time.)			
ASKS FOR AND ANSWERS QUESTIONS	()	()	()
<u>RESTATEMENT OF RECOMMENDATION</u>			
RESTATES RECOMMENDATION FOR APPROVAL/ DISAPPROVAL	()	()	()
<u>REQUESTS A DECISION</u>			
ASKS FOR A DECISION	()	()	()
MET TIME REQUIREMENT OF EIGHT TO TEN MINUTES (LESS THAN EIGHT OR MORE THAN TEN MINUTES IS OVERALL UNSAT) _____(TIME)			
TURNED IN BRIEFING OUTLINE (IF BRIEFING OUTLINE IS NOT TURNED, IT IS AN OVERALL UNSAT) _____(YES/NO)			
REMARKS:			
OVERALL EVALUATION			
	SUPERIOR	SAT	UNSAT
	()	()	()
STUDENT'S SIGNATURE:			
EVALUATOR'S SIGNATURE:			

MEMORANDUM FOR DECISION EVALUATION TEST ADMINISTRATION GUIDE (TAG) 3

Overview	The Memorandum For Decision Evaluation measures the student's ability to properly write a memorandum for decision in accordance with lesson L432, Write to Persuade a Decision Maker to Choose a Course of Action, within an established time frame.
Evaluation Standards	<p>SUPERIOR: Student achieves fourteen or more superior ratings out of the fifteen possible areas for the introduction, body, conclusion, and style. Students can receive no unsatisfactory ratings.</p> <p>SATISFACTORY: Student achieves eleven or more satisfactory ratings out of fifteen possible areas; or receives fourteen superior ratings with any unsatisfactory rating for the introduction, body, conclusion, and style.</p> <p>UNSATISFACTORY: Student achieves five or more unsatisfactory ratings out of fifteen possible areas for the introduction, body, conclusion, and style. Students who fail to turn in the memorandum on time will receive an overall unsatisfactory rating.</p>
Safety Requirements	Identify safety considerations according to local SOPs.
Risk Assessment Level	Low.
Environmental Considerations	Identify environmental considerations according to local SOPs.
Retest	Students who fail the initial examination will undergo remedial/refreshers training and get one retest. The student must retake the entire test. NCO Academies will drop from the course any student who fails the retest for failure to meet course standards.

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MEMORANDUM FOR DECISION EVALUATION Performance Test Sheet

SUPERIOR: Student achieves fourteen or more superior ratings out of the fifteen possible areas for the introduction, body, conclusion, and style. Students can receive no unsatisfactory ratings.

SATISFACTORY: Student achieves eleven or more satisfactory ratings out of fifteen possible areas; or receives fourteen superior ratings with any unsatisfactory rating for the introduction, body, conclusion, and style.

UNSATISFACTORY: Student achieves five or more unsatisfactory ratings out of fifteen possible areas for the introduction, body, conclusion, and style. Students who fail to turn in the memorandum on time will receive an overall unsatisfactory rating.

STUDENT's NAME:	CLASS Number:
EVALUATOR's NAME:	DATE:

	OVERALL EVALUATION		
	UNSAT	SAT	SUPERIOR
	()	()	()
	RATING RECEIVED		
	UNSAT	SAT	SUPERIOR
<u>INTRODUCTION</u>			
SUBJECT	()	()	()
PURPOSE	()	()	()
RECOMMENDATION	()	()	()
<u>BODY</u>			
BACKGROUND	()	()	()
FACTS	()	()	()
<u>CONCLUSION</u>			
IMPACT	()	()	()
COORDINATION	()	()	()
POC	()	()	()
<u>STYLE</u>			
FORMAT	()	()	()
WORD CHOICE	()	()	()
SENTENCES	()	()	()

WRITTEN EXAMINATION TEST ADMINISTRATION GUIDE (TAG) 4

Overview The Written Examination is an open book, performance-based, multiple choice examination that requires the student to select the best correct answer by applying knowledge to solve problems in an environment that simulates the soldier's duty position. Students must demonstrate their knowledge of the subject or their research ability in finding the best correct answer.

Administration Guidance NCO Academies must build their own examinations using an examination cover sheet (See Sample at TAG-4-3) and a version of the test. This is a three-hour examination: ten minutes for the introduction, 2.5 hours for the examination, ten minutes for an After Action Review (AAR), and a ten-minute break. **This is a course graduation requirement.** Those who fail the initial test will undergo remedial/refresher training and get one retest. Commandants will drop/dismiss from the course those students who fail the retest.

Instruction to Students Advise the students of the following:

1. This is an open book examination. You may use your Advance Sheets, Practical Exercises, appropriate publications issued for the course, personal notes, and calculators. You must demonstrate your knowledge of the subject or your research ability in finding the best correct answer.
2. Use only a number 2 pencil to record answers on the mark sense form. Darken the desired answer block completely. Do not extend the marks outside of the answer block.
3. If you must erase a mark, do so completely. This will prevent improper scoring of the answer sheet.
4. Work carefully so as not to make stray pencil marks.
5. If you have a question during the examination, raise your hand and the test proctor or administrator will come to you.
6. Read each question carefully and place your response in the space provided on the answer sheet.
7. After completing the examination, record your answers on the blank piece of paper (Review Sheet) provided and turn it in to the test administrator along with the test booklet and the mark sense form answer sheet. You will use the record of your answers (Review Sheet) during the AAR.

Safety Requirements

Identify safety considerations according to local SOPs.

Risk Assessment Level

Low.

Environmental Considerations

Identify environmental considerations according to local SOPs.

Evaluation Standards

This examination consists of 50 questions. The passing grade is 70 percent. Students must answer at least 35 or more correctly to get a passing score. Each question has a value of two points. This is a graduation requirement.

Retest

Students who fail the initial examination will undergo remedial/refresher training and get one retest. The student must retake the entire test. NCO Academies will drop from the course any student who fails the retest for “failure to meet course standards.”

SAMPLE EXAMINATION MATERIAL OR BOOKLET

ANCOC (Stand Alone Common Core) <i>FORT NOWHERE NCO ACADEMY</i>	TEST BOOKLET NUMBER :
--	-----------------------

EXAMINATION _____	EXAMINATION BOOKLET:	VERSION: "A"
-------------------	-------------------------	--------------

1. **ALL WORK ON THIS EXAMINATION MUST BE YOUR OWN.** You may not communicate with other students, give or receive assistance, or make a record of your answers anywhere but on the answer sheet and review sheets provided.

 2. **DO NOT PASS ON INFORMATION ABOUT THIS EXAM TO OTHER STUDENTS.**

 3. Unless otherwise stated, all questions have only one best correct answer. Make all responses clear and legible on the answer sheet provided. **DO NOT MARK IN THIS BOOKLET.** Ensure that the question number in the booklet corresponds to the question number on the answer sheet. **Read each question carefully.**

 4. This is a three-hour examination: ten minutes for the introduction, 2.5 hours for the examination, ten minutes for an After Action Review (AAR), and a ten minute break. You may not leave this room unless released by the person administering the examination.

 5. This examination booklet contains pages 1 thru _____. Count and check each page now. **DO NOT READ THE QUESTIONS OR STUDY THE EXAMINATION AT THIS TIME.** You are to check the examination booklet for completeness and legibility **ONLY.**

 6. You have received a Mark Sense Form answer sheet with a control number affixed. Complete the identification box with the information shown below:

a. Name (Last Name, First, MI)	d. Time.
b. Student Number.	e. Examination Number.
c. Date.	f. Test Administrator Name.
-

NOTE: Commandants may modify this format, however, the booklet cover page and instructions should contain this same information.

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PLANS, ORDERS, AND ANNEXES EXAM TEST ADMINISTRATION GUIDE (TAG) 5

Overview	This examination provides students an opportunity to demonstrate their understanding of the lesson W422, Plans, Orders, and Annexes..
Administration Guidance	Conduct this examination after presenting lesson W422. This is a three-hour examination: 10 minutes for the introduction, 2.5 hours for the exam, 10 minutes for an After Action Review (AAR), and a 10-minute break. This is a course graduation requirement. Those who fail the initial examination will undergo remedial/refresher training and get one retest. Commandants will drop/dismiss from the course those students who fail the retest.
Instruction to Students	<p>Advise the students of the following:</p> <ol style="list-style-type: none">1. This is an open book examination. You may use your Advance Sheets, Practical Exercises, appropriate publications issued for the course, personal notes, and calculators. You must demonstrate your knowledge of the subject or your research ability in finding the best correct answer.2. Use only a number 2 pencil to record answers on the mark sense form. Darken the desired answer block completely. Do not extend the marks outside of the answer block. Read each question carefully and place your response in the space provided on the answer sheet.3. If you must erase a mark, do so completely. This will prevent improper scoring of the answer sheet.4. Work carefully so as not to make stray pencil marks.5. If you have a question during the examination, raise your hand and the test proctor or administrator will come to you.6. After completing the examination, record your answers on the blank piece of paper provided (Review Sheet) and turn it in to the test administrator along with the test booklet and the mark sense form answer sheet. You will use the record of your answers (Review Sheet) during the AAR.

Safety Requirements

Identify safety considerations according to local SOPs.

Risk Assessment Level

Low.

Environmental Considerations

Identify environmental considerations according to local SOPs.

Evaluation Standards

This examination consists of 50 questions. The passing grade is 70 percent. Students must answer at least 35 or more correctly to get a passing score. Each question has a value of two points. This is a graduation requirement.

Retest

Students who fail the initial examination will undergo remedial/refresher training and get one retest. The student must retake the entire test. NCO Academies will drop from the course any student who fails the retest for “failure to meet course standards.”

LEADERSHIP PERFORMANCE EVALUATION CHECKLISTS TEST ADMINISTRATION GUIDE (TAG) 6

Overview

ANCOC provides soldiers an opportunity to acquire the leader skills, knowledge and behaviors needed to lead a platoon size unit. The Leadership Performance Evaluations are performance tests that require the student to lead soldiers in various activities in order to demonstrate their leadership ability and skills. The below listed Leadership Performance Evaluation Checklists measure the student's ability to properly conduct a platoon level Physical Fitness Training session, platoon level In-Rank Inspection, an After Action Review, a Risk Assessment, and act as Student Discussion Leader (SDL) to facilitate a Small Group Instruction session, and serve in an appointed leadership position:

Activity	Pages
Physical Fitness Training Session	TAG-6-3 thru 6-5
In-Ranks Inspection	TAG-6-6 thru 6-9
After Action Review	TAG-6-10
Risk Assessment	TAG-6-11
Student Discussion Leader	TAG-6-12 and 6-13
Leadership Position	TAG-6-14 and 6-15

Administration Guidance

NCO Academies must use these Leadership Performance Evaluation Checklists to evaluate students as they demonstrate their leadership ability and skills. To ensure standardization, NCO Academies **may not** use "local" versions of the evaluation checklists.

To ensure there is sufficient time and opportunity to evaluate all the students, evaluate, at a minimum, two students each day (if necessary). Maintain copies of the checklists in the student records.

Conduct the Student Discussion Leader evaluation in a classroom.

For the Physical Fitness Training Session and In-Rank Inspection evaluations, you will need an area large enough to accommodate a 1:12-16 leader to squad size unit ratio for entire class size. See Recommended Procedures below for conducting the Physical Fitness Training Sessions.

Instructions to Students

NOTE: Review the requirements for each activity with the student. Provide the appropriate instructions as applicable.

Safety Requirements	Train safely. Ensure staff enforces student compliance with safety rules, Regulations, and procedures. Identify safety considerations according to local SOPs.
Risk Assessment Level	Conduct risk assessments as appropriate. Ensure staff, faculty, and students adhere to the intent of risk management.
Environmental Considerations	Identify environmental considerations according to local SOPs.
Evaluation Standards	Students must get a GO for 70 percent or more of the performance measures for each activity to get an overall GO for that activity (except for the Leadership Position Evaluation). The Leadership Performance Evaluations are not graduation requirements; however, should a student receive a final NO-GO on two or more of the activities, they shall receive a “Marginally Achieved Course Standards” in the Performance Summary (Item 13) of their DA Form 1059 (Service School Academic Evaluation Report).
Retest	Students who fail the initial Leadership Performance Evaluation will get one retest. The student must undergo the complete evaluation. There is no retest requirement for the Leadership Position Evaluation.
Personnel Requirements	Minimum number of students per squad: 9 to 12. Number of SGLs/Instructors per group: 1

**Physical Fitness
Training
Session
Recommended
Procedures**

Recommend the following procedure for evaluating two soldiers during a Physical Fitness Training Session. NCO Academies may use variations based on conditioning activity and local conditions:

1. Trainer 1 (1st student) takes charge of the group, conducts a risk assessment, and forms the extended rectangular formation.
2. Trainer 1 puts the formation "AT EASE."
3. Trainer 2 (2nd student) joins Trainer 1 and begins the warm-up phase by jogging in place. They then alternate leading the group through rotations, stretches, and warm-up calisthenics (e.g., Trainer 1 conducts neck rotations, Trainer 2 conducts arm and shoulder rotations, etc.)
4. After the warm-up, Trainer 2 returns to the formation and Trainer 1 forms the group into a line formation by ordering "Assemble to the right, MARCH."
5. The Trainers pair up and conduct whatever conditioning activity they have planned (e.g., they can lead ability groups in a run, conduct circuit-training, etc.)
6. After the conditioning phase, Trainer 2 has the group fall in, conducts a risk assessment, and forms the extended rectangular formation.
7. Trainer 2 puts the formation "AT EASE."
8. Trainer 1 joins Trainer 2 and they alternate leading the group through cool-down exercises/stretchers.
9. After the cool-down, Trainer 1 returns to the formation and Trainer 2 forms the group into a line formation by ordering "Assemble to the right, MARCH."

NOTE: This would conclude the Physical Fitness Training Session. Both trainers will have accomplished all of the required performance measures, and the group will have received an adequate work out in accordance with FM 21-20 and current fitness policies.

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PHYSICAL FITNESS TRAINING SESSION Performance Evaluation Checklist					
Student's Name:	Student's Number::		Rank:		
SGL/Instructor's Name:			Date:		
Student needs a "GO" in 19 of the 26 Performance Measures to receive an overall "GO."					
PERFORMANCE MEASURES		INITIAL		RETEST	
RISK ASSESSMENT		GO	NO-GO	GO	NO-GO
Conducted risk assessment					
EXTENDED RECTANGULAR FORMATION:		GO	NO-GO	GO	NO-GO
Brought group to attention and formed group into two ranks.					
Commanded Extend to the left, MARCH					
Commanded Arms downward, MOVE					
Commanded Left, FACE					
Commanded Extend to the left, MARCH					
Commanded Arms downward, MOVE					
Commanded Right, FACE					
Commanded From front to rear, COUNT OFF					
Commanded Even numbers to the left, UNCOVER					
WARM-UP:		GO	NO-GO	GO	NO-GO
Conducted slow jog-in-place or walk for 1-2 minutes					
Conducted slow joint rotation exercises					
Conducted slow, static stretching					
Conducted calisthenic exercises (Appropriate for Warm-up)					
Conducted warm-up for 5-7 minutes					
CONDITIONING ACTIVITY:		GO	NO-GO	GO	NO-GO
Brought group to attention before beginning each exercise					
Conducted Calisthenic exercises (Appropriate for Conditioning)					
Provided sufficient training intensity					
Session included CR, muscular endurance, and/or strength training for 20-45 minutes					
COOL DOWN:		GO	NO-GO	GO	NO-GO
Conducted cool down					
Cool down gradually brought the body back to its resting state					
Repeated the stretches done in the warm-up					
Held stretches 30 seconds or more					
Conducted cool down for 5-7 minutes					
ENDS SESSION		GO	NO-GO	GO	NO-GO
Brought group to attention					
Commanded Assemble to the Right, MARCH					
OVERALL EVALUATION:		GO	NO-GO	GO	NO-GO

**PHYSICAL FITNESS TRAINING SESSION
Performance Evaluation Checklist**

STRENGTHS:

WEAKNESSES:

NEEDS IMPROVEMENT:

**In-Ranks
Inspection
Performance
Measures**

The following performance measures allows for evaluating two soldiers simultaneously in a First Sergeant (1SG) and a Platoon Sergeant (PSG) position during a Company In-Ranks Inspection.

1. With the company in line formation, the 1SG directs **PREPARE FOR INSPECTION**. On that directive, the PSGs *face about, open ranks*, and align the platoon. When all PSGs are *facing* the front, the 1SG commands **AT EASE**.
 2. The 1SG begins the inspection by stepping forward and inspecting the guidon bearer. The 1SG then *faces* to the half left in *marching* and proceeds to the right of the line. As the 1SG approaches the right flank platoon, the PSG commands (over his right shoulder) **Platoon, ATTENTION**. When the 1SG has *halted* directly in front of him, the PSG *salutes* and reports, "1SG, *The platoon is prepared for inspection*."
 3. The 1SG returns the *salute* and inspects the PSG. The 1SG then directs the PSG to lead him through the inspection, *faces* to the half left in *marching*, and *halts* directly in front of the squad leader of the first squad. As the 1SG *faces* to the half left in *marching*, the PSG *faces* to the right in *marching, inclines*, and *halts* directly in front of the second man in the first squad and on line with and at *normal interval* to the right of the 1SG. The other PSGs execute the same actions as the 1SG approaches their platoons.
 4. As soon as the PSG and 1SG have *halted* in front of the first two men, the PSG commands **Second, third, and fourth squads, AT EASE**. When moving from man to man during the inspection, the 1SG and PSG simultaneously *face* to the right in *marching*, take two *short steps, halt*, and *face* to the left. After the 1SG has inspected the last man in the front rank, the PSG hesitates momentarily and allows the 1SG to precede him as he inspects the front rank from the rear. As the 1SG begins to inspect the rear of each rank, the PSG commands the next squad to **ATTENTION**. As they begin to inspect the next rank, the PSG commands the last rank inspected to stand **AT EASE**. Normally, when inspecting the rear of each rank, the 1SG conducts a walking inspection. As the 1SG inspects the rear of the last man in each rank, he *turns* and *halts* directly in front of the squad leader of the next rank. The PSG *turns* and *halts* directly in front of the second man.
-

**In-Ranks
Inspection
Performance
Measures,
Cont.**

5. When the 1SG has completed the inspection of the Plt, the PSG commands the platoon to **ATTENTION** and overtakes the 1SG en route back to the front of the platoon. The PSG *halts facing* to the front (six steps in front and centered on his platoon) and exchanges *salutes* with the 1SG. The 1SG *faces* to the right in *marching* and moves to the next platoon. As soon as the 1SG has cleared the first platoon, the PSG *faces about*, commands **Close ranks, MARCH** and **AT EASE**, and then *faces about* and executes *at ease*. When the 1SG has completed (exchanged salutes with the PSG) the inspection of the last platoon, he returns to his post at the center of the company and commands the company to **ATTENTION**. He then *dismisses* the company.

NOTE: Students may correct an erroneous command without penalty by using the command of “As you were,” before the command of execution, making the correction, and then continuing. Students may NOT use notes/cue cards during the evaluation.

In-Ranks Inspection Performance Steps Checklist				
Student Name:		Student Number:		Rank:
SGL/Instructor Name:				Date:
*1SG requires a "GO" in 14 of the 19 Performance Steps to receive an overall "GO."				
**PSG requires a "GO" in 10 of the 13 Performance Steps to receive an overall "GO."				
* 1SG PERFORMANCE STEPS		INITIAL		RETEST
**PSG PERFORMANCE STEPS				
FORMING THE COMPANY:		GO	NO-GO	GO
				NO-GO
*1SG assumed position 9 steps in front (center) of the formation and,				
*Gave the command, "FALL IN", then				
*Commanded, "POST" to the PSGs, and				
*Faced about taking 3 steps forward and faced about again				
PREPARES FOR INSPECTION:		GO	NO-GO	GO
				NO-GO
*1SG directed "PREPARE FOR INSPECTION."				
**PSG faced about, commanded, "Open ranks, MARCH".				
**PSG commanded, "Dress right, DRESS" and aligned the PLT.				
**PSG commanded, "Ready, FRONT".				
THE 1SG BEGINS INSPECTION:		GO	NO-GO	GO
				NO-GO
*1SG inspected the guidon bearer, and				
* Executed a half left face.				
**PSG commanded over right shoulder, "PLT, ATTENTION."				
*1SG halted in front of the PSG.				
**PSG reported and saluted, "1SG the PLT is ready for inspection."				
*1SG returned salute and began inspection.				
PSG LEADS 1SG THROUGH INSPECTION:		GO	NO-GO	GO
				NO-GO
*1SG directed the PSG to lead him through the inspection and,				
* Faced half left as in marching and halted in front of the 1 st squad leader.				
**PSG halted in front of the 2 nd person in the 1 st squad.				
**PSG commanded the second, third, and fourth squads to "AT EASE."				
INSPECTION OF REAR RANK:		GO	NO-GO	GO
				NO-GO
*After the 1SG inspected the last soldier in the 1 st rank the				
**PSG hesitated to allow the 1SG to precede him, and				
*1SG began to inspect the rear of the ranks.				
**PSG commanded the next squad to attention.				
*1SG halted in front of the second squad leader.				
**PSG commanded the previous squad to "AT EASE."				
COMPLETION OF INSPECTION:		GO	NO-GO	GO
				NO-GO
**After inspection of the last rank, PSG commanded the PLT to attention and overtook the 1SG enroute back to front of the formation.				
*1SG and PSG exchanged salutes and,				
*1SG faced to the right as in marching and moved to the next platoon.				
**PSG faced about once 1SG had cleared and commanded, <i>Close ranks</i> "MARCH".				
**PSG then commanded "AT EASE" faced about and executed at ease.				
*1SG (exchanged salutes with the PSG) of last platoon inspected, and				
*Returned to his post, commanded "ATTENTION" and,				
*Dismissed the company.				
OVERALL EVALUATION RESULTS:		GO	NO-GO	GO
				NO-GO

**IN-RANK INSPECTION
Performance Evaluation Checklist**

STRENGTHS:

WEAKNESSES:

NEEDS IMPROVEMENT:

SGL/Instructor's Signature:

Student's Signature

AFTER ACTION REVIEW Performance Evaluation Checklist				
Student's Name:	Student's Number::	Rank:		
Training Activity:	SGL/Instructor's Name:	Date:		
Student needs a "GO" in 5 of the 6 Performance Measures to receive an overall "GO."				
PERFORMANCE MEASURES (INFORMAL AAR)	INITIAL		RETEST	
PREPARING FOR THE AAR:	GO	NO-GO	GO	NO-GO
Checked to ensure all participants were present.				
Established focus by restating the exercise, or training objectives.				
ESTABLISH WHAT HAPPENED:	GO	NO-GO	GO	NO-GO
Described what actually happened during the training task.				
DETERMINE WHAT WAS RIGHT OR WRONG:	GO	NO-GO	GO	NO-GO
Participants established strong & weak points of their performance.				
DO IT DIFFERENTLY THE NEXT TIME:	GO	NO-GO	GO	NO-GO
Determined how the participants will do it differently next time.				
PERFORM THE TASK AGAIN:	GO	NO-GO	GO	NO-GO
Performed the task again applying lessons learned from AAR (if applicable).				
OVERALL EVALUATION:	GO	NO-GO	GO	NO-GO
STRENGTHS:				
WEAKNESSES:				
NEEDS IMPROVEMENT:				
SGL/Instructor's Signature:		Student's Signature		

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RISK ASSESSMENT Performance Evaluation Checklist				
Student's Name:		Student's Number::		Rank:
Training Activity:		SGL/Instructor's Name:		Date:
Student needs a "GO" in 4 of the 5 Performance Measures to receive an overall "GO."				
PERFORMANCE MEASURES		INITIAL		RETEST
IDENTIFY HAZARDS:		GO	NO-GO	GO
Identified actual or potential hazardous conditions.				
Applied METT-T factors (if applicable)				
ASSESS HAZARDS TO DETERMINE RISKS:		GO	NO-GO	GO
Assessed hazards and determined risk level.				
DEVELOP CONTROLS AND MAKE RISK DECISIONS:		GO	NO-GO	GO
Developed controls to eliminate the hazard or reduce the risk.				
IMPLEMENT CONTROLS:		GO	NO-GO	GO
Implemented the controls.				
SUPERVISE AND EVALUATE:		GO	NO-GO	GO
Enforced standards and control measures.				
OVERALL EVALUATION:		GO	NO-GO	GO
STRENGTHS:				
WEAKNESSES:				
NEEDS IMPROVEMENT:				
SGL/Instructor's Signature:			Student's Signature	

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STUDENT DISCUSSION LEADER (SDL) Performance Evaluation Checklist				
Student's Name:	Student's Number::	Rank:		
Assigned Lesson:	SGL/Instructor's Name:	Date:		
Student must receive a "GO" in 10 of the 13 Performance Measures to receive an overall "GO." (Not counting Group Performance.)				
PERFORMANCE MEASURES	INITIAL		RETEST	
INTRODUCTION:	GO	NO-GO	GO	NO-GO
Focused group on the task.				
Clearly stated lesson objectives.				
Motivated/Created interest in students.				
LESSON BODY:	GO	NO-GO	GO	NO-GO
Facilitated discussion according to Training Support Package.				
Involved all students in the discussion.				
Displayed understanding of lesson material.				
Asked appropriate questions that stimulated class discussion.				
CONCLUSION:	GO	NO-GO	GO	NO-GO
Summarized lesson.				
Conducted a check on learning.				
SDL REQUIREMENTS:	GO	NO-GO	GO	NO-GO
Prepared and ready to conduct lesson and Practical Exercises.				
Stayed within the time requirements.				
Used visual aids effectively.				
Reported lesson discrepancies to the SGL.				
GROUP PERFORMANCE:	GO	NO-GO	GO	NO-GO
Group members interacted with each other.				
Group worked as a team.				
Group members provided feedback.				
Group adhered to group rules.				
Group focused on the learning objectives.				
Group achieved the Terminal Learning Objective.				
OVERALL EVALUATION:	GO	NO-GO	GO	NO-GO
SGL/Instructor's Signature:		Student's Signature		

NOTE: Group performance rating does not affect student's evaluation.

**STUDENT DISCUSSION LEADER (SDL)
Performance Evaluation Checklist**

STRENGTHS:

WEAKNESSES:

NEEDS IMPROVEMENT:

LEADERSHIP POSITION Performance Evaluation Checklist			
Student's Number::		Rank:	
SGL/Instructor's Name:		Date:	
<p>Student must receive a "GO" in 12 of 17 Performance Indicators to receive an overall "GO." SGL/Instructor must comment on student's strengths, weaknesses, and ways to improve. (Note: Refer to FM 22-100, Appendix B)</p>			
PERFORMANCE INDICATORS			
VALUES	GO	NO-GO	N/A
Demonstrated Loyalty			
Demonstrated Devotion to Duty			
Demonstrated Respect			
Demonstrated Selfless Service			
Demonstrated Honor			
Demonstrated Integrity			
Demonstrated Personal Courage			
ATTRIBUTES	GO	NO-GO	N/A
Demonstrated Desirable Mental Attributes			
Demonstrated Desirable Physical Attributes			
Demonstrated Appropriate Emotional Attributes			
SKILLS	GO	NO-GO	N/A
Demonstrated Interpersonal Skills			
Demonstrated Conceptual Skills			
Demonstrated Technical Skills			
Demonstrated Tactical Skills			
ACTIONS	GO	NO-GO	N/A
Influenced with effective Communication, Timely Decisions, and Motivation			
Operated by Effectively Planning, Executing, and Assessing			
Improved the organization by effectively Developing, Building and Learning			
COMMENTS:			
OVERALL EVALUATION:		GO	NO-GO
SGL/Instructor's Signature:		Student's Signature	

**LEADERSHIP POSITION
Performance Evaluation Checklist**

STRENGTHS:

WEAKNESSES:

NEEDS IMPROVEMENT:

APPENDIX C

Index of Student Handouts

**This Appendix
Contains**

This Appendix contains the items listed in the following table--

ITEM	PAGES
SH-1, Student Evaluation Plan (SEP) for SACC ANCOC (See Note)	SH-1-1 thru SH-1-14
SH-2, Advance Sheet for E403, Written Examination	SH-2-1
SH-3, Advance Sheet for E402, Plans, Orders, and Annexes Exam	SH-3-1

NOTE: You must explain the Student Evaluation Plan to each student at the beginning of the course and post a copy in a conspicuous location.

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STUDENT HANDOUT 1

Student Evaluation Plan (SEP) for SACC ANCOC

Overview The Student Evaluation Plan (SEP) explains how Noncommissioned Officer NCO Academies (NCO NCO Academies) conducting The Army School System (TASS) Stand Alone Common Core (SACC) (Phase I) ANCOC will determine if students have demonstrated a sufficient level of competency to pass the course. It establishes student responsibilities and training graduation (pass/fail) criteria, and lays out the testing strategy used to evaluate the student on the training. It specifically identifies course completion requirements to include the minimum passing score (including GO/NO-GO and Satisfactory or Superior) for each written examination and performance evaluation. It very specifically identifies specific lessons tested in each examination/evaluation, and describes the counseling and retesting policy. It also includes requirements for the Army Physical Fitness Test (APFT).

Applicability This SEP applies to Active Army, Army National Guard (ARNG), and U.S. Army Reserve (USAR) soldiers attending the TASS Stand Alone Common Core (Phase I) Advanced Noncommissioned Officer Course (ANCOC). This course provides soldiers selected for promotion to Sergeant First Class with an opportunity to acquire the leader and tactical skills, knowledge and behaviors (SKB) needed to lead a platoon size unit.

Student Requirements

- Read the attached Student Evaluation Plan and its enclosures.
- Abide by the policies and procedures of this SEP.

SGL/Instructor Requirements Explain this SEP to the students at the beginning of the course. Post it in a conspicuous location.

ATSS-DCA

MEMORANDUM FOR STUDENTS ATTENDING TASS SACC ANCOG

SUBJECT: Student Evaluation Plan (SEP) for the TASS Stand Alone Common Core (Phase I) Advanced Noncommissioned Officer Course (ANCOG), Course Number, 600-00-ANCOG

1. This Student Evaluation Plan (SEP) establishes student responsibilities and training graduation (pass/fail) criteria, details how NCO Academies will determine if the student has demonstrated a sufficient level of competency to pass, and lays out the testing strategy used to evaluate the student on the training.
2. This SEP informs students, Small Group Leaders (SGL)/instructors, and other personnel of the course graduation requirements. NCO Academies will explain this plan to the students at the beginning of the course and post it in a conspicuous location.
3. This SEP includes:
 - (a) Academic Grading and Test Plan is at Enclosure 1.
 - (b) Student Responsibilities.
 - (c) Counseling.
 - (d) Other Evaluations.
 - (e) General Standards.
 - (f) DA Form 1059, Service School Academic Evaluation Report is at Enclosure 2.
 - (g) Student Grievances and Redress.
 - (h) Student Recognition.
 - (i) Challenging Training.

4. STUDENT RESPONSIBILITIES.

(a) This course uses the Small Group Instruction (SGI) Technique of Delivery. This technique places the responsibility for learning on the student through participation in small groups led by small group leaders (SGLs) who serve as role models and instructors throughout the course. SGL uses small group processes, methods, and techniques to stimulate learning. The SGL is an instructor who facilitates counseling, coaching, learning, and team building in SGI.

ATSS-DCA

SUBJECT: Student Evaluation Plan (SEP) for the TASS Stand Alone Common Core (Phase I) Advanced Noncommissioned Officer Course (ANCOC), Course Number, 600-00-ANCOC

(b) The small group process is a technique for learning in small groups that capitalizes on (uses) student experiences, requires intensive student interaction, and makes each student responsible for his/her own learning. Cooperation takes precedence over competition. SGI provides individualized learning, team building, and maximum exchange of ideas. It also requires students to serve as Student Discussion Leaders (SDLs) and lead some training.

(c) It is the responsibility of the student to learn to perform the lesson training objectives of this training. This includes completing the homework assignments, completing the Practical Exercises (PEs), and fully participating in classroom/group room discussions and training activities.

(d) NCO Academies will dismiss students who fail a retest/reevaluation or fail to meet performance standards, and/or require extraordinary assistance to remain in the course.

5. COUNSELING.

(a) Students will participate in at least two counseling sessions conducted by the SGLs/instructors during the course. One will be a review of academic progress to discuss performance and professional growth. Students will receive additional counseling whenever their academic standing reaches borderline failing status or if they fail an examination/evaluation, or fail to comply with the standards of conduct. When a student receives formal counseling, the SGL/instructor will complete a DA Form 4856-E (Developmental Counseling Form). Students must attend a mandatory study hall if he/she is failing or is in danger of failing.

(b) At a minimum, each student will receive an initial (reception and integration) counseling, and an end of course (performance and professional growth) counseling which will include a developmental action plan. The performance and professional growth counseling will be the basis for comments on the DA Form 1059 (Service School Academic Evaluation Report) .

6. OTHER EVALUATIONS. (None)

7. GENERAL STANDARDS.

(a) Minimum Achievements. Students must complete all graded requirements/graduation requirements, all homework assignments, all Practical Exercises, and all Performance and Leadership Performance Evaluations. Students will attend all classes and training activities. Students will participate in all training activities and shall serve as Student Discussion Leaders (SDLs), where they will lead the discussion of certain classes. To graduate, students must complete each graduation requirement to the established standard. Failure to pass any of the graduation requirements will constitute failure to meet course standards and the student will not graduate. Students will receive only one retest.

ATSS-DCA

SUBJECT: Student Evaluation Plan (SEP) for the TASS Stand Alone Common Core (Phase I) Advanced Noncommissioned Officer Course (ANCOC), Course Number, 600-00-ANCOC

(b) Standards of Conduct. Students will conduct themselves in a manner expected of a noncommissioned officer. This includes demonstrating law abiding personal conduct and behavior, both on and off duty. The NCO Academy commandant may relieve students from the course for any conduct or behavior that violates local, state, or federal law, including the Uniform Code of Military Justice (UCMJ) or for any conduct or behavior that violates any DoD, Army, or local Regulation or policy. This includes, but is not limited to, substantiated cases of lying (oral or written, sworn or unsworn), cheating, plagiarism, and improper relationships, e.g., senior-subordinate or student-cadre. Students shall be at their appointed place of duty on time. Students demonstrating a pattern of lateness may receive dismissal consideration.

(c) Physical Fitness Standards. Students must meet and maintain physical fitness standards. Students will maintain physical fitness standards by participating in physical fitness training sessions. SGLs/instructors will evaluate students on their ability to lead the physical fitness training sessions. Students with permanent medical profiles will take part within their profile limitations. Commandants will consider for administrative dismissal those students that receive a temporary profile that precludes them from meeting the minimum graduation requirements of the course.

(d) Remedial/Refresher Training and Retesting. SGLs/instructors will formally counsel students failing an initial examination/evaluation. They shall provide remedial/refresher training and offer one retest. They will coordinate remedial/refresher training and retesting during non-POI time. They shall provide a retest for the Written Examination and the Plans, Orders, and Annexes Examination no earlier than 24 hours of the initial examination. They shall provide a retest for the performance evaluations within 72 hours of the initial evaluation. All retests will be conducted between 0400 and 0800 or 1700 and 2100.

(e) Student Elimination From the Course. Commandants may remove students from the course before course completion for disciplinary reasons, lack of motivation, and other valid reasons, such as illness or injury, and academic deficiencies. Failure of a student to maintain standards during the course may constitute an infraction of the UCMJ or may simply indicate a lack of motivation or aptitude. Students whose actions during the training constitute a violation of the UCMJ may receive a suspension or dismissal from the course. Commandants may require them to report to the court-martial convening authority SGLs/instructors will counsel those students whose actions demonstrate a probable lack of motivation, and may consider them for dismissal/disenrollment for motivational, disciplinary, or academic reasons.

STUDENT GRIEVANCES AND REDRESS. Students having a grievance purely academic in nature will address that grievance to SGL/instructor and then to the Chief Instructor or Course Manager, whose decision is normally final. Students may also address their grievance to the commandant, if necessary. Students having a grievance involving discrimination or violation of policy should use the chain of command up to the commandant. Students may seek the assistance of the Inspector General (IG) at any time, but first must inform the chain of command if he/she desires to see the IG during duty time.

ATSS-DCA

SUBJECT: Student Evaluation Plan (SEP) for the TASS Stand Alone Common Core (Phase I) Advanced Noncommissioned Officer Course (ANCOC), Course Number, 600-00-ANCOC

9. STUDENT RECOGNITION. Students successfully completing this Stand Alone Common Core TASS course will receive a DA Form 1059 Service School Academic Evaluation Report (AER). NCO Academies will not issue any additional certificates of training, honors certificates nor diplomas until the student completes Phase II.

10. CHALLENGING TRAINING. The Stand Alone Common Core TASS (Phase I) ANCOC does not have a test-out policy. Students may not get credit or take any tests prior to receiving the training.

11. Refer any questions about this SEP through the SGL/Instructor to the Chief Instructor or Course Manager.

12. Point of contact at USASMA is MSG Eichman, Course Chief, ANCOC at DSN 978-8562, commercial (915) 568-8562, e-mail: Eichmang@emh10.bliss.army.mil.

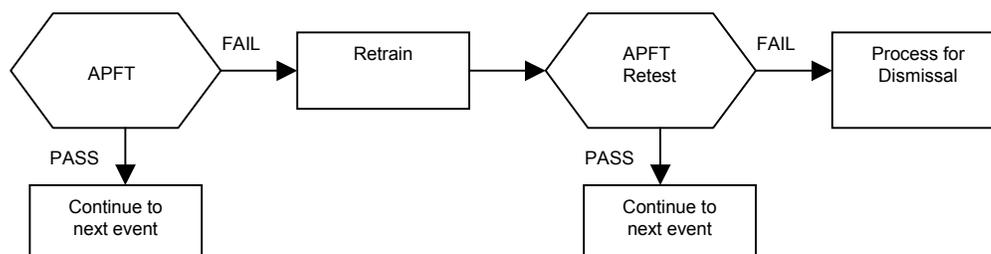
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JOHN K. KIRBY
LTC, AD
Commandant

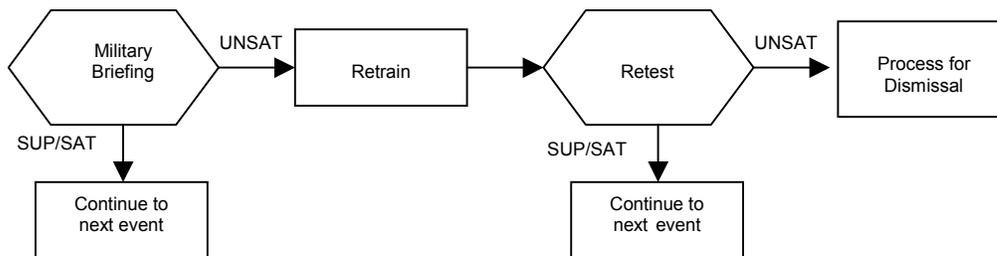
Student Evaluation Plan (SEP) for SACC ANCOC (Enclosure 1)

ACADEMIC GRADING AND TEST PLAN.

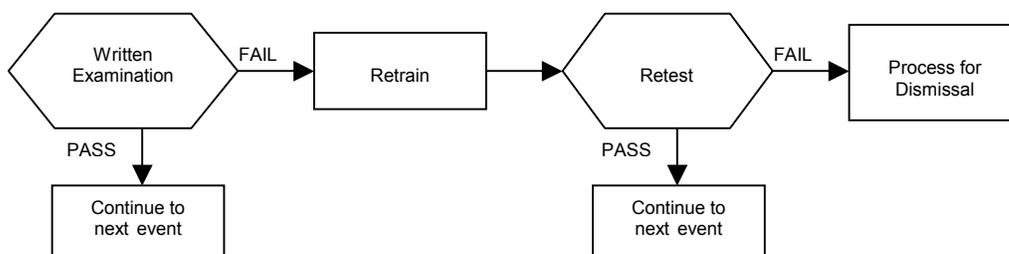
1. NCO Academies conducting the TASS SACC (Phase I) ANCOC will use written examinations, performance evaluations, and leadership performance evaluations to ensure students can demonstrate overall mastery of course material and meet course graduation requirements.
2. NCO Academies will evaluate academic subject matter on a basis of 100 weight points per written examination distributed according to this document. They shall calculate weight point achievement to a percentage computed to the second decimal place (0.00%) to determine student's completion of training. They shall evaluate leadership and other performance evaluations based on a "GO/NO-GO" basis. To receive a passing score the student must score at least 70 percent or higher on the Written Examination and Plans, Orders, and Annexes Exam. The passing grade for the Military Briefing Evaluation and Memorandum For Decision Evaluation is "Superior or Satisfactory."
3. NCO Academies will provide remedial/refresher training to those students failing an examination/evaluation and offer them one retest. The retest will cover the entire test and not just the portion the student failed. Should a student fail the retest, the commandant will dismiss him/her from the course if it is a graduation requirement.
4. NCO Academies will award students passing the retest the minimum passing score, Regardless of the student's actual grade point achieved on the retest. NCO Academies will not have to remove those students who require and pass a retest from class honors consideration since there are no class honors given for the Stand-Alone Common Core. NCO Academies will record the final retest score in student course records along with counseling and remediation documentation.
5. The major examinations/evaluations are:
 - a. **Army Physical Fitness Test (APFT)**. Soldiers attending this course must take and pass the APFT prior to the end of the course. Students will take the standard APFT within the first 72 hours of arrival. Soldiers with permanent profiles will take the APFT with alternate test events; the APFT must include an aerobic event. **The passing grade is 180 points (60 points per event) and is a graduation requirement.** Students who fail the initial test will retest between day 7 and day 14 after the initial APFT for AC and ADT (no earlier than day six or later than day seven of the POI for IDT). Students who fail the APFT retest will be dismissed for failure to meet APFT standards. Soldier failing the initial APFT and found medically unqualified to retest within the required period of time will receive a medical dismissal. The following flowchart graphically depicts the flow process for the APFT:



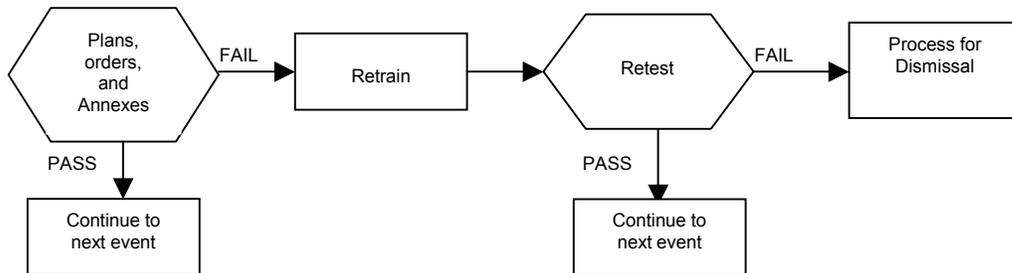
b. **Military Briefing Evaluation (L431).** The Military Briefing Performance Evaluation requires the student to demonstrate an ability to properly conduct a military briefing in accordance with Lesson L431, Brief to Inform, Persuade or Direct. Students must plan, prepare, and conduct a decision briefing that persuades a decision maker to select their course of action. Students have eight to 10 minutes to complete the briefing. This evaluation covers POI File C402. Students must receive a “Superior or Satisfactory” to pass. This is a graduation requirement. Students who fail the initial evaluation will undergo remedial/refresher training and get one retest. NCO Academies will drop/dismiss from the course any student who fails the Military Briefing Performance Evaluation retest for failure to meet course standards. The following flowchart graphically depicts the flow process for the Military Briefing Performance Evaluation:



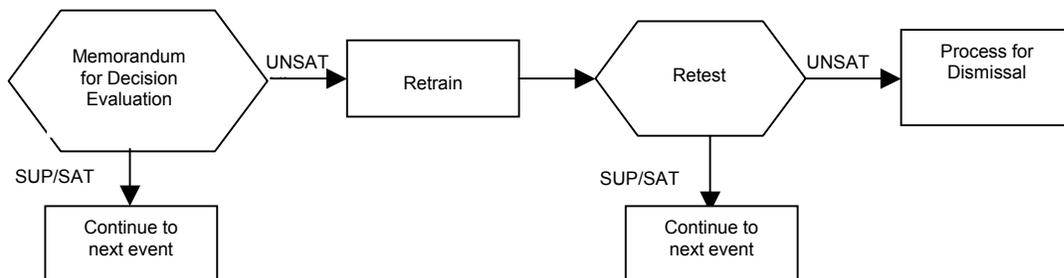
c. **Written Examination (E403).** The Written Examination is an open book, performance-based, multiple choice examination that requires the student to select the best correct answer by applying knowledge to solve problems in an environment that simulates the soldier’s duty position. Students may use their Advance Sheets, Practical Exercises, appropriate publications issued for the course, personal notes, and calculators. Students must demonstrate their knowledge of the subject or their research ability in finding the correct answer. This examination covers POI Files L422, L423, L424, L425, L426, L427, L428, L429, L430, L431, L432, L433, L434, T421, T423, T424, T427, T428, T430, T431, T440, W421, W423, W424, W425, and W430. This is a three-hour examination: ten minutes for the introduction, 2.5 hours for the examination, ten minutes for an After Action Review (AAR), and a ten minute break. The passing grade is 70 percent. Students must answer at least 35 or more questions correctly to pass. **This is a graduation requirement.** Students who fail the initial examination will undergo remedial/refresher training and get one retest. NCO Academies will drop/dismiss from the course any student who fails the Written Examination retest for failure to meet course standards. The following flowchart graphically depicts the flow process for the Written Examination.



d. **Plans, Orders, and Annexes Exam (E402).** The Plans, Orders, and Annexes Examination is an open book, performance-based, multiple choice examination that requires the student to select the best correct answer by applying knowledge to demonstrate an understanding of Plans, Orders, Annexes. Students may use their Advance Sheets, Practical Exercises, appropriate publications issued for the course, personal notes, and calculators. Students must demonstrate their knowledge of the subject or their research ability in finding the best correct answer. This examination covers POI File W422. This is a 3-hour examination: ten minutes for the introduction, 2.5 hours for the examination, ten minutes for an After Action Review (AAR), and a ten minute break. The passing grade is 70 percent. Students must answer at least 35 questions or more correctly to pass. This is a graduation requirement. Students who fail the initial examination will undergo remedial/refreshers training and get one retest. NCO Academies will drop/dismiss from the course any student who fails this Examination retest for failure to meet course standards. The following flowchart graphically depicts the flow process for Plans, Orders, and Annexes.



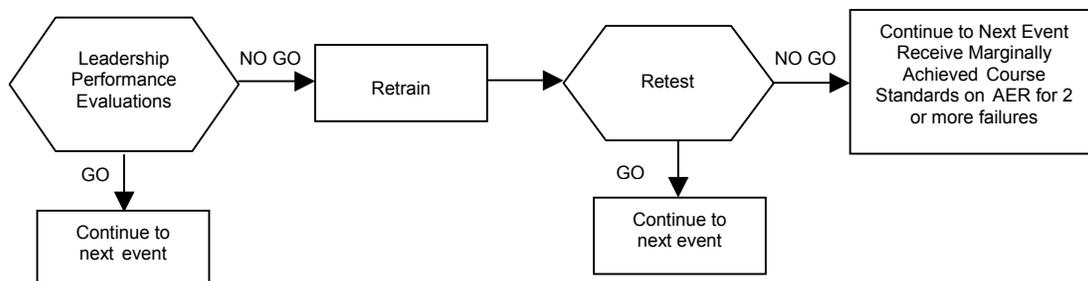
e. **Memorandum for Decision Evaluation (L432).** The Memorandum for Decision Evaluation measures the student’s ability to properly write memorandum for decision. Students may use their Advance Sheets, Practical Exercises, appropriate publications issued for the course, personal notes, and calculators. This examination covers POI File L432. The passing grade is “Superior” or “Satisfactory.” This is a graduation requirement. Students who fail the initial examination will undergo remedial/refreshers training and get one retest. NCO Academies will drop/dismiss from the course any student who fails this Evaluation retest for failure to meet course standards. The following flowchart graphically depicts the flow process for the Memorandum for Decision Evaluation.



f. **Leadership Performance Evaluations.** The Leadership Performance Evaluations are performance tests that require the student to lead soldiers in various activities and assume a leadership position in order to demonstrate their leadership ability and skills. There are five leadership activities:

- (a) Physical Fitness Training Session.
- (b) In-Ranks Inspection.
- (c) After Action Review.
- (d) Risk Assessment.
- (e) Student Discussion Leader.

Students must attain 70 percent of the performance measures for each activity correctly to receive a “GO.” Should a student fail the initial evaluation they will undergo remedial/refresher training and get one retest. The Leadership Performance Evaluations are not graduation requirements. However, should a student receive a final “NO-GO” on two or more of the five Leadership Performance Evaluations, they shall receive a “Marginally Achieved Course Standards” in the Performance Summary (Item 13) of their DA Form 1059 Service School Academic Evaluation Report (AER). Additionally, students will undergo an evaluation while assuming a leadership position. The SGL/instructor will counsel each student on their strengths, weaknesses, and ways to improve. There is no retest requirement for the Leadership Position Evaluation. The following flowchart graphically depicts the flow process for the Leadership Performance Evaluations:



Student Evaluation Plan (SEP) for SACC ANCOC (Enclosure 2)

DA FORM 1059, SERVICE SCHOOL ACADEMIC EVALUATION REPORT

1. SGLs/instructors will evaluate each student's academic performance on the DA Form 1059, Service School Academic Evaluation Report (AER). The AER will explain the student's accomplishments, potential, and limitations during the course. All entries will reflect the actual performance of the student.

2. The goal is to provide the students an original copy of the AER on graduation day. NCO Academies will prepare the AER according to AR 623-1 and this SEP. **Negative counseling is anything other than academic i.e. missing formation, failing to prepare, etc.** SGLs/instructors shall consider the following when making their evaluations:

a. Item 13, Performance Summary. For the Performance Summary block, students may receive one of four evaluations, based on the following:

(1) **EXCEEDED COURSE STANDARDS**. Reserve "Exceeded Course Standards" rating to no more than 20 percent of the graduating class. If more than 20 percent exceed course standards, student academic scores will determine the outcome. Students may achieve all superior ratings on their DA Form 1059 and not exceed course standards. Students must:

- (a) Pass the **INITIAL** APFT.
- (b) Pass the **INITIAL** Written Examination and Plans, Orders, and Annexes Exam with an overall average of 90 percent or higher.
- (c) Receive an **INITIAL** "Superior" rating on the Military Briefing evaluation.
- (d) Receive an **INITIAL** "Superior" rating on Memorandum for Decision Evaluation.
- (e) Receive an **INITIAL** "GO" on all Leadership Performance Evaluations.
- (f) Receive at least three SUPERIOR ratings in the Demonstrated Abilities block (Item 14) of the DA Form 1059 with one being in Leadership Skills, and no UNSATISFACTORY (UNSAT) ratings.
- (g) Receive no negative counseling statements (other than academic).
- (h) Participate fully in all ANCOC activities.

(2) **ACHIEVED COURSE STANDARDS**. Students must:

- (a) Pass the Written Examination and Plans, Orders, and Annexes.
- (b) Receive a "Satisfactory" rating on the Military Briefing evaluation.
- (c) Receive a "Satisfactory" rating on Memorandum for Decision Evaluation.
- (d) Receive a "GO" on at least four of the five Leadership Performance Evaluations.
- (e) Receive at least three SATISFACTORY (SAT) or above ratings in the Demonstrated Abilities, block (Item 14) of the DA Form 1059.
- (f) Receive no more than ONE negative counseling statements (other than academic).
- (g) Participate fully in all ANCOC activities.

(3) **MARGINALLY ACHIEVED COURSE STANDARDS**. Students must:

- (a) Receive a "NO-GO" on two or more Leadership Performance Evaluations.
- (b) Receive no more than two UNSATISFACTORY (UNSAT) ratings in the Demonstrated Abilities block (Item 14) of the DA Form 1059.
- (c) Receive no more than TWO negative counseling statements (other than academic).
- (d) Fail to participate fully in all ANCOC activities.

(4) **FAILED TO ACHIEVE COURSE STANDARDS**. A student will fail to achieve course standards if any of the following apply:

- (a) Fails to meet height and weight standards IAW AR 600-9 after enrollment.
- (b) Fails the APFT.
- (c) Receives less than 70 percent on the final Written Examination or Plans, Orders, and Annexes Exam.
- (d) Receives an "Unsatisfactory" rating on the Military Briefing Performance Evaluation.

(e) Receives an "Unsatisfactory" rating on Memorandum for Decision Evaluation.

(f) Receives three or more UNSATISFACTORY (UNSAT) ratings in the Demonstrated Abilities block (Item 14) of the DA Form 1059.

(g) Relieved from the course for disciplinary reasons or violations of the standards of conduct outlined in paragraph 3a.

b. Item 14, Demonstrated Abilities. For the Demonstrated Abilities block, students may receive one of four evaluations in the five categories listed below, based on the following:

(1) **WRITTEN COMMUNICATION**. NCO Academies will base the Written Communication rating on the Memorandum for Decision Evaluation.

(a) **SUPERIOR** – To receive a "SUPERIOR" rating a student must achieve fourteen or more superior ratings out of the fifteen possible areas for the introduction, body, and conclusion. Students can receive no unsatisfactory ratings.

(b) **SATISFACTORY** – To receive a "SATISFACTORY" rating a student must achieve eleven or more satisfactory ratings out of fifteen possible areas for the introduction, body, conclusion, and style.

(c) **UNSATISFACTORY** – To receive an "UNSATISFACTORY" rating a student must achieve five or more unsatisfactory ratings out of fifteen possible areas for the introduction, body, conclusion, and style. Students who turn the memorandum in late will receive an overall unsatisfactory rating. Should a student receive an "UNSATISFACTORY" rating for the Memorandum for Decision Evaluation, he/she shall receive a "FAIL TO ACHIEVE COURSE STANDARDS," and will not graduate.

(2) **ORAL COMMUNICATION**. NCO Academies will base the Oral Communication rating primarily on the Military Briefing Performance Evaluation. They will also consider the student's performance as Student Discussion Leader (SDL).

(a) **SUPERIOR** – To receive a "SUPERIOR" rating a student must receive a "GO" in all areas on the Military Briefing Performance Evaluation, no negative counseling statement from his performance as SDL, and no "NO-GO" ratings on any oral communication requirements during the course.

(b) **SATISFACTORY** – To receive a "SATISFACTORY" rating a student must receive an overall "GO" rating on the Military Briefing Performance Evaluation, no negative counseling statement from his performance as SDL, and no "NO GO" ratings on any oral communication requirements during the course.

(c) **UNSATISFACTORY** – To receive an ‘UNSATISFACTORY’ rating a student must receive at least ONE negative counseling statement for poor oral communication skills (e.g., excessive use of profanity, distinctiveness, or voice control). Should a student receive a “NO-GO” rating for the Military Briefing Performance Evaluation, he/she shall receive a “FAIL TO ACHIEVE COURSE STANDARDS,” and will not graduate.

(3) **LEADERSHIP SKILLS**. NCO Academies will base the Leadership Skills rating primarily on the Leadership Performance Evaluations ratings. They will also consider the student’s performance while they served in any other leadership positions.

(a) **SUPERIOR** – To receive a "SUPERIOR" rating a student must receive a first time “GO” on all Leadership Performance Evaluations, and no negative counseling statements from his performance while in any other leadership position.

(b) **SATISFACTORY** – To receive a "SATISFACTORY" rating a student must receive a "GO" on at least three of the Leadership Performance Evaluations, and no more than ONE negative counseling statements from his performance while in any other leadership positions.

(c) **UNSATISFACTORY** – To receive an ‘UNSATISFACTORY’ rating a student must receive a “NO-GO” rating on two or more of the Leadership Performance Evaluations, and TWO or more negative counseling statements from his/her performance while in any other leadership positions. A negative counseling statement for apathy, poor attitude, or failure to fully participate in training events will result in an **AUTOMATIC** "UNSATISFACTORY" rating.

(4) **CONTRIBUTION TO GROUP WORK**. NCO Academies will base the Contribution to Group Work rating primarily on the student’s participation in the lesson discussions and practical exercises.

(a) **SUPERIOR** – To receive a "SUPERIOR" rating a student must consistently enhance training by sharing his/her experiences, receive no negative counseling statements Regarding class/group participation or failure to complete reading/homework assignments, or failure to prepare for class, contribute above and beyond that of fellow classmates, and receive an overall “SUPERIOR” rating for their contributions throughout the course.

(b) **SATISFACTORY** – To receive a "SATISFACTORY" rating a student must actively participate in classroom discussions, and receive no more than ONE negative counseling statement for poor class participation, disruptive behavior, or lack of participation.

(c) **UNSATISFACTORY** – To receive an ‘UNSATISFACTORY’ rating a student must receive TWO or more negative counseling statements for poor class participation, disruptive behavior, lack of participation, or failure to complete reading/homework assignments.

(5) **EVALUATION OF STUDENT'S RESEARCH ABILITY**. NCO Academies will base the Evaluation of Student's Research Ability rating primarily on the student's Written Examination and Plans, Orders, and Annexes Examination.

(a) **SUPERIOR** – To receive a "SUPERIOR" rating a student must receive a grade point average (GPA) of 90 percent or higher on the initial examinations.

(b) **SATISFACTORY** – To receive a "SATISFACTORY" rating a student must receive a grade point average (GPA) between 89 percent and 70 percent on the initial examinations.

(c) **UNSATISFACTORY** – To receive an "UNSATISFACTORY" rating a student must receive less than 70 percent on the initial and subsequent retest on the Written Examination or the Plans, Orders, and Annexes Examination. Students may also receive two or more negative counseling statements for failure to complete reading/homework assignments or failure to prepare for classes.

Student Handout 2

Advance Sheet for E403, Written Examination

Overview This is a three-hour open-book examination that measures your ability to demonstrate overall mastery of the course material and your ability to use references: ten minutes for the introduction, 2.5 hours for the examination, ten minutes for an After Action Review (AAR), and a ten minute break. The intent is to ensure you know the material, or know how to research and find the answers. You must work individually. Questions will come from the learning objectives listed below. You will receive a “GO” (70 percent correct [35 questions] or better), or a “NO-GO” (less than 70 percent correct). Students requiring a retest may only score a maximum of 70 percent.

Learning Objectives You are responsible for all the terminal and enabling learning objectives from the following lessons: L422, L423, L424, L425, L426, L427, L428, L429, L430, L431, L432, L433, L434, T421, T423, T424, T427, T428, T430, T431, T440, W421, W423, W424, W425, and W430.

Student Assignments

Before the examination:

- Read Student Handout 1.
- Use your reference materials and notes to prepare for a 50-question objective, open-book examination.

During the examination:

- Bring all the materials issued for the lessons listed above and use them to research your answers.

After the examination:

- Participate in a review of the examination.

Additional Subject Area Resources None.

Bring to Class

- All reference material.
- Pen or pencil.
- Writing paper.

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Student Handout 3

Advance Sheet for E402, Plans, Orders, and Annexes Examination

Overview This is a three-hour open-book examination that measures your ability to demonstrate overall mastery of the course material and your ability to use references: ten minutes for the introduction, 2.5 hours for the examination, ten minutes for an After Action Review (AAR), and a ten minute break. The intent is to ensure you know the material, or know how to research and find the answers. You must work individually. Questions will come from the learning objectives of the lessons listed below. You will receive a “GO” (70 percent correct [35 questions] or better), or a “NO-GO” (less than 70 percent correct). Students requiring a retest may only score a maximum of 70 percent.

Learning Objectives You are responsible for all the terminal and enabling learning objectives from the lesson W422, Plans, Orders, and Annexes.

Student Assignments

Before examination:

- Read Student Handout 1.
- Use your reference materials and notes to prepare for a 50-question, open-book, criterion referenced examination.

During examination:

- Bring all Advance Sheets, personal notes, and references.

After examination:

- Participate in a review of the examination.

Additional Subject Area Resources None.

Bring to Class

- All reference material.
- Pen or pencil.
- Writing paper.

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APPENDIX D

End of Course Critiques

This Appendix Contains This Appendix contains the items listed in the following table--

ITEM	PAGES
End of Course Critique Questionnaire Guidance	EOCC-1 and EOCC-2
End of Course Critique Questionnaire	EOCC-3 and EOCC-4
Course Evaluation/Feedback Form	CEF-1 and CEF-2
Small Group Leader Performance Checklist	SGLPC-1 thru SGLPC-4

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END OF COURSE CRITIQUE QUESTIONNAIRE GUIDANCE

Overview

This End of Course Critique (EOCC) questionnaire is the basis for improving the quality of the educational services provided to students.

Instructions to Administrator

1. Have students complete this questionnaire as close as possible to the end of the course and after the students receive their performance and professional growth counseling. (NCO Academies should have someone other than the assigned SGL/instructor administer this questionnaire to the students.)
2. Proposed guidelines:
 - a. Ensure each student completes a questionnaire.
 - b. Provide adequate time for the students to complete the questionnaire.
 - c. Request that each student be honest and encourage written comments.
 - d. Create a non-threatening atmosphere to encourage openness and candor.
3. For those NCO Academies having access to the Army Information System (AIMS), have students prepare and submit written comments on a separate sheet of paper.
4. NCO Academies will review these critiques for corrective actions and maintain them on file for review by the QAO team. They will provide USASMA a summary of the comments that pertain to the course and its curriculum. This will help USASMA and each NCO Academies build upon the positive and correct the negative aspects of training content and conditions.

NOTE: This is the preferred form. Do not add or take away from the information requested.

Instructions to Students

The staff of the U.S. Army Sergeants Major Academy seeks to continuously improve this course. You can assist in the improvement process by completing this questionnaire. This critique addresses areas you encountered throughout the course. Please read each question carefully. After reading the question, select the response that most accurately reflects your opinion. Please record your response by circling the number that applies.

NOTE: If using a mark sense form, fill in the number that corresponds to your feelings about the question.

END OF COURSE CRITIQUE QUESTIONNAIRE							
COURSE TITLE:			DATE:				
AREA OF CONCENTRATION			Evaluation				
<p>The staff of the U.S. Army Sergeants Major Academy seeks to continuously improve this course. You can assist in the improvement process by completing this questionnaire. This End of Course Critique (EOCC) questionnaire is the basis for improving the quality of the educational services provided to you. It addresses areas encountered throughout the course. Please read each question carefully. After reading the question, select the response that most accurately reflects your opinion. Please record your response by circling the number that corresponds to your feelings.</p> <p>NOTE: If you are using a mark sense form, fill in the circled number that corresponds with your feelings.</p> <p>NOTE: Use EOCC-4 for expanding your comments on any items in this questionnaire.</p>			STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
COURSE CONTENT							
1. During the orientation, the staff thoroughly explained the course graduation requirements.			1	2	3	4	5
2. I understood what was expected of me as a student in ANCOC.			1	2	3	4	5
3. The Small Group Leader (SGL)/instructors displayed a thorough knowledge of the subject matter.			1	2	3	4	5
4. The SGL/instructors involved the students in the course subject matter.			1	2	3	4	5
5. The SGL/instructors responded adequately to questions or calls for help.			1	2	3	4	5
6. The SGL/instructors conducted the training in a clear, organized, and interesting manner.			1	2	3	4	5
7. The lessons were trained in a logical sequence.			1	2	3	4	5
8. Course materials were useful and adequate for the training.			1	2	3	4	5
9. The training I received was important to me in my career development.			1	2	3	4	5
10. The training I received improved my leadership skills.			1	2	3	4	5
11. The training I received was at the appropriate level for my rank/grade.			1	2	3	4	5
12. Group discussion helped support my learning experience.			1	2	3	4	5
13. Interaction with the SGL/instructors helped support my learning experience.			1	2	3	4	5
14. Interaction with my fellow students helped support my learning experience.			1	2	3	4	5
15. Student Handouts/readings were adequate.			1	2	3	4	5
16. Student Handouts/readings helped support my learning experience.			1	2	3	4	5
17. Role-playing helped support my learning experience.			1	2	3	4	5
18. Training Aids, Devices, Simulators, and Simulations (TADSS) used were adequate.			1	2	3	4	5
19. The Training Aids, Devices, Simulators, and Simulations (TADSS) helped support my learning experience.			1	2	3	4	5
20. The Advance Sheets helped me better prepare for training.			1	2	3	4	5
21. I feel that even though the training days were usually long and busy, my time was used productively.			1	2	3	4	5
22. I feel more confident about assuming a leadership position after having completed this course.			1	2	3	4	5

COURSE SUPPORT					
23. This course exceeded my expectations.	1	2	3	4	5
24. My administrative inprocessing was efficient and professional.	1	2	3	4	5
25. My logistical (supply) inprocessing was efficient and professional.	1	2	3	4	5
26. In my opinion, the administrative, logistical, and operational support in this course was adequate.	1	2	3	4	5
FACILITIES AND SERVICES					
27. Students were billeted in two to four-person rooms with adequate living and study facilities.	1	2	3	4	5
28. The billeting was comfortable.	1	2	3	4	5
29. The classrooms were adequate.	1	2	3	4	5
30. The classrooms did not exceed the 1:12-16 SGL to student ratio.	1	2	3	4	5
31. The dining facility:					
a. Staff members were efficient and professional.	1	2	3	4	5
b. Meals were tasty and well prepared.	1	2	3	4	5
c. Meals were nutritious.	1	2	3	4	5
d. Provided ample meal portions.	1	2	3	4	5
	STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
32. My overall rating of the Course Content is:	1	2	3	4	5
33. My overall rating of the Course Support is:	1	2	3	4	5
34. My overall rating of the Facilities and Service is:	1	2	3	4	5
REMARKS: I would like to bring the following to the Commandants' attention Regarding <u>Course Content</u> :					
REMARKS: I would like to bring the following to the Commandants' attention Regarding <u>Course Support</u>					
REMARKS: I would like to bring the following to the Commandants' attention Regarding <u>Facilities and Services</u> :					

Department of the Army
United States Army Sergeants Major Academy
Fort Bliss, TX 79918-8002

COURSE EVALUATION/FEEDBACK FORM

Course: _____

Date: _____

Location: _____

ITEMS (Use a blank page to continue an item.)

YES

NO

1. Did you find the training products to be efficient and effective?

If no, specify: _____

2. Did you find the training products in compliance with Department of the Army (DA) and TRADOC policies and guidance?

If no, specify: _____

3. Did you detect any errors or inconsistencies in the training materials?

If yes, specify: _____

4. Were the training products of high quality, and did they identify training objectives and performance standards, and appropriately illustrate and describe the material taught.

If no, specify: _____

5. Upon completion of the training were the students able to perform to the standards and conditions prescribed in the lesson plans (Training Support Packages)?

If no, specify: _____

COURSE EVALUATION/FEEDBACK FORM, cont.

ITEMS

YES

NO

6. Were the tests adequate to determine whether or not the students could accomplish the Terminal Learning Objectives (TLOs)?

If no, specify: _____

7. Did you feel the practical exercises accomplished their intended purpose efficiently and effectively?

If no, specify: _____

8. Were the equipment requirements for the lessons adequate, and did they contribute to the learning experience?

If no, specify: _____

9. Did you find the Course Management Plan helpful?

If no, specify: _____

10. What improvements or corrective actions do you recommend?

Name: _____

Position: _____

Phone: _____ E-mail: _____

SMALL GROUP LEADER Performance Checklist		
SGL/Instructor Name:	Rank:	
Type Evaluation:	Date:	
To achieve a "GO" rating, the SGL/Instructor must receive a "GO" rating for SGL/Instructor Actions 1 through 3 and must receive no more than three (3) "NO GO" ratings for Instructor Actions 4 through 21.		
SGL/INSTRUCTOR ACTIONS	GO	NO-GO
1. Risk Control Measures ("a" through "d" required for a "GO"):	()	()
a. Provided WARNINGS for training safety hazards.	()	()
b. Identified high-risk assessment level.	()	()
c. Emphasized environmental hazards.	()	()
d. STOPPED practice or testing when dangerous situation occurred.	()	()
2. Terminal Learning Objective Stated the action, conditions, and standard.	()	()
3. Technical or Tactical Competence ("a" and "b" required for a "GO"):	()	()
a. Responded to standard questions relating to objectives.	()	()
b. Conducted demonstrations and exercises when appropriate.	()	()
4. Introduction ("a" through "d" required for a "GO"):	()	()
a. Used motivator.	()	()
b. Explained --		
(1) Difference between training and task performance on the job.	()	()
(2) How to test performance.	()	()
(3) Why task is important.	()	()
(4) Risk assessment level.	()	()
(5) Environment protection considerations.	()	()
c. Defined new terms.	()	()
d. Provided WARNINGS and CAUTIONS for training safety and job safety.	()	()
5. Learning Steps/Actions ("a" through "f" required for a "GO"):	()	()
a. Explained and/or replicated cues.	()	()
b. Showed steps in parts.	()	()
c. Asked questions.	()	()
d. Explained key points.	()	()
e. Covered material in training support package.	()	()
f. Used logical sequence and smooth transitions.	()	()

SGL/Instructor Name:	Date:	
SGL/INSTRUCTOR ACTIONS	GO	NO-GO
6. Job Performance Context: Explained relationship of task or training event to the performance soldier will carry out in the job environment.	()	()
7. Questions and Feedback (“a” through “e” required for a “GO”): a. Engaged students every three to six minutes. b. Asked or answered questions. c. Stopped for discussion. d. Asked for feedback. e. Actively involved all students.	()	()
8. Training Aids (“a” and “b” required for a “GO”): a. Ensured training aids/equipment were operational. b. Used-- (1) Training aids/training equipment properly. (2) Legible and appropriate visuals	()	()
9. Facilitation of Student Ability to See and Hear (“a” and “b” required for a “GO”): a. Asked students if they could see and hear instruction. b. Corrected any identified situations where student was unable to see or hear instruction.	()	()
10. Personal Appearance: Demonstrated well-groomed appearance, confidence, and enthusiasm.	()	()
11. Basic Delivery Skills: Used appropriate gestures, movement, communication skills (clear enunciation; appropriate speech volume, tone and rate; good grammar and choice of words with minimum “crutch” words).	()	()
12. Questioning Techniques: Conducted Ask-Pause-Call techniques (also called pose/pause/pounce) for conference and direct questioning during practice exercises or one-on-one questions.	()	()

SGL/Instructor Name:	Date:	
INSTRUCTOR ACTIONS	GO	NO GO
18. Training Environment (“a” through “j” required for a “GO”): Ensured classroom met safety, comfort, and hygiene standards, to include-- <ul style="list-style-type: none"> a. Ventilation. b. Lighting. c. Temperature. d. Noise levels. e. Interruptions. f. Visibly posted safety signs. g. Availability and use of safety equipment. h. Placement of observer station. i. Cleanliness. j. Adequate space for planned activities. 	()	()
19. Visitors Folder: Maintained Visitors Folder in accordance with local policy.	()	()
20. Small Group Roles (“a” through “c” required for a “GO”): <ul style="list-style-type: none"> a. Subject Matter Expert (SME) Role. b. Facilitator Role. c. Observer Role. 	()	()
OVERALL EVALUATION:	GO	NO-GO
Remarks:		
SGL/Instructor’s Signature:	SSGL’s Signature:	

APPENDIX E

Unit Pre-execution Checklist

This Appendix Contains This Appendix contains the items listed in the following table--

ITEM	PAGES
TASS Unit Pre-execution Checklist	PEC-1 thru PEC-5

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THE ARMY SCHOOL SYSTEM (TASS) UNIT PRE-EXECUTION CHECKLIST

Overview

This Unit Pre-execution Checklist is an example of the Pre-execution Checklist each soldier must have to enroll in institutional training. Soldiers must have in their possession a completed Pre-execution Checklist signed by the soldier and the unit commander. The NCO Academy will use this checklist to verify routine prerequisites. The unit commander's signature on the Pre-execution Checklist will suffice as certification that the soldier meets routine course prerequisites.

(TR 350-18, Chapter 3, para 3-25)

Note to Commander

Unit commanders will ensure all soldiers, including walk-ons, enrolled in institutional training meet course prerequisites. Soldiers who report for training must have in their possession a completed Pre-execution Checklist, signed by the soldier and the unit commander. NCO Academies use the Pre-execution Checklist to verify routine prerequisites such as line scores, PULHES, and DA Form 1059. If age 40 or over, must have completed a periodic physical exam within the last five years. Unit commanders can further certify the completion of prerequisite testing/evaluation (e.g., typing test). Documentary evidence of security clearance, physical profile, and other nonroutine prerequisites are required in addition to the pre-execution checklist. The unit commander's signature on the pre-execution checklist will suffice as certification that the soldier meets routine course prerequisites (as stated above) IAW all requirements of the course as listed on the ATRRS prerequisite screen. Soldiers reporting for training without the checklist signed by the soldier and unit commander will have 72 hours from the report date to provide the checklist with appropriate attachments. Soldiers attending IDT courses will have until Saturday of the second MUTA-4. After this time, NCO Academies will return soldiers to their unit. The pre-execution checklist is a pre-enrollment requirement for the ANCOC Stand-Alone Common Core (Phase I).

(TRADOC 350-18, Chapter 3, para 3-25)

Instructions to SGL

Soldiers reporting for training without a signed checklist will have 72 hours from the report date to provide the checklist with appropriate attachments. Soldiers attending IDT courses will have until Saturday of the second MUTA-4. After this time, soldiers will have to return to their unit.

Appendix H
Unit Pre-Execution Checklist

THE ARMY SCHOOL SYSTEM (TASS) UNIT PRE-EXECUTION CHECKLIST

The purpose of this document is to assist the unit in preparing soldiers for school attendance, while providing one single document, with appropriate attachments, for the training institutions. This checklist will be completed by appropriate unit personnel and verified and signed by the unit commander. Soldiers reporting for training must have a signed pre-execution checklist in his/her possession. Soldiers reporting for training without the checklist signed by the soldier and unit commander will be given seventy-two hours from the report date to provide the checklist with appropriate attachments. Soldiers attending IDT courses will be given until Saturday of the second MUTA-4 to provide the completed checklist.. After this time, soldiers will be returned to their unit.

NAME: _____ **SSN:** _____
typed or printed

UNIT: _____ **DOR :** _____

COURSE TITLE: _____ **START DATE:** _____

1 st line leader initials	Soldier's initials	PART-I----- Pre-execution (D-90 to D-1)
		Coordination between customer unit and TASS unit to identify the soldier by name?
		Soldier in receipt of school/course information?
		Read ahead packets/prerequisite testing complete? (if applicable)
		All required clothing/equipment IAW school/course info packet
		Soldier demonstrated physical fitness requirement on diagnostic test administered within 30 days of scheduled departure for school. () (as required)
		Soldier meets standards of AR 600-9?
		Transportation requirements completed?
		Adequate cash/traveler checks/Government Credit Card?
		Individual orders received?

		School Mailing address/Telephone numbers received? (for family)
		Ten (10) copies of orders
		Transportation verified/approved (ticket picked up)
		Current/valid identification card
		ID tags (1 pair), Army Value Card/Tag
		If applicable: Soldier requiring corrective lenses has a set of military prescription eyeglasses and protective mask inserts.
		_____ Notify soldier of requirement to take APFT and be weighed, as required.
Unit POC List: CDR B: () H: () _____ 1SG: B: () H: () _____ FTM: B: () H: () _____ Unit FAX: () _____ Unit Email _____		

Army personnel must meet the prerequisites for the course stated in the Army Formal School Catalog (DA Pam 351-4) unless a waiver is obtained. In addition, Army personnel must also satisfy applicable provisions of AR 611 series, AR/NGR 350-1, ATRRS, and other pertinent Army policies and regulations.

PART II- ROUTINE PREREQUISITES												
TASK	REGULATION DATA					SOLDIER DATA						
Minimum Aptitude Score (ASVAB) (enter line score per DA Pam 611-21)	CO	CL	FA	GM	MM	CO	CL	FA	GM	MM		
	OF	EL	SC	ST	GT	OF	EL	SC	ST	GT		
Meets color vision requirements (if applicable, DA Pam 611-21)												
Physical demand rating/profile (enter PULHES per DA Pam 611-21)	P	U	L	H	E	S	P	U	L	H	E	S
DA Form 1059 for all previous required phases for phase/course attending (if applicable)	_____ School code _____ Date of completion _____ Course completed _____ Phase completed											

Soldier has current military and civilian vehicle operator license(s) (if applicable, valid through course end date, enter expiration date) (enter qualification as required per ATRRS SH screen)	
---	--

PART III REQUIRED DOCUMENTS	
Security clearance (If applicable, attach as required)	
Permanent profile attendees have copy of MRB (P3,P4) results, with DA Form 3349 signed by his/her commander, and an Army doctor-approved alternate aerobic event for APFT (if applicable)	
All required waivers (if applicable)	
Other requirements (if applicable)	
OTHER REQUIREMENTS OF DA PAM 611-21 NOT PREVIOUSLY LISTED	
Other requirements (if applicable)	

I have been counseled and have read all requirements applicable to the course I'm being sent to attend. Attendance at this course and class will not pose any known hardship on me and/or my family that would detract from or prevent me from successfully completing course requirements.

Student's Signature: _____ **Date:** _____

I have reviewed the above soldier's qualifications and potential to successfully complete this course; have counseled him/her on these requirements and hereby verify his/her readiness to attend same.

Commanding Officer (typed name)

Date:

Signature

Unit commanders will ensure all soldiers, including walk-ons, enrolled in institutional training meet course prerequisites. Soldiers who report for training must have in their possession a completed pre-execution checklist, signed by the soldier and the unit commander. The Pre-execution checklist will be used to verify routine prerequisites such as line scores, PULHES, and DA Form 1059. Unit commander can further certify the completion of prerequisite testing/evaluation (i.e., typing test). Documentary evidence of security clearance, physical profile, and other non-routine prerequisites are required in addition to the pre-execution checklist. The unit commander's signature on the pre-execution checklist will suffice as certification that the soldier meets routine course prerequisites (as stated above) IAW all requirements of the course as listed in DA Pam 351-4 (U.S. Army Formal Schools Catalogue), the ATRRS prerequisite screen, and DA Pam 611-21 for MOSQ courses. Soldiers reporting for training without the checklist signed by the soldier and unit commander will be given seventy-two hours from the report date to provide the checklist with appropriate attachments. Soldiers attending IDT courses will be given until Saturday of the second MUTA-4. After this time, soldiers will be returned to their unit. The pre-execution checklist is a pre-enrollment requirement for all TASS courses/institutions except OCS, CCC, CGSOC, and the resident SGM Course.

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Appendix F

Consolidated Glossary

This Appendix Contains This Appendix contains the items listed in this table:

Item	Pages
Consolidated Glossary, Section I: Abbreviations	G-1 thru G-2
Consolidated Glossary, Section II: Terms	G-3 thru G-15

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Consolidated Glossary

Section I: Abbreviations

AAR	After Action Review	OCIE	Organizational Clothing and Individual Equipment
AATAS	Automated Training Application System	PE	Practical Exercise
AC	Active Component	PFN	Program of Instruction File Number
ADT	Active Duty for Training	PMCS	Preventive Maintenance Checks and Services
AER	Service School Academic Evaluation Report	POC	Point of Contact
ANCOC	Advanced Noncommissioned Course	POI	Program of Instruction
AS	Advance Sheet	RC	Reserve Component
APFT	Army Physical Fitness Test	Ref	Reference
ATRRS	Army Training Requirements and Resources System	SEP	Student Evaluation Plan
CDO	Conduct Defensive/Offensive Operations	SGL	Small Group Leader
CMDT Time	Commandant's Time	SGITC	Small Group Instructor Training Course
CMP	Course Management Plan	SH	Student Handout
CS	Change Sheet	SPE	Solution to Practical Exercise
CTA	Common Tables of Allowance	SR	Student Reading
CVSP	Cardio Vascular Screening Program	SS	Summary Sheet
DA	Department of the Army	SSGL	Senior Small Group Leader
D&C	Drill and Ceremonies	TAG	Test Administration Guide
DOTD	Directorate of Training and Doctrine	TASS	The Army School System
		TATS	The Army Training System

**Consolidated
Glossary
Abbreviations,**
continued

ELO	Enabling Learning Objective	TC	Training Circular
EO	Equal Opportunity	TCO	Test Control Officer
FD	Foreign Disclosure	TLO	Terminal Learning Objective
		TM	Technical Manual
FM	Field Manual	TSP	Training Support Package
FTX	Field Training Exercise	TV	Television
		TVT	Television Video Tape
IAW	In Accordance With	U	Unclassified
IDT	Inactive Duty for Training	VA	Visual Aid
ITC	Instructor Training Course	VGT	Viewgraph
LCE	Load Carrying Equipment		
LES	Leave and Earning Statement		
LS/A	Learning Step/Activity		
MILES	Multiple Integrated Laser Engagement System		
MMRB	MOS/Medical		
MRE	Retention Meals Ready to Eat		
NBC	Nuclear Biological and Chemical		
NCO Academies	Noncommissioned Officer Academy		
NCOES	Noncommissioned Officer Education System		
NPA	Net Pay Advice		

Consolidated Glossary

Section II: Terms

Note: This section provides standardized definitions of training and training development terms. Use these definitions in all training and training development correspondence and publications.

Accreditation

The recognition afforded an educational institution when it has met accepted standards of quality applied by an accepted, professional accreditation agency.

Administrative drop

The removal of a student from a formal training program for reasons other than failure to meet minimal academic standards.

After-action review/report (AAR)

A professional discussion of an event focused on performance standards, that enable soldiers to discover for themselves what happened, why it happened, and how to sustain strengths and improve on weaknesses. It is a tool leaders, instructors, and units can use to get maximum benefit from every mission or task.

Army Training Requirements and Resource System (ATRRS)

The Army training management system. It projects inputs, resource requirements, and student accountability, and updates military personnel training records. It provides the data for Congressional Military Manpower Training Reports (MMTR), etc.

Automated Systems Approach to Training (ASAT)

The automated system for developing training.

Certification

Written verification of proficiency in a given task or tasks.

Class schedule

Documentation of start and end dates for one iteration of a course.

Class size

The number of students in a class.

Commandant's Time

Administrative time included in a program of instruction to provide additional training, correct training deficiencies, or provides time for other requirements.

**Consolidated
Glossary,
Terms,
continued**

Conference

A method of instruction that develops the training material through an instructor-guided student discussion.

Counseling

A means of assisting and developing students and subordinates. A leader/instructor counsels subordinates to: praise and reward good performance, develop teamwork, inform soldiers on how well or how poorly they are performing, assist soldiers to reach required standards, cause soldiers to set personal and professional goals, and help soldiers resolve personal problems.

Course administrative data (CAD)

A resident course document that provides critical planning information used to determine student input requirements for new and revised courses.

Course management plan (CMP)

A document that tells the course manager and instructors how to manage the course.

Course map

A chart that depicts the designed sequence of presentation for a given course, established during course design.

Courseware

An actual instructional package (including content and technique) loaded in a computer, training device, or other instructional delivery system.

Criterion-referenced test

A test that establishes whether or not a unit or soldier performs the learning objective to the established standard.

Distance learning

The delivery of standardized individual, collective, and self-development training to soldiers and units at the right place and right time through the application of multiple means and technologies.

**Consolidated
Glossary,
Terms,
continued**

Enabling learning objective (ELO)

A learning objective that supports the terminal learning objective. It must be learned or accomplished to learn or accomplish the terminal learning objective. It consists of an action, condition, and standard. Enabling objectives are identified when designing the lesson. A terminal learning objective does not have to have enabling objectives, but it may have more than one.

Evaluation

Measurement of the demonstrated ability of soldiers or units to perform a task, and supporting skill and knowledge; or learning objective against the established standard.

Exercise

Collective task training designed to develop proficiency and crew teamwork in performing the task to the established standard. It also provides practice for performing supporting individual critical tasks. Exercises may be conducted in units and resident training.

(1) Field Training Exercise (STX)-A scenario-driven tactical exercise used to train and evaluate critical collective and supporting individual tasks in a collective environment which simulates the stress, sounds, and wartime conditions. It is conducted in an austere field environment through all weather conditions and during night as well as day. The STX should guide soldiers through a series of events exposing them to the rigors of duty performance during wartime operations. It combines combat arms, combat support, and combat service support. An exercise designed to allow a unit/team to engage targets with its organic weapons and support.

(2) Situational Training Exercise (STX)-A short scenario driven mission-oriented tactical exercise that provides a vehicle to train a group of closely related collective tasks and drills together. Situational training exercises provide preconstructed, bite-sized, short-term exercises that are central to sustainment training for tactical mission proficiency.

Instructor training

The training of selected personnel in the techniques of teaching to qualify them as instructors.

**Consolidated
Glossary,
Terms,
continued**

Lesson

A lesson normally includes telling or showing the soldiers what to do and how to do it, an opportunity for the soldiers to practice, and providing the soldiers feedback concerning their performance. A lesson may take the form of an instructor presented lesson, a SGI-presented lesson, or a self-paced lesson, such as a correspondence course or CBI lesson.

(1) An instructor presented lesson or SGI presented lesson is documented as a lesson plan.

(2) A self-paced lesson must be of sufficient detail that the student can learn the material to the established learning objective standard on his own.

(3) An extension training lesson is a self paced instructional program developed, reproduced, and packaged for distribution to soldiers in the field. These lessons consist of a terminal learning objective, instructional text, practice, and immediate feedback to the soldier.

Lesson outline

An organized outline of the training material to be presented. It identifies the terminal learning objective, enabling learning objectives (optional), learning steps/activities, methods of instruction, media, references, instructor-to-student ratios, resources required, facilities required, safety factors, environmental considerations, and risk factor. The lesson outline is completed during the design phase of the training development process from training analysis data.

Lesson plan

The detailed blueprint for presenting training by an instructor or small group leader (SGL). It prevents training from becoming haphazard and provides for training standardization. It is built on the lesson outline and includes all the details required for the presentation. It must be of sufficient detail that a new instructor can teach the lesson with no decrement of training.

Mandatory release date

Refers to the date at which individual National Guard or United States Army Reserve soldiers must be released from training to return to their home station.

**Consolidated
Glossary,
Terms,
continued**

Maximum class size

The largest number of students in a class that can be trained with acceptable degradation in the training effectiveness due to manpower, facility, or equipment constraints.

Media

A means of conveying or delivering information. Examples of training media are paper, film, videotape, broadcast television, and computer program.

Methods of instruction

Indicates exactly how the training material will actually be provided to the student and has an assigned instructor-to-student ratio. Examples of methods of instruction are conference, demonstration, and practical exercise.

Optimum class size (OCS)

The largest number of students in a class that can be trained with no degradation in training effectiveness. The constraining factor is the availability of equipment, facilities, and manpower. OCS serves as the basis for determining equipment and resource requirements.

Performance measures

The actions that can be objectively observed and measured to determine if a task performer has performed the task to the prescribed standard. These measures are derived from the task performance steps during task analysis.

Performance step

A single discrete operation, movement, or action that comprises part of a task.

Performance test

A test of actual performance of an established criteria, such as a lesson learning objective, to determine if a student can perform the action under the prescribed conditions, to the established absolute standards. Example: Replace the gas mask canister on your M40-series protective mask.

**Consolidated
Glossary,
Terms,
continued**

Practical exercise (PE)

The practical exercise is the hands-on application of the performance required in enabling or terminal learning objectives. Gives the student the opportunity to acquire and practice skills, knowledge, and behaviors necessary to perform the training objective successfully.

Prerequisite training

That training which personnel must have successfully completed in order to be qualified for entry into training for which they are now being considered.

Programmed training

The training of a critical task (forwarded to non-proponent schools as a training support package (TSP) by including the TSP in a formal course of instruction as a stand-alone lesson with a separate lesson number (program of instruction (POI) file number) and specific learning objectives. It is conducted in a structured manner; trained to standard; essential as it serves as the foundation for other training in the course; a qualification training requirement; and evaluated during instruction. It may require use of specific equipment.

Program of instruction (POI)

The POI covers a course/phase. The program of instruction is a requirements document that provides a general description of course content, duration of instruction, types of instruction, and lists resources required to conduct peacetime and mobilization training in an institutional setting. See TRADOC Regulation 350-70.

Risk

Risk is characterized by the probability and severity of a potential loss that may result from hazards due to the presence of an enemy, an adversary, or some other hazardous condition. See FM 100-14.

Risk assessment

The identification and assessment of hazards. See FM 100-14

**Consolidated
Glossary,
Terms,
continued**

Safety-in-training

The integration of safety requirements and risk management into the training development process. It involves hazard (risk exposure) identification and prevention (risk control techniques) into individual training products, e.g., lesson plans, STPs, and TSPs.

Self-study

Individual study-a soldier learns or reinforces previous learning, on his/her own.

Sequential training

The ordering of training so that the learning of new or more complex skills/knowledge is built upon and reinforces previously learned material.

Skill

The ability to perform a job related activity that contributes to the effective performance of a task performance step.

Small group instruction (SGI)

A means of delivering training which places the responsibility for learning on the soldier through participation in small groups led by small group leaders who serve as role models throughout the course. SGI uses small group processes, methods, and techniques to stimulate learning.

Small group leader (SGL)

An instructor who facilitates role modeling, counseling, coaching, learning, and team building in SGI.

Soldier Manual of Common Tasks (SMCT)

A document that contains the critical tasks which every soldier must be able to perform in order to fight and win on the battlefield. It provides the conditions, standards, and performance measures for each common soldier critical task.

**Consolidated
Glossary,
Terms,
continued**

Standard

A statement that establishes criteria for how well a task or learning objective must be performed. The standard specifies how well, completely, or accurately a process must be performed or product produced.

- (1) The task standard reflects task performance requirements on the job.
- (2) The learning objective standard reflects the standard that must be achieved in the formal learning environment.

Student evaluation plan

A plan that details how the proponent school will determine if the student has demonstrated a sufficient level of competency to pass the specified course or training. It specifically identifies course completion requirements to include the minimum passing score (or go/no go) for each written or performance examination, final grade requirement, minimum course attendance requirements (if applicable), and specific tests that must be satisfactorily completed to graduate. It very specifically identifies how the student's performance will be evaluated. Specific lessons tested in each test are identified. Counseling and retesting policy are delineated. Other evaluations, such as the Army Weight Control Program and Army Physical Fitness Test, that impact on graduation are identified, and their requirements included.

Student performance counseling

Communication, as related to training, which informs soldiers/students about their training and the expected performance standards and provides feedback on actual performance. Soldier/student performance includes appearance, conduct, learning accomplishment, and the way learning is being carried out. See FM 22-100, App C.

Student performance counseling

Communication, as related to training, which informs soldiers/students about their training and the expected performance standards and provides feedback on actual performance. Soldier/student performance includes appearance, conduct, learning accomplishment, and the way learning is being carried out. See FM 22-100, App C.

**Consolidated
Glossary,
Terms,
continued**

TASS Integration Element (TIE)

The TRADOC office in the CONUS sub geographical Regulation that coordinates Army training instructors, students, training devices, equipment, and facilities for Reserve Component individual soldier training.

TASS Training Battalion

A functionally aligned organization that executes ADT classes and coordinates IDT/ADT classes in other states and is accredited by the proponent.

TASS Training Institution

The education/training environment of the Army (Active Army, Reserve Component, and Civilians) which encompasses all Army sites where a soldier and civilian can receive training, to included proponent schoolhouses, TASS training battalions, TASS training sites, Army Training Centers, RTI/RTS, DL classroom, and Classroom XXI.

Technique of delivery

Process or manner of delivering instruction that includes one or more methods. For example, group-paced instruction could use conference, discussion, demonstration, and practical exercise. A technique of delivery may involve a whole course, a phase, or a module.

**Consolidated
Glossary,
Terms,
continued**

Test

A device, technique, or measuring tool used to determine if a student or group can accomplish the objective to the established standard. Determine if training does what it is designed to do efficiently and effectively. Measures the skill, knowledge, intelligence, abilities, or other aptitudes of an individual or group. Collect data as a basis for assessing the degree that a system meets, exceeds, or fails to meet the technical or operational properties ascribed to the system.

1. **Criterion-referenced test**

A test that establishes whether or not a unit or soldier performs the learning objective to the established standard. Performance is measured as a "go" or "no-go" against a prescribed criterion or set of criteria - the learning objective standard. It is scored based upon absolute standards, such as job competency, rather than upon relative standards, such as class standings.

2. **Norm-referenced test**

A test that grades a student based on performance of other students taking the same test. Is scored based upon relative standards, such as class standings, rather than upon absolute standards, such as job competency.

The Army School System (TASS)

A composite school system comprised of the AC, ARNG, and USAR institutional training systems. TASS, through the Army's training proponents, provides standard training courses to America's Army, focusing on three main points of effort---standards, efficiencies, and resources. The TASS is composed of accredited and integrated AC/ARNG/USAR schools that provide standard institutional training and education for the Army. TASS training battalions are arranged in Regulations and functionally aligned with the training/TD (task) proponents.

TASS school battalions

The training institution of both the ARNG (state military NCO Academies, National Guard Bureau (NGB) Regional NCO Academies/schools, etc.) and USAR (U.S. Army Reserve Forces schools/USARC NCO Academies, etc.). TASS school battalions comprise all NCO Academies and schools of the Reserve Component.

**Consolidated
Glossary,
Terms,
continued**

The Army Training System (TATS) course

A course designed to train the same MOS/AOC skill level or ASI, LIC, SQI, SI within the Army. The course ensures standardization by training all course critical tasks to task performance standard. It may be trained at different sites and may involve use of different media/methods to train the various phases/modules/lessons.

The Army Training System (TATS) POI

A requirements document that provides a general description of The Army Training System Course content, duration of instruction, and methods of instruction and media. It lists critical tasks taught and resources required to conduct peacetime and mobilization training. Note: This is the objective TATS POI; currently being automated.

Training management

The process commanders and their staff use to plan training and related resource requirements needed to conduct and evaluate training. It involves all echelons and applies to any unit in the Army Regardless of strength, mission, organization, or equipment assigned.

Training materials

Those materials developed as a result of training design and provided to teach or evaluate training. They include, but are not limited to; computer based instruction, correspondence courses, training literature products, student handouts, and other products used to train to a prescribed standard.

Training method

The procedure or process for attaining a training objective. Examples include lecture, demonstration, discussion, assigned reading, exercise, examination, seminar, and programmed instruction.

Training objective

A statement that describes the desired outcome of a training activity in the unit. It consists of the following three parts: task, condition(s), and standard.

**Consolidated
Glossary,
Terms,
continued**

Training plan

A detailed description of the actions, milestones, and resources required to implement a training strategy. The detail depends upon the plan type and level.

Training safely

Achieved by identifying task performance safety hazards and integrating safety in training procedures during training design, development and implementation. Safety in training and training safely are not one and the same.

Training support

The provision of the materials, personnel, equipment, or facilities when and where needed to implement the training. It includes such functions as the reproduction and distribution of training products and materials, training scheduling, student record maintenance.

Training Support Center (TSC)

An authorized installation activity with area responsibility to provide storage, instruction, loan/issue, accountability, and maintenance for TADSS.

Training Support Package (TSP)

A complete, exportable package integrating training products, materials, and/or information necessary to train one or more critical tasks. Its contents will vary depending on the training site and user. A TSP for individual training is a complete, exportable package integrating training products/materials necessary to train one or more critical individual tasks. A TSP for collective training is a package that can be used to train critical collective and supporting critical individual tasks (including leader and battle staff).

**Consolidated
Glossary,
Terms,
continued**

Validation

An evaluation of the training products and materials. It is the process used to determine if training accomplishes its intended purpose. Validation and revising training are continuous actions in the teaching/revising process of training improvement. Validate products and materials to--

1. Verify their training effectiveness in training the objective.
 2. Determine beneficial improvements in the quality of training products and materials.
 3. Identify training product deficiencies.
 4. Improve efficiency and effectiveness of training objectives, sequence, products, and materials. In the "testing" context, it is the process of determining the degree of validity of a measuring instrument (e.g., skill qualification test, end of module test, and end of course comprehensive test). In the "technical manual context, it is the process used by a contractor to test an equipment publication for completeness, compliance with contractual requirements, and technical accuracy.
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