

JROTC Inspection Questions

LET 1

Guidelines for Inspectors

Army JROTC Inspectors need to accurately determine the proficiency level of JROTC Units and cadets. 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. These questions are designed to be posed in the classroom or in an interview setting. Each inspection assessment will include a question and follow-up prompt questions (or hands-on performance requirement) and a scoring guide. 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. Previously, inspectors have tended to evaluate knowledge by asking a series of closed-ended questions. Although it takes less time and is easier to analyze results, this questioning technique elicits either a "yes" or "no" response, or a "regurgitation of facts" that shows a certain level of memorization, but does not illustrate an understanding of how to apply the knowledge to accomplish a task, solve a problem, make a decision, or create a product. 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 in ways that result in value-added learning that helps cadets develop and apply the targeted knowledge, skills, and attitudes. By using a scoring guide to evaluate cadet responses to questions and performance of hands-on skills, inspectors will ensure that the questions focus on what the Army JROTC program intends to teach. Use of the scoring guide increases consistency in scoring from cadet to cadet and among multiple inspectors. In addition, scoring guides make the inspection process fairer both for the cadets and the instructors by making the assessment valid, reliable, and predictable (no "guess what the inspector wants to hear" for the cadets). Most importantly, 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 the cadet the main question to present the big picture.

Use the prompt questions to break the question into smaller bites, give the cadet direction, and encourage the cadet 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. A cadet who is unable to answer the content portion or perform the skill may still receive the points for effective communication and deportment if warranted. Likewise, a cadet who does not exhibit effective communication skills may still receive points for the content/skill portion of the question if warranted.

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

Partial points = Award for acceptable performance - Cadet 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 = Cadet's response is did not meet the criterion.

Unit ---1 - Citizenship in Action

- 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

- a. Describe at least three things we do to pay respect to the U.S. flag. (1 point)
- b. Demonstrate one protocol for paying respect to the U.S. flag, explaining the rules and steps as you perform them. (2 points)
- c. 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. (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. (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. (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.]
- ____ 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 ---2 - Leadership Theory and Application

- 1. 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 possible consequences for the victim including physical harm, fear, anxiety, stress and the inability to accomplish daily activities. Consequences for the perpetrator could include legal, personal, and social consequences. Possible effects on the unit could include fear, distrust, low morale and a decrease in participation.)

- ____ 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**

2. How does a leader's style affect the performance of the unit?

Prompt Questions

- a. What are the three leadership styles? (1 point)
- b. When would you apply each of the leadership styles? (2 points)
- c. 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**

Unit ---3 - Foundations of Success

1. 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**

2. Describe your plan for personal growth.

Prompt Questions

- a. Tell me about two personal skills that you are targeting for improvement. (1 point)
- b. 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)
- c. 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**

3. What have you done to improve your personal study habits?

Prompt Questions

- a. Tell me about a study skill that you have targeted for improvement. (1 point)
- b. Describe the results you achieved when you applied this improved study skill in a specific course or to an assignment. (2 points)
- c. Give an example of how you personally use what you have learned about learning styles or multiple intelligences to increase your learning success. (3 points)

Criteria for Scoring Cadet Response

- _____ 1. (1 point) Cadet identified at least one study skill that he/she has targeted for improvement. [Content Notes: Cadet should be able to identify a critical thinking, note-taking, active listening, test-taking, time management, or reading strategy she/he has added to his/her repertoire or worked to improve. They may talk about Thinking Maps - eight specific structured graphics that support defining in context, describing qualities, comparing/contrasting, classifying, analyzing structure (part/whole), sequencing, analyzing cause and effect, and seeing analogies.]
- _____ 2. (2 points) Cadet gave an assessment of the results of applying the improved study skill in a specific course or to an assignment.
- _____ 3. (3 points) Cadet described her/his learning style preference OR multiple intelligence strength and gave one example of how he/she has used this self-awareness to improve his/her personal learning success. [Content Notes: Cadet should answer in terms of ONE of these frameworks - VAK (visual - see it, auditory - hear it, kinesthetic - touch it or do it); OR Processing Strengths (Analytic = processes information by breaking it down bit-by-bit and arranging it logically; prefers detail, predictability and order; Global = processes information by organizing it into groups to create the big picture; prefers to address the purpose and larger ideas; impatient with minutiae, schedules, and rules.); OR Multiple Intelligences (bodily/kinesthetic, visual/spatial, logical/mathematical, verbal/linguistic, musical/rhythmic, naturalist); OR Dunn and Dunn (environmental preferences, emotional preferences, sociological preferences, physical preferences, psychological preferences). No one style, preference, or intelligence is more desirable than another. Each has its own strengths and weaknesses.]
- _____ 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**

4. Describe your current involvement in a service learning project.

Prompt Questions

- a. What is the goal of service learning? (1 point)
- b. How does your service learning project relate 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 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**