

CHAPTER 16
PERFORMANCE APPRAISAL PROCESS FOR CADET,
CALIFORNIA HIGHWAY PATROL

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CHAPTER 16

PERFORMANCE APPRAISAL PROCESS FOR CADET, CALIFORNIA HIGHWAY PATROL

1. OVERVIEW.

a. The procedures and guidelines for rating a cadet's performance are presented in this chapter. Nine critical tasks have been identified as essential to performing the job of a cadet and are used in evaluating individual performance. These critical tasks and their rating guidelines reflect the expectations of the Department and have been developed to emphasize observable job behaviors of cadets in a training environment. The following supervisory roles are key elements in the cadet's performance appraisal process:

(1) Rater. The rater is the cadet's immediate supervisor (Staff Officer) and assigns the actual ratings.

(2) Reviewer. The reviewer provides oversight of the rating process and will be of equal rank or higher than the rater.

b. Cadets are assigned monthly critical task ratings using a three-point rating system on the CHP 100CDT, Cadet Evaluation Summary. While the CHP 100CDT is primarily intended to serve as a tool to promote personal growth and enhance performance, it also serves to record cadet activities and is the primary source document in determining ratings for the CHP 118CDT, Performance Appraisal - Cadet. Ratings recorded on the CHP 100CDT are designed to highlight strengths and to identify problems that can be corrected before they become serious performance issues.

c. The CHP 118CDT is used to document the performance of a cadet in the nine critical tasks and shall be generated in the following situations:

(1) Completion of Academy training (graduation/promotion).

(2) Any time poor performance requires a cadet to be placed on the Continual Evaluation Program.

d. Distribution for all completed probationary reports and annual performance evaluations will follow a singular process as follows:

e. The original completed document(s) shall be given to the employee.

(1) A copy of the completed document(s) shall be placed in the employee's field personnel folder.

(a) A scanned PDF copy of the completed document(s) shall be e-mailed to the Human Resources Section (HRS), Personnel Filing Services, at PerformanceAppraisalSubmission@chp.ca.gov, with the following subject line: Employee's Last Name, First Name, ID number (e.g., Christensen, Ashley, 012345).

2. RATING GUIDELINES.

a. The rater should keep in mind the position of cadet is highly sought-after. At the Academy, cadets are tasked with learning the fundamentals of being a California Highway Patrol officer. Cadets must meet the minimum standards set by the Commission on Peace Officer Standards and Training (POST) and the Department. Success requires a cadet to apply the knowledge, skills, and abilities they have learned through instruction by passing a series of examinations. These examinations encompass both the Instructional Services Program and the Tactical Training Program, and are evaluated using written, practical, and scenario-based testing. The expectations regarding acceptable performance are high and the standards embodied in the cadets' rating guidelines are difficult to meet.

b. With an emphasis on cadet development, a rating of Needs Improvement has been specified for substandard performance on both the CHP 100CDT and the CHP 118CDT. The reason for having this category is to provide timely feedback to the cadet. Needs Improvement on the CHP 100CDT is documented notification that improvement is in order. A rating of Needs Improvement on the CHP 118CDT typically represents a persistent pattern of substandard performance. It indicates the cadet's performance is clearly unacceptable and results in the application of the Continual Evaluation Program or other necessary training or monitoring. A continued rating of Needs Improvement on the CHP 100CDT or a particularly serious performance issue could trigger an immediate CHP 118CDT rating of Needs Improvement and result in the cadet being placed on the Continual Evaluation Program.

c. The specific guidelines for rating cadets on individual critical tasks are presented in Annex A. These guidelines were developed primarily for completing the CHP 118CDT once a cadet has concluded their Academy training and is promoting to the rank of officer. The guidelines contain qualifiers such as "sustained" and "consistently" and reflect the Department's ultimate concern not only with the quality of performance but also consistency over a sustained period of time.

d. Rating System. The rating system used for the CHP 118CDT consists of a three-point rating scale, as follows:

(1) **Exceeds**. A rating of **Exceeds** indicates the cadet has demonstrated sustained outstanding performance with regard to the critical task in question. This rating is reserved for performance that is clearly above and beyond what is expected for the position. Few cadets are likely to receive a rating of **Exceeds**, as this is a rating that requires clear and convincing **documented** evidence of sustained outstanding performance.

(2) **Meets**. A rating of **Meets** indicates the cadet has demonstrated full competence with regard to all facets of the task in question. It is a difficult rating to earn and should not be taken for granted or dismissed as average or mediocre. Cadets receiving this rating should be proud of their accomplishment as they have demonstrated an understanding of a complex and difficult set of skills.

(3) **Needs Improvement**. A rating of **Needs Improvement** is reserved for performance that demonstrates a clear, **documented** deficiency. This rating indicates the cadet has exhibited a pattern of consistently unacceptable performance in a particular critical task or there is a single issue serious enough to warrant such a rating. A rating of **Needs Improvement** shall result in the cadet being placed on the Continual Evaluation Program.

e. The rating guidelines in Annex A consist of the above descriptions tailored to the specific content of each critical task.

f. Raters will find the qualitative descriptions in Annex A useful for CHP 100CDT ratings. The CHP 100CDT ratings concern academic performance during a monthly period of evaluation. The emphasis is on specific incidents which demonstrate strengths and/or weaknesses occurring during that time frame. Accordingly, the CHP 100CDT ratings are geared towards cadet development which, for the duration of their Academy training, provides the basic input for the CHP 118CDT. Due to the short evaluation period of the CHP 100CDT, it is expected there could be fluctuations in the ratings assigned for any given critical task.

3. CHP 100CDT, CADET EVALUATION SUMMARY.

a. Process.

(1) The CHP 100CDT is the principal means of recording a cadet's day-to-day activities, academic performance, development, and training needs. Cadets are to be evaluated on the full range of their activities (adherence to Academy policies, academic performance, physical training,

emergency vehicle operations, officer safety training, etc.). Cadets are to record these activities as accurately as possible and as completely as necessary to describe their actions.

(2) A CHP 100CDT shall be completed in its entirety for each cadet every month.

(3) Supervisor's Review of the CHP 100CDT, Cadet Evaluation Summary.

(a) Each cadet's CHP 100CDT shall be reviewed by their immediate supervisor promptly after the final day of the evaluation period (month).

(b) The supervisor shall review previous CHP 100CDTs to identify performance trends, both positive and negative.

(4) The completed CHP 100CDTs are used as the primary source documents for completing the CHP 118CDT.

b. Completing the CHP 100CDT, Cadet Evaluation Summary—Front.

(1) Rating Performance.

(a) A three-point system (***Exceeds***, ***Meets***, and ***Needs Improvement***) is used to rate a cadet's performance of critical tasks.

(b) All cadets shall be evaluated on all critical tasks.

(c) Due to the cadet training schedule, a rater may be unable to substantiate a rating for Critical Tasks 6 (Operation of Departmental Vehicles/Equipment), 7 (Enforcement Tactics), and 9 (Weapons Training). For these critical tasks, a No Rating (N/R) entry may be appropriate.

(d) It may become necessary to preempt the normal process and place a cadet on the Continual Evaluation Program in response to an unusually serious incident or persistent pattern of substandard performance. Procedures for the Continual Evaluation Program are discussed in paragraph 4.a.(1)(b).

(e) All ratings are to be made in accordance with the standards described for each critical task in Annex A.

(2) Supervisor's Comments.

(a) Pertinent comments made by a cadet's supervisor on the CHP 100CDT are essential to the effectiveness of the performance appraisal process. The CHP 100CDTs are used for documenting ongoing performance of cadets, and subsequently become the basis of the cadet's performance appraisal.

(b) Comments made on a CHP 100CDT, whether positive or negative, should be made as soon as possible after the cadet's performance is observed by the supervisor. Timely feedback will result in better communication and more thorough appraisals.

(c) Comments by the supervisor are **mandatory** for any ratings of ***Exceeds*** or ***Needs Improvement***.

c. Completing the CHP 100CDT, Cadet Evaluation Summary—Back.

(1) Cadets shall be instructed to use the back of the CHP 100CDT to document their performance in each critical task, as outlined in their Cadet Standard Operating Procedures (SOP).

d. Distribution/Filing.

(1) Completed CHP 100CDTs shall be maintained by the supervisor for the duration of the cadet's training to assist in preparing performance appraisal reports.

(2) Upon completion of Academy training and subsequent promotion to the rank of officer, completed CHP 100CDTs for the rating period shall be attached to the copy of the CHP 118CDT filed in the personnel folder.

4. CHP 118CDT, PERFORMANCE APPRAISAL - CADET.

a. Process.

(1) The CHP 118CDT is used to document performance in the following areas:

(a) Cadets.

1 Completion and Submission of the CHP 118CDT, Performance Appraisal - Cadet. A CHP 118CDT shall be completed at the conclusion of a cadet's Academy training by their supervisor and forwarded to the Cadet Coordinator by training week 25.

2 Command Responsibility. The Academy commander is responsible for ensuring CHP 118CDTs are completed in a timely manner.

(b) Continual Evaluation Program.

1 If at any time during the evaluation period a cadet is unable to meet the performance standards in any of the critical tasks after supervisory techniques (such as counseling, corrective memoranda, and CHP 100CDT comments) have been employed, the cadet may be placed on the Continual Evaluation Program and a CHP 118CDT shall be prepared. **All** documentation supporting the need for Continual Evaluation shall be attached to the CHP 118CDT (e.g., Memorandum of Direction; censurable CHP 2, Incident Report; CHP 100CDTs).

a The number of **Needs Improvement** ratings a cadet may receive on the CHP 100CDT in any critical task is a subjective decision made by the supervisor and Academy management. A single low rating on a CHP 100CDT during the rating period does not necessarily mean a cadet should be placed on the Continual Evaluation Program. The rating guidelines included in this chapter should assist supervisors in determining whether a cadet's performance meets expected standards.

b Supervisors who work with and evaluate cadets regularly should be able to determine whether or not a pattern of behavior indicates the need for the Continual Evaluation Program.

2 When the Continual Evaluation Program is initiated, the rater shall assign a rating of **Needs Improvement** to the applicable critical task(s) on the CHP 118CDT and prepare a plan of action to correct the deficiency (refer to Annex A). The plan shall include the following:

a A discussion of specific problem area(s).

b A description of all performance objectives set.

c Methods outlined to reach objectives.

d Controls involved.

e Time frames for follow-up.

3 When a cadet is placed on the Continual Evaluation Program, only the critical task rated as **Needs Improvement** shall be evaluated

and rated. Action plans for improvement are to be documented until the performance objective is reached.

4 At the close of the Continual Evaluation Program period specified in the initial plan of action, a final report shall be prepared indicating whether or not the performance objective has been reached, and if not, what further corrective measures will be taken. This may include extending the initial period of the Continual Evaluation Program.

5 While the cadet is initially placed on the Continual Evaluation Program for a specified period of time, it is the cadet's responsibility to attain satisfactory performance as soon as possible. If the cadet shows no performance progress, the command may take further action at any time during the Continual Evaluation Program to address the deficiency.

6 A sustained rating of ***Needs Improvement*** in any critical task may be an indication a cadet is unfit to continue employment in that job classification or assignment.

7 When a cadet fails to respond to the Continual Evaluation Program, a Rejection During Probation package shall be initiated. (Refer to Highway Patrol Manual 10.2, Internal Investigations Manual.)

(3) Discussing Cadet Appraisals.

(a) Informal Discussion.

1 Upon completing a cadet's performance appraisal (CHP 118CDT), the rater shall meet with the cadet to discuss the cadet's job performance during the rating period.

2 Areas of disagreement, if any, should be resolved whenever possible.

3 If a Needs Improvement rating is assigned to any critical task, the cadet shall be notified of their placement on the Continual Evaluation Program, and a Continual Evaluation plan shall be developed.

e. Completing the CHP 118CDT, Performance Appraisal - Cadet.

(1) Identification Information. The appropriate identification information shall be entered in the space provided at the top of the CHP 118CDT:

(a) Appointment Date.

1 For a CHP 118CDT generated at the successful completion of Academy training for the purposes of promotion, enter the cadet's Academy graduation date.

2 For a CHP 118CDT generated due to a deficient critical task rating, or during the Continual Evaluation Program, enter the date the cadet was appointed to their current classification.

(b) Name. Enter the last name, first name, and middle initial of the cadet.

(c) Identification Number.

1 For a CHP 118CDT generated at the successful completion of Academy training for the purposes of promotion, enter the cadet's departmental identification number (badge number).

2 For a CHP 118CDT generated due to a deficient critical task rating, or during the Continual Evaluation Program, enter the cadet's identification number (e.g., 315001).

(d) Location Code. Enter the location code of the Academy.

(e) Assignment. Enter the Area (Academy) and the Division.

(f) Reason for Report. Enter one of the following in this space:

1 Promotion. This entry is used at the successful completion of Academy training.

2 Continual Evaluation. This entry is used whenever a cadet is placed on the Continual Evaluation Program.

(g) Reporting Period. Enter the dates of the period covered by the ratings.

(2) Section A, Critical Tasks.

(a) Rating Box. A rating box is provided adjacent to each critical task for the assignment of a rating. These ratings are to be made using the guidelines provided in Annex A.

(b) Performance Element Check Box.

1 The rater shall use the check boxes to indicate performance elements observed during the rating period.

2 The Counselor Observations box is to be used when the rater has additional comments regarding a cadet's performance for that critical task. If this box is checked, the rater shall include typed comments in the space provided below the check box.

(c) Assigning a Rating.

1 A cadet's performance of the critical tasks is rated on the three-point scale (***Exceeds***, ***Meets***, and ***Needs Improvement***).

2 The CHP 118CDT ratings for the critical tasks shall be supported by the cadet's performance during the rating period, as indicated on the CHP 100CDTs and other forms of documentation (e.g., CHP 2). In the event a rater notes a pattern of improvement, the cadet may be given the benefit of the doubt and assigned the higher rating. When a rater observes a pattern of steady deterioration, the rater may assign the lower rating.

NOTE: An observable pattern of improvement will allow a cadet who is not placed on the Continual Evaluation Program to obtain a rating of ***Meets*** on their promotional CHP 118CDT despite a majority of their CHP 100CDTs have a rating of Needs Improvement for the same critical task.

3 When assigning ratings, the rater shall utilize all testable/scorable materials relating to the cadet class for each critical task and shall use the cadet's academic standing within their class to assess their performance.

4 When assigning ratings, a rater should consider it unlikely the cadet will match all of the performance examples for only one rating category. For example, a cadet's performance may match many of the descriptions of a rating of ***Meets*** in a critical task, but may also include some elements described under the rating of ***Exceeds***.

Overlap is common in performance appraisals and requires judgment on the part of the rater. Always assign the rating which corresponds to the description that most closely matches the cadet's performance for the given critical task.

5 The purpose of the performance evaluation system is to evaluate the cadet's performance of critical job tasks during the prescribed rating period.

6 Due to the importance of individual performance elements contained in the critical tasks, the rater is to make a rating determination based on the following considerations:

a If any performance element is determined by the rater to be essential to successful completion of the task and is performed in such a manner that performance standards are not met, a Needs Improvement rating for the critical task should be assigned with appropriate comments to justify the rating.

b If, however, a performance element is determined by the rater to be important but not essential to successful completion of a task (e.g., spelling) and the performance of this element is substandard, a rating of **Meets** could be justified if all other performance elements in the task meet or exceed performance standards.

7 The CHP 100CDTs serve as the primary source documentation for CHP 118CDT ratings. When determining ratings, always consider the cadet's performance for the entire rating period.

8 When completing the CHP 100CDT, all cadets shall be rated on Critical Tasks 1 through 5, and Critical Task 8. When appropriate, given their training schedule, cadets may also be assigned a rating on Critical Tasks 6, 7, and 9.

9 Raters preparing performance evaluations should remember the assigned ratings and written comments to support the ratings must be justified. This is of particular importance when ratings fluctuate during subsequent rating periods.

(3) Section B, Certification of Proficiency.

(a) In accordance with POST and Department standards, cadet performance appraisal reports must include the appropriate documentation indicating the cadet has demonstrated proficiency.

(b) Raters shall use the check boxes and place their initials in the space provided to indicate proficiency has been demonstrated in each of the required elements.

(4) Section C, Leadership Skills. This section is intended to provide evidence the cadet has had assignments which gave them an opportunity to utilize their leadership skills. It is appropriate to check a box when a cadet has held a leadership position for a majority of their rating period. If a box is checked, the rater shall comment on the leadership position held by the cadet in Section D.

(a) The “Appointed Leadership Position” check box shall be checked when a cadet has been placed in a leadership role by the Staff Office. Such roles are Company Commander, Guidon Bearer, and Squad Leader. These examples are not all-inclusive as any cadet may be placed in a leadership role for a detail or specific assignment which may warrant a comment on the CHP 100CDT or the CHP 118CDT.

(b) The “Elected Leadership Position” check box shall be checked in instances where a cadet was elected to a leadership position by their peers. Such roles are Class President, Class Vice President, and Class Treasurer.

(5) Section D, Rater’s Comments.

(a) Whenever the rater is required to make comments on an assigned rating, those comments shall:

1 Be noted in the text box for the appropriate critical task.

2 Cite specific examples of clearly defined observable job performance to illustrate why the rating has been assigned.

3 Not be used to document **initial** comments about excellent or deficient performance. Emerging performance trends shall have been documented on other source documents (e.g., Memorandum of Direction, CHP 2, CHP 100CDT).

(b) Rater comments on the CHP 118CDT shall include only a summary of previously documented performance unless additional descriptions or directions are deemed necessary, as in continual evaluation or goal-setting situations.

(c) Rater comments shall be limited to the space provided in Section D of the CHP 118CDT except in situations such as continual evaluation or goal-setting situations.

(d) Rater comments for **Exceeds** ratings are mandatory and should focus on trends and truly extraordinary performance.

(e) Rater comments for **Meets** ratings are at the discretion of the rater and are discouraged unless deemed necessary or appropriate.

(f) Rater comments for Needs Improvement ratings must be justified by appropriate comments. Performance deficiencies should initially be documented on the CHP 100CDT.

(g) If Leadership Skills are addressed in Section C of the CHP 118CDT, comments concerning the assignment(s) shall be documented in Section D of the CHP 118CDT.

(6) Section E, Required Information.

(a) The rater shall use the check boxes to indicate required personal and proficiency information has been discussed with the cadet and is current.

1 CHP 137C, Field Personnel Folder Annual Review (Uniformed).

a The Academy Cadet Secretary shall review the CHP 137C, Field Personnel Folder Annual Review (Uniformed), and ensure the field personnel folder contains all the required documentation and certifications. All documents must be complete, current, and properly dated.

b The rater shall place a check mark in the Reviewed column in the space provided next to each document reviewed with the cadet.

(b) Valid Driver's License. The rater shall ensure the cadet's driver's license to operate a motor vehicle is valid and note the expiration date in the space provided.

(7) Section F, Signatures.

(a) Signature of Employee. The cadet shall sign and date the form and indicate by checking the box provided if a discussion with the reviewer is desired. If the cadet refuses to sign the form, the rater shall indicate "Refused to Sign" in the Employee's Signature box. A third party shall initial the form as a witness to the cadet's refusal.

(b) Signature of Rater. The rater's name shall be typed or printed, and a signature and date shall be provided in the appropriate spaces.

(c) Signature of Reviewer. After reviewing the performance appraisal, the reviewing officer's name shall be typed or printed, and a signature and date shall be provided in the appropriate spaces. The reviewing officer shall ensure the rater has properly completed the form and has discussed the report with the cadet. If the cadet indicated in Section F a desire to discuss the report with the reviewer, the reviewer shall check the appropriate box to indicate there was a discussion with the cadet. The reviewer shall not change the rater's final appraisal of the cadet's performance; however, comments substantiating reasons for disagreement must be made whenever the reviewer does not concur with the rating. These comments are to be documented on additional sheets of paper, initialed and dated by the cadet, rater, and reviewer, and attached to the CHP 118CDT.

f. Completion, Distribution, and Retention of Appraisal Forms.

(1) Completion. Final copies of the CHP 118CDT may be typed or printed; however, all completed evaluations must be legible. The most recent revision of the form should be utilized.

(2) Distribution. The original CHP 118CDT and CHP 100CDTs shall be forwarded by the rater to the Academy Cadet Coordinator, who is responsible for the following distribution:

(a) The original completed document(s) shall be given to the employee.

(b) A scanned PDF copy of the completed document(s) shall be e-mailed to the HRS, Personnel Filing Services, at PerformanceAppraisalSubmission@chp.ca.gov, with the following subject line: Employee's Last Name, First Name, ID number (e.g., Christensen, Ashley, 012345).

(c) One copy of the CHP 118CDT is to be placed in the cadet's field personnel folder with CHP 100CDTs attached.

(d) One copy of the CHP 118CDT is to be retained by the Academy for a period of no less than six months.

(3) Retention.

(a) The CHP 118CDT shall be retained in HRS, Personnel Filing Services, until the employee's file contains three CHP 118s.

(b) The CHP 118CDT shall be retained in the employee's field personnel folder until the folder contains four years of CHP 118s.

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ANNEX A

CADET, CALIFORNIA HIGHWAY PATROL, ACADEMY RATING PROCEDURES

The nine critical tasks capture the full range of the cadet's activities, duties, and responsibilities and are described below in considerable detail to assist raters in evaluating the performance of cadets. These descriptions and guidelines are for use in all rating situations, but may be most relevant in completing the CHP 118CDT, Performance Appraisal - Cadet. The discussion for each task is divided into three interrelated parts. First, a generic paragraph describes the content domain for the task. Then, clarifying issue statements are provided for each of the task's subelements. These statements are intended to provide a behavioral frame of reference to assist in conceptualizing each subelement. Finally, rating guidelines in the form of paragraphs describing **Exceeds**, **Meets**, and **Needs Improvement** levels of performance are provided. These guidelines are intended to serve as criterion for assessing actual cadet performance with regard to the task.

1. DEPARTMENT POLICIES AND PROCEDURES/ACADEMY POLICIES, PROCEDURES AND REGULATIONS. Central to this critical task is the cadet's commitment to the purpose, mission, objectives, and philosophy of the Department. This commitment is manifested by a reasonably broad knowledge of departmental/Academy policies and procedures, an understanding of their purpose and function, and a willingness and ability to adhere to them. Related concerns include an appreciation for uniform and grooming standards, ability to retain required knowledge, and the importance of adhering to the policies and procedures set forth in the Cadet SOP.

a. Issues.

- (1) Understanding of the Department's mission, objectives, and philosophy, and the cadet's role in meeting these.
 - (a) Does the cadet have a general understanding of the role of the Department within the context of California state government and other law enforcement and allied agencies?
 - (b) Does the cadet understand the Department's mission statement, departmental goals, and organizational values?
 - (c) Does the cadet understand the Department's values (CHP PRIDE)?
 - (d) Does the cadet understand and properly utilize the chain of command?

ANNEX A

CADET, CALIFORNIA HIGHWAY PATROL, ACADEMY RATING PROCEDURES (continued)

(2) Knowledge, understanding, and adherence to departmental/Academy policies and procedures.

(a) Does the cadet have a working knowledge of the Cadet SOP?

(b) Does the cadet maintain current knowledge of the most basic California Vehicle Code and California Penal Code violations?

(c) Does the cadet comply with the policies and procedures in place at the Academy?

(d) Do the cadet's actions reflect acceptance of supervisory authority?

(e) Does the cadet maintain current knowledge of the Department's aural brevity codes and phonetic alphabet?

b. Rating Guidelines.

(1) **Exceeds**: The cadet demonstrates a superior understanding of the Department's mission, values, and goals. The cadet strictly adheres to the Cadet SOP, as evident by not obtaining a single censurable gig during two consecutive rating periods.

(2) **Meets**: The cadet demonstrates a clear understanding of the Department's mission, values, and goals. The cadet has demonstrated an acceptable level of understanding of the Cadet SOP, as evident by accumulating three or fewer censurable gigs during the rating period.

(3) **Needs Improvement**: The cadet demonstrates an inadequate understanding of the Department's mission, values, and goals. The cadet has demonstrated an insufficient level of understanding of the Cadet SOP, as evident by earning four or more censurable gigs during the rating period, or any single egregious violation of policy.

2. **ACADEMIC PERFORMANCE**. The key factor in this critical task is academic and manipulative skills demonstrations through academic and scenario testing. Cadets are rated based on their academic ranking, which is determined by their performance of all graded examinations, scenarios, and tests.

ANNEX A

CADET, CALIFORNIA HIGHWAY PATROL, ACADEMY RATING PROCEDURES (continued)

a. Issues.

(1) Knowledge retention.

(a) Does the cadet utilize the study method which best allows them to retain knowledge and perform adequately during tests and examinations?

(b) Does the cadet manage their time appropriately and prioritize based on the chronological order of tests or examinations?

(c) Does the cadet allocate sufficient time to review study materials prior to the test or examination?

(2) Learning domain and agency-specific examinations/remedial examinations.

(a) Does the cadet meet the minimum cutoff score to pass the examination?

(b) Does the cadet meet the minimum cutoff score to pass the remedial examination?

b. Rating Guidelines.

(1) **Exceeds**: The cadet consistently achieves high scores on tests and examinations, evident by ranking within the top ten positions in their class during the rating period.

(2) **Meets**: The cadet performs to a satisfactory level, achieving passing scores on all tests and examinations during the rating period.

(3) **Needs Improvement**: The cadet fails to achieve a passing score on one or more tests or examinations during the rating period.

3. **PROFESSIONAL DEMEANOR/APPEARANCE/GROOMING**. A professional attitude and appearance is the key feature of this critical task, along with a strong sense of command presence and poise. Attire (uniform and civilian), proper grooming, and hygiene reflect positively on the Department.

a. Issues.

ANNEX A

CADET, CALIFORNIA HIGHWAY PATROL, ACADEMY RATING PROCEDURES (continued)

(1) Adhering to the Cadet SOP regarding proper etiquette to be used when interacting with departmental personnel and the public.

(a) Does the cadet stand at the proper position when addressing or being addressed by Academy staff?

(b) Does the cadet issue proper greetings to the staff and public?

(c) Does the cadet prompt their statements with "Sir/Ma'am, Cadet _____," as required?

(d) Does the cadet lose their professional bearing when addressed (e.g., physically expressing frustration)?

(e) Does the cadet use curse words while officially representing the Department?

(2) Understanding of the Cadet SOP regarding departmental uniform and grooming standards.

(a) Does the cadet adhere to the uniform and grooming standards set forth in the Cadet SOP?

b. Rating Guidelines.

(1) **Exceeds**: The cadet projects a highly professional image. Command presence and poise are exemplary, and the cadet's grooming, attire, and hygiene consistently reflect positively on the Department. This is evident by the cadet not obtaining a single censurable gig during the rating period for demeanor, appearance, or grooming violations.

(2) **Meets**: The cadet projects a professional image. Command presence and poise meet the everyday demands of the job, and the cadet's grooming, uniform, and hygiene are generally consistent with departmental policy. This rating is appropriate for a rating period when a cadet obtains one to three censurable gigs relating to demeanor, appearance, or grooming.

(3) **Needs Improvement**: The cadet often projects an image that is inconsistent with the professional standards of the assignment. Command

ANNEX A

CADET, CALIFORNIA HIGHWAY PATROL, ACADEMY RATING PROCEDURES (continued)

presence and poise are poor, and/or grooming, attire, and hygiene frequently fall short of departmental standards. This rating is appropriate for a rating period when a cadet obtains more than three censurable gigs relating to demeanor, appearance, or grooming.

4. VERBAL COMMUNICATIONS. Verbal expression, directed at both individuals and groups, is the unifying theme behind this critical task. A key ingredient is listening and thinking before speaking. A cadet is expected to be able to receive a tremendous amount of information from all senses, sort through it for what is relevant to the situation, and then use verbal communication as necessary to resolve the situation. This skill set directly correlates to managing people at scenes, interviewing parties of a crime or crash, interrogating a criminal suspect, and in testifying in various court proceedings. Moreover, utilizing proper verbal communication can make the difference between obtaining compliance with a suspect rather than provoking violence.

a. Issues.

(1) Organizes thoughts before speaking.

(a) Does the cadet process information and form a reasonable response before speaking?

(2) Speaks effectively to groups and individuals.

(a) Does the cadet make inappropriate spontaneous comments?

(b) Is the cadet able to clearly and concisely articulate necessary information to a listener?

(3) Listens effectively to others.

(a) Does the cadet actively listen to what is being said?

(b) Is the cadet able to accurately interpret what is being said and assess changes in voice inflection and other physical cues?

(4) Cadet leadership positions.

ANNEX A

CADET, CALIFORNIA HIGHWAY PATROL, ACADEMY RATING PROCEDURES (continued)

(a) When addressing their peers, does the cadet present a professional image and maintain proper decorum?

(b) When instructed to disseminate information to their peers, is the information provided accurately and in a timely manner?

b. Rating Guidelines.

(1) **Exceeds**: The cadet's verbal communication skills are clearly outstanding. Thoughts are consistently well organized, articulation is clear and coherent, and pertinent points are clearly articulated. The cadet listens and thinks before speaking and is exceptional in developing the proper questions to solicit relevant information to the subject at hand. If holding a cadet leadership position, the cadet presents a professional image and actively disseminates information in an accurate and timely manner.

(2) **Meets**: The cadet's verbal communication skills meet the needs of the assignment. Thoughts are organized, articulation is clear, and pertinent points are addressed. The cadet generally listens and thinks before speaking.

(3) **Needs Improvement**: The cadet's verbal communication skills are clearly deficient. Thoughts are poorly organized, articulation may be garbled and incoherent, and pertinent points are glossed over or missed entirely. The cadet often speaks before obtaining the facts and must frequently backtrack to cover any hastiness. Questions to solicit needed information are often handled poorly and in a manner inconsistent with departmental policy.

5. **WRITTEN COMMUNICATIONS/INVESTIGATIONS/REPORTS**. This critical task is concerned with the cadet's ability to prepare the documentation necessary to carry out assignments. From writing memorandums and enforcement documents to preparing training arrest and crash investigations, the cadet must select and fill out forms accurately and completely. Documentation must be grammatically correct, free of spelling errors, legible, coherent, and logical. Narrative reports must be well organized, and all opinions and conclusions must be supported by the facts and evidence. Documentation must be completed and submitted in a timely manner.

a. Issues.

ANNEX A

CADET, CALIFORNIA HIGHWAY PATROL, ACADEMY RATING PROCEDURES (continued)

- (1) Types of written communication.
 - (a) Enforcement documents (CHP 215, Notice to Appear; CHP 267, Notice of Parking - Registration Violation; CHP 281, Notice to Correct Violation).
 - (b) Traffic crash and vehicle storage documentation (CHP 555, Traffic Crash Report; CHP 180, Vehicle Report).
 - (c) Arrest and booking documentation (CHP 216, Arrest – Investigation Report; CHP 202, Driving Under the Influence Arrest – Investigation Report).
 - (d) CHP 100CDT, Cadet Evaluation Summary.
 - (e) CHP 51, Memorandum.
 - (f) Cadet autobiography.
 - (g) 091-015, Incident Card (Blue Card).
- (2) Is properly organized, contains necessary elements, legible, with proper spelling and grammar.
 - (a) Does the cadet utilize appropriate sources of information?
 - (b) Are all of the necessary supporting documents and materials gathered prior to writing the report? Can the cadet analyze this information sufficiently to arrive at logical, valid conclusions?
 - (c) Does the cadet understand all of the elements required for prosecution? Are they properly documented?
 - (d) Are key issues identified and discussed?
 - (e) Does the documentation gathered and the report prepared support the cadet's opinions and conclusions?
 - (f) Are reports neat, legible, and understandable?

ANNEX A

CADET, CALIFORNIA HIGHWAY PATROL, ACADEMY RATING PROCEDURES (continued)

(g) Are reports free of spelling errors? Are they grammatically correct? Does the cadet use proper sentence structure?

(h) Are reports complete, logical, and presented in the proper format? Do they contain all of the required elements?

(3) Timely submission of written communication.

(a) Does the cadet utilize time management and proper prioritization to complete assigned documents or reports?

(b) Are the documents submitted in a timely manner?

b. Rating Guidelines.

(1) **Exceeds:** The cadet's written communication skills are clearly outstanding. The cadet conducts thorough investigations and gathers all the appropriate evidence prior to writing reports. The cadet documents accurately and legibly without need for revision. Narrative reports show a command of the language and are free of errors. Reports and investigations are clearly and logically presented, and all opinions and conclusions are supported by carefully collected and documented facts and evidence. There is no need for editing or revision and all documents and reports are completed and submitted in a timely manner. This is evident by the cadet obtaining perfect scores on any crash or arrest reports or investigations, or by submitting an error-free autobiography.

(2) **Meets:** The cadet's written communication skills meet the needs of the assignment. The cadet is able to complete documents accurately and legibly, with little or no need for revision. Narrative reports include the essential information and elements which are organized properly. Opinions and conclusions are generally supported by the facts and evidence. While these reports demonstrate basic writing competence with minimal problems in mechanics, they may occasionally require minor revisions to ensure proper interpretation. They are generally completed and submitted in a timely manner.

(3) **Needs Improvement:** The cadet's written communication skills are clearly deficient. Reports are frequently missing critical supporting evidence.

ANNEX A

CADET, CALIFORNIA HIGHWAY PATROL, ACADEMY RATING PROCEDURES (continued)

Submitted forms are frequently inaccurate, illegible, incomplete, and may require major revision. Narrative reports consistently omit essential information or elements, or present them in a disorganized fashion. These reports may also be badly marred by multiple errors in punctuation, spelling, sentence structure, or word choice. The cadet's submitted documents have had to be returned multiple times for corrections due to their failure to make the corrections the first time. An excessive amount of time is taken to complete reports, and they are submitted after the assigned due date.

6. OPERATION OF DEPARTMENTAL VEHICLES/EQUIPMENT. As cadets do not operate departmental vehicles in road patrol situations, the Emergency Vehicle Operations Course (EVO) is the only tool available to determine their skill level in emergency vehicle defensive and performance driving. A critical factor in the cadet's success is their driving skill and ability to operate departmental communication and emergency equipment under simulated conditions, both routine and emergency. As in the field, the need for inspection of vehicles and equipment before and after use, with the documentation of any defects or discrepancies, is stressed. A key issue is safety with regards to driving during normal road patrol, skid control and recovery, performance driving, "Code 3," and pursuit driving. A related concern is knowledge of communication procedures and use of the departmental radio system. Finally, the cadet must understand the mechanics and use of emergency equipment, including lights, siren, public address system, fire extinguisher, and first aid supplies.

a. Issues.

(1) Vehicle dynamics.

(a) Does the cadet meet the minimum training standards to pass the Vehicle Dynamics course?

(2) Skid control and recovery.

(a) Does the cadet meet the minimum training standards to pass the Skid Control and Recovery course?

(3) Performance driving.

ANNEX A

CADET, CALIFORNIA HIGHWAY PATROL, ACADEMY RATING PROCEDURES (continued)

- (a) Does the cadet meet the minimum training standards to pass the Performance Driving course?
- (4) Code 3/11-99 driving.
 - (a) Does the cadet meet the minimum training standards to pass the Code 3/11-99 Driving course?
- (5) Learning Domain (LD) 19, Vehicle Operations, examination/remedial examination.
 - (a) Does the cadet achieve a passing score on the LD 19 examination?
 - (b) Does the cadet achieve a passing score on the LD 19 remedial examination?
- b. Rating Guidelines.
 - (1) **Exceeds**: The cadet successfully passes every phase of EVOC training on their first attempt, receives a perfect score on the LD 19 examination, and demonstrates an unparalleled skill while operating a departmental vehicle. The cadet has a masterful grasp of all emergency equipment and radio procedures used during both routine and emergency driving. The cadet has never been involved in a preventable crash. This rating is extremely difficult to achieve as it may adversely shape a cadet's opinion of their driving skills, thereby providing a false sense of security during one of the most dangerous aspects of their job as an officer.
 - (2) **Meets**: The cadet passes each phase of EVOC training attempted during the rating period on their first or second attempt. During the rating period, the cadet was not involved in a preventable crash, nor did they fail the LD 19 examination.
 - (3) **Needs Improvement**: The cadet fails their second or third attempt at any phase of EVOC training, is involved in a preventable crash, or fails to obtain a passing score on the LD 19 examination during the rating period.

ANNEX A

CADET, CALIFORNIA HIGHWAY PATROL, ACADEMY RATING PROCEDURES (continued)

7. ENFORCEMENT TACTICS. Knowledge and application of proper enforcement tactics and appropriate use of force are central to this critical task. Specific knowledge and understanding of the various policies regarding the use of force, application and techniques for enforcement contacts, and demonstration of officer safety-related skills are critical. The cadet is expected to participate in classroom lectures and exercises and show motivation and a desire to learn enforcement-related tactics and techniques. This skill set requires the cadet to make connections between classroom curriculum and the real-world application through scenario-based testing. Moreover, the cadet will demonstrate minimum competency during Commission on POST scenario testing.

a. Issues.

(1) Participates in the classroom.

- (a) Does the cadet participate in the classroom?
- (b) Does the cadet attempt to give any feedback during instruction?
- (c) Does the cadet maintain a professional attitude during class?

(2) Participates during scenario practice time.

- (a) Does the cadet take the time to practice when given the opportunity?
- (b) Does the cadet help their fellow cadets with scenario practice?
- (c) Does the cadet maintain professionalism and the ability to operate with minimal supervision during scenario practice?

(3) Maintains safety.

- (a) Does the cadet follow the safety protocols the Enforcement Tactics Unit (and other relevant tactical units) put in place?
- (b) Does the cadet follow Academy safety protocols?

(4) Testing.

- (a) Has the cadet met minimum competency in all POST scenario tests (enforcement tactics-related)?

ANNEX A

CADET, CALIFORNIA HIGHWAY PATROL, ACADEMY RATING PROCEDURES (continued)

(b) Has the cadet sufficiently demonstrated knowledge of departmental use of force policy?

(c) Has the cadet met minimum competency for all POST written tests (enforcement tactics-related)?

b. Rating Guidelines.

(1) **Exceeds**: The cadet demonstrates superior understanding and comprehension of the Department's use of force policy and use of force options. Additionally, the cadet passed each of the Enforcement Tactics Unit scenarios on their first attempt with no officer safety issues noted. This is an extremely difficult rating to achieve as it may adversely shape a cadet's opinion of their officer safety skills, thereby providing a false sense of security during one of the most dangerous aspects of their job as an officer.

(2) **Meets**: The cadet demonstrates a sound understanding of the Department's use of force policy and use of force options. The cadet passed each of the Enforcement Tactics Unit scenarios on their first attempt during the rating period.

(3) **Needs Improvement**: The cadet demonstrates an inadequate understanding of the Department's use of force policy and use of force options or fails one or more of the Enforcement Tactics Unit scenarios during the rating period.

8. PHYSICAL TRAINING/PHYSICAL METHODS OF ARREST/OFFICER SAFETY TRAINING. This critical task concerns the cadet's physical fitness, response to the Academy Physical Training Program, side handle baton techniques, and performance of proper arrest techniques. This training is directly related to the departmental Physical Performance Program, and emphasizes principles of fitness and nutrition in addition to strength and endurance training.

a. Issues.

(1) Physical Fitness Test (PFT).

ANNEX A

CADET, CALIFORNIA HIGHWAY PATROL, ACADEMY RATING PROCEDURES (continued)

- (a) What score did the cadet obtain on the most recent PFT and how does their score correlate to the scores of their classmates?
 - (b) Did the cadet's PFT score show improvement from their last PFT?
 - (2) Work Sample Test Battery (WSTB).
 - (a) Did the cadet pass their WSTB?
 - (3) Side handle baton.
 - (a) Did the cadet pass their side handle baton certification?
 - (4) Physical Methods of Arrest (PMA).
 - (a) Did the cadet pass their PMA technique certifications?
- b. Rating Guidelines.
- (1) **Exceeds**: The cadet demonstrates a superior level of fitness, evident by obtaining a PFT score of 90 or greater on the most recent test, or by being recognized for outstanding performance by the Physical Training Unit staff on the cadet's initial physical training workout.
 - (2) **Meets**: The cadet reaches a minimum PFT score of 50 on the most recent test. Additionally, the cadet passes all side handle baton and PMA technique certifications on their first or second attempt.
 - (3) **Needs Improvement**: The cadet is in a generally unhealthy state of physical fitness, obtaining a PFT score of less than 50 on the most recent test. The cadet requires more than one remediation to certify on any side handle baton or PMA technique during the rating period. The cadet fails any attempt at the WSTB during the rating period.
9. WEAPONS TRAINING. The focus of this critical task is the safe handling and proficient operation of departmental weapon systems. Emphasis is placed on shooting policy and proficiency, and procedures regarding the employment of weapons in the line of duty. Cadets are required to demonstrate acceptable proficiency in weapons maintenance and the use of chemical agents. Critical issues include the cadet's attitude

ANNEX A

CADET, CALIFORNIA HIGHWAY PATROL, ACADEMY RATING PROCEDURES (continued)

during training sessions, their ability to develop familiarity and competency during training, proficiency as determined by shooting qualifications, regard for proper care of weapons and equipment, and development of respect and safe practices in weapons handling.

a. Issues.

(1) Weapons safety violations.

(a) Did the cadet have a weapon safety violation due to violating weapon safety rules (Range rules)?

(b) Did the cadet have a negligent discharge of their cadet primer round due to violating weapons safety rules (Range rules)?

(2) Weapons qualifications/Task Oriented Qualifications Course.

(a) Was the cadet able to obtain a passing score during qualifications for all three weapons systems (pistol, rifle, shotgun)?

(3) Trigger-pull test.

(a) Was the cadet able to demonstrate the strength to successfully fire their primary duty weapon 34 times with each hand, accounting for a normal "road load" of ammunition?

(4) Weapon maintenance.

(a) Was the cadet negligent in their duties to properly clean and care for their primary duty weapon?

b. Rating Guidelines.

(1) **Exceeds**: The cadet's firearm skills are clearly outstanding, evident by qualifying as "Master" or "Expert," or being ranked as their class's "Top Gun." No qualifications had to be remediated, nor were there any weapon safety issues. This rating may only be obtained during the final rating period once training with the Weapons Training Unit has been completed.

ANNEX A

CADET, CALIFORNIA HIGHWAY PATROL, ACADEMY RATING PROCEDURES (continued)

(2) **Meets**: The cadet performs at an acceptable level, requiring no more than two attempts to qualify with any single weapon system and not having any weapon safety issue during the rating period.

Needs Improvement: The cadet fails to qualify with a weapon system within two attempts, has a weapon safety issue or negligent discharge, or has not been able to pass the trigger-pull test.

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ANNEX B

CHP 100CDT, CADET EVALUATION SUMMARY

STATE OF CALIFORNIA DEPARTMENT OF CALIFORNIA HIGHWAY PATROL		CADET EVALUATION SUMMARY		SQUAD REVIEWER Officer Taylor	
CHP 100CDT (Rev. 10-16) OPI 091		SQUAD # 7		SQUAD COUNSELOR Officer Johnson	
NAME (PRINT) Smith, John P.		MONTH/YEAR 1/2028		CTC 1-28	
COMPANY C		COUNSELOR'S COMMENTS			
CRITICAL TASK OBSERVED		<input type="checkbox"/> EXCEEDS <input type="checkbox"/> CT1 - Departmental/Academy Policies, Procedures, Regulations, and Orders (Two consecutive months without receiving a gig or restriction) <input type="checkbox"/> CT2 - Academic Performance (Holds ranking in the top ten of the class) <input type="checkbox"/> CT3 - Professional Demeanor/Appearance/Grooming (Earned zero gigs for the month relating to demeanor, appearance, or grooming) <input type="checkbox"/> CT4 - Verbal Communications/Interpersonal Skills (Leadership position, special details, volunteer assignments, etc.) <input type="checkbox"/> CT5 - Written Communications/Investigations / Reports (100% score on Collision Report / Investigation for Grade, Driving Under the Influence [DUI] for Grade) <input type="checkbox"/> CT8 - Physical Training/Physical Methods of Arrest/Officer Safety Training (Obtained a score of 90 or greater on most recent Physical Fitness Test) <input type="checkbox"/> CT9 - Weapons Training (Qualified as "Master," "Expert," or obtained class "Top Gun" ranking) <input type="checkbox"/> MEETS ALL CATEGORIES DURING THE CURRENT MONTH OF CADET TRAINING <input type="checkbox"/> NEEDS IMPROVEMENT <input type="checkbox"/> CT1 - Departmental/Academy Policies, Procedures, Regulations, and Orders (Earned more than three gigs or two restrictions) <input type="checkbox"/> CT2 - Academic Performance (Failed any Commission on Peace Officer Standards and Training or agency specific exams or quizzes, excluding spelling exercises) <input type="checkbox"/> CT3 - Professional Demeanor/Appearance/Grooming (Earned more than three gigs due to demeanor, appearance, or grooming) <input type="checkbox"/> CT5 - Written Communications/Investigations/Reports (Failed Collision Report / Investigation for Grade, DUI for Grade, or writing assignment was returned more than once for corrections) <input type="checkbox"/> CT6 - Operation of Departmental Vehicles/Equipment (Failed Emergency Vehicle Operations Course quiz/exam or remediated more than once to pass any phase of training) <input type="checkbox"/> CT8 - Physical Training/Physical Methods of Arrest/Officer Safety Training (Obtained a score of 50 or less on most recent Physical Fitness Test, failed the Work Sample Test Battery, or remediated any baton/Physical Methods of Arrest technique more than once) <input type="checkbox"/> CT9 - Weapons Training (Failed trigger-pull test, had a weapon safety issue, or had to remediate any qualification more than once for any weapon system)			
1. Departmental/Academy Policies, Procedures, Regulations, and Orders <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input checked="" type="checkbox"/> Needs Improvement <input type="checkbox"/> N/R <input type="checkbox"/> Evaluation Attached		COMMENTS John, you are still in the beginning stages of the long journey to graduation. As you have completed your first month of training, Academy customs and procedures should be second nature by now, allowing you to focus entirely on your education. You should have a firm grasp on dealing with and managing stress by now, which is a developed skill that will help you respond and react appropriately to various situations during your career. I encourage you to contact the Recruit Training Office regarding any questions, concerns, or personal hardships. -Your GPA at the end of the month was 95.24%, which ranked you academically at 11 of 123 remaining cadets. You are very close to obtaining an Exceeds rating in this critical task. Keep up the good work. -You received an Exceeds rating in Critical Task #4 due to your outstanding performance as a Squad Leader. You have been dependable in keeping the squad informed and on top of assignments. I also appreciate that you review the squad's written assignments before they are turned in to the squad box, ensuring each is completed and placed in alphabetical order. -You received a Needs Improvement rating in Critical Task #1 due to earning four gigs throughout the month.			
2. Academic Performance <input type="checkbox"/> Exceeds <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/R <input type="checkbox"/> Evaluation Attached					
3. Professional Demeanor/Appearance/Grooming <input type="checkbox"/> Exceeds <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/R <input type="checkbox"/> Evaluation Attached					
4. Verbal Communications/Interpersonal Skills <input checked="" type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/R <input type="checkbox"/> Evaluation Attached					
5. Written Communications/Investigations/Reports <input type="checkbox"/> Exceeds <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/R <input type="checkbox"/> Evaluation Attached					
6. Operation of Departmental Vehicles/Equipment <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input checked="" type="checkbox"/> N/R <input type="checkbox"/> Evaluation Attached					
7. Enforcement Tactics <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input checked="" type="checkbox"/> N/R <input type="checkbox"/> Evaluation Attached					
8. Physical Training/Physical Methods of Arrest/Officer Safety Training <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input checked="" type="checkbox"/> N/R <input type="checkbox"/> Evaluation Attached					
9. Weapons Training <input type="checkbox"/> Exceeds <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/R <input type="checkbox"/> Evaluation Attached					
COUNSELOR'S SIGNATURE		DATE		COUNSELOR'S SIGNATURE	
CADET'S SIGNATURE		DATE		ADDITIONAL COMMENTS ATTACHED	
		<input type="checkbox"/> YES <input type="checkbox"/> NO			

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ANNEX C

CHP 118CDT, PERFORMANCE APPRAISAL – CADET—PROMOTION

STATE OF CALIFORNIA DEPARTMENT OF CALIFORNIA HIGHWAY PATROL		APPOINTMENT DATE	NAME (Last, First, Middle Initial)	ID NUMBER
PERFORMANCE APPRAISAL - CADET CHP 118CDT (Rev. 10-16) OPI 091		01/04/2028	Smith, John P.	50000
LOCATION CODE	ASSIGNMENT	REASON FOR REPORT		REPORTING PERIOD
092	Academy	Promotion		01/04/2028 to 07/08/2028

INSTRUCTIONS: Refer to Highway Patrol Manual (HPM) 10.10, Performance Appraisal Manual, Chapter 16, Performance Appraisal for Cadet, California Highway Patrol, and Academy Standard Operating Procedures for rating guidelines.

SECTION A CRITICAL TASKS			
Task	Rating	Task	Rating
1. DEPARTMENTAL/ACADEMY POLICIES, PROCEDURES, REGULATIONS, AND ORDERS <input checked="" type="checkbox"/> Understanding of the Department's mission, objectives, and philosophy. <input checked="" type="checkbox"/> Knowledge, understanding, and adherence to departmental/Academy policies and procedures. <input type="checkbox"/> Other: (specify)	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT	6. OPERATION OF DEPARTMENTAL VEHICLES/EQUIPMENT <input checked="" type="checkbox"/> Use of communications equipment. <input checked="" type="checkbox"/> Use of vehicle emergency equipment. <input checked="" type="checkbox"/> Code 3 and pursuit driving. <input checked="" type="checkbox"/> Defensive driving and vehicle placement. <input checked="" type="checkbox"/> Skid pan and skid recovery. <input type="checkbox"/> Counselor observations.	<input type="checkbox"/> EXCEEDS <input checked="" type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT
2. ACADEMIC PERFORMANCE <input checked="" type="checkbox"/> Examination performance, academic work habits, and study skills. <input checked="" type="checkbox"/> Remediation requirements. <input checked="" type="checkbox"/> Knowledge of departmental enforcement policies. (HPM 100.68, Traffic Enforcement Policy Manual) <input checked="" type="checkbox"/> Knowledge and understanding of Vehicle Code, Penal Code and related laws, codes and regulations. <input checked="" type="checkbox"/> First responder operational training. <input checked="" type="checkbox"/> Emergency medical responder training. <input checked="" type="checkbox"/> Scenario testing. <input checked="" type="checkbox"/> Counselor observations. Academically ranked 2 in class of 103, with GPA of 97.21%	<input checked="" type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT	7. ENFORCEMENT TACTICS Knowledge and understanding of policies and procedures with regard to traffic stops, in-custody arrests, and high risk/felony procedures. <input checked="" type="checkbox"/> Initiation and completion of stops. <input checked="" type="checkbox"/> Problem solving, decision making, and common sense. <input checked="" type="checkbox"/> Self-control in stressful situations. <input checked="" type="checkbox"/> Scenario testing. <input type="checkbox"/> Counselor observations.	<input type="checkbox"/> EXCEEDS <input checked="" type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT
3. PROFESSIONAL DEMEANOR/APPEARANCE/GROOMING <input checked="" type="checkbox"/> Command presence, bearing, and poise. <input checked="" type="checkbox"/> Grooming, uniform attire, and personal. <input checked="" type="checkbox"/> Personnel and/or dormitory inspections. <input checked="" type="checkbox"/> Counselor observations. Refer to Section D.	<input checked="" type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT	8. PHYSICAL TRAINING/PHYSICAL METHODS OF ARREST/ OFFICER SAFETY TRAINING <input checked="" type="checkbox"/> Physical condition/strength. <input checked="" type="checkbox"/> Physical Performance Program. <input checked="" type="checkbox"/> Body composition/nutrition. <input checked="" type="checkbox"/> Stress management. <input type="checkbox"/> Counselor observations.	<input type="checkbox"/> EXCEEDS <input checked="" type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT
4. VERBAL COMMUNICATIONS/INTERPERSONAL SKILLS <input checked="" type="checkbox"/> Organizing thoughts before speaking. <input checked="" type="checkbox"/> Listens effectively to others. <input checked="" type="checkbox"/> Acceptance of constructive criticism and feedback. <input checked="" type="checkbox"/> Interpersonal skills and characteristics. <input checked="" type="checkbox"/> Counselor observations. Leadership position: Squad Leader.	<input checked="" type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT	9. WEAPONS TRAINING <input checked="" type="checkbox"/> Safety consideration in handling weapons. <input checked="" type="checkbox"/> Knowledge and understanding of departmental policies/procedures relating to the use of weapons. <input checked="" type="checkbox"/> Defensive firing course. <input checked="" type="checkbox"/> Instinctive shooting. <input checked="" type="checkbox"/> Night shooting. <input checked="" type="checkbox"/> Shotgun handling/proficiency. <input checked="" type="checkbox"/> Proper weapons maintenance. <input checked="" type="checkbox"/> Preparation for/deployment of chemical agents. <input type="checkbox"/> Counselor observations.	<input type="checkbox"/> EXCEEDS <input checked="" type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT
5. WRITTEN COMMUNICATIONS/INVESTIGATIONS/REPORTS <input checked="" type="checkbox"/> Routine enforcement and documentation. <input checked="" type="checkbox"/> Traffic collision and vehicle documentation. <input checked="" type="checkbox"/> DUI investigation documentation. <input checked="" type="checkbox"/> Arrest and booking documentation. <input checked="" type="checkbox"/> Proper organization, containing necessary elements. <input checked="" type="checkbox"/> Legibility, grammar, and spelling. <input checked="" type="checkbox"/> Documentation supports conclusion and recommendations. <input checked="" type="checkbox"/> Memorandum preparation and completion. <input checked="" type="checkbox"/> Academy forms completion. <input checked="" type="checkbox"/> Timely submission of required paperwork. <input type="checkbox"/> Counselor observations.	<input type="checkbox"/> EXCEEDS <input checked="" type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT	Was this cadet ever subject to Continual Evaluation for one or more of the nine Critical Tasks listed above? If yes, comments are required in Section D.	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

SECTION B CERTIFICATION OF PROFICIENCY	
CHECK BOXES TO INDICATE CADET HAS DEMONSTRATED PROFICIENCY AS REQUIRED BY APPROPRIATE MANUALS (HPM 70.6, 70.9, ETC.). RECORD CERTIFICATION DATES ON CHP 270.	RATER'S INITIALS
<input checked="" type="checkbox"/> Communications equipment <input checked="" type="checkbox"/> High risk and felony stops <input checked="" type="checkbox"/> Physical methods of arrest <input checked="" type="checkbox"/> Side handle baton <input checked="" type="checkbox"/> Use of safety equipment <input checked="" type="checkbox"/> Civil disturbance/crowd control	<input checked="" type="checkbox"/> Emergency medical care <input checked="" type="checkbox"/> Hostage situations <input checked="" type="checkbox"/> Prisoner transportation <input checked="" type="checkbox"/> Police protective equipment <input checked="" type="checkbox"/> Suspect control

SECTION C LEADERSHIP SKILLS	
CHECK THE BOX OR BOXES BELOW WHICH CORRESPOND TO THE TYPE OF LEADERSHIP ASSIGNMENT THE CADET HAS HELD FOR THE MAJORITY OF THE RATING PERIOD. LEAVE BLANK IF NONE APPLY. DISCUSS EACH CHECKED IN SECTION D ON THE REVERSE OF THIS FORM. SEE HPM 10.10, CHAPTER 16, FOR INSTRUCTIONS.	
<input checked="" type="checkbox"/> APPOINTED LEADERSHIP POSITION	<input type="checkbox"/> ELECTED LEADERSHIP POSITION

Destroy Prior Editions

Chp118CDT_0317.pdf

ANNEX C

CHP 118CDT, PERFORMANCE APPRAISAL - CADET—PROMOTION *(continued)*

SECTION D		RATER'S COMMENTS <i>(Limit comments to space provided.)</i>	
<p>John, you have developed a fundamental understanding of the Department's policies and procedures. It is essential that you continue to study departmental publications in order to maintain your knowledge and to understand what is expected of you. Your knowledge of departmental policies and procedures will assist you for years to come. You have developed excellent uniform and grooming standards while here at the Academy, which you need to extend to your new tan uniform as you move to your first Area assignment.</p> <p>Your final academic average in Cadet Training Class I-28 was 97.21%, which ranked you at 2 in your class of 103. It is now time for you to put all that you have learned to use out in the field. You also held the cadet leadership position of Squad Leader since the first day of your training. Your performance in this position was exemplary, as I was able to depend on you entirely, and more importantly, you were respected and praised by your peers for a job well done.</p> <p>You successfully completed the Physical Training and the Physical Methods of Arrest (PMA) portion of your training. You certified in Basic PMA, Advanced PMA, and with the baton. You have been taught the correct methods of PMA and officer safety techniques. You need to continue practicing the techniques you have learned to maintain your proficiency. Being proficient in these techniques is crucial to your safety in the field. Make going home after every shift your top priority.</p> <p>As an officer, you will spend a great deal of time behind the wheel of a vehicle. You will need to apply the skills you have learned here during your Emergency Vehicle Operations Course training on a daily basis. Never forget that you are most likely to be injured on this job during a traffic collision; make proper driving and seatbelt use a personal officer safety strategy.</p> <p>In weapons training, you were able to complete the Task-Oriented Qualifications Course without any notable problems. Maintain your proficiency and inspect your weapon weekly. Officer safety comes first, last, and always.</p> <p>You are about to embark on a very challenging and rewarding career. The break-in phase of your training is equally as important as your Academy training. Work hard and listen carefully to your Field Training Officers. Maintain a professional demeanor, positive attitude, and above all else, excellent officer safety skills. You were asked and did not express any concerns or allege being a victim of any type of discrimination or harassment during your training assignment at the Academy. Congratulations on your promotion to the rank of California Highway Patrol, Officer, and good luck at the Santa Cruz Area office.</p>			
SECTION E		REQUIRED INFORMATION	
<p>Check boxes to indicate pertinent items have been reviewed with the cadet and are valid.</p>			
<input checked="" type="checkbox"/> 1. Valid driver's license date expires: 3/31/2035			
<input checked="" type="checkbox"/> 2. CHP 270, Service Record <i>(see HPM 10.3, Chapter 30)</i>			
<input checked="" type="checkbox"/> 3. CHP 102, Address and Emergency Information <i>(see HPM 10.3, Chapter 12)</i>			
<input checked="" type="checkbox"/> 4. STD. 686, Employee Action Request			
<input checked="" type="checkbox"/> 5. STD. 241, Beneficiary Designation <i>(see HPM 10.10, Chapter 2)</i>			
<input checked="" type="checkbox"/> 6. CHP 101, Appropriate Use of Automated Information & Systems Statement			
<input checked="" type="checkbox"/> 7. Discrimination and sexual harassment policy.			
<input type="checkbox"/> Other: <i>(specify)</i>			
SIGNATURES			
<input type="checkbox"/> I would like to discuss this report with the reviewer.	<small>EMPLOYEE'S SIGNATURE</small> <small>RATER'S PRINTED NAME</small> James Johnson	<small>DATE</small> <small>DATE</small>	<small>RATER'S SIGNATURE</small> <small>DATE</small>
<input type="checkbox"/> Reviewer discussed this report with cadet.	<small>REVIEWER'S PRINTED NAME</small> Thomas Taylor	<small>DATE</small>	<small>REVIEWER'S SIGNATURE</small> <small>DATE</small>
<input type="checkbox"/> Concur	<input type="checkbox"/> Do not concur		
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ANNEX D

CHP 118CDT, PERFORMANCE APPRAISAL - CADET—CONTINUAL EVALUATION

STATE OF CALIFORNIA DEPARTMENT OF CALIFORNIA HIGHWAY PATROL		APPOINTMENT DATE	NAME (Last, First, Middle Initial)	ID NUMBER
PERFORMANCE APPRAISAL - CADET CHP 118CDT (Rev. 10-16) OPI 091		01/01/2028	Smith, John P.	000110
LOCATION CODE	ASSIGNMENT	REASON FOR REPORT	REPORTING PERIOD	
092	Academy	Continual Evaluation	01/01/2028 to 03/31/2028	

INSTRUCTIONS: Refer to Highway Patrol Manual (HPM) 10.10, Performance Appraisal Manual, Chapter 16, Performance Appraisal for Cadet, California Highway Patrol, and Academy Standard Operating Procedures for rating guidelines.

SECTION A CRITICAL TASKS			
Task	Rating	Task	Rating
1. DEPARTMENTAL/ACADEMY POLICIES, PROCEDURES, REGULATIONS, AND ORDERS <input checked="" type="checkbox"/> Understanding of the Department's mission, objectives, and philosophy. <input checked="" type="checkbox"/> Knowledge, understanding, and adherence to departmental/Academy policies and procedures. <input type="checkbox"/> Other: (specify)	<input type="checkbox"/> EXCEEDS <input checked="" type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT	6. OPERATION OF DEPARTMENTAL VEHICLES/EQUIPMENT <input checked="" type="checkbox"/> Use of communications equipment. <input checked="" type="checkbox"/> Use of vehicle emergency equipment. <input checked="" type="checkbox"/> Code 3 and pursuit driving. <input checked="" type="checkbox"/> Defensive driving and vehicle placement. <input checked="" type="checkbox"/> Skid pan and skid recovery. <input type="checkbox"/> Counselor observations.	<input type="checkbox"/> EXCEEDS <input checked="" type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT
2. ACADEMIC PERFORMANCE <input checked="" type="checkbox"/> Examination performance, academic work habits, and study skills. <input checked="" type="checkbox"/> Remediation requirements. <input checked="" type="checkbox"/> Knowledge of departmental enforcement policies. (HPM 100.68, Traffic Enforcement Policy Manual) <input checked="" type="checkbox"/> Knowledge and understanding of Vehicle Code, Penal Code and related laws, codes and regulations. <input checked="" type="checkbox"/> First responder operational training. <input checked="" type="checkbox"/> Emergency medical responder training. <input checked="" type="checkbox"/> Scenario testing. <input checked="" type="checkbox"/> Counselor observations. Refer to Section D.	<input type="checkbox"/> EXCEEDS <input type="checkbox"/> MEETS <input checked="" type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT	7. ENFORCEMENT TACTICS <input type="checkbox"/> Knowledge and understanding of policies and procedures with regard to traffic stops, in-custody arrests, and high risk/felony procedures. <input checked="" type="checkbox"/> Initiation and completion of stops. <input checked="" type="checkbox"/> Problem solving, decision making, and common sense. <input checked="" type="checkbox"/> Self-control in stressful situations. <input checked="" type="checkbox"/> Scenario testing. <input type="checkbox"/> Counselor observations.	<input type="checkbox"/> EXCEEDS <input checked="" type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT
3. PROFESSIONAL Demeanor/APPEARANCE/GROOMING <input checked="" type="checkbox"/> Command presence, bearing, and poise. <input checked="" type="checkbox"/> Grooming, uniform attire, and personal. <input checked="" type="checkbox"/> Personnel and/or dormitory inspections. <input type="checkbox"/> Counselor observations.	<input type="checkbox"/> EXCEEDS <input checked="" type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT	8. PHYSICAL TRAINING/PHYSICAL METHODS OF ARREST/ OFFICER SAFETY TRAINING <input checked="" type="checkbox"/> Physical condition/strength. <input checked="" type="checkbox"/> Physical Performance Program. <input checked="" type="checkbox"/> Body composition/nutrition. <input checked="" type="checkbox"/> Stress management. <input type="checkbox"/> Counselor observations.	<input type="checkbox"/> EXCEEDS <input checked="" type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT
4. VERBAL COMMUNICATIONS/INTERPERSONAL SKILLS <input checked="" type="checkbox"/> Organizing thoughts before speaking. <input checked="" type="checkbox"/> Listens effectively to others. <input checked="" type="checkbox"/> Acceptance of constructive criticism and feedback. <input checked="" type="checkbox"/> Interpersonal skills and characteristics. <input type="checkbox"/> Counselor observations.	<input type="checkbox"/> EXCEEDS <input checked="" type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT	9. WEAPONS TRAINING <input checked="" type="checkbox"/> Safety consideration in handling weapons. <input checked="" type="checkbox"/> Knowledge and understanding of departmental policies/procedures relating to the use of weapons. <input checked="" type="checkbox"/> Defensive firing course. <input checked="" type="checkbox"/> Instinctive shooting. <input checked="" type="checkbox"/> Night shooting. <input checked="" type="checkbox"/> Shotgun handling/proficiency. <input checked="" type="checkbox"/> Proper weapons maintenance. <input checked="" type="checkbox"/> Preparation for/deployment of chemical agents. <input type="checkbox"/> Counselor observations.	<input type="checkbox"/> EXCEEDS <input checked="" type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT
5. WRITTEN COMMUNICATIONS/INVESTIGATIONS/REPORTS <input checked="" type="checkbox"/> Routine enforcement and documentation. <input checked="" type="checkbox"/> Traffic collision and vehicle documentation. <input checked="" type="checkbox"/> DUI investigation documentation. <input checked="" type="checkbox"/> Arrest and booking documentation. <input checked="" type="checkbox"/> Proper organization, containing necessary elements. <input checked="" type="checkbox"/> Legibility, grammar, and spelling. <input checked="" type="checkbox"/> Documentation supports conclusion and recommendations. <input checked="" type="checkbox"/> Memorandum preparation and completion. <input checked="" type="checkbox"/> Academy forms completion. <input checked="" type="checkbox"/> Timely submission of required paperwork. <input type="checkbox"/> Counselor observations.	<input type="checkbox"/> EXCEEDS <input checked="" type="checkbox"/> MEETS <input type="checkbox"/> NEEDS <input type="checkbox"/> IMPROVEMENT	Was this cadet ever subject to Continual Evaluation for one or more of the nine Critical Tasks listed above? If yes, comments are required in Section D. <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

SECTION B CERTIFICATION OF PROFICIENCY	
CHECK BOXES TO INDICATE CADET HAS DEMONSTRATED PROFICIENCY AS REQUIRED BY APPROPRIATE MANUALS (HPM 70.6, 70.9, ETC.). RECORD CERTIFICATION DATES ON CHP 270.	RATER'S INITIALS
<input type="checkbox"/> Communications equipment <input type="checkbox"/> High risk and felony stops <input type="checkbox"/> Physical methods of arrest <input type="checkbox"/> Side handle baton <input type="checkbox"/> Use of safety equipment <input type="checkbox"/> Civil disturbance/crowd control	<input type="checkbox"/> Emergency medical care <input type="checkbox"/> Hostage situations <input type="checkbox"/> Prisoner transportation <input type="checkbox"/> Police protective equipment <input type="checkbox"/> Suspect control

SECTION C LEADERSHIP SKILLS
CHECK THE BOX OR BOXES BELOW WHICH CORRESPOND TO THE TYPE OF LEADERSHIP ASSIGNMENT THE CADET HAS HELD FOR THE MAJORITY OF THE RATING PERIOD. LEAVE BLANK IF NONE APPLY. DISCUSS EACH CHECKED IN SECTION D ON THE REVERSE OF THIS FORM. SEE HPM 10.10, CHAPTER 16, FOR INSTRUCTIONS.
<input type="checkbox"/> APPOINTED LEADERSHIP POSITION <input type="checkbox"/> ELECTED LEADERSHIP POSITION

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ANNEX D

CHP 118CDT, PERFORMANCE APPRAISAL - CADET—CONTINUAL EVALUATION *(continued)*

SECTION D	RATER'S COMMENTS <i>(Limit comments to space provided.)</i>																
2. ACADEMIC PERFORMANCE	<p>PROBLEM IDENTIFICATION:</p> <p>During your first 13 weeks of Academy training, you have failed numerous Learning Domain (LD) examinations. These failures include: LD 02, Criminal Justice System; LD 15, Laws of Arrest; LD 16, Search and Seizure; LD 20, Use of Force; and LD 31, Custody. You also failed the agency specific Enforcement Documents and Pursuit Policy examinations, along with 7 out of 12 spelling tests. Fortunately, you have been successful in subsequent remedial examinations to this point. You are currently ranked 134 out of 134 cadets in overall academic achievement, with an average overall score of 79.58 percent. You have received a rating of "Needs Improvement" in Critical Task 2, Academic Performance, for the months of January, February, and March.</p> <p>Cadet Smith, your poor academic performance has not gone unnoticed by the Academy staff or Academy management. The academic requirements at the Academy will intensify as you begin training in more complex LDs. Some of these classes will require you to study longer and harder than you already have. It is imperative that you alter your existing study habits to ensure you are successful in each examination in the future. Therefore, you are being placed on the Continual Evaluation Program to assist you in preparing for future examinations.</p> <p>PERFORMANCE OBJECTIVES SET:</p> <p>You shall meet or exceed the Academy's minimum required academic training requirements. You will develop a working understanding of the material outlined by the Learning Objectives in each of your Commission on Peace Officer Standards and Training Basic Course Workbooks, which, when combined with assistance from Academy staff, should aid you in bringing your academic performance to a sustained level of acceptability.</p> <p><i>(Continued on Page 3.)</i></p>																
SECTION E	REQUIRED INFORMATION																
<p>Check boxes to indicate pertinent items have been reviewed with the cadet and are valid.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 2px;"><input type="checkbox"/> 1. Valid driver's license <i>date expires:</i> _____</td> <td style="width: 40%;"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 2. CHP 270, Service Record <i>(see HPM 10.3, Chapter 30)</i></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 3. CHP 102, Address and Emergency Information <i>(see HPM 10.3, Chapter 12)</i></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 4. STD. 686, Employee Action Request</td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 5. STD. 241, Beneficiary Designation <i>(see HPM 10.10, Chapter 2)</i></td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 6. CHP 101, Appropriate Use of Automated Information & Systems Statement</td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 7. Discrimination and sexual harassment policy.</td> <td></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Other: <i>(specify)</i></td> <td></td> </tr> </table>		<input type="checkbox"/> 1. Valid driver's license <i>date expires:</i> _____		<input type="checkbox"/> 2. CHP 270, Service Record <i>(see HPM 10.3, Chapter 30)</i>		<input type="checkbox"/> 3. CHP 102, Address and Emergency Information <i>(see HPM 10.3, Chapter 12)</i>		<input type="checkbox"/> 4. STD. 686, Employee Action Request		<input type="checkbox"/> 5. STD. 241, Beneficiary Designation <i>(see HPM 10.10, Chapter 2)</i>		<input type="checkbox"/> 6. CHP 101, Appropriate Use of Automated Information & Systems Statement		<input type="checkbox"/> 7. Discrimination and sexual harassment policy.		<input type="checkbox"/> Other: <i>(specify)</i>	
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<input type="checkbox"/> Reviewer discussed this report with cadet. <input type="checkbox"/> Concur <input type="checkbox"/> Do not concur	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 2px;">REVIEWER'S PRINTED NAME</td> <td style="width: 40%; padding: 2px;">DATE</td> </tr> </table>	REVIEWER'S PRINTED NAME	DATE														
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ANNEX D

CHP 118CDT, PERFORMANCE APPRAISAL - CADET—CONTINUAL EVALUATION (*continued*)

John Smith, 000110
Continual Evaluation
Page 3

METHODS OUTLINED TO ACHIEVE OBJECTIVES:

1. You will be placed on Continual Evaluation status for a period of 14 training days, from April 5, 2028, to April 29, 2028. At the conclusion of the 14 training days, you will be reevaluated and removed from Continual Evaluation status if it is determined you are meeting the minimum acceptable academic training requirements.
2. You will not attend morning or afternoon drill. You will use this time to study in your company's assigned classroom. After eating breakfast, you are to be in the classroom by 0720 hours. After eating lunch, you are to be in the classroom by 1215 hours. You may use the restroom as needed during these times.
3. You will meet with each instructor prior to any examination to ensure you have a full understanding of the subject matter and will use the time to clarify any questions or doubts on the material covered.
4. You will report to the Recruit Training Office (RTO) between 1240-1300 hours and 1645-1705 hours every training day, where you will be questioned on knowledge relevant to information contained in several LDs. These questions will be provided to the RTO by your academic instructors. Your correct and incorrect answers will be recorded and used to determine your level of improvement at the end of this evaluation.
5. To assist you with understanding time management, it is required that you learn to maximize and utilize your free time to study for upcoming examinations. You will maintain a log outlining your time spent studying, which you will turn into the RTO at the beginning of each training day.

As this program is intended for your benefit, Continual Evaluation is not a punitive program. Continual Evaluation will be used as a means of ensuring you are successful in passing your remaining examinations. It is imperative you make the effort to bring your academic performance to an acceptable level.

If you cannot or will not comply with the standards set forth by the Academy and the Department, disciplinary action may result which could include rejection during probation.

The objective of the Academy staff is to assist you by any means possible and to help you attain the goal of successful completion of your training. The Academy staff is confident you will be able to overcome your deficiencies. The RTO and academic instructors are available to assist you and should be consulted if you have any practical suggestions that can be initiated to help you succeed.

____ Employee's Initials

____ Rater's Initials

____ Review's Initials

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