



# CAP ENCAMPMENT PROGRAM

## Initial & Final Cadet Assessments

CADET's NAME \_\_\_\_\_ HOME UNIT CHARTER # \_\_\_\_\_ CADET's GRADE \_\_\_\_\_

### INDIVIDUAL REPORT-IN *Direct the cadet to formally report to the evaluator / cadre*

<input type="checkbox"/>	Proper salute	
<input type="checkbox"/>	"Sir, Cadet (Name) reports as ordered..."	
<input type="checkbox"/>	Holds salute until returned	
<input type="checkbox"/>	Renders order arms and maintains attention	
<input type="checkbox"/>	Upon dismissal renders salute	
<input type="checkbox"/>	Holds salute until returned	
	<b>POINT SUBTOTAL</b>	

### WEAR OF THE UNIFORM *Presumes cadets arrive in BDUs*

<input type="checkbox"/>	Possesses basic uniform items (shirt, pants, boots, cover)	
<input type="checkbox"/>	Sew-on patches positioned properly	
<input type="checkbox"/>	Cutouts or chevrons positioned properly	
<input type="checkbox"/>	General appearance of uniform (ironed, clean, no loose strings)	
<input type="checkbox"/>	Tee shirt	
<input type="checkbox"/>	Haircut and shave	
<input type="checkbox"/>	Boot shine and blousing	
	<b>POINT SUBTOTAL</b>	

### CADET OATH *Ask the cadet to recite the Cadet Oath from memory*

<input type="checkbox"/>	Recites perfectly	
<input type="checkbox"/>	Recites 90% or more correctly	
<input type="checkbox"/>	Recites 70% to 89% correctly	
<input type="checkbox"/>	Recites less than 70% correctly	
	<b>POINT SUBTOTAL</b>	

### CORE VALUES *Ask the cadet to name the 4 Core Values*

<input type="checkbox"/>	Recites perfectly	
<input type="checkbox"/>	Recites 3 values correctly	
<input type="checkbox"/>	Recites 2 or less correctly	
	<b>POINT SUBTOTAL</b>	

### BASIC AVIATION KNOWLEDGE *Quiz the cadet with any 3 of the questions below*

<input type="checkbox"/>	What are the four forces of flight?	<i>lift, weight, thrust, drag</i>	
<input type="checkbox"/>	What are the three axes of an aircraft?	<i>longitudinal, lateral, vertical</i>	
<input type="checkbox"/>	Name the movements for each axis.	<i>roll (longitudinal), pitch (lateral), yaw (vertical)</i>	
<input type="checkbox"/>	What does the tachometer do?	<i>measures engine speed in RPMs</i>	
<input type="checkbox"/>	What measures how fast the aircraft travels through the air?	<i>airspeed indicator</i>	
	<b>POINT SUBTOTAL</b>		

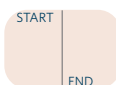
### DRILL PROFICIENCY *Call the commands shown below, in sequence*

<input type="checkbox"/>	1. FALL IN	<input type="checkbox"/>	9. Left, FACE	
<input type="checkbox"/>	2. Dress Right, DRESS	<input type="checkbox"/>	10. Forward, MARCH	
<input type="checkbox"/>	3. Ready, FRONT	<input type="checkbox"/>	11. Count Cadence, COUNT	
<input type="checkbox"/>	4. Present, ARMS	<input type="checkbox"/>	12. To the Rear, MARCH	
<input type="checkbox"/>	5. Order, ARMS	<input type="checkbox"/>	13. Right Flank, MARCH	
<input type="checkbox"/>	6. Parade, REST	<input type="checkbox"/>	14. Element, HALT	
<input type="checkbox"/>	7. Element, ATTENTION	<input type="checkbox"/>	15. FALL OUT	
<input type="checkbox"/>	8. About, FACE			
	<b>POINT SUBTOTAL</b>			

### PUSH-UP FITNESS MEASURE *Have the cadet do push-ups per normal CPFT rules*

<input type="checkbox"/>	Performs 10 or less (males) or 7 or less (females)	
<input type="checkbox"/>	Performs 11 to 14 (males) or 8 (females)	
<input type="checkbox"/>	Performs 15 or 18 (males) or 9 (females)	
<input type="checkbox"/>	Performs 19 or 22 (males) or 10 (females)	
<input type="checkbox"/>	Performs 23 or more (males) or 11 or more (females)	
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## FINAL TALLY



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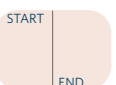
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## FINAL TALLY



## PURPOSE

Flight staff use this instrument to determine each individual cadet's level of knowledge and skill in the fundamentals of cadet life at the beginning of encampment and again just prior to graduation.

## PHILOSOPHY

At successful encampments, leaders should expect that cadets will learn and grow as a result of the encampment experience.

This tool helps cadets learn because it enables the flight staff to get a sense of "where each cadet is at" upon arrival at encampment and to make informed choices about what material they should emphasize during flight commander's time, drill and ceremonies, and hip-pocket training. Do not penalize cadets for doing poorly on the initial assessment - think of it merely as a pre-test.

Through the final assessment just prior to graduation, this tool helps leaders see if the overall encampment program has taught the cadets anything.

Last but not least, if flight staff share with their students the information provided by this tool, that collaborative gesture can engage the cadets. Engaged learners are more effective than passive cogs in a training factory.

## EVALUATION ITEMS

This assessment puts cadets through leadership, aerospace, fitness, and character topics. It's a well-rounded tool touching the main aspects of cadet life. But obviously this brief exercise is not the definitive word on a cadet's learning.

Note that push-ups are included on the assessment because they are arguably the simplest, fastest, easiest to administer fitness activity in the Cadet Program. The performance metrics shown on this card roughly correspond to the CPFT push-up expectations for 14 year-old Phase I cadets. It's an imperfect assessment of cadet fitness, but hopefully still a useful one.

Do not attempt to teach cadets as they proceed through the assessment, just evaluate their performance.

## PROCEDURE &amp; PRACTICAL TIPS

- Set-Up.** For sake of efficiency, you might run groups of 3 to 6 cadets through the assessment at a time. Consider having the flight staff work concurrently, with the flight commander assessing half the cadets and the flight sergeant assessing the other half.
- Pacing.** It's fine for you to conduct the assessment at a brisk pace. This is not a high stakes exam requiring the rater to make precise judgments.
- Scoring.** Put cadets through the assessment's challenges in the same sequence as shown on this card. If the cadet meets the standard for a task or question, place a ✓ in the corresponding line. Each item is worth 1 point. The highest possible score is a 34.  
*Initial Assessment.* Mark ✓'s in the **left column** during initial assessment.  
*Final Assessment.* Mark ✓'s in the **right column** for final assessment.
- Safekeeping.** Flight commanders need to retain this hard copy during the encampment so that it will be at hand come time for the final assessment.
- Advisories.** This card can be a good starting point for discussion during the Individual Cadet Advisory.

## USE BEYOND ENCAMPMENT

The Wing Director of Cadet Programs might find it worthwhile to review these assessments to gain a sense of whether the hometown squadrons are successfully training cadets during their weekly meetings. For example, a C/TSgt who "bombs" the initial assessment, arriving unable to drill, unable to recite the Cadet Oath, unable to do a single push-up, etc., could indicate that his or her home unit needs the DCP's help in implementing the Cadet Program.

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