

Appendix B-3. Cadet Portfolio and Interview Guide

The JROTC Program for Accreditation Standard 3: Teaching and Assessing of Learning notes *the institution's curriculum, instructional design, and assessment practices guide ensure teacher effectiveness and student learning*. Cadet portfolios and interviews help provide evidence of teaching and learning occurring within the program.

The Cadet Portfolio (electronic/digital or hard copy) is one of the most authentic forms of assessment within the JROTC program. JROTC Cadets create a portfolio containing an organized collection of work based on accomplishments, personality, goals and aspirations. The portfolio should provide insight and information on the Cadet's personal achievements and growth over time, specifically targeting the five program outcomes of the JROTC curriculum. Instructors will ensure all Cadets and participating students have a portfolio and will periodically discuss evidence of growth and improvement demonstrated in the portfolio. Instructors can require additional assignments in the portfolios to address areas of concern of their school and the individual needs of the Cadet. In addition to the criteria listed below, Cadets are encouraged to include any other artifacts related to their accomplishments, personality, goals and aspirations. All Cadets will maintain a Cadet Portfolio for the duration they are enrolled in a JROTC program. Instructors should provide a copy of **Appendix C-3: Cadet Portfolio Checklist** to Cadets prior to the JPA visit.

Scoring: Brigade and DAI staffs will use the Cadet Portfolio and Interview Guide to review portfolios during JPA visits. To review a good sampling of portfolios, it's recommended to randomly select 10—three LET 1, three LET 2, two LET 3, and two LET 4. Consider using the guiding questions or your own questions to keep the dialogue focused on what the Cadet has learned and how they applied it.

Each criterion is worth two points, unless noted otherwise. Each portfolio accounts for 20 points. Average the scores and provide one score on the JPA School Visit Point Summary Scoring Worksheet. Make as many copies of the Cadet Portfolio and Interview Guide as needed to score each of them appropriately.

LET 1 Cadet Portfolio and Interview Guide		
Program Outcomes	Criteria	Points
Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce	Completed Self-Awareness Matrix (U1C2L2). <i>Tell me how you applied your Winning Colors® to one of the situations in your Self-Awareness Matrix.</i>	1 point for artifact & 1 point for answer
	Written summary about how Winning Colors® behavior clusters can be used to guide problem-solving or goal achievement (U1C2L3). <i>How can being aware of your teammates' behavior preferences help your team meet goals or solve problems?</i>	
	Written summary about using conflict resolution techniques in a real or hypothetical conflict (U1C4L3). <i>How can conflict resolution techniques help you resolve conflicts?</i>	
Value the role of the military and other service organizations	Completed scoring guide from the Stationary Movements and Marching Techniques Performance Assessment Task (PAT) (U1C3L2). <i>Tell me how you helped a teammate improve their stationary movements or marching techniques.</i>	
Graduate prepared to succeed in post-secondary options and career pathways	Journal entries of applying study skill strategies during a 2-3-week period (U1C2L6). <i>What is one strength and weakness of your study skills?</i>	
Make decisions that promote positive social, emotional, and physical health	Completed Success Profiler Personal Skills Map with a written Personal Growth Plan (U1C2L8). <i>Show me your Personal Growth Plan skills you want to improve.</i>	

Table B-3-1. Cadet Portfolio Criteria

Make decisions that promote positive social, emotional, and physical health (cont'd)	Written anger management action plan using the SMART process (U1C4L2). <i>What measurable steps are you taking to practice healthy anger management behaviors?</i>	
	A plan using the SMART process to set personal goals for Cadet Challenge (U1C5L2). <i>What measurable steps are you taking to achieve your goals in Cadet Challenge?</i>	
Engage in civic and social concerns in the community, government, and society	Completed Dining Out or Cadet Ball packet, including all protocols and arrangements (U1C1L4). <i>Why are social etiquette and manners important?</i>	
	Completed plan for a service learning project (U1C6L2). <i>What is the difference between community service and service learning?</i>	

Table B-3-1. Cadet Portfolio Criteria, Cont'd

LET 2 Cadet Portfolio and Interview Guide		
Program Outcomes	Criteria	Points
Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce	Written reflection describing your leadership attributes (U2C1L2). <i>Tell me about the strengths and weaknesses of your leadership attributes.</i>	1 point for artifact & 1 point for answer
	Completed LET 2 Personal Skills Map (U2C2L5). <i>What changes have occurred in your skills since LET 1?</i>	
	Essay from any course (U2C2L2). <i>What is the hardest part in trying to become a better writer?</i>	
Value the role of the military and other service organizations	Written description of your response to the drill scenario in U2C3L2. (U2C3L2) <i>What are some of the characteristics and responsibilities of a good drill leader?</i>	
Graduate prepared to succeed in post-secondary options and career pathways	Self-written speech (U2C2L3). <i>What are some of the different types of speeches?</i>	
	Completed Career Exploration Strategy and Timeline (U2C2L4). <i>What's the difference between a job and a career?</i>	
Make decisions that promote positive social, emotional, and physical health	One completed First Aid help card for treating a common injury (U2C4L2). <i>How do you know if a cut needs medical attention?</i>	
	Cadet Challenge results for LET 2 (Global Resources). <i>What measurable steps are you taking to continually improve your Cadet Challenge scores?</i>	

Table B-3-1. Cadet Portfolio Criteria, Cont'd

Engage in civic and social concerns in the community, government, and society	Written summary describing the actions you take to prevent or stop bullying or cyberbullying (U2C5L1). <i>What are the three types of bullying?</i>	
	Written summary of your current personal health habits and a plan to improve health habits (U2C6L1). <i>What do you do to promote healthy habits?</i>	

Table B-3-1. Cadet Portfolio Criteria, Cont'd

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LET 3 Cadet Portfolio and Interview Guide		
Program Outcomes	Criteria	Points
Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce	Written self-improvement plan for improving leadership and management skills (U3C1L5). <i>What are your strengths and weaknesses in leadership and management?</i>	1 point for artifact & 1 point for answer
	Written reflection about an ethical dilemma (U3C1L6). <i>What is an ethical dilemma?</i>	
	Written reflection about your plan to improve supervisory skills (U3C1L7). <i>Tell me about a time you supervised an activity at school, work, home, church, or in the community.</i>	
Value the role of the military and other service organizations	Written summary about the duties and responsibilities of a platoon leadership position (U3C3L1). <i>How do the platoon leader and platoon sergeant facilitate teamwork in your platoon?</i>	
Graduate prepared to succeed in post-secondary options and career pathways	A personal action plan for attending a post-secondary institution (U3C2L1). <i>What post-secondary institutions are you interested in attending?</i>	
	A resume (U3C2L3). <i>What is one thing you're most proud of in your resume?</i>	
	Written Battalion Continuous Improvement Plan (U3C1L4). <i>What data is used to support the Battalion Continuous Improvement Plan?</i>	

Table B-3-1. Cadet Portfolio Criteria, Cont'd

Make decisions that promote positive social, emotional, and physical health	An action plan to address prejudice (U3C4L1). <i>What do you do to minimize prejudice in relationships with others?</i>	
	Completed LET 3 Personal Skills Map (U3C2L3). <i>What have you learned about your skills since LET 2?</i>	
Engage in civic and social concerns in the community, government, and society	Completed service learning project plan and schedule (U3C6L1). <i>What is the goal of your team's service learning project?</i>	

Table B-3-1. Cadet Portfolio Criteria, Cont'd

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LET 4 Cadet Portfolio and Interview Guide		
Program Outcomes	Criteria	Points
Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce	New or revised lesson plan (U4C1L2). <i>What was one thing your peer said needed improving on your lesson plan?</i>	1 point for artifact & 1 point for answer
	Completed Feedback Scoring Guide (U4C1L3). <i>Why is feedback important in the learning process?</i>	
	Self-assessment of your leadership communication skills (U4C3L2). <i>What is one strength and weakness in your leadership communications?</i>	
Value the role of the military and other service organizations	Flow Map or written summary describing the commands and responses used in a company drill (U4C3L3). <i>How do you feel about leading the company during drill?</i>	
Graduate prepared to succeed in post-secondary options and career pathways	Written plan for achieving two goals after high school (U4C2L1). <i>Why are these two goals important to you?</i>	
	Written plan for the LET 4 capstone project (U4C1L1). <i>How has your skills and abilities in the JROTC program improved over the past 3 years?</i>	
	A chart showing a 10-year path toward your professional goals (U4C2L2). <i>What do you need to do within the next year in order to achieve your 10-year plan?</i>	

Table B-3-1. Cadet Portfolio Criteria, Cont'd

<p>Make decisions that promote positive social, emotional, and physical health</p>	<p>JROTC Core Abilities Self-Assessment Summary (U4C2L1).</p> <p><i>Which JROTC Core Ability do you think is the most useful for your life after high school, and why?</i></p>	
<p>Engage in civic and social concerns in the community, government, and society</p>	<p>Completed Gantt Chart used in the management of a service learning project (U4C4L1).</p> <p><i>What do you like and dislike about a Gantt Chart?</i></p>	
	<p>Written paper describing a current issue affecting citizen rights (U4C5L2).</p> <p><i>What are some of the facts related to this issue?</i></p>	

Table B-3-1. Cadet Portfolio Criteria, Cont'd

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