

<b>Objectives</b>	<ul style="list-style-type: none"><li>▪ The student will understand the elements related to assessment and critique</li></ul>
<b>Elements</b>	<ul style="list-style-type: none"><li>▪ <a href="#">Assessment</a></li><li>▪ <a href="#">Critique</a></li></ul>
<b>Schedule</b>	<ul style="list-style-type: none"><li>▪ Review lesson objectives</li><li>▪ Review lesson material</li><li>▪ Conclusion &amp; Review</li></ul>
<b>Equipment</b>	<ul style="list-style-type: none"><li>▪ White Board / Markers</li><li>▪ References</li></ul>
<b>CFI Actions</b>	<ul style="list-style-type: none"><li>▪ Present lesson</li><li>▪ Use teaching aids</li><li>▪ Ask/ answer questions</li></ul>
<b>Student Actions</b>	<ul style="list-style-type: none"><li>▪ Participate in discussion</li><li>▪ Take notes</li><li>▪ Ask / answer questions</li></ul>
<b>Completion Standards</b>	<ul style="list-style-type: none"><li>▪ The student can properly critique and evaluate students using the methods and characteristics described</li></ul>

Additional Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CE** = Common Error

## Introduction

### Overview

---

Review objectives / Elements

### What

---

This lesson focuses on how to properly asses our students and provide a proper critique

### Why

---

As flight instructors its our job to evaluate our students. We must be doing this in the most efficient and correct way

### How

---

## Assessment

### Purpose

---

- To determine a students progress in their training
- A good assessment provides practical and specific feedback to students, including direction and guidance on how to raise performance

### Characteristics & development of an effective written tests (DUO VCR)

---

- **Discrimination**
  - Can properly asses each student and their strengths and weaknesses
- **Usability**
  - Ease of use of the exam
- **Objectivity**
  - Covers the subject correctly
- **Validity**
  - Looks professional and is possible to pass
- **Comprehensiveness**
  - Covers as much knowledge as possible
- **Reliability**
  - Can be reused

### Types of Assessments

---

- **Traditional Assessment** – Usually refers to written tests
  - Easy to administer and grade from instructor to instructor (no bias on multiple choice)
- **Authentic Assessment** – Refers to being tested on tasks
  - Higher level of knowledge is required
  - The IP can have a level of bias towards the result of the assessment
- **Oral Assessment**
  - Direct or indirect questioning to the student

### Characteristics of effective oral questions (PB CACA)

---

- **Presents a challenge**
- **Brief & Concise**
- **Clear & Definite**
- **Applies to one subject**
- **Centered on one idea**
- **Adapted to one student**

### Types of questions to avoid (POTBIT)

---

- **Puzzle** – Student has to work through multiple pointless steps
- **Oversize** – too many factors
- **Tossup** – could have 2 possible answers
- **Bewilderment** – way too much non-essential information
- **Irrelevant** – not related to content of discussion
- **Trick**

## Critique

### Characteristics of effective critique (FAST – CO – CO)

---

- **Flexible**
  - The critique must be specific to the student
- **Acceptable**
  - The student must accept the instructor
- **Specific**
  - Specific to one area
- **Thoughtful**
  - critique is thoughtful for self-esteem (no ridicule, anger or fun)
- **Comprehensive**
  - Covers strengths & weaknesses
- **Objective**
  - Focuses on the students performance rather than opinions
- **Constructive**

- The student must benefit from the critique
- **Organized**
  - Follows a logical pattern of organization

### Types of Critique

---

- **instructor student critique**
  - The instructor leads a group discussion in which the students offer criticism of a performance
    - This should be carefully monitored and directed with firm purpose (no free-for-all)
- **Student lead critique**
  - Can help motivate students to learn
- **Small group technique**
  - Small groups are assigned a specific area to analyze
    - Results in a very comprehensive critique
- **Individual student by another student**
  - Another student is requested to present critique
    - Should be carefully monitored
- **Self-critique**
  - Student critiques their own performance
    - Ensure student sees their own mistakes
- **Written critique**
  - Instructor can devote more time to written critiques
  - The student can refer back to them

### General Rules to follow

---

- **Do not extend critique beyond scheduled time limit for lesson**
  - No more than 10-15 minutes in general (NEVER over 30 mins)
- **Avoid covering too much**
- **Never allow yourself to be maneuvered into defending your criticism**
  - Don't argue with student
- **Ensure written critique is consistent with oral**

## Conclusion & Review

### Conclusion

---

Review main points

### Review

---

1. Assessment
2. Critique