PERFORMANCE EVALUATION

***STUDENT NAME:*** {{ student }}

COMPANY: {{ company }}

PROGRAM: {{ program }}

PROGRAM DATE: {{ fulldate }}

***VEHICLE:*** {{ vehicle }}

**PROGRAM DESCRIPTION**

The Advanced Driving Skills training is a program designed specifically for students to develop and improve driving techniques that are directly associated with emergencies, from an ambush to possible accidents, and to build vehicle-related knowledge, transport safety, and driving techniques.

To be eligible for certification, students must prove they can maintain vehicle control over eighty (80) percent of the car’s lateral acceleration capability, according to the builder specifications and/or evaluation from the AS3 Staff.

The students show their skills in the required levels by driving the car through different exercises/scenarios specifically designed to put lateral loads on the vehicle if done correctly.

The exercises included in the program are Slalom, Lane Change, Reverse Slalom, and Multi-Disciplinary Circuit.

**EXERCISE PERFORMANCE**

## SKILL DEVELOPMENT EXERCISES

**SLALOM -** 4 Cones, 50ft Chord.

{{ s\_graph }}

***The blue line*** *represents the exercise percentage the student achieved; anything below 100% is unacceptable because that means lack of proficiency, and anything above 100% is a sign that the student has problems following specific instructions, even though his skill level is higher.*

***The red line*** *represents the vehicle percentage reached by the student throughout the exercise; the minimum acceptable level is at 80% by the end of the training.*

*The line drops (0 value) in the exercise mean either that the student could not complete the task and hit a cone, or because he could not sustain a consistent speed throughout the exercise, the tolerance for this test is +/- 4 mph.*

*THE BEST RESULT IS WHEN BOTH LINES ARE BE ALIGNED WITH THE DOTTED LINES OF THE SAME COLOR*

|  |  |  |
| --- | --- | --- |
|  |  | Group Average |
| Number of Runs | {{ snor }} | {{ gasnor }} |
| Percentage Completed Exercises | {{ spoce }}% | {{ gaspoce }}% |
| Average of Exercise Percentage | {{ saoep }}% | {{ gasaoep }}% |
| Average of Vehicle Control | {{ saovc }}% | {{ gasaovc }}% |

**FINAL PERFORMANCE LEVEL:** **{{ sfpl }}%**

**EVASIVE LANE CHANGE –** Standard design, 100ft Chord

{{ l\_graph }}

***The blue line*** *represents the exercise percentage the student achieved; anything below 100% is unacceptable because that means lack of proficiency, and anything above 100% is a sign that the student has problems following specific instructions, even though his skill level is higher.*

***The red line*** *represents the vehicle percentage reached by the student throughout the exercise; the minimum acceptable level is at 80% by the end of the training.*

*The line drops (0 value) in the exercise mean either that the student could not complete the task and hit a cone, or because he could not sustain a consistent speed throughout the exercise, the tolerance for this test is +/- 4 mph.*

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|  |  |  |
| --- | --- | --- |
|  |  | Group Average |
| Number of Runs | {{ lnor }} | {{ galnor }} |
| Percentage of Completed Exercises | {{ lpoce }}% | {{ galpoce }}% |
| Average of Exercise Percentage | {{ laoep }}% | {{ galaoep }}% |
| Average of Vehicle Control | {{ laovc }}% | {{ galaovc }}% |

**FINAL PERFORMANCE LEVEL:** **{{ lfpl }}%**

# COMBINED EXERCISES

**MULTI-DISCIPLINARY EXERCISE –** 9 Obstacles, fixed ambush / movement.

Each student has an opportunity to achieve the highest percentage of exercise possible under intense pressure. It is during this exercise that we get to see the student’s capacity to work under stress.

### **Personal Evaluation**

|  |  |  |  |
| --- | --- | --- | --- |
| Barricade | Slalom | Reverse | **Overall Performance** |
| {{ lnch\_graph }} | {{ slalom\_graph }} | {{ rev\_graph }} | {{ pct\_graph }} |

### **Performance Graph**

{{ mse\_graph }}

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Stress | Final Time | % Reverse | Slalom% | Lane  Change % | Cone Penalties | Gate Penalties | Final Result |
| {%tr for i in items %} | | | | | | | | | |
| {% vm %} | {{ i.stress }} | | {{ i.f\_time }} | {{ i.rev\_pc }}% | {{ i.slalom }}% | {{ i.LnCh }}% | {{ i.cones }} | {{ i.gates }} | {{ i.final\_result }}% |
| {%tr endfor %} | | | | | | | | | |
| Group Average: | | | {{ mseg\_t }} | {{ mseg\_rev\_pc }}% |  |  | {{ mseg\_c }} | {{ mseg\_g }} | {{ mseg\_perf }}% |

**STRESS LEVELS –** This involves many external distractors and highlights the driver’s strengths and weaknesses, some people perform better under stress, but most need to work hard to get the same results as when they are alone at the track.

**FINAL TIME –** This is the final score (Including penalties) for the run.

**% REVERSE –** This shows the percentage of their total time spent through the reverse slalom. A good driver must perform this portion of the test in less than 15% of his total time, while 20% is acceptable. Anything above denotes that work must be done in reverse as it is an essential skill for security.

**SLALOM & LANE CHANGE % -** A security driver is required to maintain this over 80% of the vehicle’s capability; most students were able to do so in the standalone exercise. However, only advanced drivers achieve that proficiency level during a multidisciplinary exercise and much less while under pressure. A 0 value means too many penalties

**PENALTIES –** These resemble real obstacles in real life, a slightly slower time with no penalties is preferred over a fast time with many penalties.

**FINAL RESULT –** All in all, any student that graduates our class has to have a minimum of 80% in the final result; initially, every student gets two chances, and they get more chances if they fail to achieve the minimum passing grade; more reported runs depicts a longer journey to build a skill.

# LEAD INSTRUCTOR FEEDBACK

{{ paragraph }}

NOTE: The skills acquired during this course are considered perishable, and if not practiced they will slowly get back to their original proficiency levels. (Source: U.S. Army Research Institute for the Behavioral and Social Sciences)