## CHAPTER 1
### EVALUATION

1. **REFERENCE**. Cadet Command Reg 145-3. Reference updates will be provided as appropriate.

2. **GENERAL**.

a. Concept of the evaluation system - Cadets are continuously evaluated throughout camp. Regimental and Committee evaluators note specific cadet dimensional behavior on prescribed evaluation cards or military proficiency forms.

b. Evaluation culminates in the Cadet Command Form 67-9 (Cadet Evaluation Report) for each cadet who completes camp. Each cadet may accumulate a maximum of 1000 points IAW the Cadet Evaluation System (CES). Cadets scoring less than 770 points require a waiver before being granted camp completion credit IAW camp policy.

c. Camp evaluation is focused primarily on leadership opportunities. Cadets are formally evaluated in leadership opportunities during Garrison, FLRC, Sqd STX, and Plt STX, and informally evaluated as followers throughout camp. In addition, the following graded Military Proficiency activities test individual cadet performance and leadership potential:

(1) Army Physical Fitness Test.

(2) Land Navigation.

d. Spot reports on cadet behavior may be generated by any evaluator at camp for consideration by the appropriate platoon TAC officer.

3. **RESPONSIBILITIES**.

a. **Evaluation Section.** Administer the evaluation system to include policy development, regimental and committee cadre training, quality control, and end-of-camp reports. Provide continuous feedback on input and preparation of Cadet Command Form 67-9 by platoon TACs throughout the conduct of camp. Provide quality control feedback to regimental and committee personnel.

Other specific functions include:

(1) Conduct TAC Staff School evaluator training for regiments and committees. Committee evaluator instruction is presented to FLRC, Sqd STX, and Plt STX committees.

(2) Provide guidance to regimental and committee evaluators on evaluation responsibilities.

(3) Provide liaison teams for the regiments and the FLRC, Sqd STX, and Plt STX committees.

(4) Conduct an Initial Review on Day 5 of the regiment's evaluation process and review the Leadership Opportunity Matrix (former DA Form 6). Provide feedback to the RTO and Commandant of Cadets.

(5) Conduct a Courtesy Review on Day 9 of the regiment's Leadership Opportunity Matrices (former DA Form 6) and provide assistance as requested. CTOs are outbriefed with no formal report.

(6) Conduct a Mid-Cycle Review of the regiment's evaluation process and facilitate the MCR outbrief conducted by the RTO to the Commandant of Cadets, Camp Chief of Staff, Deputy Camp Commander, and Camp Commander.

(7) Advise regiments for format, content, and writing style of Cadet Command Form 67-9. Using regimental input, produce initial drafts and final documents of the CCF 67-9 for signature.

(8) Coordinate with the Information Management Office to ensure accurate data production.

(9) Special projects as assigned by the Chief of Staff or Camp Commander.

b. **Committee Chiefs.**

(1) Direct the implementation of the evaluation system during their committees and enforce the standards.

(2) Ensure trainers/evaluators are qualified to perform their duties by providing technical, tactical and leadership follow-on training.

c. **Regiment TAC Officers (RTO).**

(1) Supervise the regimental evaluation process.

(2) Monitor the progress of cadets identified as marginal, ensuring early involvement of Military Institutional Representatives.

(3) Develop and implement quality control processes that result in accurate, quality CC Form 67-9s, including personal review and signature.

d. **Company TAC Officers (CTO).**

(1) Maintain liaison with Evaluation Section for evaluation procedures.

(2) Monitor the evaluation system within the company IAW camp policy.

(3) Review and edit for submission to Evaluation draft Cadet Command Form 67-9 completed by Platoon TAC Officers/NCOs.

e. **Company Evaluation Officers/Noncommissioned Officers (CEO/CENCO) and Platoon TAC Officers/Noncommissioned Officers (PTO/PTNCO/PTLT):** Evaluate each assigned cadet in accordance with procedures outlined in this SOP, applicable regulations, and the TAC Staff School.

4. **PROCEDURES**.

a. **Cadet Evaluations:**

(1) Evaluation at Advanced Camp begins at the discretion of the Camp Commandant but not later than the Regimental Activation Ceremony when cadets assume control of the chain of command. When regiments have 12 man squads per platoon, it may be necessary to begin evaluations as early as Day 4 of the cycle.

(2) Platoon TAC Officers/NCOs record daily observations of individual cadet behavior on the Leadership Position Evaluation Report (Cadet Command Form 156-4-R) and consider cadet input from the Cadet Self-Assessment Report (Cadet Command Form 156-2-R) when counseling.

(a) Cadets are formally evaluated in a minimum of seven assigned leadership positions during Advanced Camp. Positions evaluated include company commander, executive officer, first sergeant, platoon leader, platoon sergeant, and squad leader.

1 Three of the required positions are at garrison level, with at least one at the platoon sergeant level or higher.

2 Each cadet is evaluated in four tactical leadership opportunities, to include one position in FLRC, two during Sqd STX, and one during Plt STX.

(b) TAC cadre maintain a Leadership Opportunity Matrix (similar to a DA Form 6) to ensure all cadets receive requisite garrison and tactical positions.

(c) Within 24 hours after each scheduled opportunity, cadets complete the Cadet Self-Assessment Report and receive performance counseling by the platoon TAC cadre.

(d) Each platoon TAC cadre will evaluate each cadet. No cadet in a platoon will receive more than one garrison evaluation by the same TAC.

b. **Marginal Performers:** Using guidelines published by the Evaluation Committee, CTOs and RTOs monitor cadets who exhibit less than satisfactory performance in observed activities. Each RTO will submit a roster of marginal performers to Chief, Evaluation and notify Military Institutional Representatives in writing of marginal performers. The Military Institutional Representatives will be brought into the counseling process early with the objective of assisting the cadet in improving leadership performance to a satisfactory level.

c. **Peer Ratings:** All cadets participate in two peer ratings during camp. These ratings are intended for team-building and developmental training purposes. The platoon TAC evaluators gather the data from the initial squad-level peer ratings and counsel cadets individually on the results. A platoon-level peer rating is conducted at the end prior to graduation. The final peer rating is scheduled on the master training schedule, and administered to all cadets by PTOs and PTNCOs. No copies of the final peer evaluation or resulting peer rating score are provided to cadre until the evaluation process is complete for the regiment.

d. **Evaluation Records Maintenance:** Platoon TAC officer maintains a training file for each cadet. Completed Leadership Position Evaluation Reports and Cadet Self-Assessment Reports will be filed as well as any other information from camp sources, including the Job Performance Summary Card and committee cards. The TAC team will review these files weekly to ensure that sufficient, timely data is being collected. Platoon TAC staff maintain a Job Performance Summary Card (HQ4RAC Form 68) for each cadet.

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The CTOs and Evaluation LNOs periodically review the content of each card for completeness. The forms maintained in this file system aid in the development of the Cadet Command Form 67-9 and are for exclusive use of the TAC team. The training files are subject to review by the RTO, CTO, Evaluation Section, IG (for investigation of complaints only), and the COC. These files are sealed and carried by the cadets back to their college or university.

e. Initial Review: The Evaluation Section conducts an Initial Review of each regiment to assist the RTO and CTO in ensuring regimental cadre are calibrated and understand the Leadership Opportunity Matrix (former DA Form 6). Practice and initial evaluations are reviewed for content and compliance with the Leadership Development Program. Written feedback is provided to the RTO and the Commandant of Cadets. The Initial Review Checklist is at Tab A.

f. Courtesy Review: The Evaluation Section conducts an additional courtesy inspection/assistance visit to the regiment to particularly review the Leadership Opportunity Matrix (DA Form 6). Problems identified at the MCR with the Leadership Opportunity Matrix are sometimes identified too late in the training cycle. The Day 9 Courtesy Review is designed to avoid these errors. There is no paper trail for this review. Feedback is provided to CTOs. The primary purpose is to scrub LOMs to ensure no major problems occur in the scheduling of leadership opportunities in an attempt to keep a level playing field for all cadets and remove as much bias as possible between evaluators.

g. **Mid-Cycle Review:** The Evaluation Section conducts a formal review of each regiment to assist the RTO in monitoring the evaluation process conducted by his TAC staff. These sessions serve as assistance visits to ensure the evaluation process is being conducted IAW the policies taught in TAC Staff School. All regimental TAC staff will attend these sessions (see the Mid-Cycle Review MOI for a listing of responsibilities and other related information). Chief of Evaluation schedules and facilitates a Mid-Cycle Review update for the Commanding General. The Mid-Cycle Review Checklist is at Tab B.

h. **Cadet Command Form 67-9 (Cadet Evaluation Report)** addresses performance and leadership potential. Final reports address outstanding or deficient behavior of the cadets, and include comments in bullet format following the criteria outlined at TAC Staff School. Draft 67-9s are reviewed by the CTO and approved by the RTO. Regiments must submit final, typed and signed Cadet Command Form 67-9s for each cadet in a platoon before the RTO may release TACs from camp. CC Form 67-9 processing procedures are covered in detail during the final outprocessing briefing. The Evaluation Section will provide a detailed timeline or flow chart at the Final Outprocessing Briefing.

## CHAPTER 2

### TAC STAFF/COMMITTEE EVALUATOR SCHOOL

1. **REFERENCE:** TAC Staff School POI

2. **GENERAL.**

a. The TAC Staff/Committee Evaluator Schools prepare TAC officers and noncommissioned officers and committee evaluators to perform their duties during camp. The school format provides education in camp philosophy, training in the

evaluation process and procedures, and an overall explanation of how business is done at Advanced Camp.

b. All regimental TAC staff personnel (RTO, RTSGM, CTO, CEO, CENCO, PTO, PTLT and PTNCO) and committee evaluators responsible for formal evaluation must attend this school. Regiments are encouraged to send two additional lieutenants and the operations sergeant from the regimental staff to serve as backup evaluators within the regiment. Committee personnel may send additional TOC personnel to receive instruction and serve as backup evaluators as necessary. Specific class schedules, which address school dates for each regiment/committee, can be obtained during inprocessing.

## SECTION E - EVALUATION

### TAB A: INITIAL REVIEW CHECKLIST (COMPANY)

Regiment:_____ Company:_____ Date:_____

1. How do cadre-led practice leadership opportunities affect responsibility at company and platoon level?

2. What system has been set-up by the CTO to ensure timely blue card turn-ins and quality assessments in the platoons?

3. How does CTO plan to track the progress of marginal performers?

4. Does the CTO track the assessor profiles to ensure they are not manipulated? (% of E, S, and N) (No specified standard profile)

CEO Blue Card:

CENCO Blue Card:

**TAB A: INITIAL REVIEW CHECKLIST (PLATOON)**

Regiment:_____ COMPANY:_____ PLATOON:_____

PTO:

PTLT:

PTNCO:

OVERALL COMMENTS:

Leadership Opportunity Matrix:

JPSC (Cadet Focused):

JPSC (Assessor Focused):

## SECTION E - EVALUATION

### TAB A: INITIAL REVIEW (BLUE/YELLOW CARD) CHECKLIST (PLATOON)

Regiment:_____ Platoon:_____ Date:_____

| | | YES | NO |
|---|---|---|---|
| 1. | Is the STAR or advanced assessor format being used correctly? | | |
| 2. | Does the situation statement cover the position, time period, and major training activity? | | |
| 3. | Do task statements cover the areas being observed? | | |
| 4. | Are action statements logical and in agreement with associated dimensions? | | |
| 5. | Are times annotated where appropriate? | | |
| 6. | Are standard rating symbols (e.g. +, o, -) used to represent ratings? | | |
| 7. | Are assessor ratings (+, o, -) being highlighted and transferred to the dimensions section? | | |
| 8. | Are overall dimension ratings justified and marked appropriately? | | |
| 9. | Has an overall net assessment been assigned for the leadership opportunity? | | |
| 10. | Are values annotated only when observed and an overall assessment completed? | | |
| 11. | Is all administrative data marked in ink and are all observations marked in pencil? | | |
| 12. | Has both the TAC and cadet signed the blue card in ink following counseling? | | |
| 13. | Has the yellow card been completed for each leadership opportunity, signed by the cadet in ink, and attached to the blue card? | | |
| 14. | Are multiple cards, when used, filled out properly and numbered consecutively? | | |
| 15. | Has the yellow card been assessed and entered as an observation on the blue card? | | |
| 16. | Are cadets completing the summary of counseling statement (on yellow card) following counseling session? | | |

**TAB B: MID-CYCLE REVIEW CHECKLIST**

## MID-CYCLE REVIEW CHECKLIST (COMPANY)

Regiment_____ Company_____

CTO:

CEO:

CENCO:

OVERALL COMMENTS:

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## CTO CHECKLIST

| | YES | NO |
|---|---|---|
| 1. Does CTO have a system of review to ensure cadet assessments are performed to standard? | | |
| 2. Does CTO periodically review JPSC (Assessor Focused) to capture assessor trends? | | |
| 3. Does CTO actively monitor progress of marginal performers? | | |
| 4. Does CTO share information with counterpart in sister company? | | |
| 5. Does CTO enhance quality of assessments in his/her company? | | |

## SECTION E - EVALUATION

### TAB B: MID-CYCLE REVIEW (CEO/CENCO) CHECKLIST

| | | YES | NO |
|---|---|---|---|
| 1. | Are blue cards prepared for assigned company leadership positions? | | |
| 2. | Is the correct format used for recording behavior on Blue Cards? | | |
| 3. | Is the CEO/CENCO avoiding “dimensional blind spots”? | | |
| 4. | Has a system been established to ensure that feedback is occurring within 24 hours of leadership positions? | | |
| 5. | Are cadets signing the back of the Blue Cards? | | |
| 6. | Are Cadet Self-Assessment (Yellow) Cards prepared for assigned company leadership positions? | | |
| 7. | Are cadets completing the summary of counseling statement (on yellow card) after counseling session? | | |
| 8. | Are Yellow Cards attached to Blue Cards at the end of each counseling session? | | |
| 9. | Are Blue Cards being returned to the PTO in a timely fashion? (within 24 hours) | | |
| 10. | Are CEO/CENCO JPSCs (Assessor Focused) up to date and correct? | | |

## TAB B: MID-CYLCLE REVIEW CHECKLIST (PLATOON)

Regiment_____ Company_____ Platoon_____

PTO:

PTLT:

PTNCO:

OVERALL COMMENTS:

_____

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_____

_____

Leadership Opportunity Matrix:

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JPSC (Cadet Focused):

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JPSC (Assessor Focused):

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_____

## SECTION E - EVALUATION
## TAB B: MID-CYCLE CHECKLIST (PLATOON)

| | | YES | NO |
|---|---|---|---|
| 1. | Does PTO maintain a training file on each cadet? | | |
| 2. | Are assigned leadership positions managed to ensure that each TAC will evaluate each cadet one time and one time only within the three garrison positions? | | |
| 3. | Is each cadet assigned a PSG or above leadership position? | | |
| 4. | Are blue cards prepared for assigned leadership positions? | | |
| 5. | Is the correct format used for recording behavior on Blue Cards? | | |
| 6. | Are Blue Cards being posted to the JPSC in a timely fashion? (within 24 hours) | | |
| 7. | Does the JPSC indicate who evaluated each leadership position? i.e. PTO, PTLT, PTNCO, CEO, CENCO | | |
| 8. | Are TACs avoiding “dimensional blind spots”? | | |
| 9. | Has a system been established to ensure that feedback is occurring within 24 hours of leadership position? | | |
| 10. | Are cadets signing the back of the Blue Cards? | | |
| 11. | Are Cadet Self-Assessment (Yellow) Cards prepared for assigned leadership positions? | | |
| 12. | Are cadets completing the summary of counseling statement (on yellow card) after counseling session? | | |
| 13. | Are Yellow Cards attached to Blue Cards at the end of each counseling session? | | |
| 14. | Are spot reports being provided from either committees or staff sections? | | |
| 15. | Are Spot Reports posted in JPSC? | | |
| 16. | Are TACs conducting daily AARs? | | |
| 17. | Are JPSC (Assessor Focused) current and accurate? | | |