

**U.S. ARMY SERGEANTS MAJOR ACADEMY
COURSE MANAGEMENT PLAN
WARRIOR LEADER COURSE
ACTIVE COMPONENT (AC) 15 OCT 08
WLC MODIFIED (MOD) 15 JAN 09**



"I AM A WARRIOR AND A MEMBER OF A TEAM"

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COURSE MANAGEMENT PLAN (CMP)

Course Management Plan (CMP) This CMP is for The Army Training System Warrior Leader Course (TATS-WLC) active component (AC) and The Army School System (TASS) schools using the modified (MOD) Program of Instruction (POI).

Course Number	Course Title
600-WLC	Warrior Leader Course (WLC) (AC) (MOD)

Effective Date 15 October 2008 AC and 15 January 2009 MOD

Supersedes Course Management Plan, WLC, (AC), (MOD), 01 October 07 and 01 January 2008

Proponent The proponent for this CMP is the United States Army Sergeants Major Academy (USASMA).
POC NUMBERS: DSN 978-8405, or COMM: (915) 568-8405.

Internet Access NCOAs have access to the USASMA web site to download any component of the WLC courseware at <https://www.us.army.mil/suite/page/514945>. For Quality Assurance Office (QAO) see directions below:

- **On the Web type:** <https://www.us.army.mil/suite/page/508152>
 - **When the USASMA homepage comes on line:** - Click on USASMA-AKO
 - **When the AKO homepage comes on line:** - Log in to AKO
 - **When the USASMA Mission homepage comes on line:** - Under United States Army Sergeants Major Academy Links, click on Quality Assurance Office
 - **When the QAO homepage comes on line:** - Click on register located in the Knowledge Center
 - **Once registered:** - Click on appropriate folder to view contents.
-

Comments and Recommendations Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to--

COMDT USASMA
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**Foreign
Disclosure (FD)
Restrictions**

The course developer--in coordination with the USASMA foreign disclosure (FD) authority--reviewed the materials contained in this course. Some components of this course may not be releasable to students from foreign military schools/countries. Commandants must check each TSP FD statement for foreign disclosure release restrictions.

REF: TRADOC Reg 350-70, Chap I-1

**Course
Management
Plan Approval**

The following individuals reviewed and approved this CMP for publication and implementation in the Warrior Leader Course (WLC).

Name/Signature	Rank	Title	Date Signed
/s/ Karen M. Wilson /t/ Wilson, Karen M.	GS11	Course Manager, WLC	23 Jun 08
/s/ Jack Stanford /t/ Stanford, Jack	SGM	Chief, WLC	23 Jun 08
/s/ Richard S. Rosen /t/ Rosen, Richard S.	SGM	Chief, CMDD	25 Jun 08

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Purpose

This course management plan (CMP) is a single source document pertaining to the administration of the Warrior Leader Course (WLC) for the AC and MOD NCOAs. Commandants may use extracts from this plan for use in local SGL training programs.

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NOTE:

1. Unless this publication states otherwise, masculine nouns and pronouns do not refer exclusively to men.
2. Guidance contained in this CMP takes precedence over instructions contained in the individual Training Support Packages (TSPs).
3. NCOAs may maintain reports and records through the Resident Individual Training Management System (RITMS) for those who have access or a similar database for those who do not.

CHAPTER 1

Applicability

1. This plan applies to the Active Component (AC) and The Army School System (TASS) Modified (MOD) Noncommissioned Officer Academies (NCOAs) that conduct WLC.
 2. If conflict exists between this plan and the WLC Program of Instruction (POI), follow the CMP and notify the proponent of the difference.
 3. If there is a conflict between this plan and Army publications or guidance, the Army publications or guidance take precedence. The intent of the CMP is to enhance WLC and not establish Department of the Army (DA) or Training and Doctrine Command (TRADOC) policies.
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**Course
Structured
(AC) (MOD)**

This section discusses the course structured. This course structured depicts the designed sequence of presentation for the Warrior Leader Course established during course design.

The following chart shows a listing of all the lessons that make up the course. It reflects the Program of Instruction File Number (PFN), the Lesson Title, the length of the lesson, and the type presentation.

NOTE: IS = Independent Study.

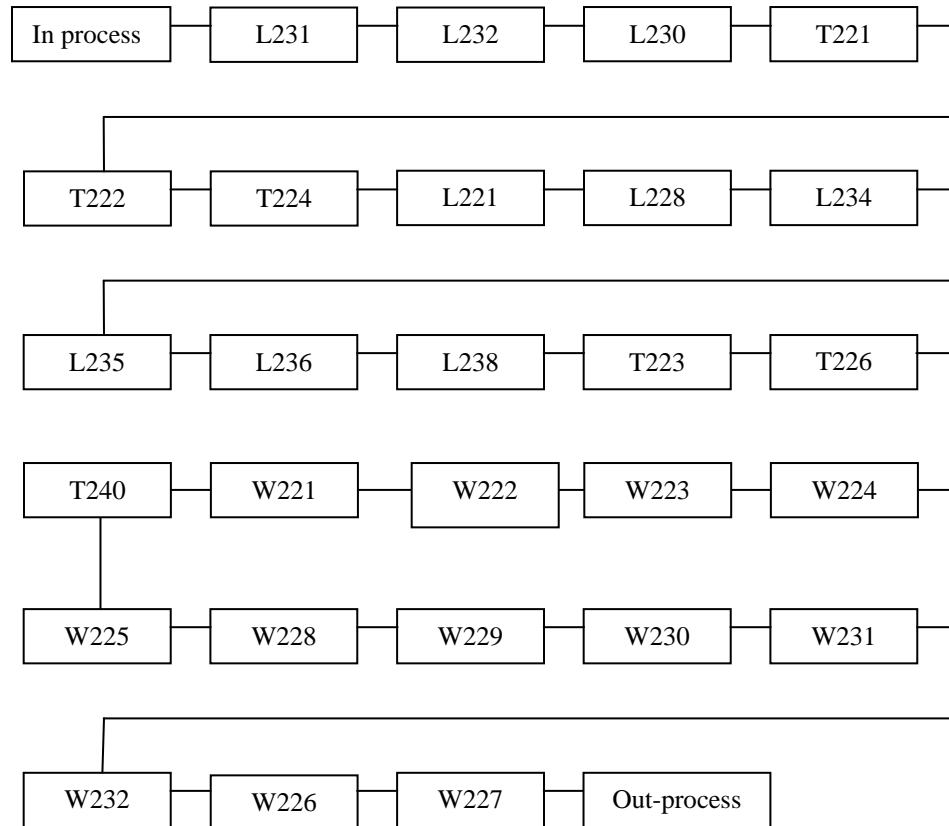
PFN	Lesson Title	Hours	Type
A201 (AC / MOD)	In processing, APFT, Weigh-in	5	Admin
A202 (AC / MOD)	Out processing	2	Admin
A204 (AC / MOD)	Graduation	2	Admin
L221	Army Leadership	8	SGI
L228	Conduct Developmental Counseling	5	SGI
L230	The Army Writing Style	2	SGI
L231	Commandant's Orientation	1	LGI
L232	Introduction to WLC	2	SGI
L233IS	History of the NCO	0	IS
L234	NCO Evaluation Report	4	SGI
L235	Army's Sexual Assault Prevention and Response Training (New Leader)	2	SGI
L236	Personnel Recovery	1	SGI
L237IS	Cultural Awareness	0	IS
L238	Junior Leader Battlemind Principles	1	SGI
T221	Composite Risk Management	3	SGI
T222	After Action Review	2	SGI
T223	Training Management	10	SGI
T224	Physical Fitness	6	SGI
T226	Supervise the Implementation of Preventive Medicine Policies	2	SGI
T240	Suicide Prevention for Junior Leaders	2	SGI
W221	Map Reading	3 / 8	IS / SGI
W222	Combat Orders	4	SGI

**Course
Structure
(AC) (MOD),**
continued

PFN	Lesson Title	Hours	Type
W223	Conduct Individual, Team, and Squad Movement Techniques	6	SGI
W224	Occupy an Assembly Area	4	SGI
W225	Combat Operations	5	SGI
W226	Land Navigation	14.5	SGI
W227	Situational Training Exercise	96	SGI
W228	Tactical Operation Reports	2	SGI
W229	React to a Possible Improvised Explosive Device (IED)	2	SGI
W230	Casualty Evacuation	3	SGI
W231	Detainee Operations	2	SGI
W232	Counterinsurgency	1	SGI
S201 (AC)	Study Hall	14	Admin
S201 (MOD)	Study Hall	8	Admin
S202 (AC)	Training Support Activities	33	Admin
S202 (MOD)	Training Support Activities	15	Admin
S203 (AC)	Student Counseling	14	Admin
S203 (MOD)	Student Counseling	5	Admin

**Course Map,
Mandatory
Training
Sequence
(AC) (MOD)**

This course map shows the mandatory training sequence, per TR 350-70. The first 9 lessons is the mandatory sequence and must be trained first. The other lessons may be trained at the commandant’s discretion.



NOTE: Distribute L233IS, L237IS, and W221 Student Handout 3 (RTP) during in processing.

NOTE: All performance evaluations are included in their individual lessons except the APFT (given at the Commandant’s discretion), and the Garrison Leadership Evaluation which is conducted throughout the course.

**Training
Schedules**

1. Training schedules must reflect all required POI subjects and other activities that affect students, hours of instruction, sufficient information and time to prepare for training, and any remedial training/retesting required for that day of training.
 2. NCOAs may use the course map in Chapter 1, pages 1-3 and 1-4, to set their training schedules. Lessons are conducted as outlined in the Course Map. The only speculation is to train the first 9 mandatory lessons first due to mandatory sequence regulatory guidance.
 3. Commandants may vary in their training schedules; however, they must ensure that the NCOA teach the first 9 TSPs before the other TSPs.
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Training Support Package (TSP) Synopsis	The following tables provide a brief synopsis of the Training Support Packages (TSP)--
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TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS
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L221, Army Leadership (8 Hrs)	During this lesson students will learn the Army leadership framework, the human dimension role in leadership, communication skills, problem-solving, leadership styles, and maintaining discipline.
L228, Conduct Developmental Counseling (5 Hrs)	Students will learn the fundamentals and techniques of developmental counseling. They will prepare for and conduct a subordinate-centered counseling session producing a plan of action that focuses the subordinate on individual and unit goal accomplishment. This will take place during the PE centered in a role play counseling session.
L230, The Army Writing Style (2 Hrs)	This lesson introduces the student to the Army writing style. The student will learn how effective Army writing transmits a clear message in a single rapid reading and is generally free of errors in grammar, mechanics, and usage.
L231, Commandant's Orientation (1 Hr)	The commandant welcomes the new students and provides them an orientation and briefing on the local SOP. His welcome includes a safety briefing and a standard of conduct expected while attending the course and introduces the staff and faculty. He also explains WLC graduation requirements, unscheduled training, NCOA standards, and local command policies. (Developed by local academy commandant).
L232, Introduction to WLC (2 Hrs)	SGLs will provide the students an overview of WLC and explain the objectives and course standards. They also discuss the course's content, explain the small group process, and cover study requirements and techniques.
L233 IS, History of the NCO (0 Hrs)	This lesson teaches the student the historical progression and significant contributions that the NCO has made as he existed during the pre-Revolutionary War period, Revolutionary War, War of 1812, Civil War, World War I, World War II, Korean War, and Vietnam. This is an independent study (IS) lesson.
L234, NCO Evaluation Report (4 Hrs)	Students will learn how to perform the duties as a rater of a subordinate Soldier using the NCO Counseling and Support Form (DA Form 2166-8-1) and the Noncommissioned Officer Evaluation Report (NCOER) DA Form 2166-8. Student will participate in a graded PE, standards are GO / NO GO.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, continued
L235, Army's Sexual Assault Prevention and Response Training (New Leader) (2 Hrs)	This lesson teaches the students the Army's sexual assault prevention and response program. They will learn about: sexual assault trends in the Army, chain of command responsibilities, types of sexual assault and influencing factors, rights of victims and alleged perpetrators, individual responsibilities, procedures for timely reporting, and resources available for victims.
L236, Personnel Recovery (1 Hr)	This lesson teaches students the Army's Personnel Recovery (PR) concepts and execution. They will learn PR terms and execution concepts, as a Warrior Leader, which upholds the Warrior Ethos by never leaving a fallen comrade.
L237 IS, Cultural Awareness (0 Hrs)	The goals of this lesson teach the student a concept of culture and show how culture affects the contemporary operational environment (COE). Students will study what culture is in general terms, the major and minor components comprising a culture, culture shock, and how cultural factors affect military operations. This is an independent study (IS) lesson.
L238, Junior Leader Battlemind Principles (1 Hr)	The goal of this lesson is to teach the students about Battlemind leadership principles. Students will learn about Battlemind components, leadership approaches and their impact on Soldiers during combat. They will learn effective and non-effective leader actions and the reasons why Soldiers fail to seek mental health care.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, continued
T221, Composite Risk Management (3 Hrs)	This lesson teaches the students how to implement the composite risk management process to minimize the frequency and severity of accidents in the activities they will lead. They will learn the basic principles required for implementing composite risk management; the five steps of composite risk management, the human behaviors that affect mission readiness, and the hazards associated with fratricide.
T222, After Action Review (AAR) (2 Hrs)	Students will learn how to conduct an AAR and the importance of the AAR process, by allowing all participants in an exercise to provide input into how well an exercise went, what the purpose of the training was, what went right, what went wrong, and how to improve.
T223, Training Management (10 Hrs)	This lesson will provide a basic introduction to battle focused training. Students will learn the Army's ten principles of training, training doctrine, Mission Essential Task List (METL) development process, the training planning process, and requirements for training execution. Also, the students will learn the NCO's training responsibilities, preparation necessary to conduct individual training, and training execution considerations. Students will prepare and conduct individual training.
T224, Physical Fitness (6 Hrs)	Students will learn the techniques and procedures needed to conduct the Army's physical fitness program. This lesson's primary focus is to enhance the students' knowledge of physical fitness and how to conduct a variety of fitness training exercises. This lesson offers the students the opportunity to actually perform the different exercises.
T226, Supervise the Implementation of Preventive Medicine Policies (2 Hrs)	This lesson provides the students some of the most important aspects of training their subordinates in the medical threat and principles of preventive medicine measures. It teaches them that as an NCO it is their responsibility to ensure their Soldiers remain healthy during field operations. Students will learn preventive medicine measures for heat injuries, cold injuries, insects, poisonous plants and fruits, food and waterborne diseases and illnesses, noise hazards, and toxic chemicals (non-NBC). Students will also learn to monitor their subordinates' personal hygiene and physical and mental fitness.
T240, Suicide Prevention for Junior Leaders (2 Hrs)	This lesson focuses on the Army Suicide Prevention Program. It teaches how to recognize a fellow Soldier in distress and what you can do to provide buddy aid and leadership in preventing the disastrous effects of an impulsive decision. Suicide is a serious subject. This training will show students how to recognize the warning signs and know how to react when faced with a potentially suicidal Soldier which can make suicide preventable. The instruction will also focus on the ability of the leader and battle buddy to save a Soldier in distress.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, continued
W221, Map Reading (8 Hrs) RTP (SH-3) is Self-Study	This lesson provides the student with reinforcement training of some of the skill level one map reading and land navigation skills, in a self-study format. The lesson will also teach the more complex skill level one tasks. This lesson is a foundation for the land navigation lesson later in the course. Students will learn how to determine elevation, orient a map using a lensatic compass, determine direction, covert azimuths, determine polar coordinates, and intersection and resection techniques.
W222, Combat Orders (4 Hrs)	This lesson will teach students troop-leading procedures and three types of combat orders--warning order, operation order, and fragmentary order. They will also learn the importance of conducting precombat checks. Students will learn to implement a squad level combat order by conducting troop-leading procedures, and interpreting the commander's intent of a combat order.
W223, Conduct Individual, Team, and Squad Movement Techniques (6 Hrs)	Students will learn some basic techniques and procedures used to employ a squad-sized element in combat. They will learn the basics of moving a squad/team--using hand and arm signals--using the appropriate movement techniques in the proper movement formation based on the tactical situation. Students will also learn how to select a movement route using a map, conduct actions at danger areas, conduct security during movement and at halts, and enforce detection prevention measures.
W224, Occupy an Assembly Area (4 Hrs)	Students will learn the procedures required to occupy an assembly area. They will learn how to prepare to occupy the area, move to the area, establish security, and defend an assigned sector.
W225, Combat Operations (5 Hrs)	Students will learn the basics of leading a team/squad in basic combat operations by reacting to contact, breaking contact, and reacting to an ambush (far and near).
W226, Land Navigation (14.5 Hrs)	Students will utilize the skills they learn from this lesson, coupled with the skills they learned in the map reading and conduct movement lessons. Introduces basic DAGR/PLGR operations and navigation from one point on the ground to another point while dismounted using a lensatic compass during day and night. Students will take a performance examination where they must find a minimum of three of four points to graduate from WLC.
W227, Situational Training Exercise (STX) (96 Hrs)	Soldiers will participate in an end-of-course situational training exercise. SGLs will assign students to leadership positions where they will lead a section/squad. SGLs will evaluate the students in their leadership abilities and on how they use their troop-leading procedures and other leader skills they learned in the course. Also cultural awareness, personnel recovery and counterinsurgency scenarios are presented during the 96 hours STX.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, continued
W228, Tactical Operation Reports (2 Hrs)	This lesson teaches the student the format and use of the SPOTREP, Situation Report (SITREP), Explosives Hazard Spot Report (EH SPOTREP) and the Call for Fire/Adjust Indirect Fire Reports. The student will utilize the reports during the situational training exercise at the end of the course.
W229, React to Possible Improvised Explosive Device (2 Hr)	This lesson provides the students with a base of knowledge of improvised explosive devices (IED); how they are made, employed, and the action to take when a Soldier finds a possible IED, to include reporting the find using the Explosives Hazard Spot Report (EH SPOTREP)..
W230, Casualty Evacuation (3 Hrs)	This lesson covers the basic fundamental procedures Soldiers must follow to plan, rescue, and assist with the safe, effective evacuation of injured and wounded Soldiers on the battlefield. Students will learn that the basic principle of first aid is to evaluate the casualty's injuries and administer first aid before moving them.
W231, Detainees Operations (2 Hrs)	This lesson provides the student with the understanding of how to handle and process detainees. Soldiers will learn how to search and restrain detainees guided by the warrior ethos, Army values, and U.S. military policy, to provide humane treatment and care to detainees from the moment of their capture until their eventual release.
W232, Counterinsurgency (1 Hr)	This lesson provides the student with the principles and guidelines for counterinsurgency operations (COIN). Students will learn how to handle, the training of indigenous security forces during counterinsurgency operations. Students will also learn how to apply the appropriate leader and ethical responses to a given situation during counterinsurgency operations.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, continued
A201, In processing/ APFT/Weigh-in (5 Hrs AC / MOD)	Students receive advance sheets, required publications, administrative processing, and height and weight evaluation. Students must take the APFT and Weigh-in. Commandants will arrange for students to meet the APFT and Weigh-in requirements while allowing for retest. Task Organization: Academies are required to organize students with a mix of Specialties of Combat Arms, Combat Support, and Combat Services Support when forming teams.
A202, Out-processing (2 Hrs AC / MOD)	A202 allocates time for the purpose of out-processing students at the conclusion of WLC.
A204, Graduation (2 Hrs AC / MOD)	A204 allocates time for the purpose of conducting a formal graduation where the commandant and cadre can present students with honors and diplomas.
S201, Study Hall (14 Hrs AC) (8 Hrs MOD)	Study hall provides students time to adequately study and prepare for the next day's lessons. It allows the SGL to recognize and assist students in correcting poor study habits. Students who require remedial training receive assistance from peers and the SGL during this time.
S202, Training Support Activities (33 Hrs AC) (15 Hrs MOD)	The commandant uses these hours at his discretion for retraining/retesting, equipment issue/turn-in, travel time as required to/from training areas, physical fitness retesting and sustainment, and other non-program of instruction (POI) hours that require instructor contact hours (ICH).
S203, Student Counseling (14 Hrs AC) (5 Hrs MOD)	SGLs use these hours for reception and integration counseling, mid-course counseling, end-of-course counseling and additional counseling as required.

**Course
Manager
Qualifications**

1. Be a SSG, SFC, MSG, 1SG, SGM, or CSM.
2. Must meet the physical fitness standards in AR 350-41 and the weight Standards in AR 600-9.
3. Be a Graduate of:
 - a. WLC/BNCOC/ANCOC etc...
 - b. Army Basic Instructor Course (ABIC).
 - d. Small Group Instructor Training Course (SGITC).
 - e. Served in a Platoon Sergeant or equivalent position.

**Course
Manager
Guidance**

The course manager is responsible for ensuring the training is presented as designed. Specifically, course manager(s) must:

1. Ensure required training resources and required reference materials are available for presenting the training as scheduled.
 2. Ensure instructors receive support, materials, and equipment required for presenting this training.
 3. Ensure staff and faculty are trained to present and manage this training.
 4. Continuously evaluate course effectiveness and efficiency and provide appropriate feedback to the training/training development (task) proponent.
 5. Ensure staff, faculty, and students comply with safety and environmental protection rules, regulations, laws, and course requirements.
 6. Ensure facilities, material, equipment, and systems required for presenting this instruction are properly maintained.
 7. Monitor WLC web site for updates and changes to courseware.
-

**Instructor
Certification
Program**

There is probably no more important task for a commandant than selecting SGLs. The SGLs role as mentors requires them to be there for their students. It requires the highest level of dedication and devotion to duty. Commandants can find the Instructor Certification Program (ICP) on the USASMA Website. See Appendix H for instructions.

(REF: TR 350-70, Chap II-1-3, and TR 350-10, Chap 2-14)

**Instructor
/Facilitator
Guidance**

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

1. They must be well versed in the material prior to presenting the lessons.
 2. Manage the training and maintain an environment conducive to student learning.
 3. Supervise and guide the learning process.
 4. Provide immediate feedback on student performance.
 5. Be alert to students having difficulty and intercede as appropriate.
 6. Post on the bulletin board or etc...the Student Evaluation Plan and Student Guide so the students can review before the training starts.
 7. Ensure students comply with safety and environmental protection rules, regulations, laws, and course requirements.
 8. Explain the graduation criteria and requirements to the students' prior to the start of training.
 9. Maintain the following records.
 - (a) Student Evaluation and Counseling Record.
 - (b) Student Performance Counseling.
-

**Instructor
/Facilitator
Guidance,
continued**

10. Counsel students at a minimum, initial, mid course (optional) and at the end of course. Provide feedback, and develop a plan of action for the student to provide to their chain of command.
 11. Provide appropriate remedial training.
 12. Continuously evaluate course effectiveness and efficiency and provide appropriate feedback to the training/training development (task) proponent.
-

**Student
Guidance**

It is the responsibility of the student to learn to perform the lesson learning objectives of this training. This includes completing the home assignments, completing practical exercises, and participating in training activities/discussions.

- (1) The student is to be provided the Student Evaluation Plan and Student Guide before instruction starts. The use/importance of these items and student responsibilities must be thoroughly explained to the student(s).
 - (2) Students need to provide constructive criticism concerning the efficiency and effectiveness of the training and training materials.
-

**Test
Administration
Guidance**

There is no Written Exam or Test in the course. All examinations are performance evaluations (hands on only). See Chapter 5 of this document.

FYI ONLY.

Administer exams IAW the guidance in the Test Administration Guidance (TAG) at Appendix A IAW TR 350-17.

**Conduct of
Training**

1. This course is branch–immaterial, and taught at Regional NCO Academy’s in a live-in environment. Classroom instruction includes practical application; followed by hands-on; performance-oriented training; conducted in a field training environment; culminating with an extensive situational training exercise (STX). Small group leaders (SGLs) assess the students' leadership potential and evaluate their ability to apply lessons learned and effectively lead their peers in a tactical and garrison environment.
 2. Commandants must ensure the conduct and evaluation of training is IAW the principles of training found in FM 7-0, FM 7-1, and this CMP.
 3. Student qualification in prerequisite tasks is an individual and unit commander’s responsibility. Upon arriving at a school, students must possess the capability of performing supporting individual tasks and tasks required in the next lower level course--for WLC these are skill level one tasks.
 4. AC WLC is a 4-week, 1-day course, culminating with a 96-hour STX.
 5. MOD WLC is a 2-week, 1-day course, culminating with a 96 hour STX.
(REF: AR 350-1, Chap 3, para 3-44, and TR 350-10, Chap 2, para 2-5a)
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**Course
Pre-requisites**

1. Soldiers attending WLC must fall into the following priorities--
 - a. Priority One: Sergeants that are non-WLC graduates. The SGTs may or may not have a WLC waiver.
 - b. Priority Two: SPC/CPL promotable. Use the following priority list:
 - (1) SPC/CPL (P) who meets the cut off score.
SPC/CPL (P) in MOSs which would have had additional promotions if more promotable SPC/CPLs had been available and identified as "Star MOS" by monthly HRC Promotion Cut-Off Memorandums.
 - (2) SPC/CPL (P) in other MOSs serving in an authorized NCO position based on the highest number of promotion points.
 - (3) All other SPC/CPL (P) on a recommended list based on the highest number of promotion points.
 - c. Priority Three: SPC/CPL in leadership positions. In order to fill all WLC training seats, non-promotable SPCs with demonstrated leadership potential may attend WLC only after exhausting all other higher order of merit list (OML) categories.
 - d. Priority Four: PFC is authorized to fill units OML and attend WLC.
 2. Students must--
 - a. Meet height and weight standards IAW reference message below.
 - b. Possess eligibility for reenlistment and be recommended by their commander.
 - c. Have no convictions of a misdemeanor crime of domestic violence (Lautenberg Amendment).
 - d. Have a current periodic health assessment (PHA) or medical examination within the past 12 months to attend WLC.
 - e. If age 40 or over, have completed a Cardiovascular Screening as part of their periodic health assessment or medical examination within the last five years. The preexecution checklist (PEC) in Part I Unit preexecution, line 10 must have the initials of the first line leader and the Soldier. If the initials are missing, verify the physical data in AKO. NCOAs will not enroll a student over the age of 40 without proper verification of the periodic health assessment or medical examination along with the Cardiovascular Screening. Soldiers will no longer hand carry a copy of the physical.
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**Course
Pre-requisites,
continued**

3. Commandants may not add local requirements to the prerequisites.

(REF: AR 350-1, Chap 3; AR 40-501, Chap 8; AR 635-200, para 5-14; TR 350-10, Chap 2, para 2-6; TR 350-18, Chap 3; DA MSG, DAMO-TRI, R091624Z Jun 04, para 8, ALARACT 075/2006, DA MSG, TR, 171414Z Apr 07, para 3, ALARACT 075/2007; DA MSG, DAMO-TR, DTG 051617Z May 2008 ALARACT 120/2008; and MILPER MSG 04-273, DTD 4 Oct 2004)

**Enrollment
Requirements**

1. Effective 1 October 2007, the automated PEC took effect. Soldiers with reservations made prior to that date are required to have the paper PEC. Soldiers whose reservations were made after that date are only required to report with documentary evidence of physical profile, most recent DA Form 705 (APFT Card) and other non-routine prerequisites not contained in the total Army personnel database (TAPDB).

2. Soldiers who have a permanent profile designator of “3” or “4” must include a copy of their DA Form 3349 and the results of the their military medical review board (MMRB) as part of the course application. Soldiers, who have appeared before an MMRB, or similar board, been awarded medical limitations, and allowed to retain their occupational classification, may attend WLC and train within the limitations of their profile--provided they can otherwise meet course prerequisites and graduation requirements.

3. NCOAs will deny enrollment to Soldiers who hold a temporary profile except for shaving or nonperformance deterring profiles. Soldiers diagnosed as pregnant after enrollment may continue training, **provided** the attending physician deems it is safe to do so. Pregnant Soldiers must provide a copy of the attending physician’s recommendation. A Soldier medically dismissed for pregnancy after enrollment may return to the course when the condition that led to the medical dismissal no longer exists.

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

**Enrollment
Requirements,**
continued

5. Temporary Profile Exceptions: Commanders may send Soldiers with temporary profiles, due to participation in OIF/OEF, to WLC. Soldiers must arrive with a copy of their current temporary profile and a memorandum bearing the commander's signature stating the profile exists as a result of injuries during participation in OIF/OEF. The Soldiers will train within the limits of their profiles.
6. For students with P3/P4 profiles, ensure that the profiling doctor and the approving authority doctor have signed the profile. The commander does not need to sign the profile unless he disagrees with the profile. P2 profiles only need the signature of the profiling doctor. Soldiers possessing P2 profiles must also meet course graduation requirements.
7. NCOAs will deny enrollment to Soldiers failing to meet any one of the above prerequisites. Commandants may not supplement these mandatory prerequisite requirements.

(REF: AR 40-501, Chap 8; AR 350-1, Chap 3; para 3-11; and TRADOC Reg 350-10, Chap 2, para 2-6(d); DA MSG, TR, 171414Z Apr 07, para 3, ALARACT 075/2007; HRC Profile Policy for NCOES, 19 January 2007; and <https://www.hrc.army.mil/site/protect/Active/epncoes/ncopoc.htm>)

**Course
Graduation
Requirements**

1. Students must score 70 percent or higher on the following performance evaluations, except for W226, Land Navigation and APFT:
 - a. Army Physical Fitness Test (APFT) (IAW FM 21-20w/C1) (60 points minimum in each event).
 - b. Physical Fitness Training.
 - c. Individual Training Evaluation.
 - d. Land Navigation Evaluation. (75 percent).
 - e. Two demonstrated leadership evaluations (garrison and tactical environment).

2. Students must pass the APFT, and meet the Height/Weight requirements. Commandants will arrange for students to meet the APFT and Height/Weight requirements while allowing for one retest. Students, who fail to pass the APFT or Height/Weight standards will be considered an academic course graduate, but annotate 11c of their DA Form 1059 as marginally achieved course standards. This also applies if they fail to meet both the APFT, and Height/Weight requirements.

3. Soldiers attending WLC within 90 days of returning from OIF/OEF are exempt from taking the APFT. Annotate on the DA Form 1059 in the APFT remarks: GWOT.

(REF: DA MSG, DAMO-TRI, R 091624Z JUN 04, and DA MSG, TR, 171414Z Apr 07, para 3, ALARACT 075/2007; and DAMO-TR, DTG: 051617Z May 08, ALARACT 120/2008)

Physical Requirements

1. Students must be able to meet the following physical requirements during the course: (Exception--Soldiers with temporary profiles due to participation in OIF/OEF)
 - a. Pass the APFT.
 - b. Negotiate rough terrain under varying climatic conditions.
 - c. Conduct, demonstrate, and lead physical fitness training.
 - d. Walk a minimum of 3200 meters with load carrying equipment (LCE) in a minimum of three hours.
 - e. Lift and carry all required packing list items (OCIE and CTA 50-900) for short distances.
 - f. Carry a 48 pound combat load that contains mission essential equipment (weapon, helmet, uniform, LCE included in 48 lbs).
 - g. Lift and carry fuel, water, ammo, MREs, or sandbags occasionally.
 - h. Low crawl, high crawl, and rush for three to five seconds.
 - i. Move over, through, and around obstacles.
 - j. Carry and fire individually assigned weapon.
 - k. Carry mission-oriented protective posture (MOPP) gear.
2. Commandants may not supplement these course graduation requirements.

(REF: AR 611-1, Chap 6; ARTEP 7-8; TR 350-10, Chap 2, para 2-7; FM 21-18, 01 Jun 90; DA MSG: 092054Z SEP 04, SUBJECT: Selection and Scheduling of Soldiers for Army Schools; and DA MSG; TR, 171414Z Apr 07, para 3, ALARACT 075/2007; and DAMO-TR, DTG: 051617Z May 08, ALARACT 120/2008)

Course Objectives

The training in WLC focuses on--

- Establishing self-discipline.
- Instilling professional ethics.
- Leading, disciplining, and developing Soldiers.
- Planning, executing, and evaluating individual and team training.
- Planning and executing missions and tasks assigned to team-size units.
- Caring for Soldiers and families.

(REF: AR 350-1, Chap 3, para 3-44)

**Student
Orientation**

All commandants must--

- Post their student orientation information under their respective school codes to the school header (SH) screen in ATRRS.
- Ensure information is current at all times and includes all information from TR 350-18, Chapter 3, and paragraph 3-22 as necessary.
- Mail information to the students' unit NLT 45 days prior to start of the course if ATRRS (<http://atrrs.army.mil>) is not available.
- Have copies available for those students who did not receive a copy prior to reporting for training.

(REF: TR 350-10, Chap 2, 2-4; and TR 350-18, Chap 3, para 3-22)

**Army Lessons
Learned**

1. Once a week COTs will review the Center for Army Lessons Learned (CALL) website, <http://call.army.mil>, for current lessons learned and current events that pertain to the lessons learned, and distribute to SGLs.

2. SGLs will generate a discussion from the information gathered from the CALL website with the group, not to exceed 15 minutes.

CHAPTER 2

Instructor to Student Ratio

NCOAs must maintain a 1:6-12 instructor-to-student ratio. Group sizes per classroom shall not exceed 2:24 (all hands-on and performance training remains at the 1:6-12 ratio). A ratio of more than 1:6-12 requires an exception to policy from USASMA QAO department, unless TRADOC or higher authority dictates differently in message format.

(REF: TR 350-10, Chap 2, para 2-13c, and ALARACT 075 / 2006)

Class Size

Class sizes may vary due to capacity and training requirements. Commandants must request an exception to policy from USASMA QAO department to exceed their optimum class size or for less than the minimum approved class size.

Method of Instruction

1. The 1:6-12 instructor-to-student ratio facilitates successful training using small group instruction (SGI).
 2. Small group instruction shifts the teaching methodology from “what to think” to “how to think” and places the learning responsibility on the student through group participation. This approach creates an atmosphere whereby the students can exchange ideas on any subject and use collective reasoning to solve problems. The small group process fosters team building and provides training reinforcement based on a wide range of backgrounds and professional experience. **Do not** use WLC students as instructors or discussion leaders. Exception: Students will instruct their required tasks assigned to them as their practical exercise and performance evaluation required of them in the training support package T223, Training Management.
 3. NCOAs will divide the students into their assigned groups upon enrollment at the course leveling by WWF. Academies are required to organize students with a mix of Specialties of Combat Arms, Combat Support, and Combat Services Support when forming groups. The assigned groups will stay together throughout the course. SGLs will ensure their students serve in a variety of different leadership positions. As a student leader, students will lead, train, and care for the other members of the group. SGLs will critique and counsel student leaders by pointing out the students’ leadership techniques, ideas, and principles that apply to the various situations that confront the student. The assigned small group leader will remain with that group throughout the course.
-

Method of Instruction,
continued

4. WLC SGLs conduct training in a challenging, live-in (within local constraints), leadership intensive NCOA environment that reinforces leadership and professional skills as part of the students' academic training and daily routine. The NCOA cadre will teach and demonstrate the standards of leadership, training, technical and tactical competence, and overall professionalism that the NCO Corps throughout the Army must maintain. Everything the students observe in an NCOA should set the example of how to conduct activities in their unit and the Army. Students initially learn to be NCOs at the appropriate skill level by observing cadre role models and performing the job to standard in an NCOA under the mentorship of NCOs.

5. NCOAs will billet students as outlined in TR 350-10, Chap 2, para 2-5.

(REF: TR 350-10, Chap 2, para 2-5, 2-13, and Chap 5, para 5-10 and 5-11)

Leadership Assessment/ Development and Evaluation

The developmental counseling process satisfies this requirement; see Appendix E, this CMP.

(REF: TR 350-10, Chap 2, para 2-20)

Instructor Certification Program

There is probably no more important task for a commandant than selecting SGLs. The SGLs role as mentors requires them to be there for their students. It requires the highest level of dedication and devotion to duty. Commandants can find the Instructor Certification Program (ICP) on the USASMA Website. See Appendix H for instructions.

(REF: TR 350-70, Chap II-1-3, and TR 350-10, Chap 2-14)

Student Academic Records

1. The commandant is responsible for ensuring the posting of all student input/output data to ATRRS within four working days of the course start date and completion date.

2. The NCOA will maintain individual records for each student for 12 months containing the following documents:

- a. The enrollment application for ATRRS.
 - b. The attachment order if prepared.
 - c. A copy of the preexecution checklist with appropriate signatures.
 - d. All student leadership evaluations.
 - e. All developmental counseling, to include initial, performance, leadership, and end-of-course evaluations.
-

**Student
Academic
Records,
continued**

- f. Copy of course completion, DA Form 1059.
 - g. Any other correspondence referencing the Soldier, e.g., drop packet.
 - h. DA Form 705 (maintained for professional development courses and selected functional courses).
 - i. DA Form 3349 with MMRB results (if applicable).
3. Test control officers (TCOs) will separately retain performance evaluation answer sheets and associated student papers until course completion. Upon course completion, TCOs will destroy them. TCOs will retain the evaluation answer sheets of nongraduate and early release students and store them separately from the graduate students' attendance records files for 24 months before destruction.
4. After the 12-month record retention period, remove the DA Form 1059 from the individual records and keep on file IAW AR 25-400-2, FN 351-1f. Destroy supporting documentation at this time.

(REF: TR 350-10, Chap 2, para 2-8c, and TR 350-18, Chap 3, para 3-7)

**Service School
Academic
Evaluation
Report (AER)**

Academies must prepare a Service School Academic Evaluation Report (AER), DA Form 1059, for each student upon successful completion or up to the point of disenrollment from the course or phase. Do **NOT** issue an AER to a student who does not attend the course. See Appendix E, this CMP, for form completion instructions.

(REF: TR Reg 350-18, Chap 3, para 3-27)

**Student
Recognition**

NCOAs will present all students meeting course graduation requirements a training proponent diploma. Diplomas--as a minimum--must contain the student's full name, rank, complete course title, course identification number, and beginning and completion dates.

(REF: TR Reg 350-18, Chap 3, para 3-30, and Appendix E, this CMP)

**Student
Academic
Deficiency/
Dismissal**

1. When a commandant denies enrollment to a student, dismisses the student, or the student fails to complete the course successfully, the commandant must provide written notice to the student's commander.
 2. Commandants may remove students from WLC before course completion for any one or a combination of the following:
 - a. Academic deficiencies or disciplinary reasons.
-

**Student
Academic
Deficiency/
Dismissal,
continued**

- b. Lack of motivation (apathy).
 - c. Illness, injury, compassionate, or other reasons beyond the student's control (made without prejudice and requires a written notice informing the unit that the Soldier may reenroll as soon as convenient).
3. Commandants must follow the procedures outlined in AR 350-1, para 3-18, dated 3 Aug 07 when considering the elimination of a Soldier for motivational, disciplinary, or academic reasons, and the NCOA has adequately documented the reasons for the elimination action.
4. Soldiers previously eliminated from WLC and allowed to reenroll must start at the beginning of the course.
5. Soldiers disenrolled from WLC for academic deficiency may apply to reenter the course when both the unit commander and the school commandant determine that the student most likely can now successfully complete the course.
- (REF: AR 350-1, para 3-18, and (j) (1-5) (1))
-

**Student End-of-
Course Critique**

Each student must complete and submit an end-of-course critique (EOCC) questionnaire. See Appendix D.

**Academic
Report of
Training**

- NCOAs are requested to--
- Complete the academic report of training (ART) upon completion of each WLC class and provide the electronic version via email, NLT one week after completion of each class to USASMA, DOTD, Chief of WLC.
 - Ensure the quotas, seats reserved, input/enrolled, and graduation numbers on the ART match ATRRS prior to sending.
-

CHAPTER 3

**SGI
Overview**

The small group process of instruction differs from the traditional platform method. The small group process revolves around active student participation.

**SGL
Responsibilities**

The TSP includes everything the small group leader (SGL) needs to present the lesson. The SGL does not need to develop additional material. SGLs must read and study the TSPs to become familiar with the content well enough to teach it, rather than read it to the students. The more comfortable the SGL is with the material, the better his presentation skills. The key to presenting effective quality instruction in the small group process is thorough preparation. Experience shows that the SGLs who devote time to preparing a lesson present excellent instruction. The SGL must--

- Understand the contents: the training support package (TSP), advance sheet, and practical exercises (PEs), and know how to use them during the course of the lesson.
 - Know the time requirements in the TSP and manage time in order to teach to the terminal learning objective (TLO) standard.
 - Prepare the visual graphic training aids (VGTs) /or Power Point slides' (PPT).
 - Test in advance all classroom equipment and material used in the classroom to ensure they are in working order and up-to-date.
 - Know how to ask questions that stimulate class discussion and encourage the small group process.
 - Rehearse the lesson by presenting it to a fellow SGL.
 - Ensure students have the required material and equipment prior to the lesson.
-

**Lesson
Presentation**

The WLC concept of instruction revolves around student participation during the TSP presentation. USASMA prepares the TSP in a question and answer format to generate the discussion needed to make the small group method effective. By following the TSP, the SGL will effectively present the lesson, allowing the students to participate and ensuring the students learn the objectives. SGLs must keep in mind the following points when presenting the lesson:

- Get the students' attention immediately by properly introducing the TSP.
 - Involve the students in the class by asking effective questions.
 - Do not read the TSP to the students--teach it to them.
-

**Lesson
Presentation,**
continued

- Keep the TSP flowing and meet the time requirements.
 - Do not abruptly cut off a student making a valid point.
 - Periodically summarize the TSP and conduct the checks on learning to ensure all the students understand the TSP up to that point.
 - Stay focused on the TSP, especially the TLO, ELOs, and LS/As.
 - Empower SGLs to incorporate COE, experience, and lessons learned into the classroom discussion.
 - Keep the TSP positive and keep all the students involved in the small group process.
 - During practical exercises, allow the students to discuss the solution and learn from the exercise. Have them give any personal experiences that may relate to the exercise.
 - Conclude by summarizing and conducting a check on learning to allow the students a better opportunity to understand the lesson.
-

Study Hall

1. Study hall is very important and mandatory for all students. The SGL must allow the students to prepare just as he prepares himself for the next day's class. Students must study the required TSP material prior to its presentation. The Advance Sheet (Appendix D) in the TSP lists the requirements for student preparation. In addition, commandants will provide remedial training to any student failing to meet performance standards on any performance test. NCOAs should have enough SGLs present to ensure that each student receives needed assistance. The commandant determines the number of SGL's needed for proper supervision of study hall. The training schedule will reflect the times for study hall and remedial training outside normal POI time.
 2. The POI allots a maximum number of hours for study hall. USASMA and the NCOA commandants made the determination that this is the optimum number of hours to ensure even the weakest students have adequate time to prepare. **However, commandants have the authority to end training schedule or extend study hall hours as required by an entry into the NCOA SOP.** SGLs determine when students have completed their study requirements. At a minimum, NCOAs will schedule remedial training after each performance evaluation and prior to retesting. NCOAs may schedule the remedial training times during the same time they schedule normal study hall for the remaining students.
 3. Some students have study problems that may vary from slow reading and comprehension difficulties to poor study habits. SGLs must identify which students have these problems and take measures to remedy them.
-

Study Hall,
continued

4. The following are some tips to help the SGL improve the study habits and learning ability of his students.
 - a. Know the students--as individuals--in order to better understand their particular problems.
 - b. Help the slow readers by showing patience and understanding of their problems.
 - c. Seek help from the students who know how to study by pairing them up with the slower learners. Peer help is a great team builder.
 - d. Help the students organize their material by showing them how to outline and take notes.
 - e. Ensure the students understand the TSP by having them paraphrase certain material back to the SGL.
 - f. Show students with problems the TSP; this may help them better comprehend and understand the material. Students may also access the TSP on the USASMA Website:
<https://www.us.army.mil/suite/page/514945>.
 - g. Build confidence in the students with problems by actively involving them in the small group process.

 5. Nothing helps a problem student more than a caring SGL who takes time to help that student learn and understand the course material. Good SGLs do everything within their ability to help their students learn.
-

**Class
Management/
Environment**

2. Commandants must ensure that all SGLs exercise proper class management in order to create an environment conducive to learning. SGLs can successfully manage their classes by understanding two elements: 1) the physical environment of the classroom and 2) effective class management.

 3. The following are some of the important physical environmental and effective class management aspects SGLs should keep in mind--
 - a. Lighting. Correct lighting plays a major role in the student's comprehension of the lesson. Inadequate lighting can sabotage the small group process.
 - b. Temperature. SGLs should ensure that the classroom is neither too hot nor too cool and has proper ventilation.
 - c. Seating. Arrange student seating in a horseshoe configuration so the students can see each other. This supports participation in small group discussion and allows the students to interact with one another and the SGL.
 - d. Noise. The SGL must eliminate or reduce noises that interfere with the learning process.
-

**Class
Management/
Environment,**
continued

- e. Classroom equipment. Multimedia equipment, viewgraphs, and training aids must not obstruct or distract training, and the equipment must be serviceable.
- f. Prior to class, post a copy of the training schedule and student evaluation plan (SEP), located in Appendix C of this CMP, as a reference for students and visitors.
- g. The use of nameplates helps identify students and assists in facilitating the small group process.
- h. Keep the classroom prepared, neat, orderly, and clean. This creates an atmosphere conducive to the learning process.

Discipline

1. SGLs are the key to classroom discipline. Discipline must not interfere with the learning process. Guidance prohibits SGLs from using demerit systems, harassment, or similar techniques to enforce discipline in the classroom. This is not to say that discipline does not have a place in the classroom. The most successful SGL is the one who finds the middle ground between too much and too little discipline.
 2. SGLs must treat students as they would treat subordinate NCOs in a unit. The key to remember is that Soldiers learn better when the SGL treats them with professionalism and respect. The SGL who maintains his professionalism and treats his students like fellow NCOs will successfully manage his class and maintain the proper level of discipline.
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CHAPTER 4

Lesson Composition

1. This chapter outlines the components in the TSP used to conduct WLC instruction. Each lesson in WLC consists of a TSP which may, or may not, contain all of the following components:
 - a. **Cover Page.** Cover page gives the title of the TSP.
 - b. **Table of Contents (TC).** The TC lists the TLO/ELOs and page numbers of various components of the TSP.
 - c. **Section I, Administrative Data.** Provides instructions and guidance to the academy and SGLs. It lists the tasks taught, supported or reinforced, hours by type of instruction, test and review information, prerequisite TSPs, foreign disclosure statement (FD) and clearance requirements, instructor/student requirements, personnel and equipment requirements, and materials and facilities.
 - d. **Section II, Introduction.** This section begins with a brief motivator designed to “grab” the students’ attention. Following this are the TLO, safety requirements, risk assessment, environmental considerations, and evaluation requirements. This section ends with a short lead-in to the lesson.
 - e. **Section III, Presentation.** The SGL uses this section to present the TSP to the students. This section includes each ELO or Learning Step/Activity (LS/A). The LS/A lists the time required to perform the activity, technique of delivery, instructor to student ratio, media, and reference. An LS/A may be a conference, PE, TVT, guest speaker, etc. This section of the TSP contains the narrative that the SGL uses to present the lesson. It is in text discussion and question and answer format, and contains instructor notes that guide the SGL in covering the key points of the TSP. This section indicates when to use viewgraphs (VGTs) and other training aids in support of the instruction. The SGL may add his own experiences, lessons learned, thoughts, and questions while presenting the TSP to help the students understand the material better.
 - f. **Section IV, Summary.** This section summarizes the lesson and provides a transition statement leading to the next lesson--if appropriate.
 - g. **Section V, Student Evaluation.** This explains the type of test and evaluation the students will receive.
 - h. **Appendix A.** Contains the facsimiles of the VGTs used in the presentation of training. These are visual graphic training aids to help students grasp key points of a lesson. USASMA includes full-size PowerPoint slides for use by academies as black and white copies to produce the actual transparencies or for multimedia-based presentations in the lessons. NCOAs may not alter the VGTs’ text; however, NCOAs may add their logos, etc.
-

**Lesson
Composition,**
continued

- i. **Appendix B.** USASMA attaches the performance evaluations to the TSP.
 - j. **Appendix C.** Contains all practical exercises (PE) and solutions to the practical exercises (SPEs). A PE reinforces the training through application. PEs allows the SGL to evaluate how well the students learned the lesson material. PEs may take the form of role-playing or a question and answer evaluation. PEs contain a school solution--in most instances--the students can use to compare to the PE they completed.
 - k. **Appendix D.**
 - (1) Contains all student handouts (SHs) and may consist of maps, doctrinal extracts, or similar items the student may need to complete the TSP requirements. It also contains the student advance sheet that provides the student an overview of the TSP, TLO, ELOs, reading assignments, and special instructions for the student. NCOAs normally issue Appendix D during in processing but definitely prior to presentation of the training. USASMA recommends that the student receive his student handouts at in-processing.
 - (2) The student handouts will replace the majority of the ARs, FMs, TCs, etc., used in developing the TSPs.
2. Most of the student handouts that contain extracts from doctrinal publications have the label “**RECOVERABLE.**” However, the decision to use this label is at the commandant’s discretion. USASMA only recommends this in the interest of saving printing and shipping costs.
3. Paperless Website used to introduce changes in policy, TSPs, equipment, etc...
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CHAPTER 5

Control Procedures for Student Measurement Instruments (Evaluations)

For proper control procedures for student measurement instruments (evaluations), Commandants must--

- a. Provide proper command supervision of student performance evaluation instruments.
- b. Provide sufficient personnel and adequate facilities for administration of student performance evaluation instruments.
- c. Appoint a test control officer (TCO) and alternate test control officers (ATCOs) as required, for prompt compliance with student testing requirements.
- d. Ensure effective safeguarding of student performance evaluation instruments from loss or compromise.
- e. Take immediate corrective action in the event of loss or compromise.
- f. Direct students and cadre to report to the staff and faculty of the administering activity any situation regarding any possible or known loss, disclosure, or compromise of a performance evaluation instrument.
- g. Ensure all personnel who handle sensitive material have an absolute need to know and are responsible for limiting access of material to others without a need to know.

NOTE: Refer to the USASMA homepage for best, practices, and job aids at <https://www.us.army.mil/suite/page/514945> for specific procedures referring to control and administration. NCOAs can find an example of a test control SOP at <https://www.us.army.mil/suite/page/514945>. It is the SOP that the QAO will use to determine if you are conducting your test control properly.

(REF: TRADOC Test Policy and Procedures Memorandum and Enclosures, 6 Oct 01 and <https://www.us.army.mil/suite/page/514945>)

Test Control Officer (TCO) and ATCO Requirements

Commandants must officially appoint or relieve the TCO and ATCOs in writing, and mail, fax, or e-mail to the USASMA WLC Section at the address listed in the front of this CMP, or fax to (915) 568-8337, DSN 978-8337.

Advance Sheets

During in processing, NCOAs will provide the students with the advance sheets (Appendix D). The advance sheets inform the students which lessons the TSPs train, and the evaluation standards and requirements.

**Practice
Performance
Evaluation**

- Commandants have the option to design a practice performance evaluation.
- Time to give the practice performance evaluation will come from S202, Training Support Activity Hours.
- NCOAs will not use the performance evaluation from the USASMA to practice performance evaluations.
- Practice performance evaluation must be similar to the actual performance evaluation to provide the students with an idea of what to expect from the actual performance evaluation.
- Practice performance evaluation is not a test control item. SGLs may maintain practice performance evaluation.

**Performance
Evaluation
Development**

1. USASMA provides one digital copy of the performance evaluation and solutions to the NCOAs via website. The TCO must locally reproduce additional copies. ATSC will provide the MOD NCOAs with the WLC course ware by first Qtr of the year (OCT 08).
2. To ensure standardization, use only the performance evaluation forms and possible solutions provide by WLC of USASMA.
3. To provide effective control of performance evaluations TRADOC Test Measurement SOP recommends that TCOs print a sufficient amount of performance evaluations for the projected class size plus a surplus established by the commandant for unanticipated walk-ons.

Testing Out

1. Commandants, at their own discretion, may choose to allow students to test out on the following lessons during their performance of the PE or rehearsal:
 - a. T224, Physical Fitness. (TAG-2)
 - b. T223, Training Management. (TAG-3)
 - c. W226, Land Navigation. (TAG-4)
 2. See individual TAGs in Appendix A for specific guidance.
 3. Students have the option to take the performance evaluation even if they test out during the performance practical exercise if they feel they could receive a higher score for class standing purposes. However, if a Soldier does test out during the performance practical exercise and fails the performance evaluation, then the Soldier will receive remedial training and retest.
-

**Evaluation
Answer Sheets**

Commandants have the option to use the most readily available evaluation answer sheets. NCOAs may have the evaluation answer sheets either commercially or locally produced.

**Scheduling
Performance
Evaluations**

The commandant has the discretion when to evaluate the students, as long as the TSPs are taught before evaluating.

**Evaluating
Results of
Performance
Evaluation**

1. Students must successfully complete performance evaluations to meet course graduation requirements in the following areas:

- a. Individual Training Performance Evaluation Test (T223) (GO).
- b. Physical Fitness Performance Evaluation. (T224) (GO)
- c. Land Navigation Performance Evaluation Test (W226) (GO).
- d. Leadership Performance Evaluation Test, Garrison (W227) (GO).
- e. Leadership Performance Evaluation Test, Tactical (W227) (GO).

2. Students may use notes/cue cards during the performance evaluation of 1a above.

3. To receive a passing score, students must score at least 70 percent or higher on all the performance evaluation, except for W226 Land Navigation requires 75 percent.

(REF: AR 350-1, Chap 3, para 3-18; TR 350-10, Chap 3, para 3-27; and TR 350-18, Chap 2, para 2-9)

**Re-evaluation
Procedures**

1. NCOAs will schedule remedial training and re-evaluation for Soldiers who fail any initial performance evaluation. NCOAs must reflect the retraining and re-evaluation on the training schedule. NCOAs will re-evaluation the students only once.
2. Should a student fail the initial APFT, NCOAs will schedule and conduct remedial training and retest one time prior to the end of the course.
3. NCOAs will annotate re-evaluation scores in the students' course records along with counseling and remediation documentation. However, students who require and pass a re-evaluation will receive the minimum passing score (70 percent) for that event. NCOAs will automatically remove these students from class honors consideration and use the 70 percent score for any type of averaging.
4. If a student receives two failing scores (one initial test and one re-evaluation) on any performance evaluation, the commandant must initiate actions to dismiss the student from the course. (Except for the APFT and HT/WT failures)

(REF: TR 350-10, Chap 2, para 2-9b)

5. Should a student appeal the dismissal action, and his appeal is successful, the command will issue a second re-evaluation. Should the Soldier fail, the second re-evaluation, then the commandant will dismiss the Soldier.

(REF: TR 350-10, Chap 2, para 2-9a and b)

**After Action
Review (AAR)**

Conduct an AAR following the performance evaluation in order for students to know what areas they missed and to learn from their mistakes.

**Performance
Step Item
Analysis**

1. The TCO/ATCO must conduct a performance step item analysis of the results of each performance evaluation to identify any item discrepancies, such as 40 percent or more of the students failing a particular item. In the event of such a failure rate, the commandant must convene a Test Item Certification Committee (TICC) of no less than three cadre personnel.
 2. The most important aspect of performance step item analysis is the TICC. If more than 40 percent of the students performed the step item incorrectly, the TICC must review the performance step item for validity based on the following as a minimum:
 - a. Is it a valid performance step item?
 - b. Did review of the TSP ensure the TSP covered the material?
 - c. Did the SGL adequately present the material?
 - d. Was the number of failures spread out among all groups or were they only present in one or two groups?
 - e. Does it appear to be a trick problem or performance step?
 - f. Was the item explicit enough for respondent to easily understand it?
 - g. Is the performance step item overly complex (requires several readings for the reader to understand)?
 - h. Are the distracters extremely similar in their wording (not easily distinguishable)?
 3. If the TICC determines a performance step item is not valid, the TICC then recommends to the commandant to award credit to all students for that performance step item.
 4. The commandant must ensure that DOTD at USASMA receives immediate notification of any item or step that receives a TICC to be defective performance item. Use this website to contact DOTD WLC Chief, <https://www.us.army.mil/suite/page/514945>.
-

**Student
Developmental
Counseling,
Performance
Failures**

Feedback is essential for students to know how they are performing and where they stand in the course. Developmental counseling is one of the most important tools of leader development at WLC. SGLs must use developmental counseling continually on both the positive and negative aspects of their students' performances throughout the course. Identifying the students' strengths, weaknesses, and ways to improve will assist them in successfully completing the course. See Appendixes A and E of this CMP for developmental counseling requirements and forms.

(REF: TR 350-10, Chap 2, para 2-7g)

**Land
Navigation
Course
Construction**

1. The land navigation course will have a minimum of four points and be a self-correcting course. Construct and maintain the land navigation course using the following minimum guidelines:

- a. Perform a map and ground reconnaissance while checking the terrain to determine position stake locations.
- b. Plot the locations of the position stakes on the appropriate scale map.
- c. Survey the position stakes and emplace them. Request support from your local engineer or field artillery unit for assistance.
- d. Certify the course--semiannually as a minimum--by having SMEs negotiate each lane of the course to the same standard established for the students. All assigned or newly assigned SGLs must negotiate the course to the same standard as the students.
- e. Prepare course requirement sheets.
- f. Complete a risk assessment of the training area.
- g. Ensure that the distance between points will be no less than 600 meters and no more than 800 meters for the course. Ensure that terrain features **DO NOT** extend the length of the legs beyond 800 meters.

NOTE: The NCOA will lay out the points (1, 2, 3, and 4) in order using the directed distances. The testing guidance for the Land Navigation Test allows the students to plot a course that the students feel will get them to their four points in the fastest and shortest ways. This allows the students to study their maps using the skills they learned in the course. Their selected routes may not satisfy the directed distances of 600 to 800 meters between points, however allow for route variables with safety considerations in mind.

**Land
Navigation
Course
Construction,**
continued

- h. Locate points on prominent terrain features if the local training area permits. Bridges, roads, towers, hilltops, road junctions, etc., are the optimal control points. Place large size silhouettes of personnel, equipment, or markers on the terrain features if not prohibited by local SOP. The intent of this requirement is to make the objective clearly visible. USASMA defines a large size marker as one that is visible to the student from a distance of 50 meters.
- i. Clearly identify boundaries and safety requirements established by local SOPs.
- j. Take measures to ensure that no one compromises the course, such as rotating the types of silhouettes or equipment found at the control points.
- k. Develop a pace-count course and fix post/select points with known azimuths so the students can determine their pace count and verify the accuracy of their compass. The pace-count course should be 300 meters long and lay out over the same terrain as the course. Do not lay out the course on a road.
- l. Place the eight-digit coordinates of the points on the point markers. This will allow the students to check their work to see if they arrived at the correct point. If not, then the students will be able to--
 - (1) Find where they are on the map.
 - (2) Try to determine what they did wrong and make corrections.
 - (3) Plot an azimuth to one of their designated points.

2. Commandants will develop a local composite risk management (CRM) / environment assessment and terrain briefing / policy IAW regular guidance. The CRM policy / briefing will include Prevention of Heat and Cold Casualties, and Soldiers in Distress.

(TR Reg 350-6, para H-11; and TR Reg 385-2, para 1-5)

**Land
Navigation
Exam Test Out**

At the commandant's discretion, he may choose to allow students to test out on the land navigation examination following the procedures below:

- Students complete the instruction on TSPs W221 and W226.
- Commandants use the practice land navigation test (PE-2) in W226 as the opportunity for students to try to test out.
- The land navigation course for PE-2 meets the same standards as the test course as described above.
- Students meet the requirements of finding three of the four points.
- Follow the guidance in Appendix B of TSP W226 for evaluation procedures.

**Local Maps
Usage**

1. Commandants may substitute 1:25,000 local map sheets for 1:50,000 map sheets for land navigation.
2. See the Test Administrative Guidance (TAG), Appendix A, this CMP for testing guidance.

(REF: FM 3-25.26, Chap 2, para 2-8, Chap 14, para 14-3, and CMP)

**Weapons
Immersion**

1. Each academy will include a section in their Standing Operating Procedure (SOP) regarding weapons immersion. This section will address training requirements based upon individual NCOA needs and analysis.

2. Weapons immersion is placed in the course at the discretion of the Commandant. (Required for Land Navigation and the 96 Hour STX)

(REF: MEMO, TRADOC Policy on Weapons Immersion Training, 13 April 2005)

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CHAPTER 6

**The Army
School System
(TASS)
Institutional
SOP**

All NCOAs must develop and maintain a unit SOP. The SOP will contain, as a minimum, policy and procedures for--

- a. Verifying student prerequisites.
- b. Ensuring students, faculty, and staff are in compliance with the Army Weight Control Program AR 600-9.
- c. Performance evaluations test control and accountability.
- d. Student in processing and out processing.
- e. Student disenrollment and appeal process.
- f. Preparation and distribution of student evaluation plan (SEP) and student guides.
- g. Refresher/remedial training for re-evaluation performance evaluations.
- h. Developmental counseling requirements.
- i. Soldier safety and force protection.
- j. Conducting composite risk management assessment, prior to all training events.
- k. Preventing sexual harassment and enforcing compliance with equal opportunity policies.
- l. Sexual assault and prevention.
- m. Prohibited Soldier relationships/fraternization.
- n. Maintenance of student and SGL records.
- o. Procedures to dismiss students from the course.
- p. Procedures for a referred academic evaluation report (AER).
- q. Environmental compliance.
- r. Instructor qualifications, certifications process, and evaluations.
- s. Self assessment process (end of course requirement).
- t. Weapons immersion.
- u. Soldiers Distress Plan.
- v. CRM Requirement Certification.
- w. Instructor Training requirements/Hot/Cold/Environment, CLS, etc...

(REF: TR 350-18, Chap 3, para 3-2; TR 385-2; AR 350-1, Chap 3, para 3-18; AR 600-9; AR 600-20, Chap 4, para 4-15, 4-16; and AR 670-1)

**Safety and
Force
Protection**

1. Force protection must be an integral part of the NCOA's mission planning by including composite risk management (CRM) in the decision making process. CRM eliminates unnecessary risk to the force and the mission, minimizes fratricide, and avoids accidental injury to Soldiers and damage to equipment. Force protection responsibilities continue around the clock, both on and off duty.

2. Safety in training and training safely are not synonymous. NCOAs will achieve safe training by integrating safety in their planning, development, and conduct of training IAW FM 5-19, FM 7-0, and FM 7-1. Leaders must commit to accomplishing missions without unnecessarily jeopardizing lives and equipment. NCOA cadre and students must recognize unsafe behavior while making prudent risks decisions and developing operational processes to minimize hazards and adjust training schedules PRN.

3. Training safety consists of three interlocking tiers:
 - a. Tier 1. The commander validates soundness of training and evaluates plans for safety and resolving safety issues.
 - b. Tier 2. The first line leader identifies necessary actions by responsible individuals, establishes a system to monitor training safety, and focuses on adherence to standards.
 - c. Tier 3. Individual Soldiers look after themselves and others. They know how to recognize unsafe conditions and acts.

(REF: TR 350-10, Chap 2, para 2-18)

**Soldiers
Distress Plan**

Reference TRADOC Regulation 350-9 develop a Soldier distress plan that mitigates the identifiable hazards of hot and cold related conditions:

A. Identify Hot Weather Hazards.

(1) Consider any past experience with heat casualties at the installation. Heat casualty hazards are cumulative. Commandants need to consider the following:

H - Heat category the past 3 days.

E - Exertion level of training the past 3 days.

A - Acclimatization/other individual risk factors.

T - Time of exposure, to include nights, and recovery time.

(2) Clusters of heat casualties on prior days mean high risk for today.

(3) Obtain WBGT when ambient temperature exceeds 75°F (Fahrenheit).

(4) Recognize factors for increased risk of incurring heat casualties in individual soldiers:

- Not acclimatized to heat (need 10-14 days to get trainees adequately acclimated.)
 - Exposure to cumulative stressors (2-3 days of any of the following):
 - Increased heat exposure.
 - Increased exertion levels.
 - Lack of quality sleep.
 - Overweight.
 - Minor illness (cold symptoms, sore throat, low grade fever, nausea, or vomiting).
 - Taking medications (either prescribed or over the counter (OTC), e.g., allergy or cold remedies).
 - Dietary supplements/dietary aids (e.g., Ephedra).
 - Use of alcohol in the last 24 hours.
 - Prior history of heat injury (any heat stroke, or 3 or more episodes of heat exhaustion).
 - Skin disorders such as heat rash and sunburn, which prevent effective sweating.
 - Age over 40 years.
 - Overly motivated soldiers (e.g., overly motivated soldiers may not comply with heat casualty prevention measures).
-

**Soldiers
Distress Plan
continued**

(5) Ill soldiers, and those that have consumed alcohol within the last 24 hours, are probably already dehydrated. Seriously consider taking these soldiers out of training, and having ill soldiers seen on sick call.

B. Cold Weather.**(1) Identify Cold Weather Hazards.**

- (a) Cold (temperature 40°F and below).
 - (b) Wet (rain, snow, ice, humidity) or wet clothes.
 - (c) Wind (wind speed 5 miles per hour (mph) and higher).
 - (d) Lack of adequate shelter/clothes.
 - (e) Lack of provisions/water.
 - (f) Other risk factors:
 - Previous cold casualties (clusters of cold casualties on prior days mean high risk for today).
 - Use of tobacco/nicotine or alcohol in the last 24 hours.
 - Skipping meals.
 - Low activity.
 - Fatigue/sleep deprivation.
 - Little experience in cold weather.
 - Dehydration.
 - Minor illness (cold symptoms, sore throat, low grade fever, nausea, vomiting), injuries, or wounds.
 - Taking drugs (prescription, OTC, herbal, or dietary supplements).
 - Prior history of cold injury.
 - Overly motivated soldiers (e.g., overly motivated soldiers may not comply with cold casualty prevention measures).
 - (g) Seriously consider taking ill soldiers, and soldiers who have consumed alcohol within 24 hours, out of training and having ill soldiers seen on sick call.
-

Composite Risk Management (CRM)

1. The CG of TRADOC retains signature approval of EXTREMELY HIGH level training residual risks. The proponent commander or commandant will sign and forward to HQ, TRADOC (ATOS) their position on acceptability of EXTREMELY HIGH residual risks. Proponent commanders or commandants have signature authority for HIGH, MEDIUM, and LOW level training risks. They may delegate their signature authority for MEDIUM and LOW level risks.
2. CRM is a five-step process integrated into training decision making to identify and eliminate unnecessary risk by--
 - a. Identifying potential hazards that Soldiers may encounter during mission or task performance.
 - b. Assessing hazards.
 - c. Making risk decisions and developing controls.
 - d. Implementing appropriate controls to reduce or eliminate hazards.
 - e. Supervising mission/task performance to include evaluating performance to adjust as needed and incorporating lessons learned into future actions.
3. Leader safety training must include progressive and sequential CRM Basic, Tactical Operations Safety Officer, and Fratricide Prevention training etc...
4. NCOAs must--
 - a. Adhere to TRADOC's risk acceptance decision authority levels in all training operations.
 - b. Establish course safety standards and integrate safety/caution statements, CRM decisions, and fratricide prevention actions into appropriate training documents.
 - c. Post the highest risk assessment level for the current day's training adjacent to the training schedule and a copy in the visitor's folder.
 - d. Ensure the CRM is visible to students during tactical training situations in a central location. There is no requirement for maintaining records of the daily risk assessment level.
 - e. Ensure during tactical training events that adequate medical personnel, communications equipment, and transportation are readily available. NCOAs may use combat lifesaver certified personnel in lieu of assigned medical personnel.

(REF: TR 350-10, Chap 2, para 2-17; TR 350-6; TR 385-2, Chap 4, para 4-3; and FM 5-19)

Composite Risk Management (CRM) continued

5. The following CRM standards also must be met:
- All Instructors - CRM Basic Course. All Soldiers and Army civilian employees are required by CSA directive to complete this 1.0 hour course NLT 30 September, 2007. A DASAF memo authorizes other CRM training that may satisfy this requirement.
 - Commandants and First Sergeants - Commander's Safety Course (CSC). This 8.0 hour online course arms commanders and leaders with the knowledge to administer a unit safety program, apply CRM, and leverage CRC tools and resources. Per CSA directive, all company-grade officers must complete this course prior to assuming command. Brigade and battalion command designees must complete the CSC prior to attending Fort Leavenworth's Pre-Command Course. The CSC will soon be a distance learning prerequisite for BNCOC and WOAC. Captain's Career Course has developed their own CRM common core training.
 - Safety officer/NCO - Additional Duty Safety Course (ADSC). This 16.0 hour online course trains and qualifies Additional Duty Safety Officers/Noncommissioned Officers (ADSO/ADSNCO) per AR 385-10. Per HQDA Message, the ADSC must be completed within 30 days of appointment as ADSO/ADSNCO.

Environmental Protection and Stewardship

1. Leaders are the Army's environmental stewards. They have a professional and personal responsibility to--
- a. Understand and support the environmental program.
 - b. Integrate into every mission the Army's vision to be a national leader in environmental and natural resource stewardship for present and future generations.
2. Leaders must use the same five-step CRM process for environmental protection and stewardship to identify, eliminate, or reduce environmental risks whenever possible.

(REF: TR 350-10, Chap 2, para 2-19; and FM 3-100.4, page 16)

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Appendix A

Test Administration Guidance (TAG)

This appendix contains the items listed in this table--

Item	Pages
Army Physical Fitness Test (APFT) Test Administration Guidance (TAG) 1	A-1 thru A-5
Army Physical Fitness Training Test Administration Guidance (TAG) 2	A-6 thru A-8
Army Physical Fitness Performance Evaluation Sheet (T224)	A-9 and A-10
Individual Training Test Administration Guidance (TAG) 3	A-11 and A-12
Individual Training Performance Test Sheet (T223)	A-13 thru A-17
Land Navigation Test Administration Guidance (TAG) 4	A-18 thru A-22
Land Navigation Performance Test Sheet (W226)	A-23 and A-24
Demonstrated Leadership Test Administration Guidance (TAG) 5	A-25
Demonstrated Leadership (Garrison) Performance Evaluation Test Sheet	A-26 and A-27
Demonstrated Leadership (Tactical) Performance Evaluation Test Sheet (W227)	A-28 thru A-37
Student Record of Training	A-38

NOTE: Testing guidance contained in this appendix takes precedence over instructions in the individual Training Support Package (TSP).

Test Administrators

Test administrators will follow the test administration procedures outlined in the USASMA Test Control Procedures found on the USASMA QAO located in AKO website at <https://www.us.army.mil/suite/page/508152>.

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APPENDIX A
ARMY PHYSICAL FITNESS TEST (APFT)
TEST ADMINISTRATION GUIDANCE (TAG) 1

APFT Test Administration

Commandants will conduct the APFT IAW Chapter 14 of FM 21-20w/C1. Maximum score is 300.

APFT Test Requirements

1. Commandants will arrange for students to meet the APFT requirement. Students failing the APFT are allowed one retest prior to graduation. Student failing APFT retest will have their DA Form 1059 annotated as marginally achieve course standards. (IAW ALARACTs 075/2007 and 120/2008)
 2. Soldiers attending WLC within 90 days of returning from OIF/OEF are exempt from taking the APFT. Annotate on the DA Form 1059 in the APFT remarks: "GWOT."
-

Environmental Considerations

Base environmental considerations include cold chart IAW local SOP and Chapter 12 of FM 21-20w/C1.

Safety Considerations

Base safety considerations IAW local SOP and Chapter 13 of FM 21-20w/C1.

Instructions to Students

1. Read test instructions to students IAW "Instructions" Chapter 14, FM 21-20w/C1. You may take one retest and you must retake the entire test.
 2. The following academic ratings apply:
 - a. 0-179 rates UNSATISFACTORY.
 - b. 180-259 rates SATISFACTORY.
 - c. 260-300 rates SUPERIOR.
 - d. Passing the retest rates SATISFACTORY with a score of 70 percent.
 3. Use the following academic ratings for Soldiers with permanent profiles:
 - a. Those Soldiers with permanent physical profiles for the sit-up and/or push-up events will receive 60 points for each event waived and use the actual score for each event taken. You must qualify on the 2-mile run or approved alternate aerobic event test.
 - b. Soldiers taking an alternate event for the 2-mile run receiving a GO receive a score for that event equal to the average of the scores for the other two events.
-

**Instructions to
Students,**
continued

NOTE: See the APFT ACADEMIC CONVERSION CHART at A-4.
Soldier must score a minimum of 60 in all three events.

(REF: FM 21-20w/C1, Chap 14 and DA MSG DAMO-TRI R091624Z Jun 04, SUBJECT; Changes to NCOES: Availability of common core training/AR 600-9 waiver/attendance with profile/WLC attendance and DIS-ENRO; and DA MSG -171414Z APR 07, DAMO-TR/Physical Fitness and Height and Weight Requirements for Institutional Training/ALARACT 075/2007; and DA MSG, DAMO-TR, DTG 051617Z May 2008 ALARACT 120/2008).

APFT ACADEMIC CONVERSION CHART

UNSAT		202	75.50	227	81.75	252	88.00	276	94.00
0-179	69.75	203	75.75	228	82.00	253	88.25	277	94.25
SAT		204	76.00	229	82.25	254	88.50	278	94.50
180	70.00	205	76.25	230	82.50	255	88.75	279	94.75
181	70.25	206	76.50	231	82.75	256	89.00	280	95.00
182	70.50	207	76.75	232	83.00	257	89.25	281	95.25
183	70.75	208	77.00	233	83.25	258	89.50	282	95.50
184	71.00	209	77.25	234	83.50	259	89.75	283	95.75
185	71.25	210	77.50	235	83.75	SUPERIOR		284	96.00
186	71.50	211	77.75	236	84.00	260	90.00	285	96.25
187	71.75	212	78.00	237	84.25	261	90.25	286	96.50
188	72.00	213	78.25	238	84.50	262	90.50	287	96.75
189	72.25	214	78.50	239	84.75	263	90.75	288	97.00
190	72.50	215	78.75	240	85.00	264	91.00	289	97.25
191	72.75	216	79.00	241	85.25	265	91.25	290	97.50
192	73.00	217	79.25	242	85.50	266	91.50	291	97.75
193	73.25	218	79.50	243	85.75	267	91.75	292	98.00
194	73.50	219	79.75	244	86.00	268	92.00	293	98.25
195	73.75	220	80.00	245	86.25	269	92.25	294	98.50
196	74.00	221	80.25	246	86.50	270	92.50	295	98.75
197	74.25	222	80.50	247	86.75	271	92.75	296	99.00
198	74.50	223	80.75	248	87.00	272	93.00	297	99.25
199	74.75	224	81.00	249	87.25	273	93.25	298	99.50
200	75.00	225	81.25	250	87.50	274	93.50	299	99.75
201	75.25	226	81.50	251	87.75	275	93.75	300	100.00

NOTE:

1. Soldiers with permanent physical profiles for the sit-up and/or push-up events will receive 60 points for each event waived and use the actual score for each event taken. Soldiers must qualify on the 2-mile run or approved alternate aerobic event test. (A score of 180 must include all three events score.)
2. Soldiers taking an alternate event for the 2-mile run and receive a GO will receive a score for that event equal to the average of the scores for the push-up and sit-up events.
3. The above chart has a weight of 100 percent as its basis.
4. IAW FM 21-20 w/C1, Chapter 14, page 14-19; maximum score is 300 without an extended scale.

(REF: AR 600-8-19, Chap 3, para 3-49b(1); and FM 21-20 w/C1, Chap 14 and Chief of WLC)

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student name: _____ Student #: _____ SGL name: _____

ARMY PHYSICAL FITNESS TEST (APFT)

TRAINING STRENGTHS:

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓ Rank↓ Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation. I have discussed the recommendations for development with my SGL and the plan of action indicated above.

SGL signature: _____ Date: _____

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ARMY PHYSICAL FITNESS TRAINING TEST ADMINISTRATION GUIDANCE (TAG) 2

Overview

This performance test measures the student's ability to properly conduct an Army physical fitness training session.

**Personnel,
Equipment,
and Materials
Required**

1. Personnel: Number of students to test 6-12; Number of evaluators: 1.
 2. Equipment: As required to effectively conduct training assignment.
 3. Materials: Training area large enough to accommodate a 1:6-12 instructor-to-student ratio for the class size.
-

**Instructions
to Students**

1. You and a fellow classmate must plan the PT session and correctly perform 17 or more of the 24 performance steps to achieve a GO. Although you are leading the PT session with another classmate, your SGL will grade you separately. A GO is a graduation requirement. You have 10 minutes to complete this performance evaluation test. You may retest one time and must complete the test in its entirety.
 2. You must:
 - a. Form an extended rectangular formation.
 - b. Lead the PT group in warm-up exercises.
 - c. Lead a PT session that includes at least one push-up/sit-up improvement exercise or an aerobic event.
 - d. Conduct a cool-down and reassemble the group into a normal interval formation.
 3. Your academic score derives from dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors.
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Passing the retest rates SATISFACTORY with a score of 70 percent.
-

Instructions to Students,
continued

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

Environmental Considerations

Base environmental considerations IAW local SOP and Chapter 12 of FM 21-20w/C1.

Safety Considerations

Base safety considerations IAW local SOP and Chapter 13 of FM 21-20w/C1. Conduct and brief a composite risk assessment prior to the start of the physical fitness training session.

Testing Procedures

1. NCOAs will use the following procedural sequence when evaluating two personnel simultaneously during physical fitness training sessions. Academies may use variations based on conditioning activity and local conditions:

- a. Trainer 1 (1st Student) takes charge of the element, briefs the composite risk assessment, and forms it into an extended rectangular formation.
- b. Trainer 1 puts the formation “At Ease.”
- c. Trainer 2 (2nd Student) joins Trainer 1 and the element begins the warm-up phase by jogging in place.
- d. The trainers alternate leading the element through rotations, stretches, and warm-up calisthenics; for example, Trainer 1 conducts neck rotations, and then Trainer 2 conducts arm and shoulder rotations, etc.
- e. When the warm-up is complete, Trainer 1 re-forms the element into a line formation by ordering “Assemble to the right, MARCH.”
- f. The trainers’ pair up and conduct whatever conditioning activity they planned. For instance, they can lead ability groups in a run, conduct circuit-training, etc.
- g. When the conditioning phase is complete, Trainer 2 has the element fall in and places it in an extended rectangular formation.
- h. Trainer 2 puts the formation “At Ease.”
- i. Trainer 1 and Trainer 2 alternate leading the element through cool-down stretches.

2. When the cool-down is complete, Trainer 2 reforms the element into a line formation by ordering, “Assemble to the right, MARCH.”

Testing Out

1. Commandants have the option to allow students to test out during the PE portion of lesson, as long as the students have completed the first two hours of classroom and demonstration training.
 2. While this lesson allows for two students to conduct the PE and TE at the same time, one student may opt to test out while the other may opt to test at the normal testing time. This is allowable.
-

ARMY PHYSICAL FITNESS PERFORMANCE TEST SHEET (T224)

STUDENT RANK & NAME (Last, First, MI):			STUDENT NO:		
SGL RANK & NAME:		SQUAD:	CLASS NO:		
Performance Step		Initial Test Date:	Re-evaluation Date:		
EXTENDED RECTANGULAR FORMATION:		GO	NO GO	GO	NO GO
Briefs Composite Risk Assessment					
Squad, ATTENTION					
Extend to the left, March					
Arms downward, Move					
Left, Face					
Extend to the left, March					
Arms downward, Move					
Right, Face					
From front to rear, Count off					
Even numbers to the left, Uncover					
CONDUCTS WARM-UP:		GO	NO GO	GO	NO GO
Identifies each stretching exercise					
Leads group in execution of stretches					
Holds stretch for 10-15 seconds/rotations 5-10 seconds					
Conducts warm-up for 5 minutes/focuses on muscles targeted					
LEADS EXERCISE SESSION:		GO	NO GO	GO	NO GO
Conducts session in a organized and confident manner					
Provides sufficient training intensity					
Avoids extreme formality that emphasizes form over substance					
Avoids long rest periods that interfere with progress					
CONDUCTS COOL-DOWN:		GO	NO GO	GO	NO GO
Identifies each cool-down stretch					
Leads group in execution of each stretch					
Executes stretch for proper length of time (12 sec or more)					
Performs cool-down adequately (5 minutes - on muscles used)					
ENDS SESSION:		GO	NO GO	GO	NO GO
Squad, Attention					
Assemble to the right, March					
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 Superior Re-test is satisfactory with a minimum score of 70 percent.		Score		Score	
Superior -0=100% -1=96% -2=91%		Satisfactory -3=87% -4=83% -5=79% -6=74% -7=70%		Unsatisfactory -8=66%	
Strength:			Weakness:		
Remarks:					
INITIAL TEST	SGL Signature		Student Signature		
RE-TEST	SGL Signature		Student Signature		

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student name: _____ Student #: _____ SGL name: _____

ARMY PHYSICAL FITNESS TRAINING PERFORMANCE TEST (T224)

TRAINING STRENGTHS:

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓ Rank↓ Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation. I have discussed the recommendations for development with my SGL and the plan of action indicated above.

SGL signature: _____ Date: _____

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INDIVIDUAL TRAINING TEST ADMINISTRATION GUIDANCE (TAG) 3

Overview

This performance test measures the student's ability to properly conduct a training session. Each student must successfully conduct one graded training session to satisfy the requirements of the TSP, Training Management (T223).

Instructions to Students

1. During the last hour of instruction, I assigned you an individual task to train to standard. You will--
 - a. Train this task to standard to your fellow Soldiers.
 - b. Have 30 minutes to rehearse the training at which time the SGL will provide you feedback.
 - c. Have 30 minutes to train the task.
 - d. Follow the procedures in FM 7-1 (Battle Focused Training) and FM 7-0 (Training the Force) in the preparation and conduct of the training.
 - e. Need all reference material supplied for this lesson.
 - f. Notify your SGL if you should require additional training aids.
 - g. Conduct and complete a composite risk management worksheet for the task you train IAW FM 5-19 and brief prior to the start of the training session.
 - h. Conduct an after action review at the end of the training session.
 2. You must correctly perform 14 or more of the 20 performance steps to achieve a GO. A GO is a graduation requirement. You may retest one time and must complete the performance evaluation in its entirety.
 3. You can figure out your academic score by dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors.
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Passing the retest rates SATISFACTORY with a score of 70 percent.
 4. Now, I will provide you with the exact time and date you must present your training session.
-

Testing Out

1. Commandants have the option to allow students to test out during the rehearsal portion of Appendix B Lesson T223.
 2. Students must first complete all classroom instruction and perform all practical exercises.
-

**Personnel,
Equipment,
and Materials
Required**

1. Personnel: Number of students to test: 6-12; number of evaluators: 1.
 2. Equipment: As required to effectively conduct training assignment.
 3. Materials: Training area large enough to accommodate a 1:6-12 instructors to student ratio for the class size.
-

**Safety
Requirements**

Conduct a safety brief prior to the start of the training session. Base your brief on a composite risk assessment and local SOPs.

**Environmental
Considerations**

Inform students of any known environmental factors they must observe IAW local SOP.

**Composite
Risk
Assessment
Level**

Low. However, conduct a composite risk assessment IAW FM 5-19 based on individual tasks assigned.

Individual Training Performance Test Sheet (T223)

STUDENT RANK & NAME (Last, First, MI):						STUDENT NO:					
SGL RANK & NAME:				SQUAD:		CLASS NO:					
INDIVIDUAL TASK:											
Performance Step				Rehearsal Date		Init. Test Date		Re-test Date			
PREPARATION FOR TRAINING:				GO	NO GO	GO	NO GO	GO	NO GO		
Task review											
Planned the training											
Trained the assistant instructor / demonstrator if applicable											
Performed site reconnaissance											
Implemented hazard controls											
Issued training plan											
Rehearsed											
Conducted pre-execution checks											
PRESENTATION OF TRAINING:				GO	NO GO	GO	NO GO	GO	NO GO		
Prepared Soldiers for training											
Stated task, conditions, and standards from T&EO											
Briefed composite risk assessment, safety requirements, environmental conditions											
Demonstrated task to standard from T&EO											
PERFORMANCE OF TRAINING:				GO	NO/GO	GO	NO/GO	GO	NO/GO		
Restated conditions and standards											
Evaluated each Soldier's ability to perform task to standard IAW T&EO											
Recorded the results of the training											
CONDUCT OF AAR:				GO	NO/GO	GO	NO/GO	GO	NO/GO		
Reviewed the planned training event											
Established what happened											
Determined what was right or wrong											
Determined how to do it better next time											
Conducted or scheduled retraining and re-execution of task to standard											
NO GO RATING TABLE				Score		Score		Score			
Superior -0=100% -1=95% -2=90%				Satisfactory -3=85% -4=80% -5=75% -6=70%				Unsatisfactory -7=65%			
Strength: (Use back of page)						Weakness: (Use back of page)					
REHEARSAL		BUDDY Signature				Student Signature					
INITIAL TEST		SGL Signature				Student Signature					
RE-TEST		SGL Signature				Student Signature					

Individual Training
Performance Test Sheet (T223), cont

RECOMMENDATIONS FOR FUTURE DEVELOPMENT:

ADDITIONAL COMMENTS:

Acknowledgements:

Evaluator's Signature: _____

Student's Signature: _____

COMPOSITE RISK MANAGEMENT WORKSHEET

For use of this form, see FM 5-19; the proponent agency is TRADOC.

1. MSM/TASK			2a. DTG BEGIN	2b. DTG END	3. DATE PREPARED (YYYYMMDD)		
PREPARED BY							
a. LAST NAME			b. RANK	c. POSITION			
5. SUBTASK	6. HAZARDS	7. INITIAL RISK LEVEL	8. CONTROLS	9. RESIDUAL RISK LEVEL	10. HOW TO IMPLEMENT	11. HOW TO SUPERVISE (WHO)	12. WAS CONTROL EFFECTIVE

Additional space for entries in items 5 through 11 is provided on page 2.

13. OVERALL RISK LEVEL AFTER CONTROLS ARE IMPLEMENTED (Check one)

LOW
 MODERATE
 HIGH
 EXTREMELY HIGH

14. RISK DECISION AUTHORITY

a. LAST NAME	b. RANK	c. DUTY POSITION	d. SIGNATURE
--------------	---------	------------------	--------------

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ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student name: _____ Student #: _____ SGL name: _____

INDIVIDUAL TRAINING PERFORMANCE EVALUATION (T223)

TRAINING STRENGTHS:

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓ Rank↓ Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation. I have discussed the recommendations for development with my SGL and the plan of action indicated above.

SGL signature: _____ Date: _____

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LAND NAVIGATION

TEST ADMINISTRATION GUIDANCE (TAG) 4

Evaluation

NOTE: Commandants may schedule the **performance examination** where they deem appropriate; for example, prior to the STX, immediately following instruction of W221, W223, W224, W225, W226, during the STX, or following the STX. If commandants schedule the performance examination during the STX, ensure you add enough time to do the STX to cover the testing, retraining, and re-evaluation.

The student must plot his four given points and must find three of the four points in the maximum time of three hours to receive the minimum passing score of 75 percent or a GO. (Plotting the four given points is part of the three hour examination.)

NOTE: NCOAs will allow an additional 15 minutes of time for Soldiers to arrive at a central rally point for those NCOAs that do not utilize the fourth point as their rally point.

NOTE: Some students may be able to plot the course well enough to identify a closer point and go there first to save time. Do not penalize those students as long as they identify the correct points.

Grading

Grade the students in the following manner:

- When the three hours begin, students begin plotting and then set out on the course.
 - When the student finds the **LAST** point, the time ends. (See note above concerning 15 minutes of additional time).
 - Students that locate three or more points correctly score a GO.
 - Students that locate less than three points score a NO GO.
-

Testing Out

At the commandant's discretion, he may choose to allow students to test out on the land navigation examination following the procedures below:

- Students complete the instruction on TSPs W221 and W226.
 - Commandants use the practice land navigation test (PE-2) in W226 as the opportunity for students to try to test out.
 - The land navigation course for PE-2 meets the same standards as the test course in Chapter 5.
-

**Testing Out,
continued**

- Students meet the requirements of finding three of the four points.
- Follow the guidance in PE-2 of TSP W226.

**Administrative
Time**

Allow a total of 50 minutes to accomplish the following: (Do not include the 50 minutes as part of the 3 hours to conduct the examination.)

- Briefing composite risk assessment and safety.
- Checking equipment and verifying pace count.
- Verifying compass accuracy.
- Collecting performance evaluation test sheets.
- Grading student scorecards.
- Accounting for all personnel.
- Conducting the AAR.

**Safety
Requirements**

1. IAW local SOP and composite risk assessment level.
2. Ensure the immediate availability of adequate medical personnel or combat life saver qualified personnel, communications equipment, and transportation.
3. Adjust time of the environment conditions IAW regulatory guidance.

**Environmental
Considerations**

Inform students of any known environmental factors they must observe.

**Composite
Risk
Assessment
Level**

Low. However, conduct a composite risk assessment IAW FM 5-19 for local area hazards and climatic conditions.

**Personnel,
Equipment,
and Materials
Required**

1. Personnel: Number of students to test: 6-12; number of evaluators: 1.
2. Equipment: one per individual unless otherwise indicated--
 - a. Lensatic compass.
 - b. Map sheet with grid coordinates and distance to points.
 - c. Land navigation performance test sheet in a document protector (with course boundaries annotated).
 - d. Coordinate scale and protractor, GTA 05-02-012.
 - e. Pencil or marker.
 - f. Paper (two sheets per individual).

**Personnel,
Equipment, and
Materials
Required,
continued**

- g. Kevlar helmet, load carrying equipment (LCE), or authorized issued equivalent, with two canteens of water.
- h. Whistle.
- i. Notes and any other equipment IAW NCOA SOP.

3. Materials: Training area large enough to accommodate a 1:6-12 instructor-to-student ratio for the class size.

**Instructions to
Students**

1. Welcome to the land navigation course. Today you will demonstrate for record your ability to navigate from one point on the ground to another using a map and a compass. This course tests your ability to apply fundamental map reading and land navigation techniques.
 2. You must plot four points on your map and locate at least three of the four points in the maximum time of three hours to receive the minimum passing score of 75 percent and a GO. A GO is a graduation requirement. You may re-test one time and must complete the evaluation in its entirety. (**NOTE:** If the NCOA utilizes a rally point separate from the fourth point, you will receive an additional 15 minutes in order to arrive at the rally point).
 3. Each of you received your coordinates and distance to four points. **When the time starts**, you may plot each of your points on the map, then double check that you correctly plotted the coordinates. (Plotting is part of the 3 hour examination.)
 4. Choose the best route that leads you to each point. Remember to check the type of terrain on the map that you must traverse. The shortest route may not always be the best. Watch for hills, streams, or valleys, which will make your travel difficult. Once you choose a route of travel, determine your grid azimuth to the points.
 5. **DO NOT FORGET TO CONVERT YOUR GRID AZIMUTHS TO MAGNETIC AZIMUTHS** and compute your pace count for the distance. (Suggest that you determine the data from the start point to the first point. Once you have found the first point, and then determine the data to the second point. This will prevent you from mixing up the data to the different points.)
 6. When you arrive at your point, check your coordinate on your worksheet with the coordinate marked on the point. If they do not match, you must take the appropriate actions (find where you are on the map and re-plot) and continue with the test.
-

Instructions to Students,
continued

-
7. Brief the following based on local requirements:
 - a. Course boundaries.
 - b. Safety precautions.
 - c. Evaluation termination time.
 - d. Environmental considerations.
 - e. Identification of course controls points and markers.
 - f. Procedures for evacuation of injured personnel.
 - g. Heat or cold injury precautions.
 - h. Reporting of hazards (fire, safety).
 - i. Location of turn-in point for scorecard (rally point).
 - j. Distress signal.
 - k. End of time signal.
 - l. Address Soldier Distress Plan.

 8. As you negotiate the course, you may avoid costly mistakes by following these simple rules:
 - a. **DO** adhere strictly to safety precautions and course boundaries.
 - b. **DO** check all work carefully.
 - c. **DO** use all time wisely.
 - d. **DO** recheck all work before you turn in your scorecard.
 - e. **DO** be constantly aware of your surroundings.
 - f. **DO NOT** take short cuts.
 - g. **DO NOT** rush.

 9. Remind students of the effect that certain metals have on a lensatic compass. Doctrine suggests the following distances to ensure proper functioning of a lensatic compass:

a. High-tension power lines	55 meters.
b. Field gun, truck, or tank	18 meters.
c. Telegraph/telephone or barbed wire	10 meters.
d. Machine gun	02 meters.
e. Steel helmet or rifle	1/2 meter.

 - NOTE: Ensure students **DO NOT** wear small arms protective inserts (SAPI) while using the lensatic compass.

 10. Inspect your compass to ensure--
 - a. The floating dial containing the magnetic needle does not stick.
 - b. The sighting wire is straight.
 - c. The glass and crystal parts are not broken.
 - d. The numbers on the dial are readable.
-

**Instructions to
Students,**
continued

11. **Warn** students who may have an older compass that the scale may read 1:25,000. They can use the scale with a 1:50,000 scale map, but they must double the values to obtain the correct reading.

 12. You are responsible for accomplishing the following--
 - a. Adhering to and completing course requirements.
 - b. Confirming your pace count.
 - c. Verifying your compass accuracy.
 - d. Turning in your performance evaluation test sheet to receive credit.
 - e. Conducting all work on your own. Do not communicate with other students, give or receive assistance, make a record of your answers anywhere except on the answer sheet provided, or pass information about this examination to other students.

 13. Should you fail to receive a GO, you will receive remedial training and a re-evaluation. Should you fail the re-evaluation, the academy may drop you from the course.

 14. Your academic score derives from dividing the number of control points by 100. The following ratings apply toward graduation and honors.
 - a. 0-50 rates UNSATISFACTORY.
 - b. 75 rates SATISFACTORY.
 - c. 100 rates SUPERIOR.
 - d. Passing the re-evaluation rates SATISFACTORY with a score of 70 percent.
-

Land Navigation Performance Test Sheet (W226)

STUDENT RANK & NAME (Last, First, MI):		STUDENT NO:
SGL RANK & NAME:		SQUAD: CLASS NO:
INITIAL TEST		TIME OUT: TIME IN:
POINT IDENTIFICATION:		GO NO GO
Control Point One:		
Control Point Two:		
Control Point Three:		
Control Point Four:		
Superior -0=100%	Satisfactory -1=75%	Unsatisfactory -2=50% -3=25% -4=0%
RE-TEST		TIME OUT: TIME IN:
POINT IDENTIFICATION:		GO NO GO
Control Point One:		
Control Point Two:		
Control Point Three:		
Control Point Four:		
SCORE:		
Re-test : Must find a minimum of 3 points, maximum points 70%		
<p>Note to Students: All work is an individual student effort. You may not work or coordinate with another student. You must personally visit each point indicated on your performance evaluation test sheet.</p>		

Course Boundaries	

Distress Signal:	
Water Points:	
Time Expired Signal:	

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student name: _____ Student #: _____ SGL name: _____

LAND NAVIGATION PERFORMANCE EVALUATION (W226)

TRAINING STRENGTHS:

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓ Rank↓ Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation. I have discussed the recommendations for development with my SGL and the plan of action indicated above.

SGL signature: _____ Date: _____

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**DEMONSTRATED LEADERSHIP
TEST ADMINISTRATION GUIDANCE (TAG) 5**

Evaluation

Assign students to one of the following leadership positions: team leader, squad leader, platoon sergeant, or first sergeant, during garrison training and the STX. Conduct the leadership evaluation only when the students are in a team or squad leader positions.

Personnel, Equipment, and Materials Required

1. Personnel: Number of students to test: 1:6-12; number of evaluators: 1.
 2. Equipment: As required to effectively conduct training assignment.
 3. Materials: Training area large enough to accommodate a 1:6-12 instructor to student ratio for the class size.
-

Instructions to Students

1. You will serve in a leadership position at least once in garrison and at least once during the STX. In these positions you must demonstrate your ability to effectively lead Soldiers. Your SGL will evaluate you and in order to receive a GO, you must correctly perform 12 or more of the 16 steps in your garrison leadership performance evaluation, IAW the evaluation score sheet in this appendix.
 2. You derive your academic score IAW the evaluation score sheet in this appendix. The following ratings apply toward graduation and honors.
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Passing the re-test rates SATISFACTORY with a score of 70 percent.
-

Environmental Considerations

Inform students of any known environmental factors they must observe IAW local SOP.

Safety

Ensure students observe all safety procedures IAW local SOP.

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Demonstrated Leadership (Garrison) Performance Evaluation Test Sheet

Student Name:		#:	Signature:		Date:	
Rank:	SGL Name:		LDRSHP Position evaluated:			
PERFORMANCE INDICATORS:			INITIAL		RE-TEST	
ARMY VALUES			GO	NO GO	GO	NO GO
Loyalty	Participated fully in leadership position; Committed to squad's goals; Followed command guidance; Worked in the system; Did not manipulate it for personal gain.					
Duty	Fulfilled obligations; Carried out mission requirements; Met the standards; Set the example; Complied with policies and directives; Pursued excellence.					
Respect	Treated squad with respect; Created a climate of fairness and equal opportunity; Discreet and tactful; Concerned for well being of Soldiers.					
Selfless Service	Put welfare of squad and fellow Soldiers ahead of his own; Sustained team morale; Shared in team's hardships; Gave credit for success to others; Accepted responsibility for actions.					
Honor	Lived up to and demonstrated Army values; Completely honest and accepted nothing less from others.					
Integrity	Did what was legally and morally right; Possessed high personal moral standards; Honest in word and deed; Showed good moral judgment and behavior; Put being right ahead of being popular.					
Personal Courage	Demonstrated physical and moral courage; Took responsibility for decisions and actions; Accepted responsibility for mistakes and shortcomings.					
INFLUENCING			GO	NO GO	GO	NO GO
Communi-cation	Displayed good oral, written, and listening skills; Persuaded others; Expressed thoughts and ideas clearly to individuals and groups.					
Decision Making	Employed sound judgment and logical reasoning; Plans were logical and thorough; Made good decisions in unexpected situations; Acted in the absence of guidance; Followed up on assigned tasks; Took corrective action.					
Motivating	Inspired and encouraged others; Kept a positive attitude; Provided accurate, timely and positive feedback; Challenged others to excel; Encouraged others to improve; Motivated participant in the classroom.					
OPERATING			GO	NO GO	GO	NO GO
Planning/Preparing	Successfully planned and prepared training class; Ensured availability of resources to conduct tasks; Conducted the training within the intent of the SGLs instructions. Address CRM also.					
Executing	Used technical and tactical skills to meet task requirements; Executed plans and adjusted as needed; Kept track of people and equipment; Adapted to any situation.					
Assessing	Conducted AAR to identify lessons learned; Observed and assessed actions in progress; Used assessments to improve.					
IMPROVING			GO	NO GO	GO	NO GO
Developing	Set the example--Personal appearance, displaying high standards off d Encouraged initiative; Contributed to a positive organizational climate; Improved weaknesses.					
Building	Promoted and encouraged teamwork and achievement; Provided an example of a team player; Fostered a healthy ethical climate; Supported unpopular decisions as though they were his own; Encouraged others to work with each other.					
Learning	Learned from AARs and sought self-improvement in weak areas; Applied lessons learned; Asked questions.					
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 = Superior Re-test is satisfactory with a score of 70 percent.			SCORE:		SCORE:	
Superior -0=100% -1=94%			Satisfactory -2=88% -3=81% -4=75%			Unsatisfactory -5=69%
Strength and Weaknesses: Use back of sheet.						
Remarks: Use back of sheet.						
INITIAL TEST	SGL Signature		Student Signature			
RE-TEST	SGL Signature		Student Signature			

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student name: _____ Student #: _____ SGL name: _____

DEMONSTRATED LEADERSHIP (GARRISON) PERFORMANCE EVALUATION

TRAINING STRENGTHS:

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓ Rank↓ Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation. I have discussed the recommendations for development with my SGL and the plan of action indicated above.

SGL signature: _____ Date: _____

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**DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION SHEET
PHASE 1 - TROOP-LEADING PROCEDURES**

Student Rank/Name:		Stu #:	Date:	Signature:	
SGL Name:			Leadership Position Evaluated:		
PERFORMANCE ASSESSMENT PHASE 1				GO	NO GO
STEP 1. RECEIVE THE MISSION. The leader may receive the mission in a warning order, an operation order (OPORD), or a fragmentary order (FRAGO). The leader immediately begins to analyze it using the factors of METT-TC.					
a. Acknowledged receipt of platoon leader WARNO.					
b. Demonstrated understanding mission and commander's intent.					
c. Executed leadership competencies appropriate to receipt of mission. (Visualization of the commanders' intent):					
• Soldier analyzed and described the mission using factors of METT-TC.					
• Soldier executed the proper procedures for mission accomplishment based on METT-TC analysis.					
• Soldier applied one third time planning the operations order and two thirds time for subordinates to plan and prepare for operations and rehearsals.					
• Soldier prepared a backwards, or reverse, plan for the defense time.					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 83.34%	2 = 66.68%		

STEP 2. ISSUE A WARNING ORDER. The leader provides available information in a warning order.					
a. Issued WARNO to entire squad.					
b. Explained mission and commander's intent.					
c. Executed leadership competencies appropriate to issuing a warning order (visualization of the mission or nature of the operation).					
• Soldier analyzed and described the warning order and the actions they must take upon receipt, for example: drawing ammunition, rations and water, and checking communications equipment.					
• Soldier demonstrated the proper use of the five paragraph OPORD format.					
• Soldier prepared the warning order as information became available.					
• Soldier applied updates to the warning order, as needed, with who would participate in the operation, time of operation, and place of operation.					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 83.34%	2 = 66.68%		

PERFORMANCE ASSESSMENT PHASE 1 (Continued)						GO	NO GO
STEP 3. MAKE A TENTATIVE PLAN. The leader developed an estimate of the situation to use as the basis for the tentative plan.							
a. Conducted backwards planning from estimated time of movement (ETM).							
b. Timeline included the following at a minimum:							
1. PCC/ PCI.							
2. Platoon OPORD brief time.							
3. SQUAD OPORD brief time.							
4. Mission/Battle Drill rehearsal.							
5. Earliest time of movement (ETM).							
d. Demonstrated leadership competencies appropriate to of the making of a tentative plan:							
<ul style="list-style-type: none"> Soldier visualized the commander's intent and developed an estimate of the situation for the tentative plan of operations for the squad/platoon using the factors of METT-TC. 							
<ul style="list-style-type: none"> Soldier analyzed and described the estimate of the situation by using the five steps of the military decision making process. 							
<ul style="list-style-type: none"> Soldier demonstrated and applied the proper problem solving sequence, providing tasks and as much detail as time available allowed and made changes to plan as situations occurred using the factors of METT-TC. 							
<ul style="list-style-type: none"> Soldier prepared the tentative plan by continuously updating the estimate of the situation. 							
TOTAL NUMBER OF NO GOs							
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP							
# of NO GOs	0 = 100%	1 - 90.00%	2 = 80.00%	3 = 70.00%	4 = 60.00%		

STEP 4. START NECESSARY MOVEMENT. The platoon may need to begin movement while the leader is still planning or forward reconnoitering.							
a. Started required movement of personnel and/or equipment.							
b. If required to move, maintained security.							
c. Demonstrated leadership competencies appropriate to the starting of necessary movement (visualized the start movement).							
<ul style="list-style-type: none"> Executed start of movement procedures without the control of the XO or 1SG. 							
<ul style="list-style-type: none"> Soldier prepared squad/platoon for start movement at anytime during troop leading procedures. 							
<ul style="list-style-type: none"> Soldier applied proper procedures for bringing the squad/platoon forward anytime during troop leading procedures. 							
TOTAL NUMBER OF NO GOs							
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP							
# of NO GOs	0 = 100%	1 = 75.00%	2 = 50.00%				

PERFORMANCE ASSESSMENT PHASE 1 (Continued)				GO	NO GO
STEP 5. RECONNOITER. If time allows, the leader makes a personal reconnaissance to verify the terrain analysis, adjust the plan, confirm the usability of routes, and time any critical movements. When time does not allow, the leader must make a map reconnaissance.					
a. Conduct map recon at a minimum--ground recon, if possible.					
b. Identify critical or danger areas.					
c. Leadership competency and adaptability of reconnoiter the area.					
<ul style="list-style-type: none"> Soldier conducted the personal reconnaissance to verify terrain analysis. 					
<ul style="list-style-type: none"> Soldier analyzed, described, and adjusted reconnaissance plan as needed. 					
<ul style="list-style-type: none"> Soldier demonstrated and applied proper procedures to confirm the usability of routes and time any critical movements. 					
<ul style="list-style-type: none"> Soldier prepared squad/platoon to consider the risk inherent to conducting reconnaissance forward of friendly lines. 					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 83.33%	2 = 66.66%		

STEP 6. COMPLETE THE PLAN. The leader completes the plan based on the reconnaissance and any changes in the situation. The leader should review the mission to ensure that the plan meets the commander's intent.					
a. Completed plan after receipt of platoon OPORD.					
b. Completed squad OPORD.					
c. Demonstrated leadership competencies related to compiling the plan (visualized process of completing plan).					
<ul style="list-style-type: none"> Soldier analyzed and described the process of completing the plan based on the reconnaissance (i.e., maps, aerial photos, and graphics). 					
<ul style="list-style-type: none"> Soldier applied proper procedures for making changes when the mission or situation changed. 					
<ul style="list-style-type: none"> Soldier prepared squad/platoon for completing the plan and ensured that the plan reflected the commander's intent. 					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 80.00%	2 = 60.00%		

PERFORMANCE ASSESSMENT PHASE 1 (Continued)		GO	NO GO
STEP 7. ISSUE THE COMPLETE ORDER. Leaders must ensure that subordinates understand the mission, the commander's intent, the concept of the operation, and their assigned tasks.			
a. Issued OPORD to entire squad.			
b. Conducted back brief to ensure squad/platoon understood the mission.			
c. Demonstrated leadership competencies appropriate to the issuing of a completed order. (Visualization of the process)			
<ul style="list-style-type: none"> Soldier analyzed and described the process and concept of issuing the order within sight of the objective or on the defensive terrain. 			
<ul style="list-style-type: none"> Soldier demonstrated proper procedures for issuing oral operation orders by modeling or sketching the orders to subordinates to ensure they understood their assigned tasks. 			
<ul style="list-style-type: none"> Soldier issued the complete operation order. 			
TOTAL NUMBER OF NO GOs			
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP			
# of NO GOs	0 = 100%	1 = 80.00%	2 = 60.00%

STEP 8. SUPERVISE AND REFINE. The leader supervises the unit's preparation for combat by conducting rehearsals and inspections.			
a. Conducted mission rehearsal. (Used sand table or terrain model or map w/single overlay.)			
b. Inspected personnel and equipment.			
c. Made necessary adjustments to plan or time line.			
d. Demonstrated leadership competencies appropriate to supervising and refining the unit's preparation for combat. (Visualization of the process.)			
<ul style="list-style-type: none"> Soldier analyzed and described process of supervising and refining the rehearsals to include the practice of briefing their planned actions in execution sequence to the platoon leader. 			
<ul style="list-style-type: none"> Soldier applied proper procedures for conducting initial inspections shortly after receipt of the warning order. 			
<ul style="list-style-type: none"> Soldier prepared squad/platoon for rehearsal and inspections, and to stay within the commander's intent, mission and their responsibility. 			
TOTAL NUMBER OF NO GOs			
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP			
# of NO GOs	0 = 100%	1 = 83.34%	2 = 66.68%

PHASE 1 TOTAL SCORES	
Add scores for steps 1 thru 8 and divide sum by 8 to obtain PHASE 1 FINAL SCORE	
ADD STEPS 1 through 8	
TOTAL	
DIVIDE BY 8	
PHASE 1 FINAL SCORE	

NOTE: If Soldier earns an overall score of unsatisfactory then the Soldier must retest.

**DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION SHEET
PHASE 2 - MISSION EXECUTION**

PERFORMANCE ASSESSMENT - PHASE 2				
REACT TO AMBUSH WHILE DISMOUNTED			GO	NO GO
Near Ambush (within hand-grenade range).				
a. Team in kill zone:				
1. Immediately takes up covered position and returns fire.				
2. Throws concussion, and smoke grenades.				
3. Upon detonation, assault through the ambush using fire and movement techniques.				
b. SQUAD LDR:				
1. Identified the enemy positions.				
2. Initiated immediate suppressive fires against the enemy.				
3. Took up covered positions.				
4. Shifted fires as the Soldiers in the kill zone assault through the ambush.				
5. If required, calls for fire.				
6. Reports (SPOTREP) reorganized and continued the mission.				
TOTAL NUMBER OF NO GOs				
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP				
# of NO GOs	0 = 100%	1 = 83.34%	2 = 66.68%	

Far Ambush (Out of hand-grenade range).				
a. Team in kill zone:				
1. Immediately returns fire and takes up covered positions and suppresses the enemy fire by:				
2. Destroyed the crew served weapons first.				
3. Obscured the enemy positions with smoke (M203).				
4. Sustained suppressive fires.				
5. Shifted fires as the assaulting team fights through the enemy position.				
b. Squad leader:				
1. Led team by covered and concealed route to a vulnerable flank of the enemy.				
2. Led an assault using fire and movement techniques.				
3. If required, requested fire support.				
4. Reported (SPOTREP) to the platoon leader.				
TOTAL NUMBER OF NO GOs				
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP				
# of NO GOs	0 = 100%	1 = 75%	2 = 50%	

PERFORMANCE ASSESSMENT - PHASE 2 (Continued)					
EVACUATE, REQUEST MEDEVAC, AND REPORT CASUALTIES				GO	NO GO
a. Requested Medical Evacuation:					
1. Collected all information needed for the MEDEVAC request line items 1 thru 9.					
2. Recorded the information using authorized brevity codes.					
3. Transmitted the MEDEVAC request within 25 seconds.					
b. Evacuate Casualties:					
1. Requested medical evacuation.					
2. Transported casualty using one- and two-man carries or four-man litter squad, if necessary.					
3. Loaded casualties onto a military vehicle.					
c. Reported Casualties by Preparing DA Form 1156					
1. Completed DA Form 1156 with known information.					
2. Submitted DA Form 1156 to supervisor.					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
#NO GOs	0=100%	1=87.5%	2=75%	3=62.5%	

CONDUCT SECURITY AT A HALT					
a. Soldiers spread out and took cover.					
b. Soldiers protected same sector of fire as in movement.					
c. Established OP.					
d. Oriented machine guns and anti-armor weapons along likely enemy approaches.					
e. Kept movement to a minimum.					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 80%	2 = 60%		

REACT TO IEDs					
a. Stopped all movement toward possible IED.					
b. Immediately occupied/used available cover.					
c. Searched for additional possible IEDs.					
d. Identified possible enemy observation/vantage points.					
e. Sent UXO report to platoon leader or minimum required information.					
f. Continued mission.					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 83.34	2 = 66.68		

PERFORMANCE ASSESSMENT - PHASE 2 (Continued)			
CALL FOR FIRE		GO	NO GO
1. Submitted first transmission (observer identification and warning order).			
2. Submitted second transmission (target location).			
3. Submitted third transmission (target description, method of engagement, method of fire and control).			
4. Observe fire and make adjustments as required.			
TOTAL NUMBER OF NO GOs			
RATING			
69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP			
# of NO GOs	0 = 100%	1 = 75%	2 = 50%

PHASE 2 TOTAL SCORE	
Add the scores from the four evaluated tasks and divide the sum by four to obtain the PHASE 2 FINAL SCORE.	
TASK	SCORE
TASK 1: React to Ambush (Near / Far)	
TASK 2: Evacuate, MEDEVAC, and Report Casualties	
TASK 3: Conduct Security at the Halt	
TASK 4: React to IED	
TASK 5: Call for Fire	
ADD TASKS 1 through 5	
TOTAL	
DIVIDE BY 5	
PHASE 2 FINAL SCORE	

NOTE: If Soldier earns an overall score of unsatisfactory then the Soldier must retest.

**DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION SHEET
PHASE 3 - OVERALL EVALUATION**

PERFORMANCE ASSESSMENT - PHASE 3						GO	NO GO
a. Considered safety, impact, and implications of decisions on others.							
b. Took charge when in charge.							
c. Placed the mission first.							
d. Refused to quit or accept defeat.							
e. Accounted for all personnel and equipment (left no one behind).							
f. Displayed the ability to apply the skills necessary to solve problems, adapted to changes, and performed required tasks.							
g. Maintained situational awareness (ES2), reported intelligence information (CCIR - PIR), and conducted debriefing with higher.							
h. Analyzed information and situation to compare, classify, screen, and examine possible courses of action.							
i. Developed synergy through situational development, generating input from squad. And building on strengths.							
j. Possessed skills to evaluate information in order to judge its relevance (accept or reject it as relevant/irrelevant, rate or rank information) as it applies to the situation/mission.							
TOTAL NUMBER OF NO GOs							
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP							
# of NO GOs	0=100%	1=90%	2=80%	3=70%	4=60%		

NOTE: If Soldier earns an overall score of unsatisfactory then the Soldier must retest.

**DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION SHEET
OVERALL SCORE**

NOTE: To determine the final DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION OVERALL SCORE, add Phases 1 through 3 and divide the sum by three. The result is the percentage score for the final leadership evaluation.

PHASE 1 SCORE	
PHASE 2 SCORE	
PHASE 3 SCORE	
TOTAL	
DIVIDE TOTAL BY THREE FOR DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION OVERALL SCORE	
RATING: 00% - 69% = UNSAT 70% - 89% = SAT 90% - 100% = SUP	

MISSION DEBRIEF
(Ref: Center for Army Lessons Learned)

1.	SIZE/COMPOSITION OF ELEMENT	
2.	TASK	
3.	TIME OF DEPARTURE	
4.	TIME OF RETURN	
5.	ROUTES OUT AND BACK	
6.	TERRAIN	(Dry, Swampy, Jungle, Wooded, Brush, Rocky, Depth of Ravines, Condition of Bridges, etc.)
7.	ENEMY	(SALUTE Report, Disposition, Potential Intention, NBC Capability, Command Posts, etc.)
8.	ANY MAP CORRECTIONS	(NBC, Damage to Terrain, Key Terrain, etc.)
9.	MISCELLANEOUS	
10.	RESULTS OF ENCOUNTERS WITH ENEMY	(EPW Dispositions, Identification, Casualties, Captured Documents/Equipment, etc.)
11.	CONDITION OF YOUR ELEMENT	
12.	CONCLUSIONS / RECOMMENDATIONS	

ORGANIZATION/UNIT OF ELEMENT:

SQUAD/TEAM LEADER:

REMARKS BY DEBRIEFING OFFICER:

NOTE: Student leaders must debrief after every mission. This is not a graded task. Provide students with a debrief format.

ADDENDUM TO DEVELOPEDMENTAL COUNSELING FORM

Student Name: _____ Student #: _____ SGL Name: _____

DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION

TRAINING STRENGTHS:

TRAINING WEAKNESSES:

SGL DEVELOPEDMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier Signature ↓

Rank ↓

Date ↓


I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SGL and have developed the plan of action indicated above.

SGL signature: _____ Date: _____

Student signature: _____ Date: _____

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STUDENT RECORD OF TRAINING		
STUDENT RANK/NAME (Last, First MI):	SSN:	STUDENT NUMBER:
SGL NAME:	SQUAD:	CLASS:

Test / Performance Evaluation	Score	Retest #1 (70 % Max)	Retest #2 (Requires an approved rebuttal) (70% Max)	Final Rating SUP / SAT / UNSAT
PT (Performance Evaluation) (T224)				
Individual Training Session (T223)				
Land Navigation (W226)				
Leadership (Garrison) (W227)				
Leadership (Tactical) (W227)				
			Add all scores and divide by the number of scores to determine overall class score.	
Unsatisfactory (0% - 69%) Satisfactory (70% to 89%) Superior (90% - 100%)				
Remarks: (e.g. Commandant's List, Distinguished Honor Graduate, Leadership Award)				
NOTE: Award students passing retest 70% for grade averaging. However, record the final retest score in the student's record to establish the level of proficiency attained. (Students do not qualify for class honors if they must retest in any area listed above.)				
SGL Signature/Date			Student Signature/Date	

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Appendix B**Publications/Forms/Websites/ARs**

This appendix contains the items listed in this table:

Item	Pages
Index of Publications/Forms/CMP MSG/Websites/ARs	B-1 thru B-14
Sample Composite Risk Management Worksheet	B-15 and B-16

PUBLICATIONS

USASMA used the below listed publications to develop the training support packages (TSP).

LEADERSHIP TSPS PUBLICATIONS

PUB #	PUB TITLE	PUB DATE	TSP
	OPERATIONS JUST CAUSE AND DESERT STORM” THE NCO JOURNAL	1992, Winter Edition	L233IS
	“THE MANY FACES OF SEXUAL ASSAULT” VIDEO SCRIPT	19 Dec 2005	L235
	COURSE MANAGEMENT PLAN FOR LEVEL 2 PROFESSIONAL MILITARY EDUCATION CULTURE IRAQ/AFGHANISTAN TRAINING SUPPORT PACKAGE	Draft	L237IS
0805C-010-0104	ARMY’S SEXUAL ASSAULT PREVENTION AND RESPONSE PROGRAM	24 Oct 2004	L235
AR 195-1	ARMY CRIMINAL INVESTIGATION COMMAND	12 Aug 1974	L235
AR 25-50	PREPARING AND MANAGING CORRESPONDENCE	03 Jun 2002	L230
AR 600-100	ARMY LEADERSHIP	8 Mar 2007	L238
AR 623-3	EVALUATION REPORTING SYSTEM	10 Aug 2007	L234
CMH PUB 70-37	TIME-HONORED PROFESSIONALS, THE NCO CORPS SINCE 1775	01 Oct 1989	L233IS
CMH PUB 70-38	THE STORY OF THE NONCOMMISSIONED OFFICER CORPS	01 Oct 1989	L233IS
DA PAM 600-67	EFFECTIVE WRITING FOR ARMY LEADERS	02 Jun 1986	L230
DA PAM 623-3	EVALUATION REPORTING SYSTEM	13 Aug 2007	L234
FM 22-51	LEADER’S MANUAL FOR COMBAT STRESS CONTROL	29 Sep 1994	L221
FM 3-50.1	ARMY PERSONNEL RECOVERY	10 Aug 2005	L236
FM 4-02.51	COMBAT OPERATIONAL STRESS CONTROL	6 Jul 2006	L238
FM 6-22	ARMY LEADERSHIP	12 Oct 2006	L221,L228, L238
FM 7-22.7	THE ARMY NONCOMMISSIONED OFFICER GUIDE	23 Dec 2002	L228, L233IS
JP 1	JOINT WARFARE OF THE ARMED FORCES OF THE UNITED STATES	14 Nov 2000	L221

TRAINING TSPS PUBLICATIONS

PUB #	PUB TITLE	PUB DATE	TSP
AR 350-1	ARMY TRAINING AND EDUCATION	3 Aug 2007	T224
AR 350-1	NONCOMMISSIONED OFFICER DEVELOPMENT PROGRAM	3 Aug 2007	T223
C555	USASMA STUDENT HANDOUT 3 OF C555, TECHNIQUES OF MILITARY BRIEFINGS AND PRESENTATIONS	01 Aug 2007	T223
FM 3-20.98	RECONNAISSANCE PLATOON	02 Dec 2002	T221
FM 5-19	COMPOSITE RISK MANAGEMENT	21 Aug 2006	T221
FM 6-22	ARMY LEADERSHIP	12 Oct 2006	T223
FM-7-0	TRAINING THE FORCE	22 Oct 2002	T223
FM 7-1	BATTLE FOCUSED TRAINING	15 Sep 2003	T222, T223
FM 21-10	FIELD HYGIENE AND SANITATION	21 Jun 2000	T226
FM 21-20	PHYSICAL FITNESS TRAINING	30 Sep 1992, wC1, 1 Oct 1998	T224
STP 21-1-SMCT	SOLDIER'S MANUAL OF COMMON TASKS WARRIOR SKILLS LEVEL 1	14 Dec 2007	T223
STP 21-24-SMCT	SOLDIER'S MANUAL OF COMMON TASKS WARRIOR LEADER SKILLS LEVEL 2, 3, AND 4	2 Oct 2006	T223
TRADOC REG 350-70	TRAINING SYSTEM APPROACH TO TRAINING MANAGEMENT, PROCESSES, AND PRODUCTS	09 Mar 1999	T223

WARFIGHTER TSPS PUBLICATIONS

PUB #	PUB TITLE	PUB DATE	TSP
AR 190-8	ENEMY PRISONERS OF WAR - ADMINISTRATION, EMPLOYMENT AND COMPENSATION (REPRINTED W/BASIC INCL C1)	1 Oct 1997	W231
AR 600-8-1	ARMY CASUALTY OPERATIONS/ASSISTANCE/INSURANCE	28 Feb 2007	W230
ARTEP 7-1-DRILL	WARRIOR BATTLE DRILLS	20 Jul 2006	W225
ARTEP 7-8-DRILL	BATTLE DRILLS FOR THE INFANTRY RIFLE PLATOON AND SQUAD	25 Jun 2002	W225 - W227
FM 3-0	OPERATIONS	27 Feb 2008	W222
FM 3-20.15	TANK PLATOON	22 Feb 2007	W222
FM 3-21.8	THE INFANTRY RIFLE PLATOON AND SQUAD	28 Mar 2007	W223 - W225 W224 - W227 W228
FM 3-21.10	THE INFANTRY RIFLE COMPANY	27 Jun 2006	W230
FM 3-24	COUNTERINSURGENCY	15 Dec 2006	W232
FM 3-25.26	MAP READING AND LAND NAVIGATION	18 Jan 2005 w/C1 30 Aug 2006	W221 - W223 W226 -
FM 3-34.210	EXPLOSIVE HAZARDS OPERATIONS	27 Mar 2007	W229
FM 3-90.119/MCIP 3-17.01	COMBINED ARMS IMPROVISED EXPLOSIVE DEVICE DEFEAT OPERATIONS	21 Sep 2007	W229
FM 4-25.11	FIRST AID	23 Dec 2002	W230
FM 5-0	ARMY PLANNING AND ORDERS PRODUCTION	20 Jan 2005	W222
FM 6-30	TACTICS, TECHNIQUES, AND PROCEDURES FOR OBSERVED FIRE THIS ITEM IS INCLUDED ON EM 0019	16 Jul 1991	W228

WARFIGHTER TSPS PUBLICATIONS, Continued

PUB #	PUB TITLE	PUB DATE	TSP
FM 8-10-6	MEDICAL EVACUATION IN A THEATER OF OPERATIONS, TACTICS, TECHNIQUES AND PROCEDURES	14 Apr 2000	W230
FM 21-31	TOPOGRAPHIC SYMBOLS (REPRINTED W/BASIC INCL C1)	19 Jun 1961 w/C1, 19 Dec 1968	W221
FM 21-60	VISUAL SIGNALS	30 Sep 1987	W223
FM 23-10	SNIPER TRAINING	17 Aug 1994	W228
FM 27-10	THE LAW OF LAND WARFARE (REPRINTED W/BASIC INCL C1)	18 Jul 1956, w/C1 dated 15 Jul 1976	W231
JP 1-02	DOD DICTIONARY OF MILITARY AND ASSOCIATED TERMS	As Amended Through 5 Jan 2007	W229 – W232
STP 21-1-SMCT	SOLDIER'S MANUAL OF COMMON TASKS WARRIOR SKILLS LEVEL 1	14 Dec 2007	W221 - W225 W223 – W226 W227 – W228
STP 21-24-SMCT	SOLDIER'S MANUAL OF COMMON TASKS WARRIOR LEADER SKILLS LEVEL 2, 3, AND 4	2 Oct 2006	W221 – W222 W223 – W224 W226 – W227 W230
TB 11-5820-1172-10	DAGR OPERATOR'S GUIDE FOR SATELLITE SIGNALS NAVIGATION SET AN/PSN-13 (NSN 5825-01-516-8038) AND AN/PSN-13A (NSN 5825-01-526-4783)	1 Mar 2005, w/C2 dated 1 Oct 2006	W226
TB 11-5825-291-10-3	PLGR MADE SIMPLE	1 Nov 1997	W226
TC 9-21-01	SOLDIERS IMPROVISED EXPLOSIVE DEVICE (IED) AWARENESS GUIDE IRAQ AND AFGHANISTAN THEATERS OF OPERATION	28 May 2004	W229
071-T-3415	CONDUCT PRE-COMBAT CHECKS	09 Jun 1998	W222
191-D-0001	ARMY DETAINEE OPERATIONS	23 Sep 2005	W231

CMP PUBLICATIONS & MESSAGES

PUB #	PUB / MSG TITLE	PUB DATE
	ALARACT 075/2005 PFCs attending WLC	7 Apr 2007
	ALARACT 075/2007 APFT & HT/WT	14 Jun 2007
	ALARACT 120/2008 APFT & HT/WT update to AR 350-1 Aug 2007	5 May 2008
	DAMO-TRL 10 Aug 2006, SUBJECT: Physical Fitness and Height and Weight Requirements for Institutional Training	10 Aug 2006
	DA MSG DAMO-TRI R091624Z Jun 04, SUBJECT; Changes to NCOES: Availability of common core training/AR 600-9 waiver/attendance with profile/WLC attendance and DIS-ENRO	24 Jun 2004
	DA MSG R281230Z Feb03, Subject: Soldiers Deployed in Support of OIF, OEF, and GWOT	17 Dec 2003
	DA MSG, R 09054Z SEP 04, SUBJECT: Selection and Scheduling of Soldiers for Army Schools	9 Sep 2004
	MEMO, TRADOC Policy on Weapons Immersion Training, 13 April 2005	13 Apr 2005
	MSG DAPE DTG 271500Z SEP 01	27 Sep 2001
	MSG DASG-HS-AS	30 Nov 2000
	TRADOC Test Policy and Procedures Memorandum and Enclosures	6 Oct 2001
AR 40-501	STANDARDS OF MEDICAL FITNESS	14 Dec 2007
AR 350-1	ARMY TRAINING AND EDUCATION	3 Aug 2007
AR 600-8-19	ENLISTED PROMOTIONS AND REDUCTIONS	9 Nov 2006
AR 600-9	THE ARMY WEIGHT CONTROL PROGRAM	27 Nov 2006
AR 600-20	ARMY COMMAND POLICY	7 Mar 2008
AR 611-1	MILITARY OCCUPATIONAL CLASSIFICATION STRUCTURE DEVELOPMENT AND IMPLEMENTATION	30 Sep 1997
AR 623-3	EVALUATION REPORTING SYSTEM	15 May 2006

CMP PUBLICATIONS & MESSAGES, Continued

PUB #	PUB / MSG TITLE	PUB DATE
AR 670-1	WEAR AND APPEARANCE OF ARMY UNIFORMS AND INSIGNIA	2 Mar 2005
AR 635-200	ACTIVE DUTY ENLISTED ADMINISTRATIVE SEPARATIONS	6 Jun 2005
DA PAM 623-3	EVALUATION REPORTING SYSTEM	15 May 2006
FM 3-25.26	MAP READING AND LAND NAVIGATION	18 Jan 2005
FM 6-22	ARMY LEADERSHIP	12 Oct 2006
FM 21-18	FOOT MARCHES	1 Jun 1990
FM 21-20	PHYSICAL FITNESS TRAINING	30 Sep 1992, wC1, 1 Oct 1998
FM 3-21.75	THE WARRIOR ETHOS AND SOLDIER COMBAT SKILLS	1 Jan 2008
TR 350-10	INSTITUTIONAL LEADER TRAINING AND EDUCATION	01 Aug 2002
TR 350-18	THE ARMY SCHOOL SYSTEM (TASS) With change 1	03 Apr 2007 28 Dec 2007
TR 350-70	TRAINING SYSTEM APPROACH TO TRAINING MANAGEMENT, PROCESSES, AND PRODUCTS	09 Mar 1999
TR 385-2	TRADOC SAFETY PROGRAM	19 Dec 2007
TR 350-6	ENLISTED INITIAL ENTRY TRAINING (IET) POLICIES AND ADMINISTRATION	30 Dec 2005

FORMS USED IN WLC

FORM#	FORM TITLE	FORM DATE
DA Form 1059	Service School Academic Evaluation Report	Mar 2006
DA Form 1156	Casualty Feeder Card	Mar 2007
DA Form 2028	Recommended Changes To Publications And Blank Forms	Feb 1974
DA Form 2166-8	NCO Evaluation Report	Mar 2006
DA Form 2166-8-1	NCO Counseling and Support Form	Mar 2006
**DA Form 2404	Equipment Inspection And Maintenance Worksheet	Apr 1979
DA Form 3595-R	Record Fire Scorecard	Jul 2006
DA Form 4856	Developmental Counseling Form	Mar 2006
DA Form 5159	Inventory Of Army Personnel Test Material	Mar 2002
DA Form 5517-R	Standard Range Card	Feb 1986
**DA Form 5988-E	Equipment Inspection And Maintenance Worksheet	N/A
DA Form 7566	Composite Risk Management Worksheet	Apr 2006
DD Form 2745	Capture Tag	May 1996

** May use either form.

USEFUL WEBSITES IN WLC

NAME	ADDRESSES
Army Knowledge Online (AKO)	https://www.us.army.mil
US Army Sergeants Major Academy (USASMA)	https://www.us.army.mil/suite/page/514845 .
GEN Dennis J. Reimer Digital Library	http://www.train.army.mil
Center for Army Lessons Learned (CALL)	http://call.army.mil
Training and Doctrine Command (TRADOC)	http://www.tradoc.army.mil
Army Publishing Directorate (APD)	http://www.usapa.army.mil
NCO Net	https://forums.bcks.army.mil
Stryker Net Home	https://strykernet.army.mil
Electronic Technical Manuals Online	https://www.logsa.mil
Army Training Support Center (ATSC)	http://www.atsc.army.mil
Military Word	http://www.militaryword.com

USEDFUL PUBLICATIONS, FORMS, AND WEBSITES

1. All publications/blank forms listed on the list pages B-11 to B-14 are available from the website listing in parentheses. In accordance with (IAW) the paperless Army, some publications/blank forms may no longer be available in hard copy print format from publication centers. The Army will no longer print "UPDATES" as it returns to the practice of printing stand alone publications. Commandants must check current dates at the designated Web link.
 2. Commandants must review the list, determine their individual requirements, and ensure current dates of publications/blank forms using the webpage referenced.
 3. See the legend at the end of the table for an explanation of the symbols used. Remember, you may digitally store references for accessibility.
-

PUB NO	TITLE	CODE
Army Regulations (https://www.usapa.army.mil)		
AR 1-201	Army Inspection Policy	AA
AR 20-1	Inspector General Activities and Procedures	A
AR 25-50	Preparing and Managing Correspondence	AA
AR 25-400-2	The Army Records Information Management System (ARIMS)	AA
AR 27-3	The Army Legal Assistance Program	A
AR 27-10	Military Justice	A
AR 37-104-4	Military Pay and Allowances Policy and Procedures-Active Component	AA
AR 190-13	The Army Physical Security Program	A
AR 210-50	Housing Management	AA
* AR 350-1	Army Training and Education	AA
AR 380-5	Department of the Army Information Security Program	AA
AR 385-10	Army Safety Program	A
AR 385-40	Accident Reporting and Records	AA
AR 600-8-22	Military Awards	A
AR 600-8-101	Personnel Processing (In-, Out- Soldier Readiness, Mobilization , and Deployment Processing)	A
AR 600-9	The Army Weight Control Program (with Interim C1)	AA
AR 600-20	Army Command Policy	AA
AR 600-100	Army Leadership	A
AR 600-110	Identification, Surveillance, and Administration of Personnel Infected with Human Immunodeficiency Virus (HIV)	A
AR 611-1	Military Occupational Classification Structure Development and Implementation	AA
AR 614-200	Enlisted Assignments and Utilization Management	A
AR 635-200	Active Duty Enlisted Administrative Separations	A
AR 670-1	Wear and Appearance of Army Uniforms and Insignia	AA
AR 710-1	Centralized Inventory Management of the Army Supply System	A
AR 735-5	Policies and Procedures for Property Accountability	A
Course Management Plan (https://www.us.army.mil/suite/page/514845)		
CMP	Course Management Plan (WLC) (AC) (MOD)	AA
POI	Program of Instruction (WLC)	AA
TSP	Training Support Packages	AA
Department of the Army Pamphlets (https://www.usapa.army.mil)		
DA Pam 25-33	User's Guide for Army Publications and Forms	A
DA Pam 350-58	Leader Development for America's Army	A
DA Pam 385-40	Army Accident Investigation and Reporting	AA
DA Pam 600-26	The Department of the Army Affirmative Action Plan	AA
DA Pam 600-35	Relationships Between Soldiers of Different Ranks	AA
DA Pam 600-70	United States Army Guide to the Prevention of Suicide and Self-Destructive Behavior	AA
DA Pam 611-21	Military Occupational Classification and Structure	AA
DA Pam 623-3	Evaluation Reporting System	A

PUB NO	TITLE (cont.)	CODE
DA Pam 738-750	Functional Users Manual for The Army Maintenance Management System (TAMMS)	A
Field Manuals (https://atiam.train.army.mil/portal) or (https://www.usapa.army.mil)		
FM 3-0	Operations	AA
FM 7-0	Training the Force	AA
FM 7-1	Battle Focused Training	AA
FM 7-7	The Mechanized Infantry Platoon and Squad	A
FM 3-22.9	M16, M16A2/3, M16A4, and M4 Carbine	A
FM 5-19	Composite Risk Management	AA
FM 101-5	Staff Organization and Operations	AA
Graphic Training Aids (https://atiam.train.army.mil/portal)		
GTA 3-6-8	NBC Warning and Reporting System (Supersedes GTA 3-6-3)	B
05-02-012	Coordinate Scale and Protractor	B
TENINO Map	Stock Nr. V791X14774, Edition 7-DMATC, Series V791, Sheet 1477 IV	B
National Guard Regulation (https://222.ngbpdc.ngb.army.mil)		
NGR (AR) 600-200	Enlisted Personnel Management	AA
Soldier Training Publications (https://atiam.train.army.mil/portal)		
STP 21-1-SMCT	Soldier's Manual of Common Tasks	AA
STP 21-24-SMCT	Soldier's Manual of Common Tasks	AA
Technical Manuals		
TM 9-1265-211-10	Operator's Manual for MILES for M16A2 Rifle	AA
TM 9-1265-370-10-2	Operator's Manual for MILES for M60 Machine Gun or authorized substitute	AA
TRADOC Regulations (https://www.tradoc.army.mil)		
TRADOC 350-13	Instruction in Military History	A
TRADOC 350-18	The Army School System (TASS)	AA
TRADOC 350-70	Systems Approach to Training Management, Processes, and Products	AA
TRADOC 350-10	Institutional Leader Training and Education	AA
TRADOC 385-2 w/CH 1	TRADOC Safety Program	AA
TRADOC 525-13	TRADOC Force Protection Program (FPP)	AA
TRADOC Pamphlets (https://www.tradoc.army.mil)		
TRADOC Pam 350-9	TRADOC Training Devices for Army wide Use	A
TRADOC Pam 600-22	TRADOC Suicide Prevention Planning Guide	AA
TRADOC Pam 350-70-8	Total Army School System (TASS) Training Requirements Analysis System (TRAS)	AA
Training Circulars (https://atiam.train.army.mil/portal)		
TC 3-34.489	The Soldier and the Environment	AA

PUB NO	TITLE (cont.)	CODE
Television Tapes (https://dodimagery.afis.osd.mil/)		
PIN: 710943	Counsel Subordinates	AA
Copy of Tables of Distribution and Allowance (TDA)		AA
Copy of Local Policy/Directives		AA
Unit Manning Roster (UMR)		AA
CMP	Course Management Plan	AA
POI	Program of Instruction (WLC)	AA
TSP	Training Support Packages	AA
Blank Forms (https://www.usapa.army.mil/)		
DA 705	ARMY PHYSICAL FITNESS TEST CARD	B
DA 1059	SERVICE SCHOOL ACADEMIC EVALUATION REPORT	AA
DA 1156	CASUALTY FEEDER REPORT	B
DA 2028	RECOMMENDED CHANGES TO PUBLICATIONS AND BLANK FORMS	A
DA 2142	PAY INQUIRY	B
DA 2166-8	NCO EVALUATION REPORT	B
DA 2166-8-1	NCO COUNSELING CHECKLIST/RECORD	B
**DA 2404	EQUIPMENT INSPECTION AND MAINTENANCE WORKSHEET	AA, B
DA 4856	DEVELOPMENTAL COUNSELING FORM	B
DA 5159	INVENTORY OF ARMY PERSONNEL TEST MATERIAL	AA
**DA 5988-E	EQUIPMENT INSPECTION AND MAINTENANCE WORKSHEET	B
DA Form 7566	COMPOSITE RISK MANAGEMENT WORKSHEET (this appendix)	B

Legend**Requirements Code**

** May use either form.

A = Recommended but not required.

AA = Minimum required publications/blank forms for administration/accreditation.

B = Publication/blank forms required for student use.

NOTE: AC NCOAs download CMP/POI/TSPs from USASMA website, Directorate of Training and Development (DOTD), WLC. MOD NCOAs CMP/POI/TSPs will be provided by ATSC.

NOTE: NCOAs do not need to maintain hard copies if they have electronic access. NCOA may maintain the vault files on a removable electronic medium (e.g. CD-ROM or DVD-ROM).

Websites of InterestCurrent as of: June 26, 2008

[Keep in mind these sites can change location, URL, or deleted for various reasons]

New to Old FM Number changes	http://www.atiam.army.mil/portal Library search
Army Homepage	http://www.army.mil
To order television tapes/videos online	http://www.dodimagery.afis.osd.mil/davis .
ARs, Cirs, Pams, OFs, SFs, DD & DA Forms	http://www.usapa.army.mil
FMs, PBs, TCs & STPs (New to FM also)	http://www.adtdl.army.mil .
Leadership Counseling	http://www.counseling.army.mil
Acronym Finder	http://www.mtnds.com/af/
HRC Online	http://www.perscom.army.mil/
Army Center for Military History	http://www.army.mil/cmh-pg/
Army Training Support Center	http://www.atsc.army.mil/
HQDA WEB	http://www.hqda.army.mil/
TRADOC	http://www.tradoc.army.mil/
U.S. Army Homepage	http://www.army.mil/
U.S. Army Link	http://thearmylink.iwarp.com/
U.S. Army Installations (Links)	http://www.army.mil/public/installations.htm
U.S. Army Maneuver Support Center (MANSCEN)	http://www.wood.army.mil/
Army Doctrine & Training Digital Library (ADTDL) (Reimer Lib)	<u>Through</u> your AKO account.
The Way Ahead	http://www.army.mil/thewayahead/forward.htm/
ATRRS	http://www.atrrs.army.mil/
NCO Team	http://www.ncoteam.org
eSergeant	http://www.squad-leader.com/sergeant/index.shtml
Squad Leader	http://www.squadleader.com
Army Education	https://www.armyeducation.army.mil/
<u>Defense Supply Center Richmond</u> MAP Ordering	http://www.dscr.dla.mil/pc9/

NOTE: To review NEW versus OLD FM fielding, go to <http://www.atiam.army.mil> and click on search.

SAMPLE COMPOSITE RISK MANAGEMENT WORKSHEET,
Continued

ITEMS 5 THROUGH 12 CONTINUED							
5. SUBTASK	6. HAZARDS	7. INITIAL RISK LEVEL	8. CONTROLS	9. RESIDUAL RISK LEVEL	10. HOW TO IMPLEMENT	11. HOW TO SUPERVISE (WHO)	12. WAS CONTROL EFFECTIVE
DA FORM 7566, APR 2006				Page 2 of 2			

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Appendix C

Index of Student Handouts

This appendix contains the items listed in this table:

Item	Pages
Student Handout 1, Student Evaluation Plan NOTE: See items 1 and 2 below	C-1 thru C-17
STUDENT RECORD OF TRAINING	C-18
Student Handout 2, Advance Sheet Army Physical Fitness Test (APFT)	C-19 and C-20
Student Handout 3, Advance Sheet Army Physical Fitness (T224)	C-21 and C-22
Student Handout 4, Advance Sheet Individual Training Test (T223)	C-23 and C-24
Student Handout 5, Advance Sheet Land Navigation Test (W226)	C-25 and C-26
Student Handout 6, Advance Sheet Demonstrated Leadership Performance Tests	C-27 thru C-39

1. You must post a copy of Student Handout 1 and Student Evaluation Plan for viewing/reading.
2. The WLC advance welcome packet **MUST CONTAIN A COPY** of the Student Evaluation Plan. These requirements apply to all components.

(REF: TR 350-70, Chap VI-7-5)

Student Handout 1**Student Evaluation Plan**

Overview

This student evaluation plan contains the information pertaining to WLC content and training support package evaluation criteria. It lists the course graduation requirements that students must meet to graduate from WLC.

Student Responsibilities

As a student you must strive to--

- Conduct yourself in a professional manner at all times.
- Be at the proper place of duty at the proper time.
- Perform all work on your own, unless otherwise instructed.
- Meet or exceed course graduation requirements.
- Recognize your shortcomings and request assistance as needed.
- Avoid actions that are prejudicial to others in the class.
- Continuously progress academically.
- Demonstrate motivation and a positive attitude.
- Be personally responsible.

(REF: AR 350-1, Chap 3, para 3-18)

Course Structure

WLC is a branch immaterial course, taught in an NCO Academy in a live-in environment (within local constraints), using classroom instruction with practical application, followed by hands-on performance-oriented training that culminates in an extensive situational training exercise (STX). Small group leaders (SGLs) will assess your leadership potential and evaluate your ability to apply the lessons learned in the course while leading Soldiers in a garrison and tactical environment.

Course Length

1. The active component WLC is a 4-week, 1-day course, culminating with a 96 hour STX.
 2. The modified component WLC is a 2-week, 1-day course, culminating with a 96 hour STX.
-

**Course
Pre-requisites**

1. Soldiers attending WLC must fall into the following priorities--
 - a. Priority One: Sergeants that are non-WLC graduates. The SGTs may or may not have a WLC waiver.
 - b. Priority Two: SPC/CPL promotable. Use the following priority list:
 - (1) SPC/CPL (P) who meets the cut off score.
SPC/CPL (P) in MOSs which would have had additional promotions if more promotable SPC/CPLs had been available and identified as "Star MOS" by monthly HRC Promotion Cut-Off Memorandums.
 - (2) SPC/CPL (P) in other MOSs serving in an authorized NCO position based on the highest number of promotion points.
 - (3) All other SPC/CPL (P) on a recommended list based on the highest number of promotion points.
 - c. Priority Three: SPC/CPL in leadership positions. In order to fill all WLC training seats, non-promotable SPCs with demonstrated leadership potential may attend WLC only after exhausting all other higher order of merit list (OML) categories.
 - d. Priority Four: PFC is authorized to fill units OML and attend WLC.
 2. Students must--
 - a. Meet height and weight standards IAW reference message below.
 - b. Possess eligibility for reenlistment and be recommended by their commander.
 - c. Have no convictions of a misdemeanor crime of domestic violence (Lautenberg Amendment).
 - d. Have a current periodic health assessment (PHA) or medical examination within the past 12 months to attend WLC.
 - e. If age 40 or over, have completed a Cardiovascular Screening as part of their periodic health assessment or medical examination within the last five years. The preexecution checklist (PEC) in Part I Unit persecution, line 10 must have the initials of the first line leader and the Soldier. If the initials are missing, verify the physical data in AKO. NCOAs will not enroll a student over the age of 40 without proper verification of the periodic health assessment or medical examination along with the Cardiovascular Screening. Soldiers will no longer hand carry a copy of the physical.
 3. Commandants may not add local requirements to the prerequisites.
-

Course
Pre-requisites,
continued

(REF: AR 40-501, Chap 8, para 8-25; AR 350-1, Chap 3, para 3-7; AR 635-200, para 5-14; TR350-10, Chap 2, para 2-6; MSG DASG-HS-AS, 30 November 2000, DA MSG, DAMO-TRI, 091624Z JUN 04, para 8, ALARACT 075/2006, DA MSG, TR, 171414Z Apr 07, para 3, ALARACT 075/2007)

**Enrollment
Requirements**

1. Effective 1 October 2007, the automated PEC took effect. Soldiers with reservations made prior to that date are required to have the paper PEC. Soldiers whose reservations were made after that date are only required to report with documentary evidence of physical profile, most recent DA Form 705 (APFT Card) and other non-routine prerequisites not contained in the total Army personnel database (TAPDB).
 2. Soldiers who have a permanent profile designator of “3” or “4” must include a copy of their DA Form 3349 and the results of their military medical review board (MMRB) as part of the course application. Soldiers, who have appeared before an MMRB, or similar board, been awarded medical limitations, and allowed to retain their occupational classification, may attend WLC and train within the limitations of their profile--provided they can otherwise meet course prerequisites and graduation requirements.
 3. NCOAs will deny enrollment to Soldiers who hold a temporary profile except for shaving or nonperformance deterring profiles. Soldiers diagnosed as pregnant after enrollment may continue training, **provided** the attending physician deems it is safe to do so. Pregnant Soldiers must provide a copy of the attending physician’s recommendation. A Soldier medically dismissed for pregnancy after enrollment may return to the course when the condition that led to the medical dismissal no longer exists.
 4. For students with permanent profiles, their profile must include an aerobic event. Soldiers with permanent profiles that permit an alternate APFT event must also meet course graduation requirements.
 5. Temporary Profile Exceptions: Commanders may send Soldiers with temporary profiles, due to participation in OIF/OEF, to WLC. Soldiers must arrive with a copy of their current temporary profile and a memorandum bearing the commander’s signature stating the profile exists as a result of injuries during participation in OIF/OEF. The Soldiers will train within the limits of their profiles.
 6. For students with P3/P4 profiles, ensure that the profiling doctor and the approving authority doctor have signed the profile. The commander does not need to sign the profile unless he disagrees with the profile. P2 profiles only need the signature of the profiling doctor. Soldiers possessing P2 profiles must also meet course graduation requirements.
 7. NCOAs will deny enrollment to Soldiers failing to meet any one of the above prerequisites. Commandants may not supplement these mandatory prerequisite requirements.
-

**Enrollment
Requirements,**
continued

(REF: AR 40-501, Chap 8; AR 350-1, Chap 3; para 3-11; and TRADOC Reg 350-10, Chap 2, para 2-6(d); DA MSG, TR, 171414Z Apr 07, para 3, ALARACT 075/2007; HRC Profile Policy for NCOES, 19 January 2007, <https://www.hrc.army.mil/site/protect/Active/epncoes/ncopoc.htm>)

**Course
Graduation
Requirements**

1. Students must score 70 percent or higher on the following performance evaluations, except for W226, Land Navigation and APFT:
 - a. Army Physical Fitness Test (APFT) (IAW FM 21-20w/C1) (60 points minimum in each event).
 - b. Physical Fitness Training.
 - c. Individual Training Evaluation.
 - d. Land Navigation Evaluation. (75 percent).
 - e. Two demonstrated leadership evaluations (garrison and tactical environment).

 2. Students must pass the APFT, and meet the Height/Weight requirements. Commandants will arrange for students to meet the APFT and Height/Weight requirements while allowing for one re-evaluation. Students, who fail to pass the APFT or Height/Weight standards will be considered an academic course graduate, but annotate 11c of their DA Form 1059 as marginally achieved course standards. This also applies if they fail to meet both the APFT, and Height/Weight requirements.

 3. Soldiers attending WLC within 90 days of returning from OIF/OEF are exempt from taking the APFT. Annotate on the DA Form 1059 in the APFT remarks: GWOT.
(REF: DA MSG, DAMO-TRI, R 091624Z JUN 04; DA MSG, TR, 171414Z Apr 07, para 3, ALARACT 075/2007; and DAMO-TR, DTG: 051617Z May 08, ALARACT 120/2008)
-

Physical Requirements

1. Students must be able to meet the following physical requirements during the course: (Exception--Soldiers with temporary profiles due to participation in OIF/OEF)
 - a. Pass the APFT.
 - b. Negotiate rough terrain under varying climatic conditions.
 - c. Conduct, demonstrate, and lead physical fitness training.
 - d. Walk a minimum of 3200 meters with load carrying equipment (LCE) in a minimum of three hours.
 - e. Lift and carry all required packing list items (OCIE and CTA 50-900) for short distances.
 - f. Carry a 48 pound combat load that contains mission essential equipment (weapon, helmet, uniform, LCE included in 48 lbs).
 - g. Lift and carry fuel, water, ammo, MREs, or sandbags occasionally.
 - h. Low crawl, high crawl, and rush for three to five seconds.
 - i. Move over, through, and around obstacles.
 - j. Carry and fire individually assigned weapon.
 - k. Carry mission-oriented protective posture (MOPP) gear.
2. Commandants may not supplement these course graduation requirements.

(REF: AR 611-1, Chap 6; ARTEP 7-8; TR 350-10, Chap 2, para 2-7; FM 21-18; DA MSG: 092054Z SEP 04, SUBJECT: Selection and Scheduling of Soldiers for Army Schools; and DA MSG; TR, 171414Z Apr 07, para 3, ALARACT 075/2007)

Re-evaluation Procedures

1. If you fail any initial performance evaluation, you will receive remedial training and one retest of the appropriate test.
 2. Should you fail the initial APFT, you will receive remedial training and one retest.
 3. NCOAs will annotate your retest scores in your student course records along with counseling and remediation documentation. However, if you require and pass a retest, you will receive the minimum passing score for that event. Furthermore, you will not be able to compete for class honors.
 4. If you receive two failing scores (one initial test and one retest) on any single exam/performance evaluation, the commandant must initiate actions to dismiss the student from the course. (Except for the APFT)
-

**Re-evaluation
Procedures,
continued**

5. Due to the strict regiment of the course training, commandants must dismiss you if you fail a second retest.

(REF: TR 350-10, Chap 2, para 2-9a and b)

**Student
Dismissal**

To protect students from unfair or illegal practices, commandants--through precise proceedings--must determine whether or not to dismiss students whose:

- Personal conduct is such that their continuation in the course is not appropriate.
- Academic progress, lack of motivation, attitude, or conduct is prejudicial to others in the class.
- Actions make it extremely unlikely they can successfully meet the standards for course graduation.

(REF: AR 350-1, Chap 3, para 3-18)

**Student
Developmental
Counseling
Requirements**

1. Developmental counseling is a means of assisting and developing students and subordinates. Your SGL will counsel you in regards to:

- a. Negative and positive performance.
- b. Working as a team member.
- c. How well or how poorly you are performing.
- d. Attaining required standards.
- e. Setting personal and professional goals.
- f. Resolving personal problems.
- g. Conducting self-assessments.

2. Feedback is essential for you to know how you are performing and where you stand in the course. All counseling must explain your progress to date. Small group leaders will conduct the following counseling as a minimum:

- a. Initial counseling using reception and integration counseling. This counseling should determine whether you have any personal problems or outside distracters that would interfere with your completing the course. This session must include the statement “I will not acquire or provide inappropriate assistance before or during any test except as instructed (i.e., group activities) and will report any such inappropriate assistance before, during, or after the test administration.” This eliminates the DA Form 5160 requirement.
-

**Student
Developmental
Counseling
Requirements,
continued**

- b. After any evaluation/re-evaluation failure.
 - c. Midcourse developmental counseling-progress to date. (Optional)
 - d. Comprehensive end-of-course counseling.
3. The SGL will use the results of the developmental counseling process to determine ratings for your AER and course academic records and reports.
4. This CMP does not limit SGLs to the general indicators in FM 6-22, App B, but SGLs should be precise, objective, and fair in the developmental counseling process.

REF: TR 350-10, Chap 2, para 2-7g; TR 350-18, Chap 3, para 3-29; and FM 6-22, App B)

NOTE: Counseling records play a major role in the event of favorable or unfavorable administrative personnel actions.

**Student
Recognition**

1. All students who meet course completion criteria receive a diploma. Diplomas must contain, as a minimum: Student's full name, rank, complete course title, course identification number, and beginning and completion dates of the course.
2. Commandants will recognize the following graduates in support of AR 600-8-19, Chap 3, para 3-50c, that awards promotion points for--
- a. Distinguished honor graduate (15 promotion points).
 - b. Distinguished leadership award (10 promotion points).
 - c. Commandant's list (5 promotion points).

(REF: TR 350-18, Chap 3, para 3-30; and TR 350-10, Chap 2, para 2-7g(4))

**End-of-Course
Critique**

You must complete and submit an end-of-course critique questionnaire for the course. The SGL will ensure you accomplish this as close as possible to the end of the course. Commandants **will not** require you to provide any identification data on the critique form.

(REF: CMP Chap 2, p 2-4, and Appendix D)

Training Support Package (TSP) Synopsis	The following tables provide a brief synopsis of the Training Support Packages (TSP)--
--	--

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS
-----------------------	--

L221, Army Leadership (8 Hrs)	During this lesson students will learn the Army leadership framework, the human dimension role in leadership, communication skills, problem-solving, leadership styles, and maintaining discipline.
L228, Conduct Developmental Counseling (5 Hrs)	Students will learn the fundamentals and techniques of developmental counseling. They will prepare for and conduct a subordinate-centered counseling session producing a plan of action that focuses the subordinate on individual and unit goal accomplishment. This will take place during the PE centered in a role play counseling session.
L230, The Army Writing Style (2 Hrs)	This lesson introduces the student to the Army writing style. The student will learn how effective Army writing transmits a clear message in a single rapid reading and is generally free of errors in grammar, mechanics, and usage.
L231, Commandant's Orientation (1 Hr)	The commandant welcomes the new students and provides them an orientation and briefing on the local SOP. His welcome includes a safety briefing and a standard of conduct expected while attending the course and introduces the staff and faculty. He also explains WLC graduation requirements, unscheduled training, NCOA standards, and local command policies. (Developed by local academy commandant).
L232, Introduction to WLC (2 Hrs)	SGLs will provide the students an overview of WLC and explain the objectives and course standards. They also discuss the course's content, explain the small group process, and cover study requirements and techniques.
L233 IS, History of the NCO (0 Hrs)	This lesson teaches the student the historical progression and significant contributions that the NCO has made as he existed during the pre-Revolutionary War period, Revolutionary War, War of 1812, Civil War, World War I, World War II, Korean War, and Vietnam. This is an independent study (IS) lesson.
L234, NCO Evaluation Report (4 Hrs)	Students will learn how to perform the duties as a rater of a subordinate Soldier using the NCO Counseling and Support Form (DA Form 2166-8-1) and the Noncommissioned Officer Evaluation Report (NCOER) DA Form 2166-8. Student will participate in a graded PE, standards are GO / NO GO.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, continued
L235, Army's Sexual Assault Prevention and Response Training (New Leader) (2 Hrs)	This lesson teaches the students the Army's sexual assault prevention and response program. They will learn about: sexual assault trends in the Army, chain of command responsibilities, types of sexual assault and influencing factors, rights of victims and alleged perpetrators, individual responsibilities, procedures for timely reporting, and resources available for victims.
L236, Personnel Recovery (1 Hr)	This lesson teaches students the Army's Personnel Recovery (PR) concepts and execution. They will learn PR terms and execution concepts, as a Warrior Leader, which upholds the Warrior Ethos by never leaving a fallen comrade.
L237 IS, Cultural Awareness (0 Hrs)	The goals of this lesson teach the student a concept of culture and show how culture affects the contemporary operational environment (COE). Students will study what culture is in general terms, the major and minor components comprising a culture, culture shock, and how cultural factors affect military operations. This is an independent study (IS) lesson.
L238, Junior Leader Battlemind Principles (1 Hr)	The goal of this lesson is to teach the students about Battlemind leadership principles. Students will learn about Battlemind components, leadership approaches and their impact on Soldiers during combat. They will learn effective and non-effective leader actions and the reasons why Soldiers fail to seek mental health care.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, continued
T221, Composite Risk Management (3 Hrs)	This lesson teaches the students how to implement the composite risk management process to minimize the frequency and severity of accidents in the activities they will lead. They will learn the basic principles required for implementing composite risk management; the five steps of composite risk management, the human behaviors that affect mission readiness, and the hazards associated with fratricide.
T222, After Action Review (AAR) (2 Hrs)	Students will learn how to conduct an AAR and the importance of the AAR process, by allowing all participants in an exercise to provide input into how well an exercise went, what the purpose of the training was, what went right, what went wrong, and how to improve.
T223, Training Management (10 Hrs)	This lesson will provide a basic introduction to battle focused training. Students will learn the Army's ten principles of training, training doctrine, Mission Essential Task List (METL) development process, the training planning process, and requirements for training execution. Also, the students will learn the NCO's training responsibilities, preparation necessary to conduct individual training, and training execution considerations. Students will prepare and conduct individual training.
T224, Physical Fitness (6 Hrs)	Students will learn the techniques and procedures needed to conduct the Army's physical fitness program. This lesson's primary focus is to enhance the students' knowledge of physical fitness and how to conduct a variety of fitness training exercises. This lesson offers the students the opportunity to actually perform the different exercises.
T226, Supervise the Implementation of Preventive Medicine Policies (2 Hrs)	This lesson provides the students some of the most important aspects of training their subordinates in the medical threat and principles of preventive medicine measures. It teaches them that as an NCO it is their responsibility to ensure their Soldiers remain healthy during field operations. Students will learn preventive medicine measures for heat injuries, cold injuries, insects, poisonous plants and fruits, food and waterborne diseases and illnesses, noise hazards, and toxic chemicals (non-NBC). Students will also learn to monitor their subordinates' personal hygiene and physical and mental fitness.
T240, Suicide Prevention for Junior Leaders (2 Hrs)	This lesson focuses on the Army Suicide Prevention Program. It teaches how to recognize a fellow Soldier in distress and what you can do to provide buddy aid and leadership in preventing the disastrous effects of an impulsive decision. Suicide is a serious subject. This training will show students how to recognize the warning signs and know how to react when faced with a potentially suicidal Soldier which can make suicide preventable. The instruction will also focus on the ability of the leader and battle buddy to save a Soldier in distress.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, continued
W221, Map Reading (8 Hrs) RTP (SH-3) is Self-Study	This lesson provides the student with reinforcement training of some of the skill level one map reading and land navigation skills, in a self-study format. The lesson will also teach the more complex skill level one tasks. This lesson is a foundation for the land navigation lesson later in the course. Students will learn how to determine elevation, orient a map using a lensatic compass, determine direction, covert azimuths, determine polar coordinates, and intersection and resection techniques.
W222, Combat Orders (4 Hrs)	This lesson will teach students troop-leading procedures and three types of combat orders--warning order, operation order, and fragmentary order. They will also learn the importance of conducting precombat checks. Students will learn to implement a squad level combat order by conducting troop-leading procedures, and interpreting the commander's intent of a combat order.
W223, Conduct Individual, Team, and Squad Movement Techniques (6 Hrs)	Students will learn some basic techniques and procedures used to employ a squad-sized element in combat. They will learn the basics of moving a squad/team--using hand and arm signals--using the appropriate movement techniques in the proper movement formation based on the tactical situation. Students will also learn how to select a movement route using a map, conduct actions at danger areas, conduct security during movement and at halts, and enforce detection prevention measures.
W224, Occupy an Assembly Area (4 Hrs)	Students will learn the procedures required to occupy an assembly area. They will learn how to prepare to occupy the area, move to the area, establish security, and defend an assigned sector.
W225, Combat Operations (5 Hrs)	Students will learn the basics of leading a team/squad in basic combat operations by reacting to contact, breaking contact, and reacting to an ambush (far and near).
W226, Land Navigation (14.5 Hrs)	Students will utilize the skills they learn from this lesson, coupled with the skills they learned in the map reading and conduct movement lessons. Introduces basic DAGR/PLGR operations and navigation from one point on the ground to another point while dismounted using a lensatic compass during day and night. Students will take a performance examination where they must find a minimum of three of four points to graduate from WLC.
W227, Situational Training Exercise (STX) (96 Hrs)	Soldiers will participate in an end-of-course situational training exercise. SGLs will assign students to leadership positions where they will lead a section/squad. SGLs will evaluate the students in their leadership abilities and on how they use their troop-leading procedures and other leader skills they learned in the course. Also cultural awareness, personnel recovery and counterinsurgency scenarios are presented during the 96 hours STX.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, continued
W228, Tactical Operation Reports (2 Hrs)	This lesson teaches the student the format and use of the SPOTREP, Situation Report (SITREP), Explosives Hazard Spot Report (EH SPOTREP) and the Call for Fire/Adjust Indirect Fire Reports. The student will utilize the reports during the situational training exercise at the end of the course.
W229, React to Possible Improvised Explosive Device (2 Hrs)	This lesson provides the students with a base of knowledge of improvised explosive devices (IED); how they are made, employed, and the action to take when a Soldier finds a possible IED, to include reporting the find using the Explosives Hazard Spot Report (EH SPOTREP)..
W230, Casualty Evacuation (3 Hrs)	This lesson covers the basic fundamental procedures Soldiers must follow to plan, rescue, and assist with the safe, effective evacuation of injured and wounded Soldiers on the battlefield. Students will learn that the basic principle of first aid is to evaluate the casualty's injuries and administer first aid before moving them.
W231, Detainees Operations (2 Hrs)	This lesson provides the student with the understanding of how to handle and process detainees. Soldiers will learn how to search and restrain detainees guided by the warrior ethos, Army values, and U.S. military policy, to provide humane treatment and care to detainees from the moment of their capture until their eventual release.
W232, Counterinsurgency (1 Hr)	This lesson provides the student with the principles and guidelines for counterinsurgency operations (COIN). Students will learn how to handle, the training of indigenous security forces during counterinsurgency operations. Students will also learn how to apply the appropriate leader and ethical responses to a given situation during counterinsurgency operations.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, continued
A201, In processing/ APFT/Weigh-in (5 Hrs AC / MOD)	Students receive advance sheets, required publications, administrative processing, and height and weight evaluation. Students must take the APFT and Weigh-in. Commandants will arrange for students to meet the APFT and Weigh-in requirements while allowing for retest. Task Organization: Academies are required to organize students with a mix of Specialties of Combat Arms, Combat Support, and Combat Services Support when forming teams.
A202, Out-processing (2 Hrs AC / MOD)	A202 allocates time for the purpose of out-processing students at the conclusion of WLC.
A204, Graduation (2 Hrs AC / MOD)	A204 allocates time for the purpose of conducting a formal graduation where the commandant and cadre can present students with honors and diplomas.
S201, Study Hall (14 Hrs AC) (8 Hrs MOD)	Study hall provides students time to adequately study and prepare for the next day's lessons. It allows the SGL to recognize and assist students in correcting poor study habits. Students who require remedial training receive assistance from peers and the SGL during this time.
S202, Training Support Activities (33 Hrs AC) (15 Hrs MOD)	The commandant uses these hours at his discretion for retraining/retesting, equipment issue/turn-in, travel time as required to/from training areas, physical fitness retesting and sustainment, and other non-program of instruction (POI) hours that require instructor contact hours (ICH).
S203, Student Counseling (14 Hrs AC) (5 Hrs MOD)	SGLs use these hours for reception and integration counseling, mid-course counseling, end-of-course counseling and additional counseling as required.

Course Structured (AC) (MOD) This section discusses the course structured. This course structured depicts the designed sequence of presentation for the Warrior Leader Course established during course design.

The following chart shows a listing of all the lessons that make up the course. It reflects the Program of Instruction File Number (PFN), the Lesson Title, the length of the lesson, and the type presentation.

NOTE: IS = Independent Study.

PFN	Lesson Title	Hours	Type
A201 (AC / MOD)	In processing, APFT, Weigh-in	5	Admin
A202 (AC / MOD)	Out processing	2	Admin
A204 (AC / MOD)	Graduation	2	Admin
L221	Army Leadership	8	SGI
L228	Conduct Developmental Counseling	5	SGI
L230	The Army Writing Style	2	SGI
L231	Commandant's Orientation	1	LGI
L232	Introduction to WLC	2	SGI
L233IS	History of the NCO	0	IS
L234	NCO Evaluation Report	4	SGI
L235	Army's Sexual Assault Prevention and Response Training (New Leader)	2	SGI
L236	Personnel Recovery	1	SGI
L237IS	Cultural Awareness	0	IS
L238	Junior Leader Battlemind Principles	1	SGI
T221	Composite Risk Management	3	SGI
T222	After Action Review	2	SGI
T223	Training Management	10	SGI
T224	Physical Fitness	6	SGI
T226	Supervise the Implementation of Preventive Medicine Policies	2	SGI
T240	Suicide Prevention for Junior Leaders	2	SGI
W221	Map Reading	3 / 8	IS / SGI
W222	Combat Orders	4	SGI

**Course
Structure
(AC) (MOD),
continued**

PFN	Lesson Title	Hours	Type
W223	Conduct Individual, Team, and Squad Movement Techniques	6	SGI
W224	Occupy an Assembly Area	4	SGI
W225	Combat Operations	5	SGI
W226	Land Navigation	14.5	SGI
W227	Situational Training Exercise	96	SGI
W228	Tactical Operation Reports	2	SGI
W229	React to a Possible Improvised Explosive Device (IED)	2	SGI
W230	Casualty Evacuation	3	SGI
W231	Detainee Operations	2	SGI
W232	Counterinsurgency	1	SGI
S201 (AC)	Study Hall	14	Admin
S201 (MOD)	Study Hall	8	Admin
S202 (AC)	Training Support Activities	33	Admin
S202 (MOD)	Training Support Activities	15	Admin
S203 (AC)	Student Counseling	14	Admin
S203 (MOD)	Student Counseling	5	Admin

STUDENT RECORD OF TRAINING		
STUDENT RANK/NAME (Last, First MI):	SSN:	STUDENT NUMBER:
SGL NAME:	SQUAD:	CLASS:

Test / Performance Evaluation	Score	Retest #1 (70 % Max)	Retest #2 (Requires an approved rebuttal) (70% Max)	Final Rating SUP / SAT / UNSAT
PT (Performance Evaluation) (T224)				
Individual Training Session (T223)				
Land Navigation (W226)				
Leadership (Garrison) (W227)				
Leadership (Tactical) (W227)				
		Add all scores and divide by the number of scores to determine overall class score.		
Unsatisfactory (0% - 69%) Satisfactory (70% to 89%) Superior (90% - 100%)				
Remarks: (e.g. Commandant's List, Distinguished Honor Graduate, Leadership Award)				
NOTE: Award students passing retest 70% for grade averaging. However, record the final retest score in the student's record to establish the level of proficiency attained. (Students do not qualify for class honors if they must retest in any area listed above.)				
SGL Signature/Date			Student Signature/Date	

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Student Handout 2

Advance Sheet Army Physical Fitness Test (APFT)

APFT Test Requirements

1. You must take the APFT as a requirement while allowing for one re-test. Students failing the APFT re-test will have their DA Form 1059 annotated as marginally achieved course standards.

(IAW ALARACT 075/2007; DA MSG, DAMO-TR, DTG 051617Z May 2008, ALARACT 120/2008)

2. SGLs will administer the APFT IAW FM 21-20 w/C1, Chap 14.
-

Student Instructions

1. The following ratings apply towards graduation and honors:
 - a. 0-179 rates UNSATISFACTORY.
 - b. 180-259 rates SATISFACTORY.
 - c. 260-300 rates SUPERIOR.
 - d. Re-test is SATISFACTORY with a maximum score of 70 percent.
 2. If you possess a permanent profile, the following procedures apply:
 - a. For the sit-up and/or push-up events you will receive 60 points for each event waived and use the actual score for each event taken. You must qualify on the 2-mile run or approved alternate aerobic event test.
 - b. If you take an alternate event for the 2-mile run and receive a GO, you receive a score for that event equal to the average of the scores for push-up and sit-up events.
-

Re-test

In the event you should fail the initial APFT, you will receive remedial training and re-test one time prior to the end of the course. You must retake the entire APFT. Students failing the APFT re-test will have their DA Form 1059 annotated as marginally achieved course standards.

(IAW ALARACT 075/2007; and DA MSG, DAMO-TR, DTG 051617Z May 2008, ALARACT 120/2008)

APFT ACADEMIC CONVERSION CHART

UNSAT		202	75.50	227	81.75	252	88.00	276	94.00
0-179	69.75	203	75.75	228	82.00	253	88.25	277	94.25
SAT		204	76.00	229	82.25	254	88.50	278	94.50
180	70.00	205	76.25	230	82.50	255	88.75	279	94.75
181	70.25	206	76.50	231	82.75	256	89.00	280	95.00
182	70.50	207	76.75	232	83.00	257	89.25	281	95.25
183	70.75	208	77.00	233	83.25	258	89.50	282	95.50
184	71.00	209	77.25	234	83.50	259	89.75	283	95.75
185	71.25	210	77.50	235	83.75	SUPERIOR		284	96.00
186	71.50	211	77.75	236	84.00	260	90.00	285	96.25
187	71.75	212	78.00	237	84.25	261	90.25	286	96.50
188	72.00	213	78.25	238	84.50	262	90.50	287	96.75
189	72.25	214	78.50	239	84.75	263	90.75	288	97.00
190	72.50	215	78.75	240	85.00	264	91.00	289	97.25
191	72.75	216	79.00	241	85.25	265	91.25	290	97.50
192	73.00	217	79.25	242	85.50	266	91.50	291	97.75
193	73.25	218	79.50	243	85.75	267	91.75	292	98.00
194	73.50	219	79.75	244	86.00	268	92.00	293	98.25
195	73.75	220	80.00	245	86.25	269	92.25	294	98.50
196	74.00	221	80.25	246	86.50	270	92.50	295	98.75
197	74.25	222	80.50	247	86.75	271	92.75	296	99.00
198	74.50	223	80.75	248	87.00	272	93.00	297	99.25
199	74.75	224	81.00	249	87.25	273	93.25	298	99.50
200	75.00	225	81.25	250	87.50	274	93.50	299	99.75
201	75.25	226	81.50	251	87.75	275	93.75	300	100.00

-
- NOTE:**
1. Soldiers with permanent physical profiles for the sit-up and/or push-up events will receive 60 points for each event waived and the actual score for each event taken. Soldiers must qualify on the 2-mile run or approved alternate aerobic event test.
 2. Soldiers taking an alternate event for the 2-mile run who receive a GO will receive a score for that event equal to the average of the scores for the push-up and sit-up events.
- (REF: AR 600-8-19, Chap 3, para 3-49b(1); and FM 21-20 w/C1, Chap 14, and Chief of WLC)
-

Student Handout 3**Advance Sheet Army Physical Fitness (T224)**

**Students
Instructions**

1. This performance test measures your ability to properly conduct an Army physical fitness training session.
2. You and your fellow classmate must plan a PT session and correctly perform 17 or more of the 24 performance steps overall to achieve a GO. Although you are leading the PT session with your fellow classmate, your SGL will grade you separately. A GO is a graduation requirement. You have 10 minutes to complete this performance test.
3. You must--
 - a. Form an extended rectangular formation.
 - b. Lead the PT group in warm-up exercises.
 - c. Lead a PT session that includes at least one push-up/sit-up, improvement exercise, or an aerobic event.
 - d. Conduct a cool-down, and reassemble the group into a normal interval formation.
4. The following ratings apply toward graduation and honors. Your academic score derives from dividing the number of correct performance steps by the total number of performance steps:
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Re-test is SATISFACTORY with a maximum score of 70 percent.
5. You may correct erroneous commands without penalty by using the command of "As you were," prior to the command of execution, making the correction, and then continuing. You may **NOT** use notes/cue cards during the evaluation.

Re-test

In the event you should fail the initial performance evaluation, you will receive remedial training and one re-test. You must retake the entire test. A failure of the re-test initiates dismissal procedures.

ARMY PHYSICAL FITNESS PERFORMANCE TEST SHEET (T224)

STUDENT RANK & NAME (Last, First, MI):			STUDENT NO:		
SGL RANK & NAME:		SQUAD:	CLASS NO:		
Performance Step		Initial Test Date:	Re-test Date:		
EXTENDED RECTANGULAR FORMATION:		GO	NO GO	GO	NO GO
Briefs Composite Risk Assessment					
Squad, ATTENTION					
Extend to the left, March					
Arms downward, Move					
Left, Face					
Extend to the left, March					
Arms downward, Move					
Right, Face					
From front to rear, Count off					
Even numbers to the left, Uncover					
CONDUCTS WARM-UP:		GO	NO GO	GO	NO GO
Identifies each stretching exercise					
Leads group in execution of stretches					
Holds stretch for 10-15 seconds/rotations 5-10 seconds					
Conducts warm-up for 5 minutes/focuses on muscles targeted					
LEADS EXERCISE SESSION:		GO	NO GO	GO	NO GO
Conducts session in a organized and confident manner					
Provides sufficient training intensity					
Avoids extreme formality that emphasizes form over substance					
Avoids long rest periods that interfere with progress					
CONDUCTS COOL-DOWN:		GO	NO GO	GO	NO GO
Identifies each cool-down stretch					
Leads group in execution of each stretch					
Executes stretch for proper length of time (12 sec or more)					
Performs cool-down adequately (5 minutes - on muscles used)					
ENDS SESSION:		GO	NO GO	GO	NO GO
Squad, Attention					
Assemble to the right, March					
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 Superior Re-test is satisfactory with a minimum score of 70 percent.		Score		Score	
Superior -0=100% -1=96% -2=91%		Satisfactory -3=87% -4=83% -5=79% -6=74% -7=70%		Unsatisfactory -8=66%	
Strength:			Weakness:		
Remarks:					
INITIAL TEST	SGL Signature		Student Signature		
RE-TEST	SGL Signature		Student Signature		

Student Handout 4

Advance Sheet Individual Training Test (T223)

Student Instructions

1. This performance test measures your ability to properly conduct a training session.
2. During the last hour of instruction, I assigned you an individual task to train to standard. You will--
 - a. Train this task to standard to your fellow Soldiers.
 - b. Have 30 minutes to rehearse the training at which time the SGL will provide you feedback.
 - c. Have 30 minutes to train the task.
 - d. Use study time to prepare.
 - e. Follow the procedures in FM 7-1 (Battle Focused Training) in the preparation and conduct of the training.
 - f. Need all reference material supplied for this lesson.
 - g. Notify your SGL if you should require additional training aids.
 - h. Conduct and complete a Composite Risk Management Worksheet for the task you plan to train IAW FM 5-19. Brief the composite risk assessment prior to the training session.
 - i. Conduct an after action review (AAR) at the end of the training session.
3. You must correctly perform 14 or more of the 20 performance steps overall to achieve a GO. A GO is a graduation requirement.
4. You derive your academic score by dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors.
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Re-test is SATISFACTORY with a maximum score of 70 percent.
5. The SGL will provide you with the exact time and date you must present your training session.

Re-test

In the event you should fail the initial performance evaluation, you will receive remedial training and one re-test. You must retake the entire test. A failure of the re-test initiates dismissal procedures.

Individual Training Performance Test Sheet (T223)

STUDENT RANK & NAME (Last, First, MI):						STUDENT NO:					
SGL RANK & NAME:				SQUAD:		CLASS NO:					
INDIVIDUAL TASK:											
Performance Step				Rehearsal Date		Init. Test Date		Re-Test Date			
PREPARATION FOR TRAINING:				GO	NO GO	GO	NO GO	GO	NO GO		
Task review											
Planned the training											
Trained the assistant instructor / demonstrator if applicable											
Performed site reconnaissance											
Implemented hazard controls											
Issued training plan											
Rehearsed											
Conducted pre-execution checks											
PRESENTATION OF TRAINING:				GO	NO GO	GO	NO GO	GO	NO GO		
Prepared Soldiers for training											
Stated task, conditions, and standards from T&EO											
Briefed risk assessment, safety requirements, environmental conditions											
Demonstrated task to standard from T&EO											
PERFORMANCE OF TRAINING:				GO	NO/GO	GO	NO/GO	GO	NO/GO		
Restated conditions and standards											
Evaluated each Soldier's ability to perform task to standard IAW T&EO											
Recorded the results of the training											
CONDUCT OF AAR:				GO	NO/GO	GO	NO/GO	GO	NO/GO		
Reviewed the planned training event											
Established what happened											
Determined what was right or wrong											
Determined how to do it better next time											
Conducted or scheduled retraining and re-execution of task to standard											
NO GO RATING TABLE				Score		Score		Score			
Superior -0=100% -1=95% -2=90%				Satisfactory -3=85% -4=80% -5=75% -6=70%				Unsatisfactory -7=65%			
Strength: (Use back of page)						Weakness: (Use back of page)					
REHEARSAL		BUDDY Signature				Student Signature					
INITIAL TEST		SGL Signature				Student Signature					
RE-TEST		SGL Signature				Student Signature					

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Student Handout 5**Advance Sheet Land Navigation Test (W226)**

**Student
Instructions**

1. You will demonstrate for record your ability to navigate from one point on the ground to another using a map and a compass. This course tests your ability to apply fundamental map reading and land navigation techniques.
 2. You must plot and locate at least three of the four points in the maximum time of three hours to receive the minimum passing score of 75 percent and a GO. A GO is a graduation requirement.
 3. The following ratings apply towards graduation and honors:
 - a. 0-50 rates UNSATISFACTORY.
 - b. 75 rates SATISFACTORY.
 - c. 100 rates SUPERIOR.
 - d. Re-test rates as SATISFACTORY with a maximum score of 70 percent.
-

Re-test

In the event you should fail the initial performance evaluation, you will receive remedial training and one re-test. You must retake the entire test. A failure of the re-test initiates dismissal procedures.

Land Navigation Performance Test Sheet (W226)

STUDENT RANK & NAME (Last, First, MI):		STUDENT NO:
SGL RANK & NAME:		SQUAD: CLASS NO:
INITIAL TEST		TIME OUT: TIME IN:
POINT IDENTIFICATION:		GO NO GO
Control Point One:		
Control Point Two:		
Control Point Three:		
Control Point Four:		
Superior -0=100%	Satisfactory -1=75%	Unsatisfactory -2=50% -3=25% -4=0%
RE-TEST		TIME OUT: TIME IN:
POINT IDENTIFICATION:		GO NO GO
Control Point One:		
Control Point Two:		
Control Point Three:		
Control Point Four:		
SCORE:		
Re-test : Must find a minimum of 3 points, maximum points 70%		
<p>Note to Students: All work is an individual student effort. You may not work or coordinate with another student. You must personally visit each point indicated on your performance evaluation test sheet.</p>		

Course Boundaries	

Distress Signal:	
Water Points:	
Time Expired Signal:	

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Student Handout 6

Advance Sheet Demonstrated Leadership Performance Tests

Instructions to Students

1. You will serve in a leadership position at least once in garrison and at least once during the STX. In these positions you must demonstrate your ability to effectively lead Soldiers. Your SGL will evaluate you, and in order to receive a GO, you must --
 - a. Perform 12 or more of the 16 steps in your garrison leadership evaluation correctly.
 - b. Achieve a 70 percent or higher overall score on your tactical leadership evaluation.

 2. You derive your academic score by dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors.
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Re-test is SATISFACTORY with a maximum score of 70 percent.
-

Re-test

In the event you should fail the initial performance evaluation, you will receive remedial training and one re-test. You must retake the entire test. A failure of the re-test initiates dismissal procedures.

Performance Steps

The following tables identify the leadership performance indicators your evaluation will consist of in garrison and during the STX:

Demonstrated Leadership (Garrison) Performance Evaluation Test Sheet

Student Name:		#:	Signature:		Date:	
Rank:	SGL Name:		LDRSHP Position evaluated:			
PERFORMANCE INDICATORS:			INITIAL		RE-TEST	
ARMY VALUES			GO	NO GO	GO	NO GO
Loyalty	Participated fully in leadership position; Committed to squad's goals; Followed command guidance; Worked in the system; Did not manipulate it for personal gain.					
Duty	Fulfilled obligations; Carried out mission requirements; Met the standards; Set the example; Complied with policies and directives; Pursued excellence.					
Respect	Treated squad with respect; Created a climate of fairness and equal opportunity; Discreet and tactful; Concerned for well being of Soldiers.					
Selfless Service	Put welfare of squad and fellow Soldiers ahead of his own; Sustained team morale; Shared in team's hardships; Gave credit for success to others; Accepted responsibility for actions.					
Honor	Lived up to and demonstrated Army values; Completely honest and accepted nothing less from others.					
Integrity	Did what was legally and morally right; Possessed high personal moral standards; Honest in word and deed; Showed good moral judgment and behavior; Put being right ahead of being popular.					
Personal Courage	Demonstrated physical and moral courage; Took responsibility for decisions and actions; Accepted responsibility for mistakes and shortcomings.					
INFLUENCING			GO	NO GO	GO	NO GO
Communi-cation	Displayed good oral, written, and listening skills; Persuaded others; Expressed thoughts and ideas clearly to individuals and groups.					
Decision Making	Employed sound judgment and logical reasoning; Plans were logical and thorough; Made good decisions in unexpected situations; Acted in the absence of guidance; Followed up on assigned tasks; Took corrective action.					
Motivating	Inspired and encouraged others; Kept a positive attitude; Provided accurate, timely and positive feedback; Challenged others to excel; Encouraged others to improve; Motivated participant in the classroom.					
OPERATING			GO	NO GO	GO	NO GO
Planning/Preparing	Successfully planned and prepared training class; Ensured availability of resources to conduct tasks; Conducted the training within the intent of the SGLs instructions.					
Executing	Used technical and tactical skills to meet task requirements; Executed plans and adjusted as needed; Kept track of people and equipment; Adapted to any situation.					
Assessing	Conducted AAR to identify lessons learned; Observed and assessed actions in progress; Used assessments to improve.					
IMPROVING			GO	NO GO	GO	NO GO
Developing	Set the example--Personal appearance, displaying high standards off d Encouraged initiative; Contributed to a positive organizational climate; Improved weaknesses.					
Building	Promoted and encouraged teamwork and achievement; Provided an example of a team player; Fostered a healthy ethical climate; Supported unpopular decisions as though they were his own; Encouraged others to work with each other.					
Learning	Learned from AARs and sought self-improvement in weak areas; Applied lessons learned; Asked questions.					
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 = Superior Re-test is satisfactory with a score of 70 percent.			SCORE:		SCORE:	
Superior -0=100% -1=94%		Satisfactory -2=88% -3=81% -4=75%		Unsatisfactory -5=69%		
Strength and Weaknesses: Use back of sheet.						
Remarks: Use back of sheet.						
INITIAL TEST	SGL Signature		Student Signature			
RE-TEST	SGL Signature		Student Signature			

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student name: _____ Student #: _____ SGL name: _____

DEMONSTRATED LEADERSHIP (GARRISON) PERFORMANCE EVALUATION

TRAINING STRENGTHS:

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓ Rank↓ Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation. I have discussed the recommendations for development with my SGL and the plan of action indicated above.

SGL signature: _____ Date: _____

**DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION SHEET
PHASE 1 - TROOP-LEADING PROCEDURES**

Student Rank/Name:		Stu #:	Date:	Signature:	
SGL Name:			Leadership Position Evaluated:		
PERFORMANCE ASSESSMENT PHASE 1				GO	NO GO
STEP 1. RECEIVE THE MISSION. The leader may receive the mission in a warning order, an operation order (OPORD), or a fragmentary order (FRAGO). The leader immediately begins to analyze it using the factors of METT-TC.					
a. Acknowledged receipt of platoon leader WARNO.					
b. Demonstrated understanding mission and commander's intent.					
c. Executed leadership competencies appropriate to receipt of mission. (Visualization of the commanders' intent):					
<ul style="list-style-type: none"> Soldier analyzed and described the mission using factors of METT-TC. 					
<ul style="list-style-type: none"> Soldier executed the proper procedures for mission accomplishment based on METT-TC analysis. 					
<ul style="list-style-type: none"> Soldier applied one third time planning the operations order and two thirds time for subordinates to plan and prepare for operations and rehearsals. 					
<ul style="list-style-type: none"> Soldier prepared a backwards, or reverse, plan for the defense time. 					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 83.34%	2 = 66.68%		

STEP 2. ISSUE A WARNING ORDER. The leader provides available information in a warning order.					
a. Issued WARNO to entire squad.					
b. Explained mission and commander's intent.					
c. Executed leadership competencies appropriate to issuing a warning order (visualization of the mission or nature of the operation).					
<ul style="list-style-type: none"> Soldier analyzed and described the warning order and the actions they must take upon receipt, for example: drawing ammunition, rations and water, and checking communications equipment. 					
<ul style="list-style-type: none"> Soldier demonstrated the proper use of the five paragraph OPORD format. 					
<ul style="list-style-type: none"> Soldier prepared the warning order as information became available. 					
<ul style="list-style-type: none"> Soldier applied updates to the warning order, as needed, with who would participate in the operation, time of operation, and place of operation. 					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 83.34%	2 = 66.68%		

PERFORMANCE ASSESSMENT PHASE 1 (Continued)					GO	NO GO
STEP 3. MAKE A TENTATIVE PLAN. The leader developed an estimate of the situation to use as the basis for the tentative plan.						
a. Conducted backwards planning from estimated time of movement (ETM).						
b. Timeline included the following at a minimum:						
1. PCC/ PCI.						
2. Platoon OPORD brief time.						
3. SQUAD OPORD brief time.						
4. Mission/Battle Drill rehearsal.						
5. Earliest time of movement (ETM).						
d. Demonstrated leadership competencies appropriate to of the making of a tentative plan:						
<ul style="list-style-type: none"> Soldier visualized the commander's intent and developed an estimate of the situation for the tentative plan of operations for the squad/platoon using the factors of METT-TC. 						
<ul style="list-style-type: none"> Soldier analyzed and described the estimate of the situation by using the five steps of the military decision making process. 						
<ul style="list-style-type: none"> Soldier demonstrated and applied the proper problem solving sequence, providing tasks and as much detail as time available allowed and made changes to plan as situations occurred using the factors of METT-TC. 						
<ul style="list-style-type: none"> Soldier prepared the tentative plan by continuously updating the estimate of the situation. 						
TOTAL NUMBER OF NO GOs						
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP						
# of NO GOs	0 = 100%	1 - 90.00%	2 = 80.00%	3 = 70.00%	4 = 60.00%	

STEP 4. START NECESSARY MOVEMENT. The platoon may need to begin movement while the leader is still planning or forward reconnoitering.						
a. Started required movement of personnel and/or equipment.						
b. If required to move, maintained security.						
c. Demonstrated leadership competencies appropriate to the starting of necessary movement (visualized the start movement).						
<ul style="list-style-type: none"> Executed start of movement procedures without the control of the XO or 1SG. 						
<ul style="list-style-type: none"> Soldier prepared squad/platoon for start movement at anytime during troop leading procedures. 						
<ul style="list-style-type: none"> Soldier applied proper procedures for bringing the squad/platoon forward anytime during troop leading procedures. 						
TOTAL NUMBER OF NO GOs						
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP						
# of NO GOs	0 = 100%	1 = 75.00%	2 = 50.00%			

PERFORMANCE ASSESSMENT PHASE 1 (Continued)				GO	NO GO
STEP 5. RECONNOITER. If time allows, the leader makes a personal reconnaissance to verify the terrain analysis, adjust the plan, confirm the usability of routes, and time any critical movements. When time does not allow, the leader must make a map reconnaissance.					
a. Conduct map recon at a minimum--ground recon, if possible.					
b. Identify critical or danger areas.					
c. Leadership competency and adaptability of reconnoiter the area.					
<ul style="list-style-type: none"> Soldier conducted the personal reconnaissance to verify terrain analysis. 					
<ul style="list-style-type: none"> Soldier analyzed, described, and adjusted reconnaissance plan as needed. 					
<ul style="list-style-type: none"> Soldier demonstrated and applied proper procedures to confirm the usability of routes and time any critical movements. 					
<ul style="list-style-type: none"> Soldier prepared squad/platoon to consider the risk inherent to conducting reconnaissance forward of friendly lines. 					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 83.33%	2 = 66.66%		

STEP 6. COMPLETE THE PLAN. The leader completes the plan based on the reconnaissance and any changes in the situation. The leader should review the mission to ensure that the plan meets the commander's intent.					
a. Completed plan after receipt of platoon OPORD.					
b. Completed squad OPORD.					
c. Demonstrated leadership competencies related to compiling the plan (visualized process of completing plan).					
<ul style="list-style-type: none"> Soldier analyzed and described the process of completing the plan based on the reconnaissance (i.e., maps, aerial photos, and graphics). 					
<ul style="list-style-type: none"> Soldier applied proper procedures for making changes when the mission or situation changed. 					
<ul style="list-style-type: none"> Soldier prepared squad/platoon for completing the plan and ensured that the plan reflected the commander's intent. 					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 80.00%	2 = 60.00%		

PERFORMANCE ASSESSMENT PHASE 1 (Continued)		GO	NO GO
STEP 7. ISSUE THE COMPLETE ORDER. Leaders must ensure that subordinates understand the mission, the commander's intent, the concept of the operation, and their assigned tasks.			
a. Issued OPORD to entire squad.			
b. Conducted back brief to ensure squad/platoon understood the mission.			
c. Demonstrated leadership competencies appropriate to the issuing of a completed order. (Visualization of the process)			
<ul style="list-style-type: none"> Soldier analyzed and described the process and concept of issuing the order within sight of the objective or on the defensive terrain. 			
<ul style="list-style-type: none"> Soldier demonstrated proper procedures for issuing oral operation orders by modeling or sketching the orders to subordinates to ensure they understood their assigned tasks. 			
<ul style="list-style-type: none"> Soldier issued the complete operation order. 			
TOTAL NUMBER OF NO GOs			
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP			
# of NO GOs	0 = 100%	1 = 80.00%	2 = 60.00%

STEP 8. SUPERVISE AND REFINE. The leader supervises the unit's preparation for combat by conducting rehearsals and inspections.			
a. Conducted mission rehearsal. (Used sand table or terrain model or map w/single overlay.)			
b. Inspected personnel and equipment.			
c. Made necessary adjustments to plan or time line.			
d. Demonstrated leadership competencies appropriate to supervising and refining the unit's preparation for combat. (Visualization of the process.)			
<ul style="list-style-type: none"> Soldier analyzed and described process of supervising and refining the rehearsals to include the practice of briefing their planned actions in execution sequence to the platoon leader. 			
<ul style="list-style-type: none"> Soldier applied proper procedures for conducting initial inspections shortly after receipt of the warning order. 			
<ul style="list-style-type: none"> Soldier prepared squad/platoon for rehearsal and inspections, and to stay within the commander's intent, mission and their responsibility. 			
TOTAL NUMBER OF NO GOs			
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP			
# of NO GOs	0 = 100%	1 = 83.34%	2 = 66.68%

PHASE 1 TOTAL SCORES	
Add scores for steps 1 thru 8 and divide sum by 8 to obtain PHASE 1 FINAL SCORE	
ADD STEPS 1 through 8	
TOTAL	
DIVIDE BY 8	
PHASE 1 FINAL SCORE	

NOTE: If Soldier earns an overall score of unsatisfactory then the Soldier must retest.

**DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION SHEET
PHASE 2 - MISSION EXECUTION**

PERFORMANCE ASSESSMENT - PHASE 2				
REACT TO AMBUSH WHILE DISMOUNTED			GO	NO GO
Near Ambush (within hand-grenade range).				
a. Team in kill zone:				
1. Immediately takes up covered position and returns fire.				
2. Throws concussion, and smoke grenades.				
3. Upon detonation, assault through the ambush using fire and movement techniques.				
b. SQUAD LDR:				
1. Identified the enemy positions.				
2. Initiated immediate suppressive fires against the enemy.				
3. Took up covered positions.				
4. Shifted fires as the Soldiers in the kill zone assault through the ambush.				
5. If required, calls for fire.				
6. Reports (SPOTREP) reorganized and continued the mission.				
TOTAL NUMBER OF NO GOs				
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP				
# of NO GOs	0 = 100%	1 = 83.34%	2 = 66.68%	

Far Ambush (Out of hand-grenade range).				
a. Team in kill zone:				
1. Immediately returns fire and takes up covered positions and suppresses the enemy fire by:				
2. Destroyed the crew served weapons first.				
3. Obscured the enemy positions with smoke (M203).				
4. Sustained suppressive fires.				
5. Shifted fires as the assaulting team fights through the enemy position.				
b. Squad leader:				
1. Led team by covered and concealed route to a vulnerable flank of the enemy.				
2. Led an assault using fire and movement techniques.				
3. If required, requested fire support.				
4. Reported (SPOTREP) to the platoon leader.				
TOTAL NUMBER OF NO GOs				
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP				
# of NO GOs	0 = 100%	1 = 75%	2 = 50%	

PERFORMANCE ASSESSMENT - PHASE 2 (Continued)					
EVACUATE, REQUEST MEDEVAC, AND REPORT CASUALTIES				GO	NO GO
a. Requested Medical Evacuation:					
1. Collected all information needed for the MEDEVAC request line items 1 thru 9.					
2. Recorded the information using authorized brevity codes.					
3. Transmitted the MEDEVAC request within 25 seconds.					
b. Evacuate Casualties:					
1. Requested medical evacuation.					
2. Transported casualty using one- and two-man carries or four-man litter squad, if necessary.					
3. Loaded casualties onto a military vehicle.					
c. Reported Casualties by Preparing DA Form 1156					
1. Completed DA Form 1156 with known information.					
2. Submitted DA Form 1156 to supervisor.					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
#NO GOs	0=100%	1=87.5%	2=75%	3=62.5%	

CONDUCT SECURITY AT A HALT					
a. Soldiers spread out and took cover.					
b. Soldiers protected same sector of fire as in movement.					
c. Established OP.					
d. Oriented machine guns and anti-armor weapons along likely enemy approaches.					
e. Kept movement to a minimum.					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 80%	2 = 60%		

REACT TO IEDs					
a. Stopped all movement toward possible IED.					
b. Immediately occupied/used available cover.					
c. Searched for additional possible IEDs.					
d. Identified possible enemy observation/vantage points.					
e. Sent UXO report to platoon leader or minimum required information.					
f. Continued mission.					
TOTAL NUMBER OF NO GOs					
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP					
# of NO GOs	0 = 100%	1 = 83.34	2 = 66.68		

PERFORMANCE ASSESSMENT - PHASE 2 (Continued)			
CALL FOR FIRE		GO	NO GO
1. Submitted first transmission (observer identification and warning order).			
2. Submitted second transmission (target location).			
3. Submitted third transmission (target description, method of engagement, method of fire and control).			
4. Observe fire and make adjustments as required.			
TOTAL NUMBER OF NO GOs			
RATING			
69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP			
# of NO GOs	0 = 100%	1 = 75%	2 = 50%

PHASE 2 TOTAL SCORE	
Add the scores from the four evaluated tasks and divide the sum by four to obtain the PHASE 2 FINAL SCORE.	
TASK	SCORE
TASK 1: React to Ambush (Near / Far)	
TASK 2: Evacuate, MEDEVAC, and Report Casualties	
TASK 3: Conduct Security at the Halt	
TASK 4: React to IED	
TASK 5: Call for Fire	
ADD TASKS 1 through 5	
TOTAL	
DIVIDE BY 5	
PHASE 2 FINAL SCORE	

NOTE: If Soldier earns an overall score of unsatisfactory then the Soldier must retest.

**DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION SHEET
PHASE 3 - OVERALL EVALUATION**

PERFORMANCE ASSESSMENT - PHASE 3						GO	NO GO
a. Considered safety, impact, and implications of decisions on others.							
b. Took charge when in charge.							
c. Placed the mission first.							
d. Refused to quit or accept defeat.							
e. Accounted for all personnel and equipment (left no one behind).							
f. Displayed the ability to apply the skills necessary to solve problems, adapted to changes, and performed required tasks.							
g. Maintained situational awareness (ES2), reported intelligence information (CCIR - PIR), and conducted debriefing with higher.							
h. Analyzed information and situation to compare, classify, screen, and examine possible courses of action.							
i. Developed synergy through situational development, generating input from squad. And building on strengths.							
j. Possessed skills to evaluate information in order to judge its relevance (accept or reject it as relevant/irrelevant, rate or rank information) as it applies to the situation/mission.							
TOTAL NUMBER OF NO GOs							
RATING 69% and below = UNSAT 70% - 89% = SAT 90% - 100% = SUP							
# of NO GOs	0=100%	1=90%	2=80%	3=70%	4=60%		

NOTE: If Soldier earns an overall score of unsatisfactory then the Soldier must retest.

**DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION SHEET
OVERALL SCORE**

NOTE: To determine the final DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION OVERALL SCORE, add Phases 1 through 3 and divide the sum by three. The result is the percentage score for the final leadership evaluation.

PHASE 1 SCORE	
PHASE 2 SCORE	
PHASE 3 SCORE	
TOTAL	
DIVIDE TOTAL BY THREE FOR DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION OVERALL SCORE	
RATING: 00% - 69% = UNSAT 70% - 89% = SAT 90% - 100% = SUP	

MISSION DEBRIEF
(Ref: Center for Army Lessons Learned)

1.	SIZE/COMPOSITION OF ELEMENT	
2.	TASK	
3.	TIME OF DEPARTURE	
4.	TIME OF RETURN	
5.	ROUTES OUT AND BACK	
6.	TERRAIN	(Dry, Swampy, Jungle, Wooded, Brush, Rocky, Depth of Ravines, Condition of Bridges, etc.)
7.	ENEMY	(SALUTE Report, Disposition, Potential Intention, NBC Capability, Command Posts, etc.)
8.	ANY MAP CORRECTIONS	(NBC, Damage to Terrain, Key Terrain, etc.)
9.	MISCELLANEOUS	
10.	RESULTS OF ENCOUNTERS WITH ENEMY	(EPW Dispositions, Identification, Casualties, Captured Documents/Equipment, etc.)
11.	CONDITION OF YOUR ELEMENT	
12.	CONCLUSIONS / RECOMMENDATIONS	
<p>ORGANIZATION/UNIT OF ELEMENT:</p> <p>SQUAD/TEAM LEADER:</p> <p>REMARKS BY DEBRIEFING OFFICER:</p>		

NOTE: Student leaders must debrief after every mission. This is not a graded task. Provide students with a debrief format.

ADDENDUM TO DEVELOPEDMENTAL COUNSELING FORM

Student Name: _____ Student #: _____ SGL Name: _____

DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION

TRAINING STRENGTHS:

TRAINING WEAKNESSES:

SGL DEVELOPEDMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier Signature ↓

Rank ↓

Date ↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SGL and have developed the plan of action indicated above.

SGL signature: _____ Date: _____

Student signature: _____ Date: _____

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Appendix D**End-of-Course Critique**

This appendix contains the items listed in this table--

Item	Page(s)
End-Of-Course Critique Questionnaire Guidance	D-2

End-Of-Course Critique Questionnaire Guidance

Overview

This End-Of-Course Critique Questionnaire (ECCQ) serves as the basis for improving the quality of the educational services provided to students.

Instructions to SGL

1. Have students complete the ECCQ as close as possible to the end of the course.
 2. SGLs must--
 - a. Ensure each student completes a questionnaire.
 - b. Provide adequate time for the students to complete the questionnaire.
 - c. Request that each student be honest and encourage written comments.
 - d. Create a non-threatening atmosphere to encourage openness and candor.
 - e. **Not** require the students to provide identification on the form.
 3. For those academies having access to the Army Information Management System (AIMS), students must prepare and submit written comments on a separate sheet of paper.
 4. Commandants **will not** penalize a student for responses made in relationship to this questionnaire.
 5. NCOA's will download the End-Of-Course Critique Questionnaire (ECCQ) form from the USASMA Website (<https://www.us.army.mil/suite/page/508152>) for students use.
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Appendix E

Student Developmental Counseling

This appendix contains the items listed in this table--

Item(s)	Page(s)
Student Developmental Counseling Requirements	E-2
Student Recognition	E-3
Service School Academic Evaluation Report (AER)	E-4
Academic and Performance Honors	E-8
Leadership Assessment and Development	E-9
Developmental Counseling Form, DA Form 4856	E-11 and E-12
Example Student Developmental Counseling Form, DA Form 4856 (Initial Reception/Integration)	E-13 thru E-16
Example Student Developmental Counseling Form, DA Form 4856 (APFT Failure)	E-17 and E-18
Peer Leadership Assessment Form	E-19 and E-20
Self Leadership Assessment Form	E-21 and E-22
SGL Leadership Assessment Form	E-23 and E-24

NOTE: This appendix contains an example of a Student Developmental Counseling Form that commandants may use.

Student Developmental Counseling Requirements

Student Developmental Counseling Requirements

1. Developmental counseling is a means of assisting and developing students and subordinates. As an SGL, your counseling should include--
 - a. Praising and rewarding good performance.
 - b. Stressing the importance of teamwork.
 - c. Providing feedback on strengths and weaknesses.
 - d. Assisting students in attaining required standards or correcting adverse behavior.
 - e. Persuading students to set personal and professional goals.
 - f. Helping students resolve personal problems.
 - g. Providing assessment and guiding the students in a self-assessment (use the leadership assessment forms in this appendix to aid in the overall assessment of the students' leadership evaluation).

 2. Feedback is essential for students to know how they are performing and where they stand in the course. Developmental counseling is one of the most important tools of leader development feedback at WLC. SGLs must continually counsel students on both the strengths and weaknesses of their performance throughout the course. All counseling must explain the students' progress to date. Small group leaders must conduct the following counseling as a minimum:
 - a. Initial counseling. By using reception and integration counseling you should determine whether or not a Soldier has any personal problems or outside distracters that would interfere with his completing the course. This session must include the statement “I will not acquire or provide inappropriate assistance before or during any test except as instructed (e.g., group activities) and will report any such inappropriate assistance before, during, or after the test administration.” This eliminates the DA Form 5160 requirement.
 - b. After any test failure or re-test failure.
 - c. Midcourse Developmental Counseling. Progress to date. (Optional)
 - d. Comprehensive End-Of-Course-Developmental Counseling.

 3. Suggested/recommended counseling techniques for SGLs using the Evaluation Check Sheets:
 - a. Use the check sheets to check off the GOs and NO GOs.
 - b. Make comments in the margins, or on the back of the check sheets, or attached addendum, concerning the Soldier's demonstrated strengths and weaknesses.
-

**Student
Developmental
Counseling
Requirements,
continued**

- c. Use the check sheets to ensure the group covers the strengths and weaknesses of the Soldier during the conduct of the AAR that directly follows each performance event. This provides the Soldier immediate feedback and counseling.
 - d. When the time comes for the mid-course (Optional) or end-of-course counseling (depending on when the student performed the event), the SGL will refer to the check sheets and addendums (if used) to make entries on the counseling form, providing the student with information regarding how he performed, detailing his strengths and weaknesses, and providing recommendations on how to improve.
 - e. Refer to all examinations in counseling and official records as “performance evaluation tests.”
 - f. The SGL will consolidate and analyze student performance evaluations near the end of the course and provide students documented feedback in the form of a Developmental Action Plan (DAP). The DAP will identify the students strengths, weaknesses, and developmental needs.
 - g. Conduct counseling as you have taught it.
 - h. Conduct all counseling using DA Form 4856 IAW FM 6-22.
4. This CMP does not limit SGLs to the general indicators in FM 6-22, App B, but SGLs must be precise, objective, and fair in the developmental counseling process.
5. Counseling records play a major role in the event of favorable or unfavorable administrative personnel actions.
6. The student developmental counseling process satisfies the requirements of the Leadership Assessment and Development Program in TR 350-10.
- (REF: TR 350-10, Chap 2, para 2-7g; and para 2-20, TR 350-18, Chap 3, para 3-29; and FM 6-22, App B)

**Student
Recognition**

- 1. Present all students who meet course completion criteria with a diploma. Diplomas must contain as a minimum the student’s full name, grade, complete course title, course identification number, and beginning and completion dates of the course.
 - 2. Commandants will recognize the following graduates in support of AR 600-8-19, Chap 3, para 3-48c, that awards promotion points for--
 - a. Distinguished honor graduate (15 promotion points).
 - b. Distinguished leadership award (10 promotion points).
 - c. Commandant’s list (5 promotion points).
-

**Student
Recognition,
continued**

3. Commandants may issue other types of recognition/certificates in addition to the above. Enter all recognitions/awards on DA Form 1059.

(REF: TR 350-18, Chap 3, para 3-30; and TR 351-10, Chap 2, para 2-7g)

**Service School
Academic
Evaluation
Report (AER)**

1. Commandants will ensure that the SGL completes the report in sufficient time to counsel the student and determine the specific procedures for preparation of the AER.

- a. Blocks 1 through 12. The SGL verifies the accuracy of each entry IAW AR 623-3, Chap 3.
- b. Blocks 13 and 14. Completed by the SGL IAW the following guidance and AR 623-3, Chap 3. Do **NOT** use peer evaluations to determine the performance summary.
- c. Blocks 15 through 18. Completed IAW AR 623-3, Chap 3. Do **NOT** use peer evaluations to determine the performance summary.

2. All comments must be on a face-to-face personal basis. This should derive from the developmental counseling process and not comments taken from a “one comment fits all” list.

3. The commandant’s goal must be to provide the students with a copy of their AER on graduation day. At a minimum, students will see their draft AER before departure. The AER provides students and their chain of command a clear and concise evaluation of the students’ performance during training.

4. Prepare and distribute AERs IAW AR 623-3, Chap 3 to include adverse AERs. This precludes preparation in database format.

NOTE:

- For the following entries, SGLs must justify all ratings in a clear and concise developmental counseling record.
- SGLs must also base entries on their observations of the student throughout the course.
- SGLs will annotate re-test scores in the student’s records along with counseling and remediation documentation. Students who require and pass a re-test will receive the minimum passing score for that event, and the SGL will automatically remove the student from class honors consideration.

**Service School
Academic
Evaluation
Report (AER),
continued**

5. Entries for AER Block 13, "PERFORMANCE SUMMARY," DA Form 1059.

- a. "EXCEEDED COURSE STANDARDS." (Will not exceed 20 percent of the class enrollment). The following guidelines represent the minimum considerations for this rating:
- (1) Displayed superior performance, Army values, and the "Whole Soldier Concept" throughout the course.
 - (2) Received a first time GO on all performance evaluations.
 - (3) Achieved an overall grade point average of 90 percent or higher on the combined requirements in (2) above.
 - (4) Achieved a SUPERIOR rating in three or more rated "Demonstrated Abilities" in Block 14, DA Form 1059.
 - (5) Receive no adverse developmental counseling.
 - (6) Presented superior military appearance and bearing throughout the course.

NOTE: If more than 20 percent of the students exceed course standards, use the students' grade point averages in ascending order to determine class standing. Use the actual APFT score for breaking any ties.

- b. "ACHIEVED COURSE STANDARDS." For students who achieve course standards, but do not meet the above criteria, the following guidelines represent the minimum considerations for this rating:
- (1) Achieved an overall grade point average of 70 percent or higher, including all performance evaluations.
 - (2) Received no more than two adverse developmental counseling's (neither for the same offense-excludes counseling for academic shortcoming).
 - (3) Achieved as a minimum, a satisfactory rating in the "Demonstrated Abilities" in Block 14, DA Form 1059.
- c. "MARGINALLY ACHIEVED COURSE STANDARDS." For students who achieve course standards but do not meet the above criteria, the following guidelines represent the minimum considerations for this rating:
- (1) Received a minimum of "Satisfactory" ratings in Block 14, DA Form 1059, but required re-test on 50 percent or more course graduation requirements.

**Service School
Academic
Evaluation
Report (AER),
continued**

- (2) Received three or more adverse developmental counseling's (excluding counseling for academic shortcomings).
- (3) Students whose personal characteristics, behavior, attitude, conduct, or overall performance does not justify dismissal but warrants documentation.
- (4) APFT and HT/WT failures.

d. "FAILED TO ACHIEVE COURSE STANDARDS."

- (1) Failed to meet any course graduation requirement.
- (2) Dismissed from the course IAW regulatory guidance.

6. Entries for Block 14, "DEMONSTRATED ABILITIES," DA Form 1059. The following criteria lists the minimum requirements:

- a. "WRITTEN COMMUNICATION" criteria: Not evaluated.
- b. "ORAL COMMUNICATION" criteria. Place an "X" in the appropriate block based on the following guidelines:

(1) SUPERIOR: The student must have--

- (a) Received a first time GO and an overall grade point average of 90 percent or above on the Physical Fitness Training and individual training performance evaluations.
- (b) Voluntarily participated in small group discussions and fostered positive two-way, clear, concise, and verbal communications throughout the course.

(2) SATISFACTORY: The student must have--

- (a) Achieved an overall grade point average of 70 to 89 percent on the Physical Fitness Training and individual training performance evaluations.
- (b) Participated satisfactorily in small group discussions throughout the course.

(3) UNSATISFACTORY: The student--

- (a) Received an UNSATISFACTORY rating in any one of the Physical Fitness Training or individual training final performance evaluations.
-

**Service School
Academic
Evaluation
Report (AER),
continued**

- (b) Received two or more counseling statements for failure to participate in small group discussion.
- (c) Dismissed from the course for disciplinary or other adverse reasons.
- c. “LEADERSHIP SKILLS” criteria. Place an “X” in the appropriate block based on the following guidelines:
- (1) SUPERIOR: The student must have received a first time GO and an overall grade point average of 90 percent or above on the demonstrated leadership performance evaluations and received no adverse counseling.
 - (2) SATISFACTORY: The student must have an overall grade point average of 70 to 89 percent in the demonstrated leadership performance evaluations.
 - (3) UNSATISFACTORY: The student--
 - (a) Received an UNSATISFACTORY rating while serving in a leadership position.
 - (b) Dismissed from the course for adverse reasons.
- d. “CONTRIBUTION TO GROUP WORK” criteria. Place an “X” in the appropriate block based on the following guidelines:

NOTE: Based on SGL observations.

- (1) SUPERIOR: The student--
 - (a) Received no adverse developmental counseling relating to poor class participation, disruptive behavior, etc.
 - (b) Consistently participated in classroom discussions and projects above and beyond that of their fellow students.
 - (c) Voluntary provided assistance to fellow students in understanding difficult teaching points.
- (2) SATISFACTORY: The student--
 - (a) Received no more than two adverse developmental counseling’s relating to poor class participation, disruptive behavior, etc.
 - (b) Made an effort to actively participate in classroom discussions.

**Service School
Academic
Evaluation
Report (AER),
continued**

(3) UNSATISFACTORY: The student--

- (a) Received three or more adverse developmental counseling's relating to class participation, e.g., poor participation, disruptive behavior, or failure to complete homework assignments.
- (b) Failed to be a team player during class or other small group activities.

e. "EVALUATION OF STUDENT'S RESEARCH ABILITY" criteria.
Not evaluated.

NOTE: MSG DAPE DTG 271500Z SEP 01 changes the input timeline for posting inputs and graduate/non-successful completions to ATRRS to two working days after the scheduled start date and end date of each class for the AC or the MOD.

(REF: AR 350-1, para 3-17 and 3-18; AR 623-1, Chap 1 and Chap 2; and FM 6-22, App B, Performance Indicators; DA MSG, DAMO-TRI, R 091624Z JUN 04; DA MSG, TR, 171414Z Apr 07, para 3, ALARACT 075/2007)

**Academic and
Performance
Honors**

1. COMMANDANT'S LIST GRADUATES: These graduates will not exceed 20 percent of the class enrollment. This percentage includes the Distinguished Honor Graduate. These graduates must have "EXCEEDED COURSE STANDARDS" rating in Block 13a of the AER.

2. DISTINGUISHED LEADERSHIP AWARD: There is only one leadership award recipient. Eligible nominees appear before a board. The board will designate the leadership award to the nominee who receives the board's highest evaluation. The nominee must meet the following prerequisites:

- a. Received no adverse developmental counseling. Received a superior rating in Block14c (Leadership Skills) of their AER.
- b. Selected by their peers with final recommendation by the SGL.

Academic and Performance Honors,
continued

3. DISTINGUISHED HONOR GRADUATE: This graduate is the student who demonstrated superior academic achievement through the “Whole Soldier” concept. This graduate must meet the following prerequisites:

1. All criteria for the commandant’s list graduate.
2. Have highest overall academic average.
3. Have no adverse developmental counseling.

NOTE: In the event of a tie, the commandant will use the score of the APFT as a tiebreaker for these honors. If they are the same, the commandant will use their date of birth. The DA Form 1059 for the Soldier must reflect the type of recognition awarded to receive the promotion points.

(REF: AR 600-8-19; AR 623-1; TR 350-18, Chap 3, para 3-30; and TR 350-10, Chap 2, para 2-7g and para 2-16; AR 600-20)

Leadership Assessment and Development

1. The purpose of the Leadership Assessment Form (LAF) is to aid the Soldier in future leader self-development efforts after departing the NCOA.
 2. SGLs will base their leadership assessment of the Soldier on the demonstrated leadership evaluations (garrison and tactical).
 3. The LAFs enable students to read how their fellow students and SGL viewed their leadership abilities, compare these views to how they rated their own performance, and identify leadership indicators they need to focus on for their self-development efforts back in their organizations.
 4. The SGLs will provide each student a comprehensive End-Of-Course / Developmental Action Plan (DAP). The DAP will be a consolidation and analysis of the students performance evaluations to identify strengths, weaknesses, and developmental needs. Use the DA Form 4856 reception/integration (initial) developmental counseling form or a separate DA Form 4856 to consolidate observations. Attach addendums (if needed) to address skills to sustain and identify courses of action to improve performance. The DAP is a roadmap for improvement. Provide the students with a DAP at the end of the course.
 5. Provide the original copies of the Peer and Self LAFs to the students for their use back in their organizations. They are not a part of the mandatory student records for maintenance.
-

**Leadership
Assessment and
Development,**
continued

6. The information provided on the following sample DA Form 4856 contains the minimum essential requirement for reception/integration (initial) developmental counseling session.

(REF: TRADOC Reg 350-10, Chap 2, para 2-20; and FM 6-22, Appendix B)

DA Form 4856, cont

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below).

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks, if appropriate).

Individual counseled I agree disagree with the information above.

Signature of Individual Counseled: _____ Date: _____

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

Signature of Counselor: _____ Date: _____

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

DEVELOPMENTAL COUNSELING FORM**For use of this form see FM 6-22.****DATA REQUIRED BY THE PRIVACY ACT OF 1974**

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.
ROUTINE USES: For subordinate leader development IAW FM 6-22. Leaders should use this form as necessary.
DISCLOSURE: Disclosure is voluntary.

PART I - ADMINISTRATIVE DATA

Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	

PART II - BACKGROUND INFORMATION

Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leader's facts and observations prior to the counseling.)

The purpose of this Initial Reception and Integration counseling is to inform you of the standards of conduct, course graduation requirements, re-test criteria, dismissal procedures, examination restrictions, and examination references allowed during testing. This will continue as an ongoing Performance and Professional Growth counseling throughout your attendance at the Warrior Leader Course (WLC). Obviously you have demonstrated your ability to be a leader in the United States Army, due to your selection to attend WLC. The following guidelines will enable you to achieve your goals of returning to your unit as a proud graduate of this course, ready for the responsibilities of leading your subordinates to accomplish the organization's missions.

PART III - SUMMARY OF COUNSELING**Complete this section during or immediately subsequent to counseling.****Key Points of Discussion:**You must:

- Conduct yourself in a professional manner at all times.
- Be at your appointed place of duty at the appointed time.
- Perform all work on your own unless otherwise instructed.
- Meet or exceed course graduation requirements.
- Assess your own capabilities and seek assistance when needed.
- Avoid actions that are prejudicial to others in the course.
- Strive to successfully progress academically.
- Demonstrate motivation and a positive attitude.
- Review the Student Evaluation Plan to become familiar with course content and training support criteria.
- At this time inform academy personnel if you feel there are any extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc..., that may interfere with your successful completion of this course.

To achieve course graduation requirements, you must:

- Take the APFT or authorized re-test.
- If on permanent profile obtain a minimum passing score within profile limitations.
- Achieve a 70 percent or higher for a "GO" on the following Performance Evaluations.
 - Army Physical Fitness Training.

DA Form 4856-R-E, cont

- Individual Training.
- Land Navigation (75%).
- Leadership (Garrison and Tactical).

If you should--

- Fail an initial evaluation; you will receive remedial training and one re-test. You must take the re-test in its entirety.
- Fail the initial and re-test on the same evaluation, you must be considered for elimination from the course IAW TR 350-10.
- Fail an evaluation and pass the re-test, you will receive 70% as the minimum passing score for that evaluation, and dropped from consideration for honors.

You may be considered for dismissal if your--

- Personal conduct is such that your continuation in WLC is not appropriate.
- Academic progress, demonstrated motivation, attitude, or conduct is prejudicial to others in the course.
- Actions make it extremely unlikely that you can meet course graduation standards.

Student recognition. Based on your performance throughout the course you have the opportunity for acknowledgment, not only as a graduate, a major accomplishment within itself, but also the additional opportunity to strive for the following recognition--

- Distinguished honor graduate.
- Distinguished leadership award.
- Commandant's list
 - There is a possibility you may exceed course standards and not receive these recognitions. Regulatory guidance allows for no more than 20 percent of the enrolled class to receive these honors.
 - Should you re-test on any or performance examination, the NCOA will not consider you for the above graduation recognitions.

Test administration. It is your responsibility to--

- Inform your SGL If you feel there are any extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc... that may interfere with your ability to take any evaluation prior to testing.
- Refrain from acquiring or providing inappropriate assistance before or during any test throughout the course except as instructed (i.e. group activities) and report any such inappropriate assistance before, during, or after any test administration.

OTHER INSTRUCTIONS

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

DA Form 4856, cont

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below).

Throughout the course I will--

- Conduct myself in a professional manner at all times.
- Ensure I am at my appointed place of duty at the appointed time.
- Perform all course work on my own unless otherwise directed.
- Strive to meet or exceed course standards/graduation requirements by diligently applying myself.
- Avoid actions that may be prejudicial to others in the course.
- Demonstrate positive motivation and attitude at all times.
- Be personally responsible for all my actions.
- Attend all required remedial training and seek help from my SGL and peers to identify and overcome shortcomings should I fail an evaluation.
- Not damage course materials issued for my use.
- Use only the material that is mine or issued to me during the course for my use.
- Review the Student Evaluation Plan to become familiar with course content and graduation requirements.
- Not acquire or provide inappropriate assistance before or during any performance test except as instructed (i.e. group activities) and report any such inappropriate assistance before, during, or after performance evaluation administration.

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks, if appropriate).

During this counseling session we discussed the standards of conduct, course graduation requirements, re-test criteria, dismissal procedures, and types of student recognition. It is of the utmost importance that you fully understand all of the criteria for you to graduate WLC. Completion of this course establishes the foundation for your future training and leader development. The WARRIOR ETHOS requires unrelenting determination to do what is right and do it with pride while refusing to accept failure. Is there anything that we have discussed that you do not fully understand?

Individual counseled: I agree disagree with the information above.

Individual counseled remarks:

Signature of Individual Counseled: _____ Date: _____

Leader Responsibilities: (Leader's responsibilities for implementing the plan of action):

I am here for you as a mentor and a coach. I will keep you informed of any identified strengths, and in the event of weaknesses, help you identify corrective actions to take. In return, you must also assist me by seeking assistance when you need it.

Signature of Counselor: _____ Date: _____

DA Form 4856, cont

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

DA Form 4856 (Reverse)

DEVELOPMENTAL COUNSELING FORM

For use of this form see FM 6-22.

DATA REQUIRED BY THE PRIVACY ACT OF 1974

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.
ROUTINE USES: For subordinate leader development IAW FM 6-22. Leaders should use this form as necessary.
DISCLOSURE: Disclosure is voluntary.

PART I - ADMINISTRATIVE DATA

Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	

PART II - BACKGROUND INFORMATION

Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leader's facts and observations prior to the counseling.)

The purpose of this performance counseling is to inform you that you failed to successfully pass the Army Physical Fitness Test (APFT), the potential consequences, and to develop a plan of action to improve your future performance.

PART III - SUMMARY OF COUNSELING**Complete this section during or immediately subsequent to counseling.****Key Points of Discussion:**

Do you have any type of medical condition, at this time, that we may have not been made aware of that could have adversely affected your performance during the APFT? Although it is not the heart of the Army's physical fitness program, the APFT is the primary instrument for evaluating the fitness level of each Soldier. You received counseling outlining course graduation requirements and are aware of the fact that a minimum passing the APFT is an Army standard. Your failure to meet minimum Army standards is an overall indication of your less than acceptable fitness level/standards. Since this was not a record APFT, there will be no flagging actions or consideration for a bar to reenlistment. However, you must dedicate yourself and exhibit determination to improve your overall level of fitness in order to achieve a minimum passing score. Let's discuss the following:

- You achieved the following raw scores on the APFT:

Push-ups: _____; Sit-ups: _____; 2 Mile Run: _____ or Alternate event: _____.

- You failed (place an "X" in appropriate categories) the following event(s) of the APFT:

Push-ups: _____; Sit-ups: _____; 2 Mile Run: _____ or Alternate event: _____.

➔ These are the minimum APFT raw score requirements for your gender and age group that you must strive to attain:

Push-ups: _____; Sit-ups: _____; 2 Mile Run: _____ or Alternate event: _____.

Maintaining an appropriate level of physical fitness, military bearing, and completing physically demanding endeavors are just a few of the physical attributes desired in a leader.

OTHER INSTRUCTIONS

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

DA Form 4856-R-E, cont

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below)

You will participate in a remedial physical fitness training program conducted concurrently with normally scheduled physical fitness training. It is recommended that you routinely spend some of your personal time to work on your physical conditioning. Achieving Army minimum standards is not difficult. The most important element to being successful is maintaining a positive "can-do" attitude and having the "heart and desire" to achieve a minimum or higher passing score. This is corrective, not punitive in nature and will assist both you and I to ensure you are capable of passing your APFT re-test. You will take you re-test on (enter date, time, and location).

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks, if appropriate).

During this counseling session we discussed your inability to achieve a minimum passing score on your APFT. It is important that you understand a minimum passing score on the APFT. Completion of this course establishes the foundation for your future training and leader development. Is there anything we have discussed that you do not understand?

Individual counseled: I agree disagree with the information above.

Individual counseled remarks:

Signature of Individual Counseled: _____ Date: _____

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

I will design a program tailored to address your specific fitness needs. The program regimen will help you improve your area(s) of weakness and overall fitness level. I will keep you informed of any identified strengths; and in the event of weaknesses, help you identify corrective actions to take.

Signature of Counselor: _____ Date: _____

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

DA Form 4856 (Reverse)

PEER LEADERSHIP ASSESSMENT FORM

Student (Receiving assessment)#_____. Leadership Position_____.						
<p>The purpose of the peer leadership assessment is to help leaders identify performance indicators on which they may need to focus their self-development efforts. After you complete this assessment, the leader will compare your results to his/her perception of his/her own leadership ability. Place an "X" in the response block you feel best describes how the Soldier actually performed in a leadership position. If you feel you cannot assess the Soldier in a particular performance area leave the response block blank. Keep the assessment strictly professional without any personal bias.</p> <p><u>DO NOT SHOW THIS COMPLETED FORM TO OTHERS</u></p>	STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE	
	BASIC SOLDIER SKILLS:					
	Set high standards for self and others.	1	2	3	4	5
	Was competent in basic Soldier skills.	1	2	3	4	5
	Worked hard to improve basic leadership abilities.	1	2	3	4	5
Sought self-improvement in weak areas.	1	2	3	4	5	
COMMUNICATIONS:						
Issued clear and concise oral orders to Soldiers.	1	2	3	4	5	
Received and interpreted information accurately from superiors and subordinates.	1	2	3	4	5	
Listened and paid attention to others.	1	2	3	4	5	
Conveyed appropriate excitement and enthusiasm needed to motivate subordinates.	1	2	3	4	5	
PROFESSIONAL ETHICS:						
Accepted responsibility for decisions and the impact they had on others.	1	2	3	4	5	
Was a credible role model and set the proper example for others.	1	2	3	4	5	
Demonstrated moral courage; did the right thing; stood firm on values, and morals.	1	2	3	4	5	
Was open, honest, and candid when dealing with others.	1	2	3	4	5	
DECISION MAKING/PLANNING:						
Was proficient in developing courses of action.	1	2	3	4	5	
Established clear priorities and goals.	1	2	3	4	5	
Displayed flexibility and did not become easily frustrated.	1	2	3	4	5	
Ensured others helped develop plans when appropriate.	1	2	3	4	5	
Knew which decisions to make and what to delegate to subordinates.	1	2	3	4	5	
SUPERVISION:						
Gave clear and concise directions; others knew what to do after receiving directions.	1	2	3	4	5	
Did not over supervise or micromanage.	1	2	3	4	5	
Did not under supervise or give too little guidance.	1	2	3	4	5	
Knew how to evaluate performance.	1	2	3	4	5	
Controlled and accounted for subordinates.	1	2	3	4	5	
Enforced Army standards.	1	2	3	4	5	
Ensured the task was understood, supervised, and accomplished.	1	2	3	4	5	

SELF LEADERSHIP ASSESSMENT FORM

Student# _____ . Leadership Position _____ .					
Leadership assessment can help you identify areas of leadership on which you may need to focus your self-development efforts. Five other students completed a similar assessment on you. Assessments from these two perspectives will enable you to compare how you see yourself with how others see you. The leadership assessment form contains performance indicators needed to lead effectively. Place an “X” in the response block you believe best describes how you actually lead.					
DO NOT SHOW THESE RESULTS TO OTHERS	STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
BASIC SOLDIER SKILLS:					
I set high standards for myself and others.	1	2	3	4	5
I was competent in basic Soldier skills.	1	2	3	4	5
I worked hard to improve my basic leadership abilities.	1	2	3	4	5
I sought self-improvement in my weak areas.	1	2	3	4	5
COMMUNICATIONS:					
I issued clear and concise oral orders to Soldiers.	1	2	3	4	5
I received and interpreted information accurately from my superiors and subordinates.	1	2	3	4	5
I listened closely and paid attention to others..	1	2	3	4	5
I conveyed appropriate excitement and enthusiasm needed to motivate my subordinates.	1	2	3	4	5
PROFESSIONAL ETHICS:					
I accepted responsibility for my decisions and the impact they had on others.	1	2	3	4	5
I was a credible role model and set the proper example for others.	1	2	3	4	5
I demonstrated moral courage; did the right thing; and stood firm on my values and morals.	1	2	3	4	5
I was open, honest, and candid in dealing with others.	1	2	3	4	5
DECISION MAKING/PLANNING:					
I was proficient in developing courses of action.	1	2	3	4	5
I established clear priorities and goals.	1	2	3	4	5
I displayed flexibility and did not become easily frustrated.	1	2	3	4	5
I ensured others helped me develop plans when appropriate.	1	2	3	4	5
I knew which decisions to make and what to delegate to subordinates.	1	2	3	4	5
SUPERVISION:					
I gave clear and concise directions; others knew what to do upon receiving directions.	1	2	3	4	5
I did not over supervise or micromanage.	1	2	3	4	5
I did not under supervise or provide too little guidance.	1	2	3	4	5
I demonstrated how to evaluate performance.	1	2	3	4	5
I controlled and accounted for my subordinates.	1	2	3	4	5
I enforced Army standards.	1	2	3	4	5
I ensured the task was understood, supervised, and accomplished.	1	2	3	4	5

SGL LEADERSHIP ASSESSMENT FORM

Student (Receiving assessment)# _____ . Leadership Position _____ .	STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
<p>The purpose of the peer leadership assessment is to help leaders identify performance indicators on which they may need to focus their self-development efforts. After you complete this assessment, the leader will compare your results to his/her perception of his/her own leadership ability. Place an "X" in the response block you feel best describes how the Soldier actually performed in a leadership position. If you feel you cannot assess the Soldier in a particular performance area leave the response block blank. Keep the assessment strictly professional without any personal bias.</p>					
<u>DO NOT SHOW THIS COMPLETED FORM TO OTHERS</u>					
BASIC SOLDIER SKILLS:					
Set high standards for self and others.	1	2	3	4	5
Was competent in basic Soldier skills.	1	2	3	4	5
Worked hard to improve basic leadership abilities.	1	2	3	4	5
Sought self-improvement in weak areas.	1	2	3	4	5
COMMUNICATIONS:					
Issued clear and concise oral orders to Soldiers.	1	2	3	4	5
Received and interpreted information accurately from superiors and subordinates.	1	2	3	4	5
Listened and paid attention to others.	1	2	3	4	5
Conveyed appropriate excitement and enthusiasm needed to motivate subordinates.	1	2	3	4	5
PROFESSIONAL ETHICS:					
Accepted responsibility for decisions and the impact they had on others.	1	2	3	4	5
Was a credible role model and set the proper example for others.	1	2	3	4	5
Demonstrated moral courage; did the right thing; stood firm on values, and morals.	1	2	3	4	5
Was open, honest, and candid when dealing with others.	1	2	3	4	5
DECISION MAKING/PLANNING:					
Was proficient in developing courses of action.	1	2	3	4	5
Established clear priorities and goals.	1	2	3	4	5
Displayed flexibility and did not become easily frustrated.	1	2	3	4	5
Ensured others helped develop plans when appropriate.	1	2	3	4	5
Knew which decisions to make and what to delegate to subordinates.	1	2	3	4	5
SUPERVISION:					
Gave clear and concise directions; others knew what to do after receiving directions.	1	2	3	4	5
Did not over supervise or micromanage.	1	2	3	4	5
Did not under supervise or give too little guidance.	1	2	3	4	5
Knew how to evaluate performance.	1	2	3	4	5
Controlled and accounted for subordinates.	1	2	3	4	5
Enforced Army standards.	1	2	3	4	5
Ensured the task was understood, supervised, and accomplished.	1	2	3	4	5

Appendix F

Test Control Procedures SOP

FYI: This appendix contains instructions on how NCOAs may obtain information from USASMA concerning a test control SOP, and any other information concerning test control. (For Your Information only, no written test in WLC)

NOTE: It is extremely important that the commandant and course chiefs understand and become familiar with all matters concerning test control.

NOTE: NCOAs may download the documents they need to run a quality test control program by going to the USASMA Quality Assurance Office Website. Follow the directions below to download these documents:

1. On the Web type: <https://www.us.army.mil/suite/page/508152>.
2. When the USASMA homepage comes on line:
 - Click on QAO.
 - Click on Guidance.
 - Scroll down to “Policies”.
 - Click on USASMA Test Control Procedures.

NOTE: The above documents are ever changing; to list the documents in this CMP would create too many changes to this document. Recommend that NCOAs constantly check the USASMA homepage for changes that may occur to test control.

Appendix G

Accreditation Checklist

This appendix contains instructions on how NCOAs may obtain information from USASMA concerning accreditation.

NOTE: It is extremely important that the commandant and course chiefs understand and become familiar with the accreditation standards list and guide. The list and guide are what the USASMA accreditation team uses to accredit NCOAs.

NOTE: NCOAs may download these documents from the Quality Assurance Office at USASMA. Follow the directions below to download these documents:

1. On the Web type: <https://www.us.army.mil/suite/page/508152>.
2. When the USASMA homepage comes on line:
 - Click on QAO.
 - Click on Guidance.
 - Scroll down to memorandums.
 - Click on the desired document.

NOTE: The above documents are ever changing; to list the documents in this CMP would create too many changes to this document. Recommend that NCOAs constantly check the USASMA homepage for changes that may occur to the Accreditation Standards List and Accreditation Standards Guide.

Appendix H

Instructor Certification Program

This appendix contains instructions on how NCOAs may obtain information from USASMA concerning the Instructor Certification Program for NCOES.

NOTE: It is extremely important that the commandant and the course chiefs understand and become familiar with the Instructor Certification Program for NCOES. The accreditation team will inspect instructor records based on this document.

NOTE: NCOAs may download the Instructor Certification Program for NCOES from the USASMA Website under the Quality Assurance Office. Follow the directions below to download all documents that pertains to and includes the instructor certification program for NCOES:

1. On the Web type: <https://www.us.army.mil/suite/page/508152>.
2. When the USASMA homepage comes on line:
 - Click on QAO.
 - Click on Guidance.
 - Scroll down to Policies.
 - Click on Instructor Certification Program.

NOTE: The above documents are ever changing; to list the documents in this CMP would create too many changes to this document. Recommend that NCOAs constantly check the USASMA homepage for changes that may occur to the Instructor Certification Program for NCOES.

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Appendix I**Consolidated Glossary**

This appendix contains the items listed in this table:

Item	Pages
Consolidated Glossary, Section I: Abbreviations	I-1-1
Consolidated Glossary, Section II: Terms	I-1-2 thru I-1-8

Consolidated Glossary

Section I: Abbreviations

AAR	After Action Review	SGITC	Small Group Instructor Training Course
ATAS	Automated Training Application System	SH	Student Handout
AC	Active Component	SPE	Solution to Practical Exercise
ADT	Active Duty for Training	SR	Student Reading
AER	Service School Academic Evaluation Report	SS	Summary Sheet
AS	Advance Sheet	SSGL	Senior Small Group Leader
APFT	Army Physical Fitness Test	TAG	Test Administration Guide
ATRRS	Army Training Requirements and Resources System	TASS	The Army School System
CDO	Conduct Defensive/Offensive Operations	TATS	The Army Training System
CMDT Time	Commandant's Time	TC	Training Circular
CMP	Course Management Plan	TCO	Test Control Officer
CS	Change Sheet	TLO	Terminal Learning Objective
CTA	Common Tables of Allowance	TM	Technical Manual
CVSP	Cardio Vascular Screening Program	TSP	Training Support Package
DA	Department of the Army	TV	Television
D&C	Drill and Ceremonies	TVT	Television Training
DOTD	Directorate of Training and Doctrine	U	Unclassified
ELO	Enabling Learning Objective	VA	Visual Aid
EO	Equal Opportunity	VGT	Viewgraph
FD	Foreign Disclosure	WLC	Warrior Leader Course
FM	Field Manual		
STX	Situational Training Exercise		
IAW	In Accordance With		
IDT	Inactive Duty for Training		
ITC	Instructor Training Course		
LCE	Load Carrying Equipment		
LES	Leave and Earning Statement		
LS/A	Learning Step/Activity		
MILES	Multiple Integrated Laser Engagement System		
MMRB	Military Medical Retention Board		
MRE	Meals Ready to Eat		
NBC	Nuclear Biological and Chemical		
NCOA	Noncommissioned Officer Academy		
NCOES	Noncommissioned Officer Education System		
NPA	Net Pay Advice		
OCIE	Organizational Clothing and Individual Equipment		
PE	Practical Exercise		
PFN	Program of Instruction File Number		
PMCS	Preventive Maintenance Checks and Services		
POC	Point of Contact		
POI	Program of Instruction		
QAO	Quality Assurance Office		
RC	Reserve Component		
REF	Reference		
SEP	Student Evaluation Plan		
SGL	Small Group Leader		

Section II

Terms

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

Accreditation

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

Administrative drop

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

After action review (AAR)

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

Army Training Requirements and Resource System (ATRRS)

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

Automated Systems Approach to Training (ASAT)

ASAT is a standardized training development and support delivery system. It functions as both a training production system and a tool for decision making.

Certification

Written verification of proficiency in a given task or tasks.

Class schedule

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

Class size

The number of students in a class.

Commandant's Time

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

Conference

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

Counseling

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

Course administrative data (CAD)

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

Course management plan (CMP)

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

Course map

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

Courseware

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

Criterion-referenced test

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

Distance learning

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

Enabling learning objective (ELO)

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

Evaluation

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

Exercise

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

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

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

Instructor training

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

Lesson

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

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

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

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

Lesson outline

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

Lesson plan

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

Mandatory release date

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

Maximum class size

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

Media

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

Methods of instruction

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

Optimum class size (OCS)

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

Performance measures

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

Performance step

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

Performance test

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

Practical exercise (PE)

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

Prerequisite training

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

Programmed training

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

Program of instruction (POI)

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

Risk

Risk is characterized by the probability and severity of a potential loss that may result from hazards due to the presence of an enemy, an adversary, or some other hazardous condition. See FM 5-19.

Risk assessment

The identification and assessment of hazards. See FM 5-19

Safety-in-training

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

Self-study (aka IS)

Individual study where a Soldier learns or reinforces previous learning, on his/her own.

Sequential training

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

Skill

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

Small group instruction (SGI)

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

Small group leader (SGL)

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

Soldier Manual of Common Tasks (SMCT)

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

Standard

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

(1) The task standard reflects task performance requirements on the job.

(2) The learning objective standard reflects the standard that must be achieved in the formal learning environment.

Student evaluation plan

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

Student performance counseling

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

Systems Approach to Training (SAT)

Is a disciplined, logical approach to making collective, individual, and self-development training decisions for the Army. It determines whether or not training is needed; what is trained; who gets the training; how, how well, and where the training is presented; and the training support/resources required to produce, distribute, implement, and evaluate those products. The SAT involves all five training related phases: analysis, design, development, implementation, and evaluation.

TASS Integration Element (TIE)

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

TASS Training Battalion

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

TASS Training Institution

The education/training environment of the Army (Active Army, Reserve Component, and Civilians) that encompasses all Army sites where a Soldier and civilian can receive training, to include proponent schoolhouses, TASS training battalions, TASS training sites, Army Training Centers, RTI/RTS, DL classrooms, and Classroom XXIs.

Technique of delivery

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

Test

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

Criterion-referenced test

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

Norm-referenced test

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

The Army School System (TASS)

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

TASS school battalions

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

The Army Training System (TATS) course

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

The Army Training System (TATS) POI

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

Training management

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

Training materials

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

Training method

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

Training objective

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

Training plan

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

Training safely

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

Training support

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

Training Support Center (TSC)

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

Training Support Package (TSP)

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

Validation

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

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