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Intelligence

***F-16 UNIT INTELLIGENCE EVALUATION
CRITERIA***

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

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This publication implements Air Force Policy Directive (AFPD) 14-2, *Intelligence Rules and Procedures*, and is consistent with Air Force Instruction (AFI) 14-202, Volume 1, *Intelligence Training*, AFI 14-202, Volume 2, *Intelligence Standardization/Evaluation Program*, and AFI 14-202, Volume 3, *General Intelligence Rules*. This publication establishes the minimum Air Force standards for training personnel performing intelligence duties in F-16 units. This publication applies to Regular Air Force (RegAF), Reserve and Air National Guard (ANG) intelligence personnel supporting F-16 operations. The National Guard Bureau will be considered functionally as a major command (MAJCOM) for the purposes of this publication. Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with (IAW) Air Force Manual (AFMAN) 33-363, *Management of Records*, and disposed of IAW Air Force Records Disposition Schedule (RDS) located in the Air Force Records Information Management System (AFRIMS). This AFI may be supplemented, but all supplements must be coordinated with the Office of Primary Responsibility (OPR) prior to certification and approval. Refer recommended changes to the OPR using the AF Form 847, *Recommendation for Change of Publication*. Route AF Forms 847 through the appropriate functional chain of command. The authorities to waive wing/unit level requirements in this publication are identified with a tier ("T-0, T-1, T-2, T-3") number following the compliance statement. See AFI 33-360, *Publications and Forms Management*, for a description of the authorities associated with the tier numbers. Submit requests for waivers through the chain of command to the appropriate tier waiver approval authority, or alternately, to the publication OPR for non-tiered compliance items.

SUMMARY OF CHANGES

This interim change adds risk factors, known as “tiers” to tasks assigned to organizations below major command (MAJCOM) level to depict the assessed risk of non-compliance. References to Theater Airborne Reconnaissance System (TARS) intelligence support have also been deleted as the requirement is no longer valid. A margin bar (|) indicates newly revised material.

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Chapter 1

GENERAL INFORMATION

1.1. General. This volume provides intelligence evaluators and examinees with procedures and evaluation criteria to be used during knowledge and task phases of initial and periodic evaluations. All evaluations will be conducted IAW the provisions of AFI 14-202, Volume 2, *Intelligence Standardization/Evaluation Program*, and this instruction. (T-2)

1.1.1. Objective. The examinee must demonstrate the ability to perform required duties safely and effectively, IAW applicable instructions and directives. (T-2)

1.1.2. Applicability. This volume is applicable to all individuals performing intelligence in a CAF F-16 unit.

1.1.3. Air Force Intelligence (AF/A2) delegates approval authority to the MAJCOM/A2 for MAJCOM authored supplements to this AFI. MAJCOMS will ensure copies are provided to AF/A2, Headquarters Air Combat Command (HQ ACC)/A2 and all other appropriate MAJCOMs upon publication. Per AFPD 14-2, supplements will not be less restrictive than the lead AFI and should be limited to unique requirements only.

1.2. Recommended Changes. Recommendations for changes to this volume will be submitted to HQ ACC/A2 through MAJCOM/A2 on AF Form 847, Recommendation for Change of Publication.

1.3. Waivers. MAJCOM/A2s will courtesy-copy ACC/A2 regarding all waiver correspondence. ACC/A2 will notify AF/A2DF of significant trends in waiver correspondence if such correspondence indicates the need to readdress existing policy and guidance.

1.4. Procedures.

1.4.1. Prior to any formal evaluation conducted by a qualified Intelligence Evaluator (IE), the examinee must have completed all Mission Qualification Training (MQT) or Specialized Training requirements, as outlined in AFI 14-2F-16 Volume 1, *F-16 Unit Intelligence Training*. Additionally, the examinee must have on file a satisfactory gradesheet (see Attachment 2) from an intelligence qualification trainer or supervisor for each area listed in Table 2.1. The gradesheets will be filed in the on-line documentation system. (T-2)

1.4.2. IEs will use the evaluation criteria contained in Chapter 3 for conducting all intelligence evaluations. To ensure standard and objective evaluations, intelligence evaluators will be thoroughly familiar with the prescribed evaluation criteria. (T-2)

1.4.3. The IE will brief the examinee on the conduct, purpose, and requirements of the evaluation, as well as applicable evaluation criteria, prior to commencing. The examinee will accomplish required planning IAW the duty position being evaluated. The examinee will provide IEs with a copy of necessary data or materials. (T-2)

1.4.4. Required areas for evaluation are shown in Table 2.1. Evaluations should take place in conjunction with peacetime, in-garrison events to the maximum extent possible. When it is impossible to evaluate a required area in a peacetime event (e.g., actual pre-deployment briefing or post-mission air-crew debrief), examinations may be conducted via an alternate

method (i.e., simulated, staged or by verbal examination) in order to complete the evaluation. (T-2)

1.4.5. The IE will thoroughly debrief all aspects of the evaluation. This debrief will include the examinee's overall rating, specific deviations, area grades assigned (if other than qualified) and any required additional training. (T-2)

1.5. Evaluation Instructions. Standards and performance parameters are contained in AFI 14-202, Volume 2, and this instruction. The IE will compare examinee performance for each area accomplished during the evaluation with the standards provided in this volume and assign an appropriate grade for the area. Derive the overall intelligence evaluation grade from the area grades based on a composite for the observed events and tasks IAW this instruction. (T-2)

1.5.1. IEs will use the grading criteria in this instruction to determine individual area grades. IE judgment must be exercised when the wording for general graded areas is subjective and when specific situations are not covered.

1.5.2. If the examinee receives an unqualified area grade in any of the critical areas identified by this volume, an overall qualification level of "Q-3" will be assigned.

1.5.3. In addition to the guidance provided by this instruction, IEs will be expected to use their personal experience and knowledge in the assessment of examinee performance. (T-3)

1.5.4. General Criteria. The following general grading criteria will be used to grade individual items:

1.5.4.1. Qualified (Q). Performance is correct. Quickly recognizes and corrects errors.

1.5.4.2. Qualified, with discrepancies (Q-). Performance is safe, but indicates limited proficiency. Makes errors of omission or commission.

1.5.4.3. Unqualified (U). Performance is unsafe or indicates lack of knowledge or ability.

1.5.5. The IE will use the AF Form 4381, *Intelligence Gradesheet*, to assist in grading the individual areas during the evaluation. The form used by the evaluator will be a blank AF Form 4381, not the one completed on the individual during MQT/ST. The gradesheet templates specific to F-16 intelligence tasks are found in Attachments 3 and 4 of AFI 14-2F-16 Volume 1. (T-3)

1.6. Additional Training. Intelligence Evaluators are responsible for recommending additional training at their discretion. Document any additional training and completion IAW AFI 14-202, Volume 2. (T-3)

1.7. Unsatisfactory Performance. Examinees receiving an overall unqualified grade (Q-3) will be placed in supervised status until recommended additional training is completed and/or a reevaluation is successfully accomplished. If an examinee receives a "Q-3" on a mission evaluation (INIT MSN or MSN), he may not perform mission duties or specialized duties unsupervised until remedial actions are accomplished. If an examinee receives a "Q-3" on a specialized evaluation, he may not perform specialized duties until remedial actions are accomplished, but he may perform mission duties unless specifically restricted. (T-2)

Chapter 2

EVALUATION REQUIREMENTS

2.1. General. Evaluation requirements are depicted in Table 2.1. The intelligence evaluation must include all required areas. However, if it is impossible to accomplish a required area in a real-world setting, the IE may elect to evaluate the area(s) by an alternate method (i.e., staged, simulated, verbally, etc.), in order to complete the evaluation. If the IE determines the required item cannot be adequately evaluated by an alternate method, the examinee will require an additional examination to complete the requirements. (T-2)

2.2. Intelligence Mission Qualification Evaluation.

2.2.1. Knowledge Evaluation. Knowledge evaluations will be conducted as part of the initial and periodic mission qualification evaluations to evaluate the examinee's proficiency in F-16 weapons systems, threat knowledge, visual recognition (VR), personnel recovery (PR) and force protection intelligence (FPI) academics. Research, Analysis and Dissemination (RAD) involves knowledge intelligence personnel should be applying throughout all areas of the evaluation and will be evaluated as subsets of each applicable graded area as indicated on individual gradesheets. For mission qualification evaluations (initial and periodic), examinees will complete a knowledge test from the unit's master question file that covers: F-16 weapons systems, threats, and personnel recovery academics. Examinees will take a separate visual recognition test. Both examinations will be recorded on the AF Form 4350 IAW AFI 14-202, Volume 2. Knowledge examinations may also be required during specialized qualification evaluations. Reference for required

2.2.2. Performance Task Evaluation. Units will assemble evaluation materials using current intelligence, unit tasking and area of responsibility (AOR) scenarios that incorporate all appropriate evaluation requirements from Evaluations during exercises or deployments are not prohibited; however, units should apply operational risk management principles to the scheduling of the evaluation. (Real world contingencies may provide a unique opportunity to conduct an evaluation; however, factors beyond the control of the examinee and IE may preclude its successful completion.) The following guidelines are provided to assist in constructi

2.2.2.1. Manual Order of Battle (OB). The number of coordinates in the OB plotting exercise should be of sufficient volume to be challenging, yet not so overwhelming that the time taken is beyond that necessary to determine proficiency. Examinee should have a variety of threats to plot to ensure correct symbology is used. The exercise may include both geographic coordinates (geocoords) and Military Grid Reference System (MGRS) coordinates. The scenario may include erroneous information to mirror the fog of war by including intentionally incorrect coordinates or types of threats for the particular AOR, thereby allowing the Intelligence Evaluator to assess the examinee's ability to identify errors and question the validity of information. When using a scenario developed by the examinee, OB coordinates listed on the Mission Evaluation Worksheet will be evaluated by the Intelligence Evaluator for accuracy.

2.2.2.2. Automated Order of Battle. Examinee should be provided with a variety of OB sources from which to pull data. When using an examinee-developed scenario, evaluate

the examinee's ability to develop and save threat files, insert accurate data, quality control displays and question the information's veracity for a particular AOR. Ensure the opportunity exists for the examinee to be evaluated on his or her ability to manipulate the OB displays and print using the intelligence support systems available. Evaluate the examinee's ability to convert coordinates between geocoords and MGRS and DD/MM/SS to DD/MM.mm.

2.2.2.3. Intelligence Briefings. The examinee should assemble briefings from information provided by the evaluator; message traffic, intelligence reports, imagery, and other sources that are used to evaluate other mission areas may be used to fulfill this requirement. Evaluated briefings include: initial situation briefing, deployment briefing, mission planning cell (MPC) initial briefing (feasibility briefing), mission briefing, and situation briefing.

2.2.2.4. Air Tasking Order, Airspace Control Order and Special Instructions (ATO/ACO/SPINS). Scenario or actual contingency/exercise materials may be used for this purpose. Provide enough information that the examinee's unit is not the sole unit tasked on the ATO. Ensure the opportunity exists to evaluate the examinee's proficiency in identifying and breaking out the elements of ATO/ACO/SPINS to include unit tasking, air space control, combat search and rescue (CSAR) and intelligence information.

2.2.2.5. Mission Package Construction/Mission Briefing. Actual contingency planning materials or exercise/range imagery may be used. Ensure the opportunity exists to evaluate the examinee's proficiency in planning, coordinating and conducting the entire mission planning process.

2.2.2.6. Debriefing. Conduct pilot debriefings following actual flying missions whenever possible. The evaluator may construct inject cards or coordinate with pilots to identify a particular threat scenario for the debriefings. Ensure there is enough activity to represent the typical level of detail for a threat scenario commensurate with unit AOR tasking. Grade the examinee's ability to control the debrief, ask amplifying questions and recognize irrelevant information.

2.2.2.7. Reporting. Construct mission reports (MISREPs) using information provided in pilot debriefings. Complete MISREPs IAW MAJCOM/theater intelligence reporting directives.

2.3. External Intelligence Trainer (EIT) Evaluation. EIT evaluations will be conducted IAW AFI 14-202, Volume 2, as supplemented. Only qualified EITs may conduct unsupervised intelligence training for pilots. Upon completion of EIT profiles, as outlined in AFI 14-2F-16, Volume 1, the EIT will be evaluated on his or her ability to present training in each applicable sub-category (threat knowledge, visual recognition (VR), collection & reporting (C&R) and personnel recovery (PR)). Evaluators will give the examinee no less than 4-hour notice of the subject matter or briefing topic for the evaluation. (T-3)

2.3.1. In certain circumstances it may be beneficial to qualify an individual to conduct training in one or more individual EIT events (e.g. VR) at a time. The individual must complete the specific training identified for the event and be evaluated on the task or briefing element by an Intelligence Evaluator. Document the evaluation in the on-line documentation

Manual Order of Battle (OB)	R	R	R	R	R	R	---	---	---
Automated OB	R	R	R	R	R	R	---	---	---
Changeover Briefing	R	R	R	R	R	R	---	---	---
Deployment Briefing	R	R	R	R	R	R	---	---	---
Initial Situation Briefing	R	R	R	R	R	R	---	---	---
Situation Briefing	R	R	R	R	R	R	---	---	---
Air Tasking Order (ATO)/Air Control Order (ACO)/Special Instructions (SPINS) and Other Tasking Documents	R	R	R	R	R	R	---	---	---
MPC Initial Briefing	R	R	R	R	R	R	---	---	---
Mission Package Construction	--	---	R	---	---	R	---	---	---
Weaponneering	---	---	R	---	---	R	---	---	---
Mission Briefing	R	R	R	R	R	R	---	---	---
Step Briefing	R	R	R	R	R	R	---	---	---
Debriefing	R	R	---	R	R	---	---	---	---
Intelligence Reports	R	R	---	R	R	---	---	---	---
Specialized Task Evaluations									
Instructional Ability	---	---	---	---	---	---	R	---	---
Evaluator Ability									R
Aerospace Control Alert (ACA) Mission Planning and Intelligence Execution	---	---	---	---	---	---	---	R	---
<p>Note: Gradesheet elements for each area are included in attachments 2 and 3 of this volume. Passing criteria for any knowledge evaluation is 85% of answers correct.</p> <p>R = Required area of evaluation</p> <p>INIT MSN = Initial Mission Qualification Evaluation</p>									

MSN = Mission Qualification Evaluation

CIC = Combat Intelligence Center

FS = Fighter Squadron

MPC = Mission Planning Cell

EIT = External Intelligence Training Trainer Qualification Evaluation

ACA = Aerospace Control Alert

IE = Intelligence Evaluator Qualification Evaluation

Chapter 3

EVALUATION CRITERIA

3.1. General Grading Standards.

3.1.1. The grading criteria in this chapter are divided into two sections: General Grading Criteria and Specialized Training Grading Criteria. Use all sections for criteria applicable to the events performed on the evaluation. (T-2)

3.1.2. Where major areas are divided into sub-areas, assign only one grade to the major areas. Annotate discrepancies in sub-areas on the back of the AF Form 4350. (T-3)

3.1.3. Gradesheets are included in Attachment 2 of this instruction to assist the IE in determining the overall qualification and in documenting the AF Form 4350. (T-3)

3.2. General Grading Areas.

Table 3.1. General Grading Criteria.

KNOWLEDGE EVALUATION	
Q	Correctly answers at least 85% of questions in test based on MQF.
Q-	Not applicable.
U	Failed to answer at least 85% of the questions correctly.
VISUAL RECOGNITION	
Q	Correctly identified 85% of all items in visual recognition test.
Q-	Not applicable.
U	Failed to identify correctly at least 85% of all items in visual recognition test.
MANUAL OB	
Q	Without the use of automated intelligence support systems and IAW Mil Standard 2525C, accurately plotted all threats/items within .5nm of center point of coordinates, consistently used correct OB symbology, identified inconsistencies or errors in OB. Plotted to appropriate level of detail IAW unit requirements. Accurate use of DD/MM/SS vs DD/MM.mm. Accurately maintained OB to unit specifications, including classification and currency.
Q-	Plotted 95% of the order of battle within .5nm of center point of coordinates, the remaining 5% within 3nm. Minor inconsistencies in symbology, corrected with little prompting.
U	Errors would have significantly impacted mission success. Unable to identify errors or inconsistencies in OB. Unable to complete tasks without significant supervision or intervention.
AUTOMATED OB	

Q	Demonstrated proficiency in using applicable intelligence support systems to maintain orders of battle, including "current as of" times and classification. Successfully downloaded, printed, exported and displayed data. Correctly converted geocoords and MGRS coordinates. Able to manipulate data, display threat rings and perform terrain masking analysis. Able to use applicable tools to aid in mission planning.
Q-	Required some assistance, but no impact on mission success.
U	Required significant assistance. Lacked proficiency in operating intelligence support systems to the detriment of mission success.
CHANGEOVER BRIEFING	
Q	Well planned, appropriate checklist usage, addressed relevant areas. Demonstrated clear understanding of significant events or shortfalls to pass on to next shift. Showed ability to discriminate irrelevant information. Demonstrated understanding of capabilities and limitations of unit assets when conducting analysis. Quickly identified significant information and rapidly disseminated to appropriate audience. Correctly annotated message traffic log, identified significant events and issued threat update codes (TUCs). Correct classification and security markings on all products produced.
Q-	Omitted no more than one key area/issue at changeover, was able to recover with prompting or minimal assistance. Errors due to extenuating circumstances (e.g. relocation, attacks, etc.) vs. poor planning.
U	Poor planning or preparation and/or inadequate checklist usage. Deficiencies not due to extenuating circumstances. Inability to recover even with minor prompting. Omissions would have affected next shift. Missed significant information or failed to disseminate information to proper audience. Poor understanding of /limitations of unit assets and/or the impact information may have on the mission. Fabricated information. Incorrect classification.
DEPLOYMENT BRIEFING	
Q	Professionally delivered, well organized, clear. Effective use of checklist or local procedures. Tailored, relevant content. Easily understood by audience. Effective use of visual aids. Classification appropriate for audience. Hit key points including synopsis of military and political situation generating the deployment, and enemy activity and force disposition in AOR and along deployment route. Demonstrated ability to identify gaps in information that had potential impact on the mission. Clear understanding of research methods and sources. Showed ability to discriminate irrelevant information. Demonstrated understanding of capabilities and limitations of unit assets when conducting analysis. Fielded questions correctly. Correct classification and security markings on all products produced.
Q-	Minor omissions, recovered when prompted, no significant impact on mission. Needs improvement in organization or delivery.

U	Poorly organized, not tailored. Confusing. Inappropriate classification. Omitted key areas. Significant lack of analytical ability. Unable to conduct basic research. Missed significant information or failed to disseminate information. Poor understanding of capabilities/limitations of unit assets and/or the impact information may have on the mission. Fabricated information.
INITIAL SITUATION BRIEFING	
Q	Briefing effectively organized and professionally presented in a logical sequence. Covered all applicable items. Effective use of visual aids. Demonstrated ability to identify gaps in information that had potential impact on the mission. Clear understanding of research methods and sources. Showed ability to discriminate irrelevant information. Understood and provided detailed information tailored to the audience. Demonstrated understanding of capabilities and limitations of unit assets when conducting analysis. Fielded questions correctly. Correct classification and security markings on all products produced.
Q-	Minor omissions, recovered when prompted, no significant impact. Needs improvement in organization or delivery.
U	Poorly organized, not tailored. Confusing. Omitted key areas. Significant lack of analytical ability. Unable to conduct basic research. Missed significant information or failed to disseminate information to proper audience. Poor understanding of capabilities/limitations of unit assets and/or the impact information may have on the mission. Fabricated information. Incorrect classification.
SITUATION BRIEFING	
Q	Briefing effectively organized and professionally presented in a logical sequence. Appropriate level of detail, covered all applicable items, and well-tailored analysis relevant to audience. Effective use of visual aids. Concise yet thorough delivery. Demonstrated ability to identify gaps in information that had potential impact on the mission. Clear understanding of research methods and sources. Showed ability to discriminate irrelevant information. Demonstrated understanding of capabilities and limitations of unit assets when conducting analysis. Quickly identified significant information and rapidly disseminated to appropriate audience. Fielded questions correctly. Correct classification and security markings on all products produced.
Q-	Briefing poorly organized, hard to follow, somewhat redundant, but no impact on mission. Able to recover when prompted.
U	Briefing very confusing, major omissions that would hamper audience understanding of the situation. Unable to recover, major mission impact. Significant lack of analytical ability. Unable to conduct basic research. Missed significant information or failed to disseminate information to proper audience. Poor understanding of capabilities/limitations of unit assets and/or the impact information may have on the mission. Fabricated information. Incorrect classification.
ATO/ACO/SPINS BREAKOUT	

Q	Demonstrated ability to access correct ATO/ACO/SPINS and any changes. Correctly extracted mission tasking, airspace control measures and other information relevant to unit or tasking.
Q-	Some errors or delays in extracting information that did not jeopardize or impact mission planning timeline. Accomplished tasks but needed minimal assistance.
U	Errors, omissions or delays in extracting information that could have jeopardized mission planning. Unable to accomplish tasks without significant intervention.
MISSION PLANNING CELL (MPC) INITIAL BRIEFING	
Q	Relayed appropriate target, weaponeering and threat information to audience. Clearly organized and professionally delivered, with appropriate visual aids and mission materials. Concise yet thorough. Clear understanding of target and primary threats.
Q-	Briefing could be better prepared or organized. Some difficulty with use of mission materials.
U	Organization or lack of preparation seriously impacted audience understanding of the briefing. Poor understanding of the requirements or lack of adequate mission materials delayed mission planning timeline. Major omissions of information critical to the planning cycle.
MISSION PACKAGE CONSTRUCTION	
Q	Demonstrated clear understanding and proper use of mission planning materials. Chose scales and views appropriate for mission. Knew proper channels for requesting information or materials. Accurate portrayal of target, terminal area threats and hazards as well as ingress and egress factors to consider. Provided all mission materials in correct quantities and of sufficient detail. Materials neat and well organized. Considered all factors that could impact successful mission accomplishment. Provided thorough terrain analysis WRT threats, route and target area.
Q-	Errors or minor omissions in mission materials which would not preclude mission accomplishment. Minor problems in organizing mission materials and identifying and ordering requirements. Corrected when prompted.
U	Major omissions or errors which would have impacted mission. Poor understanding of mission requirements or sources for mission materials. Chose incorrect scales or views for target. Incorrectly plotted target or threats. Did not know how to request information or target materials.
WEAPONEERING	
Q	Chose correct weaponeering solutions. Successfully referenced the Joint Munitions Effectiveness Manual (JMEM).
Q-	Deficiencies in depth of knowledge and comprehension of weaponeering procedures. Did not adversely affect overall task accomplishment.
U	Did not understand how to use weaponeering reference materials. Chose incorrect weaponeering solution.

MISSION BRIEFING	
Q	Briefing effectively organized and professionally presented in a logical sequence. Effective use of visual aids. Concise yet thorough. Appropriate level of detail, covered all applicable items: takeoff, ingress, target area, egress, and appropriate PR considerations. Demonstrated ability to identify gaps in information that had potential impact on the mission. Clear understanding of research methods and sources. Showed ability to discriminate irrelevant information. Demonstrated understanding of capabilities and limitations of unit assets when conducting analysis. Correctly annotated message traffic log, identified significant events and issued TUCs. Correct classification and security markings on all products produced.
Q-	Presentation somewhat lacking in quality but all required areas were covered. Minor omissions or errors but was able to recover with minor prompting.
U	Very confusing or redundant. Major gaps in information, unable to recover with prompting. Significant lack of analytical ability. Unable to conduct basic research. Fabricated information. Demonstrated lack of understanding of F-16 mission capabilities. Incorrect classification.
STEP BRIEFING	
Q	Well organized and concise; presented relevant facts in timely fashion. Appropriate for the particular mission. Highlighted changes and updates since mission briefing.
Q-	Made updates with prompting- not proactive. Omissions would not have affected mission effectiveness.
U	Completely missed an update or passed on erroneous information. Demonstrated lack of understanding of F-16 mission capabilities.
DEBRIEFING	
Q	Thoroughly prepared and was able to extract pertinent mission results in timely manner. Quickly identified perishable information. Controlled the debrief, asked amplifying questions, and recognized irrelevant information. Collected all significant intelligence with sufficient detail to accomplish reporting requirements IAW theater directives. Correctly annotated message traffic log, identified significant events and issued TUCs. Correct classification and security markings on all products produced.
Q-	Somewhat redundant in questions or failed to ask some amplifying questions that would have enhanced detail of information gathered.
U	Not prepared. Disjointed flow. Failed to identify perishable information. Completely missed a debrief. Not enough detail to accomplish reporting requirements.
INTELLIGENCE REPORTS	
Q	Clearly written with target audience in mind. Summarized all pertinent information available with minimal to no extraneous info. Properly formatted. Met reporting timelines. Correctly annotated message traffic log, identified significant events and issued TUCs. Correct classification and security markings on all products produced.

Q-	Missed timeline but still delivered quality intelligence report. Delay due to extenuating circumstances. Minor problems with clarity, organization or formatting, but pertinent information was included.
U	Incomplete or inaccurate report. Writing skills confused meaning of information or omitted critical information. Incorrect dissemination (e.g. not sent to the correct users through appropriate channels). Incorrect classification.

3.3. Specialized Qualification Evaluation Criteria. The following evaluation criteria apply to tasks associated with the duty positions in which personnel maintain specialized qualifications. (T-2)

Table 3.2. External Intelligence Trainer Grading Criteria

EXTERNAL INTELLIGENCE TRAINER (EIT)	
INSTRUCTIONAL ABILITY	
Q	Demonstrated ability to instruct effectively. Planned training efficiently and made timely decisions, incorporated and met all objectives. Effectively fielded and accurately answered questions from audience. Demonstrated subject matter knowledge. Able to quickly retrieve answers/amplifying data from reference materials.
Q-	Deficiencies in depth of knowledge, comprehension of unit procedures, requirements, mission or threats. Minor problems in communicating or organization of instruction. Did not adversely affect training.
U	Inability to effectively communicate instruction to the audience. Did not plan training efficiently. Made poor decisions that adversely affected training. Unfamiliar with procedures, requirements, mission or threats. Lack of knowledge in certain areas seriously detracted from instructor effectiveness.

Table 3.3. Intelligence Evaluator Grading Criteria

INTELLIGENCE EVALUATOR	
EVALUATOR ABILITY	
Q	Demonstrated ability to evaluate effectively. Planned evaluation efficiently and made timely decisions, incorporated all objectives. Completed appropriate evaluation records accurately. Adequately assessed and recorded performance. Comments were clear and pertinent.

INTELLIGENCE EVALUATOR	
EVALUATOR ABILITY	
Q-	Deficiencies in depth of knowledge, comprehension of unit procedures, requirements, mission or threats. Minor problems in communicating or organization of evaluation. Did not adversely affect the evaluation. Minor errors or omissions in evaluation records. Comments were incomplete or slightly unclear.
U	Inability to effectively communicate evaluation procedures to the examinee. Did not plan evaluation efficiently and/or made poor decisions that adversely affected the evaluation process. Unfamiliar with procedures, requirements, mission or threats. Lack of knowledge in certain areas seriously detracted from evaluator effectiveness. Did not complete required forms or records. Comments were invalid, unclear, or did not accurately document performance.

Table 3.4. Aerospace Control Alert Mission Planning and Intelligence Execution Evaluation Criteria.

AEROSPACE CONTROL ALERT MISSION PLANNING AND INTELLIGENCE EXECUTION	
Q	Coordinated, directed, supervised, or conducted (as required) activities IAW local procedures. Demonstrated proficiency in individual duty position responsibilities. Clearly understood ACA mission tasking and was able to address all factors relevant to the mission. Well organized and fully prepared. Made appropriate selection and effective use of planning materials and resources. Provided all mission materials in correct quantities and of sufficient detail. Materials neat and well organized. Considered all factors that could impact successful mission accomplishment. Provided thorough analysis. Identified shortfalls in information, recommendations for production/information requests. Correct classification and security markings on all products produced.
Q-	Minor omissions or errors that did not seriously impact ACA mission planning and intelligence execution. Able to recover with minor prompting.
U	Poorly organized or unprepared. Made errors or omissions that could have prevented an effective mission. Displayed faulty or limited knowledge of factors relevant to the mission. Improper use of mission planning tools or materials. Significant lack of analytical ability. Unable to conduct basic research. Poor understanding of capabilities/limitations of unit assets and/or the impact information may have on the mission. Fabricated information. Incorrect classification on products produced.

Chapter 4 DELETED

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DCS, Intelligence, Surveillance and Reconnaissance

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

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DoDI 3115.10E, Intelligence Support to Personnel Recovery, 24 March 2006
JP 3-50, *Personnel Recovery*, 20 December 2011
MIL STD 2525B, Common Warfighting Symbology, 1 July 2005

Adopted Forms

AF Form 4350, *Certificate of Intelligence Qualification*, 10 March 2008
AF Form 4381, *Intelligence Gradesheet*, 10 March 2008
AF Form 847, *Recommendation for Change of Publication*, 22 September 2009

Abbreviations and Acronyms

ACC—Air Combat Command
ACO—Airspace Control Order
AFRC—Air Force Reserve Command
ANG—Air National Guard
AOR—Area of Responsibility
ARC—Air Reserve Components
ASA—Air Sovereignty Alert
ATO—Air Tasking Order
BMC—Basic Mission Qualified
BQ—Basic Qualification
C&R—Collection and Reporting

CAF—Combat Air Forces
CC—Commander
CMR—Combat Mission Ready
CSAR—Combat Search and Rescue
CT—Continuation Training
DMPI—Desired Mean Point of Impact
DPPDB—Digital Point Positioning Data Base
DOC—Designed Operational Capability
E&R—Evasion and Recovery
EIT—External Intelligence Trainer
GI&S—Geospatial Information and Services
HHQ—Higher Headquarters
HQ—Headquarters
IAW—In Accordance With
IE—Intelligence Evaluator
IFTU—Intelligence Formal Training Unit
IMA—Individual Mobilization Augmentee
INIT—Initial (Evaluation)
INTREP—Intelligence Report
IP—Initial Point
IPOE—Intelligence Preparation of the Operational Environment
IQT—Initial Qualification Training
ISOPREP—Isolated Personnel Report
JMEM—Joint Munitions Effects Manual
MAJCOM—Major Command
MDS—Mission Design Series
MGRS—Military Grid Reference System
MISREP—Mission Report
MPC—Mission Planning Cell
MQF—Master Question File
MQT—Mission Qualification Training
MSN—Mission Qualification Evaluation

N/A—Not Applicable
NAF—Numbered Air Force
N-BMC—Non-Basic Mission Capable
N-CMR—Non-Combat Mission Ready
NGB—National Guard Bureau
NLT—Not Later Than
N/N—No Notice
OB—Order of Battle
OPR—Office of Primary Responsibility
OSS/OSF—Operations Support Squadron/Flight
QUAL—Qualification (Evaluation)
Q—Qualified
SERE—Survival, Evasion, Resistance and Escape
SIO—Senior Intelligence Officer
SPINS—Special Instructions
T-2—Tier 2
T-3—Tier 3
TARS—Theater Airborne Reconnaissance System
TDY—Temporary Duty
TUC—Threat Update Code
USAF—United States Air Force
VR—Visual
WRT—With Respect To
WSV—Weapons System Video

Terms

Air Sovereignty Alert (ASA)—The integrated tasks of surveillance and control, the execution of which enforces a nation's authority over its territorial airspace. ASA refers to the specialized training tailored to address specific intelligence requirements to support the ASA mission.

Basic Mission Capable (BMC)—The status of F-16 unit intelligence personnel who have satisfactorily completed MQT, are qualified in the unit mission, but do not maintain CMR status.

Basic Qualification (BQ)—The status of F-16 unit intelligence personnel who have satisfactorily completed IQT and are qualified to perform basic duties, but may not perform mission duties unsupervised. BQ is a prerequisite for all personnel to complete MQT. The

member must perform at a minimum level as established in AFI 14-2F-16, Volume 1, F-16 Unit Intelligence Training. BQ is not a long term qualification status.

Certification—Procedure used to document competency in a particular task. Not interchangeable with “qualification,” which requires Form 4350 documentation.

Combat Mission Ready (CMR)—The status of F-16 unit intelligence personnel who have satisfactorily completed MQT and maintain qualification and currency in the appropriate tasks and knowledge required by AFI 14-2F-16, Volume 1.

Continuation Training (CT)—CT provides the volume, frequency and mix of training necessary for intelligence personnel to maintain proficiency in their assigned qualification level. The Ready Intelligence Program (RIP) outlines the minimum CT requirements. RIP is designed to focus training on capabilities needed to accomplish a unit’s core tasked missions. Continuation Training (CT) is separate from skill level upgrade training, although CT may fulfill some skill level upgrade training requirements. CT and RIP are discussed further in Chapter 4 of AFI 14-2F-16, Volume 1.

Currency—A measure of how frequently and/or recently a task is completed. Currency requirements should ensure intelligence personnel maintain a minimum level of proficiency in a given event.

Debriefed Discrepancy—Remedial action taken by an intelligence evaluator to remedy a discrepancy noted during an evaluation. This action is accomplished during debrief of the evaluation wherein the intelligence evaluator provides briefing/instruction concerning the discrepancy and determines that the examinee has gained the necessary knowledge or proficiency to remedy said discrepancy. The discrepancy area/subarea description is annotated with “Debriefed” in the Evaluator’s Remarks section of the AF Form 4350 Comments.

External Intelligence Trainer (EIT)—Current and qualified (CMR or BMC) intelligence personnel who have completed the EIT Specialized Training and maintain currency as an EIT. Only EITs may conduct unsupervised intelligence training for pilots.

External Intelligence Trainer Evaluation—An evaluation that qualifies and maintains external intelligence trainer qualification of the examinee. Includes evaluations that initially qualify and requalify an intelligence member as an external intelligence trainer (i.e., INIT EIT and RQ EIT) as directed in AFI14-2F-16 Volume 1. The designator for the external intelligence trainer evaluation is “EIT” as used with the AF Form 4350 and AF Form 4349.

External Intelligence Training—Intelligence training given by intelligence personnel to pilots, aircrew, or other non-intelligence AFSC personnel.

Initial Evaluation—The first evaluation of any type for a duty position (e.g., INIT MSN, INIT EIT).

Initial Qualification Training (IQT)—Initial training necessary to qualify F-16 intelligence personnel in a basic F-16 intelligence position without regard to a unit’s specific mission. IQT includes the AFSC awarding courses and training conducted during formal syllabus courses at the F-16 Intelligence Formal Training Unit (IFTU).

Intelligence Evaluator (IE)—Current and qualified (CMR or BMC) intelligence personnel who have completed the IE Specialized Training. Only IEs may conduct intelligence qualification (mission or specialized) evaluations (initial or periodic).

Intelligence Evaluator (IE) Evaluation—An evaluation that certifies and maintains intelligence evaluator qualification of the examinee. Includes evaluations that initially qualify and requalify an intelligence member as an intelligence evaluator (i.e., INIT IE and RQ IE) as directed in AFI14-2F-16 Volume 1. The designator for the intelligence evaluator evaluation is “IE” as used with the AF Form 4350 and AF Form 4349.

Intelligence Qualification Trainer—Intelligence personnel designated by the SIO to conduct qualification training for other intelligence personnel. Intelligence Qualification Trainers must meet requirements as outlined in AFI 14-202 Volume 1.

Mission Qualification Evaluation (MSN)—An evaluation that qualifies and maintains the qualification (CMR or BMC) of the examinee. Includes evaluations that initially qualify and requalify an intelligence member (i.e., INIT MSN, RQ MSN). The MSN is administered to ensure the individual’s ability to support full mission planning and employment in accomplishing the unit’s operational mission as directed by AFI 14-2F-16, Volume 1. The designator for the mission qualification evaluation is “MSN” as used with the AF Form 4350 and AF Form 4349.

Mission Qualification Training (MQT)—Training needed to qualify intelligence personnel to perform their specific unit mission in an assigned position. AFI 14-2F-16 Volume 1 prescribes minimum MQT requirements.

Proficiency—The quality of having competence and a command of the fundamentals derived from practice and familiarity. A measure of how well a task is completed. An individual is considered proficient when he/she can perform tasks at the minimum acceptable levels of speed, accuracy, and safety.

Qualification Evaluation (QUAL)—An evaluation that qualifies the examinee as basic qualified (BQ). The QUAL is administered to ensure basic qualification in support to the F-16 and duty position of the intelligence professional. The designator for the qualification evaluation is “QUAL” as used with the AF Form 4350 and AF Form 4349.

Senior Intelligence Officer (SIO)—The SIO is the highest-ranking Air Force officer holding the 14N3 or 14N4 AFSC or Series 0132 Civilian serving in an Air Force intelligence position. The SIO's authority extends to all directly subordinate units. Installations with intelligence activities in different chains of command will have separate SIOs. In this capacity, the SIO provides senior guidance on all policy development, interpretations, and applications. Further, the SIO serves as the chief advisor and mentor for AF intelligence officers, enlisted and civilians (as appropriate) in terms of career development and progress.

Specialized Qualification Evaluation—An evaluation that qualifies and maintains the specialized qualification of the examinee. Includes evaluations that initially qualify and requalify an intelligence member for a particular skill or duty position. Specific types of specialized qualification evaluations are identified in the applicable AFI 14-2F-16, Volume 1.

Specialized Training—Training in any skill necessary to carry out the unit’s assigned mission that is not required for every F-16 intelligence specialist. Specialized Training is accomplished after Mission Qualification Training and after the member has attained CMR or BMC status, and is in addition to CMR or BMC requirements.

Theater Airborne Reconnaissance System (TARS)—TARS is a podded reconnaissance sensor suite designed for under-the-weather, medium to high threat, daytime imagery collection. TARS

refers to the specialized training (and the evaluation for 1N1XX imagery analysts only) tailored to address specific imagery and operations intelligence requirement to support the TARS mission.

Tier 2 (T-2)—Non-compliance has the potential to create moderate risk of mission or program degradation or failure, injury, legal jeopardy or unacceptable fraud, waste or abuse. Waivers may be granted at the MAJCOM/CC level, but may not be delegated lower than MAJCOM Director.

Tier 3 (T-3)—Non-compliance has a relatively remote potential to create risk of mission or program degradation or failure, injury, legal jeopardy or unacceptable fraud, waste or abuse. Waivers may be granted at the Wing/DRU/FOA/CC level.

Attachment 2 GRADESHEETS

A2.1. F-16 MQT Performance and Specialty Task Gradesheet Elements. The MQT performance task and ST gradesheets in this attachment are to be used when filling out AF Forms 4381. Intelligence qualification trainers will use AF Forms 4381 to record the trainee's progress through training events. File the completed gradesheets in the trainee's training record. (T-2)

Figure A2.1. Academics Gradesheet (page 1 of 2)

INDIVIDUAL EVENT GRADESHEET ACADEMICS	EVENT NUMBER	POSITION NUMBER	EVENT DURATION	DATE	
NAME	CLASS NUMBER	MDS F-16	INSTRUCTOR/EVALUATOR		
TASK ELEMENTS	N/A	COVERED Y/N	GRADE 3	GRADE 2	GRADE 1
OVERALL EVENT QUALIFICATION <input type="checkbox"/> Q <input type="checkbox"/> Q- <input type="checkbox"/> U					
REMARKS					
1. F-16 SYSTEMS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. AOR THREATS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. PERSONNEL RECOVERY	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. RESEARCH, ANALYSIS & DISSEMINATION (RAD)	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A. RESEARCH METHODS & RESOURCES	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. DAILY INTELLIGENCE PRODUCTS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. REFERENCE DOCUMENTS/INTERNET SOURCES	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. REQUESTS FOR INFORMATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. IDENTIFY INFORMATION GAPS W/ MISSION IMPACT	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. LOCAL PROCEDURES FOR MESSAGES/COORDINATION/ETC.	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. ANALYSIS/INTELLIGENCE PREPARATION OF THE OPERATIONAL ENVIRONMENT (POE)	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. ID SIGNIFICANT EVENTS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. DISCRIMINATING IRRELEVANT INFO	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. DRAWING CONCLUSIONS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. PREDICTING POSSIBLE COURSES OF ACTION (COA)	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			SIGNATURE OF INSTRUCTOR/EVALUATOR	STUDENT INITIALS	SUPERVISOR INITIALS

Figure A2.2. Academics Gradesheet (page 2 of 2)

TASK ELEMENTS	N/A	COVERED		GRADE 3	GRADE 2	GRADE 1	REMARKS
		Y/N	Y/N				
E. DISSEMINATION: AUDIENCE AND METHODS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F. STANDARDS ADHERENCE	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G. SITUATIONAL AWARENESS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
H. TIMELINESS & ACCURACY	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I. SECURITY	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

N/A - Element was not required
 COVERED Y/N - Separate grade not required but needs to be covered and factors into overall grade
 GRADE 3 - Performance indicates a lack of ability or knowledge
 GRADE 2 - Performance is essentially correct. Recognizes and corrects errors
 GRADE 1 - Performance is correct, efficient, skillful and without hesitation

Figure A2.3. Visual Recognition Gradesheet

INDIVIDUAL EVENT GRADESHEET VISUAL RECOGNITION	EVENT NUMBER		POSITION NUMBER		EVENT DURATION		DATE		
NAME	CLASS NUMBER		MDS F-16		INSTRUCTOR/EVALUATOR				
TASK ELEMENTS	N/A	COVERED Y/N		GRADE 3	GRADE 2	GRADE 1	OVERALL EVENT QUALIFICATION		
		<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/> Q <input type="checkbox"/> Q- <input type="checkbox"/> U		
1. AIRCRAFT	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	REMARKS			
2. NAVAL	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
3. GROUND	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
4. AAA	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
5. SAM	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
6. OTHER	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SIGNATURE OF INSTRUCTOR/EVALUATOR		STUDENT INITIALS	SUPERVISOR INITIALS

Figure A2.4. Manual OB Maintenance Gradesheet (page 1 of 2)

INDIVIDUAL EVENT GRADESHEET MANUAL OB MAINTENANCE		EVENT NUMBER			POSITION NUMBER			EVENT DURATION			DATE								
NAME		CLASS NUMBER			MDS F-16			INSTRUCTOR/EVALUATOR											
TASK ELEMENTS		N/A	COVERED Y/N		GRADE 3	GRADE 2	GRADE 1	OVERALL EVENT QUALIFICATION											
			<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
1. PLOTTING		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	REMARKS											
A. GEOCOORDS		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
B. MGRS (UTM)		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
C. DETAIL		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
D. APPROPRIATE SCALE SELECTED FOR TASK		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
2. SYMBOLOGY		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
A. AIR ORDER OF BATTLE (AOB)		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
B. DEFENSIVE MISSILE ORDER OF BATTLE (DMOB)		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
C. GROUND ORDER OF BATTLE (GOB)		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
D. NAVAL ORDER OF BATTLE (NOB)		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
E. ELECTRONIC ORDER OF BATTLE (EOB)		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
F. AEROSPACE CONTROL ORDER (ACO)		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
G. TARGETS		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
H. MISCELLANEOUS OTHER SYMBOLS		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
3. ORDER OF BATTLE ANALYSIS		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						SIGNATURE OF INSTRUCTOR/EVALUATOR			STUDENT INITIALS		SUPERVISOR INITIALS	

Figure A2.5. Manual OB Maintenance Gradesheet (page 2 of 2)

TASK ELEMENTS	N/A	COVERED		GRADE 3	GRADE 2	GRADE 1	REMARKS
		Y	N				
A. PURGE CRITERIA	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. POSTING CRITERIA	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. COMPUTE DISTANCE, DIRECTION, AZIMUTH	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. DISPLAY MARKINGS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A. CURRENT AS OF TIMES	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. LEGENDS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. CLASSIFICATION MARKINGS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

N/A - Element was not required
 COVERED Y/N - Separate grade not required but needs to be covered and factors into overall grade
 GRADE 3 - Performance indicates a lack of ability or knowledge
 GRADE 2 - Performance is essentially correct. Recognizes and corrects errors
 GRADE 1 - Performance is correct, efficient, skilful and without hesitation

AF FORM 4381, 20080310 PREVIOUS EDITIONS ARE OBSOLETE

Figure A2.6. Automated OB Maintenance Gradesheet (page 1 of 2)

INDIVIDUAL EVENT GRADESHEET AUTOMATED ORDER OF BATTLE MAINTENANCE	EVENT NUMBER					POSITION NUMBER	EVENT DURATION	DATE																											
NAME	CLASS NUMBER					MDS F-16	INSTRUCTOR/EVALUATOR																												
TASK ELEMENTS	N/A	COVERED Y/N		GRADE 3	GRADE 2	GRADE 1	OVERALL EVENT QUALIFICATION <input type="checkbox"/> Q <input type="checkbox"/> Q- <input type="checkbox"/> U																												
		Yes	No				REMARKS																												
1. PLOTTING/DOWNLOADING ORDER OF BATTLE	<input type="checkbox"/>				REMARKS																														
A. GEOCOORDS	<input type="checkbox"/>						REMARKS																												
B. MGRS	<input type="checkbox"/>								REMARKS																										
C. PERFORM COORDINATE CONVERSION	<input type="checkbox"/>										REMARKS																								
2. SYMBOLOGY	<input type="checkbox"/>												REMARKS																						
A. AIR ORDER OF BATTLE (AOB)	<input type="checkbox"/>														REMARKS																				
B. DEFENSIVE MISSILE ORDER OF BATTLE (DMOB)	<input type="checkbox"/>																REMARKS																		
C. GROUND ORDER OF BATTLE (GOB)	<input type="checkbox"/>																		REMARKS																
D. NAVAL ORDER OF BATTLE (NOB)	<input type="checkbox"/>																				REMARKS														
E. ELECTRONIC ORDER OF BATTLE (EOB)	<input type="checkbox"/>																						REMARKS												
F. AEROSPACE CONTROL ORDER (ACO)	<input type="checkbox"/>																								REMARKS										
G. MISCELLANEOUS	<input type="checkbox"/>																										REMARKS								
3. ORDER OF BATTLE ANALYSIS	<input type="checkbox"/>																												REMARKS						
A. PURGE CRITERIA	<input type="checkbox"/>																														REMARKS				
B. POSTING CRITERIA	<input type="checkbox"/>		REMARKS																																
						SIGNATURE OF INSTRUCTOR/EVALUATOR			STUDENT INITIALS	SUPERVISOR INITIALS																									

Figure A2.8. Changeover Briefing Gradesheet (page 1 of 2)

INDIVIDUAL EVENT GRADESHEET CHANGEOVER BRIEFING	EVENT NUMBER	POSITION NUMBER	EVENT DURATION	DATE	
NAME	CLASS NUMBER	MDS F-16	INSTRUCTOR/EVALUATOR		
TASK ELEMENTS	N/A	COVERED Y/N	GRADE 3	GRADE 2	GRADE 1
	OVERALL EVENT QUALIFICATION <input type="checkbox"/> Q <input type="checkbox"/> Q- <input type="checkbox"/> U				
1. BRIEFING PREPARATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ADHERENCE TO UNIT PROCEDURES	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ADDRESSED RELEVANT AREAS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A. ISSUES REQUIRING IMMEDIATE ATTENTION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. WORK CENTER STATUS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. WING OPERATIONS CENTER (WOC)/SQUADRON BRIEFING TIMES	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. REVIEW PREVIOUS BRIEFING MATERIAL	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. REVIEW INCOMING/OUTGOING MESSAGES	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. REVIEW SIGNIFICANT EVENTS LOG/THREAT UPDATE CODE (TUC)	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. RFI STATUS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. REVIEW BATTLE STAFF DIRECTIVES (BSD)/SPINS/WATCHCON/DEFCON	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. SYSTEMS STATUS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. PROCEDURAL CHANGES	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. THINGS THAT NEED TO BE DONE	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(1). PLOTTING	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REMARKS			SIGNATURE OF INSTRUCTOR/EVALUATOR		
			STUDENT INITIALS		SUPERVISOR INITIALS

Figure A2.9. Changeover Briefing Gradesheet (page 2 of 2)

TASK ELEMENTS	N/A	COVERED		GRADE 3	GRADE 2	GRADE 1	REMARKS
		Y	N				
(2). BRIEFING	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
L. PERSONNEL STATUS/SCHEDULES	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M. EQUIPMENT STATUS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N. MESSAGES DUE OUT	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
O. LOCATION OF ITEMS FOR EVACUATION	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P. VEHICLE KEYS LOCATION (IF APPLICABLE)	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q. REVIEW EMERGENCY PROCEDURES	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R. LOCATION OF ALTERNATES	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
S. COMBINATION/CIPHER CHANGES	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. DELIVERY	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

N/A - Element was not required
 COVERED Y/N - Separate grade not required but needs to be covered and factors into overall grade
 GRADE 3 - Performance indicates a lack of ability or knowledge
 GRADE 2 - Performance is essentially correct. Recognizes and corrects errors
 GRADE 1 - Performance is correct, efficient, skilful and without hesitation

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Figure A2.10. Deployment Briefing Gradesheet (page 1 of 2)

INDIVIDUAL EVENT GRADESHEET DEPLOYMENT BRIEFING	EVENT NUMBER		POSITION NUMBER		EVENT DURATION		DATE
NAME	CLASS NUMBER		MDS F-16		INSTRUCTOR/EVALUATOR		
TASK ELEMENTS	N/A	COVERED Y/N	GRADE 3	GRADE 2	GRADE 1	OVERALL EVENT QUALIFICATION <input type="checkbox"/> Q <input type="checkbox"/> Q- <input type="checkbox"/> U	
1. BRIEFING PREPARATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	REMARKS	
A. RESEARCH	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	* ITEMS NOT REQUIRED FOR NON-AIRCREW BRIEF	
B. ANALYSIS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. APPLICABILITY TO AUDIENCE	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. DELIVERY	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. GENERAL KNOWLEDGE	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. EFFECTIVE VISUAL AIDS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. ADHERENCE TO UNIT STANDARDS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7. SECURITY CLASSIFICATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8. SUMMARY OF POLITICAL/MILITARY EVENTS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9. ENEMY ACTIVITY/FORCE DISPOSITION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10. ENEMY TACTICS/EMPLOYMENT STRATEGIES*	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A - Element was not required	
11. POTENTIAL/ANTICIPATED ENEMY REACTIONS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	COVERED Y/N - Separate grade not required but needs to be covered and factors into overall grade	
12. POSSIBLE ENROUTE FLIGHT HAZARDS*	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	GRADE 3 - Performance indicates a lack of ability or knowledge	
13. PERSONNEL RECOVERY ISSUES*	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	GRADE 2 - Performance is essentially correct. Recognizes and corrects errors	
						GRADE 1 - Performance is correct, efficient, skillful and without hesitation	
						SIGNATURE OF INSTRUCTOR/EVALUATOR	STUDENT INITIALS
							SUPERVISOR INITIALS

Figure A2.11. Deployment Briefing Gradesheet (page 2 of 2)

TASK ELEMENTS	N/A	COVERED		GRADE 3	GRADE 2	GRADE 1	REMARKS
		Y	N				
A. CONVENTION STATUS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. EMERGENCY DESTRUCTION OF CLASSIFIED	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. RECOMMENDED EVASIVE ACTIONS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. THEATER RECOVERY	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. EVASION PLAN OF ACTION (EPA)	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F. SANITIZATION REMINDER	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G. ISOPREP REVIEW	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. KNOWN THREATS NEAR BEDDOWN LOCATION	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. REPORTING INSTRUCTIONS AND EEIS*	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

N/A - Element was not required
 COVERED Y/N - Separate grade not required but needs to be covered and factors into overall grade
 GRADE 3 - Performance indicates a lack of ability or knowledge
 GRADE 2 - Performance is essentially correct. Recognizes and corrects errors
 GRADE 1 - Performance is correct, efficient, skillful and without hesitation

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Figure A2.12. Initial Situation Briefing Gradesheet

INDIVIDUAL EVENT GRADESHEET INITIAL SITUATION BRIEFING	EVENT NUMBER		POSITION NUMBER		EVENT DURATION		DATE
NAME	CLASS NUMBER		MDS F-16		INSTRUCTOR/EVALUATOR		
TASK ELEMENTS	N/A	COVERED Y/N		GRADE 3	GRADE 2	GRADE 1	OVERALL EVENT QUALIFICATION
							<input type="checkbox"/> Q <input type="checkbox"/> Q- <input type="checkbox"/> U
1. BRIEFING PREPARATION	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	REMARKS
A. RESEARCH	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. ANALYSIS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. DELIVERY	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. APPLICABILITY TO AUDIENCE	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. EFFECTIVE USE OF VISUAL AIDS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. GENERAL KNOWLEDGE	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. SECURITY CLASSIFICATION	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. MAJOR EVENTS LEADING TO CRISIS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. ANY NATIONAL DECISIONS, IF KNOWN	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. ENEMY FORCE DISPOSITION	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. ANTICIPATED ENEMY REACTION	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. ADDITIONAL ITEMS AS NEEDED	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA - Element was not required COVERED Y/N - Separate grade not required but needs to be covered and factors into overall grade GRADE 3 - Performance indicates a lack of ability or knowledge GRADE 2 - Performance is essentially correct. Recognizes and corrects errors GRADE 1 - Performance is correct, efficient, skillful and without hesitation
12. ADHERENCE TO UNIT STANDARDS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SIGNATURE OF INSTRUCTOR/EVALUATOR STUDENT INITIALS SUPERVISOR INITIALS

Figure A2.13. Situation Briefing Gradesheet (page 1 of 2)

INDIVIDUAL EVENT GRADESHEET SITUATION BRIEFING	EVENT NUMBER					POSITION NUMBER	EVENT DURATION	DATE
NAME	CLASS NUMBER					MDS F-16	INSTRUCTOR/EVALUATOR	
TASK ELEMENTS	N/A	COVERED Y/N	GRADE 3	GRADE 2	GRADE 1	OVERALL EVENT QUALIFICATION <input type="checkbox"/> Q <input type="checkbox"/> Q- <input type="checkbox"/> U		
1. BRIEFING PREPARATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	REMARKS		
A. RESEARCH	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
B. ANALYSIS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2. DELIVERY	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
3. APPLICABILITY TO AUDIENCE	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
4. EFFECTIVE USE OF VISUAL AIDS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
5. GENERAL KNOWLEDGE	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
6. SECURITY CLASSIFICATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
7. SIGNIFICANT POLITICAL/MILITARY DEVELOPMENTS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
8. CURRENT ENEMY FORCE DISPOSITION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
9. OBSERVED ENEMY TACTICS OR EMPLOYMENT STRATEGIES	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
10. INDICATIONS OF IMPENDING ENEMY ATTACK	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
11. POTENTIAL ENEMY COURSES OF ACTION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
12. LOCAL AREA SITUATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
13. ADDITIONAL ITEMS AS NEEDED	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SIGNATURE OF INSTRUCTOR/EVALUATOR	STUDENT INITIALS	SUPERVISOR INITIALS

Figure A2.14. Situation Briefing Gradesheet (page 2 of 2)

TASK ELEMENTS	N/A	COVERED		GRADE 3	GRADE 2	GRADE 1	REMARKS
		Y/N					
14. ADHERENCE TO UNIT STANDARDS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

N/A - Element was not required
 COVERED Y/N - Separate grade not required but needs to be covered and factors into overall grade
 GRADE 3 - Performance indicates a lack of ability or knowledge
 GRADE 2 - Performance is essentially correct. Recognizes and corrects errors
 GRADE 1 - Performance is correct, efficient, skillful and without hesitation

Figure A2.16. MPC Initial Briefing Gradesheet (page 1 of 2)

INDIVIDUAL EVENT GRADESHEET MISSION PLANNING CELL (MPC) INITIAL BRIEFING	EVENT NUMBER	POSITION NUMBER	EVENT DURATION	DATE		
NAME	CLASS NUMBER	MDS F-16	INSTRUCTOR/EVALUATOR			
TASK ELEMENTS	N/A	COVERED Y/N	GRADE 3	GRADE 2	GRADE 1	OVERALL EVENT QUALIFICATION
						<input type="checkbox"/> Q <input type="checkbox"/> Q- <input type="checkbox"/> U
1. ORGANIZATION/PREPARATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	REMARKS
2. ADHERENCE TO UNIT STANDARDS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. MISSION TASKING/RELEVANT FACTORS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. TARGET	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. WEAPONERING SOLUTION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. ASA CONSIDERATIONS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. TARS CONSIDERATIONS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. THREAT	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. DELIVERY	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. GENERAL KNOWLEDGE	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A - Element was not required
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	COVERED Y/N - Separate grade not required but needs to be covered and factors into overall grade
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	GRADE 3 - Performance indicates a lack of ability or knowledge
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	GRADE 2 - Performance is essentially correct. Recognizes and corrects errors
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	GRADE 1 - Performance is correct, efficient, skillful and without hesitation
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	SIGNATURE OF INSTRUCTOR/EVALUATOR		STUDENT INITIALS	SUPERVISOR INITIALS

Figure A2.17. Mission Package Construction Gradesheet (page 1 of 2)

INDIVIDUAL EVENT GRADESHEET MISSION PACKAGE CONSTRUCTION		EVENT NUMBER			POSITION NUMBER		EVENT DURATION		DATE		
NAME		CLASS NUMBER			MDS F-16		INSTRUCTOR/EVALUATOR				
TASK ELEMENTS		N/A	COVERED Y/N		GRADE 3	GRADE 2	GRADE 1	OVERALL EVENT QUALIFICATION			
			<input type="checkbox"/> Q	<input type="checkbox"/> Q-				<input type="checkbox"/> U			
1. MISSION MATERIALS		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	REMARKS			
A. IMAGERY		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
(1). OVERVIEW		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
(2). TARGET		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
(3). JOINT DESIGNATED POINT OF IMPACT (JDFI)		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
B. MISSION MAPS/CHARTS		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
(1). ROUTE		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
(2). AREA OF OPERATIONS		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
(3). ATTACK		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
(4). THREAT (MOM)		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
C. TARGETING POD FOV PREDICTIONS		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
D. ROUTE PLOTTING/ANALYSIS		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
2. THREAT ANALYSIS		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
A. TERRAIN		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
B. ELNOT		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SIGNATURE OF INSTRUCTOR/EVALUATOR		STUDENT INITIALS	SUPERVISOR INITIALS

Figure A2.18. Mission Package Construction Gradesheet (page 2 of 2)

TASK ELEMENTS	N/A	COVERED		GRADE 3	GRADE 2	GRADE 1	REMARKS
		Y/N					
C. AMBIGUITY	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. WEAPONEEING SOLUTION	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. ASA CONSIDERATIONS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. TARS CONSIDERATIONS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. GENERAL KNOWLEDGE	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. ADHERENCE TO UNIT STANDARDS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

N/A - Element was not required
 COVERED Y/N - Separate grade not required but needs to be covered and factors into overall grade
 GRADE 3 - Performance indicates a lack of ability or knowledge
 GRADE 2 - Performance is essentially correct. Recognizes and corrects errors
 GRADE 1 - Performance is correct, efficient, skillful and without hesitation

Figure A2.19. Weaponeering Gradesheet

INDIVIDUAL EVENT GRADESHEET WEAPONNEERING	EVENT NUMBER		POSITION NUMBER		EVENT DURATION		DATE
NAME	CLASS NUMBER		MDS F-16		INSTRUCTOR/EVALUATOR		
TASK ELEMENTS	N/A	COVERED Y/N		GRADE 3	GRADE 2	GRADE 1	OVERALL EVENT QUALIFICATION
							<input type="checkbox"/> Q <input type="checkbox"/> Q- <input type="checkbox"/> U
1. WEAPONNEERING SOLUTIONS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	REMARKS
2. JMEM	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. AUTOMATED APPLICATIONS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. GENERAL KNOWLEDGE	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA - Element was not required COVERED Y/N - Separate grade not required but needs to be covered and factors into overall grade GRADE 3 - Performance indicates a lack of ability or knowledge GRADE 2 - Performance is essentially correct. Recognizes and corrects errors GRADE 1 - Performance is correct, efficient, skillful and without hesitation
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SIGNATURE OF INSTRUCTOR/EVALUATOR
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	STUDENT INITIALS
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SUPERVISOR INITIALS

Figure A2.20. Mission Briefing Gradesheet (page 1 of 2)

INDIVIDUAL EVENT GRADESHEET MISSION BRIEFING	EVENT NUMBER	POSITION NUMBER	EVENT DURATION	DATE		
NAME	CLASS NUMBER	MDS F-16	INSTRUCTOR/EVALUATOR			
TASK ELEMENTS	N/A	COVERED Y/N	GRADE 3	GRADE 2	GRADE 1	OVERALL EVENT QUALIFICATION
						<input type="checkbox"/> Q <input type="checkbox"/> Q- <input type="checkbox"/> U
1. BRIEFING PREPARATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	REMARKS
A. RESEARCH	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. ANALYSIS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. DELIVERY	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. APPROPRIATE LEVEL OF DETAIL	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. EFFECTIVE USE OF VISUAL AIDS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. GENERAL KNOWLEDGE	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. COVERED APPLICABLE AREAS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. SECURITY CLASSIFICATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. GENERAL BATTLE SITUATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. TARGET INFORMATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. GENERAL SITUATION IN TARGET AREA	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A. THREATS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A - Element was not required COVERED Y/N - Separate grade not required but needs to be covered and factors into overall grade GRADE 3 - Performance indicates a lack of ability or knowledge GRADE 2 - Performance is essentially correct. Recognizes and corrects errors GRADE 1 - Performance is correct, efficient, skillful and without hesitation
11. ENEMY FORCE LOCATIONS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SIGNATURE OF INSTRUCTOR/EVALUATOR
12. ENROUTE THREATS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
						SUPERVISOR INITIALS

Figure A2.21. Mission Briefing Gradesheet (page 2 of 2)

TASK ELEMENTS	N/A	COVERED		GRADE 3	GRADE 2	GRADE 1	REMARKS
		Y/N	Y/N				
A. INGRESS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. TARGET AREA	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. EGRESS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. LOCAL AREA SITUATION	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. PR DATA	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A. SAFE AREAS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. RECOVERY & AUTHENTICATION	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. ISOPREP REVIEW	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. SANITIZATION REMINDER	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. PR KIT	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F. EPA DEVELOPMENT & REVIEW	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. EEIS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. INFLIGHT REPORTING REQUIREMENTS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

N/A - Element was not required
 COVERED Y/N - Separate grade not required but needs to be covered and factors into overall grade
 GRADE 3 - Performance indicates a lack of ability or knowledge
 GRADE 2 - Performance is essentially correct. Recognizes and corrects errors
 GRADE 1 - Performance is correct, efficient, skillful and without hesitation

AF FORM 4381, 20080310 PREVIOUS EDITIONS ARE OBSOLETE

Figure A2.22. Step Briefing Gradesheet

INDIVIDUAL EVENT GRADESHEET STEP BRIEFING	EVENT NUMBER		POSITION NUMBER		EVENT DURATION		DATE	
NAME	CLASS NUMBER		MDS F-16		INSTRUCTOR/EVALUATOR			
TASK ELEMENTS	N/A	COVERED	GRADE 3	GRADE 2	GRADE 1	OVERALL EVENT QUALIFICATION		
		Y/N				<input type="checkbox"/> Q <input type="checkbox"/> Q- <input type="checkbox"/> U		
1. BRIEFING PREPARATION/ORGANIZATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	REMARKS		
A. RESEARCH	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
B. ANALYSIS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2. MISSION IMPACT/CHANGES	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
3. SECURITY CLASSIFICATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
4. TARGET CHANGES	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
5. NEW THREATS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
6. EPA CHANGES	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
7. LATEST THREAT UPDATE CODE	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
8. DELIVERY	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
9. RELEVANCE/APPLICABILITY	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A - Element was not required COVERED Y/N - Separate grade not required but needs to be covered and factors into overall grade GRADE 3 - Performance indicates a lack of ability or knowledge GRADE 2 - Performance is essentially correct. Recognizes and corrects errors GRADE 1 - Performance is correct, efficient, skillful and without hesitation		
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SIGNATURE OF INSTRUCTOR/EVALUATOR	STUDENT INITIALS	SUPERVISOR INITIALS

Figure A2.23. Debriefing Gradesheet (page 1 of 2)

INDIVIDUAL EVENT GRADESHEET DEBRIEFING	EVENT NUMBER					POSITION NUMBER	EVENT DURATION	DATE
NAME	CLASS NUMBER					MDS F-16	INSTRUCTOR/EVALUATOR	
TASK ELEMENTS	N/A	COVERED Y/N		GRADE 3	GRADE 2	GRADE 1	OVERALL EVENT QUALIFICATION	
		<input type="checkbox"/> Q	<input type="checkbox"/> Q-				<input type="checkbox"/> U	
1. DEBRIEFING PREPARATION	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	REMARKS	
A. MAPS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B. TARGET IMAGERY	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C. DEBRIEF WORKSHEET	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D. UNDERSTANDING OF TASKING	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. TIME CRITICAL INTELLIGENCE	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. ADHERENCE TO UNIT STANDARDS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. AIR-TO-AIR ENGAGEMENTS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A. INITIAL PICTURE	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B. TACTICS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C. WEAPONS EMPLOYMENT/RESULTS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. SURFACE-TO-AIR ENGAGEMENTS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A. INDICATIONS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B. TACTICS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C. COUNTERTACTICS/RESULTS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SIGNATURE OF INSTRUCTOR/EVALUATOR						STUDENT INITIALS	SUPERVISOR INITIALS	

Figure A2.24. Debriefing Gradesheet (page 2 of 2)

TASK ELEMENTS	N/A	COVERED		GRADE 3	GRADE 2	GRADE 1	REMARKS
		Y/N					
6. TARGETS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A. WEAPONS EMPLOYMENT	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. INITIAL BDA	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. RWR/HTS INDICATIONS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. SPECTRUM INTERFERENCE	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. SIGHTINGS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. LASER INCIDENTS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. FOLLOW-UP QUESTIONS	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. DEBRIEF CONTROL	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. TIME MANAGEMENT	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. DEBRIEF ACCURACY	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

N/A - Element was not required
 COVERED Y/N - Separate grade not required but needs to be covered and factors into overall grade
 GRADE 3 - Performance indicates a lack of ability or knowledge
 GRADE 2 - Performance is essentially correct. Recognizes and corrects errors
 GRADE 1 - Performance is correct, efficient, skillful and without hesitation

Figure A2.25. Intelligence Reporting Gradesheet (page 1 of 2)

INDIVIDUAL EVENT GRADESHEET INTELLIGENCE REPORTING	EVENT NUMBER		POSITION NUMBER	EVENT DURATION	DATE	
NAME	CLASS NUMBER		MDS F-16	INSTRUCTOR/EVALUATOR		
TASK ELEMENTS	N/A	COVERED Y/N	GRADE 3	GRADE 2	GRADE 1	OVERALL EVENT QUALIFICATION
						<input type="checkbox"/> Q <input type="checkbox"/> Q- <input type="checkbox"/> U
1. REPORT PREPARATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	REMARKS
A. RESEARCH	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. ANALYSIS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. REPORT FORMAT	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A. REPORT SHELL PREPARATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. CORRECT CLASSIFICATION	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. CORRECT CLASSIFICATION MARKINGS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. CONTENT	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A. SIGNIFICANT EVENTS/DATA REPORTED	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. APPROPRIATE FOR AUDIENCE	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. LOGICAL FLOW	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. READABILITY	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. ADHERENCE TO AOR STANDARDS	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. QUALITY CHECK	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. RELEASE PROCEDURES	<input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SIGNATURE OF INSTRUCTOR/EVALUATOR
				STUDENT INITIALS	SUPERVISOR INITIALS	

Figure A2.27. EIT Gradesheet

INDIVIDUAL EVENT GRADESHEET EXTERNAL INTELLIGENCE TRAINER		EVENT NUMBER			POSITION NUMBER	EVENT DURATION	DATE
NAME		CLASS NUMBER			MDS F-16	INSTRUCTOR/EVALUATOR	
TASK ELEMENTS		N/A	COVERED Y/N		GRADE 3	GRADE 2	GRADE 1
			OVERALL EVENT QUALIFICATION <input type="checkbox"/> Q <input type="checkbox"/> Q- <input type="checkbox"/> U				
1. PREPARATION		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. DECISION MAKING		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. OBJECTIVES		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. COMMUNICATION SKILLS		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. KNOWLEDGE		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ORGANIZATION		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. DOCUMENTATION		<input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Figure A2.29. DELETED

Figure A2.30. DELETED

Figure A2.31. DELETED

Figure A2.32. DELETED

Figure A2.33. DELETED

Figure A2.34. DELETED

Figure A2.35. DELETED