

# JROTC Inspection Questions

## ***Guidelines for Inspectors***

By asking open-ended questions that require cadets to formulate a thoughtful response, inspectors will be better able to determine if the JROTC program is actually teaching the JROTC curriculum. Success is achieved when cadets can apply the knowledge, skills, and attitudes they learn in their lessons. These questions will help inspectors look beyond recitation of memorized information to examine learning results that show how cadets understand and can apply what they are learning. They are designed to be posed in the classroom or in an interview setting. Inspectors will pose questions and cadets will volunteer answers. Cadets should be encouraged to work as a team to supply answers. Each inspection assessment will include a question and follow-up prompt questions (or hands-on performance requirement) and a scoring guide.

This is not a time for top cadets to perform but for every cadet to contribute. Under no circumstances should cadets be singled out to participate in this part of the inspection. Groups of cadets should be able to contribute as a team in a comfortable atmosphere to questions appropriate for their various LET levels (to the extent the information has been covered at the time of the inspection – note that all cadets should be able to answer questions about early lessons and thinking maps). Ensure cadets are able to answer the questions to the application level.

The scoring guide will spell out criteria specific to the question or performance, general criteria for effective communication, and the possible points for each criterion. Multiple cadets should be encouraged to answer the question and to display the effective communication criteria.

Use of the scoring guide increases consistency in scoring from cadet to cadet and among multiple inspectors. Scoring guides provide excellent tools for giving feedback to the cadets so that assessment becomes part of the process for continually improving learning and teaching.

## ***Guidelines for Assessing Cadet Responses***

Ask cadets the main question to present the big picture. Use the prompt questions to break the question into smaller bites, give the cadets direction, and encourage the cadets to expand on the answer.

Total Possible Points = 10 [6 possible points awarded for cadet's command of content/skill; 4 possible points awarded for effectiveness of communication. Communication points are to be awarded independently of content/skill points. Credit may be awarded in either category based on the performance of the group vice individual cadets.

Full points= Award for commendable performance - Cadets responded to question, meeting or surpassing the criterion without error.

Partial points = Award for acceptable performance - Cadets answered the question without major error but may have made one or two minor errors or omissions and/or needs to polish communication skills.

0 = Cadets' response did not meet the criterion.

## **General Cadet Questions**

Do you use classroom tools that are fun? What are they? Why are they fun? Do you believe they help you to learn? How?

Students should be able to list at least two or three – koosh balls, graphic organizers, thinking maps, pictures, stories, games.

How do you learn in your JROTC class?

Answers should include a lot of group work and presentations as well as use of technology (CPS/Smartboards/games)

What do you like best about your lessons? What classroom activities do you like best?

Answer should include any of the activities from any of the lessons to include energizers, etc.

How did you learn the answers to the inspection questions? Did you work on these questions a lot more than your other lessons?

Answers to these questions can result in up to 10 bonus points or a score reduction of up to 10 points.

## LET 1

### Unit ---1 - Citizenship in Action

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**1. Why do we honor the U.S. flag and what are some of the ways in which we pay respect? Demonstrate one procedure for showing respect to the flag.**

#### **Prompt Questions**

- Describe at least three things we do to pay respect to the U.S. flag. (1 point)
- Demonstrate one protocol for paying respect to the U.S. flag, explaining the rules and steps as you perform them. (2 points)
- Why do we pay respect to our flag? What is the significance of the colors and parts of the U.S. flag? (3 points)

#### **Criteria for Scoring Cadet Response**

- (1 point) Cadet listed at least three ways in which we show respect to the flag. [Content Notes: Answers should include at least three of the protocols they have learned - saluting the flag, properly folding the flag, raising and lowering the flag correctly, displaying the flag correctly (day and night and indoors/outdoors), reciting the Pledge of Allegiance, presenting the flag correctly as member of a color guard, or properly disposing of the flag.]
- (2 points) Cadet demonstrated proper protocol (and explained the steps and rules) for doing one of the following: saluting the flag in uniform, raising and lowering the flag, folding the flag, or reciting the Pledge of Allegiance.
- (3 points) Cadet explained that the flag is the most notable symbol of our nation (and may elaborate on that idea). Cadet accurately described the colors (one symbol for each color) and fields of the flag. [Content Notes: Color - Red stands for hardiness and valor; white represents hope, purity, and innocence; blue symbolizes reverence to God, loyalty, vigilance, perseverance, and justice. The blue rectangle is called the "union" and is an emblem for unity. The fifty stars represent the fifty states. The thirteen red and white stripes represent the first 13 colonies.]
- (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- (2 points) Cadet answered with confidence, using Standard English grammar and speaking clearly so that you could understand.

\_\_\_\_\_ **Total points for this Question**

### Unit ---2 - Leadership Theory and Application

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**2. What is leadership?**

#### **Prompt Questions**

- What are the three things a leader provides to others to accomplish a mission or task? (1 point)
- Can you give me a brief description of what each of the things a leader provides? (2 points)
- Which of the three things that a leader provides to others needs the most improvement in your ability to lead, and why? (3 points)

#### **Criteria for Scoring Cadet Response**

- (1 point) Cadet lists purpose, direction, and motivation.
- (2 points) Cadet gives a brief description of each. (Purpose: why something should be done; Direction: gives the knowledge or skills to perform the task; Motivation: gives others the will to do the task)
- (3 points) Cadet explained why he or she feels that they need improvement in one of the three areas to be a better leader.
- (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- (2 points) Cadet answered with confidence, using Standard English grammar and speaking clearly so that you could understand.

\_\_\_\_\_ **Total points for this Question**

### 3. How does sexual harassment and sexual assault affect individuals and organizations?

#### **Prompt Questions**

- a. What is sexual harassment? What is sexual assault? (1 point)
- b. What are the potential consequences of sexual harassment/assault for those involved? (2 points)
- c. If you were a commander, what steps would you take to prevent sexual harassment/assault in your unit? Have you created anything in class that you would use? (3 points)

#### **Criteria for Scoring Cadet Response**

- \_\_\_\_\_ 1. (1 point) Cadet defined and differentiated between sexual harassment and sexual assault.
- \_\_\_\_\_ 2. (2 points) Cadet described the consequences of sexual harassment/assault for everyone involved. (Content Notes: Cadet answers include the consequences for the victim and perpetrator as well as the affect that it has on the unit.)
- \_\_\_\_\_ 3. (3 points) Cadet explained steps that he or she would take to prevent sexual harassment in their unit. (Content Notes: Cadet should refer to Prevention Plan created in class, and can also include the following: 1) Set an example for proper behavior in a unit; 2) Issue a policy letter defining sexual harassment/assault, describing the procedures of investigating, and describing the consequences of each; 3) Provide recurring training on sexual harassment/assault prevention; and 4) Provide resources to victims of sexual harassment/assault.
- \_\_\_\_\_ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_ 5. (2 points) Cadet answered with confidence, using Standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this Question**

### **Unit ---3 - Foundations of Success**

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### 4. How have the "Winning Colors" helped you and other cadets work together more effectively?

#### **Prompt Questions**

- a. Describe your winning color profile and at least 2 personal strengths that relate to your color. (1 point)
- b. Compare your winning color strengths with those of two other cadets. (2 points)
- c. Give an example of how the similarities and differences in a group of cadets with whom you have worked have helped to solve a problem or complete a task. (3 points)

#### **Criteria for Scoring Cadet Response**

- \_\_\_\_\_ 1. (1 point) Cadet described her/his winning color profile, identifying at least 2 personal strengths, and relating them to his/her Winning Color Profile. [Content Notes: Winning colors describe personal strength in terms of behavior, communication, and attributes. Each individual has aspects of all four colors, but the profile will show dominant strengths. Green is Fox/Planner = Creative Thinking; Red is Tiger/Adventurer = Action; Brown is = Bull and Bear/Builder = Leadership; and Blue is Dolphin/Relater = Team Building.]
- \_\_\_\_\_ 2. (2 points) Cadet summarized the similarities and differences between his winning colors profile and the winning color profiles of at least two other cadets.
- \_\_\_\_\_ 3. (3 points) Cadet gave at least one example of how the similarities and differences of a group of cadets have been valuable in working as a team to solve a specific problem or accomplish a specific task.
- \_\_\_\_\_ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_ 5. (2 points) Cadet answered with confidence, using Standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this Question**

## 5. What can you tell me about visual tools to help you organize your thoughts more efficiently?

### **Prompt Questions**

- What is the primary type of visual learning tool you have learned about in JROTC? (1 point)
- What are two specific types of thinking maps you have used in JROTC? (2 points)
- Can you demonstrate a thinking map? (3 points)

### **Criteria for Scoring Cadet Response**

1. (1 point) Cadet identifies thinking maps as a visual tool.
  2. (2 points) Cadet names two out of the following type of thinking maps. (Brain Storming Web, Circle map, Bubble map, Double bubble map, Tree map, Brace map, Flow map, Multi-flow map, Bridge map)
  3. (3 points) Cadet demonstrates how to use one of the thinking maps above effectively.
  4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
  5. (2 points) Cadet answered with confidence, using Standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this Question**

## 6. What can you tell me about the multiple intelligences?

### **Prompt Questions**

- What do we mean about how people learn when we talk about multiple intelligences? (1 point)
- The multiple intelligences include Bodily/Kinesthetic, Interpersonal, Intrapersonal, Logical/Mathematical, Musical/Rhythmical, Naturalist, verbal/Linguistic, and Visual/Spatial. Why is it important for a teacher to understand that all students will not learn equally in the same way? (2 points)
- Can you tell which one applies the best to you and why? (3 points)

### **Criteria for Scoring Cadet Response**

1. (1 point) Cadet states that people learn best in different ways.
  2. (2 points) Cadet demonstrates a working knowledge of the benefits of using different teaching styles to reach all students.
  3. (3 points) Cadet demonstrates an understanding of how they learn best and why.
  4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
  5. (2 points) Cadet answered with confidence, using Standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this Question**

## 7. Describe your plan for personal growth (allow students to use their portfolios to answer).

### **Prompt Questions**

- Tell me about two personal skills that you are targeting for improvement. (1 point)
- What types of resources and activities do you plan to use (or have you used) to help you improve these skills? How are you (or have you) recorded your progress? (2 points)
- Describe the progress you have made to date in improving these two personal skills. What areas still need improvement? (3 points)

### **Criteria for Scoring Cadet Response**

1. (1 point) Cadet described at least two personal skills that he/she is targeting for improvement. [Content Notes: Cadet should refer to one or more key emotional skills from the Success Profiler Personal Skills Map assessment. There are five skill dimensions: Intrapersonal (self-esteem), Interpersonal (interpersonal assertion, interpersonal awareness, and empathy), Career/Life (drive/motivation, decision-making, time management, leadership/sales orientation, commitment ethic), Personal Wellness (stress management, physical wellness), Problematic Behaviors (interpersonal aggression/anger management and interpersonal deference/fear management), and Personal Change Orientation (motivation and willingness to change).]
2. (2 points) Cadet showed evidence of having a plan for improving these skills by giving examples

of resources and activities that he/she will use or has used and by explaining how she/he has recorded (or will record) progress.

- \_\_\_\_\_3. (3 points) Cadet described the progress she/he has made to date in improving the target personal skills and identified areas that still need improvement. Cadet's answer showed that the cadet is taking responsibility for carrying out the plan and evaluating personal progress.
- \_\_\_\_\_4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this Question**

## LET 2

### **Unit ---3 - Foundations for Success**

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#### **1. Describe your current involvement in a service learning project.**

##### **Prompt Questions**

- What are the goals of your service learning project? (1 point)
- How does your service learning project relate to the JROTC curriculum? (2 points)
- How are you evaluating the effect of your service learning project on the community? What products have you created or used to show how the project is being evaluated? (3 points)

##### **Criteria for Scoring Cadet Response**

- \_\_\_\_\_ 1. (1 point) Cadet explained the purpose and goals of service learning [Content Notes: Answers should include that service learning enhances learning and allows cadets to gain experience while providing a service to their community.]
  - \_\_\_\_\_ 2. (2 points) Cadet described the lessons and/or competencies from the JROTC curriculum and how they are being applied in the service learning project.
  - \_\_\_\_\_ 3. (3 points) Cadet explained how the service learning project is being evaluated. [Content Notes: Cadets should be able to show some of the following products: a Learning Log with activities performed; a four-quadrant model showing an evaluation of the project; reflection comments showing how the project has affected the cadet's life; and reports or presentations showing the results of the project.]
  - \_\_\_\_\_ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
  - \_\_\_\_\_ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this Question**

### **Unit ---4 - Wellness, Fitness, and First Aid**

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#### **2. How would you handle the situation if you came upon a classmate or teacher who appears to be injured or seriously ill?**

##### **Prompt Questions**

- How would you go about calling for help? What information would be most helpful in quickly getting help to the victim? (1 point)
- Can someone sue you for assisting an individual who is in distress? What law protects you and what do you need to do in order to be covered by it? (2 points)
- What are the 7 life-saving steps? Show me your "How to Card" if you have one. You may refer to your "How to Card" to answer the question. Select one of the 7 steps and describe how you would perform it. (3 points)

##### **Criteria for Scoring Cadet Response [cadets can use their 7-step cards to answer question c.]**

- \_\_\_\_\_ 1. (1 point) Cadet described how to call 911 and described at least 3 points of the procedure for calling. Cadet may use his/her own words. [Content Notes: Steps for calling 911 = If victim's condition is life-threatening, give first aid first or ask someone else to call. Speak slowly and clearly; Identify yourself and phone number from which you are calling; Give exact location of individual(s) needing help; Describe what happened; Ask for advice; Hang up last.]
- \_\_\_\_\_ 2. (2 points) Cadet described the Good Samaritan Law and its purpose, explaining in his/her own words that it protects those who act in good faith, do not receive payment, perform first aid correctly without malicious misconduct or gross negligence.
- \_\_\_\_\_ 3. (3 points) Cadet produced a "How to Card" listing the 7 steps to follow when offering first aid OR cadet listed the 7 steps without needing to refer to card. Cadet explained in general terms how to perform one of the steps. "How to Card" is neat, easy-to-read, features short phrases, and includes all seven steps. If Cadet has "How to Card," it may be used as a reference when answering the questions. Cadet is not required to use exact wording. [Content Notes: 7 steps = Check for consciousness; Check for breathing and heartbeat; Check for bleeding; Check for shock; Check for fractures; Check for burns; Check for head injury.]

- \_\_\_\_\_ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this Question**

### **3. How can you respond to situations where substance use or abuse is present?**

#### ***Prompt Questions***

- a. What is the difference between substance use and abuse? (1 point)
- b. What are some reasons why people use and abuse substances such as tobacco, alcohol and drugs? (2 points)
- c. What are some strategies that can help you or others address a substance abuse situation or problem? (3 points)

#### ***Criteria for Scoring Cadet Response***

- \_\_\_\_\_ 1. (1 point) Cadet explains in their own words the difference between use, misuse and abuse of substances. [Cadet refers to use as drinking, smoking or using drugs occasionally. Cadet refers to misuse as drinking, smoking or using drugs in a way that is more than casual. Cadet may reference that there are "reasons" for using that tend to be excuses for avoiding conflict or issues as well as fitting into a social situation. Cadets refer to abuse as drug, alcohol or tobacco use that jeopardizes health - physical, mental and emotional.]
- \_\_\_\_\_ 2. (2 points) Cadet describes possible reasons why someone drinks alcohol, uses tobacco products or partakes in drug use. [Cadets may refer to reasons using their own terms such as peer pressure, family issues, social pressure, problems with school or academic performance, avoiding a situation or using to cover up or hide from something personal or physical. Cadet may suggest reasons for misuse and abuse are physical, chemical addiction.]
- \_\_\_\_\_ 3. (3 points) Cadet explains some strategies that he or she can use to educate others, help themselves or intervene when involving someone they care about when involving substance use and abuse. [Cadet can refer to performance assessment tasks: U4C3L1 and L2 which provide examples of educational tools and situations that can arise and the suggestions for possible education or interpersonal and enforcement intervention.]
- \_\_\_\_\_ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this Question**

## **Unit ---6 - Citizenship in American History and Government**

### **4. What is the significance of the Bill of Rights in the USA?**

#### ***Prompt Questions***

- a. How many amendments make up the Bill of Rights? (1 point)
- b. What are the three basic categories of rights that the Bill of Rights protects? (2 points)
- c. Can you identify and briefly discuss a current or historic case where the Bill or Rights was put to the test in court? (3 points)

#### ***Criteria for Scoring Cadet Response***

- \_\_\_\_\_ 1. (1 point) Cadet explains that the first 10 amendments make up the Bill of Rights.
- \_\_\_\_\_ 2. (2 points) Cadet identifies individual freedoms, government abuse of power, and the rights of individuals accused of crimes.
- \_\_\_\_\_ 3. (3 points) Cadet is able to identify and briefly describe a case where one of the rights protected in the Bill of Rights was taken to court.
- \_\_\_\_\_ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this Question**

## 5. How does the constitution balance power between the three branches of the federal government?

### **Prompt Questions**

- Can you identify the three branches of government and their make up? (1 point)
- How does the Constitution establish a balance of power between the three branches? (2 points)
- Describe a current or historic situation where the balance of power helped prevent one branch from exceeding its power. (3 points)

### **Criteria for Scoring Cadet Response**

- (1 point) Cadet briefly describes the powers given to the executive (the President), legislative (the Senate and Congress), and judicial (the Supreme Court) branches of the federal government.
  - (2 points) Cadet explains that the president may sign or veto bills passed by congress and is the Commander-in-Chief of the Armed Forces; the congress levies taxes and appropriates money and creates laws; the supreme court reviews and evaluates laws passed by congress and signed by the president to determine if they are constitutional.
  - (3 points) Cadet describes a situation where one branch was able to prevent, or change, the actions of another branch. (Content Notes: Cadet's answers may include: a president being impeached by the congress; a president vetoed a law passed by congress; the supreme court determining that a law passed by congress and signed by the president was unconstitutional; that the supreme court does not possess the power to pass laws; and other examples relating to one branch balancing the power of another.)
  - (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
  - (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this Question**

## 6. How is the You the People Citizen Action Group process useful when making group decisions?

### **Prompt Questions**

- How is the You the People Citizen Action Group process used to make small- and large-group decisions? (1 point)
- Explain how at least two citizenship skills out of the seven skills can be applied during the Citizen Action Group process. (2 points)
- Appraise your team's ability to make decisions using the Citizen Action Group process. How can you improve in your contributions to the process? (3 points)

### **Criteria for Scoring Cadet Response [cadet can refer to list of citizenship skills]**

- (1 point) Cadet explained how the You the People Citizen Action Group process is used to make small- and large-group decisions. [Content Notes: The Citizen Action Group process developed for the Cadet Citizenship Training Program provides opportunities for cadets to practice taking active roles in the decision-making process. This is in line with the ideals of the Constitution that specifies that the American people rule the government. The Citizen Action Group process involves two levels of group decision-making: Small Group Meetings and Representative Group Sessions. In the Small Group Meeting, 3-9 cadets meet to discuss and discuss issues. The leadership of each Small Group rotates with each meeting. When pondering issues that affect all Small Groups, a representative from each Small Group is selected to serve in the Representative Group Session. The Representative Group Session involves assembling several or all Small Groups to discuss and decide an issue. In both types of meetings, participants operate under established ground rules and follow a predetermined agenda.] Decisions are made by reaching a simple majority or reaching a consensus.
  - (2 points) Cadet explained how at least two citizenship skills can be applied during the Citizen Action Group process. [Content Notes: The seven citizenship skills used in the Cadet Citizenship Training Program are based on the basic values the Founding Fathers envisioned when drafting the Constitution. The seven skills are cooperation, patience, fairness, respect, strength, self-improvement, and balance.]
  - (3 points) Cadet appraised his/her team's ability to make decisions using the Citizen Action Group process. Cadet shared how s/he can improve in his/her contributions to the process.
  - (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
  - (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this Question**

## 7. How can you carry out your role as a citizen in a constitutional democracy?

### **Prompt Questions**

- a. Describe at least two responsibilities of citizens in a democratic society. (1 point)
- b. Describe an example of a citizen action where a higher priority was given to an action that benefits the common good rather than someone's self interest. (2 points)
- c. Tell me how you have been an active citizen in your school or community. How can you be more active in the future? (3 points)

### **Criteria for Scoring Cadet Response**

- \_\_\_\_\_ 1. (1 point) Cadet described at least two responsibilities of citizens in a democratic society. [Content Notes: Citizenship responsibilities include any actions that engage citizens in social or political action. Social action involves working to protect citizens from arbitrary and unfair actions of the government. Political action involves participating in the governance of our country at a local, state, or national level. Citizens in the U.S. have the responsibility to obey all laws, respect the rights and the property of others, assist law enforcement agencies in keeping laws, serve on a jury, pay taxes, vote, be aware of civic issues, work for constructive changes, help to save the national resources, and contribute money and effort to volunteer organizations.]
- \_\_\_\_\_ 2. (2 points) Cadet described an example of a citizen action where a higher priority was given to an action that benefits the common good rather than someone's self interest. [Content Notes: Contributing to the common good means acting in ways that protect the rights and freedoms of other Americans to make our country and communities good places for all to live.]
- \_\_\_\_\_ 3. (3 points) Cadet shared how s/he has been an active citizen in the school or community and described how s/he can be more active in the future. (3 points)
- \_\_\_\_\_ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this Question**

## LET 3

### Unit ---1 - Citizenship in Action

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#### **1. What are the positions and functions of the JROTC battalion staff?**

##### **Prompt Questions**

- Is the battalion staff in the chain of command, if not what is their main role?
- What is the role of the XO as part of the staff?
- What are the staff titles and the primary responsibilities of the S1, S2, S3, S4, and S5?

##### **Criteria for Scoring Cadet Response**

- (1 point) Cadet explains that the staff is not in the chain of command and that their role is to advise the Battalion Commander and carry out his directives, and maintain the appropriate files for their staff area.
- (2 points) Cadet explains how the XO (Executive Officer) coordinates and monitors the actions of staff, conducts meetings, keeps the commander informed, reviews plans and orders, and supervises the execution of orders.
- (3 points) Cadet identifies the title of each staff position gives a brief description of their functions in their JROTC battalion.
- (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.

\_\_\_\_\_ **Total points for this Question**

### Unit ---2 - Leadership Theory and Application

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#### **2. As a leader, how can you impact a win-win solution for a given problem?**

##### **Prompt Questions**

- Why are decision-making and problem-solving skills essential leadership skills? (1 point)
- What are three common JROTC approaches or models for decision-making and problem-solving? (2 points)
- What problem solving strategies have you used as a leader? What particular strategies helped to create a win-win solution?

##### **Criteria for Scoring Cadet Response [Cadets can use their portfolios to help them answer this question]**

- (1 point) Cadet explains that leaders need to think quickly and be able to decipher a problem and its impact in making a group decision. [Content Notes: Leaders are expected to get a job done and make high quality decisions that are accepted by others in the group and executed in a timely manner. When cadet leaders delay or avoid making a decision they creative hesitancy and a possible lack of confidence and confusion develops within a unit. This can cause a task to fail.]
- (2 points) Cadet identifies the features of the seven-step problem solving, decision-making process, the four-step process and the planning wheel process. [Content Notes: The seven-step model is the most common and includes: Identify the problem; Gather information; Develop courses of action; Analyze and compare courses of action; Make a decision; Make a plan; Implement the plan. The second model is the four-step model and includes: Define the objective; Study the situation; List and examine possible courses of action; Select the course of action. The third model is the planning wheel and includes: Consider the objective; Determine the resources needed; Consider alternatives; Make a decision; Write it down; Carry out the plan; Evaluate.]
- (3 points) Cadet shows or explains evidence of leadership using a decision-making or problem-solving model. Cadet references may include sharing the completed assessment tasks on negotiating a win-win solution or other documented uses in leadership of problem-solving and decision-making models.]
- (2 points) Cadet looked you in the eye and used a respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.

\_\_\_\_\_ **Total points for this question**

**3. What strategies do you use to clearly communicate with others through writing and speaking?**

**Prompt Questions**

- a. Describe at least two principles to apply when speaking and writing. (1 point)
- b. Tell me how you prepare to write or speak for a specific purpose. (2 points)
- c. Appraise your ability to write and speak. What areas need improvement? (3 points)

**Criteria for Scoring Cadet Response**

- \_\_\_\_ 1. (1 point) Cadet described at least two principles to apply when speaking and writing. [Content Notes: Principles of writing are to write for the audience, ensure accuracy, keep writing brief and to the point, check for clarity, organize for coherence, and unify around a main idea. When speaking to a group focus on the audience, organize thoughts in a logical order, use visual aids, use transitions to make connections, practice, establish eye contact, articulate, use good posture, establish an acceptable volume and speaking rate.]
- \_\_\_\_ 2. (2 points) Cadet shared how s/he prepares to write or speak for a specific purpose. [Content Notes: Someone who is preparing to write or speak should complete the following tasks sequentially: analyze the purpose and audience, conduct research and gather information, organize information, draft the document, and edit before publishing a document or practicing a speech.]
- \_\_\_\_ 3. (3 points) Cadet appraised his/her ability to write and speak and described areas that need improvement.
- \_\_\_\_ 4. (2 points) Cadet looked you in the eye and used a respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_ **Total points for this question**

**4. What is your personal financial plan?**

**Prompt Questions**

- a. Tell me about at least two of your personal financial goals. (1 point)
- b. What is your plan to meet your financial goals? (2 points)
- c. What actions have you taken to work towards meeting your financial goals? (3 points)

**Criteria for Scoring Cadet Response [cadets can use their portfolios as tool to answer this question]**

- \_\_\_\_ 1. (1 point) Cadet described at least two personal financial goals. [Content Notes: Cadet should classify goals as short-term (approximately 1-3 months), intermediate-term (3-12 months), or long-term (more than 1 year). Goals might involve establishing a specific amount of money needed for a specific purchase, reducing expenditures, increasing income, or saving and/or earning a specific amount of money over a period of time.]
- \_\_\_\_ 2. (2 points) Cadet described his/her goals as SMART goals and explained specific progress made towards accomplishing the goals. [Content Notes: SMART goals are Specific, Measurable, Attainable, Realistic, and Time bound. A SMART goal example: Save \$15 a week for the next three months to pay for airfare and travel expenses to \_\_\_\_\_. Actions taken included any of the following: establishing a personal month/quarter/annual budget, comparing actual expenditures with planned spending, routinely setting aside a specific amount of money for a specific purpose, making financial decisions after weighing pros and cons or tradeoffs, applying restraint in spending habits, and/or investing in income investments (savings, money market, certificate of deposit, bonds) or growth investments (stocks, collectibles). ]
- \_\_\_\_ 3. (3 points) Cadet has evidence of a record keeping system in place. [Content Note: The record keeping system will include any or all of the following actions: writing financial goals, preparing a written budget, tracking actual transactions on paper or with software (Excel, Quicken, QuickBooks), comparing documented expenditures and receipts with a written budget, organizing a filing system for financial records (bank statements, pay stubs, receipts of major purchases), and/or designing a spreadsheet to track the value of investments.]
- \_\_\_\_ 4. (2 points) Cadet looked you in the eye and used a respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_ **Total points for this question**

## 5. What strategies for resolving conflict will you consider implementing in given situations?

### **Prompt Questions**

- Explain what might influence or aggravate conflict. (1 point)
- What are some strategies or techniques for resolving conflict? (2 points)
- Describe either a real or mock setting where you were the mediator in a conflict situation. What strategies worked and what would you do differently? (3 points)

### **Criteria for Scoring Cadet Response**

- (1 point) Cadet describes what contributes to a conflicting situation. [Content Note: Cadet describes how stereotyping, prejudice, bias, bigotry, extreme points of view, and culture can impact a situation and cause conflict.]
- (2 points) Cadet explains how to intervene appropriately and clarify points of disagreement and agreement. [Content Note: Cadets may also explain strategies for reducing conflict within a diverse population. Cadet describes intervention guidelines.]
- (3 points) Cadet describes how to play the mediator within a conflict situation. [Content Note: Cadet describe the steps of the mediation process with introduction of the process, setting the rules, establishing each side of the situation, exploration of options and commitment to agreement. Cadet reflects on the outcome of the mediation and what he or she might do differently next time.]
- (2 points) Cadet looked you in the eye and used a respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.

\_\_\_\_\_ **Total points for this question**

## 6. What plans have you considered or implemented toward attaining future personal goals?

### **Prompt Questions**

- How can you use the decision-making process to help meet career goals? (1 point)
- How can you tell if a personal goal is an effective goal (using the acronym SPAM)? (2 points)
- Show evidence of career planning. Where are you in the goal-setting and achieving process? What improvements can you make to your plans? (3 points)

### **Criteria for Scoring Cadet Response [cadets can use their portfolio for question c.]**

- (1 point) Cadet describes what an effective decision-making process is. [Content Notes: Features and benefits of decision-making processes. Goals are broken into short-term, mid-term, and long-term goals. Decision-making process will help focus on what is important; will be logical and make sense; will allow one to think of both the facts and emotional consequences of actions; will not require and unreasonable amount of research. Cadet can use the FINDS model for making decisions.]
- (2 points) Cadet explains the S-P-A-M criteria for goal writing. [Content Notes: Written goal statements are declarations of a desired outcome. The S-P-A-M criteria includes a "specific" plan of action, a "positive" statement such as "I will" instead of "I want to", an "achievable" goal is within the power to reach it, and a "measurable" goal is defined in terms of results that are measurable, or actions that can be deserved. S-P-A-M can be applied to all goal categories -- short-term, mid-term, and long-term.]
- (3 points) Cadet shows evidence of investigating career options and setting short-term, mid-term, and long-term personal goals. [Content Notes: References to completed products such as career development portfolios, including a Military Career Reflection and the College Action Plan allow cadets resources to pull from as evidence of goal planning and personal decision-making skills.]
- (2 points) Cadet looked you in the eye and used a respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.

\_\_\_\_\_ **Total points for this question**

## **7. Describe your current involvement in a service learning project.**

### ***Prompt Questions***

- a. What are the goals of your service learning project? (1 point)
- b. How does your service learning project apply to the JROTC curriculum? (2 points)
- c. How are you evaluating the effects of your service learning project on the community? What products have you created or used to show how the project is being evaluated? (3 points)

### ***Criteria for Scoring Cadet Response***

- \_\_\_\_\_ 1. (1 point) Cadet explained the purpose and goals of the service learning project [Content Notes: Answers should include that service learning enhances learning and allows cadets to gain experience while providing a service to their community.]
- \_\_\_\_\_ 2. (2 points) Cadet described the lessons and/or competencies from the JROTC curriculum and how they are being applied in the service learning project.
- \_\_\_\_\_ 3. (3 points) Cadet explained how the service learning project is being evaluated. [Content Notes: Cadets should be able to show some of the following products: a Learning Log with activities performed; a four-quadrant model showing an evaluation of the project; reflection comments showing how the project has affected the cadet's life; and reports or presentations showing the results of the project.
- \_\_\_\_\_ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.

\_\_\_\_\_ **Total points for this Question**

## LET 4

### Unit ---2 - Leadership Theory and Application

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#### **1. How does a leader's style affect the performance of the unit?**

##### ***Prompt Questions***

- What are the three leadership styles? (1 point)
- When would you apply each of the leadership styles? (2 points)
- What leadership style best describes your style? Why? Can you give me an example of when you applied that style? (3 points)

##### ***Criteria for Scoring Cadet Response***

- \_\_\_\_ 1. (1 point) Cadet lists the directing, participating and delegating leadership styles.
- \_\_\_\_ 2. (2 points) Cadet described different situations requiring application of the 3 leadership styles. (Content Notes: The directing leadership style is applied when time is short and the leader knows how to perform the task, or when subordinates lack experience performing a task. The participating leadership style is applied when subordinates have some experience performing the task and the leader wants to develop leadership skill or team building. The delegating leadership style is applied when subordinates are very experienced in performing a task and little or no supervision is necessary. The leader is still responsible for the actions of the subordinates no matter which leadership style is applied.)
- \_\_\_\_ 3. (3 points) Cadet explained why he or she feels most comfortable applying one of the leadership styles and gives an example of when they applied it.
- \_\_\_\_ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_ **Total points for this Question**

#### **2. How do you use leadership skills to inspire others?**

##### ***Prompt Questions***

- What are the three general categories that leadership strategies fall into? (1 point)
- Why do you think it is important for good leaders to have good communication skills? (2 points)
- Appraise your ability to influence others as a leader. How can you make improvements? (3 points)

##### ***Criteria for Scoring Cadet Response***

- \_\_\_\_ 1. (1 point) Cadet is able to identify management performance, communication skills, and motivation principles.
- \_\_\_\_ 2. (2 points) Cadet is able to explain that communications skills encompass strategies to clearly communicate a message that is appropriate for the audience and situation, to listen empathically and with an open mind, and to exchange feedback that is constructive and enlightening.
- \_\_\_\_ 3. (3 points) Cadet shared appraisal of his/her ability to influence others as a leader and identified specific strategies to make improvements. (3 points)
- \_\_\_\_ 4. (2 points) Cadet looked you in the eye and used a respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_ **Total points for this question**

**3. What teaching skills would you implement if writing your own lessons?**

**Prompt Questions**

- a. Explain the components of an effective lesson plan. (1 point)
- b. What do you consider to be effective teaching strategies? Indicate some strategies used within the JROTC curriculum? (2 points)
- c. Show me a lesson plan written or revised by you that uses a variety of learning strategies targeting the given competency and learning objectives. (3 points)

**Criteria for Scoring Cadet Response [cadets can use their portfolio to help answer this question]**

- \_\_\_\_\_ 1. (1 point) Cadet explains that a lesson plan's purpose is to create learning activities that address given learning objectives. [Content Notes: Cadets references that a lesson plan is written to address the competency. The lesson plan components include four phases: Energizer, Inquire, Gather, Process and Apply. Cadet explains the reasons for each phase within a plan.]
- \_\_\_\_\_ 2. (2 points) Cadet describes teaching aids and strategies that were found to be helpful to them in learning and might consider using when teaching others. [Cadet may reference Graphic Organizers, Thinking Maps or other visual tools, Brainstorming, Jig sawing, Role-Playing and other cooperative learning strategies. Cadet should be able to explain what makes the strategy effective in teaching and helpful to the learner. Ask cadets to site a good example.]
- \_\_\_\_\_ 3. (3 points) Cadet shows evidence of a revised lesson plan. [Content Note: A lesson plan revision using a variety of strategies is required as a performance assessment task in Chapter 5, Lesson 4. Cadet explains how the activity addresses an objective. Cadet explains how the lesson addresses the phases of learning. Cadet explains how the lesson uses cooperative learning strategies and other tools to enhance learning.]
- \_\_\_\_\_ 4. (2 points) Cadet looked you in the eye and used a respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this question**

#### 4. How can you establish a good credit rating?

##### **Prompt Questions**

- a. Describe at least two pros and two cons of using credit. (1 point)
- b. What can you do to establish good credit? (2 points)
- c. What evidence do you have to show you are working to establish a good credit rating? (3 points)

##### **Criteria for Scoring Cadet Response**

- \_\_\_\_\_ 1. (1 point) Cadet describes at least two pros and two cons of using credit. [Content Note: Credit as a situation when a person buys now and pays later (credit card, loan). Pros of using credit include being able to use or do something now and pay later, having access to cash in an emergency, reducing risk of losing cash by using credit cards rather than carrying large sums of money, making purchases remotely (phone or online orders) with a credit card, and/or paying for expensive purchases (car, home) over a period of time. Cons of using credit include costs such as interest, annual fees, late penalty fees; risk of over-extending credit because payments exceed the ability to pay; and/or suffering from a poor reputation or credit rating if payments are not made on time.]
- \_\_\_\_\_ 2. (2 points) Cadet explains what can be done to establish a good credit rating or to avoid a poor credit rating. [Content Note: Ways to use credit wisely include comparing credit offers (fees, annual percentage rate, payment plans), considering the ability to afford repaying the loan combined with interest, establishing a plan to meet payment deadlines, evaluating the ability to meet payment obligations, following the Rule of Thumb to keep credit payments less than 20 percent of net income, working to attain a high school diploma, not bouncing checks, building capacity to repay loans (a pattern of employment and regular income), being of good character (showing responsibility in making payments on time), and/or building up capital/collateral (personal item of value such as savings, car, motorcycle) in the event something needs to be sold to repay a loan.]
- \_\_\_\_\_ 3. (3 points) Cadet presents evidence of actions taken to build a good credit rating. Evidence might include any actions described above as well as maintaining records of credit obligations and payments, verifying credit statements to ensure accuracy, following up on any unauthorized use of credit or poor service from lender. Cadet appraises his/her own credit worthiness.
- \_\_\_\_\_ 4. (2 points) Cadet looked you in the eye and used a respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this question**

#### 5. How can you protect yourself against personal or financial loss?

##### **Prompt Questions**

- a. What types of insurance meet your current protection needs? (1 point)
- b. Explain at least two ways you can manage the risk of personal or financial loss. (2 points)
- c. Share at least three examples of how you are now managing the risk of personal or financial loss. How can you better minimize the risk? (3 points)

##### **Criteria for Scoring Cadet Response**

- \_\_\_\_\_ 1. (1 point) Cadet identified examples of insurance that meet his/her current needs and explained how each example applies to his/her current personal and/or family situation. [Content Note: Types of insurance protection that are applicable to current cadet and cadet family situations include auto, renter's or homeowner's, property, medical, dental, health, and life. Future insurance needs include liability and long-term disability.]
- \_\_\_\_\_ 2. (2 points) Cadet explained at least two ways s/he can manage the risk of personal or financial loss. [Content Note: Options to manage risk include avoiding risky behaviors and activities, minimizing risk by acting responsibly and conforming to safety guidelines, or insuring against loss by paying an insurance premium to an insurance company in exchange for a promise of financial help in the event of a personal or financial loss.]
- \_\_\_\_\_ 3. (3 points) Cadet shared at least three specific examples of how s/he is now managing the risk of personal or financial loss. Cadet specifically stated how s/he can better minimize the risk of loss.
- \_\_\_\_\_ 4. (2 points) Cadet looked you in the eye and used a respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this question**

## 6. Describe your current involvement in a special project.

### *Prompt Questions*

- a. What is the goal of your project? (1 point)
- b. How does your project relate to the JROTC curriculum? (2 points)
- c. How are you evaluating the effect of your project on the community? What products have you created or used to show how the project is being evaluated? (3 points)

### *Criteria for Scoring Cadet Response*

- \_\_\_\_\_ 1. (1 point) Cadet explained the purpose and goals of their project and their project fell within the guidelines of acceptable projects for LET 4 cadets.
- \_\_\_\_\_ 2. (2 points) Cadet described the lessons and/or competencies from the JROTC curriculum and how they are being applied in the project.
- \_\_\_\_\_ 3. (3 points) Cadet explained how the project is being evaluated.
- \_\_\_\_\_ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_ 5. (2 points) Cadet answered with confidence, using Standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this Question**

## 7. Describe your current involvement in a service learning project.

### *Prompt Questions*

- a. What are the goals of your service learning project? (1 point)
- b. How does your service learning project apply to the JROTC curriculum? (2 points)
- c. How are you evaluating the effect of your service learning project on the community? What products have you created or used to show how the project is being evaluated? (3 points)

### *Criteria for Scoring Cadet Response*

- \_\_\_\_\_ 1. (1 point) Cadet explained the purpose and goals of the service learning project. [Content Notes: Answers should include that service learning enhances learning and allows cadets to gain experience while providing a service to their community.]
- \_\_\_\_\_ 2. (2 points) Cadet described the lessons and/or competencies from the JROTC curriculum and how they are being applied in the service learning project.
- \_\_\_\_\_ 3. (3 points) Cadet explained how the service learning project is being evaluated. [Content Notes: Cadets should be able to show some of the following products: a Learning Log with activities performed; a four-quadrant model showing an evaluation of the project; reflection comments showing how the project has affected the cadet's life; and reports or presentations showing the results of the project.
- \_\_\_\_\_ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- \_\_\_\_\_ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- \_\_\_\_\_ **Total points for this Question**