

Patriot TOP GUN

Individual Student Assessment Plan (ISAP)



Fires Center of
Excellence
Fort Sill, OK 73503

Contents

Overview	3
Course Outcome	3
Course Length and Structure	3
Student Responsibilities	3
Course Graduation Requirements	5
Completion Certificate	6
Academic	6
Formally Assessed Examinations, Quizzes, Exercises, and Assignments	8
Appendix A (Student Assessments)	13
Appendix B (Student Remediation)	15
Appendix C (Faculty Review Board Procedures)	17
Appendix D (Student Statement of Understanding)	21
Appendix E (Practical Exercise / Assessment / Evaluation Score Sheets)	23

Individual Student Assessment Plan (ISAP)
2F-SIT5/4F-ASIT5
Patriot Top Gun
April 2022

Overview

This Individual Student Assessment Plan (ISAP) contains the course graduation requirements for the Patriot Top Gun (PTG) Course. The course is organized into five modules, culminating in a defense design presentation to a panel of Patriot Top Guns, subject matter experts, and field grade officers.

Course Outcome

Graduates of PTG will be adaptive officers who have exceptional Air and Missile Defense (AMD) planning competencies, technically and tactically proficient on the Patriot weapon system, confident, and capable of making independent assessments in complex and joint environments to accomplish any mission.

Course Length and Structure

PTG is six weeks in length with 216 academic hours. There are 24 administrative hours assigned to the course. Refer to the Course Map for a complete listing of lessons.

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) 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.
- 4) Seek resources to ensure your knowledge and skills are up to or exceeding the standards, and remain actively engaged in the learning process.
- 5) Review and adhere to Policy Letters and other guidance materials.
- 6) Provide constructive criticism concerning the efficiency and effectiveness of the training and training materials throughout the course.
- 7) All Students attending the course are required to be at all classes. Exceptions are possible, but must be approved by the Instructors prior to the absence.

Standards of Conduct

Students must conduct themselves in the manner expected of any Soldier. As an Army Officer, it is essential to be a steward of your profession. This includes demonstrating professional conduct and behavior, both on and off duty.

Student Honor Code

- 1) USAADAS 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 PTG instructor 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) 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.

- 5) Any student found in violation of the Honor Code may be involuntarily dismissed from the course.
- 6) Students have the right to appeal involuntary dismissal.
- 7) Any student dismissed from PTG for Honor Code violations will only be eligible for re-enrollment for the next iteration of PTG with the permission of the ADA School Commandant.

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) Meet all course academic requirements.
- 2) Receive 90% on all written and practical examinations, culminating in an overall grade point average of 90% or higher.
- 3) Receive 90% or meet identified "GO" criteria on all assignments and briefings.
- 4) Prove yourself a competent, trustworthy, and dedicated leader.
- 5) Conduct yourself in a professional manner at all times.
- 6) Be at the correct place of duty at the specified times.
- 7) Avoid actions that are prejudicial to others in the class.
- 8) Demonstrate motivation and a positive attitude.
- 9) Demonstrate integrity and leadership potential.

Completion Certificate

All students who meet course completion criteria will receive recognition with a PTG Diploma.

Diplomas will contain the following information or as otherwise approved for students:

Full Name, Grade, Course Title, Course Identification Number, Course Start and Completion Dates, and Number of Class Hours.

Student Recognition

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

- Students who passed all graded assignments and examinations the first time (zero retests) with highest score.
- Prove themselves a competent, trustworthy, and dedicated leader.
- Zero negative counselings throughout the duration of the course.
- Be nominated/recommended by the Instructor.

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

1) Distinguished Honor Graduate:

- Student who attains the highest course academic average, and who passed all graded assignments the first time (zero retests) with the highest score.

2) Honor Graduate

- Student who attains the second-highest course academic average and who passed all graded assignments the first time (zero retests) with the second highest score.

In the unlikely occurrence that multiple students have met the criteria for distinguished honor graduate or honor graduate (all requirements listed above and tied academic average), the individual scores on the Defense Design Oral Presentation/Oral Examination will be used to distinguish the awardee(s).

Academic

Academic subject matter is evaluated on the basis of a 1000-point weighted grading system. Students must successfully complete all written, practical, and oral assignments to graduate. 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 require 90% minimum to achieve the standard. Written module examinations have a 90% 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, (s)he evaluates training effectiveness by using a GO/NO-GO and/or a point scheme for TLOs, ELOs, practical exercises, and other learning activities. Instructors may re-teach material that (s)he determines has not been adequately mastered by students.
- 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 or practical exam. Practical exams are conducted to reinforce/evaluate key skills and are usually scored on a points-accrued basis.

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

- 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 the test to other students. Students who violate any of these rules will be subject to counseling, probation, or dismissal.

Study Assignments:

Students will be required to complete study assignments outside of regular class time. This includes, but is not limited to: preparing for an oral brief, studying for examinations, preparing for upcoming classes, etc. 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; copying answers from other students without collaboration is not allowed. Enforcement of this standard rests with both students and instructors.

Formally Assessed Examinations, Quizzes, Exercises, and Assignments

Module A: Radar Theory	Your Score
<p>40KTGA02 – Module A Examination Written Examination</p> <ul style="list-style-type: none"> ▪ Individual assignment ▪ This written examination covers lessons: 40KTGA04 (Interpret Patriot Radar Operations) covering the following topics: <ul style="list-style-type: none"> ○ Radar Theory ○ Patriot Search ○ Patriot Track Initiation ○ Patriot Track Evaluation ○ Patriot Engagement ○ Case Studies and Practical Exercises ▪ This is a closed book test consisting of multiple choice and True/False questions. ▪ The total time allocated for this lesson is 3 hours. <ul style="list-style-type: none"> ○ 30 minutes for material review before the examination. ○ 2 hours to take the examination. ○ 30 minutes for AAR after the examination. ▪ Must score a 90% on the examination to receive a “GO.” 	<p>200 WT PTS</p>

Notes:

Module B: Interoperability		Your Score
40KTGB10 – Define the Joint Data Network Oral Presentation <ul style="list-style-type: none"> ▪ Prepare and present Data Link presentation based on instruction and material received. 	GO/NO GO	
40KTGB12 – Module B Examination Written Examination <ul style="list-style-type: none"> ▪ Individual assignment ▪ This written examination covers lessons: <ul style="list-style-type: none"> ○ 40KTGB00 - Identify Information Exchange Requirements ○ 40KTGB02 – Identify the Fundamentals of Joint Doctrine ○ 40KTGB04 - Define Joint Interoperability Considerations ○ 40KTGB08 – Define the role of Air Defense Airspace Management Cell ○ 40KTGB10 – Define the Joint Data Network ▪ This is a closed book test consisting of multiple choice and True/False questions. ▪ The total time allocated for this lesson is 3 hours. <ul style="list-style-type: none"> ○ 30 minutes for material review before the examination. ○ 2 hours to take the examination. ○ 30 minutes for AAR after the examination. <p>Must score a 90% on the examination to receive a “GO.”</p>	200 WT PTS	

Notes:

Module D: Defense Design		Your Score
40KTGD08 – Defense Design Oral Presentation Oral Examination <ul style="list-style-type: none"> ▪ Prepare and present a defense design using the Tactical Officer Trainer Software, and present the material to a panel of subject-matter experts and field grade officers. ▪ This oral examination is the capstone event conducted at course end, and covers all topic areas taught throughout the course. ▪ The total time allocated for this lesson is 3 hours. <ul style="list-style-type: none"> ○ 2 hours for presentation. ○ 30 minutes for panel deliberation. ○ 30 minutes for AAR after the presentation. 	400 WT PTS	

Notes:

Module E: Patriot Capabilities and Limitations	Your Score
<p>40KTGE04 – Module E Examination Written Examination</p> <ul style="list-style-type: none"> ▪ Individual assignment ▪ This written examination covers lessons: <ul style="list-style-type: none"> ○ 40KTGE02 – Communicate AMD Capabilities and Limitations with the following topics: <ul style="list-style-type: none"> ▪ Introduction to Patriot Capabilities and Limitations ▪ Patriot System Requirements ▪ Software Limitations ▪ Patriot System Capabilities ▪ ARM Classification Logic ▪ Patriot Cueing ▪ Remote Launch ▪ Engage on Remote ▪ IFF Operations ▪ Patriot Interceptors ▪ Patriot Lethality ▪ Introduction to Patriot Performance Notebook ▪ Patriot Performance Notebook ▪ This is a closed book test consisting of multiple choice and True/False questions. ▪ The total time allocated for this lesson is 3 hours. <ul style="list-style-type: none"> ○ 30 minutes for material review before the examination. ○ 2 hours to take the examination. ○ 30 minutes for AAR after the examination. ▪ Must score a 90% on the examination to receive a “GO.” 	<p>200 WT PTS</p>
<p>Notes:</p>	

Student:	Course Total
Your Score	
Minimum Score Required	900

Point of Contact

The point of contact for this Individual Student Assessment Plan is the Patriot Top Gun Course Manager.

Approving Authority

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

ERICK D. HEANEY
CPT, AD
Commander

Attachment(s):

- Appendix A: Student Assessments
- Appendix B: Student Remediation
- Appendix C: Faculty Review Board Procedures
- Appendix D: Student Understanding Statement and Student Signature
- Appendix E: Practical Exercise / Assessment / Evaluation Score Sheets

Appendix A

Student Assessments (Ref: TR 350-18)

Counseling/Mentoring: Instructors serve as mentors, counselors, and role models who monitor student progress. Instructors will conduct developmental counseling IAW FM 6-22, Appendix B.

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 sessions generally do not require a written record, and Instructors should conduct them as needed.

Students will be counseled a minimum of three times during the course.

- (1) **Initial Counseling:** Students will receive an overview of expectations for students and faculty, graduation requirements, and unit SOPs.
- (2) **Midcourse Counseling:** Students will receive an in-depth review of their performance in the course thus far, to include strengths and areas for potential improvement.
- (3) **Final Counseling:** Students will receive their final course grade, along with strengths and areas for improvement.

Counseling due to Attendance Rates

Any student whose misses more than four cumulative hours will be counseled and recommended for dismissal.

Counseling after Examinations:

All students that fail to achieve a passing score will be counseled following the examination.

Examination Failures

- The Primary Instructor, Class Advisor, Senior Instructor, or Course Manager will counsel students who fail an 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 Senior Instructor and Course Manager will counsel the student that is being recommended for dismissal for academic failure.
- A student may request a faculty review board for extenuating circumstances. The student will appear before a Faculty Review Board

which will provide the student with its recommendation (graduation, retaking examination again, or course removal) pending the Commandant's review and approval. A visual of this process is found in Figure B-1 Reassessment Flowchart.

- The student may appeal the Faculty Board's decision IAW USAFCOEFS 15-1.

Counseling for Students Being Considered for Dismissal

Students being considered for dismissal must be counseled by the course manager prior to dismissal.

Other Counseling Sessions:

In addition to these mandatory counseling sessions, students may be counseled at any time for any reason. For example, Instructors will counsel students as a response to any questionable behavior or performance. They may also counsel to reinforce positive behaviors that impact the learning environment.

Appendix B

Student Remediation

Remedial Training is additional training, scheduled after POI hours, mandated by the Instructor, and is 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 (s)he 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 the examination one time and redo assignments/practical exercises until the student achieves a successful level of performance. **The Defense Design Practical Exercise (Oral Presentation) in Module D is not retestable.**

Instructors will provide resources and materials to allow for a minimum of 2 hours of retraining on problem subject areas identified during examination/assignment analysis, and other subject areas as requested by the student prior to administration of a retest or redoing an assignment.

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 (s)he achieves less than 90% on an exam. The retest will be preceded by remedial training and counseling.

Reassessment will occur at times other than scheduled academic hours. 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. Students may request re-administration of the examination earlier than 72 hours, and will be considered on a case-by-case basis at the discretion of the Course Manager.

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.

Assignments and Practical Exercises

A student will be formally reassessed if (s)he achieves less than 90% or a NO GO on an assignment or practical exercise.

Students who fail multiple successive exams, who fail an exam and a retest, or who otherwise demonstrate poor academic performance may be assessed by a

Faculty Review Board (FRB). See Figure B1 for a flow chart of the Reassessment policy.

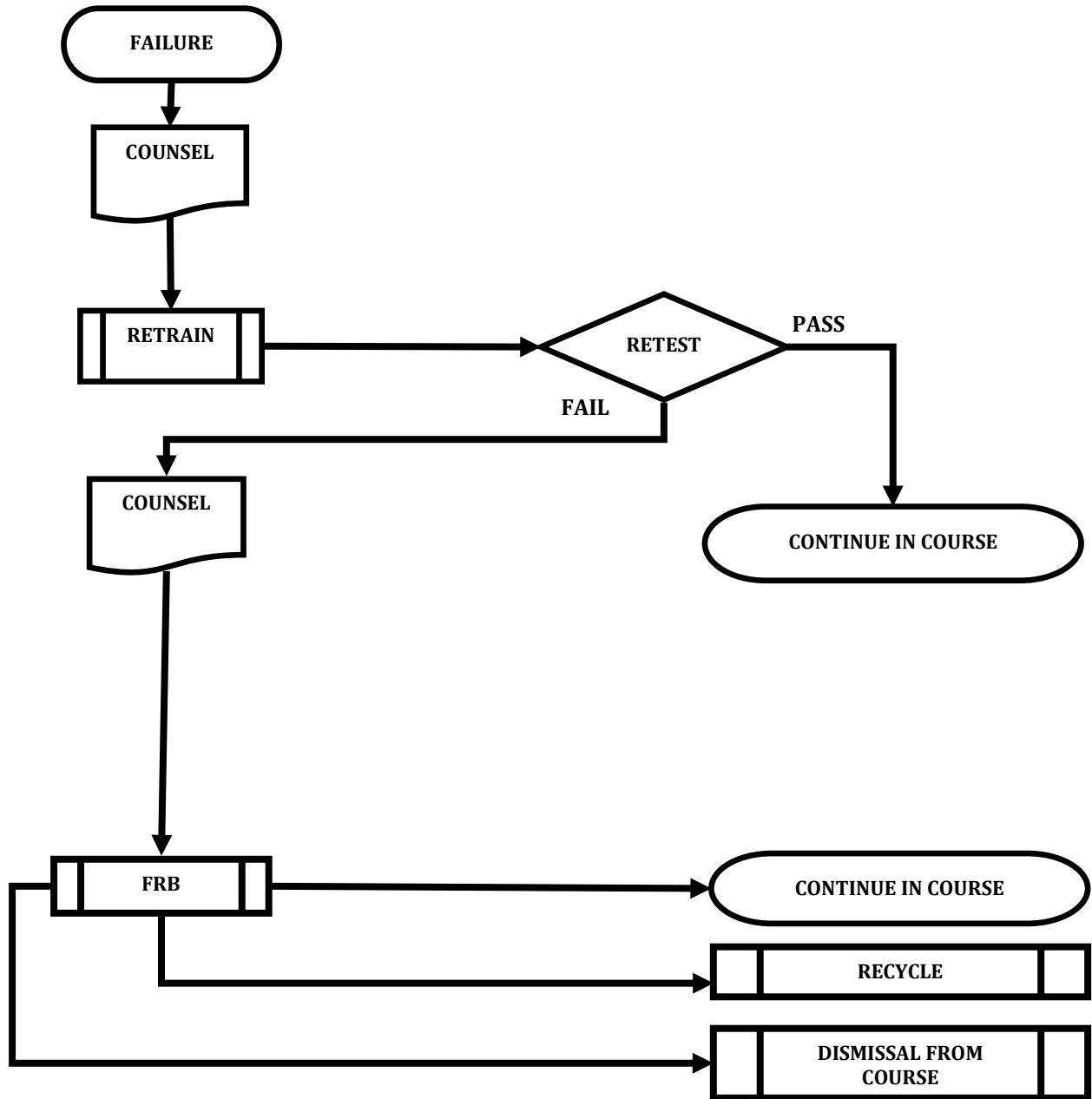


Figure B1. Reassessment Flowchart

Appendix C

Faculty Review Board Procedures

A **Faculty Review Board (FRB)** is convened at the discretion of the 30th Brigade Commander to investigate circumstances of Officers who demonstrate the following: academic deficiency, leadership deficiency, disciplinary problems, acts of misconduct, honor violations, lack of motivation, lack of adaptability, or otherwise failing to satisfy standards for graduation. The FRB will determine all circumstances contributing to the student's failure, rehabilitation actions taken by the chain of command, and ascertain the student's leadership potential for continued service as an officer. FRBs will not be established to make recommendations on the punishment of officers involved in misconduct, ethics violations, or other items addressed in the Uniformed Code of Military Justice. Academic failure cases, as a result of misconduct, will be addressed by the FRB. The FRB's recommendations may include, but are not limited to: graduation, reinstatement, or relief of the student. Chapter 2 and associated appendices of the United States Army Fires Center of Excellence and Fort Sill (USAFCOEFS) Regulation 15-1, Administration - Boards, Commissions, and Committees, provides additional information on FRBs.

FRB Procedures

The following procedures apply when an FRB has been requested where dismissal is considered for motivational, disciplinary, or academic reasons:

- (1) The Course Manager will notify the student in writing of the proposed action, the basis for the action, the consequences of disenrollment, the right to appeal, and the right to request a Faculty Review Board (FRB). The training supervisor will advise the student that any appeal must be submitted within 7 duty days after receipt of the written notification of the dismissal action. Appeals will be submitted to the ADA School Commandant.
- (2) The student will acknowledge by endorsement within 2 duty days receipt of the written notification of the proposed dismissal action. The endorsement must indicate whether or not the student intends to request a Faculty Review Board. The student may waive the Faculty Review Board process. If the student wishes to appeal the Commandant's decision as a result of a Faculty Review Board, he / she may include documents in the decision packet forwarded to the Commanding General (CG) of FCOE.
- (3) All appeal actions will first be forwarded to the Administrative Law Division to determine legal sufficiency of the action/Faculty Review Board proceedings prior to disposition by the CG.
- (4) Students will remain actively enrolled in the course pending School Commandant (or CG) decision. In cases where the decision of the appeal is delayed, students will participate in graduation ceremonies; however, the Graduation Diploma and Additional Skill Identifier memorandum will be

- withheld until final adjudication. Students who have been dismissed from the course will be returned to 30th ADA Brigade until further disposition.
- (5) Dismissals for misconduct, lack of motivation, or academic deficiency will be recorded on the individual's counseling statement.
 - (6) Disenrollment for illness, injury, or other reasons beyond the control of the individual will be made without prejudice. In appropriate cases, the student will be eligible to re-enroll as soon as conditions that led to disenrollment no longer exist.
 - (7) Appeals will be forwarded to the School Commandant who will refer the proposed action and the appeal to the Office of the Staff Judge Advocate to determine legal sufficiency of the dismissal decision. All appellate actions will become part of the student's case file. The Commandant and applicable commanders will make their final decision on dismissals after considering the supporting OSJA recommendation. All appellate actions will become part of the student's case file. Commanders and the Commandant will make their final decision on dismissals along with the unbiased/neutral party's (Faculty Review Board) recommendation.

For each of the sections in this Appendix, refer to USAFCOEFS 15-1 for additional information.

Student Dismissal

Under certain conditions, students may be dismissed from the course early prior to course completion. USAFCOEFS Regulation 15-1, Chapter 3, Paragraph 3-1 describes the requirements and procedures for student dismissal. The following includes, but is not limited to possible causes for dismissal:

- 1) Personal conduct is such that their continuation in the course is not appropriate (for example, if a student violates regulations, policies, or established discipline standards).
- 2) Negative attitude or lack of motivation is prejudicial to the interests of other students in the class.
- 3) Academic deficiency demonstrated by failure to meet course standards or lack of academic progress that makes it unlikely that the student can successfully meet the standards established for graduation.
- 4) Illness or injury (as determined by a physician), or added physical profile limitation.
- 5) Compassionate reasons.

Dismissal for misconduct, lack of motivation, or academic deficiency will be recorded on the individual's counseling form. IAW AR 600-8-2, Officers pending disenrollment for disciplinary reasons may be flagged.

Students being considered for dismissal must be counseled by the Course Manager, and dismissal approved by the 2-6 ADA Battalion Commander. Counseling sessions will be formally documented and signed by all counselors

and acknowledged by the student. All counseling forms will be maintained with the student's records.

Challenge

Students may challenge for cause, illness, impartiality, or other valid reason for excusal IAW USAFCOEFS 15-1.

Probation

Probation serves to help identify performance problems and the potential consequences should improvement not occur. Personal behaviors that interfere with the conduct of class, fail to meet the prescribed standards of conduct, or constitute a habitual disciplinary problem as defined in this ISAP are grounds for probation. The Course Manager may recommend academic probation when warranted by lack of participation in class activities or lack of achieving standards for any requirement. The instructor will notify the student of the probation in writing during a formal counseling session. The student will be required to sign a counseling statement (DA Form 4856). The counseling will specifically address the activity failed, required remediation activities, and method or requirements to be released from probation.

Relief Cause

Academic, Non-academic or Voluntary reasons are categories for relief cause:

- 1) Academic Reasons: Failure to demonstrate minimum training competencies as prescribed in this Individual Student Assessment Plan (ISAP). A Faculty Review Board will be convened and the Commandant must approve the release.
- 2) Non-Academic Reasons: You may be relieved from the course for either administrative reasons or personal misconduct whether the action(s) occur on/off post or on/off duty. Each case must be considered individually and decided on its own merits. Examples which may justify nonacademic relief includes, but not limited to:
 - Failure to demonstrate dependability and conscientiousness in fulfilling obligations as a student and as an Army officer
 - Cheating
 - Plagiarizing
 - Repetitive disruptive behavior which interferes with the opportunity of other students to learn
 - Compassionate reasons when continued attendance in the course imposes a serious hardship on the family or when prolonged absence for personal reasons prevents the student from attending a critical portion of the course
 - Incarceration

- Alcohol/Drug abuse
 - AWOL, to include unexcused class absences
 - Conduct unbecoming an Officer or that brings discredit to the Service
- 3) Voluntary Relief. A student can request voluntary relief from the course. The 2-6 ADA Battalion Commander may accept such a request to avoid student embarrassment and unnecessary administrative delay. However, service obligations must be fulfilled.

Recycle Policy

Due to the nature of the class content, the frequency of the class schedule, and the dynamics of balancing the development and completion of a defense plan for an assigned area, students are not eligible for recycle in Patriot Top Gun.

Appendix D

Student Statement of Understanding Patriot Top Gun ISAP Dated May, 2021

I, _____ have read, understand, and will abide by all sections and appendices of this Patriot Top Gun Individual Student Assessment Plan (ISAP), dated March, 2019. If I have questions or am uncertain about any part of this ISAP, I will contact my course manager immediately to discuss that particular area/section.

Student Signature: _____ **Date:** _____

Instructor Signature: _____ **Date:** _____

Appendix E

Enclosures – Practical Exercise/Assessment/Evaluation Score sheets

Enclosure 1: Patriot Top Gun Defense Design Rubric

STUDENT'S NAME:	DATE:	Lesson #: 441-40KTGD08
RATER'S NAME:		

Determine whether or not the student achieved the Performance Steps or Criteria.

Unsatisfactory/ Needs Improvement
Satisfactory/ Adequate
Excellent/ Very Effective

Add comments at the bottom of the scoresheet.

Criteria:	Score		
I. MISSION ANALYSIS 55 PTS POSSIBLE	Unsatisfactory/ Needs Improvement	Satisfactory/ Adequate	Excellent/ Very Effective
	0 – 4 points	5 – 8 points	9 – 10 points
- Analyze Higher Headquarters Orders (minimum of two echelons above)	Does not discuss or understand the elements of the Commander's Intent: HEU Purpose, Key Task, or End State	Discusses and understands all elements of the Commander's Intent: HEU Purpose, Key Task, and End State	Discusses and elaborates the understanding on all elements, and has incorporated into the plan: HEU Purpose, Key Task, and End State
- Define the Battlespace (AO / AOI)	0 – 2 point	3 – 4 points	5 points
	Does not discuss or understand the doctrinal implementation of the Commander's Area of Operation or Area of Interest.	Discusses, understands, and displays the doctrinal implementation of the Commander's Area of Operation and Area of Interest.	Discusses and elaborates on the doctrinal implementation of the Commander's Area of Operation or Area of Interest. AO and AOI are clearly defined and are nested within the scope of the mission.
- Discusses / understands effects of terrain (OAKOC), weather, and civil considerations	0 – 2 points	4 – 5 points	6 points
	Does not discuss or understand all the following effects: terrain (OAKOC), weather, and civil considerations	Discusses and understands effects on friendly and enemy operations: terrain (OAKOC), weather, and civil considerations	Discusses and elaborates at a graduate level of understanding the effects on enemy and friendly operations: terrain (OAKOC), weather, and civil considerations

<p>- Discusses the threat - Evaluate disposition / composition / strength / capabilities and limitations</p>	<p>0 – 4 points</p> <p>Does not discuss all of the threat elements: TBM, ABT, ARM, CM, UAV, and other applicable threats to the mission. Disposition/composition /strength/capabilities and limitation evaluation of each threat.</p>	<p>5 – 8 points</p> <p>Discusses all of the threat elements: TBM, ABT, ARM, CM, UAV, and other applicable threats to the mission. Disposition/composition /strength/capabilities and limitation evaluation of each threat.</p>	<p>9 – 10 points</p> <p>Discusses and is able to elaborate at a graduate level all of the threat elements: TBM, ABT, ARM, CM, UAV, and other applicable threats to the mission. Disposition/composition /strength/capabilities and limitation evaluation of each threat.</p>
<p>- Determines Threat Courses of Action - MLCOA - MDCOA</p>	<p>0 – 4 points</p> <p>Does not discuss all necessary aspects of the threat elements that clearly define the enemy’s COAs with the following considerations: - COA is feasible - COA is acceptable - COA is sustainable - COA is complete - MLCOA and MDCOA are distinguishable</p>	<p>5 – 6 points</p> <p>Discusses all necessary aspects of the threat elements that clearly define the enemy’s COAs with the following considerations: - COA is feasible - COA is acceptable - COA is sustainable - COA is complete - MLCOA and MDCOA are distinguishable</p>	<p>7 – 8 points</p> <p>Discusses, elaborates and clearly defines the MLCOA and MDCOA; is able to apply all aspects of MLCOA into the defense design. All necessary aspects of the threat elements that clearly define the enemy’s COAs with the following considerations: - COA is feasible - COA is acceptable - COA is sustainable - COA is complete - MLCOA and MDCOA are distinguishable</p>
<p>- Identify Specified, Implied, and Essential Tasks</p>	<p>0 – 3 points</p> <p>Does not identify or discuss the specified, implied, or essential task(s); cannot demonstrate relationship of terms to the planning process</p>	<p>4 – 5 points</p> <p>Identifies and discusses specified, implied, and essential task; all items relate to the planning process, and are incorporated into the plan</p>	<p>6 points</p> <p>Identifies, discusses, and elaborates on specified, implied, and essential tasks; all aspects are insightful, and are easily identified in other applicable portions of the plan</p>

- Determine Limitations and Constraints	0 – 2 points	3 – 4 points	5 points
	Does not identify or discuss limitations or constraints; cannot demonstrate relationship of terms to the planning process	Identifies and discusses limitations and constraints; all items relate to the planning process, and are incorporated into the plan	Identifies, discusses, and elaborates on limitations and constraints; all aspects are insightful, and are easily identified in other applicable portions of the plan
- Mission Statement - Describes the who, what, where, when, why	0 – 2 points	3 – 4 points	5 points
	Does not describe the who, what, where, when, why	Lists the who, what, where, when, why; has trouble elaborating, but understands premise of mission statement as it applies to the assignment	Describes and elaborates the who, what, where, when, why; adequately describes and elaborates on all aspects at the graduate level of understanding
II. EMPLACEMENTS 90 PTS POSSIBLE	Unsatisfactory/ Needs Improvement	Satisfactory/ Adequate	Excellent/ Very Effective
- Identify Emplacement Considerations	0 – 4 points	5 – 8 points	9 – 10 points
	Did not describe planning considerations related to product development	Described planning considerations related to product development.	Demonstrated graduate level understanding of planning considerations related to product development
- Identify Battalion Emplacement	0 – 4 points	5 – 8 points	9 – 10 points
	Failed to identify battalion emplacement	Identified Battalion emplacement	Identified Battalion emplacement, and elaborated why the position was selected while also identifying the pros, cons, and risk
- Identify Battery/ Remote Launch Emplacement	0 – 19 points	20 – 35 points	36 – 40 points
	Failed to identify Battery or (if applicable) remote launch emplacement Emplacement of Battery does not adequately defend assigned asset(s)	Identified Battery and (if applicable) remote launch emplacement; emplacement is functional and complete	Identified Battery emplacement and (if applicable) remote launch emplacement, and maximized the capability of the weapon system based on Commander's guidance

- Explain Communications Plan	0 – 4 points	5 – 8 points	9 – 10 points
	Failed to provide communications plan, or communications plan was rudimentary to the point of non-functionality	Communications plan provided with minor issues; plan includes: - Frequencies - Azimuths - Antenna Height - Polarity - Primary and Alternate plans	Communications plan provided with no issues; plan includes: - Frequencies - Azimuths - Antenna Height - Polarity - Primary and Alternate plans
- Explain Frequency Management	0 – 4 points	5 – 8 points	9 – 10 points
	Frequency Management not included, or inappropriate frequency separation could lead to EMI	Frequency management plan provided, minor inadequacies with EM plan	Frequency management plan provided with no issues, elaborated at the graduate level of understanding
- Explain Missile Distribution Plan	0 – 4 points	5 – 8 points	9 – 10 points
	Missile distribution plan not included, or missile distribution plan is non-functional and contributes to DD ineffectiveness	Missile distribution plan included, with minor issues	Missile distribution plan included with no issues; elaborated at the graduate level of understanding
III. COMMAND AND CONTROL 25 PTS POSSIBLE	Unsatisfactory/ Needs Improvement	Satisfactory/ Adequate	Excellent/ Very Effective
- Identify Command Chain	0 – 3 points	4 – 5 points	6 – 7 points
	Command chain not identified, or blatantly incorrect	Command chain included, student could not elaborate to the function of positions or relationships	Command chain included, student understands the function of each position and each relationship
- Identify Control Chain	0 – 4 points	5 – 8 points	9 – 10 points
	Control chain not identified, or blatantly incorrect	Control chain included, student could not elaborate to the function of positions or relationships	Control chain included, student understands the function of each position and each relationship
- Identify US ADAFCO Location and Role	0 – 3 points	4 – 6 points	7 – 8 points
	ADAFCO location or role not identified	ADAFCO location and role identified at a non-graduate level of understanding	ADAFCO location and role identified at a graduate level of understanding

IV. ROE / ENGAGEMENT PROCEDURES 40 PTS POSSIBLE	Unsatisfactory/ Needs Improvement	Satisfactory/ Adequate	Excellent/ Very Effective
- Develop and Explain TBM Engagement Procedures	0 – 4 points	5 – 8 points	9 – 10 points
	TBM Engagement procedures not identified; or TBM engagement procedures lead to ineffective DD	TBM Engagement procedures identified, and are functional with minor issues	TBM Engagement procedures identified with no issues, explained at the graduate level of understanding
- Develop and Explain ABT Engagement Procedures	0 – 4 points	5 – 8 points	9 – 10 points
	ABT Engagement procedures not identified; or TBM engagement procedures lead to ineffective DD	ABT Engagement procedures identified, and are functional with minor issues	ABT Engagement procedures identified with no issues, explained at the graduate level of understanding
- Develop and Explain ARM Engagement Procedures	0 – 4 points	5 – 8 points	9 – 10 points
	ARM Engagement procedures not identified; or TBM engagement procedures lead to ineffective DD	ARM Engagement procedures identified, and are functional with minor issues	ARM Engagement procedures identified with no issues, explained at the graduate level of understanding
- Develop and Explain Self Defense ROE and Engagement Procedures	0 – 4 points	5 – 8 points	9 – 10 points
	SD ROE and Engagement procedures not identified; or TBM engagement procedures lead to ineffective DD	SD ROE and Engagement procedures identified, and are functional with minor issues	SD ROE and Engagement procedures identified with no issues, explained at the graduate level of understanding
V. AIRSPACE CONTROL MEASURES 10 PTS POSSIBLE	Unsatisfactory/ Needs Improvement	Satisfactory/ Adequate	Excellent/ Very Effective
- Develop recommended ACMs	0 – 4 points	5 – 8 points	9 – 10 points
	ACMs not identified	ACMs identified with minor issues	ACMs identified with no issues; maximized the effectiveness of airspace control measures to enable ADA forces freedom to execute while mitigating the risk of fratricide
VI. MULTI-TDL & EARLY WARNING 20 PTS POSSIBLE	Unsatisfactory/ Needs Improvement	Satisfactory/ Adequate	Excellent/ Very Effective
- Identify EW systems capable of interfacing with Patriot	0 – 2 points	3 – 4 points	5 – 6 points
	Early warning/SEWS not identified	EW systems/SEWS identified, but did not	EW systems/SEWS identified; explained

		explain purpose or effectiveness	purpose and effectiveness
- Identify available Tactical Data Link Participants (Joint and Combined)	0 – 1 point	2 – 3 points	4 points
	MTDL participants not identified	MTDL participants identified at a basic level	All MTDL participants that are BMD enablers are identified, and incorporated into the plan
- Develop recommended Multi-TDL Architecture	0 – 2 points	3 – 4 points	5 – 6 points
	MTDL plan not provided	MTDL plan provided, basic level of understanding	MTDL plan provided with all BMD enablers incorporated; explained at the graduate level of understanding
- Identify Multi-TDL limitations affecting the mission/MTN	0 – 1 point	2 – 3 points	4 points
	MTDL capabilities/limitations not identified	MTDL capabilities/limitations identified with a basic understanding	MTDL capabilities/limitations identified with a graduate level of understanding
VII. Patriot PERFORMANCE 110 PTS POSSIBLE	Unsatisfactory/ Needs Improvement	Satisfactory/ Adequate	Excellent/ Very Effective
- Define Patriot system performance against identified threat capabilities	0 – 39 points	40 – 44 points	45 – 50 points
	Patriot system performance against the threat not identified	Patriot system performance against the threat identified with a basic level of understanding	Patriot system performance against the threat identified with a graduate level of understanding
- Demonstrate DD Effectiveness through DDSE	0 – 29 points	30 – 35 points	36 – 40 points
	DDSE results not provided; DDSE results inconclusive or did not match MLCOA predictions	DDSE results provided with a basic level of understanding	DDSE results provided with a graduate level of understanding; identified areas of potential risk to the Commander
- Determines Tactical Risk	0 – 4 points	5 – 8 points	9 – 10 points
	Does not discuss risk, or is unable to relate system configuration to threat capabilities to establish risk for the Commander	Discusses risk, but fails to identify exceptional risks to the Commander, or does not provide the Commander with necessary information to make a well-informed decision	Determines and discusses risk that provides the Commander with the ability to make a well-informed decision
- Identify Recommended CCIRs	0 – 4 points	5 – 8 points	9 – 10 points
	PIRs and FFIRS were not identified	PIRs and FFIRS were identified with slight deviation from the DD plan	PIRs and FFIRS were identified, and were completely nested with the DD plan

VIII. TABULAR ENTRIES 50 PTS POSSIBLE	Unsatisfactory/ Needs Improvement	Satisfactory/ Adequate	Excellent/ Very Effective
- Develop Complete Tabular Packet IAW prepared DD for the Fire Platoon	0 – 19 points	20 – 21 points	22 – 25 points
	Tab packet not provided, or tabular entries generated an ineffective defense plan	Tab packet provided with minor issues	Tab packet provided with no issues, or minor issues that did not impact the defense plan
- Develop Complete Tabular Packet IAW prepared DD for the ICC	0 – 19 points	20 – 21 points	22 – 25 points
	Tab packet not provided, or tabular entries generated an ineffective defense plan	Tab packet provided with minor issues	Tab packet provided with no issues, or minor issues that did not impact the defense plan

IX. Miscellaneous

1. Subtract zero (0) points for questions not answered that were not directly related to defense design product.
2. Subtract one (1) point for lack of a graduate level answer.
3. Subtract five (5) points for marginal deviation and/or lack of ownership on related defense design product requirements.
4. Subtract twenty (20) points for gross deviation and/or lack of ownership on related defense design product requirements.
5. Subtract twenty (20) points for invalid defense design (gross errors without mitigating circumstances).
6. Subtract twenty (20) points for failure to provide defense plan from Tactical Office Training Software (TOTS).
7. Subtract forty-one (41) points for failure to complete the defense design oral board (without prior approval).

SUSTAINMENTS	IMPROVEMENTS
---------------------	---------------------

--	--

--	--

Overall Scores

Section	Possible Points	90th Percentile	Score
I. Mission Analysis	55	49.5	
II. Emplacements	90	81	
III. Command & Control	25	22.5	
IV. ROE / Engagement Procedures	40	36	
V. Airspace Control Measures	10	9	
VI. Multi-TDL & Early Warning	20	18	
VII. Patriot Performance	110	99	
VIII. Tabular Entries	50	45	
IX. Miscellaneous	0	N/A	—
Total Score	400	360	