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ARI TECHNICAL REPORT  
TR-77-A12 G

**THE DEVELOPMENT AND TRIAL EVALUATION  
OF ALTERNATE PROGRAMS FOR  
UNIT TRAINING MANAGERS AND TRAINERS:**

**APPENDIX G, DIRECTED PRACTICE PROGRAM FOR TO&E  
UNIT INSTRUCTOR/TRAINING COURSE**

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Self-contained programs, developed to teach instructors and training managers how to use performance-based training and evaluation practices in Army units, are described in ARI Technical Report 77-A12. Products include the Directed Practice Program for TO&E Unit Training Managers and Trainers, Appendix D (bound separately); Guided Self Study Program for TO&E Unit Training Manager Course, Appendix E (bound with Appendix F, Book Solutions to the Guided Self Study Program for training managers); Directed Practice

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APPENDIX G

DIRECTED PRACTICE PROGRAM

FOR  
TO&E UNIT

INSTRUCTOR/TRAINER COURSE

LENGTH - Approximately 2 days  
Distributed over 1 week

FOREWORD

↓  
Personnel may be assigned duties as unit trainers prior to their attending a formally organized Instructor Training Course. In this duty position, they may be required to administer individual performance tests, evaluate the performance capabilities of soldiers, and conduct performance-based training.

This program of instruction outlines a course that will help the unit trainer acquire the skills he needs to perform his duties. The course is designed to provide him with opportunity to practice the knowledge and skills he will need to conduct performance oriented training.

Once he has completed this program, it is expected that he will be able to train other persons to perform the job of instructor/trainer. The following programs have been developed to help him do this:

~~Directed Practice Program for Instructor/Trainer; and~~  
~~Guided Self-Study Program for Instructor/Trainer.~~

These programs are easy to implement and will make only minimal demands upon his time. Meetings with his students will be minimal and depend largely on the wishes and needs of the participants.

↑

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Materials Required

You will need the following materials in order to complete the program:

FM 21-6 (Test Edition) How to Prepare and Conduct  
Military Training, June 1974

FM 21-75, Combat Training of the Individual Soldier and  
Patrolling

TRADOC Pam 600-11, Guidelines for the Conduct of Performance  
Oriented Training

Special Note

Some of the references listed above are to be read by your students. Allow them to use your copy of the references or secure additional copies for their use.

## List of Trainer Tasks

	<u>Lesson No.</u>
Module A. Introduction to Performance Oriented Training	1
Module B. Determination of Job Requirements	
1 Improving Vague Task Statements	2
2 Preparing Individual Task Statements	3
Module C. Preparing Performance Tests	
1 List the specific actions that the individual must perform to accomplish the task.	4
2 Set the conditions for each individual task.	4
3 Set the standards of performance for each individual task.	4
4 Obtain or construct performance tests to measure how well each man performs his tasks.	4
Module D. Conduct of Performance-Based Training	
1 Assemble equipment and obtain facilities for testing.	5
2 Administer an individual performance test.	5
3 Prepare a lesson plan or lesson outline to be used as a guide when conducting training.	6
4 Secure resources needed (personnel, equipment, facilities, time) to plan, conduct, and evaluate training.	7
5 Conduct a rehearsal of the training to be given.	7
6 Conduct a class designed to teach men skills in which they are deficient.	7
Module E. Determination of Training Needs	
1 Identify which men need what training to bring them up to standards.	8
Module F. Training Support	
1 Decide the sequence in which knowledges and skills will be taught to the men who need training.	9
2 Keep a record of each man's progress in being able to perform the tasks that were taught.	10
3 Give a report to your superior, orally, or in writing, on the results of the performance test.	10
Module G. Quality Control	
1 Evaluate utilization of training resources.	11
2 Interpret test results to identify training program inadequacies and possible causes of inadequacies.	11
3 Modify a training program to correct inadequacies.	11

Organization of Course

There are 11 lessons in the course. Each lesson begins with an objective for the lesson and then cites some references, if appropriate. Then the lesson specifies what you and the students are to do. Information to guide you in your presentation, practical exercises for students, and the solutions to these practical exercises are included with each lesson. Follow these directions carefully.

- Lesson 1. Introduction to Performance Oriented Training
2. Improving Vague Task Statements
3. Preparing Individual Task Statements
4. Preparing Performance Tests
5. Administering Performance Tests
6. Preparing a Lesson Outline
7. Conducting a Class Using the Performance Oriented Training System
8. Identifying Training Needs from Performance Test Results
9. Sequencing Tasks for Instruction
10. Keeping a Record of Performance Test Results
11. Evaluating Training Program Effectiveness

Special Note

Most of the lessons require you to give "Handouts" to your students. A copy of each handout is included with the appropriate lesson. Additional copies of these handouts, for distribution to your students, can be made on Xerox or other type of duplicating machine.

1. Introduction to Performance Oriented Training

Objective: The student will be able to describe the basic principles and phases of performance training.

Ref: FM 21-6, Chapters 1 & 2  
TRADOC Pam 600-11, pages 3-4, 23-27, 32-35, and 36-40.

Activities: The instructor will:

1. State the objective of the training program.
2. Administer the Instructor Survey\* and then discuss the answers given to it by students.
3. Require the students to read the above references.
4. Answer any questions that the students may have about the material that they read.
5. Require the students, in their own words, to describe the six principles of performance oriented training, and then critique them on their work.\*
6. Require the students, in their own words, to describe the three steps in the conduct phase of performance oriented training, and then critique them on their work.\*
7. Describe and demonstrate the conduct phase of performance oriented training.\*

The student will:

1. Complete the Instructor Survey and participate in a discussion of the points covered on the Survey.
2. Read the reference materials assigned by the instructor.
3. Describe, in his own words, in writing, the six principles of performance oriented training and the three steps in the conduct phase of performance oriented training and then participate in a discussion of the principles and steps.
4. Observe a demonstration of the conduct phase of performance oriented training.

\*See supporting materials on pages 6-7 and 9-15.

INSTRUCTOR SURVEY

In each item select the one best answer.

1. In training soldiers, which procedure should you use?
  - a. Tell them what they have to do.
  - b. Have a demonstration and let the rest watch it.
  - c. Have a demonstration and let the soldiers practice.
  - d. Have a demonstration, let the soldiers practice, and then check each one out individually.
  
2. Which is the most practical way to keep track of what your men can do?
  - a. Fill out a report and send it in to the Company Training NCO.
  - b. Let the platoon leader and training NCO keep the record from the training schedule.
  - c. Keep the record of each individual in your pocket notebook.
  - d. Keep it in your head.
  
3. A lesson plan should contain:
  - a. A performance test and administrative details.
  - b. A planned schedule for your introduction, demonstration, and practical work with a time allocation for each.
  - c. Administrative details alone.
  - d. A performance test alone.

4. Suppose you received the following guidance, "The men in your unit are not as sharp as they should be in squad tactical movements." What should you do?
- a. Put all your men through squad tactical movements.
  - b. Select the squad tactical movements you think men need training in and give the training.
  - c. Ask your superior which men were weak.
  - d. Do nothing, since your superior didn't tell you to conduct training in squad movements.
5. The Company Commander has assigned you responsibility for conducting night compass training for twelve new men who have joined the unit. Who is responsible for selecting the area where instruction will occur and obtaining the compasses?
- a. The Company Commander.
  - b. The Supply Sergeant
  - c. The Training NCO
  - d. You
6. How skilled should you be in performing the tasks in which you are instructing?
- a. Highly skilled.
  - b. Skilled enough to pass the performance test.
  - c. Not necessary to be skilled in the tasks.
7. Why should you report the result of performance tests to your superior?
- a. So that he will know you conducted the training.
  - b. So that he will know who passed and who failed.
  - c. So that he can make arrangements for retraining and retesting of those who failed.
  - d. So that he can make out his training reports.

INSTRUCTOR SURVEY

1. d. is the best answer. The other answers aren't good because they skip something -- don't let the soldier practice; don't provide for a check out; etc.
2. c. is the best answer. The simplest and best way for a squad, crew, or team leader to keep track of what his men can do is to keep a pocket notebook with a record of each man's skill in it.
3. a. is the best answer. It allows you to be flexible in the time you take in conducting your training. Some men may need more practice time. Answer b places you on too rigid a time schedule for each phase of training. Answers c and d are each insufficient.
4. b. is the best answer. Since the guidance wasn't clear, you should decide what specific training should be given.
5. d. is the best answer. You are the one who will have to do it. You might have the Supply Sergeant get the compasses, and have to ask the Training NCO to get the area, but the responsibility is yours.
6. b. is the best answer. You don't have to be highly skilled but you must be able to perform well enough to pass the test or you shouldn't be teaching the class.
7. c. is the best answer. The basic idea is to make sure each man can perform as required. So you help your superior decide what kinds of retraining and retesting are needed.

PRINCIPLES OF PERFORMANCE ORIENTED TRAINING

1. The student learns by actually performing the task. The emphasis is on "hands on" training. (Performance-Based Instruction)
2. The student is required to master the task. Scoring is on a Go/No-Go basis. (Absolute Criterion)
3. The student is only given the information that he actually needs in order to perform the task and he is given the information when he can use it...not before. (Functional Context)
4. The student is allowed to progress at his pace. Students who need more time to master the task, get more time. Students who need less time to master the task get less time. (Individualization)
5. The student's practice performance is observed by a qualified person and the student is told when he does well and when he makes mistakes. When he makes mistakes, he is told what is wrong and how to correct it. (Feedback)
6. After the student has had a chance to practice the skill, he is given a check-out by a qualified NCO or officer to see if he has mastered the task. (Quality Control)

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Book Solution: Lesson 1

STEPS IN CONDUCT PHASE OF PERFORMANCE ORIENTED TRAINING

1. Explain and demonstrate to the student the task you want him to learn. If possible, give him a step-by-step talk-through. (Explanation/Demonstration)
2. Let the student practice the task at his own pace. Observe his practice and give him feedback. (Skill Practice)
3. When the student feels that he is ready for a check-out, administer the performance test to him. (Check-out Testing)

SUGGESTED SCENARIO FOR DEMONSTRATION OF  
CONDUCT PHASE OF  
PERFORMANCE ORIENTED TRAINING  
(Folding a Map)

Now that you have a fairly clear grasp of the six performance training principles, we will demonstrate their application and at the same time give you the rules of an effective presentation. (Pass out one simulated map (sheet of paper 24 x 36 inches) to each student.) We will all work with these maps.

The training objective for this instruction is that you will be able to fold a map so that it can be easily carried and used during tactical operations. Of course, you can probably do this in several ways, but we are going to follow a fixed procedure that has the steps for presenting proper instruction.

Before I begin the demonstration of what you will be required to do, there are a number of rules to follow in giving your demonstration. (Write on Blackboard.)

EXPLAIN EACH STEP AS YOU DEMONSTRATE

HAVE STUDENTS PERFORM AS YOU DEMONSTRATE

BE SURE THEY CAN HEAR

BE SURE THEY CAN SEE

USE WORDS THEY CAN UNDERSTAND

I am sure you have heard these rules before. However, write them down, and follow them when you are giving your demonstration.

A. Introduction

1. The purposes of the task you will learn now are to re-emphasize the principles we have discussed and to demonstrate the phases of performance training--demonstration, skill practice, and check-out testing.

2. During the explanation-demonstration, note the application of as many principles as you can--the principles of performance training and rules for effective demonstration.

3. When all of you have learned the task, we will discuss what happened in relation to the principles we have established.

B. Explanation-Demonstration

1. (Demonstrate and explain, at a pace suited to your students, how to fold a map. Ask each student to perform the steps as you perform them.)

2. (Stress care and neatness in folding the map so that the completed product will have good form.)

C. Skill Practice

1. (Explain that the explanation-demonstration phase is completed and that the next phase is skill practice.)

2. (Give each student another simulated map.)

3. (Explain that they are to form the map at their own pace, and to ask questions or ask for help, if they need it. Remind them that the time limit for the test is 2 minutes.)

4. (Explain that when anyone needs help, you will give it or you may assign one or more students as peer coaches.)
5. (Assign fast learners who have been checked-out to help slower learners, if they need it.)
6. (Let each student practice until he is ready to take the test.)

D. Check-out Testing (Check-out only 2 or 3 at a time--you cannot watch the steps being performed by a larger number.)

1. (Give each student another simulated map.)
2. You will prepare a map so it may be easily carried and referenced while on an extended patrol. You have 2 minutes. Are there any questions? All right, begin.
3. (Stop students at the end of 2 minutes.)
4. (Identify "GO" and "NO-GO" students.)

E. Review of Process

1. Even though folding a map is a simple task, we just covered each phase that will usually be included in performance training.
2. What was the first phase? (Demonstration)
3. What was the phase after the demonstration? (Skill Practice)
4. What is the difference between the demonstration and skill practice phases? (Discussion of this point should emphasize that the skill practice is designed to have the students practice performing the task without any prompting or coaching.)

5. Usually, good performance training will include obvious phases--demonstration, skill practice, and check-out. There will be some occasions, however, when you will want to vary the process. If a task is easy to learn or the students are especially fast, you can probably skip the individual practice phase. Still, the check-out phase for each individual is essential in performance training.

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## SAMPLE PERFORMANCE TEST I: FOLDING A MAP

Test Conditions:

Test will be conducted indoors.

Necessary Equipment:

Unfolded standard military mapsheet  
Razor blade, knife or scissors

Test Situation:

(TESTER WILL READ TO TRAINEE)

"You will prepare a map so it can be easily carried and referenced while on an extended patrol. You have 2 minutes.

Performance Measures: (Actions)

	<u>GO</u>	<u>NO GO</u>
A. Folds map in half vertically twice and then unfolds map.	---	---
B. Folds map in half horizontally twice and then unfolds map.	---	---
C. Cuts map horizontally along middle fold to outer vertical folds without tearing map.	---	---
D. Folds map in the middle vertically, keeping the two outer flaps flat and at right angles to center fold.	---	---
E. Folds one cut portion to the right and other cut portion to the left.	---	---
F. Folds map on middle horizontal fold.	---	---
G. Folds map on remaining vertical fold.	---	---
H. Folds map on remaining horizontal fold.	---	---

Test Standard:

Map must be folded so 1/16 of total area is exposed and 1/16 section can be referred to without refolding entire map. Task must be completed in 2 minutes.

2. Improving Vague Task Statements

Terminal

Objective:<sup>1</sup> The student will be able to differentiate between well defined and poorly defined training tasks and will be able to improve poorly defined training tasks.

Enabling

Objectives:<sup>2</sup>

1. Recall the characteristics of a well defined training task.
2. State why poorly stated tasks must be improved.

Ref: FM 21-6, pp. 76-80.

Activities: The instructor will:

1. Describe a well defined training task as one in which there is no doubt about what the individual does.
2. Show the students examples of well defined and poorly defined training tasks.\*
3. Give the students four poorly stated training tasks and direct them to improve these tasks.\*

The student will:

1. Improve the four poorly stated training tasks.
2. Compare his answers with other students and with those prepared by the instructor.

\* See supporting material on page 18.

<sup>1</sup>Terminal objective: The action that the student should be able to perform after completing the lesson.

<sup>2</sup>Enabling objective: The knowledge that the student must acquire in the lesson and which he must use in order to reach the terminal objective. The conditions and standards of performance for these objectives are included in the descriptions of the student and instructor activities.

## Some Information:

In order to train a person to do his job, you first must know the various kinds of things that the person should be able to do on the job. These things that a person should be able to do on the job are known as task statements. "Clean a rifle" is a task statement. So is "Apply a tourniquet to a wounded leg."

A well defined task statement clearly states what a person or a unit must do. It has an explicit action verb and tells what the verb acts on. For example, the task "Stop the bleeding of a wound," tells what the action is (stop) and what is being affected (bleeding).

If the training task had been "Take care of wounded men," you would not know what the soldier must do. It is too vague. The action verb "take care" is fuzzy. There are many ways to take care of wounded men.

Here's another task statement that's a little fuzzy: "Use a map." It's not clear how the map will be used; a better statement might be: "Orient a map." Another vague statement: "Act like a leader." This could be made more explicit: "Keep subordinates well informed."

TASK STATEMENTS

Examples

Poorly Defined:

Use a Map

Be a Leader

Well Defined:

Orient a Map

Keep subordinates well informed

Practice Problems

Prepare a defensive position

Participate in a reconnaissance patrol

Apply first aid

Use a rifle

IMPROVED TASK STATEMENTS

Prepare a defensive position

- Improvement 1 Dig a fox hole
- Improvement 2 Prepare a range card
- Improvement 3 Clear fields of fire

Participate in a reconnaissance patrol

- Improvement 1 Maintain cover and concealment
- Improvement 2 Collect information of intelligence value
- Improvement 3 Pass through friendly outpost

Apply first aid

- Improvement 1 Stop the bleeding
- Improvement 2 Treat for shock
- Improvement 3 Apply a splint to a broken leg

Use a rifle

- Improvement 1 Disassemble and assemble the rifle
- Improvement 2 Clean the rifle
- Improvement 3 Zero the rifle

### 3. Preparing Individual Task Statements

**Terminal**

**Objective:** The student will be able to list five tasks that must be performed by a rifleman and five tasks that must be performed by a rifle squad leader in a specified tactical situation.

**Enabling**

**Objectives:**

1. Locate relevant FMs and other guidance documents to help determine individual tasks.
2. State necessary parts of a task statement: action verb and item acted upon.

**Ref:** FM 21-75

**Activities:** The instructor will:

1. Describe how to use an FM or TM to identify the tasks performed by job incumbents in order to accomplish a mission.
2. Show the students an example of a task performed by a squad leader and an example of a task performed by a rifleman when preparing for a combat patrol.\*
3. Direct the students to compose five additional tasks performed by squad leaders and five additional tasks performed by riflemen when preparing for a combat patrol.\*

The student will:

1. Compose five additional tasks performed by riflemen and five additional tasks performed by squad leaders when preparing for a combat patrol.
2. Compare his answers with other students and with those prepared by the instructor.

\* See supporting material on page 22.

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Some Information:

In the previous lessons, the instructor learned that before he can conduct training he has to know what the person should be able to do on the job...that is get a list of task statements.

If the task statements that he gets are vague, he improves them...makes them more precise or explicit.

If he gets no task statements, his job is to prepare them...to make a list of the things that the person should be able to do on the job. His best sources of information about this are FMs and TMs.

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TASKS PERFORMED BY RIFLEMEN AND SQUAD LEADERS  
WHEN PREPARING FOR A COMBAT PATROL

Rifleman:

Example: Check weapon for serviceability

Additions:

Squad Leader:

Example: Issue warning order to his men

Additions:

TASKS PERFORMED BY RIFLEMEN AND SQUAD LEADERS

Rifleman: Mission: Preparing for a Combat Patrol

Example: Check weapon for serviceability

Additions: Draw ammunition

Camouflage face and hands

Tie down objects which may rattle

Leave behind items which may be of intelligence value to the enemy

Examine maps or aerial photographs

Squad Leader: Mission: Preparing for a Combat Patrol

Example: Issue warning order to his men

Additions: Inspect each man's preparation for the patrol

Examine maps and aerial photographs

Select route to be followed to objective

Develop a plan for attacking the objective

Coordinate with outposts through which the patrol will pass

#### 4. Preparing Performance Tests

**Terminal**

**Objective:** The student will be able to prepare a performance test for a task, to include a list of all soldier actions, important performance conditions, performance standards, necessary equipment and test situation.

**Enabling**

- Objectives:**
1. State purpose of performance tests.
  2. Describe the content and format of performance tests.
  3. Describe the kinds of documents that contain information that must be included on performance tests.
  4. Describe the difficulty of stating meaningful standards for many tasks.

**Ref:** TRADOC Pam 600-11, pp. 5-16

**Activities:** The instructor will:

1. Describe the components of a performance test as including the test conditions, equipment requirements, the situation, the actions the person is supposed to take, and, if not already defined, the standards.
2. Show the students two examples of performance tests and how they have incorporated conditions, situation, actions and standards.\*
3. Give the student a list of tasks (with references) and direct him to prepare a performance test for one task, following the format shown in the examples.\*
4. Compare with each student the test he prepared with the same test as found on pp. 29-38.

\* See supporting materials on pages 26-28.

The student will:

1. Prepare a performance test for the task.
2. Compare his performance with other students and with the performance tests prepared by the instructor.

Some Information:

Once the instructor has a task list for a person--like rifleman in the mission of Preparing for Combat Patrol--he can then prepare a performance test for the tasks on the list. A performance test measures how well a person can perform a given task. A test should contain these elements:

1. The test conditions under which the person must perform.
2. The equipment required to perform the task.
3. The test situation, that is, the instructions that will be given to the person being tested.
4. The actions or performance measures the person must take to perform the task.
5. The standard or level of performance the person should meet.

The best sources of information about conditions, actions, and standards are FMs and TMs.

SAMPLE PERFORMANCE TEST #1: PUTTING A TELEPHONE INTO OPERATION

Test Condition:

Indoors or outdoors. Telephone will be properly stowed.

Necessary Equipment:

Telephone Set TA-1/PT. TL-13A wire pliers. WD-1/TT field wire.

Test Situation:

(TESTER WILL READ TO TRAINEE)

"At this station you must place the Telephone Set, TA-1, into operation and conduct a communication check. You will have 3 minutes.

Performance Measures (Action 1)

	<u>GO</u>	<u>NO GO</u>
A. Open the case and remove the telephone.	—	—
B. Strip approximately 1 inch of insulation from the field wire	—	—
C. Connect the field wire to the binding posts	—	—
D. Turn the buzzer control knob to the LOUD position	—	—
E. Depress the generator level to signal the other station	—	—
F. When the signal is answered by tester, depress the PUSH-TO-TALK switch and talk	—	—

Test Standard:

The trainee must correctly accomplish each step. If any step is omitted or is incorrectly performed, the trainee will be a "NO-GO" on this test. The trainee's sequencing of Performance Measures B, C, and D will not be graded but no step may be omitted. Performance Measures E and F, however, are the final step in the sequence. Task must be completed in 3 minutes.

SAMPLE PERFORMANCE TEST #2: FOLDING A MAP

Test Conditions:

Test will be conducted indoors.

Necessary Equipment:

Unfolded standard military mapsheet  
Razor blade, knife or scissors

Test Situation:

(TESTER WILL READ TO TRAINEE)

"You will prepare a map so it can be easily carried and referenced while on an extended patrol. You have 2 minutes.

Performance Measures: (Actions)

	<u>GO</u>	<u>NO GO</u>
A. Folds map in half vertically twice and then unfolds map.	—	—
B. Folds map in half horizontally twice and then unfolds map.	—	—
C. Cuts map horizontally along middle fold to outer vertical folds without tearing map.	—	—
D. Folds map in the middle vertically, keeping the two outer flaps flat and at right angles to center fold.	—	—
E. Folds one cut portion to the right and other cut portion to the left.	—	—
F. Folds map on middle horizontal fold.	—	—
G. Folds map on remaining vertical fold.	—	—
H. Folds map on remaining horizontal fold.	—	—

Test Standard:

Map must be folded so 1/16 of total area is exposed and 1/16 section can be referred to without refolding entire map. Task must be completed in 2 minutes.

TASKS AND REFERENCES

Demonstrate left-side parachute landing fall	TM 57-220
Determine charge to cut steel I-beam	FM 21-50
Improvise poncho litter	FM 21-11
Fold U.S. Flag	FM 22-5
Give dismounted arm and hand signals*	FM 21-60
Give mounted arm and hand signals*	TM 21-306
Splice field wire with expedient splice	FM 24-20
Tie basic bowline*	FM 21-72
Tie rappel seat*	FM 3-72
Transmit location element of call for fire	FM 6-40

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\*Tasks that can probably be taught in less than 15 minutes.

PERFORMANCE TEST  
DISMOUNTED HAND AND ARM SIGNALS

Test Conditions:

Test may be conducted indoors or outdoors.  
Trainee will give the signals after the situation is presented.

Necessary Equipment:

None.

Test Situation:  
(TESTER WILL READ TO TRAINEE)

"You are a squad leader. Give the appropriate signal for ASSEMBLE, LINE FORMATION, ATTENTION and MOVE OUT."

<u>Performance Measures:</u>	<u>GO</u>	<u>NO GO</u>
A. Give the signal for ASSEMBLE. (At position of attention, raised arm vertically overhead, palm to the front, and waved in large horizontal circles.)	—	—
B. Give signal for LINE FORMATION. (At position of attention, raised both arms to the side until horizontal with arms and hands extended and palms down.)	—	—
C. Give signal for ATTENTION. (At position of attention, extended the arm sideways above horizontal, palm to the front; waved arm to and away from the head several times.)	—	—
D. Give signal for MOVE OUT. (At position of attention, faced the desired direction of movement, extended the arm to the rear with palm up, then swung it overhead and forward until it was horizontal with palm down.)	—	—

ARI TR-77-A12

Book Solution: Lesson 4

PERFORMANCE TEST  
MOUNTED ARM AND HAND SIGNALS

Test Conditions:

Test may be conducted indoors or outdoors. Trainee will give the required signals after each situation is presented.

Necessary Equipment:

None.

Test Situation:  
(TESTER WILL READ TO TRAINEE)

"You are a platoon leader commanding five tanks on the move. Signal your platoon to turn right, open up, and form a wedge formation."

<u>Performance Measures:</u>	<u>GO</u>	<u>NO GO</u>
A. Give signal for RIGHT TURN. (With back to vehicles, extended right arm upward at 45° angle, with index finger extended and rest of right hand in a fist.)	—	—
B. Give signal for OPEN UP. (Facing vehicles, extended both arms vertically with fingers touching and palms to the rear, then lowered arms to horizontal with palms down.)	—	—
C. Give signal for WEDGE FORMATION. (Facing vehicles, held both arms overhead, bent at elbows, with fingers together and palms facing each other.)	—	—

**PERFORMANCE TEST  
SPLICING FIELD WIRE WITH AN EXPEDIENT SPLICE**

Test Conditions:

Test may be conducted indoors or outdoors. Wires will be stripped so that four inches of wire are exposed and the end of each wire is protected by insulation.

Necessary Equipment:

- 1 Pair Pliers, TL-13-A
- 2 Eighteen-inch pieces of field wire stripped for splicing
- 1 Table

Test Situation:  
(TESTER WILL READ TO TRAINEE)

"During this test, you will splice two pieces of wire with an expedient splice. Tie the wires and seize the splice. You have 4 minutes."

	<u>GO</u>	<u>NO GO</u>
<u>Performance Measure 1:</u>		
TYING SQUARE KNOT		
A. Tied wires together with square knot leaving 1/4 inch space between knot and insulation.	—	—
<u>Performance Measure 2:</u>		
SEIZING SPLICE		
A. Removed last 2-inch section from each wire.	—	—
B. Separated steel strands from copper strands.	—	—
C. Cut steel strands flush with ends of insulation.	—	—
D. Crossed left-hand end of copper strands over crest of knot and wrapped strands over bared portion of right-hand conductor until two turns had been made on insulation.	—	—
Overall Elapsed Time		—

Book Solution: Lesson 4

PERFORMANCE TEST  
TYING BOWLINE KNOTS

Test Conditions:

Test will be conducted indoors or outdoors.

Necessary Equipment:

Rope at least 6 feet long.

Test Situation:

(TESTER WILL READ TO TRAINEE)

"Tie a bowline knot."

Performance Measures:

GO

NO  
GO

TYING BASIC BOWLINE

- |  |   |   |
|--|---|---|
| A. Formed loop in standing end.                                      | — | — |
| B. Passed running end up through loop.                               | — | — |
| C. Passed running end around back of standing end.                   | — | — |
| D. Passed running end back through first loop and pulled knot tight. | — | — |
| E. Tied half-hitch inside main loop.                                 | — | — |

PERFORMANCE TEST  
THE SEAT RAPPEL

Test Conditions:

Test can be conducted indoors or outdoors.

Necessary Equipment:

A snaplink and a nylon sling rope

Test Situation:

(TESTER WILL READ TO TRAINEE)

"During this test you will construct a sling rope seat that you could use in rappelling. Your dominant hand is your breaking hand. You have 2 minutes."

Performance Measure:

GO

NO  
GO

THE SEAT RAPPEL

- A. Placed sling rope across his back until center of its length is on the hip opposite to the dominant hand.
- B. Tied an overhand knot in front of the body.
- C. Brought the ends of the rope between the legs (front to rear), around the legs, and over the hips.
- D. Tied rope with a square knot and two half hitches on the side opposite the braking hand.
- E. Placed the snaplink (gate down and opening toward the body) through the single rope around the waist and the two ropes forming the overhead knot.
- F. Rotated snaplink one half turn so that the gate was up and opened away from the body.

—

—

—

—

—

—

—

—

—

—

—

—

Book Solution: Lesson 4

PERFORMANCE TEST  
LOCATION OF TARGET ELEMENT FOR CALL FOR FIRE  
USING SHIFT FROM A KNOWN POINT

Test Conditions:

Test will be conducted indoors. Trainee will be given a statement of the location of a target in relation to a reference point and the azimuth from the observer to the target. Tester will select a situation to present each trainee.

Necessary Equipment:

Narrative descriptions of several target locations

Test Situation:

(TESTER WILL READ TO TRAINEE)

"For this test you are a forward observer for a field artillery battery. You have acquired the following target: (Read situation selected.) Transmit the Location of Target element for a call for fire using shift from a known point. You have 2 minutes to prepare your transmission."

Performance Measure:

GO                      NO  
GO

TRANSMITTING LOCATION OF TARGET ELEMENT FOR A CALL FOR FIRE USING SHIFT FROM A KNOWN POINT

- |   |   |   |
|---|---|---|
| A. Stated known point as "From Registration ____."  | — | — |
| B. Stated observer-target azimuth as "DIRECTION ____."  | — | — |
| C. Stated lateral shift from known point, if any, as "RIGHT/LEFT ____."   | — | — |
| D. Stated range shift from known point, if any, as "ADD/DROP ____."   | — | — |
| E. Stated vertical shift from known point, if any, as "UP/DOWN ____."   | — | — |
| F. Stated parts of element in order: known point, observer-target azimuth, lateral shift (if any), range shift (if any), and vertical shift (if any). | — | — |

PERFORMANCE TEST  
 DEMONSTRATING THE LEFT SIDE PARACHUTE LANDING FALL

Test Conditions:

If test is conducted outdoors, trainee will jump from a two- or four-foot platform into a sand or sawdust landing pit. If test is conducted indoors, trainee will jump from a two-foot platform onto a mat.

Necessary Equipment:

Two-foot or four-foot platform (or chair)  
 Landing pit or mat

Test Situation:

(TESTER WILL READ TO TRAINEE)

"During this test you will demonstrate left side parachute landing fall. Face the front of the platform and jump from the left side."

Performance Measure:

DEMONSTRATING THE LEFT SIDE PARACHUTE LANDING FALL	<u>GO</u>	<u>NO GO</u>
A. Landed on balls of feet with knees bent slightly and feet together.	—	—
B. Upon contact with mat: Lowered chin to chest. Brought hands up in front of head with elbows in front of chest. Bent and twisted torso sharply to the right, forcing body into an arc.	— — —	— — —
C. Rolled in the direction of drift (left) without hesitating on balls of feet.	—	—
D. Touched left calf, left thigh, left buttock, and fleshy muscles in the left side of the back to mat in sequence.	—	—
E. Brought feet around to right into line of drift.	—	—
F. Maintained tension in neck throughout fall.	—	—

PERFORMANCE TEST  
DETERMINE STEEL CUTTING CHARGES

Test Conditions:

Test will be conducted indoors. Tester will provide trainee with an I-beam silhouette and demolition table.

Necessary Equipment:

- Demolition Card Extract
- I-Beam Silhouette cut from cardboard
- Ruler

Test Situation:  
(TESTER WILL READ TO TRAINEE)

"You are a platoon leader with the mission of destroying a bridge to prevent its access to the enemy. The support girders of the bridge are constructed of the type I-beam you have in front of you. Determine the charge to sever the I-beam. You have 2 minutes."

Performance Measure:

- A. Measured width and thickness of I-beam flange with the ruler.
- B. Entered demolition table at width and thickness (for flange) columns and located charge at intersection of columns.
- C. Measured width and thickness of the web with the ruler.
- D. Entered demolition table at width and thickness (for web) columns and located charge at intersection of columns.
- E. Doubled the flange charge.
- F. Added the flange and web charges.
- G. Rounded the charge to the highest whole number.
- H. Gave the final charge in pounds.

GO

NO  
GO

—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—
—	—

Test Standard:

All measures must be correctly accomplished. Measures A thru F are not sequential.

PERFORMANCE TEST  
IMPROVISE PONCHO LITTER

Test Conditions:

No simulated conditions are necessary

Necessary Equipment:

Poncho (or blanket)  
Two poles - six to eight feet in length

Test Situation:  
(TESTER WILL READ TO TRAINEE)

"Make a poncho (blanket) litter."

Performance Measures:

	<u>GO</u>	<u>NO GO</u>
A. Open the poncho and lay one pole across the center of the poncho and fold poncho over pole to lay half on half.	—	—
B. Place the second pole parallel to the first and across the new center region of the folded poncho.	—	—
C. Fold the open edges of the poncho over the second pole, half on half.	—	—

Test Standard:

The litter must support the weight of a soldier when picked up.

NOTE: The soldier shall not fail if he places poles along opposite edges of the poncho and rolls them inward with the poncho.

ARI TR-77-A12

Book Solution: Lesson 4

PERFORMANCE TEST  
FOLDING THE UNITED STATES FLAG

Test Conditions:

Test may be conducted indoors or outdoors. Assistant will hold the flag at the blue field edge and help fold as the trainee requests.

Necessary Equipment:

1 United States flag

Test Situation:  
(TESTER WILL READ TO TRAINEE)

"At this station you will fold the United States flag. The assistant will help you with the folding as you request. You have 3 minutes."

Performance Measure:

FOLDING THE UNITED STATES FLAG

- |   | <u>GO</u> | <u>NO<br/>GO</u> |
|---|-----------|------------------|
| A. Folded lower striped section over blue field.<br>(1st lengthwise fold)   | ---       | ---              |
| B. Folded the folded edge over to meet the open edge.<br>(2nd lengthwise fold)  | ---       | ---              |
| C. Started triangular fold by bringing striped corner<br>of the folded edge to the open edge.                               | ---       | ---              |
| D. Repeated folds until entire length of flag was<br>folded into a triangle with only the blue field<br>and margin showing. | ---       | ---              |
| E. Tucked margin into the pocket formed by folds at<br>blue field edge of flag.   | ---       | ---              |

Elapsed Time \_\_\_\_\_

5. Administering A Performance Test

Terminal

Objective: The student will be able to administer a performance test, to include the assembling of needed test equipment.

Enabling

Objectives: 1. Recall the critical steps in administering a performance test.  
2. Recall his responsibility for obtaining needed test equipment.

Ref: TRADOC Pam 600-11, pps. 16-20 and 26-27

Activities: The instructor will:

1. Describe the proper procedure for administering a performance test.
2. Remind the student that it is his responsibility to assemble equipment needed to administer a performance test.
3. Distribute the Checklist for Testers to the students and show them how to use the Checklist as a guide when rating a person who is administering a performance test.\*
4. Direct the student to administer one of the performance tests from Lesson 4.
5. Critique the student after the student has completed administering the performance test.

The student will:

1. Assemble equipment needed to administer a performance test.
2. Administer his performance test to another student.
3. Be tested by another student.
4. Observe other students administer a performance test and assist in the critique of the test administrator's performance.

\* See supporting materials on page 42.

Some Information:

1. For a test to be a good measuring instrument, it must be reliably administered.
2. Reliable test administration depends on the instructor. He must see that the testing conditions are met, see that no step is omitted, see that each step is performed correctly, and see that the time limit (if any) is met.
3. Reliable test administration also means that the instructor must be sure that everything is the same for each student he tests.
4. To give a test properly, the instructor must:
  - a. Be sure the equipment and materials are set up or arranged as specified in the test and are in the required testing location.
  - b. Always read the instructions to each student in the same way and in the same tone of voice. Be sure each student understands the instructions.
  - c. Be sure that his demeanor--posture, facial expression, and attitude--is the same for each student.
  - d. Score each student on all items in the test. He must not assume that a student who does a few steps right can do all steps right.
  - e. Not give any student the benefit of a doubt. He must not assume that a student who leaves out a step during the test will remember it on the job.
  - f. Not correct the student if he makes an error during the test. Also, he must not tell him when he does something right.

- g. Explain what the student did wrong and how to do it right if he scores "NO-GO" on the test.
- h. Follow procedures prescribed for his unit for giving remedial training to "NO-GO" students.

## CHECKLIST FOR TESTERS

CHECKPOINTS	GO	NO GO	N/A	COMMENTS
1. Read instructions clearly and slowly to students to be tested.				
2. Observed complete performance of students being tested.				
3. Avoided correcting errors of students being tested until test was finished.				
4. Arranged testing conditions so students could not copy each other.				
5. Explained error for each "NO GO" Item.				
6. If any student received a "NO GO" assigned him to an assistant or peer instructor for remedial training				

## 6. Preparing A Lesson Outline

### Terminal

Objective: The student will be able to prepare a lesson outline to be used as a guide for the conduct of performance-oriented training.

### Enabling

Objectives: 1. Recall purpose of a lesson outline.  
2. Recall main content of a lesson outline.

Ref: FM 21-6, pp. 111-114

Activities: The instructor will:

1. Distribute a Performance Test and a completed Performance-Oriented Lesson Outline (POLO) to students.\*
2. Describe a POLO as a way to indicate any special instructions that may be required in order to conduct a class.
3. Describe each POLO category and how it has been filled out.
4. Distribute a performance test and a blank POLO to each student.\*
5. Direct the students to complete the blank POLO by incorporating into it information from the performance test.
6. Critique the student's completed POLO.

The student will:

1. Complete the POLO.
2. Compare his answers with other students and with those of the instructor.

\* See supporting materials on pages 45-48.

Some Information:

In order to conduct a class, the instructor should have two documents: (a) the performance test and (b) a performance oriented lesson outline. The outline covers key administrative points not found on the test and reminds the instructor about the three steps in the conduct phase of a performance oriented class.

The content and format of performance tests were covered in the previous lesson. The only thing added here is that the instructor should use the test as a guide when he conducts training. He should not be afraid to "teach the test."

The content and format of a performance oriented lesson outline is different from a conventional lesson plan. Examples of performance oriented lesson outlines are shown on the following pages. Note the following items on the performance oriented lesson outline:

Source of Test means where the performance test is located...a certain page in an FM or TM, or a special document attached to the lesson outline.

Administrative Requirements generally should be filled out because they depend on the particular situation the instructor has to deal with...the number of students he will have, the number of instructors available, etc.

Conduct of Class should be filled out only if there are special things to remember that are not found on the performance test...For example, the instructor would include here such things as safety requirements and how the students will be organized for training...as individuals, in groups of two or three, etc.

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PERFORMANCE TEST  
IMPROVISE PONCHO LITTER

Test Conditions:

No simulated conditions are necessary

Necessary Equipment:

Poncho (or blanket)  
Two poles - six to eight feet in length

Test Situation:

(TESTER WILL READ TO TRAINEE)

"Make a poncho (blanket) litter."

Performance Measures:

- |  | <u>GO</u> | <u>NO<br/>GO</u> |
|--|-----------|------------------|
| A. Open the poncho and lay one pole across the center of the poncho and fold poncho over pole to lay half on half. | —         | —                |
| B. Place the second pole parallel to the first and across the new center region of the folded poncho.              | —         | —                |
| C. Fold the open edges of the poncho over the second pole, half on half.   | —         | —                |

Test Standard:

The litter must support the weight of a soldier when picked up.

NOTE: The soldier shall not fail if he places poles along opposite edges of the poncho and rolls them inward with the poncho.

Performance Oriented Lesson Outline (SAMPLE)

Subject Improvise a poncho litter

Source of Test Attached

A. Administrative requirements

- 1. Reference: FM 21-11
- 2. Personnel 1 instructor per 30 students
- 3. Equipment 1 poncho or blanket, 2 7-foot poles per 3 students
- 4. Facilities Indoors or outdoors
- 5. Time \_\_\_\_\_

B. Conduct of class

- 1. Introduction: **KEEP IT SHORT**
  - a. Knowledge or skill to be taught  
How to construct a litter using 2 poles and a poncho or blanket
  - b. Reason for learning the knowledge or skill  
To transport a casualty
- 2. Explain/demon/talk-through: **SLOWLY, STEP BY STEP. USE TEST AS GUIDE**  
Divide students into groups of 3. Have one student act as casualty to try-out litter.
- 3. Independent practice. **BE SURE TO SUPERVISE**  
Make sure that every student practices making the litter
- 4. Performance test. **CHECK-OUT EACH STUDENT**  
\_\_\_\_\_  
\_\_\_\_\_
- 5. Follow-up. **RECORD, REPORT, REMEDIAL TRAINING IF REQUIRED**  
\_\_\_\_\_  
\_\_\_\_\_

PERFORMANCE TEST  
TOWING A VEHICLE WHICH HAS A DEFECTIVE FUEL PUMP

Test Conditions:

Test will be conducted outdoors on level terrain.

Equipment Requirements:

2 1/4-ton trucks  
10 feet of towing cable

Test Situation:

(TESTER WILL READ TO TRAINEE)

"At this station you are required to use that (point out) 1/4-ton truck to tow that (point out) 1/4-ton truck. Assume that the disabled 1/4-ton truck has a defective fuel pump. You can use the towing cable. After you have completed the hook-up, tow the disabled vehicle from here (point out) to there (point out)."

Performance Measures:

	<u>GO</u>	<u>NO GO</u>
A. Backs up functioning vehicle to disabled vehicle.	—	—
B. Attaches towing cable to pintle of towing vehicle and to lifting shackles on front bumper of disabled vehicle.	—	—
C. Disengaged front wheel drive on disabled vehicle.	—	—
D. Puts disabled vehicle into neutral gear.	—	—
E. Tows vehicle required distance.	—	—
F. Stops vehicle without having the two vehicles collide.	—	—

Performance Oriented Lesson Outline

Subject \_\_\_\_\_

Source of test \_\_\_\_\_

A. Administrative requirements

- 1. Reference: \_\_\_\_\_
- 2. Personnel \_\_\_\_\_
- 3. Equipment \_\_\_\_\_
- 4. Facilities \_\_\_\_\_
- 5. Time \_\_\_\_\_

B. Conduct of class

1. Introduction: KEEP IT SHORT

a. Knowledge or skill to be taught

\_\_\_\_\_

b. Reason for learning the knowledge or skill

\_\_\_\_\_

2. Explain/demon/talk-through: SLOWLY, STEP BY STEP. USE TEST AS GUIDE

\_\_\_\_\_

\_\_\_\_\_

3. Independent practice. BE SURE TO SUPERVISE AND GIVE FEEDBACK

\_\_\_\_\_

\_\_\_\_\_

4. Performance test. CHECK-OUT EACH STUDENT

\_\_\_\_\_

\_\_\_\_\_

5. Follow-up. RECORD, REPORT, REMEDIAL TRAINING IF REQUIRED

\_\_\_\_\_

\_\_\_\_\_

Performance Oriented Lesson Outline (Solution)

Subject Tow a vehicle which has a defective fuel pump.

Source of Test Attached

A. Administrative requirements

1. Reference: TM 9-2320-218-10
2. Personnel 1 instructor per 5 students
3. Equipment 2 1/4-ton trucks, 1 towing cable, per 5 students
4. Facilities Level, hard surface area
5. Time \_\_\_\_\_

B. Conduct of class

1. Introduction: KEEP IT SHORT
  - a. Knowledge or skill to be taught  
How to use a 1/4-ton truck to tow another 1/4-ton truck
  - b. Reason for learning the knowledge or skill  
To take disabled truck to a repair facility
2. Explain/demon/talk-through: SLOWLY, STEP BY STEP. USE TEST AS GUIDE  
Note: The towing technique used depends on the reason the  
vehicle is disabled. See pages 2-81 of above TM.
3. Independent practice. BE SURE TO SUPERVISE  
Make sure students observe safety rules.  
\_\_\_\_\_  
\_\_\_\_\_
4. Performance test. CHECK-OUT EACH STUDENT  
\_\_\_\_\_  
\_\_\_\_\_
5. Follow-up. RECORD, REPORT, REMEDIAL TRAINING IF REQUIRED  
\_\_\_\_\_  
\_\_\_\_\_

7. Conducting a Class Using the Performance-Oriented Training System

Terminal

Objective: The student will be able to conduct a class using the performance-oriented training system, to include a rehearsal of the instruction and the obtaining of needed training equipment.

Enabling

Objectives: 1. Recall the principles and phases of performance training. (See Lesson 1)  
2. Recall content of lesson outline. (See Lesson 6)

Ref: TRADOC Pam 600-11, pp. 21-27

Activities: The instructor will:

1. Review the basic principles and phases of performance-oriented training.
2. Direct the students to prepare to teach the task covered in the performance test which they prepared earlier in the course...to include preparing Lesson Outline, securing equipment, and conducting a rehearsal.
3. Give each student a copy of the Checklist which will be used as a guide during the critique of the student's performance.\*
4. Allow the students 24 hours in which to prepare for the class.
5. Critique the student on his performance as an instructor.

The student will:

1. Prepare for the class as described in #2 above.
2. Teach the class for which he prepared.
3. Be taught by another student.
4. Observe other students teach a class and assist in the critique of the student-instructor's performance.

\* See supporting materials on pages 52-54.

Some Information:

One of your duties as a trainer will be to conduct performance-oriented instruction. The most effective way for you to learn how to conduct performance training is to "learn by doing." This lesson is designed to provide you practice in conducting performance training.

## CHECKLIST FOR INSTRUCTORS

CHECKPOINTS	GO	NO GO	N/A	COMMENTS
<u>Demonstration</u>				
1. Told students the training objective.				
2. Gave a reason for learning the skill.				
3. Demonstrated from students' viewpoint.				
4. Demonstrated in location that allowed students to see well.				
5. Demonstrated each step in the task.				
6. Gave all information necessary for performance of each step.				
7. Required students to perform each step immediately after showing and explaining it.				
8. Emphasized critical (key) points.				
9. Avoided giving unnecessary information.				
10. Paced demonstration in accord with the students' learning ability.				
<u>Individual Practice</u>				
1. Told students when they were ready for skill practice.				

CHECKPOINTS	GO	NO GO	N/A	COMMENTS
2. Prevented students from making errors.				
3. <u>Told</u> students what to do when they needed that kind of help.				
4. <u>Showed</u> students what to do when they needed that kind of help.				
5. Prompted students when necessary by asking questions, "How do you do (such and such)?" "What must you do now?" or the like.				
6. Asked students "smoke-out" questions to be sure they understood critical (key) points, "Why do you do that?" "What would happen if ..." or the like.				
7. Avoided giving students unnecessary help.				
<u>Performance Test</u>				
1. Read instructions clearly and slowly to students to be tested.				
2. Observed complete performance of students being tested.				
3. Avoided correcting errors of students being tested until test was finished.				

CHECKPOINTS	GO	NO GO	N/A	COMMENTS
4. Arranged testing conditions so students could not copy each other.				
5. Explained error for each "NO GO" item.				
6. If any student received a "NO GO," assigned him to an assistant or peer instructor for remedial training.				
<u>General</u>				
1. Spoke so students could hear well.				
2. Used understandable words.				
3. Encouraged student questions.				
4. Always answered relevant questions.				
5. Always deferred irrelevant questions.				
6. Was patient with students.				
7. Reinforced correct student performance by saying "Good," "That's right," "Fine," or the like.				
8. Avoided giving students unnecessary help.				

8. Identifying Training Needs from Performance Test Results

Terminal

Objective: The student will be able to review performance test results and identify which personnel need what kinds of training or testing.

Ref: TRADOC Pam 600-11, pp. 27-31.

Activities: The instructor will:

1. Distribute to students Report of Performance Test Results I and show them how to read the information provided.\*
2. Direct the students to indicate which men need what additional training, which men can be used as peer instructors for what subjects, and which need to be tested.

The student will:

1. Examine Report of Performance Test Results I and answer the questions asked by the instructor.

Some Information:

After you or someone else administers a performance test, a report of the results of this test must be prepared and made available to trainers and training managers. This report should state clearly which men passed a given test and which men failed it. You should then be able to tell your superior which men in your unit need what kind of training.

\* See supporting materials on page 56.

Report of Performance Test Results I

A-4-2  
1st Squad, 2d Platoon

	<u>Map Reading Test Results</u>						Total GOs
	<u>SLD</u>	<u>CLD</u>	<u>CoL</u>	<u>GrC</u>	<u>MaS</u>	<u>OrM</u>	
Anderson, John. . . . .	X	X	X	X	X	X	6
Black, David . . . . .	X	X	/	/	X	/	3
Carter, Bruce . . . . .	X	/	/	/		/	1
Douglas, Andrew . . . . .	X	/	/	/	X	X	3
Estes, Charles. . . . .	X	/	X	/	X	/	3
Frank, Harold . . . . .	X	/	X	/	X	/	3
Green, Louis. . . . .	X	X	X	X	X	/	5
Harper, Marc. . . . .	X	X		/	/	/	2
Ivory, Walter . . . . .	X	/	X	X	X	/	4
Total GOs	9	4	5	3	7	2	30

Key:

- SLD=Straight Line Distance
- CLD=Curved Line Distance
- CoL=Contour Lines
- GrC=Grid Coordinates
- MaS=Map Symbols
- OrM=Orienting Map

- |   |
|---|
| X |
| / |
|   |

 = Go
- |   |
|---|
| / |
|   |
|   |

 = No Go
- |  |
|--|
|  |
|  |
|  |

 = Not tested

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REPORT OF PERFORMANCE TEST RESULTS I

Anderson, John

No training in map reading required.

Black, David

Needs training in Contour Lines, Grid Coordinates, and Orienting a Map

Carter, Bruce

Needs training in Curved Line Distance, Contour Lines, Grid Coordinates, and Orienting a Map

Needs to be tested on Map Symbols

Douglas, Andrew

Needs training in Curved Line Distance, Contour Lines, and Grid Coordinates.

Estes, Charles

Needs training in Curved Line Distance, Grid Coordinates, and Orienting a Map.

Frank, Harold

Needs training in Curved Line Distance, Grid Coordinates, and Orienting a Map.

Green, Louis

Needs training in Orienting a Map.

Harper, Marc

Needs training in Grid Coordinates, Map Symbols, and Orienting a Map.

Needs to be tested on Contour Lines

Ivory, Walter

Needs training in Curved Line Distance and Orienting a Map

9. Sequencing Tasks for Instruction

Terminal

Objective: The student will be able to arrange tasks in a sequence that will facilitate learning.

Enabling

Objectives: 1. Recall importance of sequencing.  
2. Describe alternative ways to sequence tasks.

Ref: TRADOC Pam 600-11, page 37 (Functional Context)

Activities: The instructor will:

1. Describe three ways in which training can be sequenced and give an example of each: easy to difficult sequence, job performance<sup>1</sup> sequence, and sequence unimportant.\*
2. Give the students three sets of related tasks and direct the students to arrange each set into an effective sequence and indicate which sequencing method they are using.\*

The student will:

1. Arrange each of the three sets of related tasks into an effective sequence and indicate which sequencing method they are using.
2. Compare his answers with other students and with those prepared by the instructor.

<sup>1</sup>Task X must be done before Task Y can be done, and Task Y must be done before Task Z can be done.

\* See supporting materials on pages 61-62.

Some Information:

Normally you have a number of tasks that must be taught. Your problem then is to decide the sequence in which the training will take place. Sequence is important because a good sequence can result in rapid learning while a poor sequence results in wasted time.

There are three main ways in which to sequence training: job performance, easy to difficult, and sequence unimportant.

In the job performance system, the nature of the job determines the sequence that should be used. For example, before you can effectively clean a rifle, you should disassemble it into its component parts. Therefore, instruction in disassembly should precede instruction on care and cleaning.

In the easy to difficult system, you teach the easiest of two or more related tasks first and the most difficult task last. The person learns the procedure on the easy task and then adapts it to the more difficult task. For example, it is easier to read four digit grid coordinates than it is to read six digit grid coordinates. Therefore, teach students how to read four digit grid coordinates before you teach them how to read six digit grid coordinates or eight digit coordinates.

In some cases, tasks are related but one does not depend upon the other and they are equally difficult. When this is true, the sequence is unimportant. For example, it makes little difference what is taught first and what is taught last when it comes to "checking air pressure in tires," "checking water level in a battery," or "checking the windshield wipers."

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There is one more important point to sequencing. Teach facts such as nomenclature, the location of parts, etc., when the student will be able to use or apply the information, not before. For example, tell the student the names and locations of the parts under the hood of his vehicle when he must do something with these parts...inspect them, clean them, repair them, or replace them...not before.

SEQUENCING OF TASKS

Examples:

Easy to difficult sequence:

Read 4 digit grid coordinates  
Read 6 digit grid coordinates  
Read 8 digit grid coordinates

Job performance sequence:

Disassemble machine gun  
Clean machine gun  
Assemble machine gun

Sequence unimportant:

Check water level in battery of vehicle  
Check headlights on vehicle  
Check oil level in vehicle

PRACTICE SEQUENCE PROBLEMS

Set #1: Land Navigation

Navigate across wooded country in daylight with aid of a compass

Navigate across open country in daylight with aid of a compass

Navigate across open country at night with aid of a compass

Set #2: First Aid

Treat for shock

Protect the wound

Stop the bleeding

Set #3: Map Reading

Measure the distance between two points on a map.

Measure elevation and slope by interpreting countour lines.

State the condition of a road by "reading" its map symbol.

SEQUENCE OF TASKS FOR TRAINING

Set #1 Land Navigation (Easy to difficult sequence)

Navigate across open country in daylight with aid of a compass  
Navigate across wooded country in daylight with aid of a compass  
Navigate across open country at night with aid of a compass

Set #2 First Aid (Job performance sequence)

Stop bleeding  
Protect the wound  
Treat for shock

Set #3 Map Reading (Sequence unimportant)

Measure the distance between two points on a map  
Measure elevation and slope by interpreting contour lines  
State the condition of a road by "reading" its map symbol

10. Keeping a Record of Performance Test Results

Terminal

Objective: The student will be able to keep a detailed record of performance test results, to include making a report to his superior on the results.

Enabling

Objective: 1. Recall the value of maintaining records of test results.

Ref: TRADOC Pam 600-11, pp. 30-31

Activities: The instructor will:

1. Explain the reason for keeping a detailed record of performance test results.
2. Distribute Informal Performance Test Results.\*
3. Direct students to prepare a Formal Performance Test Results report.
4. Explain to the students that the form provided in TRADOC Pam 600-11, page 31, can be used. If they have a better system, they should use it.

The student will:

1. Prepare a sample record of test results.
2. Compare his record with other students.

Some Information:

To be sure that each man has been checked out on his required skills, it is necessary to keep a record of all performance test results. This record will help you keep track of the progress of each soldier and also tell you who has or has not been tested. As more and more men are tested, you will not be able to keep the results in your head. That's why you must keep a written record.

\* See supporting materials on page 65.

INFORMAL PERFORMANCE TEST RESULTS

Ralph Jordan

Passed: chest wound, belly wound, head wound  
Failed: artificial resuscitation, splinting leg

Morris Bell

Passed: belly wound, chest wound, splinting leg, head wound  
Failed: artificial resuscitation

Paul Taylor

Passed: artificial resuscitation, head wound, splinting leg, belly wound  
Failed: chest wound

Donald Shiffer

Passed: belly wound, splinting leg  
Failed: artificial resuscitation, head wound  
Not Tested: chest wound

Sam Wilkins

Passed: artificial resuscitation, splinting leg  
Failed: chest wound  
Not Tested: belly wound, head wound

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Book Solution: Lesson 10

FORMAL PERFORMANCE TEST RESULTS

	AR	BW	CW	HW	SL
Bell, Morris	/	X	X	X	X
Jordan, Ralph	/	X	X	X	/
Shiffer, Donald	/	X		/	X
Taylor, Paul	X	X	/	X	X
Wilkins, Sam	X		/		X

AR = Artificial Resuscitation  
BW = Belly Wound  
CW = Chest Wound  
HW = Head Wound  
SL = Splinting Leg

X = GO  
/ = NO GO  
Blank = Not tested

11. Evaluating Training Program Effectiveness

Terminal

Objective: The student will be able to determine how training deficiencies can affect test results, how to detect which deficiencies are present, and how to take corrective action.

Enabling

Objective: 1. Describe the factors that may produce a high GO rate, low GO rate, or a waste of resources.

Ref: FM 21-6, pages 93-97

Activities: The instructor will:

1. Give each student a blank copy of Possible Deficiencies in a Performance-Oriented Training Program.\*
2. Explain the meaning of the listed deficiencies and the three possible outcomes.
3. Direct the students to indicate which deficiencies may account for three possible outcomes.
4. After the student completes the above task, critique his performance.
5. Discuss how the instructor can determine which deficiency is responsible for the outcome...firsthand observation of training or testing is the best approach.
6. Discuss what actions the instructor can take to correct each deficiency.

The student will:

1. Indicate with one or more Xs which deficiencies may account for one of three possible outcomes.
2. Participate in the discussion as to how the instructor can determine which deficiency was responsible for the outcome.
3. Participate in the discussion as to the actions the instructor can take to correct the deficiencies.

\* See supporting materials on pages 69-70.

Some Information:

An instructor is interested in knowing how his boss will judge the effectiveness of the training program. As you can guess, what he wants to see is a high GO rate on the performance tests and he wants to see this accomplished with no more resources than are actually needed. He does not want to see a high NO GO rate, a false high GO rate, or resources wasted. What's a false high GO rate? It's a rate that looks good, but is really an illusion...a myth.

Many things can result in a high NO GO rate, a false high GO rate, or wasted resources. For example, teaching soldiers what they already know will give a false high GO rate. It's also a waste of valuable resources. Using less equipment than is actually needed to conduct a class will give a high NO GO rate because the students won't get the hands-on practice that they need.

Since many deficiencies can give you the same outcome, the problem is to decide which deficiency is responsible for the poor outcome. There is only one way to find out. Go out and look. Observe classes being taught and tests being administered.

And what should the instructor do once he finds out the cause of the poor outcome? Take corrective action. If he can do it himself, he should do it. If he can't, he should explain the situation to his supervisor, and ask him to take corrective action.

Possible Outcome

Possible deficiencies in a performance oriented training program	High No Go Rate	False High Go Rate	Waste
1. Men are given training on skills they already have. . . . .			
2. Less equipment and instructors are used than are needed . .			
3. More equipment and instructors are used than are needed . .			
4. Tasks, conditions, and standards covered in training differ from the tasks, conditions and standards used in testing. .			
5. Inadequate records are kept of student progress . . . . .			
6. Instructors don't know the skill or are poor teachers . . .			
7. Testers don't know the skill or are poor testers. . . . .			
8. The explanation/demonstration/talk-through phase is omitted or is too short . . . . .			
9. The explanation/demonstration/talk-through phase is poorly conducted. . . . .			
10. The explanation/demonstration/talk-through phase is too long			
11. "Nice to know" material is covered in the explanation/demonstration/talk-through phase . . . . .			
12. Students cannot hear the explanation or see the demonstration. . . . .			
13. The independent practice phase is omitted or is too short .			
14. The independent practice phase is poorly supervised . . . .			
15. The independent practice phase is too long. . . . .			
16. The instructor fails to correct students who make mistakes during the talk-through or independent practice . . . . .			
17. Students waiting to be tested can see and hear students who are being tested. . . . .			
18. The tester gives students extra help when testing them. . .			

Possible Outcome

Possible deficiencies in a performance oriented training program. (SOLUTION)	Possible Outcome		
	High No Go Rate	False High Go Rate	Waste
1. Men are given training on skills they already have. . . . .		x	x
2. Less equipment and instructors are used than are needed . .	x		
3. More equipment and instructors are used than are needed . .			x
4. Tasks, conditions, and standards covered in training differ from the tasks, conditions and standards used in testing. .	x		
5. Inadequate records are kept of student progress . . . . .			x
6. Instructors don't know the skill or are poor teachers . . .	x		x
7. Testers don't know the skill or are poor testers. . . . .	x	x	x
8. The explanation/demonstration/talk-through phase is omitted or is too short . . . . .	x		x
9. The explanation/demonstration/talk-through phase is poorly conducted. . . . .	x		x
10. The explanation/demonstration/talk-through phase is too long. . . . .			x
11. "Nice to know" material is covered in the explanation/demonstration/talk-through phase . . . . .			x
12. Students cannot hear the explanation or see the demonstration. . . . .	x		
13. The independent practice phase is omitted or is too short .	x		
14. The independent practice phase is poorly supervised . . . .	x		
15. The independent practice phase is too long. . . . .			x
16. The instructor fails to correct students who make mistakes during the talk-through or independent practice . . . . .	x		
17. Students waiting to be tested can see and hear students who are being tested . . . . .		x	
18. The tester gives students extra help when testing them. . .		x	