

DEPARTMENT OF HOMELAND SECURITY  
U.S. Coast Guard Academy  
**CADET EVALUATION REPORT WORKSHEET**  
4/c CADET

**INSTRUCTIONS**

- Use a pen or pencil.
- Darken the oval completely.
- Do not make any stray marks on this form.

**CORRECT MARK**



**INCORRECT MARKS**



**Reference:** (a) Regulations of the Corps of Cadets SUPTINST M5215.2 (series)

**CADET EVALUATION REPORT GUIDANCE**

The Cadet Evaluation Report (CER) is the single most significant document in the management of a cadet's career. It is the official record of performance used to determine the cadet's potential to successfully serve at the Coast Guard Academy and the cadet's proficiency in the leadership competencies expected of a 4/c cadet demonstrated during the program covered by this report. Accordingly, our Cadet Evaluation System demands integrity, fairness, accuracy, and timeliness. The responsibility for preserving these tenets rests upon all parties. In addition to regular feedback and mid-period counseling, providing timely, accurate evaluations is a basic leadership function. While every member is responsible for providing carefully crafted supporting material, it is incumbent upon the CER rating chain to draft the appropriate sections and ensure cadets receive the feedback they deserve.

**REPORTED-ON CADET:** Submit a performance support package to your Supervisor. This package must include the 4/c Cadet Support Form listing significant accomplishments that occurred during the period covered by this report.

**RATING CHAIN:** Review reference (a) and other pertinent directives that establish policies and procedures for completing Cadet Evaluation Reports and assigning marks against written performance standards. All dimensions within each performance factor must be evaluated.

**COMMENTS:** Written comments are required to support each mark of 1, 2, 3, 7, Unsatisfactory Conduct, and a Service Potential rating of "Suitability Review." Comments are also required for the Targeted Leadership Competencies for the program covered by this report.

- Supporting comments for a 1, 2, 3, or 7 should be in the space provided after each factor, are limited to two lines of text for each dimension, and should be concise and provide specific examples of performance or behavior.
- Written comments for Unsatisfactory Conduct must be provided on a separate page and must be specific and sufficient enough to fully describe the conduct that led to an unsatisfactory mark.
- Written comments for a Service Potential rating of "Suitability Review" must also be provided on a separate page and must be specific and sufficient enough to describe why the member is recommended for consideration for Suitability for Service Probation.
- Each dimension of this report identifies the leadership competencies covered under that dimension in parentheses. Block 6 of this CER captures the Targeted Leadership Competencies for the program covered by this report. Supporting comments for these Targeted Leadership Competencies should be in the space provided in the Comments block immediately following the applicable dimensions, are limited to two lines of text for each dimension, and should be concise and provide specific examples of threshold proficiency in those leadership competencies.

**SERVICE POTENTIAL:** Required. Provide written, succinct comments describing the potential for future cadet responsibilities, including potential to successfully serve as a cadet at the Coast Guard Academy and threshold proficiency in the targeted leadership competencies expected of a 4/c for the program covered by this report.

**SUPERVISOR:** After observing and gathering input on member's performance and behavior, evaluate member's performance against the written performance standards and recommend marks by darkening the appropriate ovals. Provide the completed worksheet with recommended marks and written comments to the Marking Official.

**MARKING OFFICIAL:** Review the marks recommended by the Supervisor and, considering other information on the member's performance and behavior, recommend marks by darkening the appropriate ovals and entering the numerical equivalent in the "Mark" column. Provide the completed form with recommended marks and written comments to the Approving Official.

**APPROVING OFFICIAL:** Review the marks recommended by the Marking Official. Marks not concurred with must be discussed with the Marking Official. To change a mark, draw a line through and initial the incorrect mark, assign a new mark, and change the "Mark" column. Confirm that required written comments are provided. Ensure that the member is counseled on the marks and the member signs the worksheet.

<b>1. FIRST NAME, MIDDLE INITIAL, LAST NAME</b>	<b>2. CADET CODE</b>	
<b>3. COMPANY / DIVISION OR SUMMER TRAINING PROGRAM</b>	<b>4. START &amp; END MARKING PERIOD (MM/DD/YYYY)</b> _____ TO _____	<b>5. PAY GRADE</b>

**6. TARGETED LEADERSHIP COMPETENCIES FOR THE PROGRAM COVERED BY THIS REPORT**

**MILITARY:** Measures a member's ability to bring credit to the Coast Guard through personal demeanor and professional actions.

<p><b>MILITARY BEARING:</b> The degree to which the member adhered to uniform and grooming standards, and projected a professional image that brought credit to the Coast Guard. <i>(Aligning Values, Personal Conduct)</i></p>	1	Failed to consistently adhere to uniform or grooming standards. Actions brought discredit to the Coast Guard.	3	Complied with and enforced uniform and grooming standards. Well-versed in military etiquette. Projected a professional image that brought credit to the Coast Guard.	5	Consistently exceeded standards for uniform and grooming. Inspired similar standards in others.	7	MARK
<p><b>CUSTOMS, COURTESIES, AND TRADITIONS:</b> The extent to which the member conformed to military customs, courtesies, traditions, and protocols; set and enforced standards for others. <i>(Aligning Values, Personal Conduct)</i></p>	1	Failed to conform to military customs, courtesies, or traditions. Failed to address substandard performance.	3	Consistently conformed to military customs, courtesies, and traditions. Demonstrated respect to rank and privilege, and expected the same of others.	5	Exemplified military customs, courtesies, traditions, and protocols in all situations. Inspired similar standards in others.	7	MARK

**Comments** *(Limited to a maximum of two lines of text per dimension):*

**PERFORMANCE:** Measures a member's willingness to acquire knowledge and the ability to use knowledge, skill, and direction to accomplish work.

<p><b>QUALITY OF WORK:</b> The degree to which the member utilized knowledge, skills, and expertise to effectively organize and prioritize tasks. Completed quality work and met needs of others. <i>(Accountability and Responsibility, Personal Conduct)</i></p>	1	Needed help in prioritizing routine tasks. Work frequently failed to meet expectations. Failed to stand proper watches, if assigned. Repeatedly failed to meet supervisor's or others' needs.	3	Used training, experience, and proper procedures to produce finished work of great quality. Worked efficiently. Stood responsible watches, if assigned. Prioritized and balanced needs of supervisor and others.	5	Consistently produced expert-quality work that exceeded expectations and standards. Successfully resolved challenging situations while on duty. Effectively set priorities for new or complex tasks. Consistently met required timelines. Anticipated and continually met needs of others.	7	MARK
<p><b>TECHNICAL PROFICIENCY:</b> The degree to which the member demonstrated technical competency and proficiency for current assignment. <i>(Technical Proficiency)</i></p>	1	Knowledge and skill of current assignment was below standard. Failed to acquire or maintain required qualifications.	3	Demonstrated solid grasp of the knowledge, skills, and expertise for current assignment. Met or maintained required qualifications.	5	Demonstrated excellent knowledge, skills, and expertise for current assignment. Technical expertise significantly contributed to division's success.	7	MARK
<p><b>INITIATIVE:</b> The degree to which the member was a self-starter, acted on new ideas to make improvements, pursued opportunities to learn, and sought additional responsibility. <i>(Personal Conduct)</i></p>	1	Avoided additional responsibility. Required constant supervision to complete tasks. Implemented and supported improvements only when directed to do so.	3	Took action without waiting for someone to tell them what to do. Acted on opportunities and volunteered for additional tasking.	5	Proactively sought additional responsibility from supervisors or others. Identified and acted upon opportunities to make improvements. Enthusiastically took on additional tasks or collateral duties.	7	MARK

**Comments** *(Limited to a maximum of two lines of text per dimension):*

**PROFESSIONAL QUALITIES:** Measures those qualities the Coast Guard values in its people.

<p><b>DECISION MAKING AND PROBLEM SOLVING:</b> The degree to which the member made sound decisions and provided valid recommendations by using facts, experience, risk assessment, and analytical thought. <i>(Influencing Others, Effective Communications)</i></p>	1	Failed to make necessary decisions or did not consider facts, alternatives, or impact. Did not weigh risk, cost, or time. Problem solving often displayed poor analysis. Did not reflect on or learn from mistakes.	3	Solved issues promptly within own authority and referred others to supervisor; provided recommendations based on all pertinent information. Asked clarifying questions when needed to make decisions. Used facts and experience to solve problems while considering risk, cost, and time.	5	Combined keen analytical thought and insight to make appropriate decisions with little or no guidance. Critical thinker who consistently focused on key issues and the most relevant information to solve complex problems. Actions indicated awareness of impact of decisions on others.	7	MARK
<p><b>MILITARY READINESS:</b> The degree to which the member effectively identified and managed stress and engaged in activities that promoted physical fitness and emotional well-being. Maintained compliance with personal readiness standards. <i>(Health and Well Being)</i></p>	1	Lacked effort to comply with readiness standards. Performance suffered due to lack of compliance with health, well-being, or readiness standards.	3	Managed stress to prevent negative impact on job performance and emotional well-being. Maintained compliance with medical and readiness standards, mandated training, and qualifications. Complied with weight standards throughout the entire period. Demonstrated financial responsibility. Used alcohol responsibly, if at all. Participated in physical fitness activities.	5	Supported a healthy workplace culture by promoting physical and emotional well-being. Actively assisted others with readiness standards. Demonstrated a significant commitment to the physical and emotional well-being of self and others.	7	MARK
<p><b>SELF AWARENESS AND LEARNING:</b> The degree to which the member continued to assess self, develop professionally, improve current skills and knowledge, and acquire new skills. <i>(Self Awareness and Learning, Personal Conduct)</i></p>	1	Failed to assess personal strengths or weaknesses. Lacked motivation or aptitude to further knowledge or self-improvement.	3	Routinely assessed self and prepared for greater responsibilities. Used available opportunities to increase professional knowledge and develop skills. Showed personal growth through education or training.	5	Proactively sought opportunities on or off duty for personal and professional development. Used training to develop others. Encouraged others toward self-improvement.	7	MARK
<p><b>TEAM BUILDING:</b> The degree to which the member contributed to a group process, and worked cooperatively in a collaborative, inclusive, and outcome-oriented manner. <i>(Team Building)</i></p>	1	Unwilling to consider the ideas of others. Not a team player. Failed to maintain partnerships.	3	Worked cooperatively in group environments; collaborated to achieve goals. Teamwork resulted in the successful completion of assigned tasks.	5	Strong team player who achieved results through collaboration, fostering cooperation among subordinates and peers. Recognized team member efforts. Skillfully used knowledge of group dynamics to achieve maximum performance.	7	MARK

**Comments** *(Limited to a maximum of two lines of text per dimension):*

<b>LEADERSHIP: Measures a member's ability to direct, guide, develop, influence, and support others in performing work.</b>								
<p><b>RESPECT FOR OTHERS:</b> The degree to which the member fostered an environment that supported diversity, fairness, dignity, compassion, and creativity. <i>(Respect for Others and Diversity Management)</i></p>	1	Shown apathy to the importance of diversity, fairness, dignity, compassion, and creativity. Treated others unfairly or with bias.	3	Supported an environment of diversity, fairness, dignity, compassion, and creativity. Showed respect for cultural differences. Supported a workplace climate that promoted inclusion, equity, and respect.	5	Demonstrated, through leadership, a strong personal commitment to fair and equal treatment of others in all situations. Actively campaigned against prejudicial actions or behavior by others.	7	MARK
<p><b>ACCOUNTABILITY AND RESPONSIBILITY:</b> The degree to which the member took responsibility of assigned duties and work area. Held self and others accountable to Coast Guard standards. <i>(Accountability and Responsibility)</i></p>	1	Did not support policies or displayed a poor attitude toward assigned work. Personal behavior was detrimental to job or workgroup performance. Failed to enforce or adhere to standards through personal conduct.	3	Applied Coast Guard policies and regulations and took accountability for performance, including completion of assigned work. Supported policies and decisions of senior personnel.	5	Demonstrated strong ethical principles and convictions by personal actions. Self-motivated, results-oriented performer who demonstrated accountability for self and others. Outstanding leader who ensured that standards were uniformly enforced.	7	MARK
<p><b>INFLUENCING OTHERS:</b> The effectiveness of the member to persuade and motivate others to achieve a desired outcome. <i>(Influencing Others, Effective Communications, Mentoring)</i></p>	1	Had difficulty influencing others effectively. Did not instill confidence in others. Unable to achieve desired outcomes.	3	Positively influenced and earned respect of others. Kept self and others motivated toward completion of work and achieved desired outcomes. Adapted leadership style to maximize effectiveness.	5	Inspired others for higher performance through personal example. Level of individual motivation served as a model for others. Actively participated in mentoring.	7	MARK
<p><b>EFFECTIVE COMMUNICATION:</b> The degree to which the member effectively utilized all forms of communication in formal and informal settings. <i>(Effective Communication)</i></p>	1	Used inappropriate communication. Written correspondence often needed correction. Unwilling to accept feedback; failed to listen. Disorganized in verbal or written communications.	3	Effectively utilized clear, concise, and appropriate communication in formal and informal settings to accomplish tasks. Listened attentively and accepted feedback from others.	5	Wrote succinctly and produced written materials that were clear and articulate. Spoke in a concise, effective, organized manner tailored to the audience and situation. Effectively presented complex issues; communicated comfortably with all levels of command.	7	MARK

**Comments** (Limited to a maximum of two lines of text per dimension):

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<b>CONDUCT</b> The degree to which the member, through personal behavior, conformed to the rules, regulations, and military standards, and Coast Guard Core Values, both on and off duty.	<b>UNSATISFACTORY</b> <i>(Comments must be provided on a separate page. Comments should be specific and sufficient to describe the conduct that led to an "Unsatisfactory" mark.)</i> Failed to meet minimum standards as evidenced by Cadet Class I offense, NJP, CM, or civil conviction; or brought discredit to the Coast Guard as evidenced by adverse CG-3307 entries including financial irresponsibility, or alcohol incidents; or failed to conform to civilian and military rules, regulations, and standards. Received 75% or more than the maximum allowable demerits.	<b>SATISFACTORY</b> No Cadet Class I offense, NJP, CM, or civil conviction; promoted and supported respect for rules, regulations, and civilian and military standards. Received below the maximum allowable demerits.	
<b>SERVICE POTENTIAL:</b> Required. Provide written, succinct comments describing the potential for future cadet responsibilities, including potential to successfully serve as a cadet at the Coast Guard Academy and threshold proficiency in the targeted leadership competencies expected of a 4/c for the program covered by this report.			
<b>Comments</b> ( <i>Comments are required; however, all lines are not required to be used</i> ):			
<b>DISTINCTION:</b> Assign this mark if, in the view of the rating official, at the time of this evaluation, the individual is performing with distinction and is demonstrating proficiency in the required leadership competencies of a 4/c Cadet in the program covered by this report. <b>READY:</b> Assign this mark if, in the view of the rating official, at the time of this evaluation, the individual is performing satisfactorily and is proficient in the required leadership competencies of a 4/c Cadet in the program covered by this report. <b>SUITABILITY REVIEW:</b> Assign this mark if, in the view of the rating official, the individual is performing unsatisfactorily and does not demonstrate proficiency in the required leadership competencies of a 4/c Cadet in the program covered by this report. The member may be recommended for suitability for service hearing or any Core Value remediation.			
SUPERVISOR: <input type="radio"/> Distinction <input type="radio"/> Ready <input type="radio"/> Suitability Review	I CERTIFY THAT I HAVE EVALUATED THE MEMBER AGAINST THE WRITTEN PERFORMANCE STANDARDS, AND I HAVE PROVIDED WRITTEN DOCUMENTATION FOR SUPPORT OF EACH MARK OF 1, 2, 3, 7, UNSATISFACTORY CONDUCT, OR POTENTIAL FOR SUITABILITY FOR SERVICE PROBATION.		
SUPERVISOR'S NAME	SUPERVISOR'S SIGNATURE	RATE/RANK	DATE
MARKING OFFICIAL: <input type="radio"/> Distinction <input type="radio"/> Ready <input type="radio"/> Suitability Review	I CERTIFY THAT I HAVE EVALUATED THE MEMBER AGAINST THE WRITTEN PERFORMANCE STANDARDS, AND I HAVE PROVIDED WRITTEN DOCUMENTATION FOR SUPPORT OF EACH MARK OF 1, 2, 3, 7, UNSATISFACTORY CONDUCT, OR POTENTIAL FOR SUITABILITY FOR SERVICE PROBATION.		
MARKING OFFICIAL'S NAME	MARKING OFFICIAL'S SIGNATURE	RATE/RANK	DATE
APPROVING OFFICIAL: <input type="radio"/> Distinction <input type="radio"/> Ready <input type="radio"/> Suitability Review	<input type="radio"/> Concur <input type="radio"/> Do Not Concur, changes made <input type="radio"/> Required comments for unsatisfactory conduct or recommendation for suitability for service probation attached on separate page.		
APPROVING OFFICIAL'S NAME	APPROVING OFFICIAL'S SIGNATURE	RATE/RANK	DATE
<b>REPORTED-ON CADET:</b> I ACKNOWLEDGE HAVING BEEN COUNSELED ON AND REVIEWED MY CADET EVALUATION REPORT WORKSHEET FOR THIS PERIOD. I HAVE BEEN BRIEFED ON AND FULLY UNDERSTAND THE SIGNIFICANCE THAT THE ASSIGNED MARKS HAVE ON MY CADET STANDING. I UNDERSTAND THAT I HAVE THREE CALENDAR DAYS IN WHICH TO APPEAL MY CER IN WRITING IN ACCORDANCE WITH THE REGULATIONS OF THE CORPS OF CADETS, SUPTINST M5215.2 (SERIES).			
<b>SIGNATURE:</b>		<b>DATE:</b>	
<b>Privacy Act Statement</b>			
<b>Authority:</b> 14 USC 633. <b>Purpose:</b> To provide feedback on cadet's performance and assist in determining suitability for promotion, selection, and assignment. <b>Routine Uses:</b> Same. <b>Disclosure:</b> Mandatory. Failure to disclose required information may adversely affect promotion, selection, and assignment decisions.			