

# Level 4 Instructional Assessment – Instructions

**Objective:** The purpose of this assessment is to assess the cadet's ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s).

**Mission:** To successfully instruct a group of cadets during a 30min lesson.

## Information to help you be successful:

- Take your time writing your lesson plan. Make sure that if you gave it to someone else, they could teach your class
- Use dynamic training aids.
- Practice your class in front of the mirror before you start.
- Review the rubric, if you follow it and hit all the marks you will do great!
- Instructional Guides are on the Senior Cadet Resources page of the website <http://www.715mohawk.com/senior-cdt-resources>
- On the schedule, if it states TP in brackets it refers to the teaching points you are to be covering as these are 60min classes and you are only teaching 30min of them.

## What's in these instructions:

- Schedule of who is teaching when
- Rubric for the assessment

GOOD LUCK 😊



## LEVEL FOUR INSTRUCTIONAL ASSESSMENT SCHEDULE

	Level	PO	Description	Cadet
Jan 8	R	M107.01	Discuss Year One Training	
	R	M107.03	Paying Compliments	
	1	C103.01a	Participate in Icebreaker Activities	Sgt Maposa
	1	C103.03a	Participate in Teambuilding Activities	Sgt Riar
	1	C103.03b	Participate in Teambuilding Activities	Sgt Waddell
	2	C203.03a	Discuss Characteristics of a Leader (TP 1)	FCpl Ziborov
	2	C203.03b	Discuss Characteristics of a Leader (TP 2-3)	FCpl Ruetas
Jan 15	R	M107.05a	Wearing the Uniform	
	R	M107.05b	Wearing the Uniform	
	1	C107.02	Identify the RCAF NCM Rank Structure	Sgt Collett
	1	M108.08	March and Halt in Quick Time	
	1	M108.03	Execute Marking Time, Forward and Halting in Quick Time	
	2	C108.01	Execute Supplementary Drill Movements	Sgt Poliziani
	2	M231.01a	Identify the Four Forces that Act Upon an Aircraft (TP 1-3)	Sgt Du Plessis
2	M231.01b	Identify the Four Forces that Act Upon an Aircraft (TP 4-7)	Sgt Dula	
Jan 22	R	M103.01	Identify the Responsibilities of a Follower	Sgt Hotchkies
	R	M107.04	States the Aims and Motto of the ACP	
	2	M231.02a	Describe the Production of Lift on an Aircraft Wing (TP 1-3)	FCpl Kernick
	2	M231.02b	Describe the Production of Lift on an Aircraft Wing (TP 4-5)	FCpl Morgan
Feb 12	R	M107.02	Identify Air Cadet and Officer Ranks	Sgt Pflubeil
	R	C107.04	Squadron Makeup and History	Sgt Hellam
Feb 19	R	M107.01	Discuss Year One Training	
	R	M107.03	Paying Compliments	
Feb 26	R	M107.05a	Wearing the Uniform	Sgt Corado
	R	M107.05b	Wearing the Uniform	
Mar 19	R	M103.01	Identify the Responsibilities of a Follower	
	R	M107.04	States the Aims and Motto of the ACP	

## 409 PC ASSESSMENT RUBRIC

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
<b>Lesson Preparation</b>				
<b>Lesson plan</b>	The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs were to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.
<b>Instructional aids</b>	The instructional aids were not developed, not relevant or were of poor quality.	The instructional aids were relevant, but their ease of use and effectiveness were questionable.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content. In addition, instructional aids were creative, well thought-out and extra effort on the cadet's part was evident.
<b>Classroom / training area set up</b>	Set-up of the classroom / training area was not suitable to the lesson.	Set-up of the classroom / training area was suitable to the lesson, however some elements were overlooked.	The classroom / training area was well set up, with due consideration given to such things as: <ul style="list-style-type: none"> <li>• functional seating formation,</li> <li>• lighting, and</li> <li>• instructional aids were easily accessible and ready to use, and</li> <li>• distractions were minimized.</li> </ul>	N/A
<b>Lesson Introduction</b>				
<b>Review of previous lesson (if applicable)</b>	The cadet did not review the previous lesson.	The cadet stated the topic of the previous lesson.	The cadet stated the topic of the previous lesson and provided a brief summary of the content.	N/A
<b>Introduction of lesson</b>	The cadet did not provide an introduction to the lesson.	The cadet stated what will be learned, but was unclear in the description of why it is important or where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied in a creative and engaging way.
<b>Lesson Body</b>				
<b>Method(s) of instruction</b>	The cadet's choice of method was not appropriate to the content or the audience.	The cadet's choice of method was appropriate but they displayed some difficulty using the method.	The cadet's choice of method was appropriate and they displayed no difficulty using the method.	N/A

	<b>Incomplete (I)</b>	<b>Completed With Difficulty (D)</b>	<b>Completed Without Difficulty (C)</b>	<b>Exceeded Standard (E)</b>
<b>Learning environment</b>	The cadet did not ensure the physical safety of the class, and/or the cadet made no attempt to employ stress and classroom management techniques, as described in EO M409.02.	The cadet ensured the physical safety of the class at all times. The cadet attempted to employ stress and classroom management techniques, however experienced difficulty using them effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet employed stress classroom management techniques, as necessary, in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet always controlled positive and negative stress, and displayed excellent classroom management techniques.
<b>Effective use instructional aids</b>	The cadet did not use instructional aids.	The instructional aids were difficult to see / use, or were introduced at an ineffective time.	The instructional aids were clearly displayed and were appropriately introduced.	N/A
<b>Satisfaction of learner needs</b>	The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities.	Some aspects of the lesson delivery were not appropriate for the developmental period of the audience. The cadet included little variety with regard to providing visual, auditory or kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included some variety of visual, auditory and kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included many visual, auditory and kinesthetic learning opportunities throughout the lesson.
<b>Accuracy of lesson content</b>	The cadet displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification.	The cadet displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/or clarification of some of the content.	The cadet displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/or clarification without difficulty.	The cadet displayed a mastery of the lesson content.
<b>TP confirmation</b>	The cadet did not use questions or an activity to confirm the understanding of the TP content; and did not adjust the instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension.	The questions or activity cadet creatively confirmed understanding at the end of each TP and easily adjusted instruction based on audience comprehension.
<b>End of lesson confirmation</b>	The knowledge or skills covered in the lesson were not confirmed using questions or an activity.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered.	All knowledge or skills covered in the lesson were confirmed in a creative and engaging way.
<b>Lesson Conclusion</b>				
<b>Lesson summary</b>	The cadet did not re-state the objective of the lesson and did not summarize important points / areas for improvement.	The cadet re-stated the objectives of the lesson however struggled to summarize important points / areas for improvement.	The cadet re-stated the objectives of the lesson and concisely summarized important points / areas for improvement.	N/A
<b>Re-motivation</b>	The cadet did not attempt to re-motivate the cadets.	N/A	The cadet attempted to re-motivate the cadets.	N/A

	<b>Incomplete (I)</b>	<b>Completed With Difficulty (D)</b>	<b>Completed Without Difficulty (C)</b>	<b>Exceeded Standard (E)</b>
<b>Description of next lesson</b>	The cadet did not describe the next lesson.	The cadet stated the topic of the next lesson.	The cadet stated the topic of the next lesson and provided a brief and accurate description of the lesson content.	N/A
<b>Communication</b>				
<b>Voice control</b>	The cadet did not speak clearly or consistently spoke too quickly or quietly to be understood.	The cadet was understood, however struggled with the use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made clear attempts to control pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made excellent use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.
<b>Body language, dress and deportment</b>	The cadet exhibited inappropriate body language and/or poor dress and deportment.	The cadet attempted to use body language to help communicate and emphasise points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasise points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasise points and exhibited a high standard of dress and deportment.
<b>Questioning techniques</b>	The cadet did not use any questions or apply the questioning sequence (pose, pause, pounce, ponder and praise).	The cadet used appropriate types of questions but inconsistently applied the questioning sequence (pose, pause, pounce, ponder and praise).	The cadet used a variety of questions and consistently applied the questioning sequence (pose, pause, pounce, ponder and praise).	N/A
<b>Time Management</b>				
<b>Time Management</b>	The lesson was not completed within the allotted time, with more than 5 minutes deviation.	Time planned for and/or spent on individual TPs / activities was somewhat inaccurate or insufficient however the lesson was completed within the allotted time (+ / - 5 minutes).	Time planned for and/or spent on individual TPs / activities was appropriate and the lesson was completed within the allotted time (+ / - 5 minutes).	N/A

### 409 PC ASSESSMENT CHECKLIST

Cadet's Name: \_\_\_\_\_

Squadron: \_\_\_\_\_

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

Flight: \_\_\_\_\_

	Assessment (circle one)	Notes
<b>Lesson Preparation</b>		
Lesson Plan	I D C E	
Instructional aids	I D C E	
Classroom / training area set up	I D C	
<b>Lesson Introduction</b>		
Review of previous lesson (if applicable)	I D C	
Introduction of lesson	I D C E	
<b>Lesson Body</b>		
Method(s) of instruction	I D C	
Learning environment	I D C E	
Effective use of instructional aids	I D C	
Satisfaction of learner needs	I D C E	
Accuracy of lesson content	I D C E	
TP confirmation	I D C E	
End of lesson confirmation	I D C E	
<b>Lesson Conclusion</b>		
Lesson summary	I D C	
Re-motivation	I C	
Description of next lesson	I D C	

I = Incomplete    D = Completed With Difficulty    C = Completed Without Difficulty    E = Exceeded Standard

	Assessment (circle one)	Notes
<b>Communication</b>		
Voice control	I D C E	
Body language, dress and deportment	I D C E	
Questioning techniques	I D C	
<b>Time Management</b>		
Time management	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

**Assessor's Feedback:**

PO 409 Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
<b>Overall Performance</b>	The cadet has not achieved the performance standard by receiving an "incomplete" on more than three of the criteria.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than three of the criteria and a minimum of "completed with difficulty" on all other criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 10 or more of the criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria and "exceeded standard" on 7 or more of the criteria.

<b>Assessor's Name:</b>	<b>Position:</b>
<b>Assessor's Signature:</b>	<b>Date:</b>

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