



Personnel

**PERFORMANCE FEEDBACK AND
OFFICER/ENLISTED PERFORMANCE REPORTS**

This instruction provides additional group guidance and responsibilities to its subordinate units on accomplishing timely feedback and officer/enlisted performance reports.

Supersedes 4ASOGI 36-2401, 22 October 1998
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Pages: 22/Distribution: F

SUMMARY OF REVISION

This document is substantially revised and must be completely reviewed. It includes a significant amount of policy, procedural guidance, specific responsibilities, and updates formal requirements for all personnel involved in processing the enlisted/officer performance reports.

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1. GENERAL REQUIREMENTS

- 1.1. The enlisted and officer performance reporting system requires continuous attention and concerted effort by raters and reviewers at all levels to ensure the reports are timely, accurate, and consistent.
- 1.2. All 4 ASOG and detachment personnel involved in processing Enlisted Performance Report (EPR) /Officer Performance Report (OPR) will:
 - 1.2.1. Ensure the quality and timeliness of EPRs/OPRs are high priorities.
 - 1.2.2. Ensure EPR/OPR suspense is met and subsequent revisions are reviewed and re-submitted to next review level within 2 duty days.
 - 1.2.3. Expedite EPR/OPR when routing sheet contains "expedite for board".
 - 1.2.4. Adhere to the 4 ASOG EPR/OPR Writing Guide.
 - 1.2.5. Reports initially received by the 4 ASOG/CSS more than 10 calendar days after the close out date require a late letter signed by the unit commanders.

2. OFFICER/ENLISTED PERFORMANCE REPORTS

2.1. RATERS WILL:

- 2.1.1. Be fully knowledgeable of procedures outlined in AFI 36-2406 and AFP 39-15.
- 2.1.2. Complete the mandatory Enlisted/Officer Evaluation System Training course.
- 2.1.3. Review ratee's Personnel Information File (PIF) and necessary documents before writing an EPR/OPR.
- 2.1.4. Ensure EPRs/OPRs represent a clear, concise, and unbiased representation of the ratee. Reports must be factual, with **quantifiable** and **qualifiable** information directly relating to the individual's performance of his/her military duties.
- 2.1.5. Write each report with original thought and style i.e., do not use the same phrase(s) or bullet statements over and over on multiple EPRs/OPRs. Ensure reports highlight those aspects of an individual's performance that set them apart from their contemporaries.
- 2.1.6. Ensure the current AF Form 910/911 or 707a/707b is used.
- 2.1.7. Review/consider changes after subsequent coordination and include all drafts with the most current version when re-submitting up the coordination chain.
- 2.1.8. Ensure indorser's suspense is met.
- 2.1.9. Complete EPRs/OPRs on ratee prior to out-processing the squadron and/or taking leave, excluding emergency leave and short-notice Temporary Duty (TDY). If the latter condition exists, rater will accomplish EPR(s) NLT 5 duty days before departing the station.

2.2. INDORSER/SECTION NONCOMMISSIONED OFFICER (NCOIC)/OFFICER IN-CHARGE WILL:

- 2.2.1. Monitor rater's compliance with responsibilities.
- 2.2.2. Ensure the ratings and verbiage in each report accurately and consistently reflect the ratee's performance.
- 2.2.3. In rater's absence, review/consider changes after each coordination review.
- 2.2.4. Upon receiving the completed EPR/OPR, check grammar, punctuation and accuracy IAW 4 ASOG EPR/OPR Writing Guide and AFH 33-337, The Tongue and Quill.
- 2.2.5. Ensure the EPR/OPR is in final draft format prior to forwarding to CSS.
- 2.2.6. Ensure suspense date is met.

2.3. SQUADRON SUPERINTENDENT WILL: Ensure across-the-board quality, factual content, and consistency of all EPRs.

2.4. SQUADRON/DETACHMENT COMMANDER WILL:

- 2.4.1. Conduct quality check and annotate errors on the EPR/OPR Quality Check Sheet (Atch 2). Review all reports primarily for content and consistency.
- 2.4.2. Ensure timeliness of all EPRs/OPRs within squadron/detachment.
- 2.4.3. Approve internal Permanent Change of Action (PCA)/PCA without Permanent Change of Station (PCS)/Change of Reporting Official (CRO) actions.
- 2.4.4. Ensure each report is in final draft format prior to forwarding to 4 ASOG.
- 2.4.5. Review and sign the Commander's Review block.

2.5. COMMANDER'S SUPPORT STAFF (CSS) WILL:

- 2.5.1. Function as office of primary responsibility for EPRs/OPRs.
- 2.5.2. Generate EPR/OPR shell.
- 2.5.3. Establish an EPR(s)/OPR(s) package, i.e, double pocket folder with an attached coordination sheet in the front cover. Annotate EPR/OPR routing sheet, "expedite for board" when applicable.
- 2.5.4. Forward to the rater, suspending receipt of the completed package.
- 2.5.5. Perform Personnel Concept (PC) III actions that pertain to the EPR/OPR process.
- 2.5.6. Upon receiving the completed EPR/OPR, check grammar, punctuation and accuracy IAW 4 ASOG EPR/OPR Writing Guide and AFH 33-337, The Tongue and Quill. Annotate errors on the EPR/OPR Quality Check sheet (Atch 2). Forward all other changes to the rater.
- 2.5.7. Coordinate EPRs/OPRs through command section.
- 2.5.8. Ensure the current Air Force Form 910/911/707A/707B is used to write a report.

- 2.5.9. Return EPR(s)/OPR(s) to the rater for all changes/corrections.
- 2.5.10. Conduct follow-up actions for all returned reports.
- 2.5.11. Meet 4 ASOG/CSS and Military Personnel Flight (MPF) suspense dates, as appropriate.
- 2.5.12. For 4 ASOG/CSS only, meet 3 AF and Military Personnel Flight (MPF) suspense dates, as appropriate. Coordinate and verify status of EPR(s)/OPR(s) at 3 AF once a week or as often as necessary.
- 2.5.13. On the 15th day of each month, each unit CSS will submit to 4 ASOG the following information: (a) total number of all EPRs/OPRs for the previous month; (b) total number of all EPRs/OPRs completed on-time for the previous month and (d) the numbers of late/pending EPR/OPR.
- 2.5.14. For 4 ASOG/CSS only, track metrics for EPR/OPR quality and timeliness.
- 2.5.15. Monitor the overall status of performance reports through updates during the weekly staff meetings. Provide weekly slide briefings to 4 ASOG and, if as deemed necessary, present weekly briefings to the Commander at staff meetings regarding problem areas contributing to returned EPRs/OPRs being processed and/or late EPRs/OPRs.
- 2.5.16. Forward the original completed reports to MPF upon completion.
- 2.5.17. For all reports requiring senior rater/deputy endorsement, 4 ASOG will forward EPRs/OPRs to the MPF upon completion and provide a copy to the appropriate unit.
- 2.5.18. Ensure rater completes the required EPR(s)/OPR(s) on his/her personnel prior to outprocessing the Command Support Staff (CSS).
- 2.5.19. Annotate AF Form 330 of the status of member's EPR/OPR prior to outprocessing the CSS.

2.6. FIRST SERGEANT (CCF) WILL:

- 2.6.1. Ensure all information, positive and/or negative, is included or considered in all EPRs.
- 2.6.2. Sign EPR shells.
- 2.6.3. Use the EPR/OPR Quality Check Sheet, if appropriate.
- 2.6.4. Review all EPRs before the commander's review.

2.7. GROUP SUPERINTENDENT WILL:

- 2.7.1. Ensure across-the-board quality, factual content and consistency of all EPRs.
- 2.7.2. Performs CCF's review, in his/her absence.

2.8. GROUP COMMANDER'S SECRETARY (CCS) WILL:

- 2.8.1. Check punctuation, grammar, and accuracy IAW 4 ASOG EPR/OPR Writing Guide and AFH 33-337, The Tongue and Quill. Use the EPR/OPR Quality Check Sheet, if appropriate.

2.8.2. Adhere to the 4 ASOG EPR/OPR Writing Guide for standardization.

29. Executive Officer (CCE) WILL:

2.8.1. Conduct quality check and annotate errors on the EPR/OPR Quality Check Sheet (Atch 2). Check punctuation, grammar, and accuracy IAW 4 ASOG EPR/OPR Writing Guide and AFH 33-337, The Tongue and Quill.

2.8.2. Performs CCS' review, in his/her absence.

2.10. THE GROUP COMMANDER WILL:

2.10.1. Manage the overall EPR/OPR program.

2.10.2. Review all comments and recommended corrections from the 3 AF prior to the reports being returned to the rater for changes.

2.10.3. Ensure all personnel involved in the performance report writing and coordinating process have the necessary resources to accomplish their responsibilities.

2.11. SUSPENSES AND SUBMITTING AND EPRS/OPRS FOR SENIOR RATER'S/SENIOR RATER DEPUTY'S INDORSEMENT:

2.11.1. Unit final EPRs/OPRs are due to 4 ASOG NLT **10 calendar days after** the report close out date.

2.11.2. For 4 ASOG, Det1/2/3 only, send first draft of EPRs/OPRs via e-mail (alopers@HQ.C5.army.mil) to 4 ASOG/CSS. For other subordinate units, fax the EPRs/OPRs in final format and all supporting documents as stated in 2.12.4 and/or 2.12.5.

2.11.3. 4 ASOG/CSS will suspense and prepare each EPR/OPR folder once all submission requirements are met.

2.11.4. 4 ASOG/CSS will fax EPRs/OPRs that require changes/corrections/signatures after command staffs review for final product. All EPRs/OPRs returned for changes/corrections/signatures are due to 4 ASOG/CSS **NLT 5 calendar days** after the report was sent.

2.12. PROCESSING EPRS/OPRS

2.12.1. An EPR/OPR rip (shell) is produced at the unit orderly room through PC-III and forwarded to the member's rater who will prepare the report.

2.12.2. For EPRs/OPRs, follow the "EPR/OPR Writing Guide" to aid in correctly filling out form.

2.12.3. EPRs requiring senior rater indorsement must include the following in the package before submitting to the Commander:

- (2) Senior Rater Endorsement Fact Sheet

- (3) EPR shell
- (4) Final draft EPR
- (5) EPR/OPR Quality Check Sheet

2.12.4. OPRs must include the following in the package before submitting to the Commander:

- (1) AMS surf
- (2) OPR shell
- (3) Final draft OPR
- (4) (EPR/OPR Quality Check Sheet

3. PERFORMANCE FEEDBACK

3.1 CSS RESPONSIBILITIES:

- 3.1.1. Track the completion of performance feedback.
- 3.1.2. Ensure raters and ratees sign and date the feedback notification rip before it is filed in the member's PIF.
- 3.1.3. Compare feedback dates on evaluation reports with those on the notification RIP.
- 3.1.4. Ensure performance feedback worksheets are not maintained in the member's PIF.
- 3.1.5. Monitor and file the monthly feedback roster from PC III in the transitory folder, if applicable.

3.2 RATER RESPONSIBILITIES:

- 3.2.1. Give the original feedback worksheet to the ratee.
- 3.2.2. Keep a copy of the feedback worksheet for the commander to review upon request.

3.3. COMMANDER'S RESPONSIBILITIES:

A strong feedback program is important and will have a positive impact on the unit's mission and its people. Commanders, at a minimum, will:

- 3.3.1. Manage the overall feedback program.
- 3.1.2. Hold supervisors accountable for conducting acceptable and useful feedback sessions.
- 3.1.3. Ensure all rater's raters are aware that they are allowed to review feedback worksheets on Technical Sergeants and below. Commanders may review feedback worksheets on NCOs, if appropriate.

4. PC-III ACTIONS FOR CHANGE OF REPORTING OFFICIALS (CRO)/DUTY INFORMATION CHANGES:

4.1. RATERS WILL:

- 4.1.1. Current raters will initiate request to change duty information on ratee.
- 4.1.2. Current raters requesting changes of duty information on their ratees will coordinate with OIC/NCOIC CC/Superintendent for EES/OES course requirements and approval before submitting changes to CSS.

4.2. CSS WILL:

4.2.1. Verify the supervision dates if EPR/OPR will create a report. If report is needed, CSS will advise raters to ensure EPR/OPRs are completed prior to initiating duty changes. If a report is not needed, CSS updates the information in PC-III no later than 2 duty days.

4.2.2. CSS will file the duty changes request form either in PIF or in transitory file.

5. ENLISTED/OFFICER EVALUATION SYSTEM (EES/OES) TRAINING PROGRAM

5.1. COMMANDERS WILL:

5.1.1. Provide overall program management for EPR/OPR training.

5.1.2. For enlisted personnel who write and/or review EPRs, ensure annual EES training is completed.

5.1.3. For officer who write and/or review OPRs, ensure annual OES training is completed.

5.2. CSS WILL:

5.2.1. For newcomers, verify if EES/OES training is needed.

5.2.2. Coordinate with newly assigned rater for accomplishment of EES/OES training.

5.2.3. Track EES/OES training for assigned personnel.

WILLIAM R. TRAVNICK, Colonel, USAF
Commander

Attachments:

1. EPR/OPR Guide
2. EPR/OPR Quality Check Sheet
3. Change of Duty Information Letter
4. Senior NCOs Indorsement Fact Sheet

4th Air Support Operations Group



Heidelberg AIN, Germany

OFFICER AND ENLISTED PERFORMANCE REPORT WRITING GUIDE

**OPR: 4ASOG/CSS
370-5974**

A. REFERENCES

AFMAN 37-126, Preparing Written Communications

AFMAN 37-127, Air Force Standard Office Symbols

AFH 37-137, Tongue and Quill

AFI 36-2406, Officer and Enlisted Evaluation Systems

Third Air Force Staff Guide

USAFE Enlisted and Officer Performance Report and Promotion
Recommendation Form Preparation Guide

B. TIPS ON WRITING REPORTS

The OPR/EPR should focus on **duty performance**. Each must clearly illustrate both abilities and potential and in the case of the EPR, significant community activities/involvement and promotion recommendation should be included too.

- ?? **Record performance in dynamic terms** - Instead of "proficient," use "undisputed expert."
- ?? **Focus on results, not just activity** - Instead of "improved turnaround time," use "increased sortie rates by 12% and saved \$30,000/month."
- ?? **Use terms understood across the Air Force** - Instead of "...FWIC's top ACEVAL-AIMVAL analyst," use "...top expert on newest targeting system--force multiplier and life saver."
- ?? **Focus on primary duty performance rather than additional duties** - Save impact bullets for last... "DG SOS," "Company Grade Officer of the Year," etc.

HOW TO SAY IT WELL

The keys to a well-written performance report are clarity, action, and tone. Clarity ensures the readers understand what the writer meant. Action keeps the focus on what the ratee did, and tone conveys how much the author values the ratee's contributions. Follow a simple, logical progression in each bullet statement. The most common and successful pattern is:

- ?? **What** the ratee did, **how well** the ratee did it, and the **impact** of that action on the mission

You can help board members judge the relative merits of your ratee's performance if you can help them understand how important his or her contributions are. You can do this by repeatedly asking yourself "so what?" and then writing the statement to answer:

- ?? How much time, money, or resources were saved? (shaving 3 months from the test schedule, cutting production time by 25%)
- ?? Did his or her efforts lead to something important? (on contract in half the normal time, avoiding protracted or costly renegotiation)
- ?? Were defects reduced or eliminated, improving the product? (making the system more reliable, improving system performance) Quantify with stats, %, or numbers.

- ?? How much better does the process work? (twice as fast, four-fold improvement in customer satisfaction)
- ?? How important was this effort to the user or customer? (praised by using command or operational community, rated best provider by customers)
- ?? How rare is this skill? (one of three experts in command, only one in the DoD)
- ?? Where was the impact of the action felt? (center, wing, command, Air Force, DoD)
- ?? Which weapon system was affected? (only one model, a class of weapons spanning the command, DoD)

FINER POINTS FOR CLARITY

- ?? Do not use terms that your readers are unlikely to understand. It is safe to assume your readers are military members or DoD civilians. Although they will probably be familiar with terms like deployment, headquarters, and secretariat, they probably will not be familiar with the language specific to a particular specialty, function, or command. Use the simplest terms possible to describe your unit's mission and your people's accomplishments. Write so your civilian grandmother would understand.
- ?? Spell out full titles the first time they appear and include the acronym in parenthesis after it. The Air Force uses thousands of acronyms. Do not assume that your readers are familiar with all of them.
- ?? Avoid ambiguous words and phrases. Don't leave your reader wondering what you meant. Consider the statement "Keep this officer challenged." It is not negative, but not necessarily positive either. Has this officer failed to master his or her current job? Does this officer need close supervision?
- ?? Present strong evidence for strong statements. Kudos like "Best in the Air Force" are credible only when backed up with facts like Air Force and DoD-level awards.
- ?? Choose your words carefully. Be accurate. Was this person the team leader, a team member, or the team's most valuable player? Cut all extraneous words. This sharpens the impact of your words and saves space. Be specific. This shows impact and lends emphasis to your statements.
- ?? Ask someone outside of your organization to read the report and give you their impression of it. If this reader understands it, chances are board members will too.

ACTION

The easiest way to emphasize the ratee's action is to write in active voice. In an active voice sentence, the subject performs the action. This should follow naturally because the ratee is the subject of all bullet statements. Active voice allows you to squeeze the maximum information into short phrases. It eliminates the need for extra clarifying words and uses the simplest past tense forms of verbs. Examples:

- ?? **Active** - Single-handedly processed 350 claims in 3 weeks to quickly resettle Clark AB evacuees.

?? **Passive** - 350 claims were processed by 2Lt Sharp single-handedly in a 3-week period, helping Clark AB evacuees to resettle quickly.

?? **Active** - Developed database to provide previously unavailable customer requirement data -- saves time!

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?? **Passive** - Has developed a database that provides previously unavailable data for projecting customer requirements--an important aid in achieving effective utilization of man-hours!

WORD CHOICE

Another factor in emphasizing action is your choice of verbs and descriptive words. Vivid verbs make your comments compelling. Bland verbs do not. Some examples:

Vivid Verbs

Cut
Created
Drove
Guaranteed
Infused
Instituted
Led
Saved
Spearheaded

Bland Verbs

Assisted
Aided
Contributed
Coordinated
Employed
Maintained
Monitored
Participated
Reviewed

?? The same principle applies to the other characterizing words. Strong descriptive words leave a lasting impression with readers. Dull and monotonous accounts of what someone did give your reader the impression the person you're talking about is average at best. Differentiation is very important. There are appropriate times to use less impressive statements, but be sure you have made a conscious decision about the message you want to send. Some examples:

Strong Adverbs and Adjectives

Adroitly
Deftly
Diplomatically
Dynamic
Energetic
Expertly
Rapidly
Persuasive

Bland Adverbs and Adjectives

Adequate
Capable
Dependable
Effective
Fine
Potential
Ready
Sturdy

tone

?? It is very important to give readers a sense of how much you value the ratee's contributions. Enthusiastic narratives convince readers the ratee is a valued contributor. Sedate reports do not. Writing in active voice helps convey a sense of enthusiasm because it emphasizes what the "doer" (the ratee) accomplished, but tone is primarily a matter of word choice and phrasing. The number and degree of superlatives, or the lack of them, provide variations in tone, as do exclamation points and phrases set off by double bullets!

?? Original and unusual word choices catch readers' attention. Some people believe that copying verbs and phrases from the reports of people who were promoted recently will improve their ratees' chances of selection. This is not necessarily true. Words or phrases that appear on hundreds of reports lose their impact. Also keep in mind that enthusiastic words will not impress anyone if they are not coupled with specific examples. Former board members report they gave little credence to reports filled with "arm waving." Write with enthusiasm, but rely on the evidence you present to impress your readers.

Do not cross the border from enthusiastic to trite or cute. Consider these examples:

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- ?? "A walk-on-water kind of guy!" This says nothing relevant about the ratee's skills and may offend some people.
- ?? "Firmly convinced he could nail Jell-O to the wall and make it stick if I asked him to!" Enthusiastic, but like the previous example, it does not provide credible documentation. It is more entertaining than it is persuasive.
- ?? "Quality is her Job 1." Advertising slogans should not creep into performance reports. Someday the commercial will be forgotten and this will be gibberish.

HELP YOUR READER UNDERSTAND

?? Many readers will be unfamiliar with the types of duties performed in specific organizations and what duties are normally performed by people of which ranks. That makes it difficult for them to judge the significance of the ratee's accomplishments. Supplying this information can help readers identify people already performing above their grade level. For example: "only 2Lt on this influential product team" or "first captain selected as branch chief in this directorate."

APPEARANCE COUNTS

- ?? Sloppy reports can hurt people. Misspellings, typos, badly smudged documents, and misaligned bullet statements give readers a poor impression.
- ?? Also consider the amount of space used. A minimalist approach can have a very dramatic impact, positive or negative. The space allotted for narrative comments is usually too small to elaborate on all the important things a ratee did. That makes reports with large empty spaces stand out. If the few words used make a bold, definitive statement and are supported by sufficient facts, the report will impress anyone who reads it. If the words are not enthusiastic, or the few accomplishments listed are not impressive, the report will probably leave readers with the impression the ratee did very little. One caution--squeezing too much data into a block or manipulating the words simply to fill space also hurts a report. Obvious filler does not make a report persuasive.

DIFFERENTIATE

?? Board members need to be able to tell the difference between good, average, and poor performers during selection boards. Accurate descriptions of ratees' performance provide some natural differentiation, but a rater can help or hinder the board based on his or her choice of words. Avoid using the same descriptive words and phrases on every report. Board members notice when the same phrases appear on several reports from the same unit, or the same phrases are repeated on reports in an individual's record. At best, these statements are ignored; at worst, they leave the reader with a negative impression.

BOTTOM LINE

Write someone else's report like you'd want your own to be written.

C. MOST COMMON WORDS AND ACRONYMS

affect (noun) should not be used
affect (verb) means "to influence"
Airborne Combat Control Center (ABCCC)
Airborne Combat Team (ABCT)

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Air Force-wide
Air Liaison Officer (ALO)
Air Support Operations Center (ASOC)
base-wide
below-the-zone (BTZ) (adjective)
below the zone (BTZ) (adverb)
bimonthly
close air support (CAS)
coworker or co-worker
effect (noun) means "result"
effect (verb) means "to cause"
end-of-year
Enlisted Terminal Attack Controllers (ETACs)
ensure means "to make sure, certain"
error-free or error free
fighter duty officer (FDO)
flight line
follow-up
fund-raisers
group
hand-picked
in-flight
insure means "to obtain insurance for"
joint service
judgement or judgment
linchpin
man-hours
multinational
multiservice
Noncombatant Evacuation Operations (NEO)
offensive air support (OAS)
officer in charge
on-base (adjective)
on base
on- and off-duty
percent or % (be consistent)
self-improvement
self-inspection
showcase
show place
single-handedly
Southern European Task Force (SETAF)
Spearheaded
standardization and evaluation (Stan/Eval)
standby
Tactical Air Control Party (TACP)

Tactical Air Control Parties (TACPs)
Tactical Air Control System (TACS)
Third Air Force or 3AF
time frame
topnotch
turnaround
up-to-date
war-fighter
warfighting
work hours
workdays
workload
worldwide

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D. COMMON MISTAKES

- ?? **The most common error is SPELLING!** Always edit, spell check, and use dictionary.
- ?? Put exercise ratings in quotations (e.g., “Outstanding”)
- ?? Do not put a space between year designator and date (e.g., FY99 or CY99)
- ?? Capitalize all letters in exercises (e.g., Exercise VICTORY FOCUS, Exercise DESERT VICTORY)
- ?? Capitalize all letters in specific military operations only (e.g., Operation DESERT STORM)
- ?? Make sure you use the correct form
- ?? Use the best quality printer to produce a quality product
- ?? Make sure ADDITIONAL DUTY/DUTIES is singular or plural as appropriate in EPRs only
- ?? Only SIGNIFICANT ADDITIONAL DUTY/DUTIES—those that directly impact unit mission accomplishment will be used in OPRs
- ?? Use the Tongue and Quill for correct use of numbers
- ?? Spell out numbers zero through nine. EXCEPTION: express numbers describing time, percentages, and dimensions numerically as “3 days”, “100%” – ***see other exceptions in Tongue & Quill***
- ?? When a sentence contains numbers used in a related series and any number in the series is 10 or more, express all numbers in the series in figures except when the first word of the sentence is a number (e.g. Six ALOs ate 9 hamburgers, 14 hotdogs, and 6 Popsicles)
- ?? Express the numbers 10 and above numerically, except at start of sentence
- ?? Punctuation rules are covered in the Tongue and Quill
- ?? Use the available space to the maximum extent possible; don’t waste space
- ?? Start bullets with a descriptive or action word
- ?? Use symbols, not words, to emphasize and save space (100% instead of 100 percent)
- ?? Use common acronyms whenever possible
- ?? Do not include the acronym in parentheses if it is not used later in the report
- ?? Use ratee/rater information as of the closeout date of the report
- ?? Watch dates closely
- ?? Enter the date the report was actually signed
- ?? The report ***must NOT*** be signed or dated before the closeout date of the report
- ?? Evaluators ***must NOT*** sign or date the report earlier than the date it was signed by the previous evaluator
- ?? **FINAL CHECK** - Ensure the product is printed head-to-foot

<p>5. Capitalization rules:</p> <ul style="list-style-type: none"> - You should capitalize all specific nouns and events. For example: 35th Fighter Wing vs. fighter wing - Do not capitalize after a semicolon; do capitalize after an exclamation point 				
<p>6. A few punctuation rules for EPRs:</p> <ul style="list-style-type: none"> - Place two spaces after an exclamation point or colon or period - If there is a series of numbers and one of the numbers is greater than 10, use actual numbers (e.g., 3 airmen, 14 NCOs, and 5 officers attended the briefing) - If the number relates to time, age, money, or sizes such as 10 minutes, 3 hours, or 6 years old, use the actual number; don't spell it out - <u>Money</u>: Use number with "\$" sign, i.e. \$20; \$5,000 or \$5K; and \$4 per pound. For millions, use \$4 million or \$4M, not \$4,000,000. - Periods and commas always go inside the closing quotation mark, while semicolons and colons go outside the closing quotation mark 				
<p>7. FEEDBACK BLOCK: Must fill in feedback dates or reason why feedback was not conducted</p>				
<p>8. RATER'S AND INDORSER'S PERSONAL INFO SHOULD BE IN ACCORDANCE WITH THE FOLLOWING</p> <p>EXAMPLES AND MUST BE CONSISTENT THROUGHOUT REPORT:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;"> JOHN B. DOE, Major, USAF 4th Air Support Operations Group (USAFE) Heidelberg AIN, Germany </td> <td style="width: 50%; text-align: center;"> JOHN B. DOE, JR., Colonel, USAF 4th Air Support Operations Group (USAFE) Heidelberg AIN, Germany </td> </tr> </table>	JOHN B. DOE, Major, USAF 4th Air Support Operations Group (USAFE) Heidelberg AIN, Germany	JOHN B. DOE, JR., Colonel, USAF 4th Air Support Operations Group (USAFE) Heidelberg AIN, Germany		
JOHN B. DOE, Major, USAF 4th Air Support Operations Group (USAFE) Heidelberg AIN, Germany	JOHN B. DOE, JR., Colonel, USAF 4th Air Support Operations Group (USAFE) Heidelberg AIN, Germany			
<p>9. DUTY TITLE: Should match the RIP. If not, attach PC-III printout showing change of duty title.</p>				
<p>10. The date of signature MUST be on or after the close-out date of the EPR</p>				
<p>Please direct any questions to your group or squadron EPR monitor.</p>				

1. Complete these sections using bullets and sub-bullets. Use past tense action verbs/adverbs, (i.e. aggressively, continually). Statements must be concise, clear-cut, and to the point.		
2. - Ensure there is only one space after the dash. - Begin bullet -- Begin sub-bullet - Ensure you use proper bullet alignment as above		
3. Write bullets that show impact on the mission and describe results--what was done, how it was done, and its impact/results. Show results using facts and hard data.		
4. Consider making a school recommendation. Job recommendations can be made if they do not appear to be "veiled" promotion statements.		
5. Capitalization rules: - You should capitalize all specific nouns and events. For example: 4th Air Support Operations Group vs. air support operations group - Do not capitalize after a semicolon; do capitalize after an exclamation point		
6. A few punctuation rules for OPRs: - Place two spaces after an exclamation point or colon or period - If there is a series of numbers and one of the numbers is greater than 10, use actual numbers (e.g., 3 airmen, 14 NCOs, and 5 officers attended the briefing) - If the number relates to time, age, money, sizes such as 10 minutes, 3 hours, or 6 years old, use the actual number; don't spell it out - <u>Money</u> : Use number with "\$" sign, i.e. \$20; \$5,000 or \$5K; and \$4 per pound. For millions, use \$4 million or \$4M, not \$4,000,000. - Periods and commas always go inside the closing quotation mark, while semicolons and colons go outside the closing quotation mark		
7. FEEDBACK BLOCK: Must fill in feedback dates or reason why feedback was not conducted		
8. RATER'S AND ADDITIONAL RATER'S BLOCK: (Reports signed by 4 ASOG/CC must have comments included in the report) PERSONAL INFO SHOULD BE IN ACCORDANCE WITH THE FOLLOWING EXAMPLE: JOHN B. DOE, Major, USAF 4th Air Support Operations Group (USAFE) Heidelberg AIN, Germany		
9. DUTY TITLE: Should match the RIP. If not, attach PC-III printout		
10. The date of signature MUST be on or after the closeout date of the OPR.		
SECTION VIII – REVIEWER		
1. This section will always either be 4 ASOG/CC or 3 AF/CC. No bullets are used.		
2. Insert 4 ASOG/CC and 3 AF signature as follows: LAST, FIRST NAME MI, Colonel, USAF LAST, FIRST NAME, MI, Major General, USAF 4th Air Support Operations Group (USAFE) Headquarters Third Air Force (USAFE) Heidelberg AIN, Germany RAF Mildenhall, England		
3. <u>Duty Title</u> : Commander; call command section for social security number.		
Please direct any questions to your group or squadron OPR monitor.		

ATTACHMENT 2

**4th AIR SUPPORT OPERATIONS GROUP
EPR/OPR Quality Check Sheet**

REVIEWED FOR THE FOLLOWING REASONS	A	B	C	D	E	F	G	H	I	J
1. Grammar										
- Incorrect verb tense										
- Makes sense/readability										
2. Incorrect Punctuation										
3. Misspelling										
4. Standard Terminology Not Used										
5. Format										
- Correct Form version										
- Printed Wrong										
- Markings incomplete										
6. Supporting Documents										
- Shell Errors										
- Copy of CRO updated in PC III										
- CRO paperwork incorrect/missing										
- Signature after close out										
- Correct Signature block										
- AMS surf for officers included										
- SNCO data fact sheet included										
7. Content										
- Lacks of performance, potential/promotion factors										
- Lack of impact										
- Feedback documentation missing										
- Needs specific results										
- Word picture doesn't match ratings										
- Incorrect job description/level of responsibility										
- Is not factual										
- Contains veiled promotion statement										
- Not effectively filled										
8. Endorsement level is incorrect										
9. PIF review; UIF, Weight Management Case File										
<p>INSTRUCTIONS: Using the column for your section e.g., A, B. etc., to record the type of errors you find on the EPR/OPR. Each time you review the EPR/OPR, put a single hash mark in the above sections for each error. Place any specific remarks on the back of the sheet.</p> <p>A= RATER'S RATER D= SUPT G= GROUP CSS J= GROUP CCE B= SECT NCOIC/OIC E= UNIT CSS H= GROUP CMS C= CCF F = CC I = GROUP CCS</p>										



ATTACHMENT 3

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 4TH AIR SUPPORT OPERATIONS GROUP (USAF)

MEMORANDUM FOR

FROM:

SUBJECT: Change of Duty Information—SAMPLE LETTER

1. Request to change the following duty information:

Name: _____ SSN: _____

New Reporting Official: _____ SSN: _____

New Duty Title:

New Office Symbol: _____ New Duty Phone: _____

New Position Number: _____ Effective Date: _____

2. The new reporting official has completed the Enlisted/Officer Evaluation System (EES) Training course. Completion date is _____.

3. The total number of days I supervised the member is _____. This action will/will not project a performance report.

Requesting Official

Date Updated in PC III _____
Date Updated in Feedback Tracking System _____
Initial _____



4th AIR SUPPORT OPERATIONS GROUP



SENIOR NCOS INDORSEMENT FACT SHEET

RATEE: UNIT: DOR:

ELIGIBILITY: DATE ASSIGNED:

PME	RESIDENCE (YEAR)	CORRESPONDENCE (YEAR)
SNCOA		
NCOA		

CIVILIAN EDUCATION	HOURS	DEGREES EARNED
CCAF		
BACHELOR 'S		
OTHER		

UNIT CCF COMMENTS :

UNIT CC COMMENTS :