TC 7-0.4

TRAINING & EVALUATION OUTLINES

AUGUST 2025

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HEADQUARTERS, DEPARTMENT OF THE ARMY

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Training Circular
No. 7-0.4

Headquarters
Department of the Army
Washington, DC, 26 August 2025

TRAINING and EVALUATION OUTLINES

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Preface

Training Circular (TC) 7-0.4, Training and Evaluation Outlines (T&EOs), provides Army trainers and leaders with a fundamental explanation of how to use T&EOs in the planning, preparation, evaluation, and assessment of task-based training. Users of this TC should familiarize themselves with Army training doctrine as outlined in ADP 7-0 and FM 7-0. Additionally, they should utilize web-based resources to locate the appropriate T&EOs to support their organization's training objectives.

The principal audience for TC 7-0.4 is all members of the profession of arms. Commanders and staffs of Army headquarters serving as joint task force or multinational headquarters must also refer to applicable joint or multinational doctrine concerning the range of military operations and joint or multinational forces. Trainers and educators throughout the Army also use this publication.

Commanders, staffs, and subordinates ensure that their decisions and actions comply with applicable United States, international, and, in some cases, host-nation laws and regulations. Commanders at all levels ensure that their Soldiers operate in accordance with the law of war and the rules of engagement. (See FM 6-27.)

TC 7-0.4 uses joint terms where applicable. Selected joint and Army terms and definitions appear in both the glossary and the text. For definitions shown in the text, the term is italicized, and the number of the proponent publication follows the definition.

TC 7-0.4 applies to the Active Army, Army National Guard/Army National Guard of the United States and United States Army Reserve unless otherwise stated.

The proponent of TC 7-0.4 is the United States Army Combined Arms Center. The preparing agency is the Training Management Directorate (TMD) of the United States Army Combined Arms Center – Training (CAC-T). Send comments and recommendations on DA Form 2028 (*Recommended Changes to Publications and Blank Forms*) to Commander, United States Army Combined Arms Center – Training and Fort Leavenworth, ATZL-CTD (TC 7-0.4), 410 Kearny Avenue, Building 45, Fort Leavenworth, KS 66027-1356, or email trainingdoctrine@army.mil.

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Introduction

The U.S. Army is a standards-based organization that establishes and adheres to clear, uniform standards for everything from individual performance to collective operations. These standards ensure consistency, accountability, and effectiveness across all levels of the force.

The Army publishes extensive doctrine, manuals, and Training and Evaluation Outlines (T&EOs) to define expectations for tasks, skills, and procedures. These tools guide Soldiers and units in achieving proficiency and readiness.

Training Circular (TC) 7-0.4, *Training and Evaluation Outlines,* provides detailed descriptions of T&EO components and their use. A T&EO is a summary document that outlines performance and proficiency standards for individual and collective tasks. It includes information on task training performance steps, resource requirements, doctrine references, related tasks, and evaluation measures. T&EOs are essential training tools that support successful task execution. They are developed and published by the proponent.

This TC focuses on T&EOs for collective tasks and applies to all Army leaders, Soldiers, and the three components of the Total Army: the Regular Army, the Army National Guard, and the Army Reserve.

TC 7-0.4 contains two chapters:

Chapter 1. A T&EO is a standardized document used to outline performance and proficiency standards for individual and collective tasks based on Army doctrine. It provides critical guidance for training and evaluating soldiers, focusing on three key elements: **task** (the specific action to be performed), **conditions** (the circumstances under which the task is executed), and **standards** (the benchmarks for successful task completion). T&EOs are accessible through platforms like the Army Training Network (ATN), Digital Training Management System (DTMS), and Central Army Registry (CAR).

Chapter 2. Army T&EOs provide a structured framework for training and evaluating tasks. They are designed to ensure standardized training by defining consistent conditions, standards, and performance steps for individual and collective tasks. T&EOs guide evaluations through clear criteria for assessing task proficiency, support resource planning by outlining equipment and facilities needed for task execution and facilitate feedback by providing a basis for commanders to assess readiness and deliver constructive insights.

TC 7-0.2 contains one appendix:

Appendix A. Individual Tasks. Individual tasks, while slightly different from collective tasks, follow the same structure by emphasizing tasks, conditions, and standards necessary for successful execution. Non-Commissioned Officers (NCOs) play a central role in selecting, sequencing, and planning individual tasks and drills to ensure Soldiers are trained on essential unit-critical tasks that contribute to mission success.

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Chapter 1

Introduction to Training and Evaluation Outlines

OVERVIEW

1-1. A Training and Evaluation Outline (T&EO) is a summary document that outlines performance and proficiency standards for both individual and collective tasks. Developed, approved, and published by responsible proponents, based on Army doctrine, T&EOs provide essential information for training and evaluating task proficiency. They emphasize the **task, conditions, and standards** required for successful task execution. By focusing on these elements, T&EOs ensure that Army training is both goal-oriented and standardized. This is an explanation of each element:

- **Task:** A clearly defined action to be executed, ensuring full understanding of what needs to be achieved.
- **Conditions:** These refer to the specific circumstances and variables under which a task is performed, establishing the operational environment for execution. Conditions define the context by including factors that influence performance, such as the type of enemy force, available equipment, resources, or existing limitations. They also encompass the environment or scenario in which the task will take place.
- **Standards:** These are the benchmarks for success, specifying the level of performance required to meet the task objectives.

SOURCES

1-2. T&EOs are available through the following web-based resources. For detailed instructions on locating and utilizing T&EOs, refer to the unit training management (UTM) interactive training doctrine page on the Army Training Network (ATN): https://atn.army.mil/interactive-training-doctrine.

- ATN T&EO Task Search Tool.
- Combined Arms Training Strategies (CATS) specifically by unit in the Unit Task List (UTL) and Task Sets.
- Mission Essential Task List (METL) viewer tab on ATN home page.
- Digital Training Management System (DTMS).
- Central Army Registry (CAR).

1-3. By using a common access card (CAC), users can access T&EOs through the ATN without requiring additional privileges to view, download, and print them. Alternatively, users can access T&EOs from a personal device or tablet by creating a username and password through the Identity, Credential, and Access Management (ICAM) portal (https://icamportal.us.army.mil/welcome). However, T&EOs not designated for unlimited distribution by the proponent may be unavailable via this method. Additionally, T&EOs obtained from non-government-approved sources should not be used.

PURPOSE

1-4. By systematically breaking down tasks, T&EOs empower leaders and trainers to effectively plan, design, execute, and evaluate training sessions. This process ensures that Soldiers are thoroughly prepared for real-world missions. T&EOs serve three primary purposes:

- **Standardization—Prepare and practice:** T&EOs ensure consistency in training and evaluation procedures across units and organizations. Trainers use them to prepare for and practice task execution, helping to educate and familiarize Soldiers with the task's requirements and standards. As Soldiers practice, task standards form the foundation for developing unit-specific tactics and techniques to execute the task effectively during operations.
- **Evaluate training.** As tasks are performed during training events, trainers and evaluators use T&EOs to observe and evaluate task proficiency. When complete, T&EOs provide an important part of feedback that unit commanders review to consider whether the unit can or cannot meet task requirements.

- **Assess training:** Commanders integrate T&EO evaluations into their comprehensive assessment of task performance. These evaluations provide valuable feedback on task proficiency and contribute specifically to METL assessments. Refer to FM 7-0 for a detailed discussion on the use of evaluations and assessments.

PREPARE AND PRACTICE TASKS

1-5. *Preparation through Study*: Prior to training, leaders study T&EOs to familiarize themselves and their Soldiers with task conditions, standards, and performance steps and measures. Prepared leaders and trainers ensure that units understand how to perform tasks successfully. This preparation enables leaders and Soldiers to consider and rehearse the best ways to train and execute tasks effectively, achieving optimal results.

Note: In preparation for training, commanders can use the T&EO to facilitate the "Train and Certify Leaders" process. Utilizing T&EOs during evaluator and leader rehearsals ensures that observers, trainers, safeties, and other personnel are adequately trained on the expected standards prior to the event.

1-6. *Resource Identification*: Reviewing task T&EOs enables leaders to identify the resources their unit may require for task execution. These resources include training aids, devices, simulators, and simulations (TADSS), equipment, training areas, and additional supporting assets. Cross-referencing T&EOs with the unit's CATS and related training events can provide more detailed information about the types and quantities of resources necessary for effective training.

1-7. *Building Proficiency through Practice*: Practicing task execution is an essential component of training. It enables Soldiers and units to progressively achieve task standards through repeated iterations. This iterative practice builds confidence and ensures that tasks can be performed consistently and reliably, even in varied and challenging conditions.

EVALUATE TRAINING

1-8. Primary trainers and evaluators rely on T&EOs to observe and assess task performance. They provide detailed instructions and criteria for effectively conducting and evaluating tasks. Evaluators also use T&EOs to plan and prepare their observation strategies. They identify the task standards required for successful task execution and evaluate performance based on the objective task criteria matrix, as well as specific performance steps and measures. Key aspects of using T&EO's for evaluation:

- Develop a plan for evaluation before training execution. FM 7-0 and TC 7-0.1 provide detailed information on developing an evaluation plan.
- The unit commander is responsible for ensuring all trainers and evaluators are qualified to perform the tasks.
- Document the evaluation for future use and make available to unit commanders for use in their assessment.

***Note*:** T&EO documents are completed and verified by evaluators before, during, and after training events. At the conclusion of training, final T&EOs are reviewed and submitted for commanders' approval. However, units training in field conditions may face challenges like unfavorable weather or limited visibility, which can hinder documentation on traditional loose-leaf paper. To address these challenges, leaders are encouraged to design and implement durable, field-expedient T&EO materials. Techniques such as increasing font size, highlighting key text, and using lamination or weatherproofing help evaluators efficiently capture notes despite harsh conditions. Once conditions improve, leaders ensure that captured data is transcribed onto official T&EO forms.

ASSESS TRAINING

1-9. Commanders refer to evaluator-completed T&EOs as well as other sources of feedback to make an informed and objective assessment of the unit's ability to perform tasks to the standard. In doing so, the evaluator's T&EO provides a primary record of how the task was performed. The commander also considers

personal observations, experience, and knowledge of the task, the unit, and conditions as part of the assessment process. In assessing a task, the commander has three options—

- Accept the evaluator's task proficiency rating for the task.
- Downgrade the evaluator's task proficiency rating (for example, the commander downgrades an evaluators 'T' rating to a 'P'). The unit commander can downgrade without further dialogue with the higher commander.
- Upgrade the evaluator's task proficiency rating one rating (for example, upgrading an evaluators 'P' rating to a 'T'). A task upgrade is done following dialogue and approval with the next higher commander (FM 7-0).

1-10. For METs and collective live-fire tasks, the commander initials and dates the final assessment on the T&EO. The results are recorded for future reference and unit training readiness reporting. See FM 7-0 for detailed discussion and use of evaluations and assessments.

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Chapter 2

Components of Training and Evaluation Outlines

OVERVIEW

2-1. The basic concept of Army T&EOs revolves around providing a structured framework for training and evaluating tasks. T&EOs are designed to:

- *Standardize Training*: They ensure consistency by defining clear conditions, standards, and performance steps and measures for individual and collective tasks.
- *Guide Evaluations*: T&EOs include detailed criteria and instructions for observing and assessing task performance, helping evaluators determine a measure of task proficiency.
- *Support Resource Planning*: They outline the resources required, such as equipment, training aids, and facilities and considerations requirements for performing the task in a specified operational environment to effectively execute tasks.
- *Facilitate Feedback*: T&EOs serve as a foundation for commanders to assess unit readiness and provide constructive feedback.

2-2. This design ensures that training is goal-oriented, measurable, and aligned with mission requirements.

Note: When developing T&EOs, proponents follow a standard format and design. However, each proponent may adjust the task content to align with the unit type, target echelon, specific operational environment requirements, and other relevant factors as needed. While this chapter outlines the basic components of T&EOs, it is not intended to cover all the unique features specific to each proponent's design.

COMPONENTS

2-3. All T&EOs share the same fundamental elements in their outline. This chapter emphasizes those elements that are essential for trainers, evaluators, and commanders in effectively utilizing T&EOs. Below are the elements common to collective task T&EOs, with detailed explanations provided for elements marked with an asterisk (*).

- Task number. *
- Task title. *
- Distribution Restrictions.
- Destruction Notice.
- Foreign Disclosure.
- Supporting References.
- Conditions. *
- Standards. *
- Live fire. *
- Objective evaluation task criteria matrix. *
- Remarks.
- Notes.
- Safety risk.
- Cue.
- Performance steps and measures. *
- Task performance summary block. *
- Missions supported.
- Mission-oriented protection posture (known as MOPP) 4.
- MOPP 4 statement.
- Night vision goggles (known as NVG).
- Prerequisite collective tasks.

- Supporting collective tasks. *
- Supporting individual tasks. *
- Supporting drills. *
- Supported Army universal task list or universal joint task list task.
- TADSS (known as training aids, devices, simulations and simulators). *
- Equipment (LIN) (known as line-item number).
- Materiel items (NSN) (known as national stock number).
- Environment.
- Safety.

TASK NUMBER

2-4. A task number serves as a unique identifier for designating either an individual or collective task. The numbering system for individual tasks is separate from that of collective tasks (refer to Appendix A for examples and codes of individual tasks). For collective tasks, the task number is composed of two numeric groups and one alphanumeric group, each separated by hyphens.

2-5. For example, the task number 17-CO-1094 *Conduct an Attack* breaks down as follows: The first numeric group, "17," represents the school or proponent code. A proponent refers to an Army organization or staff with primary responsibility for specific materials or subject matter within its area of expertise (see Table 2-1). In this case, "17" indicates an armor task, designating the Maneuver Center of Excellence as the proponent responsible for the task.

2-6. Using the example "17-CO-1094, Conduct an Attack," the second group of letters ("CO") represents the echelon code, defining the level of command to which the collective task applies. In this case, "CO" indicates that the task is intended for a company-level unit. At the brigade and lower echelons, there are no multi-echelon tasks; each echelon has its own distinct set of tasks. If a suitable collective task for a specific echelon is unavailable, leaders should identify and select the most relevant collective or individual tasks that align with their mission requirements.

2-7. The school or proponent designates the final four digits of the task number, guaranteeing each task remains uniquely identifiable and distinct from others. Refer to Tables 2-1 and 2-2 for additional information on proponent identifiers and echelon codes.

Table 2-1. School and proponent codes

Code	*School or Proponent*	*Code*	*School or Proponent*
01	Aviation	33	Psychological Operations
02	Music	34	Combat Electronic Warfare and Intelligence
03	Chemical Biological, Radiological, and Nuclear	36	Environment Operations
05	Engineers	37	Maneuver Support
06	Field Artillery	40	Space and Missile Defense
07	Infantry	41	Civil Affairs
08	Medical	42	Supply
09	Ordnance (missile and munitions)	43	Maintenance (except missile)
10	Quartermaster	44	Air Defense Artillery
11	Signal	45	Public Affairs
12	Adjutant General	54	Logistical Organizations and Operations
13	Cyber	55	Transportation
14	Finance	60	Explosive Ordinance Disposal Procedures
16	Chaplain	63	Multifunctional Logistics
17	Armor	70	Acquisition, Logistics and Technology
19	Military Police	71	Mission Command
27	Judge Advocate	75	Military Advisory Groups

Table 2-1. School and proponent codes *(continued)*

Code	*School or Proponent*	*Code*	*School or Proponent*
27	Judge Advocate	75	Military Advisory Groups
30	Military Intelligence	80	Special Operations
31	Special Forces	90	Combat Operations
32	Intelligence and Security Command	95	Air Traffic Control

Table 2-2. Echelon codes

Echelon	*Code*	*Echelon*	*Code*
Army Command	ACOM	Group	GRP
Battalion	BN	Joint	JT
Battery	BTRY	Office	OFF
Branch	BR	Platoon	PLT
Brigade	BDE	Regiment	REGT
Center	CTR	Regional Cyber Center	RCC
Command	CMD	School	SCHOOL
Company	CO	Section	SEC
Corps	CORP	Squad	SQD
Crew	CW	Squadron	SQDN
Detachment (TDA)	DT	Theater Army	TA
Detachment (TOE)	DET	Team (TDA)	TE
Division (TDA)	DV	Team (TOE)	TM
Division (TOE)	DIV	Troop	TRP
Echelons Above Corps	EAC		
TDA table of distribution and allowances TOE table of organization and equipment			

TASK TITLE

2-8. The task title, assigned by the proponent, serves as the name of the task. It includes a description of the task and specifies the echelon it applies to. For instance, task number 07-CO-1256 is titled *Conduct an Attack by Fire (Company)*, as designated by the proponent. When citing tasks in training documents, always include both the task number and title to ensure the correct task is clearly identifiable.

CONDITIONS

2-9. A task condition statement describes the specific circumstances under which a task is to be performed. This includes details about the operational environment, available resources, any constraints or limitations, and the anticipated threat. It may also provide specific information affecting the necessary operational variables by echelon. The conditions statement ensures that the task is evaluated in a realistic and standardized context.

STANDARDS

2-10. The task standard statement outlines the criteria used to determine the minimum acceptable proficiency for performing a task under operating conditions. Users consult the task criteria matrix to identify these minimum standards. The school or proponent is responsible for specifying and updating the matrix to reflect the requirements of the task, unit type, and echelon.

LIVE-FIRE

2-11. The proponent specifies any requirements or conditions related to live-fire for the task. Proficiency in collective live-fire tasks is determined by evaluating tasks that are trained and assessed under live-fire

conditions, based on the standards outlined in the task T&EO. If a task is identified as a live-fire task, an additional performance step/measure is included to evaluate its execution under live-fire conditions.

OBJECTIVE TASK EVALUATION CRITERIA MATRIX

2-12. The objective task evaluation criteria matrix serves as a structured framework to ensure consistency and reduce subjectivity in training and evaluating collective task proficiency. It serves to provide clear and objective standards, helping leaders to evaluate tasks uniformly across different units. The matrix guides evaluators in determining proficiency levels—**Trained (T), Practiced (P), and Untrained (U)**—ensuring an organized approach to task evaluation and assessment. See figure 2-1 for an example. The task criteria matrix consists of the following three fields:

- Plan and prepare.
- Execute.
- Evaluate.

Plan & Prepare					Execute						Evaluate	
Operational Environment			Training Environment (L/V/C)		% Leaders present at training/Required	% Present at training/ Required	External evaluation	Performance measures	Critical performance measures	Leader performance measures	Evaluator's observed task proficiency rating	Commander's assessment
SQD and PLT	CO and BN	BDE and above										
Dynamic (single threat)	Dynamic and complex (4 + OE variables and hybrid threat)	Dynamic and complex (all OE variables and hybrid threat)	Night	At the discretion of the commander	≥75%	≥80%	Yes	≥80% GO	All	≥80%	T	T
Static (single threat)	Dynamic (single threat)	Dynamic and complex (all OE variables and single threat)	Day		60-74%	60-79%	No	65-79% GO	<All	65-79%	P	P
	Static (single threat)	Dynamic and complex (< all OE variables and single threat)			≤59%	≤59%		<65% GO		<65%	U	U

BDE brigade
BN battalion
CO company
SQD squad
PLT platoon
OE operational environment
L live
V virtual
C constructive
T fully trained
P practiced
U untrained

Note: *The OE columns and percentages used in this figure are for illustration only*

Figure 2-1. A sample Objective Task Evaluation Criteria Matrix

PLAN AND PREPARE

2-13. The "Plan and Prepare" section outlines elements that require thorough pre-planning to ensure successful execution of the training event. These three categories must be firmly established prior to the start of training:

- Operational environment.
- Night or day execution.
- Training environment.

Operational Environment

2-14. The proponent identifies a set of complex, dynamic, and adaptive operational variables—political, military, economic, social, information, infrastructure, physical environment, and time (PMESII-PT). Leaders collectively use these variables to analyze the operational environment. These operational variables are described in the conditions paragraph of the T&EO, with a near-peer competitor integrated into the training scenario. Further details about the operational environment are provided in the *Plan and Prepare* section of the task criteria matrix, which specifies the requirements, by echelon, for achieving different proficiency ratings (T, P, and U). Commanders at each echelon determine how to conduct training and define the environment in which the task is executed. Refer to figure 2-2 for additional context.

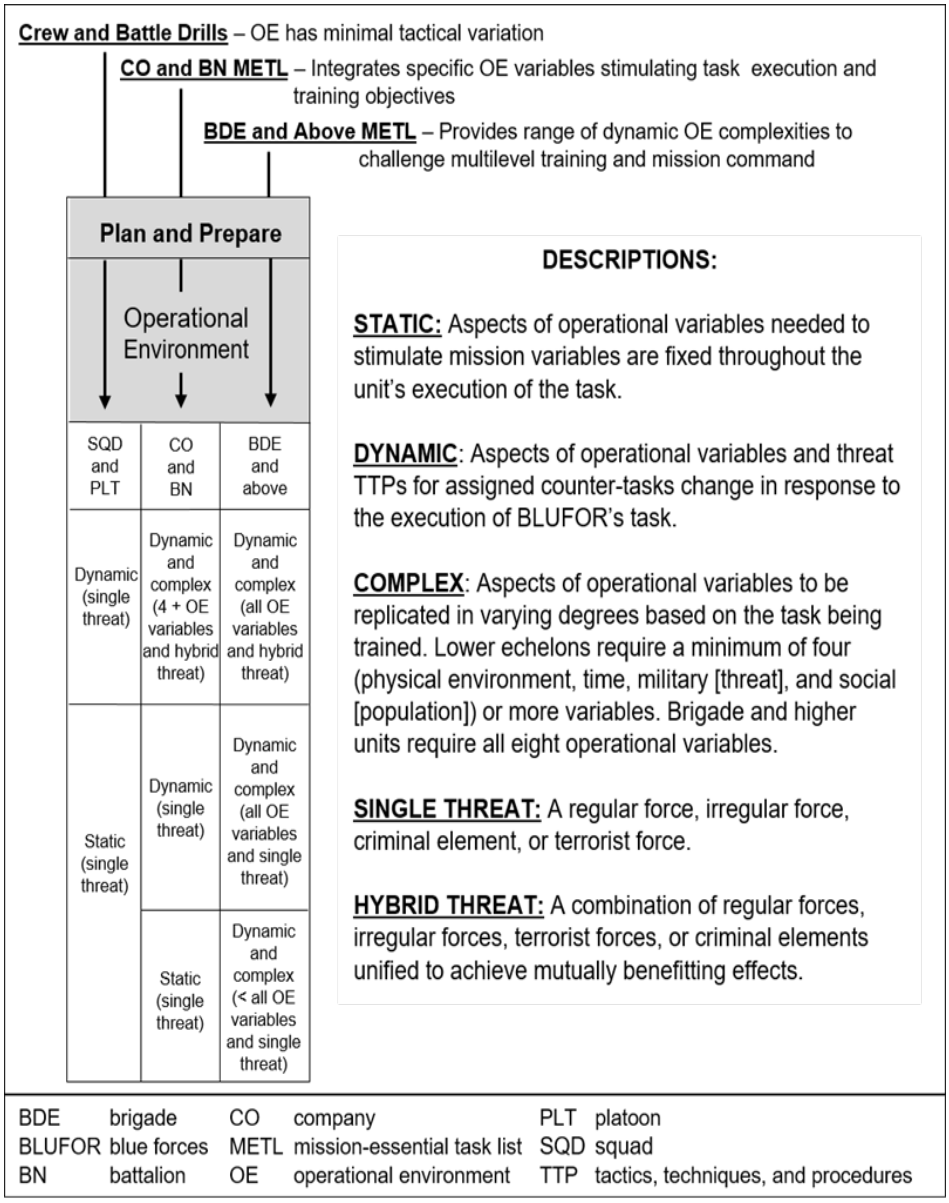


Figure 2-2. Planning the operational environment by echelon

2-15. The Army's operational variables (PMESII-PT) are described in ADP 5-0. These are—

- Political.
- Military.
- Economic.
- Social.
- Information.
- Infrastructure.
- Physical environment.
- Time.

2-16. Figure 2-3 provides examples of the various operational environment variables for considerations by echelon.

Squad and Platoon (3 variables)	*Company and Battalion (4 or more variables)*	*Brigade and Division (8 variables)*
Political • Local tribes or religions •	**P**olitical • District tribes or religions •	**P**olitical • Provincial tribal or religions • Provincial authoritarian or none
Military • Dynamic • Single threat • OC/T adjudicate advanced weapons	**M**ilitary • Dynamic • Hybrid threat • OC/T adjudicate advanced weapons	**M**ilitary • Dynamic • Hybrid threat • OC/T adjudicate advanced weapons
Economic • •	**E**conomic • •	**E**conomic • Dependencies upon NGOs • Active and interdependent
Social • Civilians as human shields •	**S**ocial • Civilians as cover or concealment • Civil traffic within convoys	**S**ocial • Civilians as cover or concealment • Civil traffic within convoys
Information • •	**I**nformation • Social media influence •	**I**nformation • Social media influences • Nonlethal effects
Infrastructure • •	**I**nfrastructure • Local SWEAT issues •	**I**nfrastructure • Must have civil implications • Electric, water, and roads
Physical Environment • Field environment • Several buildings	**P**hysical Environment • Various field environments • Urban terrain (CACTF)	**P**hysical Environment • Mixed field and urban • Large urban (CACTF)
Time • Compressed • Dictated by OPFOR actions	**T**ime • Compressed • Dictated by OPFOR actions	**T**ime • Compressed • Dictated by OPFOR actions

CACTF combined arms collective training facility
NGO nongovernmental organization
OC/T observer-controller trainer
OPFOR opposing force

Figure 2-3. Selecting the operational environment variables by echelon

2-17. For units training based on an assigned mission, commanders further filter information categorized by the operational variables into relevant information with respect to the assigned mission. They consider these mission variables in combination with the operational variables to further refine their understanding of the situation and to visualize, describe, and direct training. Refer to ADP 5-0 for a complete discussion of mission variables. The mission variables (METT-TC) are—

- Mission.
- Enemy.

- Terrain and weather.
- Troops and support available.
- Time available.
- Civil considerations.

Night or Day

2-18. Proponents will specify the criteria for evaluating training a “T” based on execution during either day or night conditions.

Training Environment

2-19. A *training environment* is comprised of conditions, supporting resources, and time that enables training tasks to be proficient. There are three basic training environments: live, virtual, and constructive (L/V/C). With unlimited time and resources, units execute realistic training in a live environment. The realities of limited training time and resources dictate that commanders use creative and innovative means and resources to train in other-than-live training environments, or in a combination of all three environments.

2-20. *Live training* refers to exercises conducted in field conditions utilizing tactical equipment. It involves real individuals operating actual systems in physical, hands-on scenarios, such as maneuvering troops and employing equipment in realistic operational settings. Units can integrate TADSS to further enhance the effectiveness of live training.

2-21. *Virtual training* involves real people operating simulated or actual systems. Units use virtual training to exercise motor control, decision-making, and communication skills. Gaming is a subset of the virtual training environment and uses gaming technologies to create capabilities to help train individuals and small units.

2-22. *Constructive training* is a combination of live and virtual environments. It uses computer models and simulations to exercise command and staff functions. It involves real people interacting with simulated units and operating simulated systems. Constructive training can be conducted by units from platoon through echelons above corps. For a comprehensive explanation of each training environment, refer to FM 7-0.

EXECUTE

2-23. The "Execute" section specifies elements that establish criteria for the leaders and soldiers involved, including whether an EXEVAL was resourced and executed, as well as a determination of performance measures completed. It includes the following columns:

- Percent leaders present at training/required.
- Percent (Soldiers) present at training/required.
- External evaluation.
- Performance measures (% of total number of measures repaired for each rating).
- Critical performance measures (all required for T).
- Leader performance measures (% of total number of measures repaired for each rating).

Percent of Leaders Present

2-24. The evaluator records the percentage of unit leaders present in leadership positions during training. Unit leaders are defined as those serving in leadership roles. If a staff sergeant is permanently assigned as a platoon sergeant, that position is included in the count. The task performance summary matrix, "% Leaders Present at Training/Required," compares the number of specific leaders present for training against the total number of leaders described for the task in the standards section of the T&EO. The total number of required leaders is determined from the relevant column of the table of organization and equipment (TOE), modified table of organization and equipment (MTOE), or table of distribution and allowance (TDA). For example, if a T&EO identifies platoon leaders, platoon sergeants, and squad leaders as the required leaders for a collective task, the TOE, MTOE, or TDA specifies the number of platoons and squads within the unit.

Note: The % of leaders and Soldiers required for training is based on the unit's TOE, MTOE or TDA, **not its assigned strength**.

Percent Present for Training

2-25. The evaluator records the percentage of the unit present at the training event. The task evaluation summary matrix compares the column "% Present at Training/Required" as the number of Soldiers present at the training event against the total number of Soldiers identified by the required column on the TOE, MTOE, or TDA as required for the echelon of the task.

Note: In the "percent of leaders present" and the "percent of Soldiers present" columns, generally the word used is "required." Some T&EO's use the word "authorized." In both instances, the intent is to measure against the designated strength in the TOE, MTOE or TDA.

External Evaluation

2-26. To achieve a "T" proficiency rating in the task, an external evaluation (EXEVAL) is required. An EXEVAL consists of someone outside of the organization observing the task performance and providing feedback. For example, the 1st platoon leader and platoon sergeant observes the 2nd platoon in the performance of the task. The commander two echelons above the unit specifies which tasks receive an EXEVAL and is responsible for resourcing the evaluation. Commanders are responsible for ensuring all evaluators are trained and fully understand the task performance criteria. See FM 7-0 for detailed information on EXEVAL planning.

Performance Measures

2-27. Performance steps are actions that compose or inform the completion of a task. Performance is recorded as GO, NO-GO, or N/A (not applicable if the evaluator did not witness the performance step). Numbered steps are always measured while sub steps are not, except for 'critical' and 'leader' sub steps.

Critical Performance Measures

2-28. The proponent identifies the critical performance steps and indicates them on the T&EO with a [+] next to the step. All critical performance measures must achieve a GO to achieve a task proficiency rating of "T".

Leader Performance Measures

2-29. The proponent identifies the leader performance steps and indicates these on the T&EO with a [*] next to the step. The percentage is determined by the total number of leader tasks designated. Leader performance steps must achieve a GO in 80% of these to achieve a task proficiency rating of "T". "P" ratings are determined if 60-79% of the leader steps/measures are evaluated as a GO.

EVALUATE

2-30. The "Evaluate" section allows the primary observer/evaluator to determine training proficiency, followed by the commander's assessment. It includes the following columns:

- Evaluator's observed task proficiency rating.
- Commanders' assessment.

Note: Army collective tasks have standards outlined in the T&EO. Generally established in the standards paragraph and further shaped through the "Objective Task Evaluation Criteria Matrix" and the observation of the execution of performance steps and measures. This section allows evaluators to annotate their observed performance proficiency ratings: **T (Trained), P (Practiced), and U (Untrained)**.

Evaluator's Observed Task Proficiency Rating

2-31. This section provides the trainer or evaluator a means of recording data from the task criteria matrix and the performance steps/measures section. The evaluator may use the "Task Performance Summary Block" (see figure 2-7) then record the results of the last iteration's proficiency rating here. Figure 2-4 is an example. The numbers listed identify the circles on the figures moving from left to right:

- (1) A company level collective task is trained in a dynamic and complex environment.
- (2) Training occurred during daylight hours.
- (3) Whether the training was conducted in a live, virtual, or constructive training environment (this is specified by the proponent).
- (4) 90% of leaders were present. (See paragraph 2-24 for calculation.)
- (5) 75% of personnel were present and participated in the training. (See paragraph 2-25 for calculation.)
- (6) The training was not externally evaluated.
- (7) 87% of performance steps were evaluated as a GO.
- (8) Less than all critical performance steps were a GO.
- (9) 88% of leader performance steps were evaluated as a GO.
- (10) Based on these criteria and observed performance, the evaluator assigned a proficiency rating of P.

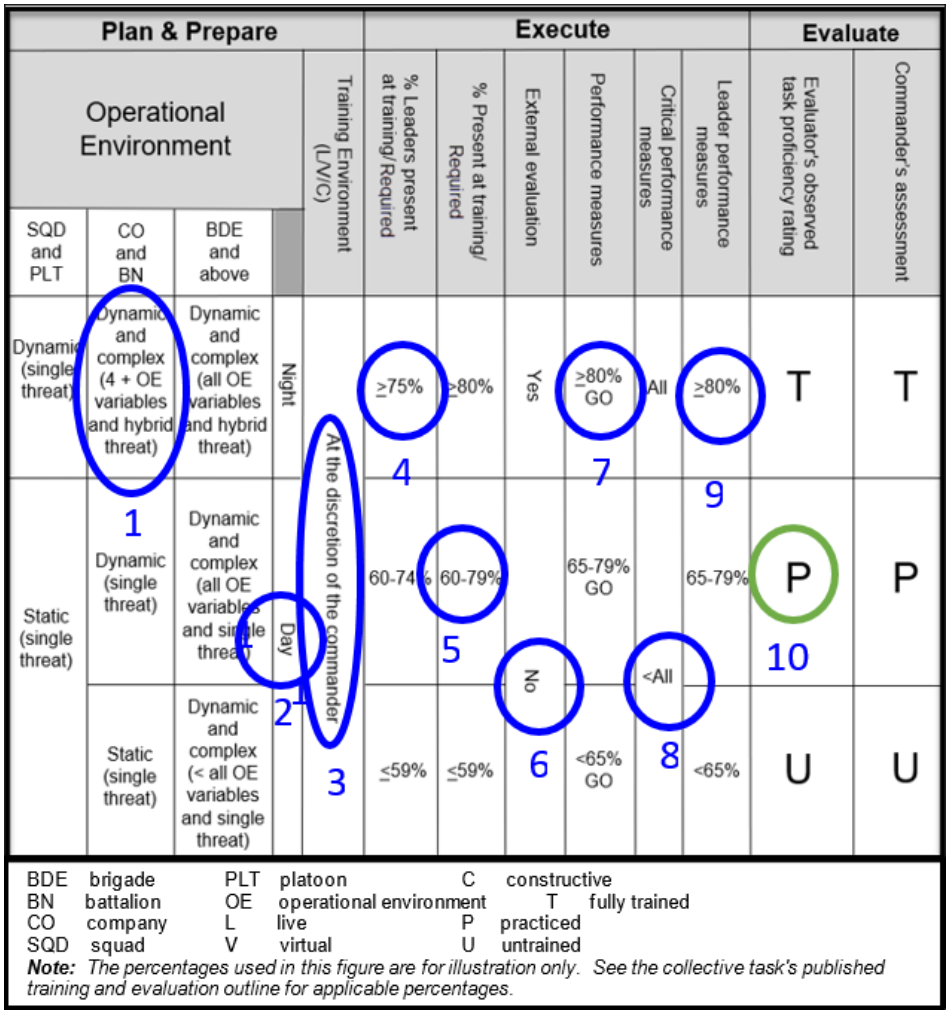


Figure 2-4. Evaluator's observed proficiency

Commander's Assessment

2-32. Task proficiency is assessed by the commander, as outlined in Chapter 1, incorporating evaluators' ratings, personal observations, and input from other sources. For detailed assessment guidelines, refer to FM 7-0. Commanders may adjust an evaluator's rating based on their judgment: assigning a higher rating requires approval from the next higher commander, while downgrading a rating does not require consultation. The commander's assessment is recorded on the T&EO by circling the assessment and providing initials (see figure 2-5). The unit then updates the commander's MET assessment in DTMS, which is subsequently reflected in readiness reporting.

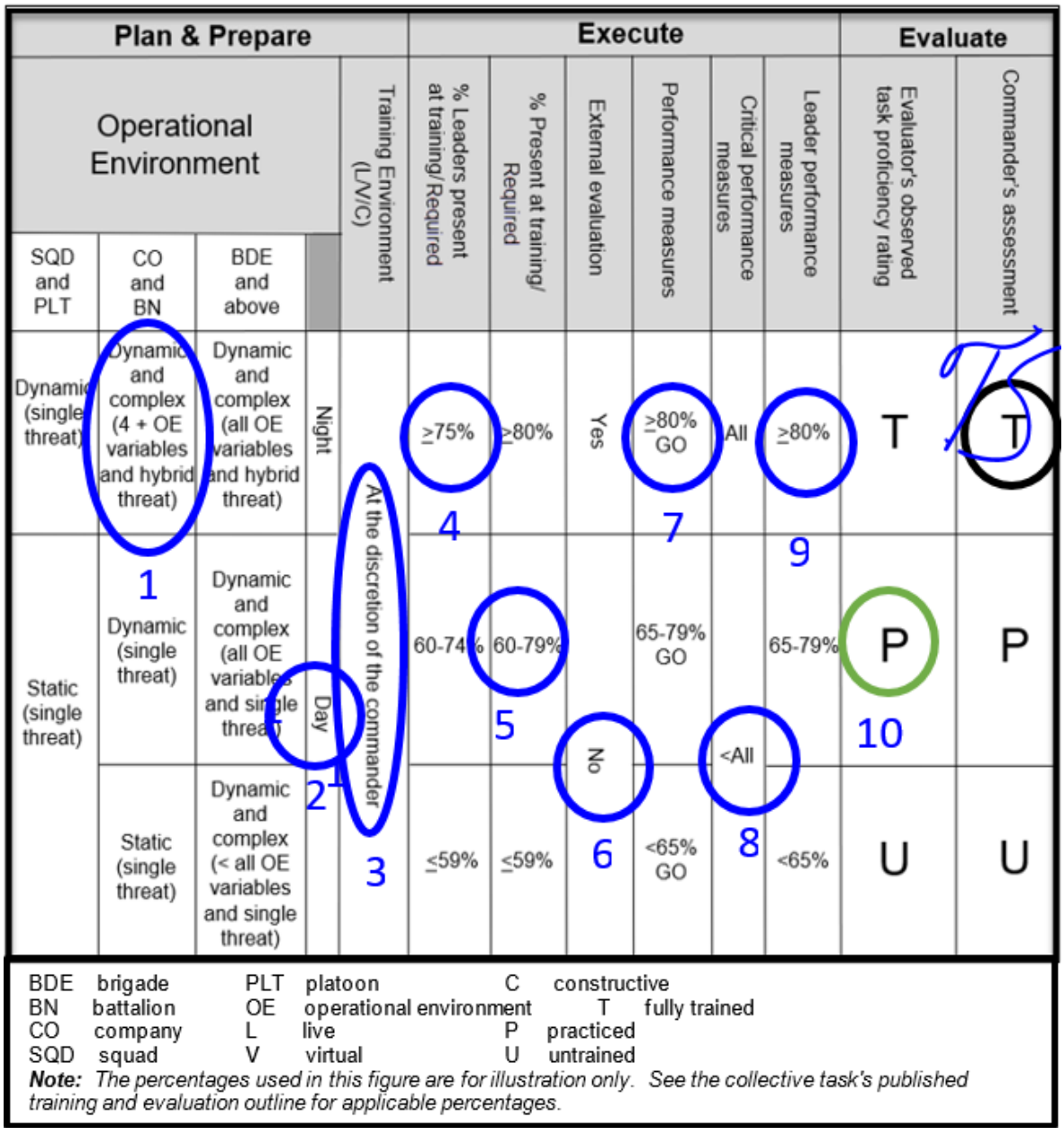


Figure 2-5. Commander's assessment

Performance Steps and Measures

2-33. The proponent defines the performance steps for each task. These performance steps are discrete actions that constitute or inform the completion of a task. Performance is evaluated as GO, NO-GO, or N/A

(not applicable if the evaluator did not witness the performance step). N/A may also be used by the commander to refine the setup of collective training, removing certain steps not required or applicable to the commander's desired training outcomes. Evaluation is based on the standards for the collective task and the unit's demonstrated execution of the task. The percentage is calculated based on the total number of primary, "numbered" performance steps designated.

2-34. Performance steps may be connected to other individual or collective tasks, with some proponents including specific task numbers within the performance step descriptions. The supporting and individual tasks sections in the T&EO also reference tasks required to accomplish the evaluated steps. Achieving task proficiency may depend on the successful execution of these related tasks, as determined by commander or trainers.

2-35. For battalion and higher T&EO's, many proponents may also indicate which leader or staff section is responsible for completing a particular performance step and measure.

Performance Sub steps

2-36. Generally, lettered performance sub steps are not measured. Instead, they provide the leader or evaluator a reference for additional actions the unit should take to achieve a GO for the associated numbered performance step. When the substep is not measured, the GO, NO-GO, and N/A boxes to the right of the substep are vacant. When there is no associated proficiency box, the sub steps are referential only and do not aggregate to measure the parent numbered step. If, however, the proponent determines that the substep is measured, the proficiency box appears to the right. See item 4c in figure 2-6 for an example of checked performance steps on a T&EO.

2-37. When the T&EO is published and a box appears next to every substep, the commander should decide whether the sub steps are evaluated as GO/NO-GO checks or simply serve to inform the execution of the numbered step. Refer to figure 2-7 for an example where the commander may indicate sub steps are not checked but instead used to inform the execution of the numbered step.

Note: Some proponents may publish T&EOs without eliminating the checkbox on the right, which specifies whether each substep requires evaluation. Before the evaluation begins, the commander can decide if all sub steps will receive a GO/NO-GO check or if the evaluator will only use the sub steps to inform the completion of the numbered step.

2-38. If the proponent labels a performance substep as critical or leader (annotated by a '+', or *), then the parent numbered step is categorized as a critical performance step or leader performance step.

Performance Steps and Performance Measures

NOTE: Assess task proficiency using the task evaluation criteria matrix.

NOTE: Plus signs (+) indicate Critical Performance Steps; Asterisks (*) indicate Leader Performance Steps

	GO	NO/GO	N/A
Plan			
1. The company gains and/or maintains situational understanding using available communications equipment, maps, intelligence summaries, situation reports (SITREPs), and other available information sources. Intelligence sources may include company intelligence support team (COIST), a human intelligence (HUMINT) team, a signal intelligence (SIGINT) team, and an imagery intelligence (IMINT) team to include unmanned aircraft systems (UASs) and unattended ground sensors (UGSs).	✔		
+ 2. The company commander receives the mission to conduct an attack and begins execution of troopleading procedures (TLP). (Refer to Task 71-CO-5100, Conduct Troop leading Procedures.)	✔		
* 3. The company commander issues the warning order (WARNORD), which may include the following:		✔	
a. General location of operation.			
b. Initial task organization.			
c. Initial operational timeline.			
d. Reconnaissance to initiate.			
e. Movement to initiate.			
f. Planning and preparation instructions (to include planning timeline).			
g. Information requirements.			
Prepare			
* 4. The company commander and subordinate leaders prepare to conduct an attack. They take the following actions:		✔	
a. Supervise subordinates and continue priorities of work.			
b. Conduct pre-combat checks and inspections.			
* c. Conduct backbriefs with the BN commander or staff representative prior to the rehearsal (if necessary).	✔		
d. Conduct rehearsals. Actions to consider during rehearsals include:			
(1) Actions on enemy contact.			
(2) Occupying support-by-fire positions.			
(3) Assaulting the objective.			
(4) Actions on the objective.			
(5) Fire support.			

SITREPS	situation reports	CO	company
COIST	company intelligence support team	UAS	Unmanned aircraft systems
HUMINT	human intelligence	TLP	troop leading procedures
IMINT	imagery intelligence team		

Figure 2-6. Sample performance steps on a T&EO

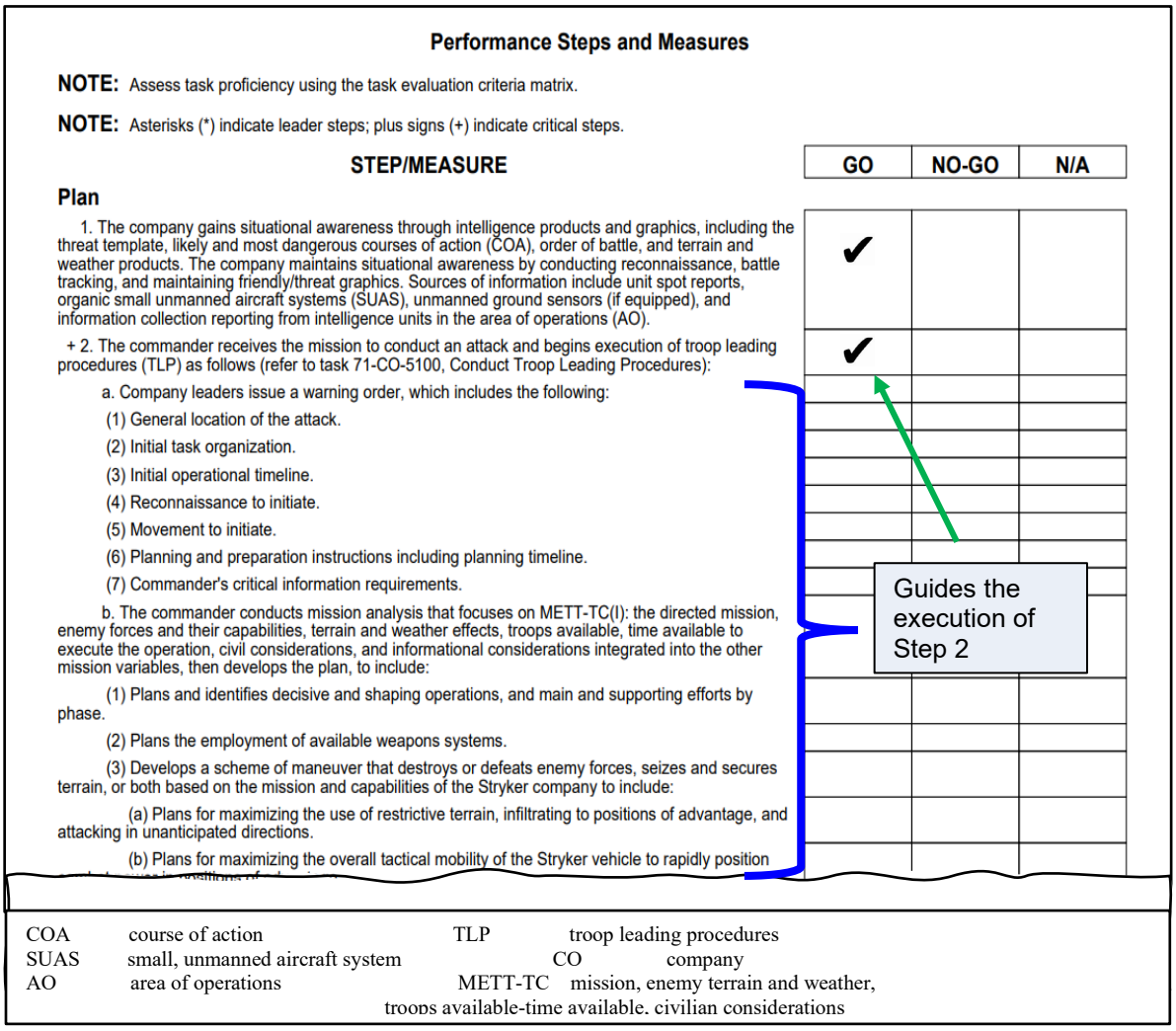


Figure 2-7. Example of sub steps not checked, but used to inform evaluation of step 2

TASK PERFORMANCE SUMMARY BLOCK

2-39. This section provides the trainer or evaluator with a means of recording data from the task criteria matrix and the performance steps section. The trainer or evaluator records results of the last iteration's proficiency rating and annotates it in the evaluator's column of the task criteria matrix. See figure 2-8 for an example of a partially completed task summary for two iterations of task execution.

Task Performance Summary Block										
Training Unit			ITERATION							
2/B/1-82 FA			1		2		3		4	
Date of Training per Iteration:										
Day or Night Training:			Day / Night		Day / Night		Day / Night		Day / Night	
			#	%	#	%	#	%	#	%
Total Leaders Authorized	4	% Leaders Present	3	75%	3	75%				
Total Soldiers Authorized	25	% Soldiers Present	22	88%	23	92%				
Total Number of Performance Measures	10	% Performance Measures 'GO'	7	70%	7	80%				
Total Number of Critical Performance Measures	2	% Critical Performance Measures 'GO'	1	50%	0	100%				
Live Fire, Total Number of Critical Performance Measures	1	% Critical Performance Measures 'GO'	1	100%	1	100%				
Total Number of Leader Performance Measures	1	% Leader Performance Measures 'GO'	1	100%	1	100%				
MOPP LEVEL			2		2					
Evaluated Rating per Iteration T, P, U			P		T					

Figure 2-8. Example task performance evaluation summary block

SUPPORTING TASKS AND DRILLS

2-40. Proponents use this section of the T&EO to list recommended tasks and drills in four different categories:

- Supporting collective tasks.
- Opposing Force (OPFOR) tasks.
- Supporting individual tasks.
- Supporting drills.

2-41. See figure 2-9 for examples of proponent recommended supporting tasks and drills for T&EO 07-PLT 1093.

Supporting Collective Task(s)

2-42. Supporting collective tasks (SCTs) are designed to improve proficiency in other collective tasks, such as Mission Essential Tasks (METs) or battle tasks. These tasks complement a unit's primary training objectives by focusing on specific skills or actions essential to the success of the supported tasks. Each SCT is accompanied by its own T&EO. Certain performance steps may require an SCT, and proponents might include suggested SCTs within the performance steps. During training planning, trainers and commanders evaluate the unit's capability to execute the required steps. If necessary, an SCT can be incorporated into the

training for evaluation. However, executing SCTs alone does not fully account for the evaluation of the supported MET or battle tasks.

Note: Task 17-PLT-1094, performance step 2 is receiving the mission and begin troop leading procedures. Task 71-PLT-5100 is considered a SCT for this step.

OPFOR Task(s)

2-43. OPFOR tasks replicate the tactics, techniques, and procedures of potential adversaries in military training exercises. These tasks are designed to create realistic and challenging scenarios to prepare training units for real-world operations. When live training is planned, the proponent may recommend tasks to support the commander's designated training objective. The goal is to provide a dynamic and adaptive adversary, enhancing the realism and effectiveness of training.

Supporting Individual Task(s)

2-44. Supporting individual tasks are specific tasks that help Soldiers develop the skills and knowledge necessary to perform their duties effectively. These tasks are designed to complement and enhance the proficiency of individual Soldiers in their roles, often aligning with collective tasks or mission-essential tasks. Each supporting individual task has its own T&EO, which provides the task, conditions, standards, and performance measures specific to that task. Noncommissioned officers (NCOs) are responsible for identifying and prioritizing the necessary individual tasks in support of the commander's identified collective training in the unit's training plan. The selected individual tasks will often support multiple other collective tasks such as METs and battle tasks.

Supporting Drill(s)

2-45. An Army drill is a collective action executed by a unit without the need for deliberate decision-making. These drills are pre-planned and practiced responses to common combat situations, designed to ensure swift and coordinated actions under pressure. Battle drills focus on simple, standardized procedures that Soldiers and units can perform instinctively during chaotic or high-stress scenarios. When appropriate, the proponent will recommend drills that support the training and execution of the collective tasks.

Task Number: 07-PLT-1093
Task Title: Conduct an Attack - Rifle Platoon (SBCT)

Supporting Collective Task(s):

Step Number	Task Number	Title	Proponent	Status
2.	07-PLT-3027	Integrate Direct Fires - Platoon	07 - Infantry (Collective)	Approved
2.	07-PLT-3036	Integrate Indirect Fire Support - Platoon	07 - Infantry (Collective)	Approved
2.	71-PLT-5100	Conduct Troop Leading Procedures	71 - Mission Command (Collective)	Approved
6.	07-SQD-3000	Conduct Support by Fire - Squad	07 - Infantry (Collective)	Approved

OPFOR Task(s):

Task Number	Title	Status
71-CO-8507	OPFOR Execute Defense of a Complex Battle Position	Approved

Supporting Individual Task(s):

Step Number	Task Number	Title	Proponent	Status
	071-326-5610	Conduct Movement Techniques by a Squad	071 - Infantry (Individual)	Approved
	071-410-0010	Conduct a Leader's Reconnaissance	071 - Infantry (Individual)	Approved
	071-420-0009	Conduct Dismounted Movement by an Infantry Platoon	071 - Infantry (Individual)	Approved
	071-420-0011	Maneuver a Mounted Platoon	071 - Infantry (Individual)	Approved
	071-420-0023	Conduct an Attack by a Platoon	071 - Infantry (Individual)	Approved
	071-420-0028	Conduct a Squad Attack	071 - Infantry (Individual)	Approved
	113-COM-1022	Perform Voice Communications	113 - Signal (Individual)	Approved
	150-LDR-5012	Conduct Troop Leading Procedures	150 - Mission Command (Individual)	Approved
	171-121-4062	Issue an Oral Operation Order (OPORD) - Fragmentary Order (FRAGORD)	171 - Armor (Individual)	Approved
	171-300-0068	Develop a Unit Level Casualty Evacuation Plan	171 - Armor (Individual)	Approved
	171-COM-4079	Send a Situation Report (SITREP)	171 - Armor (Individual)	Approved

Supporting Drill(s):

Step Number	Drill Number	Drill Title	Drill Type	Proponent	Status
	07-PLT-D9501	React to Direct Fire Contact While Dismounted - Platoon	Battle Drill	07 - Infantry (Collective)	Approved
	07-PLT-D9504	React to Indirect Fire While Dismounted - Platoon	Battle Drill	07 - Infantry (Collective)	Approved
	07-PLT-D9511	Conduct a Hasty Attack - Platoon	Battle Drill	07 - Infantry (Collective)	Approved
	07-PLT-D9601	React to Direct Fire Contact While Mounted - Stryker Infantry Platoon	Battle Drill	07 - Infantry (Collective)	Approved
	07-PLT-D9604	React to Indirect Fire While Mounted - Stryker Infantry Platoon	Battle Drill	07 - Infantry (Collective)	Approved
	07-SQD-D9501	React to Direct Fire Contact While Dismounted - Squad	Battle Drill	07 - Infantry (Collective)	Approved
	07-SQD-D9504	React to Indirect Fire While Dismounted - Squad	Battle Drill	07 - Infantry (Collective)	Approved
	07-SQD-D9515	Conduct a Squad Assault	Battle Drill	07 - Infantry (Collective)	Approved

CO company COM common OPORD operations order OPFOR opposing force
PLT platoon LDR leader FRAGO fragmentary order
SQD squad SITREP situation report SBCT Stryker Brigade Combat Team

Figure 2-9. Excerpt of T&EO proponent recommended tasks and drills

TADSS

2-46. TADSS are tools used to enhance training by providing realistic and effective environments for Soldiers and units to practice their skills. TADSS includes a wide range of resources, such as:

- **Training Aids**: Physical or visual aids that support instruction, like charts, models, or mock-ups.
- **Devices**: Equipment designed to replicate specific systems or scenarios, such as weapon simulators.
- **Simulators**: Systems that mimic real-world conditions, like flight or vehicle simulators.
- **Simulations**: Computer-generated environments that replicate battlefield scenarios for command and staff training.

2-47. These tools are essential for preparing Soldiers for real-world operations by allowing them to train in controlled, yet realistic, settings. When available, the proponent provides a list and description of items that will support training the specified task. See table 2-3 for an example.

Table 2-3. TADSS device table from T&EO

TADSS ID	Title	Product Type	Quantity
17-291	Close Combat Tactical Trainer (CCTT) Fixed Site Installation	DVC	1
20-91	Games for Training (GFT) (Includes Virtual Battlespace Training Simulation)	SIM	1

CCTT close combat tactical trainer
DVC device
GFT games for training
SIM simulation

2-48. The Army Training Support Center (ATSC) manages TADSS devices and maintains a searchable database, as well as Department of the Army Pamphlet (DA PAM) descriptions for most of these devices. Additionally, it provides installation locations and points of contact phone numbers, which can be accessed through this website: https://tsmats.atsc.army.mil/TSMATS/DevicesArmywide.aspx.

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Appendix A

Individual Tasks

OVERVIEW

A-1. Individual tasks slightly differ from collective tasks but share the same overall structure. They emphasize the task, conditions, and standards necessary for successful execution. Users can typically rely on the content provided in this TC to locate and analyze individual tasks for training purposes.

A-2. NCOs select and sequence the individual tasks and drills to focus Soldier training. This ensures the organization trains on its most important tasks down to the individual Soldier. NCOs are responsible to plan the individual training that Soldiers need to become warriors and contribute to the execution of the unit's mission. Soldier Training Publications (STP), also known as Soldier's Manuals (SMs), provide the critical individual tasks for Soldiers to master. The unit's NCO leadership use the individual tasks in SMs to train their Soldiers and evaluate each Soldier's proficiency for these designated unit-critical tasks.

TYPES

A-3. Army Regulation 350-1, identifies additional HQDA Common Mandatory Training (CMT) requirements which are applicable to all Soldiers. CMT focuses on topics which are directed by law, federal statute, or Army Senior Leader guidance. Examples are Sexual Harassment and Assault Response Program (SHARP), anti-terrorism, and Threat Awareness & Reporting Program (TARP).

A-4. Other types of tasks:

- **Army Warrior Training**. All Soldiers, regardless of their Military Occupational Specialty (MOS), are warriors, first and foremost. STP 21-1-SMCT identifies the individual tasks which are designated as Army Warrior Tasks. These tasks are a collection of individual Soldier skills known to be critical to Soldier survival and enhance their individual readiness to fight on the battlefield. Army Warrior Tasks are integrated by NCOs into the unit's overall training plan and constantly evaluated and re-evaluated to ensure their Soldiers remain proficient.
- **Military Occupational Skill (MOS) Training**. MOS training ensures Soldiers achieve and sustain proficiency in their MOS and can fully apply their unique skills during operations. MOS-specific STPs are the primary reference for Soldiers and NCOs in supporting self-development, training and evaluating MOS proficiency. Additionally, Army proponents publish ICTL for each MOS' skill level to identify those individual tasks which must be mastered by the Soldier during their development as Army professionals. These ICTLs identify where each individual task is first trained to the Soldier and then how often the task should be re-evaluated to sustain proficiency.
- **Individual and crew-served weapons**. All Soldiers, regardless of MOS or rank, strive to be experts in the lethal and ethical employment of their weapon systems. Training Circular (TC) 3-20.40 describes how a unit builds their unit training plan (UTP) for individual weapon proficiency. It provides Soldiers and NCOs all the information needed to plan, prepare, execute, and assess individual weapons training strategies and certifications. Effective weapons training combines live and virtual training to prepare and achieve advanced certifications. Supporting TCs and Technical Manuals (TM) provide the requisite standards to train Soldiers to employ crew-served weapons.
- **Holistic health and fitness** (known as H2F) includes mental fitness and physical training. H2F is the foundation of unit readiness. Field Manual 7-22 establishes the Army's doctrine for the readiness training of Soldiers. It provides Soldiers and NCOs with the individualized training and testing procedures that builds peak performance in all Soldiers.

A-5. The individual task numbering system differs slightly from collective tasks. See figure A-1 for an explanation.

Training proponent	IND Task Code*
US Army Aviation Center of Excellence (USAACE)	011
US Army Combat Readiness Center (USACRC)	012
US Army Inspector General (IG) School	015
Warrant Officer Career Course (WOCC)	020
Chemical, Biological, Radiological, and Nuclear School (CBRNS)	031
Installation Management Command (IMCOM)	034
US Army Engineer School (USAES)	052
US Army Field Artillery School (USAFAS)	061
US Army Infantry School (USAIS)	071
Army Medical Department Center and School (AMEDDC&S)	081
US Army Ordnance School (USAODS)	091
Quartermaster School (QMS)	101
US Army Cyber School	112
US Army Signal School	113
US Army Space and Missile Defense Command (SMDC)	129
US Army Cadet Command (USACC)	130
Army Force Management School (AFMS)	134
Mission Command Center of Excellence (MCCoE)	150
Combined Arms Support Command (CASCOM)	151
TRADOC Deputy Chief of Staff (DCS) G-3/5/7	152
TRADOC Command Safety Office	153
TRADOC Deputy Chief of Staff (DCS) G-1/4	154
TRADOC Command Historian	155
Army Training Support Center (ATSC)	157
TRADOC Deputy Chief of Staff (DCS), G-2 Intelligence	159
TRADOC Deputy Chief of Staff (DCS) G-8	160
US Army Armor School (USAARMS)	171
The JAG Legal Center and School (TJAGLCS)	181
Military Police School (MPS)	191
Def Language Inst Foreign Language Center (DLIFLC)	215

Training proponent	IND Task Code*
US Army War College (USAWC)	217
US Army Public Affairs Center (APAC)	224
Army Prime Power School (APPS)	227
US Army Intelligence Center of Excellence (USAICoE)	301
US Army John F. Kennedy Special Warfare Center and School (JFKSWCS)	331
US Army Sergeants Major Academy (USASMA)	400
Army Air Defense Artillery School (ADAS)	441
US Army School of Music (USASOM)	514
US Army Transportation School (USATSCH)	551
Leader Training Brigade (LTB)	615
Northern Warfare Training Center (NWTC)	699
Command and General Staff College (CGSC)	701
Army Management Staff College (AMSC)	704
Western Hemisphere Institute for Security Cooperation (WHINSEC)	720
Maneuver Support Center of Excellence (MSCoE)	807
Maneuver Center of Excellence (MCoE)	809
Fires Center of Excellence (FCoE)	810
Cyber Center of Excellence (CCoE)	813
Army Logistics University (ALU)	907
US Army Defense Ammunition Center (USADAC)	910
National Guard (ARNG) Professional Ed Center (PEC)	922
TRADOC Quality Assurance Office	131Q
Center for The Army Profession and Ethic (CAPE)	701L
Financial Management School (FMS)	805A
Recruiting and Retention School (RRS)	805B
Adjutant General School (AGS)	805C
US Army Chaplain Center and School (USACHCS)	805D
US Army Physical Fitness School (USAPFS)	805P
US Army Master Resilience School (USAMRS)	805V
Initial Military Training Leadership School (IMTLS)	805V

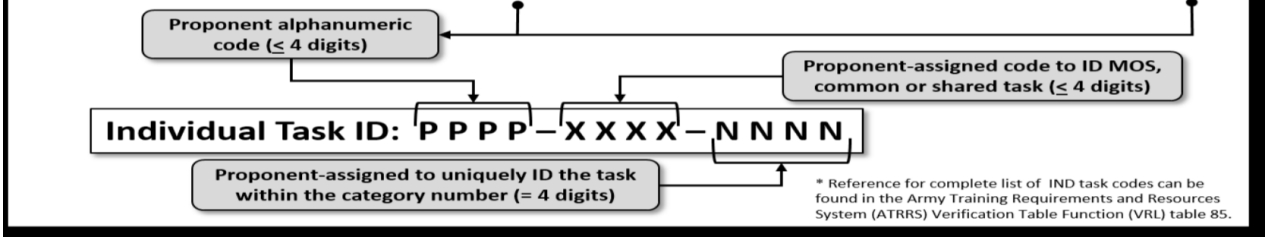


Figure A-1. Individual tasks numbering characteristics

Glossary

SECTION I – ACRONYMS AND ABBREVIATIONS

AAR	after action review
ADP	Army doctrine publication
ATN	Army training network
ATSC	Army Training Support Center
AWT	Army warrior tasks
C	constructive
CAC	common access card
CAR	central Army registry
CATS	combined arms training strategies
CMT	common mandatory training
CO	company
DA	Department of the Army
DA PAM	Department of the Army pamphlet
DTMS	digital training management system
EIB	expert infantry badge
EXEVAL	external evaluation
FM	field manual
H2F	holistic health and fitness
HQDA	Headquarters, Department of the Army
ICAM	identity credential and access management
ICTL	individual critical tasks list
L	live
MET	mission-essential task
METL	mission-essential task list
METT-TC	mission, enemy, terrain and weather, troops and support available, time, civil considerations
MOPP	mission oriented protection posture
MOS	military occupational specialty
MTOE	modified table of organization and equipment
N/A	not applicable
NCO	noncommissioned officer
NVG	night vision goggles
OPFOR	opposing force
P	practiced
PLT	platoon
PMESSI-PT	political, military, economic, social, information, infrastructure-physical environment, time
SCT	supporting collective tasks
SHARP	Sexual Harassment and Assault Response Program
SMCT	Soldiers manual of common tasks

STP	Soldier training publication
T	trained
TARP	threat awareness and reporting program
TDA	table of distribution and allowance
TADSS	training aids, devices, simulations and simulators
T&EO	training and evaluation outline
TC	training circular
TLP	troop leading procedures
TM	technical manual
TOE	table of organization and equipment
U	untrained
UTL	unit task list
UTM	unit training management
UTP	unit training plan
V	virtual

SECTION II – TERMS

after action review

A guided analysis of an organization's performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. (FM 7-0)

battle tasks

A platoon or lower echelon collective task that is crucial to accomplishment of a company, battery or troop mission-essential task. (FM 7-0)

mission essential task

A collective task on which an organization trains to be proficient in its design capabilities or assigned mission. (FM 7-0)

mission essential task list

A tailored group of mission-essential tasks. (FM 7-0)

training and evaluation outline

A summary document that provides performance and proficiency standards for individual and collective tasks. (FM 7-0)

training objective

A statement that describes the desired outcome of a training event. (FM 7-0)

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All websites accessed on 14 May 2025.

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These documents must be available to intended users of this publication.

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FM 1-02.1. Operational Terms. 28 February 2024.
FM 1-02.2. Military Symbols. 23 January 2025.

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PRESCRIBED FORMS

This section contains no entries.

REFERENCED FORMS

Unless otherwise indicated, DA forms are available on the Army Publishing Directorate website at https://armypubs.army.mil/.

DA Form 2028. Recommended Changes to Publications and Blank Forms.

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26 August 2025

By Order of the Secretary of the Army:

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PIN: 221677-000