

## **CHAPTER 3**

### **CADET EVALUATION**

#### **PURPOSE**

1. This chapter outlines the specific evaluation requirements for achievement of Red Star qualification.

#### **LEARNER EVALUATION**

2. A-P9-050-000/PT-Z01, *Manual of Individual Training and Education*, Volume 1 defines learner evaluation as, “the assessment of progress made by participants during an instructional programme (formative evaluation) and of their achievement at the end of the programme (summative evaluation).”

#### **CADET EVALUATION DESIGN AND DEVELOPMENT**

3. Cadet evaluation is designed and developed incorporating contemporary professional practices from the fields of education and youth development as well as considering best practices in use within the Canadian Cadet Organizations (CCO).
4. Cadet evaluation is designed and developed so that all cadets are capable of achieving all POs and associated EOs. To motivate cadets to learn, cadet evaluation builds on success and confidence rather than demotivating cadets with failure and defeat.

#### **CP DEVELOPMENTAL PERIODS (DPs)**

5. The CP is designed across adolescent DPs adapted to suit the CP target population. Outlined in each DP are specific philosophies and approaches to learning and assessment that influence design, development and conduct of cadet training and assessment.
6. A DP is a time frame, during a cadet’s progression through the CP, in which the cadet participates in training and is provided opportunities to develop desired knowledge, skills and attitudes that support the aim of the CP and contribute to the achievement of the CP outcomes.
7. Progressive training levels, and associated learning objectives, distinguish each DP; ensuring training is relevant, achievable and age-appropriate for the cadet population. DPs and associated training levels are designed to be completed in a sequential manner and are also fluid, which allows a cadet to progress to the next training level or DP while still working on completion of learning objectives from the previous level or DP.
8. The design and development of cadet training and evaluation is based on the basic overview of the DP characteristics located at Chapter 3, Annex A.

#### **CADET ASSESSMENT OF LEARNING**

9. The intent of Red Star cadet evaluation is to measure the extent of cadet participation in the scheduled mandatory and complementary training and make an assessment by comparing the level of participation to the minimum standard required for qualification.

#### **MONITORING CADET PROGRESS**

10. Cadets must meet the standard of behaviour and conduct expected from all cadets. The course officer during cadet interviews and personal counselling should adopt a proactive approach towards difficulties.
11. The course officer is encouraged to meet formally and informally with cadets throughout the training year to discuss the cadet’s progress towards Red Star qualification and to provide feedback on overall performance. At a minimum, it is expected that the course officer will meet with each cadet at the end of the training year

to review the completed Chapter 3, Annex B, Red Star Qualification Record. Guidelines for conducting cadet interviews are located at Chapter 3, Annex C.

12. Frequent absences from mandatory and complementary training that could result in the cadet not meeting the minimum standard, for Red Star qualification, must be addressed in accordance with CATO 15-22, *Conduct and Discipline – Cadets*.

### **TRAINING COUNSELLING SESSION**

13. A training counselling session is used when a cadet is having difficulties progressing and an intervention is required to set goals for corrective action and / or remedial instruction. The Trg O is responsible for conducting training counselling sessions, except in the case of cadet rank promotions for which the CO is responsible. Guidelines for conducting training counselling sessions are located at Annex E and the Training Counselling Session Form is located at Annex E, Appendix 1.

### **ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES**

14. No additional cadet evaluations (eg, theory tests, performance checks, etc.) are to be used to determine Red Star qualification eligibility. Therefore, these national standards are not to be supplemented with regional / local standards.

### **RED STAR QUALIFICATION STANDARD**

15. The minimum standard for Red Star qualification is:
- a. Sixty percent attendance in all scheduled mandatory and complementary training once becoming a member of the corps, as calculated by the cadet corps.
  - b. Successful completion of each PO as outlined in the Red Star Qualification Record located at Chapter 3, Annex B.

### **CADETS NOT MEETING THE QUALIFICATION STANDARD**

16. Cadets who do not meet the minimum qualification standard shall be given a reasonable opportunity to complete the training missed. If, by the end of the training year, the cadet still has not successfully attained any PO, the corps CO may waive the minimum qualification standard. When waiving any PO requirement, the corps CO shall consider:

- a. the legitimacy of the cadet's reason for failing to attain the PO;
- b. the cadet's mandatory and complementary training attendance; and
- c. the cadet's overall behaviour and performance.

17. Any cadet for whom a waiver has been issued will not be granted a Red Star Qualification. However, they will progress to Silver Star in the third year of their corps membership. If a CO has decided to not grant a waiver based on attendance and / or behaviour, a cadet may be held back to repeat Red Star.

18. Cadets who have been granted a waiver of the minimum qualification standard of Red Star and have progressed to Silver Star in the third year of their corps membership are expected to achieve the missing Red Star Qualification PO requirements. To facilitate this, cadets can concurrently receive credit for activities completed in Red Star as part of also achieving Silver Star.

**RECORDING AND REPORTING ACHIEVEMENT**

19. The progress of each cadet shall be reported using the Red Star Qualification Record, Annex B, which is also used to determine successful completion of the Red Star Qualification. The results shall be recorded on, and placed in, the cadet's DND 2399, Cadet Personnel Record.

**RED STAR CERTIFICATE OF QUALIFICATION**

20. The Cadet Certificate of Qualification, CF 558 (NSN 7530-21-870-7685), shall be awarded to each cadet upon successful completion of the Red Star Qualification.

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**ANNEX A**  
**CHARACTERISTICS OF CADET PROGRAM DEVELOPMENTAL PERIODS**

<b>Developmental Period (DP)</b>	<b>Developmental Period 1 (DP1)</b>		<b>Developmental Period 2 (DP2)</b>		<b>Developmental Period 3 (DP3)</b>
<b>Ages</b>	<b>12 - 14</b>		<b>15 - 16</b>		<b>17 - 18</b>
<b>Years</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5+</b>
<b>DP Overview</b>	<i>Learning in the CP is designed around three progressive, DPs. The mental, physical, emotional, and social development of a cadet are considered in these age-appropriate DPs. The cadet develops and ultimately refines higher-level thinking skills (reasoning, reflective thinking, problem solving) as they progress through each DP.</i>				
<b>Age-Appropriate Learning</b>	<b>Experience-based</b>		<b>Developmental</b>		<b>Competency</b>
<b>DP Description</b>	<i>The cadet has well-developed automatic responses however, the area of the brain that processes higher-level thinking is not yet mature. Effective learning is active and interactive with lots of practical experiences.</i>		<i>The cadet starts developing higher-level thinking skills such as problem-solving skills. Effective learning is interactive and practical, allowing cadets to start making decisions within their learning process.</i>		<i>The cadet is refining higher level thinking skills. Effective learning is interactive and allows for increased individual responsibility and independent learning.</i>
<b>Assessment Expectation</b>	<b>Participatory</b>		<b>Baseline Proficiency</b>		<b>Enhanced Proficiency</b>
<b>Assessment Purpose</b>	<ul style="list-style-type: none"> <li>Stimulation and maintenance of an enhanced interest in the CP</li> </ul> <p><u>NOTE:</u> Exposing the cadet to a variety of training activities and learning opportunities with the assessment expectation focused on participation will help accomplish this.</p> <ul style="list-style-type: none"> <li>Exposure to a broad knowledge base and skill set</li> </ul> <p><u>NOTE:</u> CSTC Summer 2 courses will begin to expose the cadet to some specific specialty areas, which will allow the cadet to discover possible areas of particular interest.</p>		<ul style="list-style-type: none"> <li>Development of a broad knowledge base and skill set as well as introducing reasoning proficiency</li> <li>Ongoing determination and development of specific specialty areas of interest and capability</li> <li>Recognition of enhanced proficiency achievement</li> <li>Ongoing stimulation and maintenance of an enhanced interest in the CP</li> </ul>		<ul style="list-style-type: none"> <li>Development of an enhanced knowledge, reasoning or skill proficiency in a targeted specialty area – related to interest, capability and CP requirements</li> <li>Ongoing development of the broad knowledge base and skill set as well as reasoning proficiency</li> <li>Ongoing recognition of enhanced proficiency achievement</li> <li>Ongoing stimulation and maintenance of an enhanced interest in the CP</li> </ul>

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**ANNEX B  
 RED STAR QUALIFICATION RECORD**

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

***POs that are evaluated as "Incomplete" or "Completed":***

Topic	PO No.	Performance Statement	PO Assessment	
			Incomplete	Completed
Citizenship	X01	Participate in Citizenship Activities		
Community Service	X02	Perform Community Service		
Leadership	203	Demonstrate Leadership Attributes Within a Peer Setting		
Personal Fitness and Healthy Living	X04	Track Participation in Physical Activities		
Physical Activities	X05	Participate in Physical Activities		
Air Rifle Marksmanship	206	Fire the Cadet Air Rifle During Recreational Marksmanship		
General Cadet Knowledge	207	Serve in an Army Cadet Corps		
Drill and Ceremonial	208	Execute Drill as a Member of a Squad		
CAF Familiarization	X20	Participate in CAF Familiarization Activities		
Field Training	221	Perform the Duties of a Team Member During an Overnight Field Training Exercise		
Navigation	222	Navigate Along a Route Using a Map and Compass		
Trekking	223	Hike Along a Route as Part of an Overnight Exercise		
Wilderness Survival	224	Identify Immediate Actions to Take When Lost		

<b>Qualification Achieved</b>	<b>Yes</b>	<b>No</b>	<b>Training Officer</b>	
			Signature: _____	Date: _____

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## ANNEX C CADET INTERVIEW GUIDELINES

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### GENERAL

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The purpose of conducting an interview is to discuss the cadet's expectations, personal goals and learning progress (assessment for learning), and to provide feedback on overall performance.

Meet with the cadet throughout their training to discuss their progress towards achieving the qualification and to revise their action plan.

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### PRE-INTERVIEW INSTRUCTIONS

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Gather the required resources, such as the Cadet Interview Form (Appendix 1), training schedules, pen, paper, etc.

Have the cadets review any support materials so they are able to attend the interview prepared to discuss the specific topic areas, as well as their expectations and personal goals.

Schedule interviews to allow approximately 10-15 minutes per cadet.

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### CONDUCT OF AN INTERVIEW

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Tips for a successful interview:

- Ask questions that will provoke thought; avoid “yes or no” questions.
- Manage time by ensuring the cadet stays on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadet time to respond to your questions.

1. Welcome the cadet.
  2. Complete the Cadet Interview Form.
  3. Have the cadet sign the Cadet Interview Form.
  4. Sign the Cadet Interview Form.
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### POST-INTERVIEW INSTRUCTIONS

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Place a copy of the Cadet Interview Form in the cadet's training file.

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**ANNEX C, APPENDIX 1**  
**CADET INTERVIEW FORM**

Name:	Rank:
Star Level:	Platoon:
<b>SECTION 1 – INITIAL INTERVIEW</b>	
<ol style="list-style-type: none"><li>1. What are your expectations for this star level?</li><li>2. Do you have any questions about the training, schedule and / or assessment?</li><li>3. What activities are you most excited about?</li><li>4. What are your strengths?</li><li>5. What are some areas you would like to improve?</li><li>6. What personal goals would you like to attain? What steps will you take to achieve those goals?</li><li>7. Is there anything we should know to help make your training experience enjoyable (learning needs, allergies, etc.)?</li></ol>	
<b>NOTES</b>	
Cadet's Signature:	
Officer's Signature:	Date:

<b>SECTION 2 – PERFORMANCE INTERVIEW</b>	
<p>1. So far, is this star level meeting your expectations? If not, what can we do to meet those expectations?</p> <p>2. Are there any areas of excitement or concern you would like to highlight?</p> <p>3. How do you feel about your progress? *</p> <p>4. What are some areas you would like to improve?</p> <p>5. What personal goals would you like to establish?</p> <p>* Give the cadet feedback on their progress and their overall performance highlighting any gaps that may exist between their self-assessment and your observations. Points to discuss may include attendance, participation, etc.</p>	
<p><b>ACTION PLAN</b></p> <p>Work with the cadet to make an action plan that takes into consideration their goals and the training requirements. The action plan is a mutually agreed upon set of steps that the cadet commits to taking to reach their goals. It should be realistic and achievable and written using positive language.</p>	
<p><b>NOTES</b></p>	
<p>Cadet's Signature:</p>	
<p>Officer's Signature:</p>	<p>Date:</p>

**SECTION 3 – FINAL INTERVIEW**

1. How did you enjoy this star level?
2. What were some of your likes and dislikes about the training? How could it be improved?
3. How can you apply what you have learned inside and outside of cadets?
4. What are some new personal goals you want to establish?
5. What upcoming training opportunities interest you?

\* Provide the cadet with a copy of their completed Qualification Record and discuss their learning progress towards course objectives. Where a waiver has been granted, explain to the cadet what this means and what they will be required to do in the following year to meet the current qualification requirements.

**NOTES**

Cadet's Signature:

Officer's Signature:

Date:

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## ANNEX D TRAINING COUNSELLING SESSION GUIDELINES

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### GENERAL

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The purpose of the Training Counselling Session (TCS) is to formally meet with a cadet who is having difficulty achieving and / or maintaining qualification standards and to create an action plan to assist this cadet.

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### PRE-COUNSELLING SESSION INSTRUCTIONS

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Gather the required resources, such as TCS Form, cadet's training file, pen, paper, etc.

Review the cadet's training file and discuss their performance with other staff members as required.

Complete Section 1 of the TCS Form.

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### CONDUCT OF COUNSELLING SESSION

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Tips for a successful interview:

- Ask questions that will provoke thought; avoid “yes or no” questions.
- Manage time by ensuring the cadet stays on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadet time to respond to your questions.

1. Welcome the cadet.
  2. Complete Sections 2 and 3 of the TCS Form.
  3. Have the cadet sign the TCS Form.
  4. Sign the TCS Form.
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### POST-COUNSELLING SESSION INSTRUCTIONS

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The goal of conducting training counselling is to guide a cadet towards success in the Cadet Program. Following the training counselling session the Training Officer shall meet with the CO to discuss the outcome of the session and any further steps required.

The Commanding Officer shall contact the guardian to open the lines of dialogue and include them in the action plan.

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**ANNEX D, APPENDIX 1**  
**TRAINING COUNSELLING SESSION FORM**

<b>SECTION 1 – BACKGROUND INFORMATION</b>	
Name:	Rank:
Star Level:	Platoon:
Circumstances requiring TCS:	
Overall training progress (eg, seriousness of failure, performance in related POs, any previous difficulty and action taken, performance / behaviour, etc.):	
<b>SECTION 2 – SESSION FINDINGS</b>	
<ol style="list-style-type: none"><li>1. Inform the cadet they are not achieving and / or maintaining qualification standards and that you are meeting to help them correct the situation.</li><li>2. Discuss the following:<ul style="list-style-type: none"><li>• Circumstances affecting training progress</li><li>• Any previous difficulty and action taken (eg, whether or not help / additional training was provided)</li><li>• Overall performance / behaviour of cadet (eg, attendance, effort, motivation, attitude)</li></ul></li></ol>	

**SECTION 3 – SESSION RECOMMENDATIONS (ACTION PLAN)**

With the cadet, create an action plan that highlights the actions required for success.

Brief the cadet on the consequences should no improvement be noticed.

Cadet's Signature:

Training Officer's Signature:

Date:

**SECTION 4 – COMMANDING OFFICER REVIEW**

Record any discussion with parents regarding the progress of the cadet.

Commanding Officer's Signature:

Date: