

**ARNG-SLC - Explain the NCOER and Counseling Support Form
805B-PCB00005 / Version 2.1
Effective Date Not Assigned**

SECTION I. ADMINISTRATIVE DATA

**All Course
Masters/POIs
Including This
Lesson**

Courses				
<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
805B-79T4 (SLC)	2.2	ARNG Recruiting and Retention SLC (Draft)	N/A	Analysis

POIs				
<u>POI Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
805B-79T4 (SLC)	2.2	ARNG-SLC-Senior Leader Course Draft 31jan14	0	Analysis

**Task(s)
Taught(*) or
Supported**

<u>Task Number</u>	<u>Task Title</u>
None	

**Reinforced
Task(s)**

<u>Task Number</u>	<u>Task Title</u>
None	

Knowledge

<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
805B-K-0012	Know Waiver procedures	Yes	Yes
805B-K-0014	Know Microsoft Office Suite	Yes	Yes
805B-K-0016	Know Recruiting Doctrine	Yes	Yes
805B-K-0034	Knowledge of Graphical Accessions Mapping Analysis Tool (GAMAT)	Yes	Yes
805B-K-0040	Know Windows Operating Systems	Yes	Yes
805B-K-0043	Knowledge of Leader Zone	Yes	Yes
805B-K-0058	Know Recruiting Operational Environment	Yes	Yes
805B-K-0065	Knowledge of RMZ	Yes	Yes
805B-K-0073	Knowledge of RZ Calendar	Yes	Yes
805B-K-0099	School Zone (SZ)	Yes	Yes
805B-K-0102	Know ARNG Strength Maintenance Objectives	Yes	Yes
805B-K-0114	Know Army National Guard (ARNG) Programs and Options	Yes	Yes
805B-K-0080	Know Recruiter Zone Application	Yes	Yes
805B-K-0079	Know Guard Incentive Management System (GIMS)	Yes	Yes
805B-K-0123	Know Army Physical Readiness Training	Yes	Yes
805B-K-0128	Know After Action Review process	Yes	Yes
805B-K-0132	Know Recruit Sustainment Program (RSP)	Yes	Yes
805B-K-0088	Know State Marketing Plan	Yes	Yes
805B-K-0089	Know ARNG Career Planning	Yes	Yes
805B-K-0090	Know Recruiter Temporary Reservation System (RTRS) application	Yes	Yes

Skill	<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
	805B-S-0075	Perform After Action Review	Yes	Yes
	805B-S-0004	Navigate Computer Software	Yes	Yes
	805B-S-0027	Utilize Active Listening	Yes	Yes
	805B-S-0035	Perform Research Skills	Yes	Yes
	805B-S-0085	Navigate the Report Management Zone (RMZ)	Yes	Yes
	805B-S-0093	Navigate Leaders Zone	Yes	Yes
	805B-S-0007	Operate A Computer	Yes	Yes
	S2030	Navigate the Internet	Yes	Yes
	805B-S-0054	Navigate the Defense Travel System (DTS) System	Yes	Yes
	805B-S-0058	Perform Coaching	Yes	Yes
	805B-S-0062	Perform Analysis of Information	Yes	Yes
	805B-S-0063	Perform Goal Setting	Yes	Yes
	805B-S-0065	Perform Organizational Skills	Yes	Yes
	805B-S-0066	Perform Army Writing Skills	Yes	Yes
	805B-S-0069	Perform Capturing Data	Yes	Yes
	805B-S-0073	Perform Problem Solving	Yes	Yes

**Administrative/
Academic
Hours**

The administrative/academic hours required to teach this lesson are as follows:

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	1 hr	45 mins	Facilitator
Yes	0 hrs	30 mins	Practical Exercise (Written)
Yes	0 hrs	0 mins	Conference/Discussion
<hr/>			
Total Hours:	2 hrs	25 mins	

Test Lesson(s)

<u>Hours</u>	<u>Lesson Number Version</u>	<u>Lesson Title</u>
None		

**Prerequisite
Lesson(s)**

<u>Hours</u>	<u>Lesson Number Version</u>	<u>Lesson Title</u>
None		

**Training
Material
Classification**

Security Level: This course/lesson will present information that has a Security Classification of: U - Unclassified.

**Foreign
Disclosure
Restrictions**

FD5. This product/publication has been reviewed by the product developers in coordination with the SMTC-RRS foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>
AR 623-3 Revision, March 31, 2014	Evaluation Reporting System http://www.apd.army.mil/pdf/files/r623_3.pdf	31 Mar 2014
DA PAM 623-3	Evaluation Reporting System	13 Aug 2007
FM 7-22.7	THE ARMY NONCOMMISSIONED OFFICER GUIDE	23 Dec 2002

**Student Study
Assignment**

The study assignment is listed on course syllabus. Students will read ADP 6-22 prior to class.

Instructor Requirements

SMTC Qualified Instructor(s) each instructor must be familiar with the material within the lesson plan.

Support Personnel Requirements

None

Additional Support Personnel Requirements

<u>Name</u>	<u>Student Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
6130-01-C12-1514 - Power Supply Assembly, TYX: Battery Back Up UPS APC	1:5	1:1	No	0	No
6730-01-C07-0756 - Projector, LCD/DLP: ELP7200 Epson	0:0	1:1	No	0	No
6730-01-C13-1784 - Screen Projection, Rear/Fixed or PT: 980S Quartet	0:0	1:1	No	0	No
702101C056576 - COMPUTER, PERSONAL WORKSTATION	0:0	1:1	No	0	No
702101C161319 - COMPUTER MICRO LAP TOP PORTABLE AC	1:1	0:0	No	0	No
7025-01-559-1352 - Display Unit: Smartboard White 64	0:0	1:1	No	0	No
7520-00-138-7981 - Marker Assortment, Tube Type	1:1	5:1	No	0	No
7520-01-C12-6434 - Easel, portable with/without Access TY SZ AA: QRT500TE Quartet	1:5	1:1	No	0	No
7730-01-C09-7569 - Television Large Screen, with Stereo Speakers: Regza 42RV530U Toshiba	0:0	2:1	No	0	No

(Note: Asterisk before ID indicates a TADSS.)

Materials Required*Instructor Materials:*

Instructor will need, all regulation, powerpoint slides, Rubric, and Checklist.

Student Materials:

Student will need, all regulation, Rubric, and Checklist.

Classroom, Training Area, and Range Requirements

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
17120-M-1600-40 Classroom, Multipurpose, 1600 Square Feet, 40 Students		1:16	10	10

Ammunition Requirements

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.
Instructors must ensure the Operating Environment (OE) is addressed throughout the lesson.

**Proponent Lesson
Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
None			NO DATA

SECTION II. INTRODUCTION

Method of Instruction: Facilitator
Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:16/0)
Time of Instruction:
Instructional Strategy: Small Group Instruction

Motivator

SHOW SLIDE #1, Title slide

Developing a leader is one of the most important roles we will have as senior leaders. We have influence over the careers of our subordinates because their progression will be determined on how well we train them, how well we communicate with them, and how well we evaluate their performances.

SHOW SLIDE #2, TLO

Terminal Learning Objective

NOTE. Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Explain the Non-Commissioned Officer Evaluation Report and Counseling Support Form
Conditions:	In a classroom environment, with access to FM 7-22.7, AR 623-3, DA PAM 623-3, and the Army Writing Guide.
Standards:	Student must achieve at least an 80% by completing a DA Form 2166-8-1 and a DA Form 2166-8 IAW the grading rubric.

Safety Requirements

In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil consideration, (METT-TC).

No food or drink is allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you will be instructed to power down equipment. Everyone is responsible for safety. A thorough risk assessment must be completed prior to every mission or operation.

In the event of a tornado, or other adverse weather, designated storm shelters provide protection. In Saratoga Hall, the designated storm shelters are: all latrines.

Risk Assessment Level

Low - Power and Data Cables on the floor.

Assessment: Power cords and data cables may cause a potential tripping hazard.

Controls: Tape or secure cables to the floor.

Leader Actions: Inspect classroom prior to training. Periodically remind students to look down

before they move their feet.

Low - Food or drink near computer and electrical equipment.

Assessment: Food or drinks may spill into electrical equipment and cause an electrical shock and damage equipment.

Controls: Do not allow food or drink around electrical or computer equipment.

Leader Actions: Inspect classroom prior to training. Identify and correct violations.

Low - Electrical storm

Assessment: During an electrical storm, surges of electricity can be passed through electrical equipment and can pose a hazard to equipment users.

Controls: Power down all electrical equipment.

Leader Actions: Conduct exterior inspection of building to ensure no tree limbs are in contact with the building. Locate fire extinguisher(s) and first aid kit(s) and ensure they are functional.

Low - Inclement Weather

Assessment: Tornadoes, hurricanes or other tropical storms can pose a huge safety risk.

Controls: In an emergency, move towards designated storm shelters.

Leader Actions: Identify storm shelters in the building and brief students.

Environmental Considerations

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed on hazards and control measures.

Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT.

It is the responsibility of all Soldiers and DA Civilians to protect the environment from damage.

Instructional Lead-in

Have you ever received an evaluation that did not measure up to the performance you demonstrated over a certain rating period? Did you have experience with leaders that never counseled you on their expectations? In this lesson, we will discuss what an evaluation report should look like and the impact it has on a NCO's career.

SECTION III. PRESENTATION

TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Discuss the Writing Styles of NCOERs

Method of Instruction: Facilitator

Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:16/0)

Time of Instruction: 30 mins

Instructional Strategy: Small Group Instruction

Media Type: Conference

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

SAY: Your assigned reading for this lesson (the AR 623-3, DA PAM 623-3, FM 7-22.7, and the Army Writing Guide) explain the importance of a Non-Commissioned Officer Evaluation Report (NCOER) and the NCOER Counseling Support Form. It specifically outlines the chain of command's responsibility and the mandatory requirements of who receives a NCOER and NCOER Counseling Support Form. For example, the writing format is very different than what you may be used to when it comes to correct grammar. The writing styles we use for counseling and evaluation of NCOs should be short and concise while creating an accurate description of that NCO's performance. You are required to learn this style in order to effectively write evaluations.

NOTE: Introduce the group exercise.

Before we discuss the NCOER and the NCOER Counseling Support Form, we will conduct a group discussion on a case study. The case study involves a comparison of two NCOERS. These NCOERS are not made up for the benefit of this comparison. They are real NCOERS that two RRNCOs received from their chain of command rating their performance. You will compare the two NCOERS and will address the following:

- a. Are there any major differences between the two, and if so, what are they?
- b. How well does each NCOER describe the NCO's performance and does it create a clear picture of him or her as leader?

Which one of these NCOS would you want to be the next NCOIC or 1SG of your RRC?

What mistakes do you see in both NCOERS?

What cause and effects may have resulted in both of the NCOERS?

How would you feel if you received an NCOER like #1? What about #2?

NOTE: Break the class into 2-4 groups. Give them 15 minutes to discuss and then conduct a discussion using the experiential learning model.

SAY: You will have 15 minutes to discuss and compare the two NCOERS. I will let you know when you have one minute remaining to finalize your discussion before we discuss it as a class.

NOTE: Conduct a review of the discussion in class using the experiential learning concept for 15 Minutes.

ELC

Publish:

What did you find when comparing the two NCOERS?

What were some of your reactions?

Process:

What do you think was the cause and effect with both of these NCOERS?

What kind of a leader wrote NCOER#1? How about #2?

What made you react in the certain way you reacted?

Generalize:

Have you seen NCOERS like these before? Were they your own?

Apply:

After seeing these two NCOERS and discussing it, how will you evaluate your subordinates?

Will this experience change the way you look at your own NCOERS in the future?

Check on Learning:

None required.

Review Summary:

In this experience, we saw two very different examples of NCOERS. The NCOERS were real NCOERS two NCOs received by their first line leader. Hopefully, you realize the importance of developing your subordinates and giving them accurate evaluations of their work performance. Next, we will discuss the NCOER Counseling Support Form and the NCOER.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Explain the DA Form 2166-8-1 and the DA Form 2166-8

Method of Instruction: Facilitator

Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:16/0)*

Time of Instruction: 40 mins

Instructional Strategy: Small Group Instruction

Media Type: Conference

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

1. As a leader, we are required to develop our subordinates. It is one of the leader core competencies you learned in previous lesson. The NCO guide states that performance counseling is required for NCOs. **(FM 7-22.7, paragraph 5-23)** Why do you think that is important?

2. AR 623-3 states that commanders at all levels will ensure that each rated Soldier is provided copies of his or her rater's and senior rater's support forms. They are also required to ensure evaluations are provided.

ASK: Who should be provided a NCOER Counseling Support Form? Has anyone ever received quarterly counseling using this form? Who should be provided an NCOER?

Answer: Use of DA Form 2166-8-1 is mandatory for CPL through CSM **(AR 623-3 paragraph 3-7(1))**. ALL NCOs in ranks SGT through CSM will receive an evaluation report. **(AR 623-3, paragraph 3-2b(3))**

3. When you receive a new RRNCO on your team or you assume responsibility of a team, when should you counsel your subordinates? What is discussed during this counseling?

Answer: You should counsel within 30 days of assignment and discuss the expectations you have of each subordinate. **(AR 623-3, paragraph 1-8e)**

4. It is important that administrative data on the support form and evaluation are correct. The rated NCO should always verify that it is correct before he or she signs it. Does signing a support form or evaluation indicate agreement with the evaluation?

Answer: No, the rated NCO will sign the documents only to indicate the administrative data is correct; however, he or she can appeal the evaluation if he or she does not agree with it.

SAY: AR 623-3 Chapter 4 covers the redress program that you can review on your own.

SAY: It is important that you review the publications when inputting administrative data in sections I through III and the APFT/height and weight information on section IV.

We will not discuss it here in class, but it is a requirement for your evaluation. Your assigned reading in DA PAM 623-3 should have covered the instructions for administrative data.

5. On both the Counseling Support Form and the NCOER, the rater will enter duty descriptions in for the rated NCO. This is where the real writing begins. When writing your subordinates NCOER, ensure that the duty description outlines the most important duties. If not, you will lose the impact of the NCOER from the start.

6. DA PAM 623-3 will provide you with guidance and instructions to fill out this part of the form. There are three areas on Part III of the support form and NCOER that are the same. Daily Duties and Scope, Areas of Special Emphasis, and Appointed Duties.

ASK: What is included in the Daily Duties and Scope and how is it written?

Answer: The Daily Duties and Scope area should include the most important routines duties and responsibilities. It will be written as a series of phrases starting with action

verbs and separated by semicolons. (REF: Army Writing Guide pg 58)

ASK: What would you include in Areas of Special Emphasis?

Answer: Important items that applied any time of the writing period. (Have the students provide examples such as assistant team leader/chief, led PRT, led formation on a unit runs, conducted NCOEP, etc.)

ASK: What will you annotate for appointed duties?

Answer: Duties appointed that are not part of the duty description. (Have the students provide examples such as student 1SG, PLT SGT, Squad Leader, Key Custodian, Master Fitness Trainer etc.)

SAY: At the end of this lesson, you will work as a class to develop Daily Duties and Scope for an SLC student that you will use on your counseling support forms and NCOERs that you turn in.

7. Before we discuss the NCOER, we should review the NCOER Counseling Support Form. As mentioned earlier, the support form is used to counsel a NCO in the ranks of CPL through CSM.

ASK: During your first counseling as your subordinate's rater, what will you discuss with him or her?

Answer: You will counsel him or her on your expectations that focus on duties, responsibilities, and performance objectives. (AR 623-3 paragraph 3-7b(1)(b))

SAY: Do you think it is good practice to identify what achievements will result in an excellence bullet and what shortcomings or mistakes will result in a needs improvement? (Allow students to provide feedback supporting or not supporting this action.)

8. Remember to counsel your new subordinates within 30 days of assignment and maintain the DA Form 2166-8-1 to update it for further counseling sessions. Subsequent counseling session will allow you to assess the performance of the expectations and allow you to add expectations if needed.

9. In regards to the NCOER, the Army Values and NCO responsibilities are the sole focus for a performance evaluation in part IV of the NCOER. Part IV consists of bullets and bullet comments.

ASK: Do we have to provide bullet comments for every block?

Answer: Yes, bullet comments are mandatory regardless of the ratings given. At least one will be entered in each block (a) through (f). (DA PAM 623-3, paragraph 3-6b.

ASK: How much of an impact should the bullet comments have for anyone reading the NCOER. For example, if you were sitting on a promotion board for SSG, what would you look for in the bullet comments?

NOTE: Allow the students to provide various answers supporting their opinions.

10. What are the standardized rules for bullet comments?

Answer: Students should reply with the following:

- a. Short, concise and to the point. No longer than two lines, preferably one line.
- b. Start with action verbs or possessive or personal pronouns may be used

ASK: What are some examples of action verbs or possessive or personal pronouns?

- c. Use past tense when addressing how the NCO performed
- d. Double space between bullets
- e. Preceded by a small letter "o" to designate the start of a comment.
- f. Each bullet comment must start with a small letter unless it's a proper noun (name) that is usually capitalized
- g. Support the bullet
- h. A specific example can be used only once. The rater must decide under which responsibility the bullet comment fits best.

REF: DA PAM 623-3 paragraph 3-6b (1) – (6)

SAY: Can anyone give me an example of a bullet comment for an NCO that scores 270 on his or her APFT? Remember from your reading in the Army Writing Guide what a bullet comment should contain. (Accomplishment followed by a measured result, Army Writing Guide page 21).

11. In the Army Writing Guide, you read about the three main types of bullet comments.

ASK: What are they and which one of the three has the most impact?

Answer: Achievement, Recognition, and Skill or Character Description. Achievement comments have the most impact. (**Army Writing Guide page 25-26**)

SAY: The best NCOER bullet comments are the achievement type. If possible, the NCOER should be loaded with this type of bullet comment.

Check on Learning: The breakout will serve as the check on learning.

Review Summary: During this learning step, we discussed the NCOER and counseling support requirements. We briefly covered the importance of and who should receive them. We discussed the impact sections of the NCOER such as the Daily Duties and Scope and the bullet comments. In regards to the bullet comments, we discussed the rules and the types of comments. Now, you will be given the opportunity to develop Daily Duties and Scope for your NCOERs and the support form that you will turn in for evaluation.

Method of Instruction: Facilitator
Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:16/0)*
Time of Instruction: 25 mins
Instructional Strategy: Small Group Instruction
Media Type: Conference
Other Media: Unassigned
Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.
Note: Marked as (*) is derived from the parent learning object

SAY: Your performance evaluation for this lesson will require you to write a Counseling support form and an NCOER. You will not write an NCOER for an RRNCO! You will write a counseling support form and NCOER for a peer in class regarding the primary duty of a Senior Leader Course Student. You will provide counseling and evaluation of a peer for the period they attend this course. More information will be provided to you at the end of this lesson for the assignment.

NOTE: Introduce the group activity

Develop Daily Duties and Scope as an SLC Student (Brainstorm)

SAY: For the next 15 minutes, you will develop, as a class, your daily duties and scope. The group must be in agreement before this area is finalized. You will use the same daily duties and scope on your NCOER, but it is up to you to identify areas of special emphasis and appointed duties for your rated Soldier. These two areas will be updated throughout the course as responsibilities change and new opportunities become available. Refer to the Army Writing Guide and DA PAM 623-3 for information as need. One student will lead the conversation and one student should record the results for everyone to see.

NOTE: Allow the students to conduct the activity for 15 minutes. Review their results and provide feedback for up to 10 minutes.

LSA Summary: Writing daily duties and scope on the NCOER is the first opportunity to make an impact for the rated Soldier. It must outline the most important duties to be effective and accurate. Area of Special Emphasis and Appointed Duties will change over the time of the rating period. The rated Soldier may receive an appointment to a position within the unit, and he or she may perform something that requires recognition. It is up to you, as the rater, to observe and evaluate your Soldiers accurately in accordance to the work they perform. Next, you will have the opportunity to develop bullet comments from a scenario based practical exercise to evaluate your knowledge up to this point.

Check on Learning: None

Review Summary: Writing daily duties and scope on the NCOER is the first opportunity to make an impact for the rated Soldier. It must outline the most important duties to be effective and accurate. Area of Special Emphasis and Appointed Duties will change over the time of the rating period. The rated Soldier may receive an appointment to a position within the

unit, and he or she may perform something that requires recognition. It is up to you, as the rater, to observe and evaluate your Soldiers accurately in accordance to the work they perform. Next, you will have the opportunity to develop bullet comments from a scenario based practical exercise to evaluate your knowledge up to this point.

TLO - LSA 4. Learning Step / Activity TLO - LSA 4. Complete Practical Exercise

Method of Instruction: Practical Exercise (Written)

Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:16/0)*

Time of Instruction: 30 mins

Instructional Strategy: Unassigned

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

Students will complete the SFC Russell scenario.

Check on Learning: None Required.

Review Summary: As you most likely experienced, bullet comments are not easy write as we have discussed. You should take the time to evaluate your Soldier's performance accurately and provide bullets that will make an impact on that Soldier's career.

SECTION IV. SUMMARY

Method of Instruction:	Conference/Discussion
Instr Type(I:S Ratio/Qty):	79T Certified Instructor (1:16/0)
Time of Instruction:	0
Instructional Strategy:	Small Group Instruction

Check on Learning

Conduct a Check on Learning at the end of each LSA.

Review/ Summary

Summarize the learned activity and clear up any misunderstandings.

SHOW SLIDE #3, TLO

SECTION V. STUDENT EVALUATION

Testing Requirements

Refer student to the Individual Student Assessment Plan (ISAP).

Feedback Requirements

Schedule and provide immediate feedback in context to the material presented. Answer students' questions, correct misunderstandings, and provide remedial training as needed.

Appendix A - Viewgraph Masters

**ARNG-SLC - Explain the NCOER and Counseling Support Form
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Sequence	Media Name	Media Type
None		

Appendix B - Test(s) and Test Solution(s)

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 805B-PCB00005 Version 2.1

Appendix D - Student Handouts

**ARNG-SLC - Explain the NCOER and Counseling Support Form
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Sequence	Media Name	Media Type
0	Explain NCOER	PPT

Appendix E - TRAINER'S LESSON OUTLINE

ARNG-SLC - Explain the NCOER and Counseling Support Form

805B-PCB00005 / Version 2.1

DRAFT

1. The importance of this lesson: (Why)

Explain the Non-Commissioned Officer Evaluation Report and Counseling Support Form

2. What we want our Soldiers to Achieve: (Outcomes/Standard)

Student must achieve at least an 80% by completing a DA Form 2166-8-1 and a DA Form 2166-8 IAW the grading rubric.

3. Tasks to be taught

<u>Task Number</u>	<u>Task Title</u>	<u>Task Type</u>
None		

Additional Non-Standard Tasks

None

4. References:

<u>Reference Number</u>	<u>Reference Title</u>	<u>Date</u>
AR 623-3 Revision, March 31, 2014	Evaluation Reporting System http://www.apd.army.mil/pdf/files/r623_3.pdf	31 Mar 2014
DA PAM 623-3	Evaluation Reporting System	13 Aug 2007
FM 7-22.7	THE ARMY NONCOMMISSIONED OFFICER GUIDE	23 Dec 2002

Additional Non-Standard References

None

5. Resources

TIME: Time of Instruction: 2 hrs 25 mins

LAND: Classroom, Training Area, and Range Requirements

<u>Id</u>	<u>Name</u>
17120-M-1600-40	Classroom, Multipurpose, 1600 Square Feet, 40 Students

AMMO: Ammunition Requirements

<u>DODIC</u>	<u>Name</u>
None	

MISC: Materiel Items and TADSS Requirements

<u>Id</u>	<u>Name</u>
6130-01-C12-1514	Power Supply Assembly, TYX: Battery Back Up UPS APC
6730-01-C07-0756	Projector, LCD/DLP: ELP7200 Epson
6730-01-C13-1784	Screen Projection, Rear/Fixed or PT: 980S Quartet
702101C056576	COMPUTER, PERSONAL WORKSTATION
702101C161319	COMPUTER MICRO LAP TOP PORTABLE AC
7025-01-559-1352	Display Unit: Smartboard White 64
7520-00-138-7981	Marker Assortment, Tube Type
7520-01-C12-6434	Easel, portable with/without Access TY SZ AA: QRT500TE Quartet
7730-01-C09-7569	Television Large Screen, with Stereo Speakers: Regza 42RV530U Toshiba

(Note: Asterisk before ID indicates a TADSS.)

Additional Non-Standard Resources

None

6. A possible technique to achieve the outcome:

None

7. Conduct AAR with Soldier and Cadre.

None

NOTE: Before presenting this lesson, Instructors must be thoroughly prepared by studying the appropriate lesson plan and identified reference material.

