

JROTC Inspection Questions

LET 2

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 ---3 - Foundations for Success

1. 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 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**

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

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

Prompt Questions

- a. How would you go about calling for help? What information would be most helpful in quickly getting help to the victim? (1 point)
- b. 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)
- c. 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

- _____ 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**

2. 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 and results in negative consequences. 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

**** NOTE: The Bill of Rights question has been removed because the Bill of Rights lesson is not part of the JROTC core.**

1. How does the constitution balance power between the three branches of the federal government? Between the federal and state governments?

Prompt Questions

- a. Briefly describe the powers given to the three branches of government by the constitution. (1 point)
- b. How do the powers granted or denied in the constitution result in a balance of power between the three branches, and between the federal and state governments? (2 points)
- c. Describe a situation where the balance of power helped prevent one branch from exceeding its power. (3 points)

Criteria for Scoring Cadet Response

- ____ 1. (1 point) Cadet briefly describes the powers given to the executive, legislative, and judicial branches of the federal government. (Content Notes: Cadet answers may include: 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; other powers possessed by the three branches.)
- ____ 2. (2 points) Cadet explains that the balance of power occurs because decisions about entire laws and regulations does not rest with any one specific branch, that oversight of one branch by another is built into the constitution, and that the state and federal governments possess specific powers that the other does not possess.)
- ____ 3. (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.)
- ____ 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 is the military justice system different from the civilian justice system?

Prompt Questions

- a. What is non-judicial punishment under Article 15 of the UCMJ (Uniform Code of Military Justice)? (1 point)
- b. What are the three types, or levels, of court martial? Describe the composition of the court at each level of court-martial. (2 points)
- c. Describe how is a crime determined to be service-connected? Can you give an example? (3 points)

Criteria for Scoring Cadet Response

- ____ 1. (1 point) Cadet explains that non-judicial punishment under Article 15 is used by commanders to

impose punishment for minor offenses. (Content Notes: Cadet answer may include rights of the accused to consult with legal experts, request an open hearing, use a spokesperson during the proceedings, present evidence, have witnesses testify on his or her behalf, or request a court-martial.)

- ____ 2. (2 points) Cadet describes the composition of the court for a summary, special, and general court-martial. (Content Notes: The summary court-martial is for relatively minor offenses and consist of an officer who acts as judge, jury, and counsel for both prosecution and defense. The special court-martial is for offenses that are not punishable by death and consist of a military judge alone or a military judge and up to 3 members. The general court-martial is for more serious offenses like treason and murder, and usually consists of a judge and 5 board members.)
- ____ 3. (3 points) Cadet describes the four factors used to determine whether a crime is service connected. (Content Notes: The four factors are: the relationship of the offense to military duties; the presence of a threat to military personnel; abuse of military status; or the location of the crime on a military base.)
- ____ 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 is the You the People Citizen Action Group process useful when making group decisions?

Prompt Questions

- a. How is the You the People Citizen Action Group process used to make small- and large-group decisions? (1 point)
- b. Explain how at least three citizenship skills can be applied during the Citizen Action Group process. (2 points)
- c. 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

- ____ 1. (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 debate 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 representatives from 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 consensus.
- ____ 2. (2 points) Cadet explained how at least three 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. (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.
- _____ 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. 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. Some possible examples of citizen actions would be to lobby to change an unfair law or rule; voting for a law that provides protection to groups of people such as a smoking ban, helping with voter registration, or volunteering to provide help and support for others through food drives and other activities.]
- _____ 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**