

# JROTC Inspection Questions

## LET 4

### ***Guidelines for Inspectors***

Army JROTC Inspectors need to accurately determine the proficiency level of JROTC Units and cadets. These questions, recommended for Cadets who are working in LET 4, 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.

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.

The usefulness of performance assessment for evaluating "hands-on" tasks has been recognized by the military services for many years. It requires the learner to perform the task to designated standards that are clear both to those who are assessing and those who are being assessed. When inspectors evaluate hands-on skills, they should use an approach that requires cadets to show what they can do.

By using a scoring guide to evaluate cadet performance of hands-on skills and responses to questions, inspectors will increase the validity (assess the what the program intends to teach), reliability (be consistent in "scoring performance" - cadet to cadet and rater to rater) and fairness (valid, reliable, and no "guess what the inspector wants to hear" for the cadets). In addition, scoring guides provide excellent tools for giving feedback to the cadets so that assessment becomes the continual improvement part of the learning experience.

Each inspection assessment will include a question or performance and a scoring guide. The scoring guide will spell out criteria specific to the question or task, along with general criteria that reflect the communication core ability.

These questions are designed to be posed in the classroom or in an interview setting.

### ***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 ---2 - Leadership Theory and Application**

---

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

***Prompt Questions***

- a. What is your leadership style? (1 point)
- b. Describe at least three strategies you have found to be effective as ways to influence others. (2 points)
- c. 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 described his/her leadership style as Direct, Participating, or Delegating. [Content Note: Direct leaders tell team members precisely what, how, when, and where to complete a task. Participating leaders consult with and ask opinions of team members before making decisions. Delegating leaders delegate problem-solving and decision-making authority to team members.]
- \_\_\_\_ 2. (2 points) Cadet described at least three strategies that are effective ways to influence others. [Content Note: Strategies practiced by cadets fall into the categories of management performance, communication skills, and motivation principles. Management performance involves five courses of action in managing a situation: planning, organizing, coordinating, directing, controlling. 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. Motivation strategies are categorized into 14 categories: Make the needs of subordinates coincide with unit tasks and missions, reward individual and team behavior that supports unit tasks and missions, counsel subordinates who behave in a way that is counter to unit tasks and standards, set the example in all things, develop morale and esprit within the unit, give subordinates tough problems and challenge them to wrestle with them, have subordinates participate in the planning of upcoming events, alleviate causes of the personal concerns of subordinates so they can concentrate on their tasks, ensure that subordinates are properly cared for and have the tools they need to succeed, keep subordinates informed about missions and standards, use positive peer pressure to work for the leader and unit, avoid using statistics as a major method of evaluating units and motivating subordinates, make the jobs of subordinates as challenging and meaningful as possible, and do not tolerate any form of prejudicial talk or behavior.]
- \_\_\_\_ 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**

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

---

**1. 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**

- \_\_\_\_\_ 1. (1 point) Cadet explains that a lesson plan's purpose is to create learning activities that address a given competency. [Content Notes: Cadet references that a lesson plan is written to address the competency and the associated learning objectives. The lesson plan components include four phases: 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, Jigsawing, 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**

**2. 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**

### **3. 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**

### **4. 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**