

DEPARTMENT OF HOMELAND SECURITY  
U.S. Coast Guard Academy  
**CADET EVALUATION REPORT WORKSHEET**  
3/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 3/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 3/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 3/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. Enforced standards for others. <i>(Aligning Values, Personal Conduct)</i></p>	1	Failed to consistently adhere to uniform or grooming standards. Set poor example for others. Failed to address substandard performance of subordinates, if assigned.	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	Exemplified the highest uniform and grooming standards. Demanded exceptional performance from others. Performance of subordinates, if assigned, was exceptional.	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 consistently adhere to military protocols for customs, courtesies, and traditions. Failed to address substandard performance of subordinates, if assigned.	3	Consistently demonstrated military protocols for customs, courtesies, and traditions with respect to rank and privilege. Consistently set and enforced standards.	5	Exemplified military protocols for customs, courtesies, and traditions in all situations. Inspired similar standards in others. Performance of subordinates, if assigned, was exceptional.	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. Took responsibility for the development of self and others. <i>(Technical Proficiency)</i></p>	1	Demonstrated below-standard knowledge and skill of current assignment. 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. Developed or maintained a robust plan to ensure adequate professional development opportunities for subordinates, if assigned.	5	Demonstrated mastery of knowledge, skills, and expertise for current assignment. Achieved or maintained advanced qualifications. Technical expertise significantly contributed to division's success. Developed or maintained a robust plan to ensure the adequate professional development of subordinates, if assigned.	7	MARK
<p><b>INITIATIVE:</b> The degree to which the member was a self-starter and completed meaningful accomplishments. Encouraged others to do the same. Voluntarily took on more than assigned duties. <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	Self-starter. Sought additional responsibility on own initiative. Promptly and enthusiastically took on additional tasks.	5	Repeatedly identified and acted upon numerous opportunities to make improvements. Took on complex tasks or collateral duties beyond expectations of role. Expertly managed time with no loss of productivity.	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	Displayed poor analysis or reasoning when making decisions. Postponed needed action. Indifferent to potential improvements. 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. Used facts and experience, while considering risk, cost, and time to make decisions.	5	Made noteworthy contributions to improving processes. Used keen analytical thought to solve complex problems. Took warranted risks to achieve positive results. 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. Ensured compliance with personal readiness standards for self and others. <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. Indifferent to work-life balance.	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. Fostered a positive work-life balance. Closely monitored readiness compliance of subordinates, if assigned.	5	Contributed to and demonstrated commitment to a healthy workplace culture by promoting physical and emotional well-being. Actively assisted others with readiness standards. Held others accountable for meeting readiness requirements. Took administrative action when necessary.	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	Consistently assessed self and prepared for greater responsibilities. Sought and provided available opportunities to develop and acquire new skills. Showed professional growth through education or training.	5	Strong commitment to acquiring new skills. Actively applied knowledge and acquired skills beyond assigned duty. Identified needs and abilities of others; provided opportunities for their professional development.	7	MARK
<p><b>TEAM BUILDING:</b> The degree to which the member contributed to a group process, worked cooperatively, and facilitated a collaborative, inclusive, and outcome-oriented environment with others. <i>(Team Building)</i></p>	1	Not a team player. Unwilling to consider the ideas of others. Exerted little or no influence over group resulting in disorganized efforts.	3	Facilitated cooperation, ownership, trust, and strong relationships. Encouraged other team members to contribute ideas. Effectively partnered to achieve goals.	5	Recognized team member efforts. Strong team leader who achieved results through collaboration, and fostering cooperation among subordinates and peers. Expertly facilitated a group 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	Showned apathy to the importance of diversity, fairness, dignity, compassion, and creativity. Treated others unfairly or with bias.	3	Created an environment that supported diversity, fairness, dignity, compassion, and creativity. Worked comfortably with others of all ranks and positions. Personal actions made positive contributions to unit climate. Held self and others accountable.	5	Demonstrated a strong personal commitment to fair and equal treatment of others. Made noteworthy contributions to prevent and eliminate prejudicial actions in the work place. Actively championed respectful and inclusive behavior.	7	MARK
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<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 and Coast Guard Academy regulations. <i>(Accountability and Responsibility)</i></p>	1	Provided minimal support for policies and initiatives. Projected a poor attitude toward assigned work. Unwilling to enforce military rules and regulations.	3	Took ownership of assigned duties and work area. Required self and others to conform to military rules and regulations. Standards uniformly enforced. Initiated appropriate administrative and disciplinary action when necessary.	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. Served as a model to others. Appropriately managed personnel and material resources.	7	MARK
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<p><b>DIRECTING OTHERS:</b> The effectiveness of directing others in the completion of tasks and ensuring that tasking was properly carried through. <i>(Influencing Others, Effective Communications, Mentoring)</i></p>	1	Had difficulty in effectively directing or influencing others. Did not instill confidence in others. Failed to effectively manage difficult situations.	3	Leveraged abilities of others to ensure that work standards were maintained. Directed and mentored others towards completion of assigned tasks.	5	Skillfully used knowledge of group dynamics to achieve maximum performance. A strong and respected leader whose clear tasking of others achieved superior results.	7	MARK
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<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. Unwilling to accept feedback. Thoughts and directions expressed in disorganized manner. Performance of others suffered as a result of poor communication.	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 audiences and situations. Effectively presented complex issues; communicated comfortably with all levels of command. Put others at ease and encouraged feedback.	7	MARK
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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

<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.
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**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 3/c for the program covered by this report.

**Comments** *(Comments are required; however, all lines are not required to be used):*

**DISTINCTION:** 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 3/c Cadet in the program covered by this report.

**READY:** 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 3/c Cadet in the program covered by this report.

**SUITABILITY REVIEW:** 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 3/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

**REPORTED-ON CADET:** 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>
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**Privacy Act Statement**

**Authority:** 14 USC 633. **Purpose:** To provide feedback on cadet's performance and assist in determining suitability for promotion, selection, and assignment. **Routine Uses:** Same. **Disclosure:** Mandatory. Failure to disclose required information may adversely affect promotion, selection, and assignment decisions.