

LEVEL 4

QUALIFICATION REQUIREMENTS



ANNEX B
ASSESSMENT OF LEARNING PLAN – PROFICIENCY LEVEL FOUR

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Deliverables
<i>PO 401 – Participate in Citizenship Activities</i>								
X01 PC	PO X01	To have the cadet participate in a citizenship activity.	Nil.	Nil.	The cadet is observed participating in a minimum of one citizenship activity.	Anytime.	Nil.	Nil.
<i>PO 402 – Perform Community Service</i>								
X02 PC	PO X02	To have the cadet participate in community service.	Nil.	Nil.	The cadet is observed participating in a minimum of one community service activity.	Anytime.	Nil.	Four Square Reflection Tool
<i>PO 403 – Act as a Team Leader</i>								
403 PC 01	PO 403	To assess the cadet’s ability to act as a team leader during a leadership assignment.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed acting as a team leader during a leadership assignment.	Ongoing throughout the training year.	Chapter 3, Annex B, Appendix 1 leadership assignment checklist and rubric.	Leadership Assignment Planning Guide, After-assignment Report
403 PC 02	PO 403	To assess the cadet’s ability to perform a leadership appointment, to include leading and mentoring a team of cadets over time.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed performing a leadership appointment, to include leading and mentoring a team of cadets over time.	Ongoing throughout the training year.	Chapter 3, Annex B, Appendix 1 leadership appointment checklist and rubric.	Leadership Assignment Planning Guide, After-assignment Report
<i>PO X04 – Track Participation in Physical Activities</i>								
404 PC	PO X04	To assess the cadet’s participation in regular physical activity.	Reasoning Proficiency and Skills	Performance Assessment	The cadet’s physical activity tracker is reviewed.	During EO MX04.02.	Chapter 3, Annex B, Appendix 2 and Physical Activity Tracker.	Nil.

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Deliverables
PO X05 – Participate in Physical Activities								
X05 PC	PO X05	To have the cadet participate in physical activity.	Nil.	Nil.	The cadet is observed participating in a minimum of one physical activity.	Anytime.	Nil.	Nil.
PO 406 – Fire the Cadet Air Rifle During Recreational Marksmanship								
406 PC	PO 406	To have the cadet participate recreational marksmanship.	Nil.	Nil.	The cadet is observed participating in a minimum of one recreational marksmanship activity.	Anytime.	Cadet Air Rifle Handling Test Assessment Checklist	Nil.
PO 407 – Serve in an Air Cadet Squadron								
407 PC	PO 407	To have the cadet participate in Proficiency Level Four training.	Nil.	Nil.	The cadet is observed participating in a minimum of 60% of mandatory / complementary training.	Anytime.	Nil.	Nil.
PO 408 – Command a Flight on Parade								
408 PC	PO 408	To assess the cadet's ability to command a flight on parade.	Skills	Performance Assessment	The cadet is observed as they command a flight on parade by: identifying parade sequence and inspecting a cadet on parade.	During squadron parades.	Chapter 3, Annex B, Appendix 3 checklist.	Nil.
PO 409 – Instruct a Lesson								
409 PC	PO 409	To assess the cadet's ability to prepare and instruct a 30-minute lesson.	Reasoning proficiency and skills	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a 30-minute lesson.	Ongoing during the conduct of lessons related to EO M409.05 or during any opportunity there after.	Lesson Checklist, Drill Lesson Checklist	Lesson Plan, Drill Lesson Plan
PO 311 – Participate in a Recreational Summer Biathlon Activity								
Nil.								
PO X20 – Participate in CAF Familiarization Activities								
X20 PC	PO X20	To have the cadet participate in CAF familiarization.	Nil.	Nil.	The cadet is observed participating in a minimum of one CAF familiarization activity.	Anytime.	Nil.	Nil.

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Deliverables
PO 429 – Communicate Using Radio Procedures for Aviation Transmission								
429 PC	PO 429	To assess the cadets' ability to master knowledge of radio subjects and qualify for the Industry Canada Restricted Operator Certificate With Aeronautical Qualification (ROC-A).	Knowledge Mastery	Selected Response	The cadet will write a performance check.	Upon completion of the lessons associated with PO 429.	Chapter 3, Annex B, Appendix 5 Written Test.	Written Test for grading.
POs 431/432/436/437 (Aviation Subjects) – Combined Assessment								
431 432 436 437 PC	PO 431 PO 432 PO 436 PO 437	To assess the cadets' ability to master knowledge of aviation subjects.	Knowledge Mastery	Selected Response	The cadet will write a performance check.	Upon completion of the mandatory lessons associated with POs 431, 432, 436 and 437.	Chapter 3, Annex B, Appendix 6 Written Test.	Written test for grading
PO 440 – Discuss Aerospace Structures								
440 PC	PO 440	To have the cadet participate in an aerospace activity.	Nil.	Nil.	The cadet is observed participating in an aerospace activity.	Anytime.	Nil.	Nil.
PO 460 – Describe Aerodrome Operations Career Opportunities								
Nil.								
PO 470 – Recognize Aspects of Aircraft Manufacturing and Maintenance								
Nil.								
PO 490 – Participate in a Aircrew Survival Exercise								
490 PC	PO 490	To assess the cadet's ability to perform the following skills: operating a stove and lantern, tying knots and lashings, using a Global Positioning System (GPS) receiver, and lighting fires with improvised methods.	Skills	Performance Assessment	The cadet is observed as they perform the various skills to participate in a field exercise to include: operating a stove and lantern, tying knots and lashings, using a Global Positioning System (GPS) receiver, and lighting fires with improvised methods.	After completion of instruction and during a field exercise.	Chapter 3, Annex B, Appendix 7 checklist and associated rubric.	Nil.

COMMUNITY SERVICE PROPOSAL

By: _____

Supervisor: _____ Corps / Squadron: _____

Corps / Sqn Address: _____

Phone: _____ Fax: _____ Email: _____

Project name: _____

Need—Why this plan is needed:

Purpose—How this plan will help:

Participation—Who will help and what they will do:

- Cadets:
- Staff:
- Organizations or groups:

Outcomes—What we expect to happen as a result of our work:

How we will check outcomes—What evidence we will collect and how we will use it:

Resources—What we need to get the job done, such as supplies (itemize on back):

FOUR SQUARE REFLECTION TOOL

<p>What happened?</p>	<p>How do I feel?</p>
<p>Ideas?</p>	<p>Questions?</p>

POSSIBLE YEAR FOUR LEADERSHIP ASSIGNMENTS

Recreational Marksmanship Assignments

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

Summer Biathlon Assignments

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

Recreational Sports Assignments

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

Parade Assignments

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

Weekly Cadet Night Assignments

- Set up classroom space.
- Rearrange classroom space.
- Tear down classroom space.

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

Community Service Assignments

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

Other Leadership Assignment Possibilities

- Ensure the safe loading and unloading of personnel on vehicles during transportation.
- Conduct uniform inspection of cadets.
- Collect and dispose of garbage after weekly parade.
- Collect, sort and dispose of recycling after weekly parade.
- Turn off lights and close windows after weekly parade.

AIR CADET SURVIVAL TRAINING ASSIGNMENTS

Prior to the Survival Training

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

Setting Up the Bivouac Site

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

Routine Tasks That Will Occur Throughout the Survival Training

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

Tearing Down the Bivouac Site

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

After the Survival Training

- Unload equipment and supplies.
- Collect personal equipment.

AIR CADET GLIDING DAY ASSIGNMENTS

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

AIR CADET SKILLS DAY ASSIGNMENTS

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

POSSIBLE YEAR FOUR LEADERSHIP APPOINTMENTS

Organizational Appointments

- Flight Sergeant,
- Flight Commander,
- Squadron Commander,
- Drum Major, and
- Flag Party Commander.

Training Appointments

- Proficiency Level Instructor,
- Aviation Subjects Instructor,
- Leadership and Ceremonial Instructor,
- Fitness and Sports and Instructor,
- Air Rifle Marksmanship Instructor,
- Survival Instructor, and
- Band Section Leader.

Supplementary Appointments

- Supply Assistant,
- Administration Assistant,
- Training Assistant,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.

LEADERSHIP ASSIGNMENT PLANNING GUIDE

LEADERSHIP ASSIGNMENT PLANNING GUIDE

ENSURE GOAL

Questions to the directing staff (eg, time to complete the task, etc)

REQUIRED RESOURCES

Task assignment to peers/allocating resources (eg, are all tasks accomplished, etc)

MAKE A PLAN

Reconnaissance of area, etc

COMPLETE THE TIME APPRECIATION

DIAGRAMS

AFTER-ASSIGNMENT REPORT

1. How did you feel after the assignment was completed?

2. How did you feel about the teamwork among the members? How is teamwork related to the outcome of a leadership assignment?

3. What aspects of the leadership assignment went well?

4. Is there anything you would do differently if you were to complete the same assignment again?

**403 PC ASSESSMENT RUBRIC
 LEADERSHIP ASSIGNMENT**

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Select a leadership approach.	Did not select an approach appropriate to the assignment.	Selected an approach and was challenged with balancing focus on the team members and the goal.	Selected an approach and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Only supervised team members at the beginning and / or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and with enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and with enthusiasm, addressing both individuals and the team.
Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts to meet the needs and expectations of team members but with limited results.	Made considerable efforts to meet the needs and expectations of team members with adequate results.	Made consistent efforts to meet the needs and expectations of team members with solid results.
Complete the leadership assignment.	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

403 PC ASSESSMENT CHECKLIST LEADERSHIP ASSIGNMENT

Cadet's Name: _____

Squadron: _____

Date: _____

Flight: _____

	Assessment (circle one)	Notes
Select a leadership approach.	I D C E	
Communicate as a team leader.	I D C E	
Supervise team members.	I D C E	
Solve problems.	I D C E	
Motivate team members.	I D C E	
Provide feedback to team members.	I D C E	
Meet expectations of team members.	I D C E	
Complete the leadership assignment.	I C	
Perform self-assessment.	I C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

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

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**403 PC ASSESSMENT RUBRIC
LEADERSHIP ASSIGNMENT**

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Select a leadership approach.	Did not select appropriate approach(es) throughout the appointment.	Selected an approach and was challenged with balancing focus on the team members and the goal throughout the appointment.	Selected approach(es) throughout the appointment and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach(es) throughout the appointment with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Did not communicate with team members frequently enough. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated with team members consistently throughout the leadership appointment. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Did not successfully apply the principles of supervision; supervision was infrequent throughout the appointment.	Supervised throughout the leadership appointment, making some corrections when necessary.	Supervised consistently throughout the leadership assignment, making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and with enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and with enthusiasm, addressing both individuals and the team.
Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts throughout the appointment to meet the needs and expectations of team members but with limited results.	Made considerable efforts throughout the appointment to meet the needs and expectations of team members with adequate results.	Made consistent efforts throughout the appointment to meet the needs and expectations of team members with solid results.
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

403 PC ASSESSMENT CHECKLIST LEADERSHIP APPOINTMENT

Cadet's Name: _____

Squadron: _____

Date: _____

Flight: _____

	Assessment (circle one)	Notes
Select a leadership approach.	I D C E	
Communicate as a team leader.	I D C E	
Supervise team members.	I D C E	
Solve problems.	I D C E	
Motivate team members.	I D C E	
Provide feedback to team members.	I D C E	
Meet expectations of team members.	I D C E	
Perform self-assessment.	I C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

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

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403 PC ASSESSMENT CHECKLIST OVERALL ASSESSMENT

The PO 403 Overall Assessment includes the evaluation of both the leadership assignment and the leadership appointment.

Assessor's feedback:

PO 403 Overall Assessment					
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard	
Overall Performance	The cadet has not achieved the performance standard by receiving an "incomplete" on more than four (between both assessments) of the criteria.	The cadet has achieved the performance standard by receiving an "incomplete" on less than five (between both assessments) of the criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on nine (between both assessments) or more of the criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria and "exceeded standard" on 12 (between both assessments) or more of the criteria.	

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

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PHYSICAL ACTIVITY TRACKER



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time
Week 2	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90	Physical Activity Time 15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time 	Less than 2 hours of recreational screen time
Cadet's Signature: _____ Date: _____ Supervisor's Signature: _____ Date: _____							



PHYSICAL ACTIVITY TRACKER



		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
W e e k 3	Physical Activity Time	Physical Activity Time	Physical Activity Time	Physical Activity Time	Physical Activity Time	Physical Activity Time	Physical Activity Time	Physical Activity Time
	15 30 45 60 75 90	15 30 45 60 75 90	15 30 45 60 75 90	15 30 45 60 75 90	15 30 45 60 75 90	15 30 45 60 75 90	15 30 45 60 75 90	15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time
☺ ☹	☺ ☹	☺ ☹	☺ ☹	☺ ☹	☺ ☹	☺ ☹	☺ ☹	☺ ☹
W e e k 4	Physical Activity Time	Physical Activity Time	Physical Activity Time	Physical Activity Time	Physical Activity Time	Physical Activity Time	Physical Activity Time	Physical Activity Time
	15 30 45 60 75 90	15 30 45 60 75 90	15 30 45 60 75 90	15 30 45 60 75 90	15 30 45 60 75 90	15 30 45 60 75 90	15 30 45 60 75 90	15 30 45 60 75 90
	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List	Physical Activity List
Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time	Less than 2 hours of recreational screen time
☺ ☹	☺ ☹	☺ ☹	☺ ☹	☺ ☹	☺ ☹	☺ ☹	☺ ☹	☺ ☹

Cadet's Signature: _____ Date: _____ Supervisor's Signature: _____ Date: _____



706 Ottawa Snowy Owl Air Cadet Squadron

PC 404 – PERSONAL FITNESS AND HEALTHY LIVING ASSESSMENT FORM

Cadet's Name: _____

Flight: _____

PC 404 – Assessment Results							
Check One	Incomplete		Completed With Difficulty	Completed Without Difficulty		Exceeded Standard	
Overall Performance	The cadet did not complete a minimum of 60 minutes of MVPA daily for at least 14 days over four consecutive weeks.			The cadet has achieved the performance standard by completing a minimum of 60 minutes of MVPA daily for at least 14 days over four consecutive weeks.		The cadet has exceeded the performance standard by completing a minimum of 60 minutes of MVPA daily for at least 18 days over four consecutive weeks.	

Qualification Achieved	Yes	No	Training Officer	Date: _____

Assessor's feedback: _____

CADET AIR RIFLE HANDLING TEST ASSESSMENT CHECKLIST

Cadet's Name: _____

Date: _____

	Incomplete The action was performed incorrectly or in an unsafe manner.	Complete The action was performed correctly and in a safe manner.
Upon the instruction to carry out Individual Safety Precautions, did the cadet:		
1. Ensure the bolt was fully open and to the rear.		
2. Ensure the safety catch was in the ON position.		
3. Ensure the pump lever was partially open (5-8 cm).		
4. Ensure the safety rod was inserted in the barrel and visible in the feed track.		
Upon the command " Relay Load, Commence Firing, " did the cadet:		
5. Ensure the safety catch was in the ON position.		
6. Pump the cadet air rifle, observing a three second pause.		
7. Simulate loading a pellet (flat end forward).		
8. Close the bolt.		
9. Place the safety catch in the OFF position.		
10. Aim the cadet air rifle at the target.		
11. Squeeze the trigger.		
12. Place the safety catch in the ON position.		
13. Open the bolt.		
14. Open the pump lever (5–8 cm).		
15. Lay down the cadet air rifle.		
Upon the command " Relay, Unload and Prepare for Inspection, " did the cadet:		
16. Remove the five pellet clip, if used.		
17. Pump the cadet air rifle, observing a three second pause.		
18. Close the bolt.		
19. Place the safety catch in the OFF position.		

20. Aim the cadet air rifle at the target.		
21. Squeeze the trigger.		
22. Open the bolt.		
23. Place the safety catch in the ON position.		
24. Open the pump lever (5–8 cm).		
25. Place the air rifle on shoulder, muzzle pointed down range.		
26. Wait to be cleared by the RSO.		
27. Lay down the cadet air rifle once cleared by the RSO.		

Assessor's Feedback:

Cadet Air Rifle Handling Test Overall Assessment		
Check One	Incomplete	Completed
Overall Performance	The cadet has not achieved the performance standard. One or more actions were incomplete.	The cadet has achieved the performance standard. All actions were complete.

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

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408 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Date: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
	The skill was not attempted or not completed even with assistance.	The skill was completed with some difficulty / assistance or with heavy reliance on the parade sequence aide-mémoire card.	The skill was completed without difficulty / assistance or required only occasional reference to the parade sequence aide-mémoire card.	The skill was completed without any difficulty / assistance and required no use of the parade sequence aide-mémoire card.
Analytical Performance Assessment:				
Fall In				
The cadet assumed the proper command position—centred and three paces in front of the flight.				
The cadet ordered the flight to stand at ease.				
Once the last flight was ordered, the cadet turned about, observed the standard pause and stood at ease.				
Inspection				
The cadet ensured the flight was at attention.				
The cadet awaited the arrival of the Reviewing Officer (RO) three paces in front of the flight marker.				
The cadet saluted (if required) and reported the flight to the RO.				
The cadet guided the RO through the inspection of each rank of the flight.				

The cadet saluted (if required) and asked for permission to carry on.				
The cadet returned to the front of the flight, centred and three paces in front.				
The cadet ordered the flight to close order march and stand at ease.				
The cadet executed an about turn and stood at ease.				
March Past				
The cadet executed all commands given by the parade commander.				
The cadet assumed the correct position in front of the flight throughout the march past.				
The cadet correctly delivered all required commands throughout the march past.				
Once commanded to advance, the cadet turned and wheeled into position in front of the flight.				
Fall Out				
Once commanded to dismiss, the cadet observed the standard pause, saluted if an officer was present and then marched off the parade square.				

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Assessor's Feedback:

PO 408 Overall Assessment								
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard	
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required areas.		The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.		The cadet has achieved the performance standard by completing all objectives without difficulty.		The cadet has achieved the performance standard by exceeding the standard on all objectives.	

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

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PLAN A LESSON CHECKLIST

PREPARATION	NOTES
Have you: <ul style="list-style-type: none"> <input type="checkbox"/> Selected an appropriate lesson location? <input type="checkbox"/> Selected an appropriate method of instruction? <input type="checkbox"/> Provided for a review of previous lesson materials? 	
INTRODUCTION	
Does your introduction: <ul style="list-style-type: none"> <input type="checkbox"/> State what the cadets will learn? <input type="checkbox"/> Describe why the information is important to learn? <input type="checkbox"/> Describe where and when the information / skill can be used? 	
BODY	
Does the body of your lesson: <ul style="list-style-type: none"> <input type="checkbox"/> Include the different principles of instruction? <input type="checkbox"/> Include questions? <input type="checkbox"/> Provide for the use of instructional aids? <input type="checkbox"/> Used explanation and demonstration? (skill lesson only) <input type="checkbox"/> Confirm each TP? 	
END OF LESSON CONFIRMATION	
<input type="checkbox"/> Did you conduct an end of lesson confirmation by using questions or by conducting an activity?	
CONCLUSION	
Does your conclusion: <ul style="list-style-type: none"> <input type="checkbox"/> Summarize the lesson? <input type="checkbox"/> Re-motivate the cadets by: <ul style="list-style-type: none"> <input type="checkbox"/> commenting on their progress; and <input type="checkbox"/> re-stating why the information learned is important? <input type="checkbox"/> Describe the next lesson? 	

LESSON PLAN

EO #:		Title of the EO:	
Instructor:		Location:	Total Time: min
TIME	REVIEW		NOTES
	EO#: ENABLING OBJECTIVE:		
TIME	INTRODUCTION		NOTES
	What: Where: Why:		
TIME	BODY		NOTES
	Teaching Method: TP 1:		
	TP 1 Confirmation:		

	Teaching Method: TP 2: TP 2 Confirmation:	
TIME	END OF LESSON CONFIRMATION	NOTES
TIME	CONCLUSION	NOTES
	Summary: In this lesson you have learned Re-Motivation: Your next lesson will be	

PLAN A DRILL LESSON CHECKLIST

PREPARATION	NOTES
<p>Have you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selected an appropriate squad formation? <input type="checkbox"/> Written a lesson plan? 	
INTRODUCTION	
<p>Does your introduction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review previous lesson material? <input type="checkbox"/> State what the cadets will learn? <input type="checkbox"/> Describe why the movement is important to learn? <input type="checkbox"/> Describe where and when the movement can be used? <input type="checkbox"/> Describe how the cadets will be assessed? 	
BODY	
<p>Does the body of your lesson:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the complete movement with the instructor calling the time? <input type="checkbox"/> Explain the movement? <input type="checkbox"/> Demonstrate and explain the first part of the movement (Squad 1)? <input type="checkbox"/> Permit practice of the first part of the movement (collectively, individually, collectively)? <input type="checkbox"/> Teach the second and each subsequent movement following the sequence described above? <input type="checkbox"/> Permit practice of the complete movement with: <ul style="list-style-type: none"> <input type="checkbox"/> the instructor calling the time; <input type="checkbox"/> the cadets calling the time; and <input type="checkbox"/> the cadets judging the time? <input type="checkbox"/> Confirm each TP? <input type="checkbox"/> Include two complete demonstrations? 	
END OF LESSON CONFIRMATION	
<ul style="list-style-type: none"> <input type="checkbox"/> Did you conduct an end of lesson confirmation? 	
CONCLUSION	
<p>Does your conclusion:</p>	

<ul style="list-style-type: none"><input type="checkbox"/> Restate the movement taught and where or when it will be used?<input type="checkbox"/> Re-motivate the cadets by:<ul style="list-style-type: none"><input type="checkbox"/> comment on the cadets' progress; and<input type="checkbox"/> re-state why the drill movement just learned is important?<input type="checkbox"/> Describe the next lesson?	
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DRILL LESSON PLAN

EO #:		Title of the EO:	
Instructor:		Location:	Total Time: min
TIME	REVIEW		NOTES
	PO/EO: ENABLING OBJECTIVE:		
TIME	INTRODUCTION		NOTES
	What: Why: Where:		
TIME	BODY		NOTES
	TP 1: (First Movement) Formation:		
	Confirm TP 1:		

	TP 2: (Second Movement):	
	Confirm TP 2:	
TIME	END OF LESSON CONFIRMATION	NOTES
TIME	CONCLUSION	NOTES
	Summary: In this lesson you have learned Re-Motivation: Your next lesson will be	

**DRILL INSTRUCTIONAL TECHNIQUES
 ASSESSMENT FORM**

Cadet's Name: _____

Division: _____

Lesson Topic: _____

CRITERIA	COMMENTS	Incomplete	Completed With Difficulty	Completed Without Difficulty
PREPARATION				
Maintained dress and deportment.				
Selected an appropriate squad formation.				
Used a lesson plan.				
Reviewed previous lesson.				
INTRODUCTION				
Stated what the cadets will learn.				
Stated why it is important.				
Stated where / when this skill will be applied.				
BODY				
Demonstrated complete movement, calling the time.				
Demonstrated and explained the first part of the movement (Squad 1).				
Had the squad practice the first part of the movement collectively, individually and collectively again.				
Taught the second part of the movement and each subsequent part in the same manner.				
Gave two complete demonstrations.				

CRITERIA	COMMENTS	Incomplete	Completed With Difficulty	Completed Without Difficulty
Practiced the complete movement with: <ul style="list-style-type: none"> • the instructor calling the time, • the cadets calling the time, and • the cadets judging the time. 				
Used clear words of command and correct pauses.				
Gave appropriate and immediate feedback.				
Allowed questions after each movement.				
END OF LESSON CONFIRMATION				
Demonstrated the movement taught.				
Confirmation was conducted as a squad.				
Emphasized aspects of the movement with which the cadets experienced difficulty.				
CONCLUSION				
Summarized the lesson.				
Re-motivated the cadets.				
FEEDBACK				

 ASSESSOR'S SIGNATURE

 DATE

 CADET'S SIGNATURE

409 PC ASSESSMENT RUBRIC

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Preparation				
Lesson plan	The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs were to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.
Instructional aids	The instructional aids were not developed, not relevant or were of poor quality.	The instructional aids were relevant, but their ease of use and effectiveness were questionable.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content. In addition, instructional aids were creative, well thought-out and extra effort on the cadet's part was evident.
Classroom / training area set up	Set-up of the classroom / training area was not suitable to the lesson.	Set-up of the classroom / training area was suitable to the lesson, however some elements were overlooked.	The classroom / training area was well set up, with due consideration given to such things as: <ul style="list-style-type: none"> • functional seating formation, • lighting, and • instructional aids were easily accessible and ready to use, and • distractions were minimized. 	N/A
Lesson Introduction				
Review of previous lesson (if applicable)	The cadet did not review the previous lesson.	The cadet stated the topic of the previous lesson.	The cadet stated the topic of the previous lesson and provided a brief summary of the content.	N/A
Introduction of lesson	The cadet did not provide an introduction to the lesson.	The cadet stated what will be learned, but was unclear in the description of why it is important or where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied in a creative and engaging way.
Lesson Body				
Method(s) of instruction	The cadet's choice of method was not appropriate to the content or the audience.	The cadet's choice of method was appropriate but they displayed some difficulty using the method.	The cadet's choice of method was appropriate and they displayed no difficulty using the method.	N/A

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Learning environment	The cadet did not ensure the physical safety of the class, and/or the cadet made no attempt to employ stress and classroom management techniques, as described in EO M409.02.	The cadet ensured the physical safety of the class at all times. The cadet attempted to employ stress and classroom management techniques, however experienced difficulty using them effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet employed stress classroom management techniques, as necessary, in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet always controlled positive and negative stress, and displayed excellent classroom management techniques.
Effective use instructional aids	The cadet did not use instructional aids.	The instructional aids were difficult to see / use, or were introduced at an ineffective time.	The instructional aids were clearly displayed and were appropriately introduced.	N/A
Satisfaction of learner needs	The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities.	Some aspects of the lesson delivery were not appropriate for the developmental period of the audience. The cadet included little variety with regard to providing visual, auditory or kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included some variety of visual, auditory and kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included many visual, auditory and kinesthetic learning opportunities throughout the lesson.
Accuracy of lesson content	The cadet displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification.	The cadet displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/or clarification of some of the content.	The cadet displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/or clarification without difficulty.	The cadet displayed a mastery of the lesson content.
TP confirmation	The cadet did not use questions or an activity to confirm the understanding of the TP content; and did not adjust the instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension.	The questions or activity cadet creatively confirmed understanding at the end of each TP and easily adjusted instruction based on audience comprehension.
End of lesson confirmation	The knowledge or skills covered in the lesson were not confirmed using questions or an activity.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered.	All knowledge or skills covered in the lesson were confirmed in a creative and engaging way.
Lesson Conclusion				
Lesson summary	The cadet did not re-state the objective of the lesson and did not summarize important points / areas for improvement.	The cadet re-stated the objectives of the lesson however struggled to summarize important points / areas for improvement.	The cadet re-stated the objectives of the lesson and concisely summarized important points / areas for improvement.	N/A
Re-motivation	The cadet did not attempt to re-motivate the cadets.	N/A	The cadet attempted to re-motivate the cadets.	N/A

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Description of next lesson	The cadet did not describe the next lesson.	The cadet stated the topic of the next lesson.	The cadet stated the topic of the next lesson and provided a brief and accurate description of the lesson content.	N/A
Communication				
Voice control	The cadet did not speak clearly or consistently spoke too quickly or quietly to be understood.	The cadet was understood, however struggled with the use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made clear attempts to control pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made excellent use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.
Body language, dress and deportment	The cadet exhibited inappropriate body language and/or poor dress and deportment.	The cadet attempted to use body language to help communicate and emphasise points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasise points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasise points and exhibited a high standard of dress and deportment.
Questioning techniques	The cadet did not use any questions or apply the questioning sequence (pose, pause, pounce, ponder and praise).	The cadet used appropriate types of questions but inconsistently applied the questioning sequence (pose, pause, pounce, ponder and praise).	The cadet used a variety of questions and consistently applied the questioning sequence (pose, pause, pounce, ponder and praise).	N/A
Time Management				
Time Management	The lesson was not completed within the allotted time, with more than 5 minutes deviation.	Time planned for and/or spent on individual TPs / activities was somewhat inaccurate or insufficient however the lesson was completed within the allotted time (+ / - 5 minutes).	Time planned for and/or spent on individual TPs / activities was appropriate and the lesson was completed within the allotted time (+ / - 5 minutes).	N/A

409 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Squadron: _____

Date: _____

Flight: _____

	Assessment (circle one)	Notes
Lesson Preparation		
Lesson Plan	I D C E	
Instructional aids	I D C E	
Classroom / training area set up	I D C	
Lesson Introduction		
Review of previous lesson (if applicable)	I D C	
Introduction of lesson	I D C E	
Lesson Body		
Method(s) of instruction	I D C	
Learning environment	I D C E	
Effective use of instructional aids	I D C	
Satisfaction of learner needs	I D C E	
Accuracy of lesson content	I D C E	
TP confirmation	I D C E	
End of lesson confirmation	I D C E	
Lesson Conclusion		
Lesson summary	I D C	
Re-motivation	I C	
Description of next lesson	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

	Assessment (circle one)	Notes
Communication		
Voice control	I D C E	
Body language, dress and deportment	I D C E	
Questioning techniques	I D C	
Time Management		
Time management	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Feedback:

PO 409 Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by receiving an "incomplete" on more than three of the criteria.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than three of the criteria and a minimum of "completed with difficulty" on all other criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 10 or more of the criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria and "exceeded standard" on 7 or more of the criteria.

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

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490 PC ASSESSMENT RUBRIC

Cadet's Name: _____

Squadron: _____

Date: _____

Flight: _____

		Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Operated a stove and lantern. Tied knots and lashings. Navigating to a waypoint using a GPS. Lit Fires using improvised ignition.	Operated a stove and lantern.	Did not fill, pressurize, light, extinguish, drain, clean or perform minor maintenance on a stove and lantern.	Filled, pressurized, lit and extinguished a stove or lantern with assistance.	Filled, pressurized, lit, extinguished drained and cleaned a stove or lantern with minimal assistance.	Filled, pressurized, lit, extinguished, drained, cleaned and performed minor maintenance on a stove and lantern without assistance.
	Tied knots and lashings.	Did not tie knots and lashings.	Tied a reef knot and a figure-of-eight knot and a round lashing.	Tied a reef knot, a figure-of-eight knot, a clove hitch, a round lashing and a square lashing.	Tied a reef knot, a figure-of-eight knot, a clove hitch and bowline and round lashing, a square lashing and a figure-of-eight lashing.
	Navigating to a waypoint using a GPS.	Did not navigate to a waypoint.	Navigated to a few waypoints.	Navigated to most waypoints.	Navigated to all waypoints.
	Lit Fires using improvised ignition.	Did not light fires using improvised ignitions.	Lit one fire using improvised ignition.	Lit more than one fire using improvised ignition.	Lit all fires using improvised ignition.

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Assessor's Feedback:

PO 490 Overall Assessment								
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard	
Overall Performance	The cadet has not achieved the performance standard.		The cadet has achieved the performance standard with difficulty.		The cadet has achieved the performance standard without difficulty.		The cadet has exceeded the performance standard.	

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

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706 Ottawa Snowy Owl Air Cadet Squadron

PROFICIENCY LEVEL FOUR QUALIFICATION RECORD

Cadet's Name: _____

Flight: _____

PO No.	Performance Statement	PO Assessment			
		Incomplete	Completed with Difficulty	Completed Without Difficulty	Exceeded Standard
400	Participate in Positive Social Relations for Youth Training				
401	Participate in Citizenship Activities				
402	Perform Community Service				
403	Act as a Team Leader				
404	Track Participation in Physical Activities				
405	Participate in Physical Activities				
406	Fire the Cadet Air Rifle During Recreational Marksmanship				
407	Serve in an Air Cadet Squadron				
408	Command a Flight on Parade				
409	Instruct a Lesson				
420	Participate in CAF Familiarization Activities				
430 Series	Combined Aviation Subjects (POs 431, 432, 436 & 437)				
440	Identify Aerospace Structures				
490	Participate in an Aircrew Survival Exercise				

Qualification Achieved	Yes	No	Training Officer Signature: _____	Date: _____