

BRIEFING GRADE SHEET

COMPLETED BY STUDENT

NAME OF STUDENT		DATE	<input type="checkbox"/>	Advocacy Briefing	<input type="checkbox"/>	Informative Briefing
CLASS	SQUADRON	FLIGHT	<input type="checkbox"/>	Practice Briefing	<input type="checkbox"/>	Remake Assignment
SOURCES	1		2			

COMPLETED BY EVALUATING OFFICER

CONTENT		U	S	O	U	S	O					
	INTRODUCTION	No greeting; failed to introduce self; didn't state topic/position and main points	Stated topic/position and main points; may have introduced self or greeted audience	Greeted audience, introduced self; stated topic/position and overview of main points	0	1	2					
		U	LS	S	HS	O	U	LS	S	HS	O	
	BODY	Little or no information; poor support of main points; inaccurate information; awkwardly used; inadequate sources (less than 2 sources)	Adequate development; basic information; supports main points; adequate sources (title/date)	Comprehensive development; extensive information; strong support for main points; skillfully incorporated sources	0	2	4	6	8			
	ADVOCACY (If Required)	Argument unclear or unconvincing, reasons lacked credibility or validity, conclusion doesn't follow reasons	Credible and valid reasons, conclusion follows directly from reasons, argument clear and easy to follow	Compelling and convincing reasons, argument extremely clear and direct, opposing arguments anticipated and refuted	0	1	2	3	4			
	U	S	O	U	S	O						
CONCLUSION	Failed to state topic/position and main points; introduced new information or rebriefed; didn't say "this concludes my briefing, are there any questions?"	Restated topic/position and main points; may have asked for questions or concluded briefing	Stated topic/position and main points; closed by stating, "this concludes my briefing, are there any questions?"	0	1	2						
DELIVERY	U	LS	S	HS	O	U	LS	S	HS	O		
	VERBAL EXPRESSION	Articulation or pronunciation problems; several vocalized pauses; grammar errors; too soft/loud; monotone; lacked emphasis; no variety; too slow/fast; artificial; lacked confidence	Some articulation or pronunciation problems; some vocalized pauses; good volume; pitch varied, good rate; appropriate emphasis and variety; confident	Good articulation and pronunciation; no vocalized pauses; appropriate volume; spontaneous pitch; varied rate; dynamic emphasis; extremely confident	0	2	4	6	8			
	U	LS	S	HS	O	U	LS	S	HS	O		
	MOVEMENT/ GESTURES/ ANIMATION	Inappropriate movement; rocking, swaying; nervous; consistently gripped or leaned on lectern; mechanical; inappropriate gestures; planned or mechanical gestures, or lack of gestures; "dead pan" or overly contorted expression hindered presentation	Movement coordinated with dialogue; natural; some appropriate gestures; aided presentation; appropriate facial expression	Used movement to aid presentation; captured attention or added emphasis; appeared natural and comfortable; gestures appeared natural and spontaneous; consistently supported verbal message with hand and arm gestures and good facial expression	0	1	2	3	4			
U	LS	S	HS	O	U	LS	S	HS	O			
EYE CONTACT	Missing; looked over heads, looked down or ignored listeners, darted, stared; focused on visual -aids or notes	Inclusion of most listeners; few references to notes, evenly distributed	Direct and impartial throughout; inclusion of all listeners; no distracting reference to notes (exception--quotes); aided delivery and enhanced credibility	0	1	2	3	4				
ORGANIZATION	U	LS	S	HS	O	U	LS	S	HS	O		
	CLARITY	Main points are not related to purpose and each other; organization not clear; lacking or weak transitions; less than 2 main points	Main points related to purpose and each other; organization was adequate; used mechanical transitions; adequate number of main points	Skillfully related the main points to the purpose and each other; organization aided listeners understanding and retention; used good transitions throughout which aided flow and helped listener	0	1	2	3	4			
	U	LS	S	HS	O	U	LS	S	HS	O		
SLIDES	Inappropriate color, font, pictures, graphics; multiple or major slide errors; distracted listeners	Some appropriate color, font, pictures, graphics to aid listeners; minor slide errors	Kept audience focused; color, font, pictures, graphics contributed to the listener's understanding of subject; no slide errors including spelling and grammar	0	1	2	3	4				

MANDATORY REQUIREMENTS	U	S	OVERALL GRADE				
MET OBJECTIVE: <i>(Presented information in a factual manner, did not advocate a position (Info Brief), advocated position [Advocacy Brief])</i>			Informative Briefing				
TIME _____ : _____ <i>(5-9 minutes for Info/Advocacy Brief) (5-7 minutes for AMS)</i>			U 0-7	LS 8-14	S 15-25	HS 26-30	O* 31-36
PREPARED BRIEFING (IAW AFH 33-337)			Advocacy Briefing (if required)				
PROFESSIONAL CONDUCT <i>(Prepared, appropriate comments/language, maintained composure)</i>			U 0-9	LS 10-16	S 17-27	HS 28-34	O* 35-40
OVERALL GRADE							

EVALUATING OFFICER COMMENTS

* To obtain an overall OUTSTANDING, the total points must include a SATISFACTORY in each category

EVALUATING OFFICER SIGNATURE	DATE	REVIEWING OFFICER SIGNATURE <i>(If Required)</i>	DATE
EVALUATING OFFICER SIGNATURE BLOCK		REVIEWING OFFICER SIGNATURE BLOCK <i>(If Required)</i>	
I have read and understand the comments regarding my performance. I do / do not wish to make a written statement.		STUDENT INITIALS	DATE