

LEARNER CENTERED GRADING

Learner (Student) Centered Grading - Desired Pilot in Training (PT) Scenario Outcomes

(1) The objective of scenario-based training is a change in the thought processes, habits, and behaviors of the students during the planning and execution of the scenario. Since the training is learner centered, the success of the training is measured in the following desired student outcomes.

(a) Maneuver Grades (Tasks)

- Describe – at the completion of the scenario, the PT will be able to describe the physical characteristics and cognitive elements of the scenario activities. *Instructor assistance is required to successfully execute the maneuver.*
- Explain – at the completion of the scenario the learner will be able to describe the scenario activity and understand the underlying concepts, principles, and procedures that comprise the activity. *Instructor assistance is required to successfully execute the maneuver.*
- Practice – at the completion of the scenario the student will be able to plan and execute the scenario. *Coaching, instruction, and/or assistance from the CFI will correct deviations and errors identified by the CFI.*
- Perform - at the completion of the scenario, the PT will be able to perform the activity without assistance from the CFI. Errors and deviations will be identified and corrected by the PT in an expeditious manner. At no time will the successful completion of the activity be in doubt. (“Perform” will be used to signify that the PT is satisfactorily demonstrating proficiency in traditional piloting and systems operation skills)
- Not Observed – Any event not accomplished or required

(b) Single Pilot Resource Management (SRM) Grades

- Explain – the student can verbally identify, describe, and understand the risks inherent in the flight scenario. *The student will need to be prompted to identify risks and make decisions.*
- Practice –the student is able to identify, understand, and apply SRM principles to the actual flight situation. *Coaching, instruction, and/or assistance from the CFI will quickly correct minor deviations and errors identified by the CFI.* The student will be an active decision maker.
- Manage/Decide - the student can correctly gather the most important data available both within and outside the cockpit, identify possible courses of action, evaluate the risk inherent in each course of action, and make the appropriate decision. *Instructor intervention is not required for the safe completion of the flight.*

- (2) Grading will be conducted independently by the student and the instructor, then compared during the post flight critique.
- (3) Learner centered grading (outcomes assessment) is a vital part of the FITS concept. Previous syllabi and curriculum have depended on a grading scale designed to maximize student management and ease of instructor use. Thus the traditional: “excellent, good, fair, poor” or “exceeds standards, meets standards, needs more training” often meet the instructor’s needs but not the student’s. The learner centered grading described above is a way for the instructor and student to determine the student’s level of knowledge and understanding. “Perform” is used to describe proficiency in a skill item such as an approach or landing. “Manage-Decide” is used to describe proficiency in the SRM area such as ADM. Explain, and practice are used to describe student learning levels below proficiency in both.
- (4) Grading should be progressive. During each flight, the student should achieve a new level of learning (e.g. flight one, the automation management area, might be an “explain” item by flight three a “practice” item, and by flight five a “manage-decide” item).