

Student Assessment Plan
WARRANT OFFICER STAFF COURSE (1-250-C8)

7 March 2011

1. Warrant Officer Staff Course (WOSC) learning assessment plan supports and is directly linked to course terminal learning objectives (TLOs). Criterion-referenced assessment standards have been established that measure behaviors which demonstrate a mastery of the TLOs.

a. Students will complete all evaluated/graded requirements to the established standard. Any absences from resident instruction must be authorized by the WOCC and will be based upon exceptional circumstances. Students requiring more than 16 hours absence will normally be released from the course and recycled to a later class.

b. All content taught, to include homework assignments, is subject to assessment. Performance assessment by small group leaders (SGLs) and instructors is an integral part of the WOSC and is continuous throughout the course.

c. Course grading rubrics are designed to serve as a clear and common basis for student assessment. Students are expected to achieve established standards in all academic endeavors.

(1) The PASS/FAIL or GO/NO-GO grading indicates if the student either met TLO standards or failed to do so.

PASS/GO = Meets standards.

FAIL/NO-GO = Does not meet standards.

(2) If a student misses an assessment in the resident phase of the course due to an approved absence, an "I" (incomplete) is given as a temporary grade until the assessment is completed. The instructor/SGL shall make arrangements with the student for completion of the work required at the earliest possible date. The Course Director will monitor "I" grades to ensure completion. Students cannot graduate with a final grade of "I." If the student fails to complete work by course end the instructor will award a final grade of "U" (unsatisfactory) and the Academic Evaluation Report will reflect "Failed to Achieve Course Standards."

2. Course Grading and Rubrics.

a. The Class/Group Participation Rubric is used by the SGLs and instructors to evaluate student participation as individual and as part of a team or group in class instruction and discussions. This is also used for continuous evaluation in addition to specific evaluation standards for practical exercises and SGL sessions.

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Maximum possible points are 24.

Minimum possible points are 0 (student does not participate).

Student must achieve 17 points, without a “0” points grade in any area, to receive a GO.

	0 pts.	1-2 pts.	3-4 pts.	5-6 pts.
Demeanor	May demonstrate obstinacy or hostility; uses sarcasm and consistently strays from the discussion topic	Uses sarcasm and humor to avoid serious discussion; may interrupt other speakers with which they disagree; displays occasional physical signs of displeasure with other speakers	Active participant in discussions; occasionally interrupts fellow speakers during course of discussion; rarely shows displeasure at other points of view	Listens to all points of view without interruption; maintains professional demeanor at all times; remains calm and focused on the topic regardless of other members' activity.
Contribution	Attends but does not speak to the discussion topic; may nod or volunteer simple agreement, e.g. "I agree with that statement."	Participates weakly; asks points of information or clarification related to topic	Active participant; exhibits insights and/or understanding of the topic	Provides critical contributions to the topic discussion; asks provocative questions that extend basic discussion topic; makes insightful, critical comments (evaluation); contributes new information
Comprehension	Little, if any, understanding of the discussion topic demonstrated; no examples to support statements are provided	Some understanding of discussion topic demonstrated; supporting examples for statements is weak or not supportable	Demonstrates a basic understanding of key concepts relating to discussion topic; refers to examples to support statements	Demonstrates a keen grasp of key concepts; provides examples to support statements
Original Thinking	Original thinking not demonstrated; no synthesis or evaluation of discussion material	Displays few original ideas; does not synthesize ideas well; conclusions are not supportable by examples	Demonstrates some original thought through synthesis, evaluation, or interpretation of discussion material; draws conclusions that may be supportable by examples	Displays original thought in synthesizing concepts, interpreting or critically evaluating the available resources, or draws reasonable conclusions supported by examples

b. Examination Rubric. Students must score a minimum of 70 percent to achieve a GO on each exam.

(1) Most exams, including “open-book tests,” are administered using the Blackboard Learning Management System. The student may be required to research and answer a series of questions covering material presented during the resident phase of the course. Exams may include essay, short answer, true-false, multiple choice, and fill-in-the blank question formats.

(2) Essay and short-answer questions within the test are assessed using an Essay/Short-Answer Rubric. The range of points used in the rubric (0 to 30) are only to assess the accuracy of the response to an individual question and do not equal the actual weight of the question within the test.

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Maximum possible points for each question are based on question type/academic rigor.

Minimum possible points are 0 (student does not submit answer).

Student must achieve 17 points, without a “0” points grade in any area, to receive a GO for that question.

	0 pts.	1-2 pts.	3-4 pts.	5-6 pts.
Focus	Does not address the topic (s) or problem(s) asked in the question	1-2 – Addresses question topic or problems, but may lose focus by including extraneous or loosely related ideas.	4 – Answer is focused on question problem(s) or topics(s). 3 – Focused but may contain ideas that are loosely connected to the question.	6 - Focused, purposeful and reflects insight to the factors affecting the topic(s) or problem(s) asked in the question. 5 – Focused on identity of question problem(s) or topic(s).
Organization	Paper, essay, or short answer has no apparent organization. Thoughts are haphazardly assembled in no coherent fashion.	2 – Includes a beginning, middle and end, but these elements may be brief; addresses some of the topics or problems of the examination question. 1 – Has an organizational pattern, but may lack completeness or closure; does not answer any of the questions posed in the examination question.	4 – Transitional devices strengthen organization; answers more than half of the questions posed by the examination question. 3 – Lacks logical progression of ideas; covers some of the questions posed by the question statement, but does so haphazardly.	6 – Powerfully organized, addresses question topic(s) or problem(s) in logical and direct manner. 5 – Logical progression of ideas and answers.
Conventions	Common and simple words are misspelled. Punctuation is missing and sentences are incomplete.	2 – Errors in basic conventions, but common words are spelled correctly. 1 – Frequent and blatant errors in basic conventions; commonly used words may be misspelled.	4 – Occasional errors; word choice is adequate. 3 – General conventions are used.	6 – Few errors, sentence structure varied. 5 – Sentence structure varied.
Support	Supporting ideas or arguments are non-existent.	2 – Development of support for student’s answer is erratic and nonspecific. 1 – Little, if any, development of the supporting ideas addressing the examination question; support may consist of generalizations or fragmentary lists.	4 – Lacks specificity and identification of student derived answers are loosely developed. 3 – Development of answers is uneven.	6 – Superior supporting arguments for the student’s answer for the question topic(s) or problem(s). 5 – Specific details provided to support student’s discussion of the question topic(s) or problem(s).
Understanding	Obvious lack of understanding of the topic(s) or problem(s) addressed by the question. Cannot or will not identify problems. Answer is derived from guess work or stereotypical thinking.	2 – Definite misunderstanding of the topic question. Avoids discussion of topic(s) or problem(s).	4 – Commonplace understanding of the topic(s) or problem(s). Briefly, but clearly outlines problem(s) or topic(s) 3 – Partial / limited understanding of topic(s) or problem(s). Answer may consist primarily of cut and paste text from internet sources.	6 – Superior understanding of the question topic(s) or problem(s). Clearly outlines the problems. 5 – Mature understanding of problem(s) or topic(s). Answer is mostly student’s own words.

c. Briefing Rubric. Students will present a series of information, decision, mission, and staff briefings, e.g., MOS brief, lessons learned, operational environment, pre-deployment exercise brief, and courses of action. Performance may be as an individual

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or as a group, using the briefing rubric shown below. FM 5-0 is used to assess technique and format, and content is compared to TLO.

MILITARY BRIEFING GRADING RUBRIC
(Reference FM 5-0)

Student Name	Class:
Subject:	Group:
Type Brief:	Time:
Date:	GO / NO-GO
SGL / Evaluator Name:	

(Five or more NO-GOs is an overall NO-GO)

GO	NO-GO	EVALUATION	COMMENTS
BRIEFER QUALITIES			
		Uniform	
		Confidence	
		Attitude	
		Facial Expression	
		Gestures	
		Posture	
		Movement	
		Eye Contact	
		Articulation	
		Volume/rate	
		Inflection	
		Pause	
SUBJECT PRESENTATION			
		Introduction	
		Main Points	
		Transitions	
		Closing	
		Rehearsal	
		Time Management	
GRAPHIC AIDS (Slides, charts, maps, etc.)			
		Introduction	
		Main Points	
		Transitions	
		Closing	
Comments (<i>continue on back</i>):			

d. Graded exercises and performance evaluations are conducted as integral parts of student education and as culminating events for specific blocks of instruction, to include: Mission analysis; full spectrum operations (FSO); Joint, Interagency,

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Intergovernmental, and Multinational (JIIM) operations and doctrine; Counterinsurgency (COIN) doctrine; Systems integration management; battle/mission command; and battle analysis.

(1) The student must achieve the standard per the solution included for the practical exercises in the lesson plan, as assessed by the instructor. The WOSC student must complete all objectives to receive a “GO.” Students are evaluated on both exercise participation and demonstration of “mastery” of TLOs.

(2) The following rubric is used to assess student performance during exercises:

Two NO-GO's constitute an exercise failure.

	GO	NO GO
Demeanor	An active participant; actively engages other participants. Rarely shows displeasure with other participants. Remains calm and focused on the exercise and all participants. Maintains a professional demeanor at all times.	Demonstrates obstinacy or hostility; uses sarcasm and humor to avoid serious interaction. Interrupts or avoids other participants with which they disagree. Displays occasional physical signs of displeasure with other participants.
Contribution	Actively involved with the group, other participants and the exercise. Participating at a level commensurate with the assigned role. Participation contributes to the success of the exercise.	Overtly missing from group activities and discussions; present, but providing no or minimal participation. Fails to have positive interaction with the group and exercise.
Comprehension	Clearly understands exercise objectives, course material and assigned role through demonstrated interaction. Demonstrated understanding has a positive impact on the group and exercise.	Demonstrates little or no understanding of the assigned role, exercise objectives or related course material. Lack of understanding inhibits group productivity and exercise play.
Original Thinking	Displays original thought in synthesizing concepts, interpreting or critically evaluating the available resources. Draws reasonable conclusions and adjusts actions appropriately; maximizing role play and having a positive impact on the group and exercise.	Displays no or few original ideas; does not synthesize ideas or events well. Lack of original thinking inhibits group productivity and exercise play.

(3) Major knowledge areas for assessment are show below:

Demonstrate Analysis-Synthesis - Evaluation	Assessment Vehicles
Student Knowledge Areas / TLOs (Not all inclusive)	Student Participation Requirements
Staff Structure Staff Planning Cultural Awareness Military Plans and Orders Media Relations Critical and Creative Thinking Effective Oral and Written Communication Full Spectrum Operations JIIM Operations Doctrine Operational Law/LOW Senior Leader Development Insurgency-COIN Doctrine Battle Command Art & Science PGM Systems Integration-Management	Effective Use of Assigned Role Effective Oral Skills Supported Team / Exercise Goals Military Briefings OIL Briefings Leader Behaviors as OIC, PM, Staff Officer

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3. Counseling.

a. SGLs, instructors, and periodically other faculty, will review progress with individual students and address personal development. Students will be formally counseled whenever their academic standing falls to borderline failure or they fail to comply with standards of academic integrity and conduct. Formal counseling will be recorded on DA Form 4856.

b. Students will have multiple opportunities to demonstrate proficiency in achieving course TLOs. When an instructor assigns a "NO-GO" to any assessment tool (class/group participation, test, oral presentation, etc.) the instructor will immediately notify the student's SGL (Instructor and SGL may be same). The SGL will formally counsel the student on marginal or unsatisfactory performance and provide guidance on how the student may improve performance.

c. If a student refuses to sign a formal counseling statement, the faculty member conducting the counseling will prepare a memorandum for record noting such refusal and reasons given. The memorandum will be provided to the Course Director, and the Director of Education and Training (DOET).

4. Examination and Assessment Policy. The WOCC will use various criterion-referenced assessment instruments to measure learning. Individual student grades are confidential and will not be released to other students without written permission of the individual student.

a. Student learning and performance will be assessed based upon individual performance, responses to examination questions, and as a group member.

b. Retesting policies.

(1) The student receiving a NO-GO may ask that their performance/responses be reviewed by a different grader. The alternate grader will be designated by the Chief, Academic Instruction Division (C, AID). If the alternate grader believes the grade should be changed to GO and the original grader then concurs, the grade will be changed. Should the original grader nonconcur, the C, AID will make the final determination (The Chief, Academic Operations Division (C, AOD) will do so in the C, AID's absence).

(2) A FAIL or NO-GO on an evaluation must be reassessed. Remediation in preparation for reassessment is a student driven process. The student may request an instructor designated by the C, AID, to provide necessary guidance and assistance.

(3) Reassessment will be scheduled by the course director, normally allowing a minimum of 24 hours for remedial study. The score achieved on a retest will be annotated in the student records, however, the score will be a GO or a maximum of 70

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percent. Students who fail two retests may be recommended for dismissal from the course.

(4) A student who receives a “NO-GO” on a briefing will present the briefing again after correcting errors and rehearsing the corrected content. Time and place of the retest will be established by the Instructor/Small Group Leader.

c. Failures to achieve a “GO” that are verified as not the fault of the student(s), e.g., due to power or network failure, will not be counted. The grade may be adjusted to correct an answer for a specific question or the test may be re-administered.

d. To graduate, the student must achieve a GO on all briefing requirements and pass each assessment to the established standard. Three assessment failures during Phase 2, to include initial failure of an exam attempt and two retests, may result in dismissal from the course.

5. Course disenrollment and dismissal.

a. Disenrollment for illness, injury, compassionate transfer, or other reasons beyond the control of the individual will be made without prejudice. A memorandum from the WOCC Commandant to the student’s organization will state the reason for disenrollment and that the student will be eligible to re-enroll as soon as conditions that led to disenrollment no longer exist. DA Form 1059, Academic Evaluation Report (AER), will not be prepared.

b. Exceptions for Phase I (DL). Students disenrolled from the nonresident Phase I will have to reenroll at a later date, if they wish to attend resident Phase II. Following are conditions for disenrollment from Phase I (An AER will not be prepared):

(1) Students who are academic failures or who fail to comply with WOCC’s published ethical standards. These students may request later reinstatement through the Course Director. The request will include a memo from the first O6 supervisor or commander in the chain describing what corrective actions the individual will take to ensure course standards will be met. Approval/disapproval will be by the WOCC Commandant.

(2) Students failing to complete the academic requirements of Phase I within the allotted time (to include approved extensions). These students may request later reinstatement through the Course Director. The request will include a memo from the first O6 supervisor or commander in the chain describing what corrective actions the individual will take to ensure course standards will be met. Approval/disapproval will be by the WOCC Commandant.

(3) Students whose voluntary disenrollment was approved based upon compassionate or operational reasons may reenroll at a later date through coordination with the Course Director.

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c. Dismissal from the resident phase of the course, based upon one or more of the following, will receive an AER reflecting "Failed to Achieve Course Standards":

(1) Personal conduct is such that continuance in the course is not appropriate (for example, if a student violates regulations, policies, or established discipline standards). No formal adjudication of guilt by a military or civilian court or by a commander under Article 15 of the UCMJ is necessary to support dismissal under this paragraph.

(2) Negative attitude or lack of motivation is prejudicial to the interests of other students in the class.

(3) Academic deficiency demonstrated by failure to meet course standards or lack of academic progress that makes it unlikely that the student can successfully meet the standards established for graduation.

d. Appeal of course dismissal. A student may appeal the basis for dismissal not later than one class day after receiving notice of consideration for dismissal. The Academic Evaluation will be withheld pending final determination.

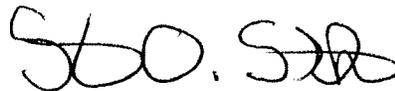
(1) This is not an appeal of the AER, but of the final course grade or "triggering event" and does not prohibit a later AER appeal.

(2) The appeal must contain the student's full name, rank, class number and staff group; title of the course and evaluation; definitive reasons for the appeal request; date or time period involved; name of the instructor(s) who assigned the grade (if applicable); and context of any counseling session(s) concerning methods to improve classroom performance, conduct, or other events.

(3) The student will submit the appeal to the WOSC Director who, after reviewing the packet, will forward it within one class day through the C, AOD and the DOET, to the Deputy Commandant. The Deputy Commandant will make the final determination.

e. In accordance with AR 623-3, a DA Form 1059 showing "Failed to Achieve Course Standards" will be referred to the student for comment prior to submission.

Encl
Acknowledgement



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Commandant

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STUDENT ASSESSMENT PLAN

Warrant Officer Staff Course (1-250-C8)

(This acknowledgement must be completed by the student and retained by the faculty in the student's academic folder. Separate this page from the SAP and allow the student to retain the SAP.)

I have received a copy of the Student Assessment Plan for the Warrant Officer Staff Course dated _____. I have read the criteria and I understand the requirements for graduation from the course.

_____ Signature

_____ Printed Name

_____ Class Number

_____ Date