



# THE NCO LEADERSHIP CENTER OF EXCELLENCE

**Noncommissioned Officer Professional Military Education**

**Basic Leader Course (600-C44)**

**Course Management Plan (CMP)**

**December 2019**



Directorate of Curriculum Development



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## PREFACE

1. **Purpose:** This course management plan (CMP) is a single-source document pertaining to the administration of the Basic Leader Course (BLC). Commandants may use extracts from this plan in local facilitator training programs.
2. **Applicability:** This CMP applies to course number 600-C44.
3. **Course Title:** Basic Leader Course.
4. **Program of Instruction (POI) Approval Date:** Validated 24 August 2018.
5. **Supersession Information:** This CMP supersedes all previous versions.
6. **Proponent:** The NCO Leadership Center of Excellence (NCOLCoE).
7. **Foreign Disclosure (FD) Restrictions:** FD 1 – This product has been reviewed by the curriculum developers in coordination with the NCOLCoE G-2, Fort Bliss, Texas foreign disclosure officer. This product can be used to instruct international military Soldiers from all approved countries without restrictions.
8. **Gender Disclaimer:** Unless this publication states otherwise, masculine nouns and pronouns do not refer exclusively to men.
9. **Proponent Point of Contact:** SGM Christopher West, email [christopher.a.west7.mil@mail.mil](mailto:christopher.a.west7.mil@mail.mil), DSN 621-8318 or commercial (915) 744-8318.
10. **Internet Access:** Noncommissioned Officer Academies (NCOAs) have access to the NCOLCoE website to download any component of the BLC courseware at <https://usasma.ncoes.army.mil/>.
11. **Comments and Recommendations:** Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to:

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12. **Document Review:** The following individuals reviewed this CMP for correctness and relevancy prior to implementation in the Basic Leader Course (BLC).

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13. **CMP Approval:** The undersigned approved this CMP for implementation in the BLC NCOAs.

JIMMY J. SELLERS  
CSM, USA  
Commandant



## **CHAPTER 1**

### **COURSE STRUCTURE**

#### **1-1. Applicability**

- a. This course management plan (CMP) applies to The Army School System (TASS) Noncommissioned Officer Academies (NCOAs) and Regional Training Institutions (RTIs) that conduct the Basic Leader Course (BLC) Program of Instruction (POI).
- b. NCOAs will not exceed an 8.5 academic-hour day. Exceptions can be made by the NCOLCoE NCOPDD directorate.
- c. This CMP reflects the entire course designed for facilitation using the Army Experiential Learning Model (ELM) methodology.
- d. 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 the BLC and not establish Department of the Army (DA) or Training and Doctrine Command (TRADOC) policies.

#### **1-2. Course Prerequisites**

- a. IAW AR 350-1, Structured Self Development I (SSDI) is the current prerequisite to attend the Basic Leader Course (BLC). Distributed Leader Course I (DLC-I) is also a prerequisite in lieu of SSDI.
- b. Noncommissioned officer backlog. Within the guidelines of Select Train Educate and Promote (STEP) (AR 350-1, Section V) is defined as Soldiers with 37 or more month's time in grade who have been promoted without completing/graduating the Professional Military Education (PME) course in the Noncommissioned Officer Professional Development System (NCOPDS) required for their grade level. Soldiers on the legacy backlog are afforded one opportunity to attend their requisite NCO PME course. These Soldiers are not otherwise eligible for further promotion consideration unless they meet all of the training and educational requirements for their current rank. (Ref: AR 350-1, paragraph 3-19f)
- c. Attendance is on a priority basis. Soldiers who qualify for BLC are placed on an Order of Merit List (OML) by the unit commander as follows:
  - (1) First Priority. Soldiers promoted to SGT with a deferred education requirement, NCOs not previously afforded an opportunity to attend.
  - (2) Second Priority. SPC/CPL promotable. These Soldiers are prioritized within this category as follows:
    - (a) For Regular Army/COMPO 1. SPC/CPL promotable in MOS(s) which would have had additional promotions if more promotable SPC/CPL had been available and identified as shortage MOS by monthly HRC Promotion Cut-Off memorandum.
    - (b) SPC/CPL promotable who have met the cut-off score.
    - (c) SPC/CPL promotable in other MOS serving in an authorized NCO position based on the highest number of promotion points.



(d) All other SPC/CPL promotable on a recommended list based on the highest number of promotion points.

(3) Third Priority. SPC/CPL in leadership positions. In order to fill all BLC training seats, non-promotable SPC/CPL with demonstrated leadership potential may attend BLC only when all higher OML categories are exhausted.

(Ref: CORRECTION MESSAGE FOR ARMY REGULATION AR 350-1, from HQDA DCS G-3-5-7 MIL LEADER DEV DIV, dated March 27, 2019)

d. Commandants will also ensure National Guard and Reserve (Compo 2 and 3) Soldiers in a TDY status are given priority consideration for class seats as appropriate. Commandants can also accept “local walk-ons” provided Soldiers be otherwise fully qualified to attend BLC. Privates first class and below **are NOT authorized** to attend BLC. Commandants will notify HRC of any “walk-on” Soldiers enrolled in an NCO PME course. (Ref: FRAGO 1 to HQDA EXORD 236-15, Army-wide Implementation of Noncommissioned Officer Professional Development System, para 3.B.9.A)

e. Additional requirements. Soldiers must:

(1) Meet height and weight standards IAW AR 600-9. Soldiers are allowed one re-screening. The re-screening will be administered no earlier than seven days after the initial height/weight assessment. Failure of initial height and weight screening will result in a counseling and removed from all academic honors. If a student passes the re-screening, the highest rating they may receive on the 1009A for Presence and Comprehensive Fitness is a MET STANDARDS.

(2) Be eligible for reenlistment and have an attendance recommendation from their immediate commander.

(3) Have no suspension of favorable personnel actions (flags) or pending flags.

(4) Arrive fully capable of performing supporting individual tasks and tasks required at the previous lower level course, e.g., basic training, SMCT Skill Level 1, SSDI/DLC I.

(5) Pre-execution Check List (PEC), Post Reservation Check List (PRCL), and complete NCOA packing list.

(a) Active Component (AC) Soldiers must bring an automated TASS Unit Pre-execution Checklist (PEC), TRADOC Form 350-18-2-R-E with them. This form is available for download from the TRADOC website: <http://adminpubs.tradoc.army.mil/forms.html>.

(b) Reserve Component (RC) Soldiers must report with the Post Reservation Checklist (PRCL), which took effect in April 2011, for U.S. Army Reserve and Army National Guard Soldiers. The PRCL must be completed by the Soldier's unit two days prior the report date. If the PRCL is not completed, the Soldier's reservation will be cancelled. Due to the use of the PRCL, Reserve Component (RC) Soldiers attending BLC at an RC NCOA will not need a TRADOC Form 350-18-2-R-E, PEC, as the information has already been verified through the PRCL.

(c) AC Soldiers attending a RC or NG NCOA will still be required to report with a copy of their signed PEC. In addition, all Soldiers, both AC, RC, and NG will be required to report with a signed copy of their PEC when attending any AC NCOA.





(d) Soldiers have 72 hours to provide all required missing documents and NCOA packing list items. Soldiers who fail to provide required missing documents and/or items within the established timeline will be disenrolled and returned to their unit.

(e) Common Access Card (CAC): All Soldiers attending BLC are required to have a CAC.

(f) Student qualifications in meeting prerequisite tasks are an individual and unit commander's responsibility. Upon arrival, Soldiers must possess the capability of performing supporting individual Skill Level 1 tasks.

(g) Commandants may not add local requirements to the prerequisites.

### **1-3. Enrollment Requirements**

a. Soldiers with medical profiles due to an operational deployment will be permitted by their immediate commander to attend appropriate courses (to include PME) within the guidelines of their profile. Soldiers must arrive at the aforementioned course of instruction with a copy of their current profile and memorandum signed by their commander stating the profile has been continuous and is a result of injuries sustained due to an operational deployment.

b. Soldiers with temporary profiles preventing full participation in a course that are not a result of operational deployment, will be removed or deferred from school attendance consideration by their immediate commander, until the temporary profile is removed or the student can complete all course graduation requirements.

c. Soldiers with a permanent designator of "2" in the physical profile must include a copy of DA Form 3349 (Physical Profile) as part of the course application. They will be eligible to attend courses (to include PME) and train within the limits of their profile, provided they can meet course graduation requirements. Soldiers with a permanent designator of "3" or "4" in their physical profile must include a copy of DA Form 3349, and the results of their MOS Administrative Retention Review as part of the course application.

d. Soldiers who have been before a MOS Administrative Retention Review and retained in their MOS or reclassified into another MOS are eligible to attend appropriate courses (to include PME) and train within the limits of their physical profile (DA Form 3349). Commandants will not disenroll or deny enrollment of Soldiers into the course based on physical limiting conditions on their physical profile, IAW MOS Administrative Retention Review adjudication.

e. Pregnant Soldiers: Soldiers who are pregnant prior to the course may not attend BLC until medically cleared. A Soldier who is diagnosed as pregnant while attending BLC may continue, provided written documentation from the doctor states she can participate in all course physical requirements. Soldiers medically dis-enrolled for pregnancy after enrollment are eligible to return to the course when medically cleared.

f. NCOAs will deny enrollment to Soldiers failing to meet any one of the above prerequisites. NCOA Commandants will not supplement these mandatory enrollment requirements.

(Ref: AR 40-501, Chapters 7 and 8; AR 350-1, Chapter 3; AR 600-9; and ATP 6-22.1)



## 1-4. Course Objectives

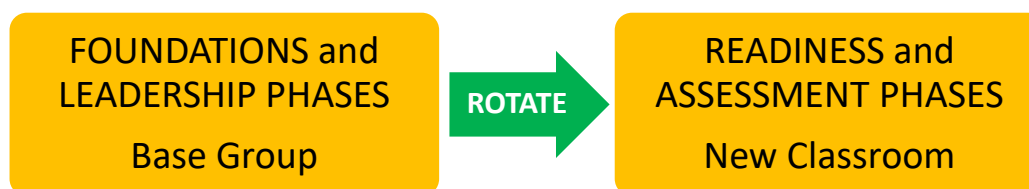
The BLC focuses on six NCO Common Core Competencies. These competencies are Readiness, Leadership, Training Management, Communications, Operations, and Program Management. BLC is designed to build basic leader and trainer skills needed to lead a team size element, while providing the foundation for further development along the PME learning continuum. Soldier lethality spans all fundamentals: shooting, moving and communicating, protecting, sustaining and training. The Basic Leader Course fully supports the Army's missions of lethality by developing smart, thoughtful, and innovative trainers who can communicate effectively, lead and protect their Soldiers, and sustain their equipment.

## 1-5. Course Structure

a. Instruction at the BLC is accomplished with the Army Experiential Learning Model (ELM) methodology. Lessons are facilitated in a small group setting with a collaborative approach, which allows the Soldiers to discover information and then apply it to new and ambiguous situations. Lessons include critical and creative thinking activities and exercises, which aid in learning. Facilitators assess the Soldiers' leadership ability and potential through observing discussions and interactions.

b. The BLC is a 22-academic day course consisting of 169 academic hours. The course map below shows a listing of the lessons that make up the course. **It reflects the mandatory sequence**, the lesson identification number, the lesson title, the length of the lesson (total), and the phase for rotation purposes. (**NOTE:** The six administrative lessons are not part of the course map). Research Time: Students are provided 22 hours of academic/research time throughout the course to produce four products associated with writing, public speaking/presentation, training management, and SHARP. This time allows students to research, collaborate with peers, and develop their academically required products which will be assessed for grading. This is academic time and by no means considered study hall.

c. The BLC is conducted in four phases with one rotation. The Foundations Phase and Leadership Phase will be conducted in the base group. Students will then rotate to new classrooms with new facilitators to conduct the Readiness and Assessment Phases. All facilitators will continue to teach following the course map and training schedule.



Day 0-6 = Foundation Phase

Day 7-11 = Leadership Phase

Day 12-16 = Readiness Phase

Day 17-22 = Assessment Phase

d. Each NCOA will execute the "Conduct Individual Training" (B116) lesson during the assessment phase IAW the BLC course map. The lesson scope states: ***"At the end of this 16-hour learning event, you will be able to break down team level responsibilities in a unit Mission Essential Task List (METL) and develop a 30-minute Sergeant's Time Training session using the 8-step training model, incorporating training management principles and risk management. You will provide individual training on Warrior Skills Level 1 elements to peers."*** The intent for this lesson is to train-the-trainer and certify those future leaders (BLC students) in training their Soldiers. The train-the-trainer concept ensures that those responsible for training can provide proper instruction and certification to the Soldiers in their unit. Trainers train Soldiers and ensure the standards are met. BLC students must properly plan, execute, and assess training under the supervision of the NCOA cadre IAW FM 7-0 and all B116 lesson



material. Students will conduct their training classes in an outdoor tactical environment with full field gear and weapons. Where possible, student groups should move from point to point using land navigation techniques. Training lanes may be set up to facilitate a better tactical environment, depending on available training area and resources. Each NCOA Commandant is encouraged to leverage local resources (as needed) to meet their specific training needs. There is no requirement to transport students to a remote field site/training area to execute B116. The main objective/learning outcome is to train junior NCOs (students) how to train their Soldiers once they return to their units. Each NCOA Commandant has the latitude to execute B116 as they see fit within the time allocated, intent of the lesson, and the guidance in this paragraph. NCOAs will have an extreme weather plan in the event severe weather precludes outdoor training and integrate the risk assessment process in all training activities.

## CHAPTER 2 COURSE MAP

This graphic shows the mandatory training sequence for this course. Each lesson that is shown as a prerequisite for another lesson must be taught before that follow-on lesson is presented. This mandatory training sequence cannot be violated. Failure to follow it means students will receive training for which they have not received the prerequisite training.

Seq	Lesson	Title	Hours	Phase
1	B100	Basic Leader Course Overview/Blackboard Review	3	Foundations
2	B101	Group Dynamics	3	
3	B111	Introduction to Physical Readiness Training (PRT)	19	
4	B114	Drill and Ceremonies	6	
5	B123	Army Physical Fitness Test	3	
6	B105	Critical Thinking and Problem Solving	4	
7	B102	Effective Listening	3	
8	B103	Written Communication <i>*Assignment due in Assessment Phase</i>	13	
9	B116	Training Management/CIT <i>*8 hours evaluated in Assessment Phase</i>	16	
10	B104	Public Speaking <i>*4 hours evaluated in Assessment Phase</i>	12	
		<b>SHARP Essay Due</b>		
11	B106	The Army's Leadership Requirements Model	4	Leadership
12	B108	Cultural Competencies	4	
13	B107	Counseling	7	
14	B109	Army Values, Ethics and Integration of Soldier 2020	5	
15	B110	Legal Responsibilities and Limits of NCO Authority	4	
16	B112	Fellowship and Servant Leadership Fundamentals	6	
17	B113	Team Building and Conflict Management	7	



18	B115	Mission Orders and Troop Leading Procedures	5	Readiness
19	B117	Soldier for Life / Transition Assistance Program <i>*Resume due in Assessment Phase</i>	4	
20	B119	Soldier Readiness	6	
21	B121	Resiliency	6	
22	B118	Command Supply Discipline Program	5	
23	B122	End of Course Essays (includes two 500-word reflective essays) <i>Due: Information Paper (B103), Information Brief (B104), Conduct Individual Training (B116), and Resume (B117)</i>	24	Assessment
Total			169	

## CHAPTER 3 TRAINING SEQUENCE

### 3-1. Example Training Schedules

NCOAs are responsible for developing a 22-day training schedule, which supports the mandatory sequence outlined in the course map. Scheduling lessons out of sequence requires an exception to policy from the NCOLCoE Commandant through the Directorate of Curriculum Development.

### 3-2. Sample 6-Day Training Schedule (Active Component)

Monday Day 0					
Time	Location	Uniform	Subject	Reference	Notes
0001-2359	Classroom	APFU	Report Day	BLC SOP	
Tuesday Day 1 Foundations Phase (Base Group)					
0500-0700	Classroom	APFU	First Call / Height and Weight	AR 600-9	
0700-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-0900	Classroom	Duty	In-Processing / Commandant's Brief	A201	
0900-1200	Classroom	Duty	Course Overview / Blackboard Introduction	B100	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1600	Classroom	Duty	Group Dynamics	B101	
1600-1700	Classroom	Duty	Instructor Time		
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
* Conduct height and weight measurements IAW AR 600-9. * Soldiers should have a clear understanding of D&C and PRT standards while at the academy. SGL's will evaluate Squad Drill and PRT on Day 5.					
Wednesday Day 2 Foundations Phase					
0400-0500	B1006	APFU	Personal Hygiene / First Call / APFT Briefing	FM 7-22	
0500-0700	APFT Area	APFU	Army Physical Fitness Test	B123	
0700-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1100	Classroom	Duty	Introduction to Physical Readiness Training	B111	
1100-1200	Classroom	Duty	Drill and Ceremonies	B114	Classroom
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1600	PRT Area	Duty	Drill & Ceremonies	B114	Demonstration
1600-1700	PRT Area	Duty	Introduction to Physical Readiness Training	B111	Demonstration
1700-1800	DFAC	Duty	Dinner	DFAC SOP	



* APFT failures will be counseled and given a retest on Day 8. (AR 350-1, para 3-13c(2))					
* Soldiers rehearse D&C as opportunity permits (to and from classroom, DFAC, after duty, etc.) for assessment on Day 5.					
<b>Thursday Day 3</b>					
<b>Foundations Phase</b>					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	Rehearsal
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Critical Thinking and Problem Solving	B105	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1600	Classroom	Duty	Effective Listening	B102	
1600-1700	Classroom	Duty	Commandant's Time		
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
<b>Friday Day 4</b>					
<b>Foundations Phase</b>					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	Rehearsal
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1100	Classroom	Duty	Written Communication	B103	
1100-1200	Classroom	Duty	Training Management/Conduct Individual Training	B103	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1730	Classroom	Duty	Training Management/Conduct Individual Training	B116	
1730-1830	DFAC	Duty	Dinner	DFAC SOP	
* B103, Written Communication - Students will be allocated 9 hours of research time during academic day to prepare essay.					
<b>Saturday Day 5</b>					
<b>Foundations Phase (Last Day)</b>					
<b>Time</b>	<b>Location</b>	<b>Uniform</b>	<b>Subject</b>	<b>Reference</b>	<b>Notes</b>
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	Rehearsal
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Public Speaking	B104	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	PRT Field	Duty	PRT/D&C Evaluations	B111/B114	Assessment
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
* Conduct counseling for B114 Drill and Ceremonies assessments as required.					
<b>Monday Day 6</b>					
<b>Leadership Phase (First Day)</b>					
0630-0800	DFAC	APFU	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	APFU	Cultural Competencies	B108	Turn in SHARP Essay
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	The Army's Leadership Requirement Model	B106	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
<b>Tuesday Day 7</b>					
<b>Leadership Phase</b>					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Counseling, Coaching, & Mentoring Soldiers	B107	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	Counseling, Coaching, & Mentoring Soldiers	B107	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
<b>Wednesday Day 8</b>					
<b>Leadership Phase</b>					
0500-0700	APFT Area	APFU	APFT Retest / Height & Weight Retest	FM 7-22	As Required
0500-0530	TBD	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Army Values, Ethics, and Integration of Soldier 2020	B109	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1400	Classroom	Duty	Army Values, Ethics, and Integration of Soldier 2020	B109	
1400-1700	Classroom	Duty	Legal Responsibilities & Limits of NCO Authority	B110	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	



Thursday Day 9 Leadership Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-0900	Classroom	Duty	Legal Responsibilities & Limits of NCO Authority	B110	
0900-1200	Classroom	Duty	Followership and Servant Leadership Fundamentals	B112	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1600	Classroom	Duty	Followership and Servant Leadership Fundamentals	B112	
1600-1700	Classroom	Duty	Research		
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Friday Day 10 Leadership Phase (Last Day)					
Time	Location	Uniform	Subject	Reference	Notes
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Team Building and Conflict Management	B113	Turn in B112 Paper
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1400	Classroom	Duty	Team Building and Conflict Management	B113	
1400-1700	Classroom	Duty	Research Time		
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Saturday Day 11 Readiness Phase (First Day)					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Mission Orders and Troop Leading Procedures	B115	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1400	Classroom	Duty	Mission Orders and Troop Leading Procedures	B115	
1400-1700	Classroom	Duty	Research Time		
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Monday Day 12 Readiness Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Soldier for Life/Transition Assistance Program	B117	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	Research Time		
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Tuesday Day 13 Readiness Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Soldier Readiness	B119	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1500	Classroom	Duty	Soldier Readiness	B119	
1500-1700	Classroom	Duty	Research Time		
1700-1800	DFAC	Duty	Dinner	DFAC SOP	





Wednesday Day 14 Readiness Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Resiliency	B121	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1500	Classroom	Duty	Resiliency	B121	
1500-1700	Classroom	Duty	Research Time		
Thursday Day 15 Readiness Phase (Last Day)					
Time	Location	Uniform	Subject	References	Notes
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Command Supply Discipline Program	B118	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1400	Classroom	Duty	Command Supply Discipline Program	B118	
1400-1700	Classroom	Duty	Research Time		
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Friday Day 16 Assessment Phase (Return to Base Group)					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Public Speaking – 15-minute Presentations	B104	Turn in B112 & B117
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	Public Speaking – 15-minute Presentations	B104	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Saturday Day 17 Assessment Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Conduct Individual Training Sessions	B116	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	Conduct Individual Training Sessions	B116	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Monday Day 18 Assessment Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	End-of-Course Essays	B122	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	End-of-Course Essays	B122	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Tuesday Day 19 Assessment Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	End-of-Course Essays	B122	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	End-of-Course Essays	B122	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	



Wednesday Day 20 Assessment Phase					
Time	Location	Uniform	Subject	References	Notes
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	End-of-Course Essays	B122	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	End-of-Course Essays	B122	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Thursday Day 21 Assessment Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Counseling/REA/EOCS	CMP	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	Graduation Rehearsal	BLC SOP	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Friday Day 22 Assessment Phase					
0630-0800	DFAC		Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	NCOA		Graduation and Final Out-processing	A202 / A204	

### 3-3. Sample 7-Day Training Schedule (Army Reserve and National Guard)

Day 0					
Time	Location	Uniform	Subject	Reference	Notes
0001-2359	NCOA	Duty	Report Day	BLC SOP	
Day 1 Foundations Phase (Base Group)					
0500-0700	Classroom	APFU	First Call / Height and Weight	AR 600-9	
0700-0830	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0830-1130	Classroom	Duty	In-Processing / Commandant's Brief	A201	
1130-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1600	Classroom	Duty	Course Overview / Blackboard Introduction	B100	
1600-1700	Classroom	Duty	Drill and Ceremonies	B114	Classroom Portion
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
* Conduct height and weight measurements IAW AR 600-9. * Soldiers should have a clear understanding of D&C and PRT standards while at the academy. SGL's will assess Squad Drill on the first Saturday during the Foundations Phase.					
Day 2 Foundations Phase					
0400-0500	B1006	APFU	Personal Hygiene / First Call / APFT Briefing	FM 7-22	
0500-0700	APFT Area	APFU	Army Physical Fitness Test	B123	
0700-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1100	Classroom	Duty	Group Dynamics	B101	
1100-1200	PRT Area	Duty	Drill and Ceremonies	B114	Demonstration
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1600	Classroom	Duty	Introduction to Physical Readiness Training	B111	
1600-1700	PRT Area	Duty	Introduction to Physical Readiness Training	B111	Demonstration
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
* APFT failures will be counseled and given a retest on Day 8. (AR 350-1, para 3-13c(2)) * Soldiers rehearse D&C as opportunity permits (to and from classroom, DFAC, after duty, etc.) for assessment on Saturday.					





Day 3					
Foundations Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	Demonstration
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Critical Thinking and Problem Solving	B105	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1600	Classroom	Duty	Effective Listening	B102	
1600-1700	Classroom	Duty	Written Communication	B103	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Day 4					
Foundations Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	Demonstration
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1100	Classroom	Duty	Written Communication	B103	
1100-1200	Classroom	Duty	Training Management / Conduct Indv. Trng.	B116	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	Training Management / Conduct Indv Trng.	B116	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
* B103, Written Communication - Students will be allocated 9 hours of research time during academic day to prepare essay.					
Day 5					
Foundations Phase					
Time	Location	Uniform	Subject	Reference	Notes
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	Demonstration
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Public Speaking	B104	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	Research Time		
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Day 6					
Foundations Phase (Last Day)					
0630-0800	DFAC	APFU	Personal Hygiene / Breakfast	DFAC SOP	
0800-0900	PRT Field	APFU	Introduction to Physical Readiness Training	B111	Demonstration
0900-1200	PRT Field	APFU	Introduction to Physical Readiness Training	B111	Rehearsals
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	PRT Field	Duty	Drill and Ceremonies	B114	Assessments
* Conduct counseling for B114 Drill and Ceremonies assessments as required.					
Day 7					
Leadership Phase (First Day)					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	Rehearsals
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Cultural Competencies	B108	Turn in SHARP essay
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	The Army Leadership Requirements Model	B106	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	



Day 8 Leadership Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	Assessments
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Counseling	B107	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1600	Classroom	Duty	Counseling	B107	
1600-1700	Classroom	Duty	Research Time		
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Day 9 Leadership Phase					
0500-0700	APFT Area	APFU	APFT Retest / Height & Weight Retest	FM 7-22	As Required
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	Assessments
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Army Values, Ethics, and Integration of Soldier 2020	B109	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1400	Classroom	Duty	Army Values, Ethics, and Integration of Soldier 2020	B109	
1400-1700	Classroom	Duty	Legal Responsibilities and Limits of NCO Authority	B110	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Day 10 Leadership Phase					
Time	Location	Uniform	Subject	Reference	Notes
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	Assessments
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-0900	Classroom	Duty	Legal Responsibilities and Limits of NCO Authority	B110	
0900-1200	Classroom	Duty	Followership and Servant Leadership Fundamentals	B112	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1500	Classroom		Followership and Servant Leadership Fundamentals	B112	
1500-1700	Classroom	Duty	Team Building and Conflict Management	B113	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Day 11 Leadership Phase (Last Day)					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Introduction to Physical Readiness Training	B111	Assessments
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Team Building and Conflict Management	B113	Turn in B112 paper
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1400	Classroom	Duty	Team Building and Conflict Management	B113	
1400-1700	Classroom	Duty	Research Time		
1700-1800	DFAC	Duty	Dinner	DFAC SOP	



Day 12 Readiness Phase (First Day)					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Mission Orders and Troop Leading Procedures	B115	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1400	Classroom	Duty	Mission Orders and Troop Leading Procedures	B115	
1400-1700	Classroom	Duty	Research Time		
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Day 13 Readiness Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Soldier for Life/Transition Assistance Program	B117	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	Research Time		
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Day 14 Readiness Phase					
Time	Location	Uniform	Subject	References	Notes
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Soldier Readiness	B119	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1500	Classroom	Duty	Soldier Readiness	B119	
1500-1700	Classroom	Duty	Research Time		
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Day 15 Readiness Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Resiliency	B121	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1500	Classroom	Duty	Resiliency	B121	
1500-1700	Classroom	Duty	Research Time		
Day 16 Readiness Phase (Last Day)					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Command Supply Discipline Program	B118	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1400	Classroom	Duty	Command Supply Discipline Program	B118	
1400-1700	Classroom	Duty	Research Time		
1700-1800	DFAC	Duty	Dinner	DFAC SOP	



Day 17					
Assessment Phase (Return to Base Group)					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Public Speaking – 15-minute Presentations	B104	Turn in B103 & B117
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	Public Speaking – 15-minute Presentations	B104	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
* B104- Each student will be allocated 30 mins (5 mins preparation / 15-20 mins presentation / 5 mins feedback)					
Day 18					
Assessment Phase					
Time	Location	Uniform	Subject	References	Notes
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	Conduct Individual Training Sessions	B116	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	Conduct Individual Training Sessions	B116	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Day 19					
Assessment Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	End-of-Course Essays	B122	
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	End-of-Course Essays	B122	
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Day 20					
Assessment Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	End-of-Course Essays	B122	Reflection Essays
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	End-of-Course Essays	B122	Reflection Essays
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Day 21					
Assessment Phase					
0500-0530	B1006	APFU	Personal Hygiene / First Call	BLC SOP	
0530-0630	PRT Field	APFU	Physical Readiness Training	FM 7-22	
0630-0800	DFAC	Duty	Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	Classroom	Duty	End-of-Course Essays	B122	Reflection Essays
1200-1300	DFAC	Duty	Lunch	DFAC SOP	
1300-1700	Classroom	Duty	End-of-Course Essays	B122	Reflection Essays
1700-1800	DFAC	Duty	Dinner	DFAC SOP	
Day 22					
0630-0800	DFAC		Personal Hygiene / Breakfast	DFAC SOP	
0800-1200	NCOA		Graduation Rehearsal and Out-processing	A202 / S202	
1200-1300	DFAC		Lunch	DFAC SOP	
1300-1700	NCOA		Graduation and Final Out-processing	A202 / A204	
1700-1800	DFAC		Dinner	DFAC SOP	



## **CHAPTER 4**

### **COMMANDANT RESPONSIBILITIES**

a. Post student orientation information under their respective school codes to the school header (SH) screen in ATRRS.

b. Ensure the information is current at all times and includes all information from TR 350-18, para 3-20 as necessary.

c. Mail information to the Soldier's unit NLT 45 days prior to start of the course if ATRRS is not available.

d. Have copies of the Individual Student Assessment Plan (ISAP) available for those Soldiers who did not receive a copy prior to reporting for training.

e. Have attendance material available on the school website.

f. The commandant is responsible for ensuring all student input/output data is posted to ATRRS within 2 working days (7 working days for ARNG and USAR schools) of the start date and the actual outputs within 2 working days (7 working days for ARNG and USAR schools) from the end date of each class as announced in class schedules. Losses from a course must be posted within 2 working days of notification to ensure adjustments in any follow-on training for which an individual may have reservations. (AR 350-10, para 1-4t(2))

g. The NCOA will maintain individual student records for at least 12 months after the completion of the course, and 24 months for Soldiers released from the course prior to completion. The records will contain the following documents:

- The enrollment application for ATRRS (ATRRS Automated Training Application System [AATAS], ATRRS R2, or DA Form 4187)
- The attachment order if prepared
- All student leadership evaluations
- All assessment scores
- All counselings, including initial, performance, leadership, end-of-course evaluations, assessments, and individual developmental action plans
- Copy of course completion and DA Form 1059
- Any other correspondence referencing the Soldier, such as a dismissal packet
- DA Form 705 (as required for professional development)
- DA Form 5500 or DA Form 5501 (Body Fat Content Worksheet)
- DA Form 3349 with Military Medical Review Board results, if applicable

h. A copy of all counselings will be given to Soldiers with their individual developmental action plan packet. NCOAs are not required to maintain counseling addendums in the Soldiers' individual records.



## **CHAPTER 5**

### **COURSE MANAGER (CM) / CHIEF OF TRAINING (COT)**

### **QUALIFICATIONS**

The CM/COT must meet the qualifications listed below:

- a. Be a SFC, MSG, or qualified civilian.
- b. Be a graduate of the Common Faculty Development-Instructor Course (CFD-IC) or Faculty Development Programs 1 and 2 (FDP); or the Intermediate Facilitation Skills Course (IFSC) and Foundation Instructor/Facilitator Course (FIFC); or the Army Basic Instructor Course (ABIC) and the Small Group Instructor Training Course (SGITC) or course equivalents.

## **CHAPTER 6**

### **COURSE MANAGER (CM) / CHIEF OF TRAINING (COT)**

### **GUIDANCE**

#### **6-1. Course Manager (CM) / Chief of Training (COT) Duties and Responsibilities**

- a. Ensure required resources and reference materials are available for each class.
- b. Ensure facilitators receive support, materials, and equipment required for presenting this training.
- c. Ensure facilitators are trained and ready to facilitate and manage their classroom.
- d. Become completely familiar with the BLC Individual Student Assessment Plan (ISAP) in Appendix D.
- e. Continuously evaluate course effectiveness and efficiency and provide feedback to the curriculum development proponent.
- f. Ensure staff, faculty, and Soldiers comply with safety and environmental protection rules, regulations, laws, and course requirements.
- g. Ensure facilities, material, equipment, and systems required for presenting this instruction are properly maintained.
- h. Obtain required reference materials.
- i. Monitor BLC website for updates and changes to courseware. <https://usasma.ncoes.army.mil/>.
- j. Once a week the course managers/chief of training should review the Center for Army Lessons Learned (CALL) website (<https://usacac.army.mil/organizations/mccoe/call>) for current lessons learned and events that pertain to the class and distribute to facilitator.
- k. All NCOAs must develop and maintain a course SOP. The SOP will contain, at a minimum, policy and procedures for the following:



- Verifying student prerequisites
- Ensuring Soldiers, faculty, and staff are in compliance with AR 600-9
- Student in-processing and out-processing
- Preparation and distribution of Individual Student Assessment Plan (ISAP) and student guides
- Refresher and remedial educational assessments, study halls, and education requirements
- Resourcing
- Ensuring safety and conducting risk assessment
- Sexual Harassment/Assault Response and Prevention (SHARP) and equal opportunity policies and procedures
- Student attendance, counseling, and maintenance of classroom records
- Environmental compliance
- Facilitator qualifications, certifications, and evaluations IAW Instructor Certification Program (ICP)
- Self-assessment process
- Waiver request procedures
- Staff and faculty development program (IAW TR 350-70)

(Reference: TR 350-18, para 3-2)

1. NCOLCoE recommends the additional policies and procedures be included in the SOP:

- Failure to Report (FTR)
- Prohibited Soldier relationships/fraternization
- Procedures for a referred academic evaluation report (AER)
- End-of-Course Critiques (EOCC)
- Soldiers distress plan
- Risk management requirement certification
- Alcohol and smoking policies
- Computer usage
- Blackboard Administration

## **CHAPTER 7**

### **FACILITATOR CERTIFICATION REQUIREMENTS**

a. The most important task for the NCOA Commandant is the selection of facilitators. Commandants can receive the Instructor/Facilitator Certification Program (ICP) by contacting Quality Assurance Office at NCOLCoE. Currently, Mr. Albert Mays is the NCOLCoE Quality Assurance Office POC for the Basic Leader Course at [albert.j.mays.civ@mail.mil](mailto:albert.j.mays.civ@mail.mil), (915) 744-2276.

b. Basic Leader Course facilitator certification candidates must:

1. Be a SSG or SGT (P) with an exception to policy.
2. Be a graduate of the Primary Leadership Development Course (PLDC), the Warrior Leader Course (WLC), or the Basic Leader Course (BLC).
3. Meet the initial instructor requirements as delineated on the Form 400-1, Part 1.



4. Part 1, have a certified facilitator assigned as a mentor during the certification process and meet all initial instructor qualifications at Appendix B, Form 400-1, Initial Instructor/Facilitator Qualification Checklist prior to beginning certification and complete the current Phase I Foundation course, Common Faculty Development Instructor Course (CFD-IC).

5. Part 2, complete a minimum of 40 hours of academic instruction as an assistant instructor (AI) to a certified facilitator while being evaluated facilitating a minimum of one lesson using the Form 400-2/3, Phase II Technical: Instructor Certification Observation Rubric as identified in Appendix B and receive a 75 percent or higher score.

6. Part 3, complete a minimum of 40 hours of academic instruction as a Primary Instructor (PI) to a certified facilitator while being evaluated facilitating a minimum of one lesson using the Form 400-2/3, Phase III Certification: Instructor Certification Observation Rubric as identified in Appendix B and achieve an 80 percent or higher score.

7. Once the candidate has completed all certification requirements, the commandant or their designated representative will then request the Skill Identifier (SI) "8" and the instructor/facilitator certification certificate (ICC) IAW Chapter 2, Paragraph 2-3a.

## **CHAPTER 8**

### **FACILITATOR GUIDANCE**

#### **8-1. Facilitator Overview**

a. Facilitators are directly in contact with the students and represent the command in the presentation of instruction. They serve as the role model for students. They will be technically competent and professional in demeanor.

b. Each facilitator will:

1. Thoroughly study and be well-versed in the material prior to presenting the lessons.
2. Manage the instruction 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. Handout student guide (if applicable) and Individual Student Assessment Plan (ISAP) to the students before instruction begins.
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 the course.





9. Maintain the following records prior to submission to the course manager / chief of training.
  - (a) All assessments.
  - (b) All counseling, including initial, performance, leadership, end-of-course evaluations, and developmental action plans.
  - (c) Copy of course completion and DA Form 1059.
  - (d) Any other correspondence referencing the Soldier, such as dismissal packet.
  - (e) DA Form 705.
  - (f) DA Form 5500 or DA Form 5501 (Body Fat Content Worksheet).
  - (g) DA Form 3349 with Military Medical Review Board results, if applicable.
10. Counsel students.
11. Provide appropriate remediation.
12. Continuously evaluate course effectiveness and efficiency and provide appropriate feedback to the Directorate of Curriculum Development at the NCOLCoE.

## **8-2. Instructor-to Student Ratio / Class Size**

- a. The optimal classroom facilitator-to-student ratio for the ELM is 1:8, with a 1:10 ratio being the maximum. NCOAs must maintain a 1:8-10 facilitator-to-student ratio to facilitate successful education using the ELM while also maximizing class size. Each classroom will have two facilitators per 16-20 Soldiers. Group sizes per classroom shall not exceed 2:20. A ratio of more than 1:10 requires an exception to policy from the NCOLCoE Commandant through the NCOPDD, Directorate of Curriculum Development, and NCOLCoE Quality Assurance Office (QAO).
- b. The ELM is designed for two facilitators per classroom. One facilitator is the primary, the other facilitator is the assistant. The intent is to facilitate the lessons using a team-teaching approach. The assistant may be preparing for his/her next block of instruction or grading papers, etc., while remaining available to assist in facilitating as needed. The NCOA Commandant may allow the temporary absence of an assistant facilitator by exception only.

## **8-3. Method of Instruction**

- a. Small group facilitation and the ELM methodology shifts the teaching paradigm from “what to think” to “how to think” and places the learning responsibility on the student through group participation and interaction. This collaborative approach creates an atmosphere whereby the Soldiers can exchange ideas on any subject and use collective reasoning to solve problems and discover new information. The small group process fosters team building and provides reinforcement based on a wide range of backgrounds and professional experiences. Do not use BLC Soldiers as facilitators or discussion leaders.



**Exception:** Soldiers will instruct their tasks assigned to them in their practical exercises and performance evaluations, as required in the lesson plans i.e., B116, Training Management/Conduct Individual Training.

b. NCOAs are required to organize Soldiers with a mix of military specialties when forming groups as much as possible. The assigned groups will rotate through different classrooms throughout the course. Facilitators will ensure their Soldiers serve in a variety of leadership positions as much as possible. As a leader, Soldiers will lead, train, and care for the other members of their group. Facilitators will observe and counsel student leaders by addressing the Soldiers' leadership techniques, ideas, and principles.

c. The NCOA cadre will teach and demonstrate the standards of leadership, training, counseling, and overall professionalism that the NCO Corps must maintain. Everything Soldiers observe in an NCOA should set an example of how to conduct activities in their unit and the Army.

#### **8-4. DA Form 1059 Service School Academic Evaluation Report**

NCOAs must prepare an AER, DA Form 1059, for each student upon successful completion, or up to the point of disenrollment or dismissal from the course or phase. Comments on DA Form 1059s will match those found on the Soldier's DA Form 4856 (Developmental Counseling Form) as maintained by the school. See Appendix A for completion instructions.

#### **8-5 Student End-of-Course Critique**

a. IAW AR 350-1, paragraph 3-23, each student will be given the opportunity to complete an End-of-Course-Critique (EOCC) prior to graduation. Soldiers will receive an invitation from the NCOLCoE QAO by email to complete the EOCC.

b. NCOAs must provide the NCOLCoE QAO the ATRRS student roster once completed. This will facilitate the processing of the Soldiers receiving the invitation to participate in the EOCC. Currently, the point of contact is Mr. Albert Mays at [albert.j.mays.civ@mail.mil](mailto:albert.j.mays.civ@mail.mil), (915) 744-2276.

c. Facilitators must accomplish the following:

- Ensure each student has the opportunity and time to complete the survey
- Request that each student be honest, professional, and encourage written comments
- Create a non-threatening atmosphere to encourage openness and candor
- Not require the Soldiers to provide identification on the survey

d. Commandants will not penalize a student for responses made in relation to their EOCC.

#### **8-6. Class Management / Environment**

a. Commandants must ensure that all facilitators exercise proper class management in order to create an environment conducive to learning. Facilitators can successfully manage their classes by understanding the physical environment of the classroom and the Soldiers within the classroom.

b. Facilitators are directly in contact with the students and represent the command in the presentation of instruction. They serve as the role model for students.



c. The facilitator is the key to classroom discipline. Discipline must not interfere with the learning process. Guidance prohibits facilitators from using demerit systems, harassment, or similar techniques to enforce discipline in the classroom. The most successful facilitator is the one who finds the middle ground between too much and too little discipline.

d. Facilitators should treat Soldiers as they would treat subordinate NCOs in their unit and not as trainees. A key point to remember is that Soldiers learn better when the facilitator treats them with professionalism, dignity, and respect. The facilitator who maintains his/her professionalism and treats their Soldiers like fellow NCOs will successfully manage the learning environment and maintain the proper level of discipline.

## **8-7. Experiential Learning Model (ELM) Overview**

a. Learner-centric environments engage Soldiers in frequent context-based problem solving exercises, and depending on the student population, encourage peer-to-peer learning. Soldiers' experience influences the nature and complexity of classroom and distributed learning experiences. The small group instruction and ELM facilitation process differs from the traditional instructional delivery method. The ELM assumes Soldiers bring their experiences and knowledge to the classroom. Soldiers construct knowledge by synthesizing their real-world experiences and create learning that lasts by balancing both cognitive and affective domains. It allows Soldiers to exercise critical reasoning and creative thinking by identifying problems and working collaboratively to develop possible solutions.

b. This methodology centers on the student through participation and discovery. It consists of five elements:

1. Concrete Experience (CE) - The concrete experience serves as a trigger of past experience and knowledge as a focusing mechanism for the lesson that follows. It is also used as a support for teaching new content. The CE appeals to the student's affective domain behavior of "valuing" while providing a common "experience" that is connected to the new lesson content.

2. Publish and Process (P&P) - Publish and process is the critical link between the CE and the generalizing of new information (GNI). It consists of two distinct components, the publish surfaces the student reactions to the CE and reflecting on their experience and knowledge of the topic. The process initiates a reconciliation of where the student is and where the student should be at lesson's end. The P&P may also reveal student biases and other preconceptions that must be dealt with if learning is to occur. This is the first opportunity in the ELM for Soldiers to demonstrate critical thinking.

3. Generalize New Information (GNI) - The GNI is the only step in the ELM that is facilitator/instructor centered, and this is where the lesson content is taught. The content must focus on those objectives that are essential to achieving the learning outcomes. Both content and methodology must be considered during GNI to ensure achievement of the appropriate learning level. GNI can include a wide variety of techniques including lecture, discussion, demonstration, role-play, simulation, case study, and other approaches.

4. Develop - This step is student-centric. It provides Soldiers a final opportunity to express how the lesson content will be of value to them in the future.



5. Apply - The apply step is similar to the assessment, in that it is linked to the learning objective standards. The apply serves as a means for the verification of the Soldiers' achievement of the learning objective standards before they leave the classroom. If the apply indicates that Soldiers are unclear about key aspects of the lesson content, the facilitator can return to the GNI step to readdress those key points.

## **8-8. Lesson Presentation**

a. The lesson plan includes everything the facilitator needs to present the lesson. The facilitator should not need to develop additional material. The only exception to this is if the NCOA Commandant authorizes alternate practical exercises/activities. The facilitator must read and study the lesson plan thoroughly to become very familiar with the content; well enough to teach it and answer questions which will come up during presentation. The facilitators' presentation skills will improve as they become more comfortable with the material and ELM process. The key to presenting effective quality instruction in the facilitation process is thorough preparation and practice. The facilitator must always bear in mind their goal is for each student to understand and achieve the learning objectives/outcomes.

b. NCOLCoE prepares each lesson plan in the Army approved ELM format. Lessons include a variety of open-ended questions to aid in critical thinking and guide Soldiers toward the stated objectives/outcomes.

**NOTE:** Facilitators may develop questions of their own during the presentation to facilitate the discussions and learning objectives/outcomes.

## **8-9. Army Lessons Learned/Operational Environment (OE)**

a. Once a week the course managers/chief of training should review the Center for Army Lessons Learned (CALL) website (<https://usacac.army.mil/organizations/mccoe/call>) for current lessons learned and events that pertain to the class and distribute to facilitator.

b. Facilitators will lead a group discussion about new Army related information gathered from the CALL website or OE (not to exceed 15 minutes). This discussion should be part of the morning battle rhythm prior to the start of any instruction.

# **CHAPTER 9**

## **STUDENT GUIDANCE**

a. NCOAs must develop a Student Guide and provide it to each student along with the Individual Student Assessment Plan (ISAP).

b. Soldiers will receive and must read the Student Guide and the ISAP before instruction starts. The use and importance of these items and student responsibilities must be thoroughly explained to the Soldiers. Each facilitator will counsel their Soldiers on graduation requirements prior to instruction.

c. Soldiers must achieve the desired learning outcomes for BLC. Soldiers must complete homework assignments, practical exercises, and they must participate in all curriculum activities and discussions.



d. The Student Guide should include the following policies and/or procedures (at a minimum):

- Student in-processing and out-processing
- Safety
- Environmental compliance
- SHARP
- Student attendance
- Student counseling
- Student records
- Student conduct and misconduct
- Daily routine
- Graduation
- Local policies

e. NCOLCoE recommends the additional policies and procedures be included in the Student Guide:

- Failure to Report (FTR)
- Prohibited Soldier relationships/fraternization
- Procedures for a referred academic evaluation report (AER)
- End-of-Course Critiques (EOCC)
- Soldiers distress plan
- Risk management requirement certification
- Alcohol and smoking policies
- Computer usage
- Blackboard Administration

f. The Individual Student Assessment Plan (ISAP) (see Appendix B) will be issued to students prior to instruction. It includes learner/student responsibilities, graduation criteria, and the assessment strategy for the course. It describes in detail each assessment and the consequences for student failure to perform. It also describes the actions available to the student for redress and recourse in the event of performance failure or misconduct. It contains course test policy and students' responsibilities for completing the course or learning program.



## **APPENDIX A**

### **DA FORM 4856 DEVELOPMENTAL COUNSELING and DA FORM 1059 SERVICE SCHOOL ACADEMIC EVALUATION REPORT**

#### **A-1. Student Developmental Counseling Requirements**

a. Developmental counseling is a means of assisting and developing Soldiers and subordinates. As a facilitator, your counseling should:

- Document good as well as poor performance
- Stress the importance of teamwork and collaboration
- Provide feedback on strengths and weaknesses
- Assist Soldiers in attaining required standards or correcting adverse behavior
- Mentor Soldiers to set personal and professional goals
- Help Soldiers resolve personal as well as academic problems
- Provide feedback and guide Soldiers in self-assessment (use the leadership assessment forms in this appendix to aid in the overall assessment of the Soldiers' leadership evaluation)

b. Feedback is essential for Soldiers 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 BLC. The facilitator must continuously counsel Soldiers on both the strengths and weaknesses of their performance throughout the course. All counseling must explain the student's progress to date. Facilitators must conduct the following counseling:

- Initial counseling: By using reception and integration counseling you should determine whether or not a student 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 assessment except as instructed (e.g., group activities) and will report any such inappropriate assistance before, during, or after the administration of any assessment." This eliminates the DA Form 5160 requirement
- After any assessment failure or reassessment failure
- If a student is in danger of failing, counseling will be conducted
- Comprehensive end-of-course developmental counseling
- Facilitators will include locally developed goals and objectives that support the SHARP program in the initial counseling. Soldiers will be assessed throughout the course and their compliance will be documented on the DA Form 1059. Soldiers will be advised that failure to adhere to the SHARP program will result in a referred report
- PART I – SUMMARY OF COUNSELING: Initial counseling example: "I expect for you to adhere to the SHARP program by supporting and fostering a climate of dignity and respect throughout the conduct of this course, in and out of the classroom environment. I expect you to maintain personal and professional behavior conducive to fair, respectful treatment of your fellow classmates. Failure to maintain these standards will result in the DA Form 1059, PART II block *a* being checked as "NO." Comments will be entered in PART II block *l*, stating that you do not support the SHARP program due to you fostering an unhealthy class environment by (specifically cited behavior). The DA Form 1059 will be submitted as a referred report with a check in PART IV block *c1*. You will have the opportunity to make any comments in PART IV block *c2*."



c. Suggested/recommended counseling techniques for facilitators using the evaluation check sheets:

- Use the check sheets to check off the “GO”/“NO GO” options
- Make comments using DA Form 4856 IAW ATP 6-22.1 concerning the Soldier’s demonstrated strengths and weaknesses
- The facilitator will consolidate and analyze student performance near the end of the course and provide Soldiers documented feedback in the form of a developmental action plan (DAP). The DAP will identify the Soldiers strengths, weaknesses, and developmental needs
- Conduct counseling as you have taught it
- Conduct all counseling using DA Form 4856 IAW ATP 6-22.1
- At the end of the course, provide the Soldiers with a take-home packet consisting of all the counseling statements for professional growth and DA Form 1059

d. This CMP does not limit facilitators to the general indicators in ATP 6-22.1, but the facilitator must be precise, objective, and fair in the developmental counseling process.

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

(References: AR 350-1 and ATP 6-22.1)

## **A-2. Student Recognition**

a. Present all Soldiers who meet course completion criteria with a diploma. IAW TR 350-18, paragraph 3-28, diplomas, at a minimum, must contain the:

- Course title
- Course identification number
- Student’s full name and grade/rank
- Beginning and completion dates
- Academic hours

b. Soldiers competing for selection to SGT do not receive promotion points for completion of BLC (BLC completion is a requirement to fully qualify for promotion to SGT). However, commandants will recognize the following graduates in support of AR 600-8-19, paragraph 3-18a(2), which awards promotion points for the following:

- Distinguished Honor Graduate (40 promotion points) (highest GPA)
- Distinguished Leadership Graduate (40 promotion points) (determined by NCOA SOP)
- Commandant’s List (20 promotion points) (limited to the top 20 percent)

c. In addition, commandants will also recognize the awards listed below with a Certificate of Achievement (5 promotion points).

- Honor Graduate (2<sup>nd</sup> highest GPA)
- Commandant’s Writing Award (SHARP Essay) (determined by commandant)
- Iron Soldier (highest APFT/ACFT)





Students who receive any negative counseling are not eligible for these six awards. These six awards are the only awards authorized by the NCOAs/RTIs. Awards from external organizations are allowable.

d. Enter all recognitions/awards on DA Form 1059, PART III block *b*. (i.e. Honor Graduate, Commandant's Writing Award).

### **A-3. DA Form 1059, Service School Academic Evaluation Report (AER)**

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

- PART I, II, and IV: Facilitator verifies the accuracy of each entry IAW AR 623-3, Chapter 3 and DA PAM 623-3, Chapter 4
- PART III: Completed by the reviewing official IAW AR 623-3, Chapter 3 and DA PAM 623-3, Chapter 4

**NOTE:** Do **NOT** use peer evaluations to determine the performance summary. Any peer assessments given are for practical exercises only and will not be reflected in any formal grade.

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

c. The responsible reviewing officials' designated representative will provide each rated Soldier a copy of the evaluation report when it is completed locally and before the rated Soldier departs the organization. This copy may be provided either in paper copy or electronic format. If the Soldier departs before receiving such a copy, the responsible reviewing official will send a copy of the completed evaluation report to the rated Soldier's forwarding address or email address. (AR 623-3, paragraph 3-34n)

d. Prepare and distribute AERs IAW AR 623-3, Chapter 3, to include adverse AERs.

e. Soldiers attending BLC will have established goals and will be assessed on how they are meeting the commitment on fostering climates of dignity and respect and on adhering to the SHARP program. (AR 623-3, paragraph 2-12j)

f. Facilitators will include goals and objectives to support the SHARP program in the Soldiers initial counseling IAW procedures established locally by the NCOA Commandant, the TRADOC CG, or an appropriate military/civilian official, as applicable.

1. Facilitators will identify, as appropriate, any failures by the student to foster a climate of dignity, respect, and adherence to the SHARP program. If the rated student committed a substantiated act of sexual harassment or sexual assault, failed to report a sexual harassment or sexual assault, failed to respond to a complaint or report of sexual harassment or sexual assault, or retaliated against a person making a complaint or report of sexual harassment or sexual assault the facilitator must note the incident, the rater will include this information in PART II block *a* of DA Form 1059. (Reference: AR 623-3, paragraph 2-12k)

2. The DA Form 1059 will be processed as a referred report IAW AR 623-3 and DA Pam 623-3.





g. DA Form 1059 comment examples:

(1) RANK and NAME failed to support the SHARP program as demonstrated by his/her behavior by making direct sexual innuendos to a fellow student(s). The findings of a commandant's inquiry substantiated RANK and NAME sexually harassed/sexually assaulted a fellow student(s).

(2) RANK and NAME failed to report witnessing a substantiated sexual harassment incident.

**NOTE:** For the following entries, the facilitator must justify all ratings in a clear and concise developmental counseling record. The facilitator must also base entries on their observations of the student throughout the course. The facilitator will annotate reassessment scores in the student's records along with counseling and remediation documentation. Soldiers who require and pass a reassessment will receive the minimum passing score for that event, and the facilitator will automatically remove the student from class honors consideration.

h. Entries for DA Form 1059, PART II, Academic Achievement.

(1) Block *a*. Mark "Yes" or "No." A "No" entry will cause the DA Form 1059 to be referred IAW AR 623-3, paragraph 3-28a(1).

(2) Block *b*. Enter "PASS / FAIL / PROFILE" and DATE from the student's APFT. A "FAIL" rating will cause the DA Form 1059 to be referred IAW AR 623-3, paragraph 3-28a(2).

(3) Block *c*. Enter the student's height and weight and "Yes" or "No" in the standard. A "No" entry will cause the DA Form 1059 to be referred IAW AR 623-3, paragraph 3-28a(3).

(4) Block *d*. Enter the Overall Grade Point Average. This is derived from the six GPA assessments shown below. Determine the 4.0 grade point average by multiplying the total score of the six assessments, dividing by six, and multiply by 0.04. (Example:  $95+90+85+90+90+85 = 535$ . Secondly  $535 \div 6 = 89.16$ . Lastly,  $89.16 \times 0.04 = 3.56$ . Therefore, in PART II, Block *d*, the GPA is 3.56 of 4.0.

- 1009S Public Speaking and Information Brief
- 1009W Assessing Writing, Compare and Contrast Essay
- 1009W Assessing Writing, Informative Essay
- Conduct Individual Training Rubric
- Conduct Physical Readiness Training Rubric
- Conduct Squad Drill Rubric

(5) Block *e*. Not applicable. The Basic Leader Course does not award any ASI/SQI.

(6) Blocks *f* thru *k*. Facilitators will use the 1009A Assessing Attributes and Competencies rubric to complete PART II, blocks *f* thru *k*. This form is for quantitative purposes only. Any rating of "Did Not Meet Standards" in blocks *f* thru *k* will cause the DA Form 1059 to be referred IAW AR 623-3, paragraph 3-28a(4).

(7) Block *l*. Comments will be entered as required. Comments will not exceed the space provided on evaluation reports. This section is limited to eight (8) lines of text. Bullet comments are not acceptable for AERs (AR 623-3, paragraph 3-19c(2)).

(8) Block *m*. The rater will enter "SHARP Essay."



(9) Students who fail any assessment or fail to turn in an assessment on time, are not eligible for the Commandant's List or the Superior Academic Achievement in PART III block *a*.

(10) Students who receive any negative counseling are not eligible for the Commandant's List or the Superior Academic Achievement in PART III block *a*.

i. Entries for DA Form 1059, PART III, Overall Academic Achievement.

(1) Block *a*. Students that rate in the upper 40 percent will receive a class standing assessment within part III, block *a*. Students rating below 40 percent (in other words, "Achieved Course Standards" or "Failed to Achieve Course Standards" box check selections) will not receive a class standing assessment within part III, block *a*. (AR 623-3, paragraph 3-13e(5)(a)1)

(2) Commandant's List (Limited to 20% of classroom enrollment). To be considered for the top 20%, a student must pass all initial assessments; receive a cumulative attributes and competencies score of 480 or higher of a possible 600 points final rating from the 1009A; pass U.S. Army fitness requirements during the course; and receive no negative counseling. This percentage includes the distinguished honor graduate and honor graduate. (AR 623-3, paragraph 3-13e(5)(a)2)

(3) Superior Academic Achievement (Limited to 21%-40% of class enrollment). Student must pass all initial assessments; receive a cumulative attributes and competencies score of 480 or higher of a possible 600 points final rating from the 1009A; pass U.S. Army fitness requirements during the course; and receive no negative counseling to be eligible for consideration of top 21% to 40% of class enrollment. (AR 623-3, paragraph 3-13e(5)(a)3)

(4) Achieved Course Standards. Student must pass each assessment with a 70%; receive a cumulative attributes and competencies score of 420 or higher of a possible 600 points final rating from the 1009A; and pass U.S. Army fitness requirements during the course. (AR 623-3, paragraph 3-13e(5)(a)4)

(5) Failed to Achieve Course Standards. Students who receive any "Did Not Meet Standards" assessment within PART II, (blocks *f* thru *k*.) may be assessed as a "Failed to Achieve Course Standards" or "Achieved Course Standards" within PART III-Overall Academic Achievement section of the AER DA Form 1059. A box check selection of "Achieved Course Standards" in this instance requires an explanation in the comment area. (AR 623-3, paragraph 3-13e(5)(a)5)

(6) Students who received any "Did Not Meet Standards" assessment within PART II, blocks *f* through *k* may only be assessed as a "Failed to Achieve Course Standards" or "Achieved Course Standards" within PART III, Overall Academic Achievement section of the AER DA Form 1059. A box check selection of "Achieved Course Standards" in this instance requires explanation in the comments area. If the student fails to meet course requirements as identified in the course grading plan, the reviewing official will place an "X" in the "Failed to Achieve Course standards" box. (AR 623-3, paragraph 3-13e(5)(a)6) Any student receiving two or more "Did Not Meet Standards" rating in PART II, blocks *f* thru *k*, will be rated as "Failed to Achieve Course Standards" in PART III, block *a*.

(7) Students who fail any assessment are not eligible for the Commandant's List or the Superior Academic Achievement in PART III block *a*.

(8) Students who receive any adverse counselings are not eligible for the Commandant's List. Students who receive any adverse counselings are not eligible for the Superior Academic Achievement in



PART III block *a*. However, the commandant may withhold the Superior Academic Achievement rating from a student with only one adverse counseling that is more than a minor infraction.

Block *c*. The reviewer may list up to three future assignments that are relevant to the student's demonstrated aptitude IAW AR 623-3, paragraph 3-13e(5)(a)7.

#### **A-4. Academic Performance and Honors**

a. Commandant's List: This list will not exceed 20% of the class enrollment. If the student passes all initial assessments; receives a cumulative attributes and competencies average of 480 or higher on the 1009A; passes the U.S. Army fitness requirements during the course; and receives no negative counseling; they are eligible to receive this honor.

b. Distinguished Leadership Award: There is only one Distinguished Leadership Award recipient. Eligible nominees must 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:

- Must be eligible for the Commandant's List
- Selected by their peers with final recommendation by the facilitator
- Received no adverse developmental counseling

c. 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:

- Must be eligible for the Commandant's List
- Have highest overall academic grade point average (GPA)
- Have no adverse developmental counseling

d. Honor Graduate: This graduate is the student who demonstrated superior academic achievement through the "Whole Soldier" concept. This graduate must meet the following prerequisites:

- Must be eligible for the Commandant's List
- Have the second highest overall academic grade point average (GPA)
- Have no adverse developmental counseling

**NOTE:** In the event of a tie, the NCOA Commandant will establish a board or a competitive exercise as a tiebreaker for these honors. The DA Form 1059 for the student must reflect the type of recognition awarded to receive the promotion points.

(References: AR 600-8-19; AR 623-3; and TR 350-18)



## A-5. Sample Initial Reception and Integration Counseling Form

<b>DEVELOPMENTAL COUNSELING FORM</b> For use of this form, see ATP 6-22.1; the proponent agency is TRADOC.		
<b>DATA REQUIRED BY THE PRIVACY ACT OF 1974</b> <b>AUTHORITY:</b> 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army. <b>PRINCIPAL PURPOSE:</b> To assist leaders in conducting and recording counseling data pertaining to subordinates. The DoD Blanket Routine Uses set forth at the beginning of the Army's compilation of systems or records notices also apply to this system. <b>DISCLOSURE:</b> Disclosure is voluntary.		
<b>PART I - ADMINISTRATIVE DATA</b>		
Name ( <i>Last, First, MI</i> )	Rank/Grade	Date of Counseling
Organization	Name and Title of Counselor	
<b>PART II - BACKGROUND INFORMATION</b>		
<b>Purpose of Counseling:</b> ( <i>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.</i> ) The purpose of this <u>Initial Reception and Integration</u> counseling is to inform you of the standards of conduct, course graduation requirements, reassessment criteria, dismissal procedures, assessments, and references allowed during assessments. This will continue as an ongoing <u>Performance and Professional Growth</u> counseling throughout your attendance at the Basic Leader Course (BLC). You have demonstrated your ability to be a leader in the United States Army as evidenced by your selection to attend the BLC. The following guidelines will enable you to achieve your goals of returning to your unit as a proud graduate of this course, and ready for the responsibilities of leading your subordinates to accomplish the organization's missions.		
<b>PART III - SUMMARY OF COUNSELING</b> Complete this section during or immediately subsequent to counseling.		
<b>Key Points of Discussion:</b> <u>You must:</u> 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 mentally and academically. Demonstrate motivation and a positive attitude. Review the Individual Student Assessment Plan (ISAP) 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., which may interfere with your successful completion of this course. <u>To achieve course graduation requirements, you must:</u> If on permanent profile obtain a minimum passing score within profile limitations. Achieve a 70% or higher for a "GO" on the following Performance Assessments:		



### PART III - SUMMARY OF COUNSELING

Complete this section during or immediately subsequent to counseling.

#### **Key Points of Discussion:**

- Attributes and Competencies, 1009A
- Communicate in Writing, 1009W
- Conducting Individual Training
- Physical Readiness Training
- Conduct Squad Drill
- Public Speaking, 1009S
- APFT
- HT/WT Screening

#### **If you should:**

- Fail an initial evaluation you will receive mandatory study hall and a reassessment. You must retake the assignment in its entirety and receive a passing score.
- Fail the initial and reassessment on the same evaluation, you will be considered for elimination from the course.
- Fail an evaluation and pass the reassessment, you will receive 70% as the highest score for that evaluation, and dropped from consideration for honors.
- Fail the initial APFT or HT/WT screening, you will be retested/rescreened. If you fail either retest or rescreening, you will be dismissed from the course.

#### **You may be considered for dismissal if your:**

- Personal conduct is such that your continuation in the BLC is not appropriate.
- Academic progress, demonstrated motivation, attitude, and/or conduct is prejudicial to others in the course.
- Actions and performance 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.
- 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% of the enrolled class to receive these honors.
  - Should you require a reassessment on any assessment, the NCOA will not consider you for the above graduation recognitions.



**PART III - SUMMARY OF COUNSELING**  
Complete this section during or immediately subsequent to counseling.

**Key Points of Discussion:**

Assessments & Evaluations. It is your responsibility to:

Inform your facilitator if you feel there are any extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with your ability to take any evaluation prior to execution.

Refrain from acquiring or providing inappropriate assistance before or during any assessment throughout the course except as instructed (i.e. group activities) and report any such inappropriate assistance before, during, or after any assessments.

SHARP. I expect for you to adhere to the SHARP program by supporting and fostering a climate of dignity and respect throughout the conduct of this course, in and out of the classroom environment. I expect you to maintain personal and professional behavior conducive to fair, respectful treatment of your fellow classmates. Failure to maintain these standards will result in the DA Form 1059, PART II *a* being checked as “NO.” Comments will be entered in PART II *l.*, stating that you do not support the SHARP program due to you fostering an unhealthy class environment by (specifically cited behavior). The DA Form 1059 will be submitted as a referred report with a check in PART IV *c1.* You will have the opportunity to make any comments in PART IV *c2.*”

**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.

**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 specified 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 study halls and seek help from my facilitator 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 authorized, or issued to me during the course for my use.

Review the Individual Student Assessment Plan (ISAP) and become familiar with course content and graduation requirements.

Not acquire or provide inappropriate assistance before or during any written or performance assessments except as instructed (i.e. group activities) and report any such inappropriate assistance before, during, or after written or performance assessment 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.)*

Individual counseled: ☐ I agree ☒ disagree with the information above.

During this counseling session we discussed the standards of conduct, course graduation requirements, reassessment 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 the BLC. Completion of this course establishes the foundation for your future education 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 remarks:

Signature of Individual Counseled: \_\_\_\_\_ Date: \_\_\_\_\_

**Leader Responsibilities:** *(Leader's responsibilities in 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: \_\_\_\_\_

#### **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.





## A-6. Sample End-of-Course Counseling Form

<b>DEVELOPMENTAL COUNSELING FORM</b> For use of this form, see ATP 6-22.1; the proponent agency is TRADOC.		
<b>DATA REQUIRED BY THE PRIVACY ACT OF 1974</b> <b>AUTHORITY:</b> 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army. <b>PRINCIPAL PURPOSE:</b> To assist leaders in conducting and recording counseling data pertaining to subordinates. The DoD Blanket Routine Uses set forth at the beginning of the Army's compilation of systems or records notices also apply to this system. <b>DISCLOSURE:</b> Disclosure is voluntary.		
<b>PART I - ADMINISTRATIVE DATA</b>		
Name ( <i>Last, First, MI</i> )	Rank/Grade	Date of Counseling
Organization	Name and Title of Counselor	
<b>PART II - BACKGROUND INFORMATION</b>		
<b>Purpose of Counseling:</b> ( <i>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.</i> )  The purpose of this end-of-course counseling is to discuss the following areas:  Conduct and behavior.  Your performance strengths and weaknesses during the Basic Leader Course.  Your Developmental Action Plan (DAP) upon your graduation from the Basic Leader Course.		
<b>PART III - SUMMARY OF COUNSELING</b> <b>Complete this section during or immediately subsequent to counseling.</b>		
<b>Key Points of Discussion:</b>  Conduct and behavior.  Performance strengths and weaknesses during the course.  Developmental Action Plan.		
<b>OTHER INSTRUCTIONS</b> This form will be destroyed upon: reassignment ( <i>other than rehabilitative transfers</i> ), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.		



**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 specified time line for implementation and assessment (Part IV below).

o Provide student with this DA Form 4856 addressing strengths, weaknesses, and developmental needs.

o Also ensure Soldiers receive a copy of this DA Form 4856, and addendums from all assessments completed at BLC.

**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. Individual counseled remarks:

I have received all DA Forms 4856, IAW ATP 6-22.1 or all evaluations completed at the BLC from my facilitator.

Signature of Individual Counseled: \_\_\_\_\_ Date: \_\_\_\_\_

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

Ensure Student understands the Developmental Action Plan and how it can be used to improve performance at the unit, and in preparation for additional military schooling.

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.)

Note: To be completed by the student's parent unit.

Counselor: \_\_\_\_\_ Individual Counseled: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

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



## A-7. Sample for APFT Failure

<b>DEVELOPMENTAL COUNSELING FORM</b>		
For use of this form, see ATP 6-22.1; the proponent agency is TRADOC.		
<b>DATA REQUIRED BY THE PRIVACY ACT OF 1974</b> <b>AUTHORITY:</b> 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army. <b>PRINCIPAL PURPOSE:</b> To assist leaders in conducting and recording counseling data pertaining to subordinates. The DoD Blanket Routine Uses set forth at the beginning of the Army's compilation of systems or records notices also apply to this system. <b>DISCLOSURE:</b> Disclosure is voluntary.		
<b>PART I - ADMINISTRATIVE DATA</b>		
Name ( <i>Last, First, MI</i> )	Rank/Grade	Date of Counseling
Organization	Name and Title of Counselor	
<b>PART II - BACKGROUND INFORMATION</b>		
<b>Purpose of Counseling:</b> ( <i>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.</i> )  The purpose of this performance counseling is to inform you that you did not meet Army physical fitness standards by failing a record Army Physical Fitness Test (APFT). This is a graduation requirement and failing the APFT retest will result in you being recommended for dismissal from the Basic Leader Course.		
<b>PART III - SUMMARY OF COUNSELING</b> <b>Complete this section during or immediately subsequent to counseling.</b>		
<b>Key Points of Discussion:</b>  The APFT is the primary instrument for evaluating your level of fitness. You received initial notification outlining course graduation requirements and were aware of the requirement to pass the APFT. Your failure to meet minimum Army standards is an overall indication of your less than acceptable fitness level and lack of adherence to readiness standards. Your retest APFT is scheduled for _____, 20____.  Failure to pass a final APFT will result in your dismissal from the course and receiving a DA Form 1059 annotated in PART III block a "Failed to Achieve Course Standards." The DA Form 1059 will be submitted as a referred report. The Academy will not provide any remedial PT program, as meeting this requirement is an individual responsibility. Understand that failing to meet the readiness standards on the initial APFT, makes you ineligible to receive any academic honors.  The results from your initial APFT administered to you on _____, 20____, indicates you failed the Army standards for your age group.  Push-up Score: _____ Sit-up Score: _____ Run Score: _____, Alternate Event Score: _____		
<b>OTHER INSTRUCTIONS</b> This form will be destroyed upon: reassignment ( <i>other than rehabilitative transfers</i> ), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.		



**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 specified time line for implementation and assessment (Part IV below).

It is incumbent upon you, to set aside personal time, to work on your personal physical conditioning.

Your individual remedial PT plan should focus on the event(s) you failed while sustaining those areas you passed.

Your retest APFT is scheduled for \_\_\_\_\_ 20\_\_\_\_\_. If you fail your retest, you will be recommended for dismissal.

**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. We also discussed the possible consequences of failing your second APFT. 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 have notified the student of the areas of concern with the event(s) failed and the individual responsibility to pass the APFT.

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.)

On \_\_\_\_\_, \_\_\_\_\_, 20\_\_\_\_ you were administered the APFT retest and PASSED/FAILED.

DTG: \_\_\_\_\_ Score: \_\_\_\_\_ Failed the \_\_\_\_\_ event with a score of \_\_\_\_\_.

Based on failing your APFT retest, you are being recommended for dismissal.

Counselor: \_\_\_\_\_ Individual Counseled: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

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



## A-8. Sample for Height/Weight Failure

<b>DEVELOPMENTAL COUNSELING FORM</b> For use of this form, see ATP 6-22.1; the proponent agency is TRADOC.		
<b>DATA REQUIRED BY THE PRIVACY ACT OF 1974</b> <b>AUTHORITY:</b> 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army. <b>PRINCIPAL PURPOSE:</b> To assist leaders in conducting and recording counseling data pertaining to subordinates. The DoD Blanket Routine Uses set forth at the beginning of the Army's compilation of systems or records notices also apply to this system. <b>DISCLOSURE:</b> Disclosure is voluntary.		
<b>PART I - ADMINISTRATIVE DATA</b>		
Name ( <i>Last, First, MI</i> )	Rank/Grade	Date of Counseling
Organization	Name and Title of Counselor	
<b>PART II - BACKGROUND INFORMATION</b>		
<b>Purpose of Counseling:</b> ( <i>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.</i> )  The purpose of this performance counseling is to inform you of your failure to meet Army standards by failing a height and weight screening, a graduation requirement for the Basic Leader Course. Failing to pass the height and weight rescreening on _____ will result in you being recommended for dismissal from the Basic Leader Course.		
<b>PART III - SUMMARY OF COUNSELING</b> <b>Complete this section during or immediately subsequent to counseling.</b>		
<b>Key Points of Discussion:</b>  You received initial notification outlining course graduation requirements and were aware of the requirement to meet Army height and weight standards. Your failure to meet Army standards is an overall indication of your less than acceptable appearance and a lack of adherence to weight standards. You will be rescreened on _____, 20__ at ____ hours. Failure to pass a final height and weight screening will result in your dismissal from the course and receiving a DA Form 1059 annotated in PART III block <i>a</i> "Failed to Achieve Course Standards." The DA Form 1059 will be submitted as a referred report. The Academy will not provide any weight control measures as meeting this requirement is an individual responsibility. Understand that failing to meet the standards on the initial screening, you are ineligible to receive any academic honors.  The results from your initial height and weight screening administered to you on_____,_____, 20____, indicates you failed based on Army standards for your age group of_____.  The results of your height and weight screening are:  Height:_____Weight:_____BF Percentage:_____  You are authorized the maximum allowable weight of:_____and maximum allowable body fat of:_____.		
<b>OTHER INSTRUCTIONS</b> This form will be destroyed upon: reassignment ( <i>other than rehabilitative transfers</i> ), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.		



**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 specified time line for implementation and assessment (Part IV below).

It is incumbent upon you to set aside personal time to work on your physical conditioning. You will be rescreened on:

\_\_\_\_\_, \_\_\_\_\_, 20\_\_\_\_ at \_\_\_\_\_ hours.

**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 failure to meet Army height and weight standards. We also discussed the possible consequences of failing your height and weight rescreening. 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 have notified the student of the areas of concern with he/she failed to meet Army height and weight standards and the responsibility to pass a height and weight rescreening. I have notified the student of the date, time, and location for the final height and weight rescreening.

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.)

On \_\_\_\_\_, 20\_\_\_\_ you were administered a height and weight screening and PASSED/FAILED.

DTG: \_\_\_\_\_ Height: \_\_\_\_\_ Weight: \_\_\_\_\_ Body Fat Percentage: \_\_\_\_\_

Based on failing your height and weight rescreening, you are being recommended for dismissal.

Counselor: \_\_\_\_\_ Individual Counseled: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

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



DEPARTMENT OF THE ARMY  
ORGANIZATION  
STREET ADDRESS  
CITY STATE ZIP

OFFICE SYMBOL

2 November 2018

MEMORANDUM FOR Rank First MI Last, Basic Leader Course Class XX-XX, United States Army Noncommissioned Officers Academy, Ft Bliss, TX 79916

SUBJECT: Acknowledgement of receiving DA Form 1059, Service School Academic Evaluation Report (AER) Referred Report

1. Reference DA Form 1059, Service School Academic Evaluation Report, dated March 2019, LAST, FIRST MI.
2. The enclosed DA Form 1059, Service School Academic Evaluation Report, may have an adverse impact on your career and is referred to you for your acknowledgement and information. You have the option to submit a statement on your behalf in accordance with AR 623-3, paragraph 3-28. Comments or statements do not constitute an appeal. Appeals are processed separately as outlined in AR 623-3, Chapter 4, section III. Your AER has been rated:  
  
\_\_\_\_\_ A "NO" rating in PART II block *a* (SHARP, EO, and EEO)  
\_\_\_\_\_ A "FAIL" rating in PART II block *b* (APFT)  
\_\_\_\_\_ A "NO" rating in PART II block *c* (Height / Weight)  
\_\_\_\_\_ A "Did Not Meet Standards" in PART II blocks *f* – *k*  
\_\_\_\_\_ A "Did Not Graduate" in PART I block *l*  
\_\_\_\_\_ A "Failed to Achieve Course Standards" in PART III block *a*  
\_\_\_\_\_ Any comment so derogatory that the AER may have an adverse impact on your career
3. You may comment if you believe that the rating or remarks are incorrect. Your comments must be factual, concise, and limited to matters directly related to the evaluation. If you elect to provide comments for consideration prior to the NCOA submitting your AER to the Enlisted Records Evaluation Center, you will be given a reasonable amount of time to submit your comments.

Encl

FIRST MI. LAST  
SGM, USA  
Deputy Commandant





OFFICE SYMBOL

SUBJECT: Acknowledgement of receiving DA Form 1059, Service School Academic Evaluation Report (AER) Referred Report

I hereby acknowledge receipt of my AER. I understand I will be given a reasonable amount of time to submit comments.

\_\_\_\_\_ I acknowledge receipt of the enclosed DA Form 1059.

\_\_\_\_\_ I do / do not elect to make a statement.

FIRST MI. LAST  
RANK, USA  
Respondent

Date: \_\_\_\_\_



## A-9. Sample for Dismissal Action (I-IV)

DEPARTMENT OF THE ARMY  
ORGANIZATION  
STREET ADDRESS  
CITY STATE ZIP

OFFICE SYMBOL

(C-5 I)

5 April 2018

MEMORANDUM FOR Rank First MI. Last, 123-45-6789, Unit, Battalion, Brigade,  
Installation, State, Zip Code

SUBJECT: Consideration for Dismissal of Rank First MI. Last, Basic Leader Course  
(BLC), Class XX

1. I am recommending your dismissal from BLC Class XX for (Motivational, Disciplinary, or Academic Reasons).
2. The basis for this dismissal action is that you **(failed to meet height/weight screening on Day Month Year); (failed to pass the Army Physical Fitness Test on Day Month Year); (failed to meet course standards); (lack academic progress that makes it unlikely that you can successfully meet the standards established for graduation); (Negative attitude or lack of motivation that is prejudicial to the interests of other Soldiers in the class); (personal conduct is such that continuance in the course is not appropriate).**
3. The consequence for Soldiers dismissed from the U.S. Army Noncommissioned Officer Academy (NCOA) for disciplinary or motivational reasons are that you will not be eligible to re-enter the course for a period of six months.
4. You have a right to appeal this dismissal. Your appeal must be submitted within seven days after receipt of the written notification of dismissal action. The appeal will be submitted to the NCOA Commandant.
5. I am the point of contact for this action and can be reached at 123-456-7890 or first.mi.last.mil@mail.mil.

FIRST MI. LAST  
RANK, USA  
Chief of Training



OFFICE SYMBOL

SUBJECT: Consideration for Dismissal of Rank First MI. Last, Basic Leaders Course (BLC), Class XX

I acknowledge that I have received the memorandum regarding the consideration of my dismissal, dated \_\_\_\_\_ 2018.

FIRST MI. LAST  
RANK, USA  
Respondent



DEPARTMENT OF THE ARMY  
ORGANIZATION  
STREET ADDRESS  
CITY STATE ZIP

OFFICE SYMBOL

(C-5 II)

5 April 2018

MEMORANDUM FOR Deputy Commandant, United States Army Noncommissioned Officer Academy, Installation, State, Zip Code

SUBJECT: Recommendation for Dismissal from the Basic Leader Course (BLC), Class XX

1. In accordance with AR 350-1, I recommend that you consider Rank First MI. Last for dismissal from BLC Class XX for \_\_\_\_\_ **(Motivational, Disciplinary, or Academic Reasons).**
2. In accordance with AR 350-1, if you dismiss Rank First MI. Last from the Basic Leader Course, he/she will be ineligible to re-enter the course for a period of six months.
3. Rank First MI. Last received written counseling regarding the deficiencies or conduct leading to this recommendation for dismissal. This dismissal is consistent with the approved Course Management Plan (CMP).
4. I am the point of contact for this action and can be reached at 123-456-7890 or first.mi.last.mil@mail.mil.

FIRST MI. LAST  
RANK, USA  
Chief of Training



DEPARTMENT OF THE ARMY  
ORGANIZATION  
STREET ADDRESS  
CITY STATE ZIP



OFFICE SYMBOL

(C-5 III)

5 April 2018

MEMORANDUM FOR Rank First MI. Last, xxx-xx-1234, Unit, Battalion, Brigade,  
Installation, State, Zip Code

SUBJECT: Dismissal from the Basic Leader Course (BLC), Class XX

1. In accordance with AR 350-1 and the Chief of Training recommendation for dismissal memorandum dated XX Month Year, you are dismissed from the BLC Class XX for \_\_\_\_\_ **(Motivational, Disciplinary, or Academic Reasons)**. This dismissal is consistent with the standards and policies outlined in the approved Course Management Plan (CMP) dated XX Month Year.
2. You have the right to appeal this action to the Commandant, U.S. Army Noncommissioned Officer Academy. You have seven (7) duty days from your acknowledgement to present any matters of defense, extenuation or mitigation that you feel relevant.
3. I am the point of contact for this memorandum at 123-456-7890 or first.mi.last.mil@mail.mil.

FIRST MI LAST  
RANK, USA  
Deputy Commandant



OFFICE SYMBOL (C-5 IV)  
SUBJECT: Dismissal from the Basic Leaders Course (BLC), Class XX

1. I have read and understand the dismissal action, which I received on \_\_\_\_\_.

2. I acknowledge that I have the opportunity to respond by submitting matters in defense, extenuation or mitigation. If I choose to appeal this action, I understand that I must submit my matters to the Commandant, U.S. Army Noncommissioned Officer Academy within seven duty days.

3. I elect (initial):

[ ] Not to appeal.

[ ] To appeal and submit written matters within seven duty days. I understand that if I select this option, but do not submit written matters by \_\_\_\_\_, I waive my right to appeal.

FIRST MI. LAST  
RANK, USA  
Respondent



**APPENDIX B**  
**ASSESSMENT ADMINISTRATIVE GUIDANCE and**  
**INDIVIDUAL STUDENT ASSESSMENT PLAN (ISAP)**



**THE NCO LEADERSHIP**  
**CENTER OF EXCELLENCE**  
**(NCOLCoE)**

**Individual Student Assessment Plan (ISAP)**

**Basic Leader Course (BLC)**  
**600-C44**  
**September 2019**

**Noncommissioned Officer**  
**Professional Military**  
**Education**





**B-1. ISAP Overview**

- a. This appendix contains the policy, procedures, and grading criteria of student assessments. It includes the comprehensive assessments and desired learning outcomes of the BLC IAW TRADOC Regulation 350-70 (10 July 2017). The ISAP lists the course requirements the student must meet in order to graduate from this course.
- b. **It is a critical requirement for students to read and understand the ISAP.**

**B-2. Course Outcome**

The BLC prepares Soldiers to lead team size units, by providing an opportunity to acquire the leader skills and knowledge needed to be successful noncommissioned officers. The BLC is the foundation for further education and leader development.

**B-3. Course Grade Point Average**

- a. The final grade point average (GPA) for the BLC is determined using the six (6) GPA assessments:
  - 1009S Public Speaking and Information Briefing
  - 1009W Assessing Writing, Compare and Contrast Essay
  - 1009W Assessing Writing, Informative Essay
  - Conduct Individual Training Rubric
  - Conduct Physical Readiness Training Rubric
  - Conduct Squad Drill Rubric
- b. Students who fail to submit an assessment or assignment on time (without prior coordination with the facilitator) will receive a score of zero (0) for that assignment. It is the student’s responsibility to coordinate with the faculty and request any exceptions to the scheduled date an assignment is due.

**B-4. Course Length and Structure**

- a. The BLC is a 22-academic-day course consisting of 169 academic hours. The course includes 23 lessons designed around the four Army Learning Areas (ALAs), the 14 General Learning Outcomes (GLOs), and the six NCO Common Core Competencies of Readiness, Leadership, Training Management, Communications, Operations, and Program Management.
- b. The lesson titles and sequence are shown on the Course Map below.

Seq	Lesson	Title	Hours	Phase
1	B100	Basic Leader Course Overview/Blackboard Review	3	Foundations
2	B101	Group Dynamics	3	
3	B111	Introduction to Physical Readiness Training (PRT)	19	
4	B114	Drill and Ceremonies	6	
5	B123	Army Physical Fitness Test	3	
6	B105	Critical Thinking and Problem Solving	4	
7	B102	Effective Listening	3	



8	B103	Written Communication <i>*Assignment due in Assessment Phase</i>	13	
9	B116	Training Management/CIT <i>*8 hours evaluated in Assessment Phase</i>	16	
10	B104	Public Speaking <i>*4 hours evaluated in Assessment Phase</i>	12	
		<b>SHARP Essay Due</b>		
11	B106	The Army's Leadership Requirements Model	4	Leadership
12	B108	Cultural Competencies	4	
13	B107	Counseling	7	
14	B109	Army Values, Ethics and Integration of Soldier 2020	5	
15	B110	Legal Responsibilities and Limits of NCO Authority	4	
16	B112	Followership and Servant Leadership Fundamentals	6	
17	B113	Team Building and Conflict Management	7	
18	B115	Mission Orders and Troop Leading Procedures	5	Readiness
19	B117	Soldier for Life / Transition Assistance Program <i>*Resume due in Assessment Phase</i>	4	
20	B119	Soldier Readiness	6	
21	B121	Resiliency	6	
22	B118	Command Supply Discipline Program	5	
23	B122	End of Course Essays (includes two 500-word reflective essays) <i>Due: Information Paper (B103), Information Brief (B104), Conduct Individual Training (B116), and Resume (B117)</i>	24	Assessment
Total			169	

## B-5. Course Learning Objectives

Lesson	Title	Outcomes
B100	BLC Overview / Blackboard	Identify the standards, procedures, and assessment requirements for the Basic Leader Course (BLC).
B101	Group Dynamics	Summarize the components of group dynamics as they relate to the learning environment.
B102	Effective Listening	Use the components of the listening process for improved communication.
B103	Written Communication	Apply the components of the basic English, grammar, writing, and the editing process.
B104	Public Speaking	Demonstrate confidence when delivering a briefing/oral presentation.
B105	Critical Thinking & Problem Solving	Solve problems using critical and creative thinking.
B106	Army's Leadership Requirements Model	Describe the Army's Leadership Requirements Model.
B107	Counseling	Build effective counseling skills.
B108	Cultural Competence	Adapt your leadership style to the cultural environment.



B109	Army Values, Ethics, & Integration of Soldier 2020	Justify the need to adhere to a strong set of values and ethics that support the Army profession.
B110	Legal Responsibilities & Limits of NCO Authority	Understand the legal authorities, responsibilities, and limits of an NCO.
B111	Introduction to Physical Readiness Training	Apply components of the Army Physical Readiness Training Program.
B112	Followership & Servant Leadership Fundamentals	Describe the characteristics of the effective follower and the principles of servant leadership
B113	Team Building & Conflict Management	Build effective teams.
B114	Drill & Ceremonies	Conduct squad drill.
B115	Mission Orders & Troop Leading Procedures	Apply troop leading procedures (TLP).
B116	Training Management / Conduct Individual Training	Instruct a skill level 1 task, during a team level training session, using the Army's 8-step training outline.
B117	Soldier for Life – Transition Assistance Program (SFL–TAP)	Discuss the Soldier for Life – Transition Assistance Program (SFL-TAP) and prepare a basic resume.
B118	Command Supply Discipline Program	Connect being a good steward of Army resources to maintaining unit readiness through effective supply discipline.
B119	Soldier Readiness	Organize team level requirements under the pillars of readiness.
B121	Resilience Training for Leaders (Basic Leader Course)	Increase knowledge of individual and leadership skills to employ concepts of trust, resilience, performance, and energy management.
B122	End of Course Essays	Reflect on the Basic Leader Course content by expressing and integrating learning into professional practice using the writing and editing process and describe the NCO 2020 Strategy using professional experiences and future leadership expectation.
B123	Army Physical Fitness Test	Maintain individual readiness and fitness.

## B-6. Course Graduation Criteria and Requirements

a. The graduation requirements are shown in the two tables below. The tables also indicate if the assessment is part of the student's GPA or not. See each of the individual assessments for specific criteria.

Assessment Title	Associated Lesson	Grade Point Average
1009S Public Speaking and Information Briefing	B104	GPA
1009W Assessing Writing, Compare and Contrast Essay	B112	GPA
1009W Assessing Writing, Informative Essay	B103	GPA
Conduct Individual Training Rubric	B116	GPA
Conduct Physical Readiness Training Rubric	B111	GPA
Conduct Squad Drill Rubric	B114	GPA



b. There are six assessments that are mandatory and graduation requirements, but do not count toward the student GPA as shown in the table below.

Assessment Title	Associated Lesson	Grade Point Average
Compliance with the Army Body Composition Program	In-Processing	Non-GPA
The Army Physical Fitness Test (APFT)	B123	Non-GPA
1009A Assessing Attributes and Competencies	Entire course	Non-GPA
1009W Special, Assessing Reflective Writing	B122	Non-GPA
1009W Special, Resume	B117	Non-GPA
SHARP Essay (Commandant's Writing Award)	B100	Non-GPA

### **B-7. Counseling, Retraining, Reassessing, Dismissal, and Appeals Policy**

a. At a minimum, Soldiers will be counseled using DA Form 4856, referencing assessments as appropriate, on the following events:

- Reception and integration
- Any failure of an assessment and/or graduation requirement
- Any violation of student conduct, SHARP, or local policy
- End of course results
- Recommendation for dismissal or disenrollment
- Dismissal

b. Reassessments are necessary when Soldiers/students fail an assessment. Soldiers are strongly encouraged to conduct their own collaborative study sessions, if not mandated to do so.

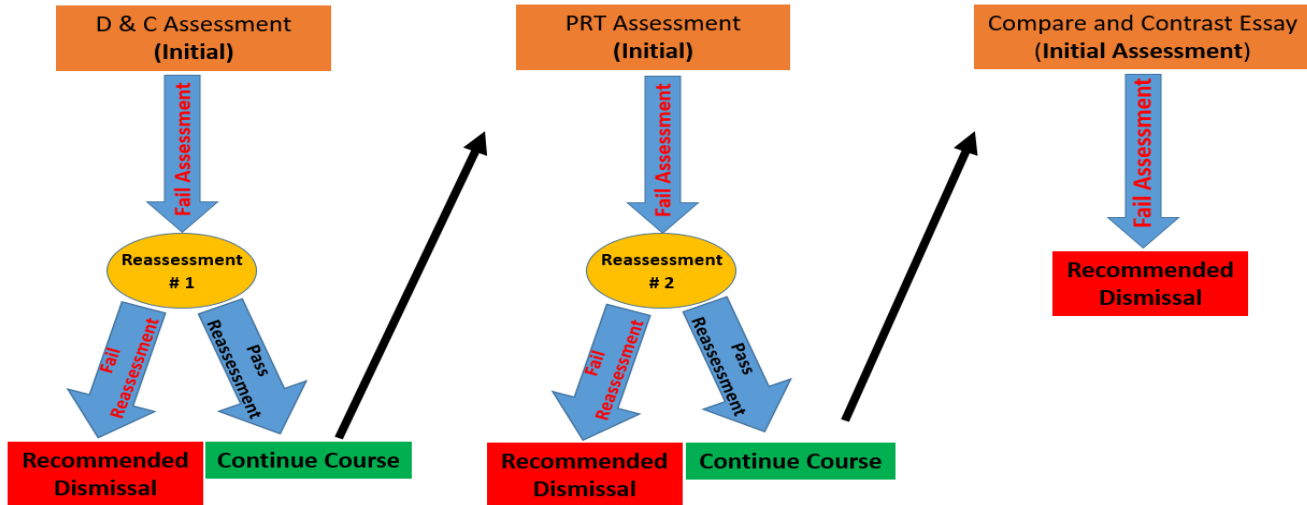
c. Reassessments will occur anytime a student fails an assessment for the first time except for the 1009A – Assessing Attributes and Competencies. Soldiers who fail any reassessment will be recommended for dismissal. The NCOA Deputy Commandant is the dismissal authority and the commandant is the appellate authority for all dismissals. Facilitators will conduct the reassessment after necessary retraining/study hall. Any reassessment should be accomplished outside of the course hours to preclude the student missing any scheduled classes. The following restrictions listed below must be imposed:



### Explanation/Flow chart of Reassessment Process

Soldiers are allowed no more than two reassessments during their enrollment in the BLC; additional reassessments are not authorized. Soldiers who require and pass a reassessment will receive the minimum passing score of 70% for that event and will automatically be removed from class honors consideration. The highest final grade for an assignment a student can obtain on a reassessment is 70% (regardless of the score obtained). If a student fails the reassessment or requires more than two reassessments, they will be recommended for dismissal from BLC."

#### Flow chart



- Height/Weight failure: Soldiers are allowed one re-screening. The re-screening will be administered no earlier than seven days after the initial height/weight assessment. Failure of initial height and weight screening will result in a counseling and removed from all academic honors. If a student passes the re-screening, the highest rating they may receive on the 1009A for Presence and Comprehensive Fitness is a MET STANDARDS
- APFT failure: Soldiers are allowed one retest. The retest will be administered no earlier than seven days after the initial APFT assessment
- Soldiers who meet academic course requirements, but fail to meet the APFT and/or height and weight standards will be dismissed from the course
- NCOA Commandants will not add to the standards of AR 600-9 by imposing any arbitrary percentages to the body fat composition

d. Student Dismissal: Students may be considered for dismissal from courses for the following reasons:

- Personal conduct is such that continuance in the course is not appropriate (for example, if a student violates regulations, policies, or established discipline standards). No formal adjudication of guilt by a military or civilian court or by a commander under UCMJ, Art. 15 is necessary to support dismissal under this paragraph
- Negative attitude or lack of motivation, either of which is prejudicial to the interests of other students in the class
- Academic deficiency demonstrated by failure to meet course standards or lack of academic progress that makes it unlikely that the student can successfully meet the standards established for graduation
- Illness or injury (as determined by a physician), or added physical profile limitation
- Compassionate reasons
- Students enrolled as a military member retiring or leaving the military and not continuing in a federal civilian capacity (Reference: AR 350-1, paragraph 3-15b)



e. Students being considered for dismissal must have been counseled by the chain of command (usually the assigned trainer or small group leader, the course manager, and the school commandant or commander, or a designated representative who has direct responsibility for the course), with an opportunity to correct deficiencies, prior to consideration for dismissal. Counseling sessions will be documented and signed by all counselors and acknowledged by the student. All counseling forms will be maintained with the student's records. Additionally, the school commandant or designated representative will notify the commander of the student's parent unit or parent organization, when possible.

f. The following procedures apply in cases where dismissal is considered for motivational, disciplinary, or academic reasons:

- The training supervisor will notify the student in writing of the proposed action, the basis for the action, the consequences of disenrollment, and the right to appeal. The supervisor will advise the student that any appeal must be submitted within seven (7) duty days after receipt of the written notification of the dismissal action. (Example C-5 I)
- The training supervisor will make a recommendation to the dismissal authority that the student be dismissed from the course. (Example C-5 II)
- The written notification must advise the student of the right to appeal within seven (7) duty days to the school commandant or commander. (Example C-5 III)
- The student will acknowledge by endorsement within two (2) duty days receipt of the written notification of dismissal action. The endorsement must indicate whether or not the student intends to appeal the dismissal action. (Example C-5 IV)
- Appeals will be forwarded to the school commandant or commander who will refer the proposed action and the appeal to the Office of the Staff Judge Advocate to determine legal sufficiency of the dismissal decision. All appellate actions will become part of the student's case file. Commandants and commanders will make their final decision on dismissals after considering the supporting Office of the Staff Judge Advocate recommendation. In cases where an Office of the Staff Judge Advocate is not available, the commandant or commander will forward appeals to the commander who has General Court Martial Convening authority for review and final decision; General Court Martial Convening Authorities will obtain a legal review before final action.
- Students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals. When the commandant and/or commander determines that a student's continued participation with the main student body is contrary to good order, discipline or morale, the student will stay enrolled in the class and continue course work separate from the main student body. In cases where the decision of the appeal is delayed, students will participate in graduation ceremonies; however, the DA Form 1059 will be withheld until final adjudication.

g. Dismissals for misconduct, lack of motivation, academic deficiency, or failure to maintain physical readiness or body composition standards will be recorded on the individual's DA Form 1059, if applicable, in accordance with AR 623-3. Foreign student dismissals will be handled in accordance with AR 12-15.

(References: AR 350-1; TR 350-18; AR 40-501; AR 600-9; AR 623-3, and AR 12-15)

## **B-8. Academic Honesty and Integrity**

a. The NCO Leadership Center of Excellence (NCOLCoE) and all associated NCO Academies expect all students to abide by ethical and professional academic standards. Academic dishonesty—



including plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an assessment, or individual work—is strictly prohibited. NCOLCoE’s Academic Integrity Policy covers all school-related assessments, quizzes, writings, class assignments, and projects, both in and out of the classroom. The Army professional ethic is expressed in law, Army Values, creeds, oaths, ethos, and shared beliefs embedded within Army culture. It inspires and motivates the conduct of Army Professionals.

b. Plagiarism is not the same as cooperation or collaboration. Facilitators often expect, and highly encourage, students to work on assignments collectively and collaboratively. This is okay, as long as whose work being presented is clearly relayed.

(1) **Collaboration** is to work together (with permission) in a joint intellectual effort.

(2) **Plagiarism** is to commit literary theft, to steal and pass off as one’s own ideas or words, and to create the production of another. When you use someone else’s words, you must give the writer or speaker credit (i.e. according to the lesson B103 . . . or according to ADRP 6-0 . . .). See Purdue OWL website for more information on how to avoid plagiarism:

[https://owl.purdue.edu/owl/teacher\\_and\\_tutor\\_resources/preventing\\_plagiarism/avoiding\\_plagiarism/index.html](https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/index.html)

Even if you revise or paraphrase the words of someone else, if you copy and paste from another document, if you copy and paste from a prior paper you have written, from a website, or if you use someone else’s ideas you must give the author credit. Some Internet users believe that anything available online is public domain. Such is not the case. Ideas belong to those who create and articulate them. To use someone else’s words or ideas without giving credit to the originator is stealing.

(3) **Cheating** includes, but is not limited to, copying or giving an assignment to a student to be copied (unless explicitly permitted by the facilitator). Cheating also includes using, supplying, or communicating, in any way, unauthorized materials; including notebooks, cell phones, calculators, computers, or other unauthorized technology, during an assignment or assessment.

(4) **Forgery** or **stealing** includes, but is not limited to, gaining unauthorized access to assessments or answers to an exam, altering computer, or grade-book records, or forging signatures for the purpose of academic advantage.

(5) Any unauthorized use, online posting, distribution, publication, or sale of course material is strictly prohibited. Students are prohibited from photographing, dictating, copying, emailing, or otherwise reproducing faculty materials or student work without permission from the NCOLCoE.

c. The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom facilitator or other cadre, taking into consideration written materials, observation, or information from others. Students found to have engaged in academic dishonesty shall be subject to academic penalties.

## **B-9. Re-enrollment Policy**

a. Soldiers disenrolled from BLC for disciplinary or motivational reasons will not be eligible for further NCOPDS training for a period of six months. Soldiers dismissed from BLC for academic





deficiency may apply to reenter and be re-scheduled for the course when both the unit commander and the learner or Soldier determine that they are prepared to complete the course.

Reference: AR 350-1, page 59, paragraphs 3-15f (3) and (4)

b. Soldiers may be released from the course without prejudice for illness, injury, compassionate, or other reasons beyond the student's control. This requires a written notice informing the unit that the Soldier may re-enroll as soon as the reason for disenrollment or dismissal is overcome.

c. Soldiers previously dismissed from BLC and allowed to re-enroll must start the course from the beginning.

## **B-10. Course Attendance Requirements**

NCOA Commandants will consider disenrollment for those Soldiers who have missed classroom instruction that cannot be made up, on a case-by-case basis. Soldiers cannot miss any graduation requirements.

## **B-11. Student Recognition**

a. Present all Soldiers who meet course completion criteria with a diploma. IAW AR 350-1, para 3-25, diplomas, at a minimum, must contain the:

- Course title
- Course identification number
- Student's full name and rank
- Beginning and completion dates
- Academic hours

b. Soldiers competing for selection to SGT do not receive promotion points for completion of the BLC (BLC completion is a requirement to fully qualify for promotion to SGT). However, commandants will recognize the following graduates in support of AR 600-8-19, para 3-18a(2), which awards promotion points for the following:

- Distinguished Honor Graduate (40 promotion points) (highest GPA)
- Distinguished Leadership Graduate (40 promotion points) (determined by NCOA SOP)
- Commandant's List (20 promotion points) (limited to the top 20 percent)

c. In addition, commandants will also recognize the awards listed below with a Certificate of Achievement (5 promotion points).

- Honor Graduate (2<sup>nd</sup> highest GPA)
- Commandant's Writing Award (SHARP Essay) (determined by commandant)
- Iron Soldier (highest APFT/ACFT)

Students who receive any negative counseling are not eligible for these six awards. These six awards are the only awards authorized by the NCOAs/RTIs. Awards from external organizations are allowable.

d. Enter all recognitions/awards on the DA Form 1059 PART III block *b* (i.e. Honor Graduate, Commandant's Writing Award).



## B-12. American Council on Education/College Credit

Currently, the American Council on Education (ACE) recommends that graduates of the previous version of the Basic Leader Course (v1.0) receive, in the lower-division baccalaureate/associate degree category, 3 semester hours in supervision. This version of BLC (4.0) has not yet been evaluated by an external institution.

## B-13. Assessment – 1009A Assessing Attributes and Competencies

a. Overview: Throughout the entire course, Soldiers will be assessed on their leadership attributes and competencies. This assessment is a non-GPA assessment, however, they will apply to your Academic Achievement ratings (PART II blocks *f* thru *k*) and the ratings in PART III Overall Academic Achievement on your DA Form 1059, Service School Academic Evaluation Report.

b. Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10 per facilitator
- Equipment: As required to effectively conduct training assessment
- Materials: As required for each lesson

c. Instructions to Soldiers:

1. **Throughout the course you are expected to contribute to the group as an integral member of the team by applying the Army's leadership attributes and competencies.** The 1009A assesses the areas on the new DA Form 1059 Part II (blocks *f* – *k*) and will be used for qualitative purposes only on the DA Form 1059 Academic Evaluation Report. Ratings within these areas will contribute to the DA Form 1059 Part III Overall Academic Achievement for class standing determination but will not be applied any quantitative value contributing to GPA. Students are assessed on leadership attributes and competencies using the 1009A throughout the entire course. At the end of the course, instructors will complete the 1009A block for that semester and will provide feedback to the student with emphasis on opportunities for growth, development, character, and presence. The six attributes and competencies are assessed independently of each other on this form. The score of one attribute will not be added to the score of another attribute / competency (i.e. Character will not be added to Presence). This form will produce six separate scores, one for each attribute / competency.

2. You derive your non-GPA score IAW the assessment rubric provided. The following ratings apply toward the rating in PART II blocks *f* thru *k* on your DA Form 1059, Service School Academic Evaluation Report.

- (a) 96 - 100 rates "FAR EXCEEDED STANDARDS."
- (b) 90 - 95 rates "EXCEEDED STANDARDS."
- (c) 70 - 89 rates "MET STANDARDS."
- (d) 69 and below rates "DID NOT MEET STANDARDS."

3. Students who received any "Did Not Meet Standard" assessment within the DA Form 1059 PART II blocks *f* through *k* from the academic rater may only be assessed as a "Failed to Achieve Course Standards" or "Achieved Course Standards" Overall Academic Achievement box check selection. A box check selection of "Achieved Course Standards" requires explanation. (AR 623-3, paragraph 3-13e(5)(a)6) Any student receiving two or more "Did Not Meet Standards" rating in PART II, blocks *f* thru *k*, will be rated as "Failed to Achieve Course Standards" in PART III, block *a*.



- d. Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.
- e. Safety: Ensure Soldiers observe all safety procedures IAW local SOP.
- f. See next page for rubric.



**The NCO Leadership Center of Excellence**  
**Basic Leader Course**  
**Form 1009A - Assessing Attributes and Competencies**

<b>Name:</b>		<b>Student Number:</b>	<b>Date:</b>
<b>Instructors:</b>			

**Assessing Attributes and Competencies**

The 1009A assesses the areas on the new DA Form 1059 Part II (blocks f – k) and will be used for qualitative purposes only on the DA Form 1059 Academic Evaluation Report. Ratings within these areas will contribute to the DA Form 1059 Part III Overall Academic Achievement for class standing determination but will not be applied any quantitative value contributing to GPA. Students are assessed on leadership attributes and competencies using the 1009A throughout the entire course. At the end of the course, instructors will complete the 1009A block for that phase and will provide feedback to the student with emphasis on opportunities for growth, development, character, and presence. The six attributes and competencies are assessed independently of each other on this form. The score of one attribute / competency will not be added to the score of another attribute / competency (i.e. Character will not be added to Presence). This form will produce six separate ratings, one for each attribute / competency as explained below.

**References:** FM 6-22, ADP 6-22, ADRP 6-22, AR 623-3, DA PAM 623-3, TRADOC Pam 525-8-2, and the American Association of Colleges & Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics.

**Attributes of Leadership**

**f. CHARACTER/ACCOUNTABILITY**

**CHARACTER:** Leadership is affected by a person's character and identity. Integrity is a key mark of a leader's character. It means doing what is right, legally and morally. The considerations required in leader choices are seldom obvious as wholly ethical or unethical. Character is a critical component of being a successful US Army leader. Character is one's true nature including identity, sense of purpose, values, virtues, morals, and conscience. Character is reflected in a US Army professional's dedication and adherence to the US Army Ethic and the US Army Values.

**ACCOUNTABILITY:** Leaders employ character when all decisions, big or small, are analyzed for ethical consequences. One must have the knowledge of how to address the consequences. This knowledge comes from the US Army Ethic, personal experience, and others' guidance. Army ethics develops strong character, ethical reasoning, and decision-making, empathy for others and the self-discipline to always do what is right. The understanding that Soldiers are individually accountable not only what is done, but also for what might not be done.

**g. PRESENCE/COMPREHENSIVE FITNESS**

**PRESENCE:** The impression a leader makes on others contributes to success in getting people to follow. This impression is the sum of a leader's outward appearance, demeanor, actions and words and the inward character and intellect of the leader. Presence entails the projection of military and professional bearing, holistic fitness, confidence, and resilience. Strong presence is important as a touchstone for subordinates, especially under duress.

**COMPREHENSIVE FITNESS:** Soldiers and leaders develop and maintain individuals. They display physical, mental, and emotional persistence, quickly recover from difficult situations, and exemplify the resilience necessary to fight and win in any operational situation.

**h. INTELLECT/CRITICAL THINKING & PROBLEM SOLVING**

**INTELLECT:** The leader's intellect affects how well a leader thinks about problems, creates solutions, makes decisions, and leads others. Each leader needs to be self-aware of strengths and limitations and apply them accordingly. Being mentally agile helps leaders address changes and adapt to the situation and the dynamics of operations. Judgment, as a key component of intellect, is an ability to make considered decisions and come to sensible conclusions. Leaders can reflect on how they think and better foster the development of judgment in others.

**CRITICAL THINKING & PROBLEM SOLVING:** Problem solving, critical and creative thinking, and ethical reasoning are the thought processes involved in understanding, visualizing, and directing. Critical thinking ensures that the person is engaged in the learning process, critically considering the information or practice of skills. Critical thinking requires analysis, comparisons, contrasting ideas, making inferences and predictions, evaluating the strength of evidence, and drawing conclusions. It also requires the self-discipline to use reason and avoid impulsive conclusions.



## Competencies of Leadership

### i. LEADS/COMMUNICATION & ENGAGEMENT

**LEADS:** Leads others involves influencing Soldiers and Army Civilians in the leader's organization. Extends influence beyond the chain of command involves influencing others when the leader does not have designated authority or while the leader's authority is not recognized by others, such as with unified action partners. Builds trust is an important competency to establish conditions of effective influence and for creating a positive environment.

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

### j. DEVELOPS/COLLABORATION

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

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

### k. ACHIEVES/LIFE LONG LEARNER

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

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

## Assessment Standards

**FAR EXCEEDED STANDARDS:** Consistently performs extraordinarily above the required US Army standards and organizational goals of leader competencies and attributes; leadership enables unit to far surpass required organizational and US Army standards; demonstrated performance epitomizes excellence in all aspects; this student consistently takes disciplined initiative in applying leader competencies and attributes; results have an immediate impact and enduring effect on the mission, their classmates/peers, the unit, and the US Army; demonstrated by the best of the upper third of students in the same course. This rating is reserved for those students that clearly separate themselves from their peers and must be supported with instructor comments.

**EXCEEDED STANDARDS:** Often performs above the required US Army standards and organizational goals of leader competencies and attributes; this student often takes disciplined initiative in applying leader competencies and attributes; results have an immediate impact on the mission, their classmates/peers, the unit, and the US Army; this level of performance is not common, typically demonstrated by the upper third of students of the same course.

**MET STANDARDS:** Successfully achieves and maintains the required US Army standards and organizational goals of leader competencies and attributes; effectively meets and enforces standards for the academy and takes appropriate initiative in applying the leader competencies and attributes; results have a positive impact on the mission of the organization, classmates/peers, and the US Army; this level of performance is considered normal and typically demonstrated by a majority of students in the same course.

**DID NOT MEET STANDARDS:** Fails to meet or maintain the required US Army standards and organizational goals of leader competencies and attributes; does not enforce or meet standards for the organization; exhibits/displays minimal or no effort; actions often have a negative effect on the classroom environment, classmates/peers, and the US Army. Did not meet that standard is reserved for those students that do not meet the standard and must be supported with instructor comments.

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

Each student will receive a scored 1009A upon completion of each phase. They will be scored on the six (6) attributes and competencies listed: Character/Accountability; Presence/Comprehensive Fitness; Intellect/Critical Thinking; Leads/Communication & Engagement; Develops/Collaboration; and Achieves/Life Long Learner. Each Attribute and Competency is scored as follows:

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

At the end of the course, each student will have a total of four (4) scores for each of the attributes and competencies. The sum of these four scores will determine what rating to mark on the 1059 for the Part II, blocks *f* thru *k*. The following scale will determine the overall rating:

**Far Exceeds: 96 – 100      Exceeds: 90 – 95      Met: 70 – 89      Did Not Meet: 69 and Below.**

The overall sum of all attributes and competencies will be the number used on the **Eligibility Scale** below in determining students' eligibility for ranking (i.e. **Commandant's List, Superior Academic, or Achieved Course Standards** (see **eligibility criteria** from the CMP and below). Students must achieve **480** total points on the 1009A to compete for Commandant's List and Superior Academic Achievement.

An example for the Character/Accountability attribute earned:

Foundation Phase: 25 points  
Leadership Phase: 23 points  
Readiness Phase: 18 points  
Assessment Phase: 18 points

Total score for this attribute and competency is **84**.

This equates to a **Met Standard** rating for the Character/Accountability attribute on the DA Form 1059.

### Eligibility Scale

Commandant's List  
&  
Superior Academic Achievement  
**480 - 600**



**Reference DA Form 1059 Part II f. Character/Accountability**

<b>Far Exceeded Standards</b>	<b>Exceeded Standards</b>	<b>Met Standards</b>	<b>Did Not Meet Standards</b>
<b>25</b>	<b>23</b>	<b>18</b>	<b>0</b>
<p>Consistently considerate to others.</p> <p>Proactively takes care of classmates.</p> <p>Makes ethical, effective, and efficient decisions, even under challenging conditions (e.g. personal views conflict with Army moral principles).</p> <p>Consistently displays the ability to see things from another person's point of view.</p> <p>Consistently demonstrates the capability to identify with, and understand another person's feelings, and emotions.</p> <p>Consistently takes accountability for his/her own professional development.</p> <p>Consistently displays respect for others; remains firm, impartial, and fair.</p> <p>Consistently adds value to the learning environment on a daily basis; always makes dialogical contributions congruent to assigned readings.</p> <p>Consistently displays a selfless commitment to the course, small group, and entire class.</p> <p>This leader extraordinarily builds credibility with peers and enhances trust within organization. Has an unwavering and consistent commitment to the goals of the institution and the US Army.</p> <p>Consistently presents the truth in an appropriate and tactful manner, even if unpopular or difficult.</p> <p>Consistently develops and shares systems with others on his/her own time.</p> <p>Clearly the leader of leaders.</p>	<p>Often displayed consideration to others.</p> <p>Proactively takes care of classmates.</p> <p>Makes ethical, effective, and efficient decisions, even under challenging conditions (e.g. personal views conflict with Army moral principles).</p> <p>Often displays the ability to see things from another person's point of view.</p> <p>Often demonstrates the capability to identify with, and understand another person's feelings, and emotions.</p> <p>Often takes accountability for his/her own professional development.</p> <p>Often displays respect for others; remains firm, impartial, and fair.</p> <p>Often adds value to the learning environment; makes dialogical contributions congruent to assigned readings.</p> <p>Often displays a selfless commitment to the course, small group, and student body.</p> <p>This leader often builds credibility with peers and enhances trust within organization. Has an unwavering commitment to the goals of the institution and the US Army.</p> <p>Often presents the truth in an appropriate and tactful manner, even if unpopular or difficult.</p>	<p>Displays consideration to others.</p> <p>Proactively takes care of classmates.</p> <p>Makes ethical, effective, and efficient decisions, even under challenging conditions (e.g. personal views conflict with Army moral principles).</p> <p>Displays the ability to see things from another person's point of view.</p> <p>Demonstrates the capability to identify with, and understand another person's feelings, and emotions.</p> <p>Accepts accountability for his/her own professional development.</p> <p>Displays respect for others; remains firm, impartial, and fair.</p> <p>Adds value to the learning environment; makes dialogical contributions congruent to assigned readings.</p> <p>Displays a selfless commitment to the course, small group, and student body.</p> <p>This leader builds credibility with peers and enhances trust within organization. Has an unwavering commitment to the goals of the institution and the US Army.</p> <p>Creative or innovative capacity is evident in some proposed solutions.</p>	<p>Inconsiderate to others; rarely helps others in need; makes unethical, ineffective, and inefficient decisions (e.g. cheats, ignores prudent risk in mission planning, wastes time).</p> <p>Does not attempt to view situations from the point of view of another or identify with, and enter into another person's feelings and emotions.</p> <p>Does not take accountability for their own professional development.</p> <p>Disrespects others; displays impartiality and unfairness to others.</p> <p>Did not attempt to add value to the learning environment; makes dialogical contributions congruent to assigned readings.</p> <p>This leader does not build credibility with peers and enhance trust within organization. Did not display an unwavering commitment to the goals of the institution and the US Army.</p> <p>Had to be reminded of organizational standards and discipline.</p> <p>Engages in inappropriate actions or actions are inconsistent with words.</p> <p>Solutions usually do not take into account the elements and standards of critical reasoning.</p>



### Reference DA Form 1059 Part II g. Presence/Comprehensive Fitness

Far Exceeded Standards	Exceeded Standards	Met Standards	Did Not Meet Standards
25	23	18	0
<p>Consistently projects a commanding presence and a professional image of authority by looking and acting like a courteous and professional Soldier.</p> <p>Consistently instills resilience and a winning spirit in peers through leading by example.</p> <p>Extraordinarily considerate of the character and motives of others and consistently interacts appropriately to the situation.</p> <p>Students consistently perceive him/her as the informal class leader based on appearance, demeanor, actions, and words.</p> <p>Consistently possesses rare and extraordinary superior interpersonal characteristics that enhance command presence.</p> <p>Consistently projects self-confidence and inspires confidence in others.</p> <p>Dynamic and energetic student who consistently stands out amongst his/her peers.</p>	<p>Often projects a commanding presence and a professional image of authority by looking and acting like a courteous and professional Soldier.</p> <p>Often instills resilience and a winning spirit in peers through leading by example.</p> <p>Often considerate of the character and motives of others and interacts appropriately to the situation.</p> <p>Students often perceive him/her as the informal class leader based on appearance, demeanor, actions, and words.</p> <p>Often possesses superior interpersonal characteristics that enhance command presence.</p> <p>Often projects self-confidence and inspires confidence in others.</p>	<p>Displays a commanding presence and professional image of authority by looking and acting like a courteous, professional Soldier.</p> <p>Instills resilience and a winning spirit in peers through leading by example.</p> <p>Understands the character, motives of others and interacts appropriately to the situation.</p> <p>Students perceive him/her as the informal class leader based on appearance, demeanor, actions, and words.</p> <p>Possesses interpersonal characteristics that enhance command presence.</p> <p>Recovers quickly from setbacks, shock, injuries, adversity, and stress while maintaining focus on course and professional goals.</p>	<p>Did not project competence or certainty by losing composure; body language (posture, gesture, eye contact, and vocal expressiveness) detract from the student's command presence.</p> <p>Discourteous to others or does not look or act like a professional Soldier.</p> <p>Struggles to maintain awareness of the character and motives of others. Is often impolite or discourteous.</p> <p>Had an emotional outburst about organizational standards or instructional units.</p> <p>Does not project self-confidence and inspires confidence in others.</p>

### Reference DA Form 1059 Part II h. Intellect/Critical Thinking & Problem Solving

Far Exceeded Standards	Exceeded Standards	Met Standards	Did Not Meet Standards
25	23	18	0
<p>Consistently thinks through second- and third-order effects when decisions or actions do not produce the desired results.</p> <p>Consistently demonstrates mastery of the lesson content at the application level and often demonstrates mastery at the analysis level.</p> <p>Comments in class discussions are consistently relevant and interesting. Consistently brings depth and breadth to daily classroom discussions.</p> <p>Consistently demonstrates mental agility through actions and decisions.</p> <p>Consistently displays the ability to anticipate or adapt to complex environments or changing situations.</p> <p>Consistently able to easily synthesize previous lessons within the course to show a connection.</p> <p>Consistently demonstrates mastery of the lesson content at the application level and often demonstrates mastery at the analysis level.</p> <p>Peers consistently view him/her as the problem solver; continually leads others during practical exercise development.</p> <p>Consistently exercises interpersonal tact by effectively interacting with peers by recognizing diversity and displaying self-control, balance, and stability.</p>	<p>Often thinks through second- and third-order effects when decisions or actions do not produce the desired results.</p> <p>Often demonstrates mastery of lesson content at the application level and demonstrates mastery at the analysis level.</p> <p>Comments in class discussions are often relevant and interesting. Often brings depth and breadth to daily classroom discussions.</p> <p>Often demonstrates mental agility through actions and decisions.</p> <p>Often displays the ability to anticipate or adapt to complex environments or changing situations.</p> <p>Often demonstrates mastery of lesson content at the application level and demonstrates mastery at the analysis level.</p> <p>Peers often view him/her as the problem solver; continually leads others during practical exercise development.</p>	<p>Displays the ability to think through second- and third-order effects when decisions or actions do not produce the desired results.</p> <p>Demonstrates understanding of the lesson content at the appropriate level.</p> <p>Comments in class discussions are relevant and interesting. Brings depth and breadth to daily classroom discussions.</p> <p>Demonstrates mental agility through actions and decisions.</p> <p>Displays an ability to anticipate or adapt to uncertain or changing situations.</p> <p>Able to adapt to new environments and prevents complacency by challenging peers with forward looking approaches and ideas.</p> <p>Exercises interpersonal tact by effectively interacting with peers by recognizing diversity and displaying self-control, balance, and stability.</p>	<p>Does not anticipate or adapt to uncertain or changing situations; failed to think through second- and third-order effects when decisions or actions did not produce the desired results.</p> <p>Struggles to demonstrate a grasp of the daily subject at least at the application level.</p> <p>Comments in class discussions are not relevant and does not bring depth and breadth to daily classroom discussions.</p> <p>Does not demonstrate mental agility through actions and decisions.</p> <p>Sometimes displayed an ability to anticipate or adapt to uncertain or changing situations.</p> <p>Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.</p> <p>Does not effectively interact with peers by not recognizing diversity or by losing self-control, balance, or stability.</p>





### Reference DA Form 1059 Part II i. Leads/Communication & Engagement

Far Exceeded Standards	Exceeded Standards	Met Standards	Did Not Meet Standards
25	23	18	0
<p>Consistently sets the example by displaying high standards and emphasizing the need to do what is right.</p> <p>Consistently leads the way in performance, personal appearance, and physical fitness.</p> <p>Consistently completes individual and group tasks to, or above, standard and on time.</p> <p>Consistently maintains a positive outlook when situations become confusing or changes occur.</p> <p>Communication abilities consistently induce others to act positively.</p> <p>Consistently displays the ability to understand message content and the urgency and emotion.</p> <p>Consistently uses his/her communication skills and abilities to positively impacts mission accomplishment.</p> <p>Consistently shares with and supports the efforts of others.</p>	<p>Often sets the example by displaying high standards and emphasizing the need to do what is right.</p> <p>Often leads the way in performance, personal appearance, and physical fitness.</p> <p>Often completes individual and group tasks to, or above, standard and on time.</p> <p>Often maintains a positive outlook when situations become confusing or changes occur.</p> <p>Communication abilities often induce others to act positively.</p> <p>Often displays the ability to understand message content and the urgency and emotion.</p> <p>Often uses his/her communication skills and abilities to positively impacts mission accomplishment.</p> <p>Often shares with and supports the efforts of others.</p>	<p>Displays a standard of performance, personal appearance, military and professional bearing and physical fitness; completes individual and group tasks to standard and on time.</p> <p>Leads the way in performance, personal appearance, and physical fitness.</p> <p>Maintains a positive outlook when situations become confusing or changes occur.</p> <p>Communicates clearly by displaying the ability to understand message content and the urgency and emotion.</p> <p>Ensures messages are correctly transmitted, received, and clearly understood.</p> <p>Accepts and supports the efforts of others.</p>	<p>Language choices are unclear and minimally support the effectiveness of the message.</p> <p>Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.</p> <p>Does not exemplify or lead the way in performance, personal appearance, and physical fitness.</p> <p>Failed to complete individual or group tasks to standard and on time or maintain a positive outlook when situations become confusing or changes occur.</p> <p>Does not clearly understand received messages or does not ensure transmitted messages are correctly, received, and clearly understood.</p> <p>Does not share with and support the efforts of others. Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s).</p>

### Reference DA Form 1059 Part II j. Develops/Collaboration

Far Exceeded Standards	Exceeded Standards	Met Standards	Did Not Meet Standards
25	23	18	0
<p>Consistently displays loyalty to the Army, and fellow classmates, and encourages fairness, inclusiveness, and open and candid communication.</p> <p>Consistently maintains a high degree of self-discipline, mental wellbeing, and skillfully exercised time management and challenges others to do the same.</p> <p>Consistently reflects on his/her strengths and weaknesses, analyzes lessons learned, and actively seeks self-development.</p> <p>Consistently displays an effective ability to promote teamwork, cohesion, and cooperation within the classroom.</p> <p>Consistently leads or participates in study groups, selflessly helping peers improve their academic performance.</p> <p>Consistently develops others in the classroom and during his/her own personal time.</p> <p>Consistently exhibits genuine interest toward developing and collaborating with others.</p> <p>Consistently leads the collaboration efforts of others, resulting in positive action toward the objective.</p>	<p>Often displays loyalty to the Army and fellow classmates, and encourages fairness, inclusiveness, and open and candid communication.</p> <p>Often maintains a high degree of self-discipline, physical fitness, mental wellbeing, and skillfully exercised time management and challenges others to do the same.</p> <p>Often reflects on his/her strengths and weaknesses, analyzes lessons learned, and actively seeks self-development.</p> <p>Often displays an effective ability to promote teamwork, cohesion, and cooperation within the classroom.</p> <p>Often leads or participates in study groups, selflessly helping peers improve their academic performance.</p> <p>Often develops others in the classroom and during his/her own personal time.</p> <p>Often exhibits genuine interest toward developing and collaborating with others.</p> <p>Often leads the collaboration efforts of others, resulting in positive action toward the objective.</p>	<p>Displays the ability to promote teamwork, cohesion, and cooperation within the classroom.</p> <p>Displays loyalty to the Army, and fellow classmates and encourages fairness, inclusiveness, and open and candid communication.</p> <p>Student is aware of his/her strengths and weaknesses, learns from his/her mistakes, and actively seeks self-development and exhibits self-motivation.</p> <p>Maintains self-discipline, physical fitness, and mental wellbeing and skillfully exercises time management.</p>	<p>Shares ideas but does not advance the work of the group.</p> <p>Passively accepts alternate viewpoints/ideas/opinions.</p> <p>Does not promote teamwork, cohesion, or cooperation in the classroom.</p> <p>Does not display loyalty to the Army, organization or fellow classmates, or practice fairness, inclusiveness or open and candid communication.</p> <p>Student is unaware of his /her strengths, weaknesses, and yet repeats his/her mistakes.</p> <p>Student lacks motivation, does not maintain self-discipline, physical fitness, or mental wellbeing, or fails to exercise time management.</p>





**Reference DA Form 1059 Part II k. Achieves/Life Long Learner**

<b>Far Exceeded Standards</b>	<b>Exceeded Standards</b>	<b>Met Standards</b>	<b>Did Not Meet Standards</b>
<b>25</b>	<b>23</b>	<b>18</b>	<b>0</b>
<p>Consistently uses and shares formal and informal learning opportunities to foster continuous development and improvement of the knowledge, skills, and abilities required to be a successful leader in today's Army.</p> <p>Consistently achieves exceptional academic standing in BLC curriculum and professional development programs that far exceed course requirements through thorough research from extensive curiosity and initiative.</p> <p>Level of research and analysis demonstrates a mastery of transference of knowledge and deep thought in extensive and substantive responses to enabling learning outcomes.</p> <p>Consistently active throughout the academic year in multiple leadership roles, committees, and other curricular activities and events.</p>	<p>Often uses and shares formal and informal learning opportunities to foster continuous development and improvement of the knowledge, skills, and abilities required to be a successful leader in today's Army.</p> <p>Often achieves exceptional academic standing in BLC curriculum and professional development programs that exceed course requirements through thorough research from curiosity and initiative.</p> <p>Level of research and analysis demonstrates a mastery of transference of knowledge and deep thought in extensive and substantive responses to enabling learning outcomes.</p> <p>Often active throughout the academic year in multiple leadership roles, committees, and other curricular activities and events.</p>	<p>Gets results and accomplishes tasks and missions on time and to standard while leading people and creating positive conditions.</p> <p>Uses the right level of delegation, empowerment, and trust balanced against the mission.</p> <p>Continues to work on established professional and self-development goals and objectives.</p> <p>Takes initiative to improve through both self and professional development opportunities.</p> <p>Throughout the learning experience, the student exhibits curiosity, initiative (both in and outside the classroom), exhibits the transference of knowledge, and reflects on what is learned.</p>	<p>Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the topic.</p> <p>Does not get results and accomplishes tasks and missions on time and to standard while leading people and creating positive conditions.</p> <p>Does not use the right level of delegation, empowerment, and trust balanced against the mission.</p> <p>Takes or demonstrates no initiative to improve self or professional development.</p> <p>Throughout the learning experience, the student exhibited little curiosity, initiative, and independence to seek knowledge in or outside the classroom.</p> <p>Struggles to exhibit the transference of knowledge and struggles to properly use self-reflection.</p>



		Character/ Accountability	Presence/ Comprehensive Fitness	Intellect/Critical Thinking & Problem Solving	Leads/ Communication & Engagement	Develops/ Collaboration	Achieves/Life Long Learner	
<b>Foundations Phase</b>								Facilitator Sign & Date
								Learner Sign & Date
<b>Foundations Phase Remarks</b> (Facilitator and Learner)								
		Character/ Accountability	Presence/ Comprehensive Fitness	Intellect/Critical Thinking and Problem Solving	Leads/ Communication & Engagement	Develops/ Collaboration	Achieves/Life Long Learner	
<b>Leadership Phase</b>								Facilitator Sign & Date
								Learner Sign & Date
<b>Leadership Phase Remarks</b> (Facilitator and Learner)								
		Character/ Accountability	Presence/ Comprehensive Fitness	Intellect/Critical Thinking and Problem Solving	Leads/ Communication & Engagement	Develops/ Collaboration	Achieves/Life Long Learner	
<b>Readiness Phase</b>								Facilitator Sign & Date
								Learner Sign & Date
<b>Readiness Phase Remarks</b> (Facilitator and Learner)								
		Character/ Accountability	Presence/ Comprehensive Fitness	Intellect/Critical Thinking and Problem Solving	Leads/ Communication & Engagement	Develops/ Collaboration	Achieves/Life Long Learner	
<b>Assessment Phase</b>								Facilitator Sign & Date
								Learner Sign & Date
<b>Assessment Phase Remarks</b> (Facilitator and Learner)								
		Character/ Accountability	Presence/ Comprehensive Fitness	Intellect/Critical Thinking and Problem Solving	Leads/ Communication & Engagement	Develops/ Collaboration	Achieves/Life Long Learner	
<b>Final Attributes and Competencies Rating</b>	Final Score							Facilitator Sign & Date
	Overall Rating							Learner Sign & Date
Overall Eligibility Score for Ranking (The overall sum of all attributes and competencies)							<b>TOTAL SUM:</b>	
<b>Overall Remarks</b> (Facilitator and Learner)								



**NOTE:** The inserted graphic below is a representation of an individual learner who can be considered for the Commandant's List or Superior Academic Achievement based on the summative score of the 1009A combined totals. (See example below.)

PHASES	CHARACTER/ACCOUNTABILITY				PRESENCE/COMPREHENSIVE FITNESS				INTELLECT/CRITICAL THINKING				LEADS/COMMUNICATION & ENGAGEMENT				DEVELOPS/COLLABORATION				ACHIEVES/LIFE LONG LEARNER			
	FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDARD	FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDARD	FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDARD	FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDARD	FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDARD	FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDARD
	25	23	18	0	25	23	18	0	25	23	18	0	25	23	18	0	25	23	18	0	25	23	18	0
Foundations	25					23					18				18				18			23		
Leadership	25						18		25					23				23				23		
Readiness		23				23			25				25					23				23		
Assessment		23					18				18				18				18		25			
TOTAL	96				82				86				84				82				94			
FINAL 1059	Far Exceeds				Met Standard				Met Standard				Met Standard				Met Standard				Exceeds			

(1) **Commandant's List (Limited to 20% of classroom enrollment).** To be considered for the top 20%, a student must pass all Initial assessments; receive a cumulative attributes and competencies score of 480 or higher of a possible 600 points final rating from the 1009A; pass U.S. Army fitness requirements during the course; and receive no negative counseling. This percentage includes the distinguished honor graduate and honor graduate.

(2) **Superior Academic Achievement (Limited to 21%-40% of class enrollment).** Student must pass each assessment with a 70% ; receive a cumulative attributes and competencies score of 480 or higher of a possible 600 points final rating from the 1009A; pass U.S. Army fitness requirements during the course.

(3) **Achieved Course Standards.** Student must pass each assessment with a 70% ; receive a cumulative attributes and competencies score of 420 or higher of a possible 600 points final rating from the 1009A; pass U.S. Army fitness requirements during the course.

(4) **Failed to Achieve Course Standards.** Students who receive any "Did not meet Standards" assessment within Part II, (blocks f. thru k.) may be assessed as a "failed to Achieve Course Standards" or "Achieved Course Standards" within Part III-Overall Academic Achievement section of the AER DA Form 1059. A box check selection of "Achieved Course Standards" in this instance requires an explanation in the comment area. . If the student fails to meet course requirements as identified in the course grading plan, the reviewing official will place an "X" in the "Failed to Achieve Course Standards" box. (AR 623-3, paragraph 3-13e(5)(a)5)

**Attribute Scale:**

96-100 FAR EXCEEDS  
90- 95 EXCEEDS  
70-89 MET STANDARD  
69 & BELOW DID NOT MEET

**Eligibility Scale:**

Commandants List  
&  
Superior Academic Achievement

SUM: 524 YES

**NOTES:** Each student will receive a scored 1009A upon completion of the Phase. They will be scored on the six (6) attributes and competencies listed: Character/Accountability; Presence/Comprehensive Fitness; Intellect/Critical Thinking; Leads/Communication & Engagement; Develops/Collaboration; Achieves/Life Long Learner.

-- To determine what rating to mark on the 1059 (Part II, Blocks f-k) for each attribute at the end of the course; the "Attribute Scale" will be used.

-- At the end of the course each student will have a total of four (4) scores for each attribute (see lime green cells)

-- The SUM of all attributes will be the number used on the "Eligibility Scale" above to determine students eligibility for ranking (i.e. Commandant's List, Superior Academic, or Achieved Course Standards (see eligibility criteria from the CMP on the left)

--Students who fail any assessment are not eligible for the Commandant's List or the Superior Academic Achievement in PART III block a.

--Students who receive any adverse counseling's are not eligible for the Commandant's List. Students who receive two or more adverse counseling's are not eligible for the Superior Academic Achievement in PART III block a. However, the commandant may withhold the Superior Academic Achievement rating from a student with only one adverse counseling that is more than a minor infraction.



## **B-14. Assessment – 1009S Public Speaking Information Brief**

a. Overview: This information briefing will assess the student's ability to present a 10-minute (plus or minus 2-minutes) military information brief to a small group. This assessment is part of your GPA.

b. Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10; per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom large enough to accommodate a 1:8-10 facilitator-to-student ratio for the class size

c. Instructions to Soldiers:

(1) You will present a 10-minute (plus or minus two minutes) oral military information brief on the assigned subject. You will also prepare for a five-minute feedback session. Understand that an information brief is NOT a "Q&A" session. The information is briefed, and the briefer will ask if there are any questions or areas that need clarification at the end of the brief. The time for the brief stops when the briefer asks for questions. Your facilitator will evaluate you on your presentation. In order to receive a "GO," you must obtain 70 or more points IAW the evaluation rubric provided. Receiving a "GO" on this evaluation is a graduation requirement.

(2) You derive your academic score IAW the assessment rubric provided. The following ratings apply toward your GPA on your DA Form 1059, Service School Academic Evaluation Report.

- (a) 0-69.99% rates "Unsatisfactory."
- (b) 70-89.99% rates "Satisfactory."
- (c) 90-100% rates "Superior."
- (d) Passing the Reassessment rates "Satisfactory" with a score of 70%.

d. Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

e. Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

f. See next page for rubric.



**The NCO Leadership Center of Excellence  
Basic Leader Course  
Form 1009S – Public Speaking Information Brief**

<b>Public Speaking Information Brief Form 1009S</b>			
<b>STUDENT RANK &amp; NAME:</b> (Last, First, MI)		<b>STUDENT #:</b>	<b>DATE:</b>
<b>SUBJECT:</b>			
<b>PERFORMANCE STEPS</b>			
<b>KEY COMMUNICATION FACTORS:</b>	<b>COMMENTS</b>	<b>Max Points</b>	<b>Points Earned</b>
Personal Appearance & Bearing (Uniform, grooming, posture, etc.)		5 pts	
Voice (Natural inflection, volume, & emphasis – not monotone) & Eye Contact (Makes eye contact with audience periodically)		5 pts	
Gestures (Not overly excited, appropriate for context)		5 pts	
Clarity (Enunciates clearly, uses correct verbiage)		5 pts	
<b>PRESENTATION:</b>			
Preparation and Planning (Flow of presentation, rehearsed)		10 pts	
Knowledge of Subject (Understands subject, answered questions)		10 pts	
Selection and Use of Training Aids (Handouts, VGTs, or others)		5 pts	
<b>INTRODUCTION:</b>			
Greeting (Attention step, greeting, name, classification )		5 pts	
Purpose (Subject and reason for brief)		5 pts	
Methodology/Procedure (Brief using Introduction, Body, and Closing)		5 pts	
<b>BODY:</b>			
Content (Pertinent facts and information)		10 pts	
Logical Sequence (Time line, prioritized, or sequential)		5 pts	
Effective Transition(s) (Transition statements to move to new idea)		5 pts	
<b>CLOSING:</b>			
Summary (Provides short summary covering main ideas)		5 pts	
Asked for Questions (Solicited questions)		5 pts	
Conclusion (Ends brief)		5 pts	
<b>TIME MANAGEMENT:</b>			
Time (10 minutes plus or minus 2 minutes)		5 pts	
<b>RAW SCORE:</b>		100 pts	
<b>REMARKS:</b>		<b>RATING:</b>	
<b>NOTE:</b> Maximum score is 100. Score each item either 0 or 5/10 points. Enter the appropriate rating in the RATING block as follows: <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <span>0-69 = “Unsatisfactory”</span> <span>70-89 = “Satisfactory”</span> <span>90-100 = “Superior”</span> </div>			
<b>FACILITATOR SIGNATURE and DATE:</b>			
<b>STUDENT SIGNATURE and DATE:</b>			



## **B-15. Assessment – 1009W Assessing Writing Compare and Contrast Essay**

a. Overview: This writing practicum will assess the student's ability to write a short essay comparing and contrasting followership and servant leadership. This assessment is part of the student's GPA.

b. Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10; per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom large enough to accommodate a 1:8-10 facilitator-to-student ratio for the class size.

c. Instructions to Soldiers:

(1) You will prepare a short essay comparing and contrasting followership and servant leadership. In order to receive a "GO," you must achieve 70 or more points IAW the evaluation rubric provided. Receiving a "GO" on this evaluation is a graduation requirement. The essay must meet the following requirements:

- (a) Minimum of 250 words, no more than 750 words.
- (b) Font is Arial, 12pt.
- (c) Use standard margins: One inch from the left, right, and bottom edges. Do not justify right margins.
- (d) Use double spacing.
- (e) Utilize a graphic organizer.
- (f) Employ the Army Writing Style and standard written English.
- (g) Use the essay format.
- (h) Provide a strong purpose statement.
- (i) Use "second set of eyes."

(2) You derive your academic score IAW the assessment rubric provided. The following ratings apply toward your GPA on your DA Form 1059, Service School Academic Evaluation Report:

- (a) Level 0 average = 69% and below (Nonperformer)
- (b) Level 1 average = 75% - 70% (Learning)
- (c) Level 2 average = 79% - 76% (Developing)
- (d) Level 3 average = 88% - 80% (Competent)
- (e) Level 4 average = 94% - 89% (Proficient)
- (f) Level 5 average = 100% - 95% (Advanced)

d. Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

e. Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

f. See next page for rubric.



**NCO Leadership Center of Excellence**  
**Basic Leader Course**  
**Form 1009 W (Special) Writing Compare and Contrast Essay Assessment**

<b>STUDENT'S NAME:</b>						
<b>ASSIGNMENT TITLE:</b> Compare and Contrast Essay					<b>DATE:</b>	
<b>FACILITATOR'S NAME:</b>						
<b>RATING:</b>	<b>5-ADVANCED</b>	<b>4-PROFICIENT</b>	<b>3-COMPETENT</b>	<b>2-DEVELOPING</b>	<b>1-LEARNING</b>	<b>0-NONPERFORMER</b>
<b>RANGE:</b>						
<b>EARNED:</b>						
<b>REQUIRED WRITING STANDARDS</b>						
<b>PURPOSE:</b>	The specific reason explaining why the document, correspondence, or report is necessary.					
<b>ANALYSIS:</b>	Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.					
<b>SYNTAX:</b>	Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.					
<b>CONCISION:</b>	The ability to infuse the greatest amount of information into the least amount of words.					
<b>ACCURACY:</b>	Using flawless spelling, punctuation, grammar, and mechanics. Also, fairly representing credible sources (citations) using course requirements.					
<b>WRITING ASSIGNMENT DESCRIPTION:</b>						
<b>Facilitator's Comments:</b>						
<b>Facilitator's Signature:</b>						
<b>Student's Comments:</b>						
<b>Student's Signature:</b>						



Writing Standards – Assignment Scoring Sheet						
Required U.S. Army Standards and Techniques	5	4	3	2	1	0
	Advanced	Proficient	Competent	Developing	Learning	Nonperformer
<b>Purpose:</b> The specific reason explaining why the document, correspondence, or report is necessary.						
<b>Analysis:</b> Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.						
<b>Syntax:</b> Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.						
<b>Concision:</b> The ability to infuse the greatest amount of information into the least amount of words.						
<b>Accuracy:</b> 1) Using flawless spelling, punctuation, grammar, and mechanics; 2) fairly representing credible sources using course requirements.						
If similarity reports indicate 50 percent or more, the facilitator will review the assessment for possible plagiarism.						
<b>Total:</b>						
<b>Average:</b>						
<b>Facilitator Comments:</b>						





Criteria	5 – Advanced	4 - Proficient	3 – Competent	2 – Developing	1 - Learning	0-Nonperformer
<b>Purpose:</b> “Bottom Line Up Front”	Author places the main point within the top 2% of the document <b>and</b> frontloads within sections, paragraphs, bullet points and lists <sup>1</sup>	Author places the main point within the top 5% of the document <b>and</b> usually within subordinate units	Author places the main point within the top 10% of the document <b>and</b> mostly frontloads within subordinate units	Author’s main point not revealed until drawing conclusions <b>and/or</b> does not frontload (strongest points appear behind written units or conclusion)	Author places the main point in the middle of the document (11-89%) <b>and/or</b> does not frontload within written units <sup>2</sup>	Author does not indicate the main point or it is too broad/vague to recognize; written units lack priority organization (neither most/least important or vice versa)
<b>Analysis:</b> Evidence and Arguments	Argument is issue-focused and analyzes data/primary sources (roughly 80% analysis and 20% summary/paraphrase) <sup>3</sup>	Argument is issue-focused and analyzes data/primary sources (roughly 70% analysis and 30% summary/paraphrase)	Argument is issue-focused and analyzes data/primary sources; (roughly 60% analysis and 40% summary/paraphrase)	Argument is issue-focused and analyzes fact/primary sources; paper is roughly 50% analysis, 50% summary/paraphrase	No argument -- paper relies on opinion or speculation instead of analysis (75%); summarizes secondary sources (10-25%)	No argument -- nearly 100% of the paper is either opinion/speculation or a summary/paraphrase of secondary sources
<b>Syntax:</b> Effective Sentence Constructions	Uses active voice primarily; passive voice used rarely and logically. <sup>4</sup> No visible patterns of sentence construction errors	Uses active voice primarily; passive voice used rarely and logically. One pattern (2-3 similar sentence construction errors) identified	Uses active voice primarily; passive voice used rarely and logically. Two patterns (2-3 similar sentence construction errors per pattern) identified	Uses active voice primarily; passive voice used where active more logical. Three patterns (2-3 similar sentence construction errors per pattern) identified	Uses mix of active and passive voice; loss of subject (doer of action) loses meaning. Three patterns (2-3 similar errors per pattern) identified	Paper fluctuates between passive and active voice throughout without apparent reason or control; four or more patterns (2-3 similar errors per pattern) identified
<b>Concision:</b> The Most Information in the Least Space	All written units (words, sentences, bullet points or paragraphs <sup>5</sup> ) are lean <sup>6</sup>	One written unit exceeds the proscribed length	Two written units exceed the proscribed length	Three written units exceed the proscribed length	Four written units exceed the proscribed length	Five or more written units exceed the proscribed length
<b>Accuracy:</b> Reducing Reader Distractions				<b>Facilitator Discretion:</b> Serious errors in formatting or citation may result in an automatic 0 for accuracy. Consult assignment requirements and policies.		
	Uses standard written English with correct spelling, punctuation, grammar, mechanics, formatting, and citations without visible mistakes	Uses standard written English with no individual errors; one pattern (2-3 similar errors) identified <sup>7</sup>	Uses standard written English with few individual errors in any area. Two patterns (2-3 similar errors per pattern) identified	Deviates from standard written English, formatting, or citations occasionally; three patterns (2-3 similar errors per pattern) identified	Show multiple, repetitive errors in using standard written English, formatting, or citations; four patterns (2-3 similar errors per pattern) identified	Shows multiple, repetitive errors in using standard written English, formatting, or citations; five or more patterns (2-3 similar errors per pattern) identified



<b>5 – Advanced</b>	<p>In addition to the “Proficient” criteria, “Advanced” writing shows clear and consistent mastery of the standards and techniques. Work product is high quality, completely error-free, and exceeds all requirements.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• 80 – 100% of the document reflects the overall purpose, minus minimal deviations to display data.</li> <li>• Title incorporates the argument or report issue, using key words defined in the paper.</li> </ul>
<b>4 – Proficient</b>	<p>Demonstrates the Army writing standard or technique accurately and efficiently. Work product is high quality, nearly error-free except for minor or debatable stylistic mistakes. Addresses the issues of the assignment.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Strong analytical reasoning or organization; for arguments, this demonstrates a thorough understanding of all sides of an issue without losing focus of the paper’s argument.</li> <li>• Varied word choice, grammatical constructions, and sentence structure (as appropriate).</li> <li>• Vocabulary appropriate for audience and technical information.</li> </ul>
<b>3 – Competent</b>	<p>Fully qualified in the Army writing standard or technique with reliable execution. Work product achieves requirements suitable for the training environment with few patterns of error.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Establishes a single, sustained focus throughout with logical flow and transitions.</li> <li>• All of the information supports the main idea.</li> <li>• Vocabulary appropriate for audience and technical information.</li> </ul>
<b>2 – Developing</b>	<p>Demonstrates the Army writing standard or technique, though performance may be inconsistent throughout the document. Has several, repeated patterns of error that would be unacceptable in the field.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Commits several stylistic, rather than grammatical errors (e.g. sentences are grammatically correct, but could be more concise; author uses passive voice correctly, but could rewrite the sentence more clearly in active voice).</li> <li>• A pattern of sloppy execution – usually no more than 2-3 errors executed correctly in parts of the assignment and incorrectly in others.</li> </ul>
<b>1 – Learning</b>	<p>Attempts, but does not correctly demonstrate the Army writing standard or technique. Work product shows deviation from the assignment requirements or inability to achieve them between 50-75% of the paper content.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Excessive -- but consistent -- errors in spelling, punctuation, grammar, formatting or citation.</li> <li>• Missing or does not execute key concepts; for example, relying on opinion and summary rather than analysis in an argument.</li> </ul>
<b>0 – Nonperformer</b>	<p>Beginner-level writing struggles to demonstrate the Army writing standards and techniques. Writing may show serious deviations in standard formatting, frequent patterns of error in sentence construction, spelling, grammar, and mechanics consistent with a raw draft.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Disorganized, erratic errors in spelling, punctuation, grammar, formatting or citation.</li> <li>• Internal paragraph or sentence structures lack coherence (for example, switching topics or interjecting new information mid-paragraph, or changing from plural to singular subjects in a sentence).</li> </ul>



## **B-16. Assessment – 1009W Assessing Writing Informative Essay**

- a. Overview: This writing practicum will assess the student's ability to write a short informative essay. This assessment is part of the student's GPA.
- b. Personnel, equipment, and materials required:
  - Personnel: Number of Soldiers to assess: 1:8-10; per facilitator
  - Equipment: As required to effectively conduct training assignment
  - Materials: Classroom large enough to accommodate a 1:8-10 facilitator-to- student ratio for the class size
- c. Instructions to Soldiers:
  - (1) You are to write an expository/informative essay on the topic selected per the sign-up sheet. This paper must contain a strong, supported purpose statement in a clear and concise manner; using correct grammar, sentence structure, and word usage. Provide a clear purpose statement. Provide a coherent transition from one topic to the next using this rubric as a general guideline. Your essay will:
    - Be font Arial 12pt
    - Be double-spaced
    - Have one-inch margins all around
    - Be 750 to 1250 words in length
    - Strong purpose statement
    - Use a "second set of eyes"
    - Use the five (5) paragraph format
  - (2) You derive your academic score IAW the assessment rubric provided. The following ratings apply toward your GPA on your DA Form 1059, Service School Academic Evaluation Report:
    - (a) Level 0 average = 69% and below (Nonperformer)
    - (b) Level 1 average = 75% - 70% (Learning)
    - (c) Level 2 average = 79% – 76% (Developing)
    - (d) Level 3 average = 88% – 80% (Competent)
    - (e) Level 4 average = 94% - 89% (Proficient)
    - (f) Level 5 average = 100% - 95% (Advanced)
- d. Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.
- e. Safety: Ensure Soldiers observe all safety procedures IAW local SOP.
- f. See next page for rubric.



**NCO Leadership Center of Excellence**  
**Basic Leader Course**  
**Form 1009W (SPECIAL) Writing Informative Essay Assessment**

<b>STUDENT'S NAME:</b>						
<b>ASSIGNMENT TITLE:</b> Informative Essay					<b>DATE:</b>	
<b>FACILITATOR'S NAME:</b>						
<b>RATING:</b>	<b>5-ADVANCED</b>	<b>4-PROFICIENT</b>	<b>3-COMPETENT</b>	<b>2-DEVELOPING</b>	<b>1-LEARNING</b>	<b>0-NONPERFORMER</b>
<b>RANGE:</b>						
<b>EARNED:</b>						
<b>REQUIRED WRITING STANDARDS</b>						
<b>PURPOSE:</b>	The specific reason explaining why the document, correspondence, or report is necessary.					
<b>ANALYSIS:</b>	Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.					
<b>SYNTAX:</b>	Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.					
<b>CONCISION:</b>	The ability to infuse the greatest amount of information into the least amount of words.					
<b>ACCURACY:</b>	Using flawless spelling, punctuation, grammar, and mechanics. Also, fairly representing credible sources (citations) using course requirements.					
<b>WRITING ASSIGNMENT DESCRIPTION:</b>						
<b>Facilitator's Comments:</b>						
<b>Facilitator's Signature:</b>						
<b>Student's Comments:</b>						
<b>Student's Signature:</b>						



Writing Standards – Assignment Scoring Sheet							
Required U.S. Army Standards and Techniques	5	4	3	2	1	0	
	Advanced	Proficient	Competent	Developing	Learning	Nonperformer	
<b>Purpose:</b> The specific reason explaining why the document, correspondence, or report is necessary.							
<b>Analysis:</b> Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.							
<b>Syntax:</b> Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.							
<b>Concision:</b> The ability to infuse the greatest amount of information into the least amount of words.							
<b>Accuracy:</b> 1) Using flawless spelling, punctuation, grammar, and mechanics; 2) fairly representing credible sources using course requirements.							
If similarity reports indicate 50 percent or more, the facilitator will review the assessment for possible plagiarism.							
<b>Total:</b>							
<b>Average:</b>							
<b>Facilitator Comments:</b>							



Criteria	5 – Advanced	4 - Proficient	3 – Competent	2 – Developing	1 - Learning	0-Nonperformer
<b>Purpose:</b> “Bottom Line Up Front”	Author places the main point within the top 2% of the document <b>and</b> frontloads within sections, paragraphs, bullet points and lists <sup>1</sup>	Author places the main point within the top 5% of the document <b>and</b> usually within subordinate units	Author places the main point within the top 10% of the document <b>and</b> mostly frontloads within subordinate units	Author’s main point not revealed until drawing conclusions <b>and/or</b> does not frontload (strongest points appear behind written units or conclusion)	Author places the main point in the middle of the document (11-89%) <b>and/or</b> does not frontload within written units <sup>2</sup>	Author does not indicate the main point or it is too broad/vague to recognize; written units lack priority organization (neither most/least important or vice versa)
<b>Analysis:</b> Evidence and Arguments	Argument is issue-focused and analyzes data/primary sources (roughly 80% analysis and 20% summary/paraphrase) <sup>3</sup>	Argument is issue-focused and analyzes data/primary sources (roughly 70% analysis and 30% summary/paraphrase)	Argument is issue-focused and analyzes data/primary sources (roughly 60% analysis and 40% summary/paraphrase)	Argument is issue-focused and analyzes fact/primary sources; paper is roughly 50% analysis, 50% summary/paraphrase	No argument -- paper relies on opinion or speculation instead of analysis (75%); summarizes secondary sources (10-25%)	No argument -- nearly 100% of the paper is either opinion/speculation or a summary/paraphrase of secondary sources
<b>Syntax:</b> Effective Sentence Constructions	Uses active voice primarily; passive voice used rarely and logically. <sup>4</sup> No visible patterns of sentence construction errors	Uses active voice primarily; passive voice used rarely and logically. One pattern (2-3 similar sentence construction errors) identified	Uses active voice primarily; passive voice used rarely and logically. Two patterns (2-3 similar sentence construction errors per pattern) identified	Uses active voice primarily; passive voice used where active more logical. Three patterns (2-3 similar sentence construction errors per pattern) identified	Uses mix of active and passive voice; loss of subject (doer of action) loses meaning. Three patterns (2-3 similar errors per pattern) identified	Paper fluctuates between passive and active voice throughout without apparent reason or control; four or more patterns (2-3 similar errors per pattern) identified
<b>Concision:</b> The Most Information in the Least Space	All written units (words, sentences, bullet points or paragraphs <sup>5</sup> ) are lean <sup>6</sup>	One written unit exceeds the proscribed length	Two written units exceed the proscribed length	Three written units exceed the proscribed length	Four written units exceed the proscribed length	Five or more written units exceed the proscribed length
<b>Accuracy:</b> Reducing Reader Distractions				<b>Facilitator Discretion:</b> Serious errors in formatting or citation may result in an automatic 0 for accuracy. Consult assignment requirements and policies.		
	Uses standard written English with correct spelling, punctuation, grammar, mechanics, formatting, and citations without visible mistakes	Uses standard written English with no individual errors; one pattern (2-3 similar errors) identified <sup>7</sup>	Uses standard written English with few individual errors in any area. Two patterns (2-3 similar errors per pattern) identified	Deviates from standard written English, formatting, or citations occasionally; three patterns (2-3 similar errors per pattern) identified	Show multiple, repetitive errors in using standard written English, formatting, or citations; four patterns (2-3 similar errors per pattern) identified	Shows multiple, repetitive errors in using standard written English, formatting, or citations; five or more patterns (2-3 similar errors per pattern) identified

<sup>1</sup> Frontloading prioritizes information based on importance. For Army writing, the main point should appear as close to the front as conventions allow. Bottom Line up Front (BLUF)

<sup>2</sup> Developing writers typically draw conclusions near the end of a section, paragraph, bullet point, or list. Learning writers tend to reach the main point in the middle of the document.

<sup>3</sup> Analysis values based on AR 25-50 correspondence requirements; values may need adjusting for assignment specifics (content)

<sup>4</sup> The logical times to use passive voice are when the subject (doer) is unknown, the receiver of action takes priority, or when using a commonly passive phrase (e.g. “I was deployed in Afghanistan”).

<sup>5</sup> Not all assignments require paragraphs. For whatever written units are required, the student should keep the writing as lean as possible.

<sup>6</sup> Determine appropriate length (leanness) by convention; for example, paragraphs in correspondence should be no longer than 10 lines and 15 words (AR 25-50), whereas 15-20 lines and 24-30 words are usually acceptable for academic work.

<sup>7</sup> Count the number of errors by patterns, not instances. For example, misusing commas ten times still counts as a single error, because the multiple instances show a single pattern.



<b>5 – Advanced</b>	<p>In addition to the “Proficient” criteria, “Advanced” writing shows clear and consistent mastery of the standards and techniques. Work product is high quality, completely error-free, and exceeds all requirements.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• 80 – 100% of the document reflects the overall purpose, minus minimal deviations to display data.</li> <li>• Title incorporates the argument or report issue, using key words defined in the paper.</li> </ul>
<b>4 – Proficient</b>	<p>Demonstrates the Army writing standard or technique accurately and efficiently. Work product is high quality, nearly error-free except for minor or debatable stylistic mistakes. Addresses the issues of the assignment.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Strong analytical reasoning or organization; for arguments, this demonstrates a thorough understanding of all sides of an issue without losing focus of the paper’s argument.</li> <li>• Varied word choice, grammatical constructions, and sentence structure (as appropriate).</li> <li>• Vocabulary appropriate for audience and technical information.</li> </ul>
<b>3 – Competent</b>	<p>Fully qualified in the Army writing standard or technique with reliable execution. Work product achieves requirements suitable for the training environment with few patterns of error.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Establishes a single, sustained focus throughout with logical flow and transitions.</li> <li>• All of the information supports the main idea.</li> <li>• Vocabulary appropriate for audience and technical information.</li> </ul>
<b>2 – Developing</b>	<p>Demonstrates the Army writing standard or technique, though performance may be inconsistent throughout the document. Has several, repeated patterns of error that would be unacceptable in the field.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Commits several stylistic, rather than grammatical errors (e.g. sentences are grammatically correct, but could be more concise; author uses passive voice correctly, but could rewrite the sentence more clearly in active voice).</li> <li>• A pattern of sloppy execution – usually no more than 2-3 errors executed correctly in parts of the assignment and incorrectly in others.</li> </ul>
<b>1 – Learning</b>	<p>Attempts, but does not correctly demonstrate the Army writing standard or technique. Work product shows deviation from the assignment requirements or inability to achieve them between 50-75% of the paper content.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Excessive -- but consistent -- errors in spelling, punctuation, grammar, formatting, or citation.</li> <li>• Missing or does not execute key concepts; for example, relying on opinion and summary rather than analysis in an argument.</li> </ul>
<b>0 – Nonperformer</b>	<p>Beginner-level writing struggles to demonstrate the Army writing standards and techniques. Writing may show serious deviations in standard formatting, frequent patterns of error in sentence construction, spelling, grammar, and mechanics consistent with a raw draft.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Disorganized, erratic errors in spelling, punctuation, grammar, formatting or citation.</li> <li>• Internal paragraph or sentence structures lack coherence (for example, switching topics or interjecting new information mid-paragraph, or changing from plural to singular subjects in a sentence).</li> </ul>



## B-17. Assessment – 1009W Special Assessing Reflective Writing

a. Overview: This writing practicum will assess the student's ability to write two short reflective essays. This assessment is non-GPA and does not apply towards your DA Form 1059, Service School Academic Evaluation Report. However, it is a graduation requirement.

b. Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10; per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom large enough to accommodate a 1:8-10 facilitator-to- student ratio for the class size

c. Instructions to Soldiers:

(1) You will write two reflective essays. The first essay will describe your personal insight into what you learned in the Basic Leader Course. The second essay will describe the NCO 2020 Strategy using your personal experience and future leadership expectations. You will use the Army writing style, and comment on how to apply acquired knowledge into real world situations back at your unit. Describe the possible obstacles or barriers to your implementation of what you learned and how you will overcome the obstacles or barriers. Essay should contain between 500 and 750 words and be written in the first person narrative.

(2) You derive your academic score IAW the assessment rubric provided by peer evaluation. The ratings **do not** apply toward your GPA nor your DA Form 1059, Service School Academic Evaluation Report. However, it is a graduation requirement.

- (a) 0 – 11 (47% and below) = UNSATISFACTORY
- (b) 12 – 20 (83% - 48%)= SATISFACTORY
- (c) 21 – 25 (100% – 84%= SUPERIOR

d. Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

e. Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

f. See next page for rubric.





**NCO Leadership Center of Excellence  
Basic Leader Course  
Form 1009W (Special) - Assessing Reflective Writing**

<b>NAME:</b>			
<b>ASSIGNMENT TITLE: Reflective Essay</b>			<b>DATE:</b>
<b>FACILITATOR:</b>			
<b>RATING</b>	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>SUPERIOR</b>
<b>RANGE</b>	<b>0-11</b>	<b>12-20</b>	<b>21-25</b>
<b>GRADE</b>			
<b>COGNITIVE LEVEL ATTAINED:</b>		Higher levels include characteristics of lower levels.	
<b>ANALYZING:</b>		Breaking material into constituent parts, determining how the parts relate to each other and to an overall structure or purpose through differentiating, organizing, and attributing.	
<b>APPLYING:</b>		Carrying out or using a procedure through executing, or implementing.	
<b>UNDERSTANDING:</b>		Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	
<b>REMEMBERING:</b>		Retrieving, recognizing, and recalling relevant knowledge from long-term memory.	
<b>Writing Assignment</b>			
Choose two topics, one from two different lessons and use these topics for your essays. Reflectively express why these topics are important to you and how you will implement what you learned from BLC when you return to your unit. Describe the possible obstacles or barriers to your implementation of what you learned and how you will overcome the obstacles or barriers. Essay should contain between 500 and 750 words and be written in the first person narrative.			
<b>Facilitator's Comments:</b>			
<b>Facilitator's Signature:</b>			
<b>Learner's Comments:</b>			
<b>Learner's Signature:</b>			



Learner	0-2	3-4	5	
	Unsatisfactory	Satisfactory	Superior	
<b>Topic Introduction</b>	<p>Does not convey topic.</p> <p>Does not describe subtopics to be reviewed.</p> <p>Does not support purpose statement.</p>	<p>Conveys topic, describes subtopics to be reviewed.</p> <p>Generally supports purpose statement.</p>	<p>Strong introduction of topic clearly delineates subtopics to be reviewed.</p> <p>Fully supports purpose statement.</p> <p>One paragraph.</p>	
<b>Use of textual evidence and historical context</b>	<p>Used incomplete or vaguely developed examples to support only partially claims with no connections made between texts.</p>	<p>Used examples from the text to support most claims in your writing with some connections made between texts.</p>	<p>Used specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts.</p>	
<b>Sequencing and Transition</b>	<p>Little evidence, material is not logically organized into topic, subtopics, or related to topic.</p> <p>Many transitions are unclear or nonexistent.</p>	<p>Most material clearly related to main topic and subtopic.</p> <p>Material may not be organized within subtopics.</p> <p>Attempts to provide variety of transitions.</p>	<p>Strong organization and integration of material within subtopics.</p> <p>Strong transitions linking subtopics and main topic.</p>	
<b>Grammar, Readability, and Sentence Structure</b>	<p>Grammatical errors or spelling &amp; punctuation substantially detract from the paper.</p> <p>Word choice is informal in tone.</p> <p>Writing is choppy, with many awkward or unclear passages.</p>	<p>Very few grammatical, spelling or punctuation errors interfere with reading the paper.</p> <p>Writing has minimal awkward or unclear passages.</p>	<p>The paper is free of grammatical errors and spelling and punctuation.</p> <p>Writing flows and is easy to follow.</p>	
<b>Conclusion</b>	<p>The conclusion introduces new ideals and/or it does not summarize the body paragraphs.</p>	<p>The conclusion is one paragraph.</p> <p>It summarizes the body paragraphs but does not conclude the essay.</p>	<p>The conclusion is one paragraph.</p> <p>It summarizes the body paragraphs and concludes the essay.</p>	
<b>25 Possible</b>			<b>TOTAL(X 4)</b>	



## B-18. Assessment – 1009W Special Resume Writing

a. Overview: This writing practicum will assess the student's ability to write a resume. This assessment is non-GPA.

b. Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10; per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom large enough to accommodate a 1:8-10 facilitator-to- student ratio for the class size

c. Instructions to Soldiers:

(1) You will write a resume using the group discussions and the example provided. Your resume will be informally assessed for formatting and grammar.

(2) You derive your academic score IAW the assessment rubric provided. The ratings ***do not*** apply toward your GPA or your DA Form 1059, Service School Academic Evaluation Report:

- (a) 0-69% rates "NO GO."
- (b) 70-100% rates "GO."
- (c) Reassessment not offered or required for Resume assignment.

d. Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

e. Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

f. See next page for rubric.



**NCO Leadership Center of Excellence  
Basic Leader Course  
Form 1009W (Special) - Resume Writing**

<b>NAME:</b>		<b>DATE:</b>	
<b>ASSIGNMENT/ TITLE:</b>		<b>Resume (B117)</b>	
<b>FACILITATOR NAME:</b>			
<b>ARMY WRITING STANDARD:</b>		Defines good writing as “understandable in a single, rapid reading and generally free of errors in grammar, mechanics, and usage.”	
<b>RATING:</b>	<b>GO</b>	<b>NOGO</b>	<b>See next page for scoring</b>
<b>RANGE:</b>	<b>70 or above</b>	<b>60 or below</b>	<b>7 GOs = 70%</b>
<b>EARNED:</b>			
<b>RESUME FORMAT:</b>		IAW Format provided by the facilitator and DOLEW	
<b>CONTACT INFORMATION:</b>		Name, address, phone number, email address, etc.	
<b>JOB OBJECTIVE:</b>		An objective statement may be the second section of a resume. It is most often used when you are targeting a specific job, occupation, career field, or company and wish to let an employer you are doing so.	
<b>SUMMARY OF QUALIFICATIONS:</b>		Summary, Professional Summary, Executive Summary, Experience Summary, etc. is used to highlight key words and your relevant technical and soft skills, your experience, and your successes.	
<b>WORK EXPERIENCE:</b>		The experience section of the resume provides the details of your professional experience. This is a section of the resume where you need to use company information and key words that relate directly to the position and/or company.	
<b>EDUCATION/TRAINING:</b>		If you have not yet graduated, to prevent an employer from assuming that you have a degree use the word “Attended” and indicate the number of credit hours completed, or provide an expected graduation date (month and year or just the year).	
<b>TECHNICAL SKILLS:</b>		Select the skills related to the job you are targeting.	
<b>Writing Assignment</b>			
<b>Facilitator’s Comments:</b>			
<b>Facilitator’s Signature:</b>			
<b>Student’s Comments:</b>			
<b>Student’s Signature:</b>			



1009W–B117 Resume Performance Level		
Unsatisfactory	Satisfactory	7 GOs = 70% GO
NO-GO	GO	6 GOs = 60% NOGO
Each section of this rubric is worth 10 points.		
Resume Format		Faculty Assessment
<b>Contact information</b> missing. No phone number and/or email address. Contact information hard to read or not complete.	<b>Contact information</b> all present and legible.	
<b>Objective statement</b> missing. Objective statement present, but not focused on one particular job/career area.	<b>Objective statement</b> present and focused on a specific job/career.	
<b>Summary of qualifications</b> missing or in completely wrong format. Summary of qualifications weak and format not consistent.	<b>Summary of qualifications</b> present, in the correct format, and listed chronological starting with most recent experience.	
<b>Education</b> not listed or complete including dates and location of school.	<b>Education</b> complete with all pertinent information.	
<b>Certifications</b> not listed (if applicable).	<b>Certificates</b> listed and in correct format per example.	
<b>Technical skills</b> , including languages spoken, computer skills, etc. not listed (if applicable).	<b>Technical skills</b> listed and in correct format per example.	
Resume has many spelling and grammar errors.	Resume has no or minimal spelling or grammar errors.	
Resume is more than 2 pages.	Resume is not more than 2 pages.	
Resume looks disorganized and unprofessional.	Resume is very professional looking and IAW formatting guidelines (margins, spacing, etc.).	
Resume not turned in on time	Resume turned in on time	
<b>Final Grade (For feedback purposes only):</b>		



## **B-19. Assessment - 1009W Special SHARP Essay (Commandant's Writing Award)**

a. Overview: This application practicum will assess the student's ability to create an essay concerning the Army's SHARP. This assessment is not part of the student's GPA, however, the essays will be forwarded to the commandant to determine the Commandant's Writing Award.

b. Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10; per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom or area large enough to accommodate a 1:8-10 facilitator-to-student ratio for the class size

c. Instructions to Soldiers:

**NOTE:** The SHARP essay is not intended to re-victimize, initiate an unwanted emotional response, or inflict psychological stress on anyone. IAW DODI 6495.02 change 3, and Army Regulation (AR) 600-20, leadership (chain of command or NCO support channel) are always required to report any incidents of sexual assault. Disclosure of information pertaining to an instance of sexual assault in the SHARP essay will be immediately reported to the appropriate authorities outlined within the local SHARP reporting policy. The resulting report will be an unrestricted report.

(1) You will write a two-page (maximum) essay addressing SHARP from within the Army and making recommendations on how leaders at the SGT level can implement potential solutions. The winner will be selected by the commandant and recognized with a certificate of achievement and coin during graduation. The recipient of the Commandant's Writing Award will have the award annotated on their DA Form 1059, Service School Academic Evaluation Report.

(2) Your essay should address the question, "Why do cases of sexual harassment and sexual assault continue to take place in the Army, despite all the training and education that take place?"

(3) Your essay will be formatted as shown below.

- I. Introduction (1-2 paragraphs)
  - A. Opening statement
  - B. Background information
  - C. Purpose statement
- II. Body (2-4 paragraphs)
  - A. (Point A) Why does sexual assault occur? Include supporting evidence.
  - B. (Point B) Does our current approach to training reduce (or not reduce) the risk of sexual assault and harassment? (Could be tied to point A)
  - C. (Point C) Supporting topic & evidence to support your thesis.
  - D. (Point D) How do we end sexual violence in the military (recommendations/solutions)?
- III. Conclusion (1-2 paragraphs)
  - A. Summarize the main points.
  - B. Make a strong, memorable final statement.



#### NOTES:

- Essay must be 1-2 pages in length (title page does not count as a page).
- Essay is an individual activity (although peer editing is allowed).
- Essay must contain two references (ARs, personal interviews, peer review articles, etc.).
- Essay is due on Day 1 of the Leadership Phase (provide students with exact date and time).
- Commandant (or designated representative) will choose the best essay.

(4) For information purposes, the following percentage scores can be used to help the learner determine proficiency:

- (a) Level 0 average = 69% and below (Nonperformer)
  - (b) Level 1 average = 75% - 70% (Learning)
  - (c) Level 2 average = 79% – 76% (Developing)
  - (d) Level 3 average = 88% – 80% (Competent)
  - (e) Level 4 average = 94% - 89% (Proficient)
  - (f) Level 5 average = 100% - 95% (Advanced)
- d. Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.
- e. Safety: Ensure Soldiers observe all safety procedures IAW local SOP.
- f. See next page for rubric.



**NCO Leadership Center of Excellence**  
**Basic Leader Course**  
**Form 1009W (Special) SHARP Essay Writing Assessment**

<b>STUDENT'S NAME:</b>						
<b>ASSIGNMENT TITLE:</b> SHARP Essay					<b>DATE:</b>	
<b>FACILITATOR'S NAME:</b>						
<b>RATING:</b>	<b>5-ADVANCED</b>	<b>4-PROFICIENT</b>	<b>3-COMPETENT</b>	<b>2-DEVELOPING</b>	<b>1-LEARNING</b>	<b>0-NONPERFORMER</b>
<b>RANGE:</b>						
<b>EARNED:</b>						
<b>REQUIRED WRITING STANDARDS</b>						
<b>PURPOSE:</b>	The specific reason explaining why the document, correspondence, or report is necessary.					
<b>ANALYSIS:</b>	Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.					
<b>SYNTAX:</b>	Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.					
<b>CONCISION:</b>	The ability to infuse the greatest amount of information into the least amount of words.					
<b>ACCURACY:</b>	Using flawless spelling, punctuation, grammar, and mechanics. Also, fairly representing credible sources (citations) using course requirements.					
<b>WRITING ASSIGNMENT DESCRIPTION:</b>						
<b>Facilitator's Comments:</b>						
<b>Facilitator's Signature:</b>						
<b>Student's Comments:</b>						
<b>Student's Signature:</b>						





Writing Standards – Assignment Scoring Sheet						
Required U.S. Army Standards and Techniques	5	4	3	2	1	0
	Advanced	Proficient	Competent	Developing	Learning	Nonperformer
<b>Purpose:</b> The specific reason explaining why the document, correspondence, or report is necessary.						
<b>Analysis:</b> Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.						
<b>Syntax:</b> Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.						
<b>Concision:</b> The ability to infuse the greatest amount of information into the least amount of words.						
<b>Accuracy:</b> 1) Using flawless spelling, punctuation, grammar, and mechanics; 2) fairly representing credible sources using course requirements.						
If similarity reports indicate 50 percent or more, the facilitator will review the assessment for possible plagiarism.						
<b>Total:</b>						
<b>Average:</b>						
<b>Facilitator Comments:</b>						



Criteria	5 – Advanced	4 - Proficient	3 – Competent	2 – Developing	1 - Learning	0-Nonperformer
<b>Purpose:</b> “Bottom Line Up Front”	Author places the main point within the top 2% of the document <b>and</b> frontloads within sections, paragraphs, bullet points and lists. <sup>1</sup>	Author places the main point within the top 5% of the document <b>and</b> usually within subordinate units.	Author places the main point within the top 10% of the document <b>and</b> mostly frontloads within subordinate units.	Author’s main point not revealed until drawing conclusions <b>and/or</b> does not frontload (strongest points appear behind written units or conclusion).	Author places the main point in the middle of the document (11-89%) <b>and/or</b> does not frontload within written units. <sup>2</sup>	Author does not indicate the main point or it is too broad/vague to recognize; written units lack priority organization (neither most/least important or vice versa).
<b>Analysis:</b> Evidence and Arguments	Argument is issue-focused and analyzes data/primary sources (roughly 80% analysis and 20% summary/paraphrase). <sup>3</sup>	Argument is issue-focused and analyzes data/primary sources (roughly 70% analysis and 30% summary/paraphrase).	Argument is issue-focused and analyzes data/primary sources; (roughly 60% analysis and 40% summary/paraphrase).	Argument is issue-focused and analyzes fact/primary sources; paper is roughly 50% analysis, 50% summary/paraphrase.	No argument -- paper relies on opinion or speculation instead of analysis (75%); summarizes secondary sources (10-25%).	No argument -- nearly 100% of the paper is either opinion/speculation or a summary/paraphrase of secondary sources.
<b>Syntax:</b> Effective Sentence Constructions	Uses active voice primarily; passive voice used rarely and logically. <sup>4</sup> No visible patterns of sentence construction errors.	Uses active voice primarily; passive voice used rarely and logically. One pattern (2-3 similar sentence construction errors) identified.	Uses active voice primarily; passive voice used rarely and logically. Two patterns (2-3 similar sentence construction errors per pattern) identified.	Uses active voice primarily; passive voice used where active more logical. Three patterns (2-3 similar sentence construction errors per pattern) identified.	Uses mix of active and passive voice; loss of subject (doer of action) loses meaning. Three patterns (2-3 similar errors per pattern) identified.	Paper fluctuates between passive and active voice throughout without apparent reason or control; four or more patterns (2-3 similar errors per pattern) identified.
<b>Concision:</b> The Most Information in the Least Space	All written units (words, sentences, bullet points or paragraphs <sup>5</sup> ) are lean. <sup>6</sup>	One written unit exceeds the proscribed length.	Two written units exceed the proscribed length.	Three written units exceed the proscribed length.	Four written units exceed the proscribed length.	Five or more written units exceed the proscribed length.
<b>Accuracy:</b> Reducing Reader Distractions				<b>Facilitator Discretion:</b> Serious errors in formatting or citation may result in an automatic 0 for accuracy. Consult assignment requirements and policies.		
	Uses standard written English with correct spelling, punctuation, grammar, mechanics, formatting, and citations without visible mistakes.	Uses standard written English with no individual errors; one pattern (2-3 similar errors) identified. <sup>7</sup>	Uses standard written English with few individual errors in any area. Two patterns (2-3 similar errors per pattern) identified.	Deviates from standard written English, formatting, or citations occasionally; three patterns (2-3 similar errors per pattern) identified.	Show multiple, repetitive errors in using standard written English, formatting, or citations; four patterns (2-3 similar errors per pattern) identified.	Shows multiple, repetitive errors in using standard written English, formatting, or citations; five or more patterns (2-3 similar errors per pattern) identified.

<sup>1</sup> Frontloading prioritizes information based on importance. For Army writing, the main point should appear as close to the front as conventions allow. Bottom Line up Front (BLUF)

<sup>2</sup> Developing writers typically draw conclusions near the end of a section, paragraph, bullet point, or list. Learning writers tend to reach the main point in the middle of the document.

<sup>3</sup> Analysis values based on AR 25-50 correspondence requirements; values may need adjusting for assignment specifics (content)

<sup>4</sup> The logical times to use passive voice are when the subject (doer) is unknown, the receiver of action takes priority, or when using a commonly passive phrase (e.g. “I was deployed in Afghanistan”).

<sup>5</sup> Not all assignments require paragraphs. For whatever written units are required, the student should keep the writing as lean as possible.

<sup>6</sup> Determine appropriate length (leanness) by convention; for example, paragraphs in correspondence should be no longer than 10 lines and 15 words (AR 25-50), whereas 15-20 lines and 24-30 words are usually acceptable for academic work.

<sup>7</sup> Count the number of errors by patterns, not instances. For example, misusing commas ten times still counts as a single error, because the multiple instances show a single pattern.



<b>5 – Advanced</b>	<p>In addition to the “Proficient” criteria, “Advanced” writing shows clear and consistent mastery of the standards and techniques. Work product is high quality, completely error-free, and exceeds all requirements.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• 80 – 100% of the document reflects the overall purpose, minus minimal deviations to display data.</li> <li>• Title incorporates the argument or report issue, using key words defined in the paper.</li> </ul>
<b>4 – Proficient</b>	<p>Demonstrates the Army writing standard or technique accurately and efficiently. Work product is high quality, nearly error-free except for minor or debatable stylistic mistakes. Addresses the issues of the assignment.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Strong analytical reasoning or organization; for arguments, this demonstrates a thorough understanding of all sides of an issue without losing focus of the paper’s argument.</li> <li>• Varied word choice, grammatical constructions, and sentence structure (as appropriate).</li> <li>• Vocabulary appropriate for audience and technical information.</li> </ul>
<b>3 – Competent</b>	<p>Fully qualified in the Army writing standard or technique with reliable execution. Work product achieves requirements suitable for the training environment with few patterns of error.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Establishes a single, sustained focus throughout with logical flow and transitions.</li> <li>• All of the information supports the main idea.</li> <li>• Vocabulary appropriate for audience and technical information.</li> </ul>
<b>2 – Developing</b>	<p>Demonstrates the Army writing standard or technique, though performance may be inconsistent throughout the document. Has several repeated patterns of error that would be unacceptable in the field.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Commits several stylistic, rather than grammatical errors (e.g. sentences are grammatically correct, but could be more concise; author uses passive voice correctly, but could rewrite the sentence more clearly in active voice).</li> <li>• A pattern of sloppy execution – usually no more than 2-3 errors executed correctly in parts of the assignment and incorrectly in others.</li> </ul>
<b>1 – Learning</b>	<p>Attempts, but does not correctly demonstrate the Army writing standard or technique. Work product shows deviation from the assignment requirements or inability to achieve them between 50-75% of the paper content.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Excessive -- but consistent -- errors in spelling, punctuation, grammar, formatting or citation.</li> <li>• Missing or does not execute key concepts; for example, relying on opinion and summary rather than analysis in an argument.</li> </ul>
<b>0 – Nonperformer</b>	<p>Beginner-level writing struggles to demonstrate the Army writing standards and techniques. Writing may show serious deviations in standard formatting, frequent patterns of error in sentence construction, spelling, grammar, and mechanics consistent with a raw draft.</p> <p><i>Behavioral indicators include:</i></p> <ul style="list-style-type: none"> <li>• Disorganized, erratic errors in spelling, punctuation, grammar, formatting, or citation.</li> <li>• Internal paragraph or sentence structures lack coherence (for example, switching topics or interjecting new information mid-paragraph, or changing from plural to singular subjects in a sentence).</li> </ul>



## B-20. Assessment – Conduct Individual Training Rubric

- a. Overview: This application practicum will assess the student's ability to conduct individual training. The student will prepare and provide training to a small group on a task. This assessment is part of the student's GPA.
- b. Personnel, equipment, and materials required:
  - Personnel: Number of Soldiers to assess: 1:8-10; per facilitator
  - Equipment: As required to effectively conduct training assignment
  - Materials: Classroom or area large enough to accommodate a 1:8-10 facilitator-to-student ratio for the class size
- c. Instructions to Soldiers:
  - (1) You will conduct a 30 minute (+/- two minutes) Sergeant's Time Training on the Skill Level One task received IAW the Conduct Individual Training Rubric. You will only utilize the task extracts provided. **DO NOT** use the STP 21-1 SMCT (9 November 2019) due to newly released distribution restriction. Only Foreign Disclosure 1 (FD1) tasks will be utilized for assessment.
  - (2) You derive your academic score IAW the assessment rubric provided. The ratings will apply toward your GPA on your DA Form 1059, Service School Academic Evaluation Report.
    - (a) 0-69% rates "NO GO."
    - (b) 70-100% rates "GO."
    - (c) Passing a reassessment rates "Satisfactory" with a score of 70%.
- d. Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.
- e. Safety: Ensure Soldiers observe all safety procedures IAW local SOP.
- f. See next page for rubric.



CONDUCT INDIVIDUAL TRAINING (from Unit Training Plan)		DATE	
STUDENT (Rank, Last, First, MI):		GO	NOGO
FACILITATOR (Rank, Last, First, MI):		4 pts	0 pts
TASK TO BE TRAINED:			
PERFORMANCE STEPS			
PREPARE YOURSELF			
1. Get training guidance from your facilitator.			
2. Prepare training outline on what you want to cover during training session.			
3. Get task, conditions, and standards from the task summary for the task in STP 21-1- SMCT.			
4. Identifies risks and environmental and safety concerns (risk assessment).			
PREPARE THE RESOURCES			
5. Obtain required resources as identified in conditions statement.			
6. Practice/Rehearse your training presentation (presentation stayed within allotted time).			
7. Coordinate for use of training aids and devices.			
8. Prepare training site with the conditions statement as modified in the training and evaluation guide.			
TRAIN THE SOLDIER			
9. Tell the Soldiers what task to do and how well it must be done (task, conditions, and standards).			
10. Caution Soldiers about safety, environment, and security conditions.			
11. Demonstrate how to do the task to the standard level.			
12. Provide any necessary training involving basic skills the Soldier must have before they can become proficient with the task.			
13. Have Soldiers practice until they can perform the task to standard level.			
14. Provide critical information to those Soldiers who fail to perform at task standard level (what they did wrong).			
15. Ensure safety equipment and clothing needed for proper performance of the task are on hand.			
ASSESSMENT OF THE TRAINING			
16. Observe how well the Soldier performs the task.			
17. Record the results.			
18. Determine task proficiency (T, P, or U).			
19. Retrain and evaluate.			
20. Report assessment to leadership.			
CLOSE OUT TRAINING			
21. Account for all equipment used for training.			
22. Conduct AAR.			
23. Review risk assessment.			
24. Conduct final inspection.			
25. Close out training site.			
<b>EVALUATION GUIDANCE:</b> Deduct four points for each performance measure the student executes incorrectly. Subtract points deducted from 100 to determine the student's final score. If the student fails any step, show the student what was done wrong and how to do it correctly. Student must score 70 or above to pass. Soldiers who fail the evaluation must retrain and participate in a reassessment. (Maximum score for reassessment is 70).			
FINAL SCORE: 100 - ____ =			
FACILITATOR'S SIGNATURE and DATE:			
STUDENT'S SIGNATURE and DATE:			



## **B-21. Assessment – Conduct Physical Readiness Training Rubric**

a. Overview: This application practicum will assess the student's ability to conduct Physical Readiness Training (PRT). The student will lead a small group in a PRT session. This assessment is part of the student's GPA.

b. Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10 per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom or area large enough to accommodate a 1:8-10 facilitator-to-student ratio for the class size

c. Instructions to Soldiers:

(1) Each PRT session will include both the primary (student being assessed) and an assistant. The AIs function is to correct poor performance of the activities and assist the primary as needed. Each student must conduct one session, the "Strength & Mobility Session" or the "Endurance & Mobility Session. You will be provided a demonstration.

(2) You derive your academic score IAW the assessment rubric provided. The ratings will apply toward your GPA on your DA Form 1059, Service School Academic Evaluation Report.

(3) Students may use the Physical Readiness Training Quick Reference Card, GTA-07-08-003 (Oct 2012), for rehearsals, but not during evaluations.

- (a) 0-69% rates "NO GO."
- (b) 70-100% rates "GO."
- (c) Passing the reassessment rates "Satisfactory" with a score of 70%.

d. Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

e. Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

f. See next page for rubrics.



CONDUCT PHYSICAL READINESS TRAINING STRENGTH AND MOBILITY SESSION		
STUDENT (Rank, Last, First, MI)	FACILITATOR (Rank, Last, First, MI)	DATE:
<b>PERFORMANCE STEPS</b>		<b>Points Possible</b> <b>Points Awarded</b>
<b>PREPARATION</b> (FM 7-22, pages 8-2 thru 8-15)		
1. Produces and provides a complete hard copy of the Deliberate Risk Assessment Worksheet DA Form 2977.	2	
2. Briefs the overall risk assessment level to the team/squad.	2	
3. Forms team/squad into the extended rectangular formation ( <b>Uncovered formation</b> ).	3	
4. <b>Bend &amp; Reach</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
5. <b>Rear Lunge</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
6. <b>High Jumper</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
7. <b>Rower</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
8. <b>Squat Bender</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
9. <b>Windmill</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
10. <b>Forward Lunge</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
11. <b>Prone Row</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
12. <b>Bent-Leg Body Twist</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
13. <b>Push-Ups</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
<b>4 FOR THE CORE (4C)</b> (FM 7-22, pages 6-11 thru 6-15)		
14. <b>Bent Leg Raise</b> (Correct: starting position, commands w/minimal pauses, performance, holds for 1 minute & mirrors).	3	
15. <b>Side Bridge</b> (Correct: starting position, commands w/minimal pauses, performance, holds for 1 minute each side & mirrors).	3	
16. <b>Back Bridge</b> (Correct: starting position, commands w/minimal pauses, performance, holds for 1 minute & mirrors).	3	
17. <b>Quadruplex</b> (Correct: starting position, commands w/minimal pauses, performance holds for 1 minute each side & mirrors).	3	
<b>CONDITIONING DRILL 1 &amp; 2</b> (FM 7-22, pages 9-3 thru 9-10)		
18. <b>Power Jump</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
19. <b>V- Up</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
20. <b>Mountain Climber</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
21. <b>Leg-tuck and twist</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
22. <b>Single Leg Push-Up</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
23. <b>Turn and Lunge</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
24. <b>Supine Bicycle</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
25. <b>Half Jacks</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
26. <b>Swimmer</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
27. <b>8-Count Push-Up</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
<b>RECOVERY</b> (FM 7-22, pages 8-15 thru 8-23)		
28. <b>Overhead arm pull</b> (Correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
29. <b>Rear lunge</b> (Correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
30. <b>Extend and flex</b> (Correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
31. <b>Thigh stretch</b> (Correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
32. <b>Single-leg over</b> (Correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
<b>END SESSION</b>		
33. Assembles the formation to the right.	2	
34. Conducts after action review (AAR).	2	
35. Calls team/squad to attention.	1	
36. Dismisses the team/squad.	1	
<b>TOTAL SCORE</b>		
<b>Evaluation Guidance:</b> Cadre will use this assessment to evaluate students. Students must score 70 or more points to receive a <b>GO</b> . Each step's point value is all or nothing.		
<b>Comments</b>		
<b>FACILITATOR SIGNATURE and DATE:</b>		
<b>STUDENT SIGNATURE and DATE:</b>		



<b>EXTENDED RECTANGULAR FORMATION</b>																					
<p>With the squad/team in formation, at the position of attention:</p> <ol style="list-style-type: none"> <li>1. Command “Extend to the left, MARCH.”</li> <li>2. Command “Arms downward, MOVE.”</li> <li>3. Command “Left, FACE.”</li> <li>4. Command “Extend to the left, MARCH.”</li> <li>5. Command “Arms downward, MOVE.”</li> <li>6. Command “Right, FACE.”</li> <li>7. Command “From front to rear, COUNT OFF.”</li> <li>8. Command ““Even number to the left, UNCOVER.”</li> </ol>																					
<b>Strength &amp; Mobility Session</b>	<b>Endurance &amp; Mobility Session</b>																				
<p><b>Preparation Drill (PD)</b> (pages 8-2 thru 8-15)</p> <table> <tr> <td>Bend &amp; reach</td><td>Windmill</td></tr> <tr> <td>Rear lunge</td><td>Forward lunge</td></tr> <tr> <td>High jumper</td><td>Prone row</td></tr> <tr> <td>Rower</td><td>Bent-leg body twist</td></tr> <tr> <td>Squat bender</td><td>Push-up</td></tr> </table>	Bend & reach	Windmill	Rear lunge	Forward lunge	High jumper	Prone row	Rower	Bent-leg body twist	Squat bender	Push-up	<p><b>Preparation Drill (PD)</b> (pages 8-2 thru 8-15)</p> <table> <tr> <td>Bend &amp; reach</td><td>Windmill</td></tr> <tr> <td>Rear lunge</td><td>Forward lunge</td></tr> <tr> <td>High jumper</td><td>Prone row</td></tr> <tr> <td>Rower</td><td>Bent-leg body twist</td></tr> <tr> <td>Squat bender</td><td>Push-up</td></tr> </table>	Bend & reach	Windmill	Rear lunge	Forward lunge	High jumper	Prone row	Rower	Bent-leg body twist	Squat bender	Push-up
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<p><b>Four for the Core (4C)</b> (pages 6-11 thru 6-15)</p> <ul style="list-style-type: none"> <li>Bent-leg raise</li> <li>Side bridge</li> <li>Back bridge</li> <li>Quadruplex</li> </ul>	<p><b>Hip Stability Drill (HSD)</b> (pages 6-16 thru 6-24)</p> <ul style="list-style-type: none"> <li>Lateral leg raise</li> <li>Medial leg raise</li> <li>Bent-leg lateral raise</li> <li>Single-leg tuck</li> <li>Single-leg over</li> </ul>																				
<p><b>Conditioning Drill 1 (CD 1)</b> (pages 9-3 thru 9-10)</p> <ul style="list-style-type: none"> <li>Power jump</li> <li>V-up</li> <li>Mountain climber</li> <li>Leg-tuck and twist</li> <li>Single-leg push-up</li> </ul>	<p><b>Military Movement Drill 1 (MMD1)</b> (pages 10-6 thru 10-10)</p> <ul style="list-style-type: none"> <li>Verticals</li> <li>Laterals</li> <li>Shuttle sprint</li> </ul>																				
<p><b>Conditioning Drill 2 (CD 2)</b> (pages 9-11 thru 9-19)</p> <ul style="list-style-type: none"> <li>Turn and lunge</li> <li>Supine bicycle</li> <li>Half jacks</li> <li>Swimmer</li> <li>8-count push-up</li> </ul>	<p><b>Military Movement Drill 2 (MMD 2)</b> (pages 10-11 thru 10-14)</p> <ul style="list-style-type: none"> <li>Power skip</li> <li>Crossovers</li> <li>Crouch Run</li> </ul>																				
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CONDUCT PHYSICAL READINESS TRAINING		
ENDURANCE AND MOBILITY SESSION		
STUDENT (Rank, Last, First, MI)	FACILITATOR (Rank, Last, First, MI)	DATE:
PERFORMANCE STEPS		Points Possible
<b>PREPARATION</b> (FM 7-22, pages 8-2 thru 8-15)		
1. Produces and provides a complete hard copy of the Deliberate Risk Assessment Worksheet DA Form 2977.	2	
2. Briefs the overall risk assessment level to the team/squad.	3	
3. Forms team/squad into the extended rectangular formation ( <b>Uncovered formation</b> ).	3	
4. <b>Bend &amp; Reach</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
5. <b>Rear Lunge</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
6. <b>High Jumper</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
7. <b>Rower</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
8. <b>Squat Bender</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
9. <b>Windmill</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
10. <b>Forward Lunge</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
11. <b>Prone Row</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
12. <b>Bent-Leg Body Twist</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions & mirrors).	3	
13. <b>Push-Ups</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, & 5 repetitions).	3	
<b>HIP STABILITY DRILL (HSD)</b> (FM 7-22, pages 6-16 thru 6-24)		
14. <b>Lateral Leg Raise</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions each side & mirrors).	3	
15. <b>Medial Leg Raise</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions each side & mirrors).	3	
16. <b>Bent-Leg Lateral Raise</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions each side & mirrors).	3	
17. <b>Single-Leg Tuck</b> (Correct: starting position, commands w/minimal pauses, performance, cadence, 5 repetitions each side & mirrors).	3	
18. <b>Single-Leg Over</b> (Correct: starting position, commands w/minimal pauses, performance, 20-30 seconds each side & mirrors).	3	
<b>MILITARY MOVEMENT DRILL 1 &amp; 2</b> (FM 7-22, pages 10-6 thru 10-14)		
19. Forms or moves team/squad into the extended rectangular formation ( <b>Covered formation</b> ) and assumes correct starting position (right side of the formation).	3	
20. <b>Verticals</b> (Correct: Commands w/minimal pauses, starting position, performance and repetitions).	3	
21. <b>Laterals</b> (Correct: Commands w/minimal pauses, starting position, performance and repetitions).	3	
22. <b>Shuttle Sprint</b> (Correct: Commands w/minimal pauses, starting position, performance and repetitions).	3	
23. <b>Power Skip</b> (Correct: Commands w/minimal pauses, starting position, performance and repetitions).	3	
24. <b>Crossovers</b> (Correct: Commands w/minimal pauses, starting position, performance and repetitions).	3	
25. <b>Crouch Run</b> (Correct: Commands w/minimal pauses, starting position, performance and repetitions).	3	
26. Properly uncovers formation or moves to an alternate location IOT conduct the Recovery phase (extended rectangular formation).	3	
<b>RECOVERY</b> (FM 7-22, pages 8-15 thru 8-23)		
27. <b>Overhead arm pull</b> (Correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
28. <b>Rear lunge</b> (Correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
29. <b>Extend and flex</b> (Correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
30. <b>Thigh stretch</b> (Correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
31. <b>Single-leg over</b> (Correct: starting position, commands w/minimal pauses, performance, 20-30 seconds (silent count) & mirrors).	3	
<b>END SESSION</b>		
32. Assembles the formation to the right.	2	
33. Conducts after action review (AAR).	2	
34. Calls team/squad to attention.	2	
35. Dismisses the team/squad.	2	
<b>TOTAL SCORE</b>		
<b>Evaluation Guidance:</b> Cadre will use this assessment to evaluate students. Students must score 70 or more points to receive a <b>GO</b> . Each step's point value is all or nothing.		
<b>Comments</b>		
<b>FACILITATOR SIGNATURE and DATE:</b>		
<b>STUDENT SIGNATURE and DATE:</b>		



EXTENDED RECTANGULAR FORMATION																					
<p>With the squad/team in formation, at the position of attention:</p> <ol style="list-style-type: none"> <li>1. Command “Extend to the left, MARCH.”</li> <li>2. Command “Arms downward, MOVE.”</li> <li>3. Command “Left, FACE.”</li> <li>4. Command “Extend to the left, MARCH.”</li> <li>5. Command “Arms downward, MOVE.”</li> <li>6. Command “Right, FACE.”</li> <li>7. Command “From front to rear, COUNT OFF.”</li> <li>8. Command ““Even number to the left, UNCOVER.”</li> </ol>																					
Strength & Mobility Session	Endurance & Mobility Session																				
<p><b>Preparation Drill (PD)</b> (pages 8-2 thru 8-15)</p> <table> <tr> <td>Bend &amp; reach</td><td>Windmill</td></tr> <tr> <td>Rear lunge</td><td>Forward lunge</td></tr> <tr> <td>High jumper</td><td>Prone row</td></tr> <tr> <td>Rower</td><td>Bent-leg body twist</td></tr> <tr> <td>Squat bender</td><td>Push-up</td></tr> </table>	Bend & reach	Windmill	Rear lunge	Forward lunge	High jumper	Prone row	Rower	Bent-leg body twist	Squat bender	Push-up	<p><b>Preparation Drill (PD)</b> (pages 8-2 thru 8-15)</p> <table> <tr> <td>Bend &amp; reach</td><td>Windmill</td></tr> <tr> <td>Rear lunge</td><td>Forward lunge</td></tr> <tr> <td>High jumper</td><td>Prone row</td></tr> <tr> <td>Rower</td><td>Bent-leg body twist</td></tr> <tr> <td>Squat bender</td><td>Push-up</td></tr> </table>	Bend & reach	Windmill	Rear lunge	Forward lunge	High jumper	Prone row	Rower	Bent-leg body twist	Squat bender	Push-up
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## **B-22. Assessment – Conduct Squad Drill Rubric**

a. Overview: Previously, from SSDI/DLC I, you learned the elements of squad drill and the Squad Leader's Inspection. This application practicum will assess the student's ability to move a team or squad (as in squad drill) and conduct the Squad Leader's Inspection. This assessment is part of the student's GPA.

b. Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to assess: 1:8-10 per facilitator
- Equipment: As required to effectively conduct training assignment
- Materials: Classroom or area large enough to accommodate a 1:8-10 facilitator-to-student ratio for the class size

c. Instructions to Soldiers:

(1) The student will march the squad using the correct commands and techniques and conduct the Squad Leader's Inspection IAW TC 3-21.5 and the rubric provided.

(2) You derive your academic score IAW the assessment rubric provided. The ratings will apply toward your GPA on your DA Form 1059, Service School Academic Evaluation Report.

- (a) 0-69% rates "NO GO."
- (b) 70-100% rates "GO."
- (c) Passing the reassessment rates "Satisfactory" with a score of 70%.

d. Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

e. Safety: Ensure Soldiers observe all safety procedures IAW local SOP.

f. See next page for rubric.



<b>CONDUCT SQUAD DRILL</b> (Ref: TC 3-21.5, Chapter 6 and Chapter 7, paragraph 7-17)		
STUDENT: (Rank, Last, First, MI)	FACILITATOR: (Rank, Last, First MI)	DATE
PERFORMANCE STEPS	GO	NO GO
<b>FORM THE SQUAD</b>		
1. Comes to the Position of Attention.		
2. Commands “ <b>FALL IN.</b> ”		
3. Commands “ <b>Count OFF.</b> ”		
<b>ALIGN THE SQUAD</b>		
4. Commands “ <b>Dress Right, DRESS.</b> ”		
5. Faces to the <i>Half Left</i> in marching and marches by the most direct route to a position on line with the squad, halts one step from the right flank man, and faces down the line.		
6. Verifies the alignment of the squad.		
7. Faces to the <i>Half Right</i> in marching, returns to his position (center of the squad), halts perpendicular to the formation, faces to the left.		
8. Commands “ <b>Ready, FRONT.</b> ” (Executes “About FACE,” facing the SGL)		
<b>INSPECT THE SQUAD</b> (Facilitator directs squad leader “ <b>INSPECT YOUR SQUAD.</b> ” Do not exchange salutes. Execute “About, FACE.”)		
9. Marches forward and to the left, inclining until at a point 15 inches in front of and centered on first squad member. Remains at a modified <i>Position of Attention</i> moving head and eyes only. After inspecting at the center position, takes a short step forward and left and inspects, returns to the center and steps forward and right and inspects, and returns to the center. Faces to the right as in marching and takes two steps, halts, and faces the next member. (Repeat as necessary).		
10. After inspecting the last Soldier, the squad leader faces to the right as in marching and marches around behind the squad, inclining as necessary. While the squad leader marches back to his post, he inspects the squad from the rear.		
11. After resuming his post <u>facing</u> the squad, the squad leader commands “ <b>AT EASE</b> ” (Execute “About FACE.” Assume AT EASE.)		
<b>MARCH THE SQUAD</b> (Facilitator directs squad leader “ <b>MARCH THE SQUAD.</b> ” Assume Position of Attention. Execute “About, FACE.”)		
12. Commands “ <b>Squad, ATTENTION.</b> ”		
13. Commands “ <b>Right, FACE.</b> ”		
14. Commands “ <b>Forward, MARCH.</b> ”		
15. Commands “ <b>Column Right</b> (and Left), <b>MARCH.</b> ”		
16. Commands “ <b>Column Half-Right</b> (and Left), <b>MARCH.</b> ”		
17. Commands “ <b>Right</b> (and Left) <b>Flank, MARCH.</b> ”		
18. Commands “ <b>Rear, MARCH.</b> ” (Student may need to reposition or give second “ <b>Rear MARCH.</b> ”)		
19. Commands “ <b>Squad, HALT.</b> ” (Execute “Right, FACE.”)		
<b>DISMISS THE SQUAD</b>		
20. Commands “ <b>DISMISSED</b> ”		
<b>Evaluation Guidance</b> This assessment will be used in determining your grade point average (GPA). Deduct five points for each performance measure student executes incorrectly. Subtract points deducted from 100 to determine the student’s final score. If the student fails any step, show the student what was done wrong and how to do it correctly. Student must score 70 or above to pass.		
<b>FINAL SCORE: 100 - _____ = _____</b>		
<b>FACILITATOR’S SIGNATURE and DATE:</b>		
<b>STUDENT’S SIGNATURE and DATE:</b>		



## **B-23. Assessment – Army Physical Fitness Test (APFT)**

a. Overview: The Army Physical Fitness Test (APFT) is a graduation requirement for the Basic Leader Course. This assessment is not part of the student's GPA.

b. Personnel, equipment, and materials required:

- Personnel: Number of Soldiers to test: 1:8-10; per facilitator
- Equipment: As required IAW FM 7-22 and local SOP
- Materials: APFT field or area large enough to accommodate a 1:8-10 facilitator-to-student ratio for the class size

c. Instructions to Soldiers:

(1) You will take the Army Physical Fitness Test, a test that will measure your upper and lower body muscular endurance. Passing this test is a graduation requirement. Do the best you can on each of the events.

(2) If you fail the initial APFT, you will be allowed one reassessment. Failure of the initial APFT will result in a counseling and will remove you from all academic honors. If you pass the reassessment, the highest rating you may receive on the 1009A - Assessing Attributes and Competencies for PRESENCE/COMPREHENSIVE FITNESS is a MET STANDARDS. This also applies to DA Form 1059, PART II, Block g.

(3) Your score from the DA Form 705 determines if you pass or fail.

- (a) 0-59pts (on any event on the DA Form 705) rates "FAIL."
- (b) 60-100pts (on all events on the DA Form 705) rates "PASS."

d. Environmental considerations: Inform Soldiers of any known environmental factors they must observe IAW local SOP.

e. Safety: Ensure Soldiers observe all safety procedures IAW local SOP.