

ADA BOLC-B

Individual Student Assessment Plan (ISAP)



Fires Center of
Excellence
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Table of Contents

Overview.....	3
Course Outcome	3
Course Length and Structure.....	4
Student Responsibilities	4
Course Graduation Requirements	6
Completion Certificate	8
Academic.....	10
Appendix A: Student Assessments (Ref: TR 350-18).....	22
Appendix B: Student Remediation.....	25
Appendix C: Army Combat Fitness Test and Physical Readiness Training.....	28
Appendix D: Rubrics.....	30
Appendix E: Student Understanding Statement and Student Signature.....	47

Individual Student Assessment Plan (ISAP)
2-44-C20 and 2-44-C20(X)
Air Defense Artillery Basic Officer Leader Course - Branch

References

- a. Army Regulation 350-1, Army Training and Leader Development, 10 Dec 17.
- b. Army Regulation 12-15, Joint Security Cooperation Education and Training, 3 Jan 11.
- c. Army Regulation 600-8-2, Suspension of Favorable Personnel Actions, 05 Apr 21.
- d. Army Regulation 600-9, The Army Body Composition Program, 16 Jul 19.
- e. Army Regulation 600-8-24, Officer Transfers and Discharges, 8 Feb 20.
- f. Army Techniques Publication 6-22.1, The Counseling Process, 01 Jul 14.
- g. Field Manual 6-0, Commander and Staff Organization and Operations, 16 May 22.
- h. Field Manual 7-22, Army Physical Readiness Training, 01 Oct 20.
- i. Army Techniques and Publications 7-22.01, Holistic Health and Fitness Testing 01 Oct 20.
- j. TRADOC Regulation 350-18, The Army School System (TASS), 01 May 18.
- k. TRADOC Regulation 350-36, Basic Officer Leader Training Policies and Administration, 20 Feb 20
- l. TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 Jul 17.
- m. TRADOC Pamphlet 350-70-5, Systems Approach to Training: Testing, 20 Aug 04.
- n. Training Circular 3-22.9, Rifle and Carbine, May 16.
- o. Training Circular 3-23.30 (FM 3-23.30), Grenades and Pyrotechnic Signals, 17 Aug 21.
- p. Training Circular 3-20.40, Training And Qualification - Individual Weapons, 30 Jul 19.
- q. Army Directive 2022-05 (Army Combat Fitness Test), 23 Mar 22.

Overview

This Individual Student Assessment Plan (ISAP) contains the course graduation requirements for the Air Defense Artillery Basic Officer Leader Course - Branch (ADA BOLC-B). The course includes International Military Students (IMS) attending common core tasks. The common core curriculum contains modules focusing on Common Core Program Lessons, Leadership and Planning, and Common Warfighting Skills. At the completion of Modules A and B, the curriculum expands into additional Warfighting Skills and Air Defense Artillery (ADA) technical content grouped into Air and Missile Defense (AMD) Weapon Systems, Patriot Tactical Control Officer (TCO), SHORAD tactical operations, and AMD Operational Exercises/ Capstone briefs. Violations of this ISAP may be punished under Article 92, UCMJ, as a violation of a lawful order. This ISAP [including all respective annexes] is not inclusive of the entire course. It outlines student rights and course processes/requirements, listed in subsequent paragraphs

Course Outcome

Graduates of ADA BOLC-B will be adaptive officers who apply roles and responsibilities associated with the Profession of Arms and their oath of commission; embodies, lives, and defends the Army Values and leads Soldiers with ethically sound decisions. Demonstrates technical and tactical competency commensurate with their skill level. Demonstrates self-development and advances personal and professional development as part of the requirement for service in the Army.

Course Length and Structure

ADA BOLC-B is 18-weeks and 3-days in length with 697 Academic Hours. Not including Physical Readiness Training (PRT), there are 144 Administrative hours assigned to the course. Common Core for IMS is 6 weeks and 3 days.

Student Responsibilities

Students are responsible for their own actions. It is the individual's responsibility to conduct oneself accordingly.

1) Read and Sign the Individual Student Assessment Plan (ISAP) Appendix E and maintain a copy of the ISAP throughout the course.

2) Abide by the policies and procedures outlined in this ISAP.

3) Take ownership of your learning. This includes completing the study assignments, practical exercises, and other training activities; seeking resources to ensure your knowledge and skills are up to or exceeding the standards; and being actively engaged in the learning process.

4) Review and adhere to policy letters and other guidance materials.

5) All U.S. and International Military Students attending the course are **required** to be at all accountability formations and classes, unless approved by the Instructors prior to the absence. If attendance falls below 90% or any concern arises over your attendance, you could be recommended to be dropped or recycled from the course.

6) Selected U.S. students will be assigned as "Battle Buddies" for IMSs attending the course. These students will be responsible for the IMSs throughout their time in the course. Responsibilities include sitting next to the IMS during class, assisting in interpretation and understanding of materials and requirements, helping assimilate into U.S. culture and locate post resources, ensuring IMSs are accounted for throughout the day, and assisting with matters as they arise.

7) Students are not authorized to use the FCoE Share drive or memory sticks to store, transfer or access course materials. Students may use File Exchange on Blackboard, re-writable disks or email to transfer course material or products. Violations of this are punitive.

8) Students that need to utilize sick call will always report to first formation 0600 PT (if PT or the 0600 formation is not scheduled notification to a Cadre is mandatory). After reporting at first formation sick call slip will be presented to a Cadre member and then students will report to sick call.

9) Students are required to learn the ADA March and the Army song.

10) Violation of student responsibilities may result in disciplinary actions to include negative counseling, deduction of participation points, and academic probation.

Academic Probation

Any Student that fails any written exam, practical exercise, fails to take a quiz or exam, or is in violation of student responsibility will be placed on academic probation. While under the status of academic probation, students will not be eligible for favorable actions. This can include denying of passes or leave, additional required study time and retraining with cadre, restrictions on liberty, removal from honors upon graduation, and other administrative actions to include actions listed above. Upon passing of re-test or completion of a passing assignment student will be counseled that they are no longer on academic probation, but remain ineligible for honors.

Standards of Conduct

Students must conduct themselves in the manner expected of any Soldier. A Soldier's conduct revolves around the Seven Army Core Values, which are: ***Loyalty, Duty, Respect, Selfless Service, Honor, Integrity and Personal Courage***. As a Soldier in the US Army, all personal actions will reflect back to these core values. This includes demonstrating professional conduct and behavior, both on and off duty.

Student Honor Code

1) United States Army Air Defense Artillery School (USAADASCH) operates on the honor principle, both in word and deed. The qualities of integrity and responsibility required of students cannot be reconciled with academic dishonesty. The honor code does not preclude students from working together, in or out of the classroom, or when directed to do so by their instructors. The honor code is not designed to stifle individual academic freedom or deny sharing of knowledge or interaction with fellow students. However, each graded examination, evaluation, and assignment, whether academic or skills-related, oral or written, weighted or un-weighted, must be an individual effort. Students must not perform any act or omission that will provide them or other students an unfair advantage over their peers, **such as collaboration (or toleration thereof) on graded examinations, evaluations, or assignments, unless specifically authorized to do so by their instructors**. Instructors will inform students when they are permitted to work together to complete an examination, evaluation, or assignment. Finally, all students have an obligation to report suspected honor code violations to their BOLC-B chain of command as soon as possible.

2) Under the honor code, a student is presumed to be honorable (i.e., one who does not lie, cheat, or steal, nor tolerate those who do).

3) The following are honor code violations:

- Cheating: Any attempt to receive or give unauthorized assistance from written or printed aids from any person or from another student's graded paper. No person who has completed an examination shall give information to one who has yet to take the same or a different version of that examination.

- Plagiarism: The use of another person's idea or written work with the intent to pass the idea or copied work off as the student's own work.
- Stealing: Acquisition without proper permission of any property, test, solutions, or instructional material designed to measure a student's knowledge of subject matter or procedure.
- Forgery: Alteration or misuse of score cards, documents, or academic records.
- Lying: Furnishing false information with the intent to deceive.

4) Using someone else's language and/or ideas is academically dishonest. As members of this class you are expected to abide by the honor code. While a good deal of collaboration between students is encouraged in and out of class, failing to produce your own product will not be tolerated. Everything you submit must be your own work.

5) Students will sign a statement of understanding at the beginning of each examination stating that acquiring or providing inappropriate assistance before, during, or after a written examination, except as instructed by the test administrator, is unauthorized. All work on examinations must be your own. You may not communicate with other students or make a record of your answers. In addition, you are required to report any unauthorized assistance before, during, or after any written examinations of which you are knowledgeable. This includes any material that could be placed online such as on social media or Quizzlet.

6) Any student found in violation of the Honor Code may be involuntarily dismissed from the course. Other possible recommendations for violation of the honor code can include administrative actions taken for purposes of re-habilitation or re-classification.

Student Duty Positions

Students will be assigned various duty positions during the duration of the course. The responsibilities for these positions will be clearly articulated by the Cadre at the beginning of the course and students will be counselled on the duty positions prior to assuming the position. A failure to meet the requirements of an assigned position may result in counseling and performance evaluation. Positions may include Class Leader, Class Executive Officer, Platoon Leader, Squad Leader, Class Administrative Officer, Class Community Project Officer, and Class Historian.

Course Graduation Requirements

To graduate from this course students must demonstrate mastery of course objectives by means of required student participation, product development, and exam scores. Additionally, students must meet the following criteria to graduate:

- 1) Receive 80% on all written and passing score on all practical examinations.
- 2) Receive an 80% overall in the cumulative academic points.

3) Taken or attempted all course material including quizzes, exams, practical exercises, briefs, or any projects assigned. Failure to take or present late material, without prior approval from cadre, could result in academic probation.

4) Any student that fails to complete all quizzes, exams, practical exercises, fails to achieve 80%/ GO on any course material or in total for the course will be placed on academic probation, and can be subject to an academic review panel or administrative action. Administrative action can include recommendation for recycle, re-class, or dismissal from the course.

5) Students take three Army Combat Fitness Tests (ACFT)—1x initial, 1x mid-course, and 1x final. ACFTs scores will be logged in DTMS. The initial and mid-course are diagnostic and the final is for record. A diagnostic ACFT score can be made a record if the student is on profile for the record ACFT. **See Annex C for restrictions and implementation.**

- IAW AR 350-1, paragraph 3-13(I). Members of other military departments and international students must meet the physical readiness standards of their service/country when attending an Army course of instruction. International Military Students are required to participate in physical readiness training with the class. IMSs will participate in ACFT as team building event.

6) Meet the Army height and weight standards IAW AR 600-9, The Army Body Composition Program

- Army students must meet Army height and weight standards prior to graduation. Any active Army student who fails to meet height and weight standards during the final height and weight screening will not walk at graduation and will receive a DA Form 1059 reflecting that they failed to achieve course standards. Active Army students will be placed in a hold status until they have met the requirements or are eliminated from the Army.

- IMSs may be exempted from the required height and weight standards as per guidance from the International Student Division.

7) Students must receive a satisfactory rating on all branch-specific performance tasks assigned. Some performance tasks are graded on a point basis while others are assessed as GO/NO GO. All performance tasks are a part of the academic standing. Students who present substandard briefings, products, or classes may be required to re-do the requirement later.

8) Attempt to qualify with your assigned weapon with Iron Sight and/or CCO. IMSs may be exempted from this requirement as per guidance from the International Student Division.

9) Professional Requirements. When an officer meets graduation requirements, the school is certifying the graduate in character, competence, and commitment by living and upholding the Army Ethic and Values. ***Any student who fails to demonstrate the Army Ethic and Values, commits disciplinary infractions, repeated academic failures, or lack the mental agility or critical thinking needed of a officer may be subject to the faculty review board process for recycle or separation.***

Completion Certificate

Certificates may be awarded to military students of other nations receiving training in accordance with AR 12-15. (AR 350-1, paragraph 3-25(a)(5).

TR 350-18, paragraph 3-28, certificates will contain complete course title, course identification number, student's full name, grade, course, or phase, and beginning and completion dates of the course, and hours.

Student Recognition

At the end of the course, special awards are given to students who exceed prescribed course standards. Eligibility for special awards is determined by the criteria below:

- Students who passed all graded assignments and examinations the first time (zero retests).
- Meet course graduation requirements
- Be nominated/recommended by the Instructor

Instructors reserve the right to waive the zero re-test for any student that has demonstrated outstanding academic performance, and who has been recognized by the instructors for leadership ability.

Awards: The Course Manager will recognize the following award recipients based on the criteria indicated:

1) MG Infante Distinguished Honor Graduate (DHG):

- Student who attains the highest overall GPA, above a 95%, in both track phases. *and* meets the additional below criteria (the DHGs may not have the overall highest GPA in the class after the below criteria have been assessed) Passes all examinations and practical exercises on their first attempt
- Meets the Army height and weight standard
- Qualify with assigned weapon a "First time- GO"
- Passes land navigation "First time- GO"
- Recommended by the Cadre

2) Lieutenant General Cassidy Honor Graduate(s) (HG):

- Students who attain the highest cumulative academic score above 90% (One from the SHORAD and PATRIOT First Unit Assignment Training Paths) *and* meets the additional below criteria (the HGs may not have the overall highest GPA in the class after the below criteria have been assessed)
- Passes all examinations and practical exercises on their first attempt
- Meets the Army height and weight standard
- Qualify with assigned weapon a "First time- GO"
- Passes land navigation "First time- GO"
- Recommended by the Cadre

3) Commandant's List Graduates (CLG)

- Students in the top 20% of the class with an cumulative academic score above a 90% (20% from the SHORAD and 20% PATRIOT First Unit Assignment Training Paths) *and* meets the additional below criteria (the CLGs may not be the top 20% of the highest GPA in the class after the below criteria have been assessed)
- Passes all examinations and practical exercises on their first attempt
- Meets the Army height and weight standard
- Qualify with assigned weapon
- Passes land navigation

4) Superior Academic Performance

- Students in the top 40% of their class with a cumulative academic score over 85%.
- Passes all examinations and practical exercises on their first attempt
- Meets the Army height and weight standard
- Qualify with assigned weapon

5) Colonel Matlic Communication Skills Award

- Student with highest combined battle analysis and cultural paper scores.
- Displays outstanding written and oral communication skills
- Actively participates in group work and class discussions
- Displays outstanding briefing skills.

6) Colonel Tedesco Leadership Award

- Displayed outstanding leadership skills and potential to excel in leadership positions
- Possess leader attributes and demonstrated core leader competencies
- Instructor and peer recommendation
- Excelled in assigned leadership position

7) Brigadier General Underhill Iron Leader Award

- Student with highest combined ACFT score
- Instructor recommendation

Note- Instructors reserve the right to waive any requirement for awards based on the class performance during training events.

Note- IMSs must excel in their required portions of training to be nominated for special recognition. Students that serve in a leadership role and perform at an exceptional level can be recommended for recognition.

Note- Students who are recycled will not receive special recognition or awards.

Academic

Academic subject matter for U.S. students is evaluated on the basis of a course cumulative **1445-point** grading system. Scores can be weighted based on the instructor intent or class performance during a module of instruction. U.S. students must successfully complete the entire course and pass with 80% of the total points possible (1156 points) to graduate from ADA BOLC-B. Points are distributed according to this document. Academic personnel will maintain formal records as a basis for certifying the student's successful completion of course requirements.

Examinations:

All course requirements are PASS/FAIL. Performance based examinations have GO/NO GO criteria and/or 80% (written standard) and meet passing score of 80% for practical exercises. Written module examinations, briefs, knowledge assessments, and the written OPORDs have an 80% minimum standard. The purposes of the examinations include the following:

- To monitor progress in meeting course objectives and outcomes
- To provide feedback on academic progress or achievement
- To support decisions for counseling, academic or nonacademic probation, and relief procedures
- To provide the instructor with an evaluation tool to determine the effectiveness of instruction and instructional material as part of continuous course assessment and quality improvement

Methods of Assessment

Performance training evaluation. As the instructor trains students, he/she evaluates training effectiveness by using a GO/NO-GO and/or a point scheme for terminal learning objectives, enabling learning objectives, practical exercises, and other learning activities. An instructor can have any student that has failed to master course material conduct remedial training. This training will be conducted during lunch or commandants time till the student has demonstrated mastery of the material in question.

Formal evaluation. This course will use a combination of written and practical examinations. Students will be made aware of what material is considered testable prior to each written exam. Practical exams are conducted to reinforce/evaluate key skills and are usually scored on a points-accrued basis.

Note - On written tests, U.S. students may **NOT** use any material, notes, summary sheets, etc., or receive assistance from someone else during examinations.

- IMSs **ARE** permitted to use hard copy notes during examinations. IMS can use language translator programs as required.
- Cell phones can be stored in a separate location and turned off during testing and examinations if determined necessary by any cadre member.
- All work on examinations must be the student's own. **Students may not communicate with other students, give or receive assistance, make a record**

of answers or pass on information about any test to other students (past, present, or future).

Study Assignments:

Students will be required to complete study assignments outside of regular class time. This includes, but is not limited to: writing assignments, preparing for an oral brief, responding to discussion threads, preparing for upcoming classes, assigned homework, etc. Each assignment will be graded on a point scale or a Go/ No-Go criteria. All assignments will be turned-in or conducted by the date designated by the Instructor. **No late/missed assignments will be accepted unless the instructor makes an exception due to extenuating circumstances. Late or missed assignments will receive zero points unless prior arrangements have been made with the instructor. Students are encouraged to work collaboratively to complete assignments; however, copying answers from other students without collaboration is not allowed. Additionally, all final products must be the student's individual and original work.** Enforcement of this standard rests with both students and instructors.

Module A: Common Core		Your Score
Leadership Philosophy <ul style="list-style-type: none"> Individual assignment. This paper is an exercise in self-reflection, to assist you in articulating your personal leadership style and philosophy prior to assuming responsibility of the leadership of a platoon of Soldiers. The minimum score to pass is 80% to receive a GO. Assessment Criteria and associated points are on the Leadership Philosophy rubric. 	20 WT PTS	
Module A Examination Written Examination <ul style="list-style-type: none"> Individual assignment This is a closed book test consisting of fill in the blank, multiple choice, and true or false. The total time allocated for this lesson is 4 hours. <ul style="list-style-type: none"> ✓ 20 minutes for material review and 10 minutes for admin requirements before the examination. ✓ 3 hours and 30 minutes to take the examination. 	100 WT PTS	
Notes:	Module A 120 WT PTS	
Module B: Leadership and Planning		Your Score
Battle Analysis paper and brief <ul style="list-style-type: none"> This paper assesses your ability to analyze a battle and present the battle from the both sides of the battle. Assessment Criteria and associated points are on the Battle Analysis Rubric. 	120 WT PTS (Paper – 70 WT PTS and Brief - 50 WT PTS)	
Cultural Paper <ul style="list-style-type: none"> Individual assignment Assessment criteria and associated points are on the Cultural and OE Guidelines and Rubric. Students have two weeks to complete. The minimum score to pass is 80% to receive a GO. Assessment Criteria and associated points are on the Culture Paper Rubric.	100 WT PTS	
Module B Examination Written Examination <ul style="list-style-type: none"> Individual assignment This examination assesses your knowledge of Army leadership, planning and operation orders production at the Platoon level. The minimum score to pass the examination is 80 %. 	100 WT PTS	

<ul style="list-style-type: none"> This is a closed book test consisting of fill in the blank, multiple choice, and essay questions. The total time allocated for this lesson is 4 hours. <ul style="list-style-type: none"> ✓ 20 minutes for material review and 10 minutes for admin requirements before the examination. ✓ 3 hours and 30 minutes to take the examination. 		
Operation Order Practical Exercise I OPORD Practical Exercise <ul style="list-style-type: none"> Group assignment. This practical exercise tests your ability to produce a written OPORD and presentation IAW FM 6-0 and the Orders Practical Exercise – Prepare a Range OPORD The minimum score to pass the performance evaluation is 80%. 	65 WT PTS	
Operation Order Practical Exercise II <ul style="list-style-type: none"> Group assignment. This practical exercise tests your ability to produce a written OPORD and presentation IAW FM 6-0 and the Orders Practical Exercise – Prepare a Convoy OPORD The minimum score to pass the performance evaluation is 80%. 	65 WT PTS	
Notes:	Module B 450 WT PTS	
Module C: Common Warfighting Skills		Your Score
Weapons Qualification <ul style="list-style-type: none"> The Officer fires the M4 rifle IAW standards outlined in TC 3-20.40. Officer must achieve 23 target hits out of 40 target exposures during the live fire tables to receive a GO.	GO/NO GO (GO = 25 WT PTS)	
Dismounted Land Navigation Course (Day & Night) Practical Examination <ul style="list-style-type: none"> This practical exercise tests your navigational skills. The minimum score to pass the graded evaluation is to find 75% of points for both day and night land navigation The time allocated to take this graded evaluation is 3 hours for each iteration. 	GO/NO GO (GO = 25 WT PTS)	
Notes:	Module C 50 WT PTS	
Module D: Warfighting Skills Field Training Exercise (FTX)		
Air Missile Defense FTX <ul style="list-style-type: none"> This exercise nest lessons learned in Module C: land navigation, weapons qualification, and employment of 	GO/NO GO (GO = 50 WT PTS)	

small unit operations and tactics to test your warfighting skills.		
Notes:	Module D 50 WT PTS	
<p>IMSS are assessed in Module A: Common Core, Module B: Leadership and Planning, Module C: Common Warfighting Skills, Module D: Warfighting Skills Field Training Exercise, and Module Z. IMS are exempt from the PRT evaluation required in Module Z. All other Module assessments must be taken and passed to graduate BOLC.</p>		
Module E – AMD Gunnery		Your Score
Module E Examination Written Examination <ul style="list-style-type: none"> ▪ Individual assignment. ▪ This written examination tests your knowledge of AMD gunnery, prepare for movement, and reconnaissance and selection of position (RSOP). ▪ This is a closed book test consisting of fill in the blank, multiple choice, and true and false. ▪ The time allocated to take the examination is 4 hours. <ul style="list-style-type: none"> ✓ 20 minutes for material review and 10 minutes for admin requirements before the examination. ✓ 3 hours and 30 minutes to take the examination. <p>The minimum score to pass the assessment is 80 points.</p>	100 WT PTS	
Notes:	Module E 100 WT PTS	
Module F– AMD Weapon Systems Overview		Your Score
Module F Quiz 1 – AMD Operations <ul style="list-style-type: none"> ▪ Individual assignment. ▪ This graded assessment will test your knowledge of AMD operations, and basic Avenger and Sentinel knowledge. Some of the information covered in the quiz are types of support, commander's objectives, and nodes used in ADA units. ▪ The time allocated to take the examination is 30 minutes. <p>This is a closed book test with fill in the blank and multiple-choice questions.</p>	10 WT PTS	

<p>Module F Quiz 2 – C-RAM/ FAAD/ AMDWS</p> <ul style="list-style-type: none"> ▪ Individual assignment. ▪ This graded assessment will test your basic knowledge of Counter Rocket Artillery and Mortar (C-RAM), Forward Area Air Defense (FAAD) and the Air and Missile Defense Workstation (AMDWS) to include unclassified capabilities and limitations as well as nomenclature of the equipment. ▪ The time allocated to take the examination is 30 minutes. <p>This is a closed book test with fill in the blank and multiple-choice questions.</p>	10 WT PTS	
<p>Module F Quiz 3 – PATRIOT Systems</p> <ul style="list-style-type: none"> ▪ Individual assignment. ▪ This graded assessment will test your basic knowledge of Patriot unclassified capabilities and limitations as well as nomenclature of the equipment. ▪ The time allocated to take the examination is 30 minutes. <p>This is a closed book test with fill in the blank and multiple-choice questions.</p>	10 WT PTS	
<p>Module F Quiz 4 –THAAD</p> <ul style="list-style-type: none"> ▪ Individual assignment. ▪ This graded assessment will test your basic knowledge Terminal High Altitude Air Defense (THAAD) to include unclassified capabilities and limitations as well as nomenclature of the equipment. ▪ Will be conducted after the THAAD Overview. ▪ The time allocated to take the examination is 30 minutes. <p>This is a closed book test with fill in the blank and multiple-choice questions.</p>	10 WT PTS	
<p>Module F Quiz 5 – (Avenger and Sentinel)</p> <ul style="list-style-type: none"> ▪ Individual assignment. ▪ This graded assessment will test your basic knowledge of Avenger / Sentinel unclassified capabilities and limitations as well as nomenclature of the equipment. ▪ The time allocated to take the examination is 30 minutes. <p>This is a closed book test with fill in the blank and multiple-choice questions.</p>	10 WT PTS	

Notes:	Module F 50 WT PTS	
Module G Patriot Initialization – HIMAD First Unit of Assignments		Your Score
Module G Practical Examination <ul style="list-style-type: none"> ▪ This practical examination assesses your knowledge and performance of System initialization in order to bring the Patriot system to tactical operations. ▪ The minimum score to pass the performance assessment is 80 points. ▪ The total time allocated for this examination is 14 hours. <ul style="list-style-type: none"> ✓ 25 minutes for material review before the examination. ✓ Individual student time limit is 60 minutes. 14 hours total examination time for all students to be assessed. 	100 WT PTS	
Module G Written Examination <ul style="list-style-type: none"> ▪ Individual assignment. ▪ This written examination tests your knowledge and skills of TCO/TCA Responsibilities, Patriot capabilities and limitations, tabular entries, and switch indicators. ▪ This is a closed book test consisting of fill in the blank, multiple choice, and true or false. ▪ The minimum score to pass the examination is 80 pts ▪ The total time allocated for this examination is 4 hours. <ul style="list-style-type: none"> ✓ 20 minutes for material review and 10 minutes for admin requirements before the examination. 3 hours and 30 minutes to take the examination. 	100 WT PTS	
Notes:	Module G 200 WT PTS	
Module H Patriot/NATO – HIMAD First Unit of Assignments		Your Score
Module H Practical Examination <ul style="list-style-type: none"> ▪ This practical examination assesses your knowledge and performance of ready for action (RFA) drills, system reorientation, and Tactical Control Officer (TCO) responsibilities. ▪ The minimum score to pass the performance assessment is 80 points. ▪ The total time allocated for this examination is 14 hours. <ul style="list-style-type: none"> ✓ Individual student time limit is 15 minutes; including the 5-minute time limit to perform the RFA drill. 	100 WT PTS	
Notes:	Module H	

	100 WT PTS	
Module I – US Tactics – HIMAD First Unit of Assignments		Your Score
Module I Written Examination <ul style="list-style-type: none"> This written examination assesses your knowledge of the engagement control station (ECS), switches, controls, indicators, tabular entries, initialization, system safety, TCO responsibilities, and air battle management. The minimum score to pass the examination is 80 points. This is a closed book test consisting of fill in the blank, multiple choice, and essay questions. The total time allocated for this examination is 4 hours. <ul style="list-style-type: none"> ✓ 20 minutes for material review and 10 minutes for admin requirements before the examination. ✓ 3 hours and 30 minutes to take the examination. 	100 WT PTS	
Module I Practical Examination <ul style="list-style-type: none"> This practical examination assesses your knowledge and performance of RFA drills, system reorientation and configuration, tabular entries, TCO responsibilities, and Air Battle Management (ABM). The minimum score to pass the performance assessment is 80 points. The total time allocated for this examination is 17 hours. <ul style="list-style-type: none"> ✓ Each Student will have approximately a 30 min air battle; including the 5-minute time limit to perform the RFA drill. 	100 WT PTS	
Notes:	Module I 200 WT PTs	
Module J Avenger / Stinger– SHORAD First Unit of Assignments		Your Score
Module J Written Examination I <ul style="list-style-type: none"> Individual assignment. This written examination tests your knowledge of Army Doctrine, understanding of AMD Lower-Tier, M-SHORAD, Avenger/Stinger, Sentinel Emplacement and Operations, Stinger Troop Proficiency Trainer and Table Top Trainer. This is a closed book test consisting of fill in the blank, multiple choice, and essay questions. The minimum score to pass the examination is 80%. 	100 WT PTS	

<ul style="list-style-type: none"> ▪ The total time allocated for this examination is 4 hours. <ul style="list-style-type: none"> ✓ 20 minutes for material review and 10 minutes for admin requirements before the examination. ✓ 3 hours and 30 minutes to take the examination. 		
Module J Written Examination II <ul style="list-style-type: none"> ▪ Individual assignment. ▪ This written examination tests your knowledge of Army Doctrine, understanding of FAAD/AMDWS Capabilities, SHORAD Methods of Control, AMD Considerations for developing IPB and MDMP, SHORAD design. ▪ This is a closed book test consisting of fill in the blank, multiple choice, and essay questions. ▪ The minimum score to pass the examination is 80%. ▪ The total time allocated for this examination is 4 hours. <ul style="list-style-type: none"> ✓ 20 minutes for material review and 10 minutes for admin requirements before the examination. ✓ 3 hours and 30 minutes to take the examination. 	100 WT PTS	
Notes:	Module J 200 WT PTS	
Module K C-RAM / IFPC – SHORAD First Unit of Assignments		Your Score
Module K Written Examination I <ul style="list-style-type: none"> ▪ Individual assignment. ▪ This written examination tests your knowledge of Army Doctrine, understanding of Indirect Fire Protection Capability (IFPC). ▪ This is a closed book test consisting of fill in the blank, multiple choice, and essay questions. ▪ The minimum score to pass the examination is 80%. ▪ The total time allocated for this examination is 4 hours. <ul style="list-style-type: none"> ✓ 20 minutes for material review and 10 minutes for admin requirements before the examination. ✓ 3 hours and 30 minutes to take the examination. 	100 WT PTS	

Module K Written Examination II <ul style="list-style-type: none"> ▪ Individual assignment. ▪ This written examination tests your knowledge of Army Doctrine, IDF Threats, EOC/BDOC Operations, ADAM Cell, Sense and Warn Operations in support of the Maneuver WFF and LPWS Intercept Operations DNES. ▪ This is a closed book test consisting of fill in the blank, multiple choice, and essay questions. ▪ The minimum score to pass the examination is 80%. ▪ The total time allocated for this examination is 4 hours. <ul style="list-style-type: none"> ✓ 20 minutes for material review and 10 minutes for admin requirements before the examination. ✓ 3 hours and 30 minutes to take the examination. 	100 WT PTS	
Notes:	Module K 200 WT PTS	
Module L Capstone – SHORAD First Unit of Assignments		Your Score
Module L Written Examination <ul style="list-style-type: none"> ▪ Individual assignment. ▪ This written examination tests your knowledge of Army Doctrine, understanding of C-sUAS Below and Above Brigade, TTPs for Combined Arms for Air Defense Against Air Breathing Threat ▪ This is a closed book test consisting of fill in the blank, multiple choice, and essay questions. ▪ The minimum score to pass the examination is 80%. ▪ The total time allocated for this examination is 4 hours. <ul style="list-style-type: none"> ✓ 20 minutes for material review and 10 minutes for admin requirements before the examination. ✓ 3 hours and 30 minutes to take the examination. 	50 WT PTS	

Module L Mission Brief Practical Examination <ul style="list-style-type: none"> ▪ Individual assignment. ▪ This practical exercise requires students to brief their respective platoon OPORDs to a panel of instructors/SMEs. ▪ Individuals will have a maximum of 45 minutes to brief their respective OPORDs with supporting graphics and products. ▪ This event is a “GO/NO-GO” and receive recommendation from the panel for passing 	GO/NO GO (GO = 25 WT PTS)	
Module L CAPSTONE Practical Exercise <ul style="list-style-type: none"> ▪ Group assignment. ▪ This practical exercise requires students to brief AMD system capabilities and respective OPORDs in support to a Maneuver Commander to a panel of instructors/SMEs. ▪ Groups will have a maximum of 1 hour and 45 minutes to brief their respective OPORDs with supporting graphics and products. ▪ This event is a “GO/NO-GO” and receive recommendation from the panel for passing 	GO/NO GO (GO = 25 WT PTS)	
Notes:	Module L 100 WT PTS	
Module Z Capstone - PRT Evaluation / Participation / Disciplinary Action		
PRT Evaluation <ul style="list-style-type: none"> ▪ Students are evaluated as the primary instructor for a given physical readiness training session. Based on their ability to correctly perform/lead drills during PT. 	GO/ NO GO	
Participation / Disciplinary Action <ul style="list-style-type: none"> ▪ You will be awarded points for participation, initiative, teamwork, discipline, pop quizzes, and classroom leadership. ▪ The maximum amount deducted participation points cannot exceed 125 points. The instructor can deduct the amount of points they deem appropriate to the event within the guidelines listed in the ISAP. 	125 WT PTS	
Notes:	Module Z 125 WT PTS	

Point of Contact

The point of contact for this Individual Student Assessment Plan is the ADA BOLC-B Course Manager.

Approving Authority

The approving authority for this Individual Student Assessment Plan is the below signed.

JOHN A. PETERSON
LTC, AD
Commanding

Attachment(s):

Appendix A: Student Assessments

Appendix B: Student Remediation

Appendix C: Army Combat Fitness Test and Physical Readiness Training

Appendix D: Rubrics

Appendix E: Student Understanding Statement and Student Signature

Appendix A

Student Assessments (Ref: TR 350-18)

TR 350-18, paragraph 3-26, indicates that student assessments will occur in accordance with TR 350-70.

Instructors will analyze each student's performance assessments near the end of the course and at intervals appropriate to the course as determined by the commander. Instructors will provide students documented feedback at completion of each evaluation or test.

Formal counseling sessions will be documented on DA Form 4856, Developmental Counseling Form, and maintained in the student record folder. Developmental counseling provides students with information on their strengths and weaknesses, and courses of action to improve performance. Informal counseling can be conducted by the Battalion Commander, Command Sergeant Major, and the Chain of Command. They will relay lessons learned by the senior Soldier to the junior officer. Informal counseling traditionally requires no written record; the only record is the lesson learned by the Soldier being counseled. Instructors informally counsel students as needed.

Students will receive initial counseling, midcourse counseling, final counseling (DA1059, Academic Evaluation Report).

Course managers/senior instructors or other school personnel knowledgeable on course requirements will counsel students on consequences for failure on evaluations in accordance with course management and student assessment plans.

Counseling due to Attendance Rates

Any international or U.S. student whose attendance is less than 90% or misses 70 hours of course time will be formally counseled. If attendance falls below 90% or 70 hours is missed you can be dropped from the course.

Counseling after Examinations:

Students will be counseled whenever he/she fails to achieve the standard on any examination. Whenever a student is counseled, a record of that counseling will be maintained in their student record.

Examination Failures

- The primary instructor or course manager will counsel students who fail a written exam. The counseling will include the place and time for remedial training and retesting. In addition, students will be counseled and informed of his or her options with the possibility of dismissal from the course/program for failure of the retest.
- If the student fails the re-test, the course manager will counsel the student that he/she is being recommended for a possible third examination, recycle, re-classification, or dismissal from the course for academic failure.

Counseling for Students Being Considered for Dismissal

Students being considered for dismissal must be counseled by the chain of command and given the opportunity to correct deficiencies prior to dismissal.

Other Counseling Sessions:

In addition to these mandatory counseling sessions, students will receive performance and/or event oriented counseling as appropriate. For example, instructors will counsel students as a response to any questionable behavior or performance. They may also counsel students to reinforce positive behaviors that affect the learning environment.

Participation and Disciplinary Actions:

You will be awarded points for participation in class, discussion board question responses, initiative, teamwork, discipline, and classroom leadership. The maximum amount deducted participation points cannot exceed 125 points.

The instructors assigned to the classes can add to any infraction the amount of points deducted, they cannot however exceed 10 points per infraction. If the same infraction is observed more than once, 10 points can be taken multiple times. If you are found violating this policy you will be counseled by an instructor and the counseling will contain: date of infraction, infraction, amount of points being deducted and total number of infractions you have received.

- Examples of infractions that can cause a deduction of points (not an all inclusive list):
 - Not participating in / with class or online discussions
 - Not being at the proper location at the proper time or in the proper uniform as directed
 - Disrupting the class while instruction or study hall is being conducted
 - Working on anything other than what is being presented to you or what you are being directed to work on
 - Viewing websites, house hunting, social media or any other type of Internet access that is not directly connected with the presentation or assignment given
 - Lack of teamwork, not fulfilling leadership responsibilities, failing to adhere to Army standards or anything else not covered in this section at the discretion of the instructor
 - Blatant disrespect
 - Serious incident

Apart from deduction in participation point instructors can assign additional work, projects, or requirements on students to rehabilitate or correct an issue in performance, attitude, or character. Additional work should be related to any infraction in question and meet all policies and regulation to prevent trainee abuse. Additional assignments that are not completed can be held against a student as not completing an assignment, and may result in academic probation. Students could also be subject to physical corrective action as outlined in TRADOC Regulation 350-36. This corrective action should be tied to the infraction in question or used as tool to grasp attention or for minor infraction, which an instructor deems should not be reflected in their academic points or does not merit the time for additional work. NCO's are given the authority

over any students in this course to conduct corrective action as they see. Any member of the cadre in BOLC or ranking member of 2-6 ADA or 30th BDE are given general military authority based on their position as an instructor/cadre member over any student regardless of rank.

Faculty Review Boards:

Failure to achieve or meet all graduation requirements listed in the ISAP can result in a student's appearing before an academic panel. The purpose of this panel is to provide an opportunity for a student to demonstrate the basic conceptualization of the course material. A student may be subject to questioning over the entire course if academic standing is below 80% of the total point in the course, or subject to a panel focusing on a single failed topic or module. These panels will generally consist of all track phase instructors for the student in question, course manager, and any other BOLC cadre. At any time the Battalion commander, Brigade Commander, or guest member could be present. Any guest member will be a person directly relating to the material that a student has proven to not understand or in a practical exercise. Failing to demonstrate satisfactory knowledge at a board could result in recommendation for recycle, re-class of your MOS, or dismissal from the course. This academic review panel results serves as the recommendation to Brigade commander for board process IAW TRADOC regulation 350-36 page 40.

Recycles and board process. In the event that a student fails to meet BOLC-B graduation requirements as outlined above, the officer will begin the board process to determine whether recycling, branch transferring, or release from active duty is required.

(1) Retraining/retesting/recycling in BOLC-B. The first colonel (O-6) or designated lieutenant colonel (O-5) in the chain of command will review and may authorize retraining/retesting/recycling of students who do not meet graduation requirements. Delay of student graduation will be coordinated with U.S. Army Human Resources Command to minimize dual-slotting seats in subsequent courses as well as effect on Sustainable Readiness.

(2) Disposition of non-graduates. AR 600-8-24 establishes procedures for separating officers for failure to complete training. In BOLC-B, when it is determined that the student will not succeed, the first colonel (O-6) or designated lieutenant colonel (O-5) in the chain of command will forward a recommendation to the General Court-Martial Convening Authority, documenting the efforts to assist the student and the facts supporting the release from active duty. Final separation is determined by HQDA. The Judge Advocate General or his designee has final disposition authority of their branch students enrolled in the DCC. This includes recycling and separation procedures

Appendix B

Student Remediation

Remedial training is additional training, scheduled outside POI hours, mandated by the instructor and instructor led with peer assistance based on the instructor's discretion, to assist the Soldier to further understand courseware being taught, or to retrain the Soldier when he/she fails an examination or graded assignment. After remedial training, those students who fail to achieve established minimum written or performance standards on an objective may retest an examination, only one time. Students will may be given the opportunity to redo assignments, practical exercises, and exams to demonstrate the students re-training. Based on course time and resources this may not always be available. Instructors will counsel the student if another attempt is available for each practical or assignment. Students will not be allowed or able to attempt a quiz a second time.

Reassessment Procedures:

The student's academic records are the basis for certifying the student's successful completion of course requirements.

Examinations

A student will be formally reassessed if he/she achieves less than 80% on an exam or achieve a passing score on a PE. The written exam retest will be preceded by remedial training and counseling.

Written exam reassessment will occur at times other than scheduled academic hours. Written exam reassessments **will not** occur within 72 hours of a failed examination and will only take place after remedial training has been conducted by an Instructor. Re-examinations should be as soon as possible based on re-training time and availability of the instructors. Formal counseling's will have formal dates on their counseling of when the student will take the test.

Retest scores will be annotated in student course records along with counseling and remediation documentation. However, **students who require and pass a retest will receive the minimum passing score for that event and will automatically be removed from class honors consideration.**

Exam/Briefings and Practical Exercises

A student will be formally counseled and reassessed if they achieve less than a passing score or a NO GO on an exam, practical exercises, or briefing. Practical exercises will be reassessed, but do not require a 72 hours of remedial training due to resource requirements. Practical exercise reassessments will be formally counseled NLT 24 hours after reassessment and placed in student packet. Some practical exercise, briefings, and assignments may not be re-testable based on course time and resources. Every attempt will be made to provide opportunities to re-train and test a student. In the few cases that time is not available or other constraints prevent the re-testing student will accept their given score on their first attempt.

Students who fail multiple successive exams, who fail an exam and a retest, or who otherwise demonstrate poor academic performance may be assessed may be dismissed from the course for academic deficiency in accordance with AR 350-1, paragraph 3-15(b)(3).

Student Dismissal Process

a. The ADA Commandant or designated representative has the authority to dismiss students from a course. The 30th ADA BDE Commander is the approving authority for recycling a student.

b. In addition to AR 350-1, the student appeal process is as follows:

(1) The supervisor will advise the student that an appeal must be submitted within seven (7) duty days following receipt of written notification of the dismissal action.

(2) The student will acknowledge by endorsement receipt of the written notification of dismissal action within two (2) duty days.

(a) Appeals will be forwarded to the commander or school commandant who will refer the proposed action and the appeal to the Staff Judge Advocate (SJA) to determine legal sufficiency of the dismissal decision. All appellate actions will become part of the student's case file. Commanders and the Commandant will make their final decision on dismissals after considering the SJA's recommendation.

(b) In cases where no SJA is available, the action will be forwarded to the first general officer (GO) in the chain of command.

(c) Students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals, provided there are at least three training days remaining for the course/phase.

(d) Students who elect to appeal and have less than three training days left will return to their units for disposition if unable to resolve given time constraint. If the disposition is favorable, they may return to the next available class at the point of their dismissal to the same school or transfer to another school to complete remaining course requirements. The Commandant and commanders will provide the complete student academic record to the receiving school, while maintaining a copy in their files.

(e) Students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals, unless there are less than three (3) training days left in class. In cases where the decision of the appeal is delayed, students will participate in graduation ceremonies; however, the DA 1059 will be withheld until final adjudication.

Student Recycle Process

a. Academic recycles. After coordination with HRC, ARNG, USARC, and/or individual's unit, The brigade commander may recycle a student once to a follow-on class, if available.

Academic recycle should be limited to extraordinary circumstances when a student shows significant potential and Army needs dictate.

b. Medical or emergency recycles. The Brigade Commander may recycle students who (through illness, injury, emergency leave, or other unavoidable absence) miss a significant portion (beyond the scope of after-hours make up or remedial training/testing) of evaluated training required for graduation, following coordination with HRC, ARNG, USARC, and/or individual's unit.

Appendix C

1. **Approved ACFT Design.** The ACFT is performance-normed by gender and age groups. The test comprises 6 events: maximum dead lift, standing power throw, hand-release push-up, sprint/drag/carry, plank, and 2-mile run.
2. **Army ACFT Requirements:** All students are required to take the ACFT. Per Army Directive 2022-05 ACFT (23 March 2022), students are currently required to pass the ACFT as a graduation requirement for all initial military training courses ending on or after 01 October 2022. ACFT scores will be put into DTMS and Final ACFT card will be placed in student packets for follow on units to add to their records. Failure to take an ACFT could result in administrative action, academic probation, or other actions intended to facilitate this requirement.
3. **ACFT Failures.** If a Soldier fails a record ACFT on or after 1 October 2022, Army students who fail the final ACFT will not walk at graduation and will receive a DA Form 1059 reflecting that they failed to achieve course standards. Active Army students will be placed in a hold status until they meet the standard or are eliminated from the Army. Upon meeting the ACFT standard, active Army students will be issued an amended DA Form 1059 and sent to their next unit of assignment. ARNG students who fail the final ACFT will be removed from the course and returned to their parent unit
4. **Physical readiness training (PRT)** is an important aspect to mission readiness and contributes directly to both physical fitness, and mental health. Unit PRT provides the student the ability to learn the correct way to properly facilitate a training session and assists in his/her ability to provide Leadership to subordinates. Additionally, unit PRT improves unit cohesion, builds team spirit, and instills a competitive environment. ALL students will be required to give max participation in all PRT events and sessions. PRT is five days a week from 0600 to 0700, or as the training week permits.
 - a. PRT will consist of three cardiorespiratory endurance sessions and two muscular strength and endurance sessions. Cardiorespiratory endurance sessions will occur on Monday, Wednesday, and Friday. Muscular strength and endurance sessions will occur Tuesday and Thursday.
 - b. Students will be provided four weeks of step by step Cadre lead PRT following initial in-processing which will ensure students know and understand the proper execution of all PRT work outs in accordance with ATP 7-22.02. Additionally, Cadre will demonstrate what equipment and resources are required to facilitate specific PRT sessions, as well as how to create a deliberate risk assessment worksheet (DRAW) for the PRT session.
 - c. After the initial four weeks of Cadre lead PRT, students will be required to and assessed on the ability to conduct at a minimum:
 - i. DRAW briefing prior to the start of PRT
 - ii. Properly configuring the unit for PRT

- iii. Administering the preparation drills
- iv. Conducting additional applicable preliminary drills
- v. Properly re-configuring the unit post PRT session
- vi. Conducting after action review (AAR)

Appendix D

Leadership Philosophy Paper Rubric

Content / Development (40 points)	Points:	Comments:
The introduction provides sufficient background on the topic and previews any major points	5	
The paper includes a discussion of the Army Leadership Requirements Model IAW FM 6-22 and why the leadership attributes and competencies are important to them.	10	
The paper contains a discussion of the Army Leadership Development Model IAW AR 600-100 and how each domain (operational, institutional, and self-development) effects their leadership style.	10	
Introspective analysis is conducted to develop self-awareness of leadership abilities	10	
The conclusion is logical, flows from the body of the paper, and reviews the major points	5	
Readability and Style (30 points)	Points:	Comments:
Paragraph transitions are present, logical, and maintain the flow throughout the paper	10	
Sentences are complete, clear, and concise	10	
Sentences are well constructed, with consistently strong, varied sentences	10	
Mechanics (30 points)	Points:	Comments:
The paper, including the title page, reference page, tables, and appendices, follow appropriate guidelines for format	10	
Citations of original works within the body of the paper follow appropriate guidelines	10	
Rules of grammar, spelling, usage, and punctuation are followed	10	
Total (100 Points)	Points:	

Battle Analysis Briefing Rubric

ADA BOLC B Battle Study Criteria – Individual Project

Criteria	0	1	2	3	4	5
INTRODUCTION (6 Points)						
Greeting	Does not address the audience to identify self or organization.	Addresses the audience to identify self and organization.	-----	-----	-----	-----
Outline/Agenda	Does not provide an outline or agenda for the audience to know what to expect, or deviates from the outline for no compelling reason.	Provides a logical outline or agenda for the briefing and conducts the briefing accordingly.	-----	-----	-----	-----
Sources	<p>Fails to use the most important information-gathering techniques or the major information resources necessary to conduct a battle study.</p> <p>Attribution of sources is missing.</p> <p>Sources given are poorly chosen as they do not adequately provide information for a battle study; the source for some concepts is unclear/unsubstantiated or contains unevaluated bias.</p>	<p>Uses some significant information-gathering techniques and information resources to obtain materials that generally support a battle study.</p> <p>Clear attribution of sources.</p> <p>Source evaluation accounts for bias with minor flaws/misinterpretations in the relevancy or credibility of the information.</p>	<p>Uses the important information-gathering techniques and information resources to obtain materials that effectively support a battle study.</p> <p>Clear attribution of sources.</p> <p>Source evaluation accounts for any bias and accurately determines its credibility and relevance.</p>	-----	-----	-----
Define the Battle	Two or more key elements to define the battle are missing or contain wrong information.	One key element to define the battle is missing, or the significance of the battle is vague or inconsistent with the rest of the briefing.	Concise and accurately identifies when and where the battle took place and the principal adversaries, and the significance of the battle.	-----	-----	-----

Criteria	0	1	2	3	4	5
METHODOLOGY (15 Points)						
Strategic Overview	Does not identify the war aims of any of the principal adversaries, or fails to describe any major events that lead to the battle.	Accurately identifies the principal war aims of only one principal adversary, or just describes the overall campaign and war events leading up to the battle.	Identifies the significant war aims of the principal adversaries and briefly describes the campaign or events that lead to the battle.	-----	-----	-----
Operational Environment (OE)	Insufficient analysis of the area of operation leads to undeveloped considerations of the OE.	Identifies the OE variable(s), but did not explain the effects on the battle.	Identifies the OE variable(s) and makes somewhat vague connections to explain how it/they affect the operation.	Astutely relates the OE variables to the execution of operations.	-----	-----
Military Capabilities	The response lacks evidence to demonstrate an understanding of the contextual layers of military capabilities and their affect on the battle.	The developing response realizes the context of the military capabilities to some degree and recognizes obvious affects on the battle.	The advanced response analyzes the forces involved, context, inferential meanings, and intended purposes of the military capabilities and how they affected the battle.	-----	-----	-----
Describe Action	Provides a vague, undeveloped summary of the action and there is no evidence that battle has been examined.	Provides an inaccurate or inadequate battle summary and examination of the key events.	Provides a summary of the battle but does not examine the actions or key events.	Provides a partially developed summary and examination of the battle's initial actions and key events with basic effects.	Provides a full and effective summary and examination of the battle by highlighting key events and their effects.	Provides an in-depth and accurate battle summary by examining the effects of initial actions and key events.
Outcome Assessment	Ideas lack development and there are some illogical interpretations of the battle outcomes.	States the outcomes but does not analyze them to explain the implications or effects of the battle on a larger scale; may provide inaccurate information or a list of ideas.	Accurately explains the assessment of the outcome which identifies objective achievement, the consequences and any long-term effects resulting from the battle.	Well developed explanation of the assessment of the outcome that indicates an unbiased reflection of objective achievement, the advantages to the winning side, and any long-term effects resulting from the battle.	-----	-----

Criteria	0	1	2	3	4	5
ANALYSIS OF OPPOSING FORCES (15 Points Maximum)						
Leadership	Does not analyze the leadership exhibited in the battle.	Identified leadership personnel but does not examine any of the leadership actions, attributes, or competencies.	Identified leadership personnel; provides a limited synopsis of mission command or how leadership actions, attributes, or competencies affected the battle.	Identified leadership personnel; provides a basic examination of the principles of mission command philosophy utilized and how leadership actions, attributes, or competencies affected the battle.	Identified leadership personnel; provides a strong examination of the principles of mission command philosophy utilized and how leadership actions, attributes, or competencies affected the battle.	Identified leadership personnel; provides a thorough examination of the principles of mission command philosophy utilized, or failed to utilized, and how leadership actions, attributes, or competencies affected the battle.
FOR THE FIVE ITEMS BELOW, CHOOSE AT LEAST TWO (5 POINTS MAXIMUM EACH/10 POINTS MAXIMUM TOTAL)						
Principles of Joint Operations -Objective -Offensive -Mass -Economy of Force -Maneuver -Unity of Command -Security -Surprise -Simplicity -Restraint -Perseverance -Legitimacy	Does not attempt to analyze the Principles of Joint Operations.	Little to no evidence that the student understands the concepts that are central to the Principles of Joint Operations, or totally misjudges the relevance of information as related to the Principles of Joint Operations.	Some evidence of obvious meanings and connections to concepts central to the Principles of Joint Operations but there are significant errors in interpreting or applying the information gathered.	Evidence indicates understanding of central concepts of the Principles of Joint Operations; may be minor flaws in their application.	Relationships among Principles of Joint Operations and the battle were accurately interpreted to synthesize the principles' connections to the battle.	Relationships among Principles of Joint Operations and the battle were clearly, completely, and accurately explained with relevant data and/or examples; highly insightful, concise interpretation.
Tenets of Multi-domain Operations -Agility -Convergence -Endurance -Depth	Does not attempt to analyze the tenets of Multidomain Operations.	Little to no evidence that the student understands the concepts that are central to the tenets, or totally misjudges the relevance of information as related to the tenets.	Some evidence of obvious meanings and connections to concepts central to the tenets but there are significant errors in interpreting or applying the information gathered.	Evidence indicates understanding of central concepts of the tenets; may be minor flaws in their application.	Relationships among tenets and the battle were accurately interpreted to synthesize the tenets' connections to the battle.	Relationships among tenets and the battle were clearly, completely, and accurately explained with relevant data and/or examples; highly insightful, concise interpretation.

Criteria	0	1	2	3	4	5
Organizing Combat Power -Force Tailoring -Task Organizing -Mutual Support	Does not attempt to analyze organizing combat power.	Little to no evidence that the student understands the concepts that are central to organizing combat power, or totally misjudges the relevance of information as related to organizing combat power.	Some evidence of obvious meanings and connections to concepts central to organizing combat power but there are significant errors in interpreting or applying the information gathered.	Evidence indicates understanding of central concepts of organizing combat power; may be minor flaws in their application.	Relationships among organizing combat power and the battle were accurately interpreted to synthesize the combat power's connection to the battle.	Relationships among organizing combat power and the battle were clearly, completely, and accurately explained with relevant data and/or examples; highly insightful, concise interpretation.
Warfighting Functions -Command and Control -Movement and Maneuver -Intelligence -Fires -Sustainment -Protection	Does not connect the Warfighting Functions to the battle analysis.	Makes little connection with the Warfighting Functions.	Makes somewhat vague connections with the Warfighting Functions.	Makes appropriate connections with the Warfighting Functions in the battle.	Provides an effective assessment of the Warfighting Functions inherent to the battle.	Makes appropriate and powerful connections with Warfighting Functions.
Law of War -Military Necessity -Humanity -Proportionality -Distinction -Honor	Does not attempt to analyze the Law of War.	Little to no evidence that the student understands the concepts that are central to the Law of War, or totally misjudges the relevance of information as related to the Law of War.	Some evidence of obvious meanings and connections to concepts central to the Law of War but there are significant errors in interpreting or applying the information gathered.	Evidence indicates understanding of central concepts of the Law of War; may be minor flaws in their application.	Relationships among principles and the battle were accurately interpreted to synthesize the Law of War's connections to the battle.	Relationships among the Law of War and the battle were clearly, completely, and accurately explained with relevant data and/or examples; highly insightful, concise interpretation.
CLOSING (5 Points)						
Lessons Learned	Little to no evidence to support assessment. Does not produce statements relating cause and effects or essential outcome elements.	Evidence chosen is superficial or irrelevant and does not support the assessment. Rudimentary assessment of the outcome.	Evidence presented is convincing and supports the assessment.	Evidence is highly effective in supporting the assessment.	Connections to current operational factors are accurate, realistic, or contained within doctrine.	-----

Criteria	0	1	2	3	4	5
Asks for Questions	Does not field any questions or is unable to answer to a reasonable question related to the analysis.	Asks the audience if there are any questions and properly responds to questions.	-----	-----	-----	-----
DELIVERY (15 Points)						
Eye Contact	No effort to maintain eye contact with audience.	Occasional, but unsustained, eye contact.	Fairly consistent use of eye contact with audience.	-----	-----	-----
Voice	Low or uneven volume with little to no inflection that causes the audience to disengage.	Satisfactory variation of volume and inflection. Diction is mostly consistent.	Fluctuation in volume and inflection help to maintain audience interest and emphasize key points. Diction is consistent.	-----	-----	-----
Body Language	Insufficient movement, awkward gestures, or nervous tension obvious throughout delivery.	Movements and gestures generally enhance delivery.	Natural movement and descriptive gestures display energy, create mood, and help the audience visualize.	-----	-----	-----
Pacing	Delivery is either too fast or too slow and/or does not fit within the allotted time. Does not recover from delivery missteps.	Pattern of delivery generally successful; slight mismatch between length and allotted time. Quick recovery from minor mistakes.	Good use of pause, giving sentence drama; length matches allotted time. Pacing is not affected by delivery missteps.	-----	-----	-----

Criteria	0	1	2	3	4	5
Language Usage	Language chosen is inappropriate for most of the audience. Vocabulary and sentence structure miss the target audience. Grammar and selected terminology interferes with understanding of the battle; inaccurate use of terms.	Language, vocabulary, and sentence structure are for the most part at an appropriate level for the audience. Minor problem with coherence but it does not interfere with understanding; attempting accurate use of terms.	Language chosen is very descriptive and appropriate. Vocabulary and sentence structure are on an intellectual level comparable to audience. No issues with coherence; accurate use of terms; sections of the briefing flow/are blended with seamless transitions.	-----	-----	-----
Visual Aids (Diagrams, Pictures, Graphics, Etc.)	None.	Attempted, but unclear or over-used.	Are used and add some clarity and dimension to the briefing.	Are clear, appropriate, not overused, and mostly beneficial to the briefing.	Are clear and benefit audience understanding and conceptualization of the battle study findings.	Are of superior quality and significantly enhance the overall effectiveness of audience understanding and conceptualization.

ATTRIBUTES (10 Points)

Criteria	0	1	2	3	4	5
Critical Thinking Individual Note: Critical Thinking is evident in many of the criteria for this battle analysis. This is an overall measurement of critical thinking exhibited in the battle study briefing.	-----	Responses do not address the connection of evidence within the battle to the bigger picture. Little evidence exists that the student understands the battle concepts or battle study methodology and main briefing topics are poorly developed. Makes little or no attempt to assess whether the analysis would benefit from additional information.	Responses tie doctrine concepts to the battle but the analysis predominately misinterprets the operational context. The work demonstrates uneven and shaky ability to work with the key concepts / doctrine / operational components -- applying them with mixed success to the historical battle, making vague connections, or recognizing few impacts.	Responses still need development to connect to the bigger picture. Student uses some language that indicates a safe response characterized by an element of interpretation and obvious examples. The work demonstrates adequate ability to work with the key concepts / doctrine / operational components -- safely applying them to the historical battle, making obvious connections, and recognizing impacts. Accurately assessed the information needs of the battle study and sought out the needed information.	Responses indicate sound logic in extending relationships of battle study components into factors that still exist today. The work demonstrates confident ability to work with the key concepts / doctrine / operational components -- applying or extending them to the historical battle, making connections, recognizing insightful impacts, drawing inferences, analyzing patterns and component parts, communicating insightful contrasts and comparisons. Approaches the battle study in a thoughtful and reasoned manner.	Responses indicate an in-depth analysis that recognizes the battle's context and its application to factors that still exist today. Assesses discriminatively and confidently the value, credibility and connection of battle study components in order to brief a well-constructed analysis that forms a framework which demonstrates the historical significance and ability to connect analytical explanations and comparisons to a bigger picture. Insightfully determined the types of information that would benefit the battle study and effectively sought out that information.
Communication	Organizes ideas illogically; explanations frequently fail to make sense together and transitions between ideas are unclear or non-existent; it is difficult for the audience to follow a line of reasoning through oral or visual means.	Organizes ideas and graphics adequately, in general, although ideas sometimes fail to make sense together; provides adequate transitions; presenter remains fairly clear about what the battle study intends.	-----	Organizes ideas and graphics adequately to support the purpose of the battle study; transitions lack variety but links between ideas are generally clear; audience can follow the line of reasoning for the most part.	-----	Organizes ideas and graphics clearly and logically to support the purpose of the battle study; transitions are effective and ideas flow smoothly and are effectively linked; audience can follow the line of reasoning as information is communicated clearly and concisely.

Criteria	0	1	2	3	4	5
OTHER REQUIREMENTS (4 Points)						
Battle Selection and Reasoning	Does not provide a timely response, does not explain reasoning for battle selection, and/or does not focus the intended analysis on a regiment or smaller sized unit operation.	Provides a justifiable reason for choice in battle selection. Analysis of the battle is based on regiment or smaller sized unit operation.	-----	-----	-----	-----
Briefing Schedule Coordination	Does not meet the Instructor timeline to coordinate a time to brief the battle study.	Meets Instructor timeline to coordinate a time to brief the battle study.	-----	-----	-----	-----
Read-Ahead Packet	Writing is unfocused, rambling, or contains serious errors.	Writing is accomplished in terms of clarity and conciseness and contains only a few errors.	Writing demonstrates a sophisticated clarity, conciseness, and correctness.	-----	-----	-----

INTRODUCTION (6 Points)			
Criteria	Rating	Comments	
Greeting	0 1		
Outline/Agenda	0 1		
Sources	0 1 2		
Define the Battle	0 1 2		
Minimum Points for a GO in Introduction is 4	Point Total =	GO	NO GO
BODY - SETTING (15 Points)			
Criteria	Rating	Comments	
Strategic Overview	0 1 2		
Operational Environment	0 1 2 3		
Military Capabilities	0 1 2		
Describe Action	0 1 2 3 4 5		
Outcome Assessment	0 1 2 3		
Minimum Points for a GO in Setting is 11	Point Total =	GO	NO GO
BODY - ANALYSIS OF OPPOSING FORCES (15 Points)			
Criteria	Rating	Comments	
Leadership	0 1 2 3 4 5		
FOR THE FIVE ITEMS BELOW, CHOOSE AT LEAST TWO (5 POINTS MAXIMUM EACH/10 POINTS MAXIMUM TOTAL)			
Principles of Joint Operations	0 1 2 3 4 5		
Tenets of Multidomain Operations	0 1 2 3 4 5		
Organizing Combat Power	0 1 2 3 4 5		
Warfighting Functions	0 1 2 3 4 5		
Law of War	0 1 2 3 4 5		
Minimum Points for a GO in Analysis is 11	Point Total =	GO	NO GO
CLOSING (5 Points)			
Criteria	Rating	Comments	
Lessons Learned	0 1 2 3 4		
Asks for Questions	0 1		
Minimum Points for a GO in Closing is 4	Point Total =	GO	NO GO
DELIVERY (15 Points)			
Criteria	Rating	Comments	
Eye Contact	0 1 2		
Voice	0 1 2		
Body Language	0 1 2		
Pacing	0 1 2		
Language Usage	0 1 2		
Visual Aids (Diagrams, Pictures, Graphics, Etc.)	0 1 2 3 4 5		
Minimum Points for a GO in Delivery is 11	Point Total =	GO	NO GO
ATTRIBUTES (10 Points)			
Criteria	Rating	Comments	
Critical Thinking	0 1 2 3 4 5		
Communication	0 1 3 5		
Minimum Points for a GO in Attributes is 7	Point Total =	GO	NO GO
OTHER REQUIREMENTS (4 Points)			
Criteria	Rating	Comments	
Battle Selection and Reasoning	0 1		
Briefing Schedule Coordination	0 1		
Read-Ahead Packet	0 1 2		
Minimum Points for a GO in Other is 3	Point Total =	GO	NO GO

Evaluator Signature _____

Presentation Date _____

Presenter Signature _____

Battle Analysis Paper Rubric

Content / Development (50 points)	Points:	Comments:
The introduction provides sufficient background on the topic and previews any major points.	5	
Overview of the battle's significance, strategic/operational overview, military capabilities of combatants, summary of initial actions and key events, and outcome assessment.	5	
Analyze the operational variables and opposing forces within the operational environment of the battle.	5	
Analyze the commanders' leadership attributes and competencies and use of mission command principles affecting the outcome.	10	
Analyze at least two (2) of the following: Principles of Joint Operations, Tenants of Multidomain Operations, Organizing Combat Power, Warfighting Functions, and/or Law of War.	10	
Lessons Learned from the battle are clearly articulated and linked back to relevance to present-day U.S. Forces.	10	
The conclusion is logical, flows from the body of the paper, and reviews the major points.	5	
Readability and Style (30 points)	Points:	Comments:
Paragraph transitions are present, logical, and maintain the flow throughout the paper.	10	
Sentences are complete, clear, and concise.	10	
Sentences are well constructed, with consistently strong, varied sentences.	10	
Mechanics (20 points)	Points:	Comments:
The paper, including the title page, reference page, tables, and appendices, follow appropriate guidelines for format.	5	
Citations of original works within the body of the paper follow appropriate guidelines.	5	
Rules of grammar, spelling, usage, and punctuation are followed.	10	
Total (100 Points)	Points:	

Cultural Paper Rubric

<i>Content / Development (40 points)</i>	<i>Points:</i>	<i>Comments:</i>
The introduction provides sufficient background on the topic and previews any major points	5	
The body of the paper lists all operational variables with relevant information and analysis	15	
Each variable discussed is linked back to effects on U.S. forces, i.e. language barriers that require unit to have translators	15	
The conclusion is logical, flows from the body of the paper, and reviews the major points	5	
<i>Readability and Style (30 points)</i>	<i>Points:</i>	<i>Comments:</i>
Paragraph transitions are present, logical, and maintain the flow throughout the paper	10	
Sentences are complete, clear, and concise	10	
Sentences are well constructed, with consistently strong, varied sentences	10	
<i>Mechanics (30 points)</i>	<i>Points:</i>	<i>Comments:</i>
The paper, including the title page, reference page, tables, and appendices, follow appropriate guidelines for format	10	
Citations of original works within the body of the paper follow appropriate guidelines	10	
Rules of grammar, spelling, usage, and punctuation are followed	10	
Total (100 Points)	Points:	

OPORD PE I and II Rubric

SUPERIOR (25pts)	OUTSTANDING (22pts)	SATISFACTORY (20pts)	UNSATISFACTORY (<20pts)
Platoon Operations Order (Ref. FM 5-0)		Comments:	
I. Situation ____ / 5pts	Score: _____	Timeline:	Taskorg: AO: AI:
Evaluate Terrain, Weather, & Civil			
<ul style="list-style-type: none"> - Analyze military aspects of Terrain (OAKOC) - Analyze military aspects of light and weather - Describes civil considerations - Enemy Situation (<i>if applicable</i>) - Friendly Situation - Plan for attachments/detachments 		Terrain: O: A: K: O: C: Weather: VWPCT Civil Considerations: ASCOPE Mission and Intent (2 levels up) if applicable	
II. Mission / 3pts	Score: _____	5-W's (Who, What, Where, When, & Why)	
III. Execution / 10pts	Score: _____		
<ul style="list-style-type: none"> - Commanders Intent - Describes concept of operation - Describes the tactical risk and means to mitigate risks - Accurately accounts for the arrangement of activities in time and space - Plans for changing conditions - Incorporates adequate visual aids and graphics to clearly convey the plan (appropriate Annexes / Appendix's) - Describes significant events within the operation - Synchronizes plan through end state - Understands and utilizes references correctly 		Commanders Intent: Purpose, Key Tasks, Endstate Provides Task and Purpose for each element (Task to Subordinate Units -5-W's & Coordinating Instructions) Scheme / OverallMethodology: Tactical Risk(s): Platoon operation follows guidelines listed in references.	
IV. Sustainment / 5pts	Score: _____		
<ul style="list-style-type: none"> - Classes of Supply - MEDEVAC Plan - Location of special equipment 		Classes I-IX MEDVAC Scheme Location of Special Equipment / Support Concept	

V. Command and Signal Score: _____ / 2pts	
<ul style="list-style-type: none"> - Location of Command - Succession of Command - Control (Command Post-Location) - Reports - Signal 	
Can the Platoon Execute their mission off of this plan? Y N Is the OPORD formatting correct IAW FM 5-0? Y N	REMARKS:

PE G – Patriot Initialization Rubric

PATRIOT INITIALIZATION PRACTICAL EXAMINATION EVALUATION SHEET

NAME: _____

DATE: _____

CLASS: _____

EVALUATOR: _____

Points deductions:

- 1) -1 point(s) for each incorrect entry (individual data fields) not IAW Tab Packet
- 2) -1 point for every 10 secs over the 60 min time frame
- 3) -5 points for each incorrect S/I on or off with the associated tab (i.e. defended areas w/tab 70)
- 4) -10 points for incorrect UTM for Launcher Emplacement (per LS)
- 5) -20 points for incorrect UTM for Radar Emplacement
- 6) -20 points for failure to clear radar / sound external alert
- 7) -20 points for incorrect PTL and STL

Notes:

REMARKS:

TIME: _____

Grade: ____/100

Student Signature: _____

Instructor Signature _____

PE H – Patriot Ready for Action Rubric

PATRIOT READY FOR ACTION PRACTICAL EXAMINATION EVALUATION SHEET

NAME: _____

DATE: _____

CLASS: _____

EVALUATOR: _____

Points deductions:

- 1) -1 points for each incorrect entry (individual data fields) not IAW Tab Packet or default change
- 2) -1 point for every 10 seconds over/under time for ACMAF (max -10)
- 3) -1 point for failure to hardcopy tabs/send FIDOC tabs to ICC (per page/max -10)
- 4) -5 points for each incorrect S/I on or off for both TCA/TCO
- 5) -5 points for not IAW STO
- 6) -5 points not IAW with ACMAF
- 7) -5 points if you ask a peer or instructor concerning a tabular entry
- 8) -20 points for failure to direct TCA to clear radar with commo/sound external ale

Notes:

STO	DUE: Inputted:
-----	-------------------

ACMAF DUE:
Inputted:

Green Bar:

REMARKS:

TIME:

Grade: /100

Student Signature: _____

Instructor Signature _____

PE I – Patriot Ready for Action Rubric

**PATRIOT AIR BATTLE MANAGEMENT PRACTICAL EXAMINATION
EVALUATION SHEET**

NAME: _____

DATE: _____

CLASS: _____

EVALUATOR: _____

Points deductions:

- 1) -1 point for every 10 seconds over/under time for ACMAF (max -10)
- 2) -1 point for failure to hardcopy tabs/send FIDOC tabs to ICC (per page/max -10)
- 3) -1 point for each entry not IAW STO
- 4) -5 points for each incorrect S/I on or off for both TCA/TCO
- 5) -5 points for invalid green bar
- 6) -5 not IAW with ACMAF
- 7) -5 if you ask a peer or instructor concerning a tabular entry
- 8) -20 for failure to clear radar with commo/sound external alert
- 9) -20 for failure to clear launchers before putting into operate/rotating
- 10) -20 failure to engage factoring TBM/Hostile ABT/ARM

Notes:

STO	DUE: Inputted:	DUE: Inputted:	DUE: Inputted:
ACMAF	DUE: Inputted:	DUE: Inputted:	DUE: Inputted:
Green Bar:			
REMARKS:			

TIME: _____

Grade: ____/100

Student Signature: _____

Instructor Signature _____

Mission Brief Rubric

GRADING RUBRIC FOR MISSION BRIEF				
SITUATION (20 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Area - 5 pts	Does not address or explain the AO, AOI, AI, or Terrain/Weather	Addresses the AO, AOI, AI, Terrain/Weather at a basic level with multiple errors on overlays	Addresses the AO, AOI, AI, Terrain/Weather in detail with minor errors on overlays	
Enemy Threat - 5 pts	Does not address or explain the enemy threat (unit locations, strength, capabilities)	Addresses enemy threat (unit locations, strength, capabilities) at a basic level	Addresses enemy threat (unit locations, strength, capabilities) in detail	
Enemy MLCOA / MDCOA - 5 pts	Does not address or explain the enemy MLCOA or MDCOA including aerial threat	Addresses enemy MLCOA and MDCOA including aerial threat in broad detail	Addresses enemy MLCOA and MDCOA including aerial threat in detail	
General Situation - 5 pts	Does not address or explain general situation (HHQ, Adjacent Units, Attachments / Detachments)	Addresses general situation at a basic level (HHQ, Adjacent Units, Attachments / Detachments)	Addresses general situation in detail (HHQ, Adjacent Units, Attachments / Detachments)	
MISSION (5 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Mission Statement - 5 pts	Does not address mission statement	Mission statement present but not doctrinally correct or irrelevant to the operation	Provides a doctrinally correct mission statement with an applicable tactical task and is nested with higher echelon	
EXECUTION (25 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Concept of Operation - 5 pts	Does not explain or understand the supported unit's concept of operation	Explains or displays some understanding of the supported unit's concept of operation	Explains or displays a thorough understanding of the supported unit's concept of operation	
Scheme of Maneuver - 5 pts	Does not explain or understand the scheme of maneuver	Explains the scheme of maneuver but does not account for all phases or include all information	Explains the scheme of maneuver in detail for each phase	
Weapon System Employment - 5 pts	Does not explain or account for WCS/ADW, PTLs/SOF, BOWMED-R, data architecture	Explains or accounts for WCS/ADW, PTLs/SOF, BOWMED-R, data architecture in some detail or does not include all information	Explains or accounts for WCS/ADW, PTLs/SOF, BOWMED-R, data architecture in detail for each phase	
Sensor Employment - 5 pts	Does not explain or account for sensor employment	Explains sensor employment including emissions control in some detail or plan is not feasible	Explains sensor employment including emissions control in detail for each phase for all organic sensors	
Tasks and Coordinating Instructions - 5 pts	Basic tasks and coordinating instructions allocated for some phases	Tasks and coordinating instructions cover all phases but are not synchronized with supported unit or use doctrinal tactical tasks	Doctrinal task and purpose for each subordinate and detailed coordinating instructions that cover AMD requirements - synchronized with supported unit and account for all phases	
SUSTAINMENT (10 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Scheme of Sustainment - 5 pts	Does not address scheme of sustainment	Addresses or explains a basic scheme of sustainment (resupply plan, classes of supply, locations)	Addresses or explains a detailed scheme of sustainment (resupply plan, classes of supply, locations) by phase	
General Sustainment - 5 pts	Does not address health services, maintenance, recovery	Addresses a basic concept for health services, maintenance, recovery	Addresses a detailed concept for health services, maintenance, recovery by phase	
COMMAND AND SIGNAL (10 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Command - 5 pts	Does not address command considerations	Addresses some command considerations or incomplete analysis	Addresses all applicable command considerations to include CP locations, succession of command, key leader locations	
Signal - 5 pts	Does not address communications considerations	Addresses a basic overview of communications plan or plan is not feasible	Addresses a detailed communication plan, addresses system specific considerations, provides feasible PACE	
BRIEF (30 points)				
	Unacceptable (0-3)	Satisfactory (4-7)	Commendable (8-10)	Score
Tone - 10 pts	Lacks academic diligence. There are frequent informal and inappropriate usage errors-slang is present. Poor word choice.	Mostly formal, some mistakes in usage- slang not present. Word choice is consistent and appropriate.	Appropriately formal, slang not present. Word choice shows a strong understanding and appreciation of military purpose.	
Professional/Doctrinal - 10 pts	Brief has frequent mistakes in doctrinal concepts, theories, and application. Answers to questions lack support or are fabricated.	Brief has some mistakes in doctrinal concepts, theories, and application. Answers to questions lack some support	Brief limited or no mistakes in doctrinal concepts, theories, and application. Answers to questions are grounded by doctrine.	
Presentation - 10 pts	Formatting was inconsistent and difficult to follow. Lacked appropriate content and did not use handouts to enhance brief.	Formatting was mostly consistent and was not distracting. Content was suitable for the audience. Some handouts used.	Formatting was consistent and enhanced the delivery of information. Content was relevant, accurate, concise and tailored to the audience. Handouts enhanced the delivery of information.	
See Next Page for Comments			TOTAL SCORE	

INSTRUCTOR COMMENTS FOR MISSION BRIEF				
SITUATION (20 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Area - 5 pts				
Enemy Threat - 5 pts				
Enemy MLCOA / MDCOA - 5 pts				
General Situation - 5 pts				
MISSION (5 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Mission Statement - 5 pts				
EXECUTION (25 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Concept of Operation - 5 pts				
Scheme of Maneuver - 5 pts				
Weapon System Employment - 5 pts				
Sensor Employment - 5 pts				
Tasks and Coordinating Instructions - 5 pts				
SUSTAINMENT (10 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Scheme of Sustainment - 5 pts				
General Sustainment - 5 pts				
COMMAND AND SIGNAL (10 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Command - 5 pts				
Signal - 5 pts				
BRIEF (30 points)				
	Unacceptable (0-3)	Satisfactory (4-7)	Commendable (8-10)	Score
Tone - 10 pts				
Professional/Doctrinal - 10 pts				
Presentation - 10 pts				
			TOTAL SCORE	

Capstone Rubric

GRADING RUBRIC FOR CAPSTONE				
CAPABILITIES AND LIMITATIONS (25 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Briefs Each Weapon System - 5 pts	Does not brief each system (Patriot, THAAD, Avenger, Stinger, M-SHORAD, Sentinel, IFPC, C-UAS)	Briefs the weapon systems but fails to address the following topics	Briefs the weapon system and all following topics as well as discusses the level of employment	
Key Capabilities - 5 pts	Does not brief the capabilities	Briefs the basic capabilities with some errors	Briefs the capabilities in detail with no or minimal error	
Key Limitations - 5 pts	Does not brief the limitations	Briefs the basic limitations with some errors	Briefs the limitations in detail with no or minimal error	
Communications and C2 - 5 pts	Does not brief the communications or C2 structure	Briefs the basic communications and C2 structure with some errors	Briefs the communications and C2 structure in detail with no or minimal error	
Significance to Maneuver Commander - 5 pts	Provides no significance to maneuver units	Briefs the basic significance but does not discuss the relation to the maneuver unit	Briefs the significance in detail and how it enables the maneuver unit to accomplish its mission	
SITUATION (20 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Area - 5 pts	Does not address or explain the AO, AOI, AI, or Terrain/Weather	Addresses the AO, AOI, AI, Terrain/Weather at a basic level with multiple errors on overlays	Addresses the AO, AOI, AI, Terrain/Weather in detail with minor errors on overlays	
Enemy Threat - 5 pts	Does not address or explain the enemy threat (unit locations, strength, capabilities)	Addresses enemy threat (unit locations, strength, capabilities) at a basic level	Addresses enemy threat (unit locations, strength, capabilities) in detail	
Enemy MLCOA / MDCOA - 5 pts	Does not address or explain the enemy MLCOA or MDCOA including aerial threat	Addresses enemy MLCOA and MDCOA including aerial threat in broad detail	Addresses enemy MLCOA and MDCOA including aerial threat in detail	
General Situation - 5 pts	Does not address or explain general situation (HHQ, Adjacent Units, Attachments / Detachments)	Addresses general situation at a basic level (HHQ, Adjacent Units, Attachments / Detachments)	Addresses general situation in detail (HHQ, Adjacent Units, Attachments / Detachments)	
MISSION (5 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Mission Statement - 5 pts	Does not address mission statement	Mission statement present but not doctrinally correct or irrelevant to the operation	Provides a doctrinally correct mission statement with an applicable tactical task and is nested with higher echelon	
EXECUTION (25 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Concept of Operation - 5 pts	Does not explain or understand the supported unit's concept of operation	Explains or displays some understanding of the supported unit's concept of operation	Explains or displays a thorough understanding of the supported unit's concept of operation	
Scheme of Maneuver - 5 pts	Does not explain or understand the scheme of maneuver	Explains the scheme of maneuver but does not account for all phases or include all information	Explains the scheme of maneuver in detail for each phase	
Weapon System Employment - 5 pts	Does not explain or account for WCS/ADW, PTLs/SOF, BOWMED-R, data architecture	Explains or accounts for WCS/ADW, PTLs/SOF, BOWMED-R, data architecture in some detail or does not include all information	Explains or accounts for WCS/ADW, PTLs/SOF, BOWMED-R, data architecture in detail for each phase	
Sensor Employment - 5 pts	Does not explain or account for sensor employment	Explains sensor employment including emissions control in some detail or plan is not feasible	Explains sensor employment including emissions control in detail for each phase for all organic sensors	
Tasks and Coordinating Instructions - 5 pts	Basic tasks and coordinating instructions allocated for some phases	Tasks and coordinating instructions cover all phases but are not synchronized with supported unit or use doctrinal tactical tasks	Doctrinal task and purpose for each subordinate and detailed coordinating instructions that cover AMD requirements - synchronized with supported unit and account for all phases	
SUSTAINMENT (10 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Scheme of Sustainment - 5 pts	Does not address scheme of sustainment	Addresses or explains a basic scheme of sustainment (resupply plan, classes of supply, locations)	Addresses or explains a detailed scheme of sustainment (resupply plan, classes of supply, locations) by phase	
General Sustainment - 5 pts	Does not address health services, maintenance, recovery	Addresses a basic concept for health services, maintenance, recovery	Addresses a detailed concept for health services, maintenance, recovery by phase	
COMMAND AND SIGNAL (10 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Command - 5 pts	Does not address command considerations	Addresses some command considerations or incomplete analysis	Addresses all applicable command considerations to include CP locations, succession of command, key leader locations	
Signal - 5 pts	Does not address communications considerations	Addresses a basic overview of communications plan or plan is not feasible	Addresses a detailed communication plan, addresses system specific considerations, provides feasible PACE	
BRIEF (30 points)				
	Unacceptable (0-3)	Satisfactory (4-7)	Commendable (8-10)	Score
Tone - 10 pts	Lacks academic diligence. There are frequent informal and inappropriate usage errors-slang is present. Poor word choice.	Mostly formal, some mistakes in usage- slang not present. Word choice is consistent and appropriate.	Appropriately formal, slang not present. Word choice shows a strong understanding and appreciation of military purpose.	
Professional/Doctrinal - 10 pts	Brief has frequent mistakes in doctrinal concepts, theories, and application. Answers to questions lack support or are fabricated.	Brief has some mistakes in doctrinal concepts, theories, and application. Answers to questions lack some support	Brief limited or no mistakes in doctrinal concepts, theories, and application. Answers to questions are grounded by doctrine.	
Presentation - 10 pts	Formatting was inconsistent and difficult to follow. Lacked appropriate content and did not use handouts to enhance brief.	Formatting was mostly consistent and was not distracting. Content was suitable for the audience. Some handouts used.	Formatting was consistent and enhanced the delivery of information. Content was relevant, accurate, concise and tailored to the audience. Handouts enhanced the delivery of information.	
See Next Page for Comments			TOTAL SCORE	

INSTRUCTOR COMMENTS FOR CAPSTONE				
CAPABILITIES AND LIMITATIONS (25 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Briefs Each Weapon System - 5 pts				
Key Capabilities - 5 pts				
Key Limitations - 5 pts				
Communications and C2 - 5 pts				
Significance to Maneuver Commander - 5 pts				
SITUATION (20 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Area - 5 pts				
Enemy Threat - 5 pts				
Enemy MLOOA / MDCOA - 5 pts				
General Situation - 5 pts				
MISSION (5 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Mission Statement - 5 pts				
EXECUTION (25 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Concept of Operation - 5 pts				
Scheme of Maneuver - 5 pts				
Weapon System Employment - 5 pts				
Sensor Employment - 5 pts				
Tasks and Coordinating Instructions - 5 pts				
SUSTAINMENT (10 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Scheme of Sustainment - 5 pts				
General Sustainment - 5 pts				
COMMAND AND SIGNAL (10 points)				
	Unacceptable (0-2)	Satisfactory (3-4)	Commendable (5)	Score
Command - 5 pts				
Signal - 5 pts				
BRIEF (30 points)				
	Unacceptable (0-3)	Satisfactory (4-7)	Commendable (8-10)	Score
Tone - 10 pts				
Professional/Doctrinal - 10 pts				
Presentation - 10 pts				
			TOTAL SCORE	

Appendix E

Student Statement of Understanding ADA BOLC-B Individual Student Assessment Plan (ISAP)

I, _____ have read, understand, and will abide by all sections and appendices of this ADA BOLC-B, Individual Student Assessment Plan (ISAP), dated December 2022. I hereby affirm that I understand my responsibilities as a student and the requirements for successful completion of ADA BOLC-B.

I have the following questions / concerns about the ISAP.
(If none, write "No Questions or Concerns" and initial after).

Student Signature: _____ **Date:** _____