


Assessment and Critique

Objective	
<p>To ensure the applicant learns the important concepts related to assessment and critique of student performance.</p>	
Purpose <p>All CFIs must assess student performance in order to make decisions about when to progress to the next stages of training, issue endorsements, and recommend students for checkrides. CFIs must also know how to provide effective and constructive critique to students to improve their performance without hurting the student's motivation.</p>	
Schedule	Equipment
<ul style="list-style-type: none"> ● Ground Lesson: 15 minutes ● Student Q&A: 10 minutes 	<ul style="list-style-type: none"> ● Whiteboard / Markers (optional)
Student Actions	Instructor Actions
<ul style="list-style-type: none"> ● Ask any questions, receive study material for the next lesson. ● Watch linked video. ● Review listed references. 	<ul style="list-style-type: none"> ● Deliver the ground lesson (below). ● Answer student questions.
Completion Standards	
<ul style="list-style-type: none"> ● Student can explain the following concepts: <ul style="list-style-type: none"> ● Purpose of assessment, qualities of an effective assessment ● Types of Assessment ● Characteristics of Effective Questions, Questions to Avoid ● Purpose and Elements of Critique, Types of Critique 	

References

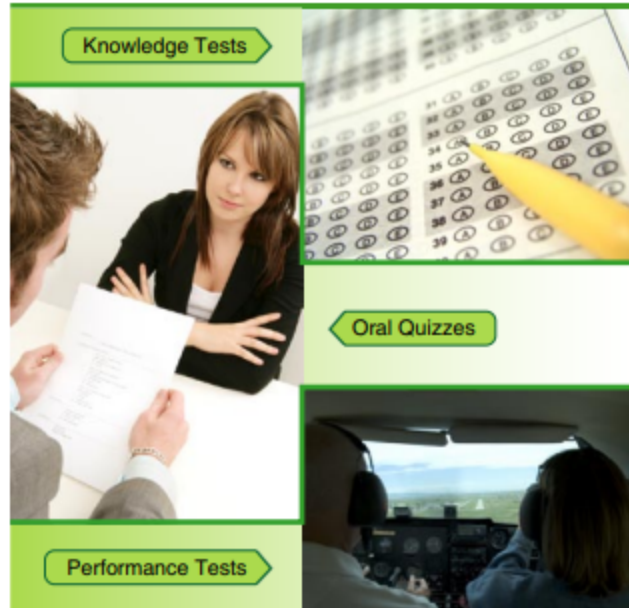
- FLY8MA.com Flight Training - “CFI ORAL EXAM: Part 1 | FOI”
 - YouTube - <https://www.youtube.com/watch?v=4lxiQeh0FFI>
- FAA-H-8083-9A (Aviation Instructor’s Handbook) - Chapter 5 [Assessment]
- FAA-S-8081-6D (CFI PTS) - Area I Task D

Ground Lesson Outline

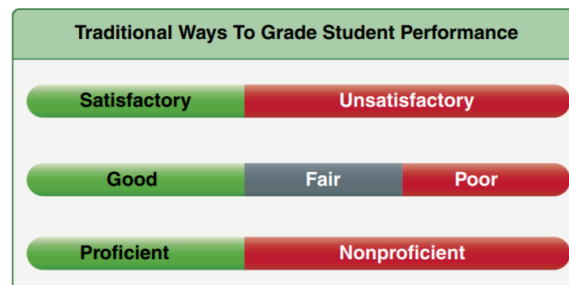
- Assessment
 - Purpose of Assessment - Determine Student Progress
 - Provides critical information to both instructor and student about progress, practical and specific feedback for the student
 - Characteristics of Effective Assessment
 - Objective, Flexible, Acceptable, Comprehensive, Constructive, Organized, Thoughtful, Specific
 - Traditional Assessment
 - Written testing - true/false, multiple choice, fill-in-the-blank, generally rigid format.
 - Authentic Assessment
 - Real world tasks, meaningful application of skills and concepts
 - Oral Assessment
 - Fact questions, Higher Order Thinking Skills questions
 - Characteristics of Effective Questions
 - Brief and Concise, Focused on One Idea, Tailored to the Student’s Current Level
 - Types of Questions to Avoid
 - Puzzle, Oversized, Tossup, Bewilderment, Trick Questions, Irrelevant Questions
- Critique
 - Considers good and bad aspects of performance, individual parts, relationships between them, and overall picture
 - Types of Critique
 - Instructor/Student Critique
 - Student-Led Critique
 - Small Group Critique
 - Individual Student Critique by Another Student
 - Self-Critique
 - Written Critique

Ground Lesson Content

- **Assessment**



- **Purpose of Assessment** - Determine Student Progress
 - Provides critical information to both instructor and student about progress, practical and specific feedback for the student
- **Characteristics of Effective Assessment**
 - **Objective** - Should be based on clear standards of performance
 - **Flexible** - Should be adapted to student's current level, environment, etc.
 - **Acceptable** - Student must accept the instructor and the instructor's expertise
 - **Comprehensive** - Assessment must deal with all elements of the student's performance.
 - **Constructive** - Should be useful and actionable by the student, praise is useful when appropriate.
 - **Organized** - Should be logical and well-organized.
 - **Thoughtful** - Respect student's self-esteem and need for approval. Don't ridicule, make fun of performance, etc.
 - **Specific** - Must deal with detailed aspects of the performance, can't just be "fly better", etc.
- **Traditional Assessment**
 - **Written testing** - true/false, multiple choice, fill-in-the-blank, generally rigid format.



- **Authentic Assessment**
 - **Real world tasks** - Evaluate the student while performing real world skills, maneuvers, etc.
 - **Meaningful application of skills and concepts** - Requires students to apply knowledge from various subjects in meaningful ways

Rubric for Assessing Flight Training Maneuvers				
	Describe	Explain	Practice	Perform
Steep Turns	Pilot can describe physical characteristics/cognitive elements of the maneuver.	Pilot can explain the maneuver's underlying concepts, principles, and procedures.	Pilot can plan and execute the maneuvers, with coaching and assistance to correct deviations and errors.	Pilot can plan and execute the maneuver to PTS standards without assistance or coaching. Pilot identifies and corrects errors and deviations.
Slow Flight				
Stalls				
Emergencies				

- **Oral Assessment**
 - **Fact questions** - "What is <X>?", "Why does <X>?"
 - **Higher Order Thinking Skills questions** - "What would you do if <X> occurred?"
- **Characteristics of Effective Questions**
 - **Brief and Concise** - Questions should not be long or drawn out, requiring excess explanations
 - **Focused on One Idea** - Questions should center on one idea, not be vague and general
 - **Tailored to the Student's Current Level** - Don't ask commercial-level questions to pre-solo student pilots, etc.
- **Types of Questions to Avoid**
 - **Puzzle** - "Here is a scenario, what is wrong with this picture?"
 - **Oversized** - "How do airplanes fly?"
 - **Tossup** - "Is it better to use pitch or power for airspeed?"
 - **Bewilderment** - "You're at <X> airport, flying <Y> airplane, the weather is <Z>, what is the purpose of the airspeed indicator?"
 - **Trick Questions** - "What are the VFR weather minimums in Class F airspace?"
 - **Irrelevant Questions** - "What size screws are used to attach the engine cowling?"
- **Critique**
 - Considers good and bad aspects of performance, individual parts, relationships between them, and overall picture
 - **Types of Critique**
 - **Instructor/Student Critique** - Instructor leads a focused group discussion
 - **Student-Led Critique** - Instructor sets parameters and asks student to provide the critique
 - **Small Group Critique** - Break into small groups, instructor provides criteria, groups create critiques and share
 - **Individual Student Critique by Another Student** - Instructor should remain firmly in control, but invite students to critique another student as a means of sharing ownership of the critique
 - **Self-Critique** - Supervised by the instructor, students critique own performance
 - **Written Critique** - Instructor writes and delivers a detailed critique