

I.D. Assessment and Critique

Objectives	The student should develop knowledge of the elements related to the critique and evaluation as required in the CFI PTS.
Elements	<ul style="list-style-type: none">✦ Assessment✦ Critique
Schedule	<ol style="list-style-type: none">1. Discuss objectives2. Review material3. Development4. Conclusion
Equipment	<ul style="list-style-type: none">✦ White board✦ Markers✦ References
Instructor's Actions	<ol style="list-style-type: none">1. Discuss lesson objectives2. Present lecture3. Questions4. Homework
Student's Actions	Participate in discussion Take notes
Completion Standards	Be able to properly critique and evaluate students using the method and characteristics described.

References

FAA-H-8083-9, *Aviation Instructor's Handbook* (Chapter 5)

Instructor Notes

Introduction	Overview—review objectives and elements Why—must be able to appraise student performance and convey information back to student; evaluate student to measure and document whether course objectives have been met.
Evaluation	Used to determine how a student is progressing in the course. A good assessment provides practical and specific feedback to students, and direction and guidance on how to raise performance. Contributes to ADM and judgment skills. Has to be objective, flexible, acceptable, comprehensive, constructive, organized, thoughtful, and specific.
Objective	Focused on student performance rather than personal opinions and biases. Critique must be honest and based on the performance as it was.
Flexible	Examine performance in context it was accomplished. Fit tone, technique, and content of the critique to the occasion/student.
Acceptable	Students must accept the instructor before accepting the critique—confidence in qualifications, teaching ability, sincerity, competence, and authority.
Comprehensive	Cover strengths and weaknesses. Consider what will provide the greatest benefit—a few major points or more minor points. Critique what most needs improved or only what can reasonably be expected to improve.
Constructive	Critique must profit the student. Don't offer a negative critique without a solution.
Organized	Follow some pattern or organization so that the critique does not lost its impact. Options: sequence of performance, work backwards from where the demonstration failed or became successful, break the whole into parts or build the parts into a whole.
Thoughtful	Thoughtfulness relates to self-esteem, recognition, and approval from others. Do not ridicule, anger, or make fun at student's expense.
Specific	Tell the student why something was not good and how to improve it.

Traditional assessment

The student should have no doubts about what was good, poor, and how they can improve.

Refers to written testing. Good test characteristics are...

- ✦ Reliability
- ✦ Validity
- ✦ Usability
- ✦ Objectivity
- ✦ Comprehensiveness
- ✦ Discrimination

Authentic assessment

Ask the student to perform real-world tasks—demonstrate a meaningful application of skills and competencies. Students generate responses from their own knowledge rather than choosing from options. Use open-ended questions and set criteria.

Oral assessment

The most common method of assessment in flight training. Direct or indirect questioning of the student.

Characteristics of effective oral questions:

- ✦ Have only one correct answer.
- ✦ Must apply to the subject of instruction.
- ✦ Should be brief and concise, but also clear and definite.
- ✦ Must be applied to the ability, experience, and stage of training of the students.
- ✦ Center on only one idea.
- ✦ Should be limited to who, what, where, when, why, or how, but not a combination.
- ✦ Must present a challenge to the student.
- ✦ Use proper English.

Avoid questions such as...

- ✦ “Do you understand?”; “Do you have any questions?”
- ✦ Puzzle questions
- ✦ Oversized questions
- ✦ Toss-up questions
- ✦ Bewilderment
- ✦ Trick questions
- ✦ Irrelevant questions

Critique

Used in conjunction with either traditional or authentic assessment. An effective critique considers good and bad performance—the individual parts, relationships between individual parts, and the overall performance.

	<p>May be written, oral, or both. It should come immediately after a student's performance, while they can still recall the details of their performance, to improve skill, proficiency, and learning.</p> <p>Do not extend the critique beyond its scheduled time limit and avoid trying to cover too much. Allow time to summarize the critique and reemphasize things to remember. Avoid absolute statements and controversies—don't take sides and don't be maneuvered into having to defend criticism by letting the student argue/tell you you are wrong. If part of the critique is written, make sure it is consistent with the oral portions. The instructor is the authority figure. Always end on a positive note.</p>
Instructor/ Student critique	Instructor-led group discussion where students offer criticism of a performance. Control carefully and direct with purpose.
Student-led critique	Student asked to lead critique—can generate student interest and learning, increasing effectiveness.
Small group critique	Small groups assigned a specific area to critique—analyze and present findings. This method results in a comprehensive critique.
Student to student critique	The instructor may request another student to present the entire critique for a different student. The instructor should still maintain firm control over the process.
Self-critique	Student critiques personal performance. Do not leave issues unresolved or erroneous impressions uncorrected—make sure the student realizes their mistakes.
Written critique	Allows the instructor to devote more time and thought to critique. The student can keep the written critiques and refer to them as needed, and has a record of suggestions, recommendations, and opinions. The other members of the class do not benefit.

Conclusion

Brief review of main points.

Well-designed assessments define what is important to know and improve student learning. Be familiar with different types of assessments available for monitoring student progress throughout training and how to choose the most appropriate method.

CFI PTS

Objective: To determine that the applicant exhibits instructional knowledge of assessments and critiques by describing:

1. Assessment:
 - a. Purpose of assessment.
 - b. General characteristics of effective assessment.
 - c. Traditional assessment.
 - d. Authentic assessment.
 - e. Oral assessment.
 - f. Characteristics of effective questions.
 - g. Types of questions to avoid.

2. Critique:
 - a. Instructors/student critique.
 - b. Student-led critique.
 - c. Small group critique.
 - d. Individual student critique by another student.
 - e. Self-critique.
 - f. Written critique.