

Lesson 04. Student evaluation, assessment, and testing

Ground 1.5 hr | Dual 0 hr | ACS FI.I.D

CFI CANDIDATE		DATE	SUPERVISING INSTRUCTOR	
AIRCRAFT	N41459 Warrior	Ground only	FLIGHT TIME	GROUND TIME

OBJECTIVE

The candidate delivers a critique that names an error, its probable cause, and the correction, and that the person receiving it could act on tomorrow. They also receive one: the plan they wrote in lesson 3 is critiqued here, revised, and re-taught. This lesson and lesson 3 together satisfy US-3.2's requirement that at least one plan is critiqued, revised, and re-taught. Neither satisfies it alone.

LESSON STEPS: THE ELEMENTS, IN TEACHING ORDER

Check each element as it is taught. Leave anything not done blank. Sign once at the bottom.

1.	Purpose and characteristics of effective assessment FAA-H-8083-9B ch 6 FI.I.D.K1 standards/CRITIQUE-STANDARD.md
2.	Traditional assessments FI.I.D.K2
3.	Authentic assessments: learner-centered assessment, maneuver or procedure grades, assessing risk management skills FI.I.D.K3
4.	Choosing an effective assessment method FI.I.D.K4
5.	Purposes and types of critiques FI.I.D.K5 standards/CRITIQUE-STANDARD.md
6.	Oral assessment: characteristics of effective questions, types of questions to avoid, answering learner questions FI.I.D.K6
7.	Assessment of piloting ability FI.I.D.K7
8.	Risk in delivering an assessment FI.I.D.R1
9.	The lesson 3 plan is critiqued, revised, and re-taught FI.I.D.S1 US-3.2
10.	The candidate critiques a performance FI.I.D.S1

COMPLETION STANDARDS

- The candidate delivers a critique of a performance that names the error, its probable cause, and the correction, and the correction is specific enough to attempt on the next flight.
- The candidate finds the causal error underneath the obvious one, or, having missed it, names it when asked what caused the error they did find.
- The candidate revises their lesson 3 plan in response to critique and re-teaches a block from the revised version, with the change visible in the delivery.
- The candidate asks three oral assessment questions that are not leading, not yes-or-no, and not answerable by guessing, and says what each would reveal.
- The candidate names two of the eight characteristics of an effective assessment that their own critique demonstrated, and one it did not.
- The candidate delivers a self-critique before hearing the instructor's.

DEBRIEF AND SIGN-OFF

Critique: the error, its probable cause, and the correction. Candidate self-critique first.

Sign once for the whole lesson. Elements left unchecked above were not taught this session.

SUPERVISING INSTRUCTOR SIGNATURE / INITIALS

DATE