

LEVEL 5

QUALIFICATION REQUIREMENTS



ANNEX B

ASSESSMENT OF LEARNING PLAN – PROFICIENCY LEVEL FIVE

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<i>PO 501 – Reflect Upon What it Means to be a Good Citizen</i>								
Nil.								
<i>PO 502 – Perform Community Service</i>								
502 PC	PO 502	To assess the cadet's level of involvement in community service activities.	Attitudinal / Dispositional Changes	Performance Assessment	The cadet tracks hours of community service in their logbook and submits for review.	Ongoing as the cadet participates in community service activities initiated by the cadet squadron, community organizations or individually by the cadet.	Chapter 3, Annex B, Appendix 1.	Nil.
<i>PO 503 – Lead Cadet Activities</i>								
503 PC 01	PO 503	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 proficiency level.	Chapter 3, Annex B, Appendix 2 leadership assignment checklist and rubric.	Nil.
503 PC 02	PO 503	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 proficiency level.	Chapter 3, Annex B, Appendix 2 leadership appointment checklist and rubric.	Nil.
503 PC 03	PO 503	To assess the cadet's ability to complete a leadership project as a member of a team.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed completing a leadership project as a member of a team.	Ongoing throughout the training year.	Chapter 3, Annex B, Appendix 2 leadership project checklist.	
<i>PO 504 – Track Participation in Physical Activities</i>								
504 PC	PO 504	To assess the cadet's participation in regular physical activity.	Attitudinal / Dispositional Changes	Performance Assessment	The cadet's physical activity tracker is reviewed.	Anytime.	Chapter 3, Annex B, Appendix 3.	Nil.

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 507 – Serve in an Air Cadet Squadron								
507 PC	PO 507	To have the cadet participate in Proficiency Level Five training.	Nil.	Nil.	The cadet is observed participating in a minimum of 60% of mandatory / complementary training.			
PO 509 – Instruct Cadets								
509 PC	PO 509	To assess the cadet's ability to prepare and instruct a lesson.	Reasoning Proficiency and Skills	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a lesson.	During lessons instructed by the cadets as part of regularly scheduled training.	Chapter 3, Annex B, Appendix 4.	Assessment may take place at the cadet squadron, TE, or CSTC.
PO 513 – Attend a Workshop								
513 PC	PO 513	To have the cadet participate in workshops.	Reasoning Proficiency	Personal Communication	The cadet participates in a minimum of four workshops.	During regionally scheduled workshop training.	Chapter 3, Annex B, Appendix 5.	Nil.
PO 514 – Pursue Individual Learning								
514 PC	PO 514	To assess the cadet's participation in individualized learning.	Reasoning Proficiency	Performance Assessment	The cadet creates an Individual Learning Plan which is reviewed periodically as they progress.	Ongoing throughout the proficiency level.	Chapter 3, Annex B, Appendix 6.	Nil.
PO 530 – Fly a Cross-Country Flight Using a Flight Simulator								
Nil.								
PO 540 – Reflect on Canada's Contribution to Aerospace Technology								
Nil.								
PO 560– Participate in an Aerodrome Operations Activity								
Nil.								
PO 570 – Examine Aspects of Aircraft Manufacturing and Maintenance Through the Development of Aerobatic Aircraft								
Nil.								
PO 590 – Analyze an Aircrew Survival Case Study								
Nil.								

Note: In addition to the requirements laid out in the Assessment of Learning Plan, each cadet is required to complete a minimum of three complementary self-study packages.

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):

**502 PC – COMMUNITY SERVICE
 ASSESSMENT FORM**

Cadet's Name: _____ Date: _____

Circle the appropriate description.

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Community Service Time	The cadet did not complete 45 hours of community service.	N/A	The cadet completed 45 hours of community service during Phase Five / Master Cadet / Proficiency Level Five.	The cadet completed 70 hours of community service during Phase Five / Master Cadet / Proficiency Level Five.
Demonstration	The cadet did not complete a demonstration of their community service.	The cadet's demonstration showcased one or more of the community service activities in which they took part.	The cadet's demonstration showcased one or more of the community service activities in which they took part and highlighted one to three of the cadet's major learning outcomes from the experience. The effort the cadet put into creating their demonstration was evident and the demonstration appealed to a public audience.	The cadet's demonstration showcased one or more of the community service activities in which they took part and highlighted one to three of the cadet's major learning outcomes from the experience. The cadet clearly put a great amount of time and effort into completing a high quality demonstration that was very appealing to a public audience.

Assessor's Feedback:

<i>Circle one.</i>	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by receiving an "incomplete" on the community service time or the demonstration.	The cadet has achieved the performance standard by receiving "completed without difficulty" or "exceeded standard" on the community service time, and "completed with difficulty" on the demonstration.	The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on the community service time and the demonstration.	The cadet has exceeded the performance standard by receiving "exceeded standard" on the community service time and the demonstration.

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

503 PC ASSESSMENT CHECKLIST LEADERSHIP PROJECT

Cadet's Name: _____

Squadron: _____

Date: _____

Flight: _____

	Assessment (circle one)		Notes
Create a Proposal			
Appropriate type of exercise selected.	I	C	
More than two activities selected for the exercise.	I	C	
Each activity had an objective which was in-line with the overall objective of the exercise.	I	C	
Limitations of the exercise, such as policies, time, personnel, finances, and equipment were considered.	I	C	
Prepare for an Exercise			
The exercise was developed for an appropriate project audience.	I	C	
Exercise planning used an appropriate work breakdown structure.	I	C	
A viable schedule was created for the planning of the exercise.	I	C	
The exercise was developed considering potential risks.	I	C	
The exercise used a tracking system to track progress.	I	C	
A pre-exercise meeting was conducted during the preparation of the exercise.	I	C	
Conduct an Exercise			
The exercise area was inspected prior to the set up of the exercise.	I	C	
The exercise area was set up prior to the exercise.	I	C	
The exercise was introduced to the exercise participants.	I	C	
The exercise was supervised, to include:			
Ensuring safety.	I	C	

	Assessment (circle one)		Notes
	I	C	
Ensuring the well-being of cadets.	I	C	
Encouraging cadets.	I	C	
Adjusting responsibilities as required.	I	C	
Maintaining control of cadets.	I	C	
Correcting errors as required.	I	C	
Reporting misconduct as required.	I	C	
Ensuring completion of responsibilities assigned to cadets as required.	I	C	
Conclude an Exercise			
A debriefing was conducted with the exercise planning team.	I	C	
An After Action Report was created.	I	C	

I = Incomplete C = Complete

Comments:

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

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**503 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 assignment. 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.	

503 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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503 PC ASSESSMENT RUBRIC LEADERSHIP APPOINTMENT

	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 appointment, 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.	

503 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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503 PC ASSESSMENT CHECKLIST OVERALL ASSESSMENT

The PO 503 Overall Assessment includes the evaluation of the leadership assignment, appointment, and project.

Assessor's feedback:

PO 503 Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard either by having eight or more of the components of the leadership project assessed as incomplete or by receiving an "incomplete" on more than four (between both the leadership assignment and the leadership appointment assessments) of the criteria.	The cadet has achieved the performance standard by having less than eight but more than four components of the leadership project assessed as incomplete; and by receiving an "incomplete" on less than five (between both the leadership assignment and the leadership appointment assessments) of the criteria.	The cadet has achieved the performance standard by having less than five but more than one component of the leadership project assessed as incomplete; and by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on nine (between both the leadership assignment and the leadership appointment assessments) or more of the criteria.	The cadet has achieved the performance standard by having no more than one component of the leadership project assessed as incomplete; and by receiving a minimum of "completed without difficulty" on all criteria and "exceeded standard" on 12 (between both the leadership assignment and the leadership appointment 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 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 ☺ ☹
W e e k 4	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: _____							



706 Ottawa Snowy Owl Air Cadet Squadron

PC 504 – PERSONAL FITNESS AND HEALTHY LIVING ASSESSMENT FORM

Cadet's Name: _____

Flight: _____

PC 504 – Assessment Results							
Check One	Incomplete		Completed With Difficulty	Completed Without Difficulty		Exceeded Standard	
Overall Performance	The cadet did not complete a minimum of 60 minutes of MVPA daily for at least 16 days over four consecutive weeks.			The cadet has achieved the performance standard by completing a minimum of 60 minutes of MVPA daily for at least 16 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 20 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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PLAN A LESSON CHECKLIST

PREPARATION	NOTES
<p>Have you:</p> <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	
<p>Does your introduction:</p> <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	
<p>Does the body of your lesson:</p> <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	
<ul style="list-style-type: none"> <input type="checkbox"/> Did you conduct an end of lesson confirmation by using questions or by conducting an activity? 	
CONCLUSION	
<p>Does your conclusion:</p> <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:		

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	

509 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.
Set up the lesson location	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 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				

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
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
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 in an 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 of 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 cadet creatively used questions or an activity to confirm the 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	The cadet re-stated the objectives of the lesson however struggled	The cadet re-stated the objectives of the lesson and concisely	N/A

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
	not summarize important points / areas for improvement.	to summarize important points / areas for improvement.	summarized important points / areas for improvement.	
Re-motivate	The cadet did not attempt to re-motivate the cadets.	N/A	The cadet attempted to re-motivate the cadets.	N/A
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 to 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 emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize 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 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

509 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	
Set up the lesson location	I D C	
Lesson Introduction		
Review 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-motivate	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 509 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 one of the criteria listed on the assessment checklist.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than one 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 seven or more of the criteria.

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

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**513 PC ASSESSMENT CHECKLIST
 OVERALL ASSESSMENT**

Cadet's Name: _____

Squadron: _____

Flight: _____

Assessor's Feedback:

PO 513 Overall Assessment							
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard
Overall Performance	The cadet has not attended four regionally facilitated workshops.				The cadet has attended four regionally facilitated workshops.		

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

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BRIEFING NOTE FOR CO 706 SQUADRON

INDIVIDUAL LEARNING PLAN (ILP)
FOR RANK NAME _____

Ref: A-CR-CCP-805/PG-001

LEARNING NEEDS

1. Para 1.

LEARNING ACTIVITIES

2. Para 2.

3. Para 3:

a. sub-para A; and

b. sub-para B.

LEARNING RESOURCES

4. Para 4.

MEASURE OF SUCCESS

5. Para 5.

FINAL REPORT

6. Para 6.

Prepared by: Name, Rank, Title, Telephone number
Date prepared: 21 Aug 18

Reviewed by:

Approved by:

	0	1	2	3	4
POTENTIAL FOR INDIVIDUAL DEVELOPMENT	Considering the cadet, the proposal contains similar experiences to those already experienced by the cadet.	Considering the cadet, the requirements of the ILP provide experiences that are similar to many previous experiences from the CP but are applied in a different manner	Considering the cadet, the requirements of the ILP provide experiences that progressively build upon CP experiences.	Considering the cadet, the requirements of the ILP provide experiences that progressively build upon CP experiences and may have future applications.	Considering the cadet, the requirements of the ILP provide experiences that progressively build upon CP experiences which apply toward future goals set by the cadet.
AIMS, MISSION AND PARTICIPANT OUTCOMES (CATO 11-03)	The proposal does not relate well to the aims, mission or participant outcomes of the CP.	The proposal relates to topic areas from the Air CP.	The proposal uses topic areas from the Air CP to contribute positively to the transition of the cadet to adulthood.	The proposal uses topic areas from the Air CP to contribute positively to the transition of the cadet to adulthood and makes reference to targets that relate to the participant outcomes as outlined in CATO 11-03.	The proposal uses topic areas from the Air CP to contribute positively to the transition of the cadet to adulthood specifically targeting participant outcomes as outlined in CATO 11-03.
TIME COMMITMENT	Considering the cadet, the requirements of the ILP will require no change of current time commitment to complete.	Considering the cadet, the requirements of the ILP can be met by modifying what they currently do without much change to their current time commitment.	Considering the cadet, the requirements of the ILP will include a mixture of modified current and new time commitments.	Considering the cadet, the requirements of the ILP will require the cadet to commit additional time.	Considering the cadet, the requirements of the ILP meet both individual and organizational needs in a creative manner that requires an additional time commitment from the cadet.
DIFFICULTY	Considering the cadet, the ILP offers no challenge or opportunity for skill development.	Considering the cadet, the ILP offers little challenge or opportunity for skill acquisition or refinement.	Considering the cadet, the ILP offers some challenge and opportunity for skill acquisition or refinement.	Considering the cadet, the ILP offers considerable challenge and opportunity for skill acquisition or refinement.	Considering the cadet, the ILP offers considerable challenge and opportunity for the acquisition or refinement of multiple skills.
VARIETY	The proposal includes only one experience.	The proposal includes two unique experiences.	The proposal includes three unique experiences.	The proposal includes four unique experiences.	The proposal includes more than four unique experiences.

Comments:

Accepted for CO Review:

Yes	No
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Training Officer:

514 PC ASSESSMENT CHECKLIST OVERALL ASSESSMENT

Cadet's Name: _____

Squadron: _____

Flight: _____

Assessor's Feedback:

PO 514 Overall Assessment							
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard
Overall Performance	The cadet did not complete the requirements by not developing a satisfactory ILP or not carrying it out.				The cadet completed the requirements by developing a satisfactory ILP and carrying it out.		

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

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706 Ottawa Snowy Owl Air Cadet Squadron

PROFICIENCY LEVEL FIVE QUALIFICATION RECORD

Cadet's Name: _____

Flight: _____

PO No.	Performance Statement	PO Assessment			
		Incomplete	Completed with Difficulty	Completed Without Difficulty	Exceeded Standard
502	Perform Community Service				
503	Lead Cadet Activities				
504	Track Participation in Physical Activities				
507	Serve in an Air Cadet Squadron				
509	Instruct Cadets				
513	Attend Workshops				
514	Pursue Individual Learning				
Nil.	Complementary Training (3 self-study packages)				

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