



Formative and Summative Assessments

Designing an effective KSA Assessment

EASA KSA 100 AMC

A brief summary

Assessments:

As a minimum, an ATO should ensure the following tests:

- One (1) **formative** assessment covering *most* of the KSA 100 02 and 03 LOs;
- Two (2) **summative** assessments covering *all* of the KSA 100 02 and 03 LOs *between the two*;
- One (1) mental maths test with *at least* 22 questions (2 per KSA 100 04 LO).

Ref.: AMC3 ORA.ATO.230(a). and AMC4 ORA.ATO.230(a).

Assessment Pass Standards:

To achieve a 'Satisfactory' a student must:

- meet **at least 35%** of the indicators relevant to the assessment exercise, **in each competency**;
- have an **overall positive effect** on the outcome or completion of the exercise **without any external input**.

The **absence** of **negative behaviours** is considered to be **satisfactory** for the level of training desired.

Ref.: AMC3 ORA.ATO.230(a) (c) (3)

FTE's AMC Compliant Implementation

KSA 100 at FTE

The Formative Assessment:

- Groups of 4 Students
- Power Point presentation;
- On a topic already covered;
- LOs covered:
 - 100 02 01 00 - Communication;
 - 100 02 02 00 - Leadership and teamwork;
- Debrief with the CTKI and Course Mentor.

Formative Assessment Report and Grading

Sample Report

Students Name	[REDACTED]	Assessor	[REDACTED]
Course / Date	[REDACTED]	07 / 06 / 2018	
Test Version	Subject: 100 03 00 00 Leadership and Teamwork		

Grading: (see below)

Understands and agrees with the crew's roles and objectives	Creates an atmosphere of open communication and encourages team participation	Uses initiative and gives directions when required	Admits mistakes and takes responsibility	Anticipates and responds appropriately to other crew members needs	Carries out instructions when directed	Communicates relevant concerns and intentions
N/A	N/A	3	2	3	3	N/A
Gives and receives feedback constructively	Confidently intervenes when important for safety	Demonstrates empathy and shows respect and tolerance for other people	Engages others in planning and allocates activities fairly and appropriately according to abilities	Addresses and resolves conflicts and disagreements in a constructive manner	Projects self-control in all situations	-
N/A	N/A	2	N/A	N/A	N/A	

Analysis [REDACTED] showed a concern for the mission at hand during the presentation by remaining aware of audience responses (body language) during the quizzing taking place at the end of the lesson. He participated also by stepping up to answer a question from the audience. He demonstrated initiative to solve a situation while still showing empathy and respect for team members in the way he interacted (not interrupting and waiting to give a chance to other members to interact and ensure permission was given by them). This constituted a show of adequate distribution of goal and people concern.

The First Summative Assessment:

- 4 candidates group exercise during the admission interview;
- Generic role-playing exercise (*a nuclear holocaust just happened and your are all in a bunker...*);
- LOs covered:
 - 100 02 01 00 - Communication;
 - 100 02 02 00 - Leadership and teamwork;
 - 100 02 03 00 - Problem-solving and decision-making;
 - 100 02 05 00 - Workload management.
- Debrief with a trained instructor.

Exercise Report and Grading

Sample Report

STUDENT REPORT



REPORT DUE BY: 15 January 2009

NAME: Chesley Sullenberger

COURSE: 1550

WEEK: 20

Assessment	CM	LD&TW	PS&DM	SA	WM
EASA1	4	4	5	-----	5

Mentor	Narrative Report
XX	

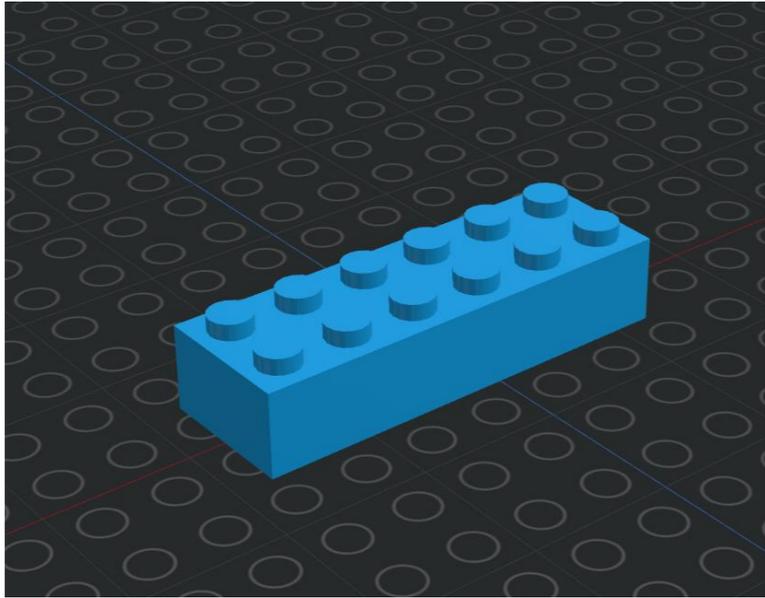
	A	B	C	D	E	F	G	
1								
2	Name: Chesley Sullenberger							
3		Mark the desired grade with a "1"						
4		Unsatisfactory	Satisfactory	Good	Very Good	Excellent		
5	Communication	Unsatisfactory	Satisfactory	Good	Very Good	Excellent		
6	Is the student ready and able to receive the information?					1		
7	Does the student select what, when, how and with whom to communicate?				1			
8	Can the student communicate clearly, accurately and concisely?			1				
9	Does the student confirm that the recipient correctly understands important information				1			
10	Does the student listen actively and show understanding of the information received.				1			
11	Does the student ask relevant and effective questions?				1			
12	Does the student accurately read, interpret, construct and respond to given documentation in English					1		
13	Can the student correctly interpret non-verbal communication?			1				
14	Does the student use appropriate eye contact, body movement and gestures that are consistent with and support verbal messages.					1		
15		0	0	2	4	3	4.1	

The Second Summative Assessment:

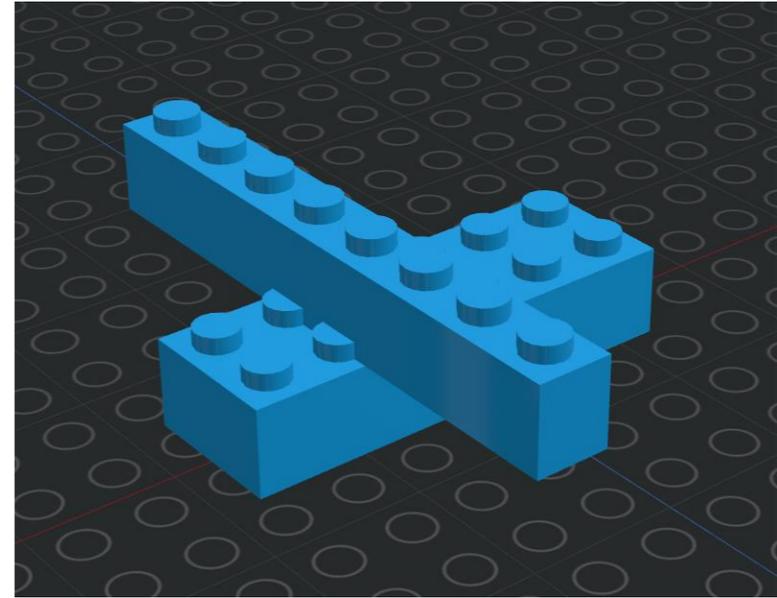
- 3 against 3.
- 2-part exercise, timed exercise:
 1. 030 Flight Performance and Planning Practical Exercise - 20 min;
 2. Role-Playing a loss of awareness regarding automation while assembling lego aeroplanes - 40 min;
 3. Whoever builds more aeroplanes wins.
- All applicable LOs covered.
- Debrief with the CTKI and/or Trained Instructor.

Formative Assessment

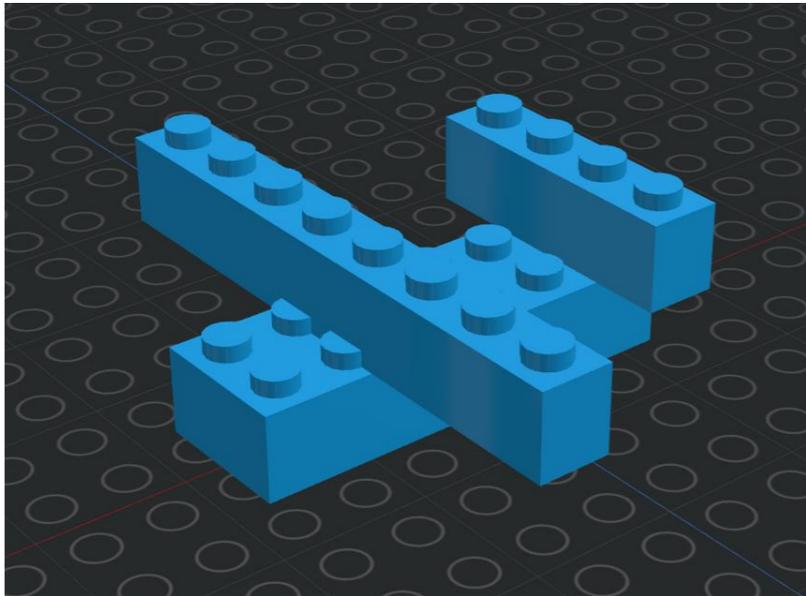
Sample Exercise



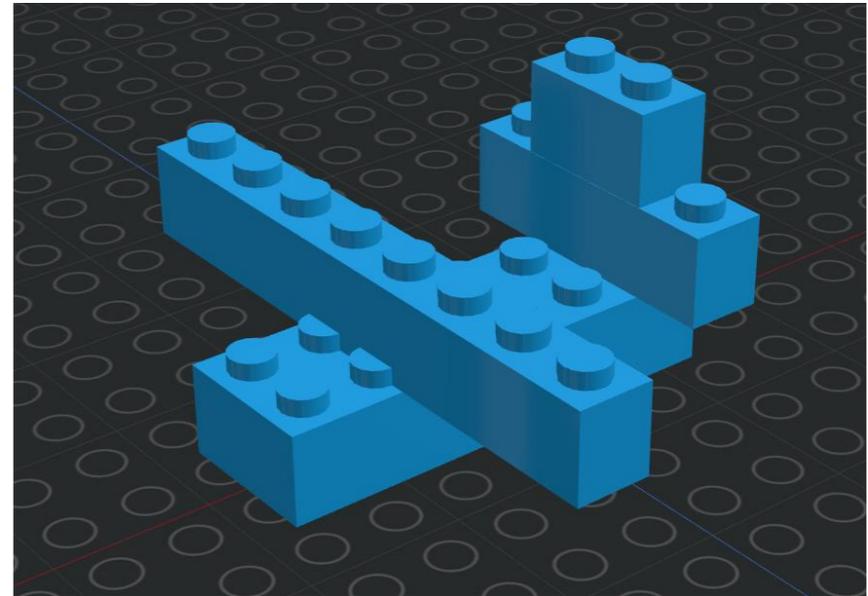
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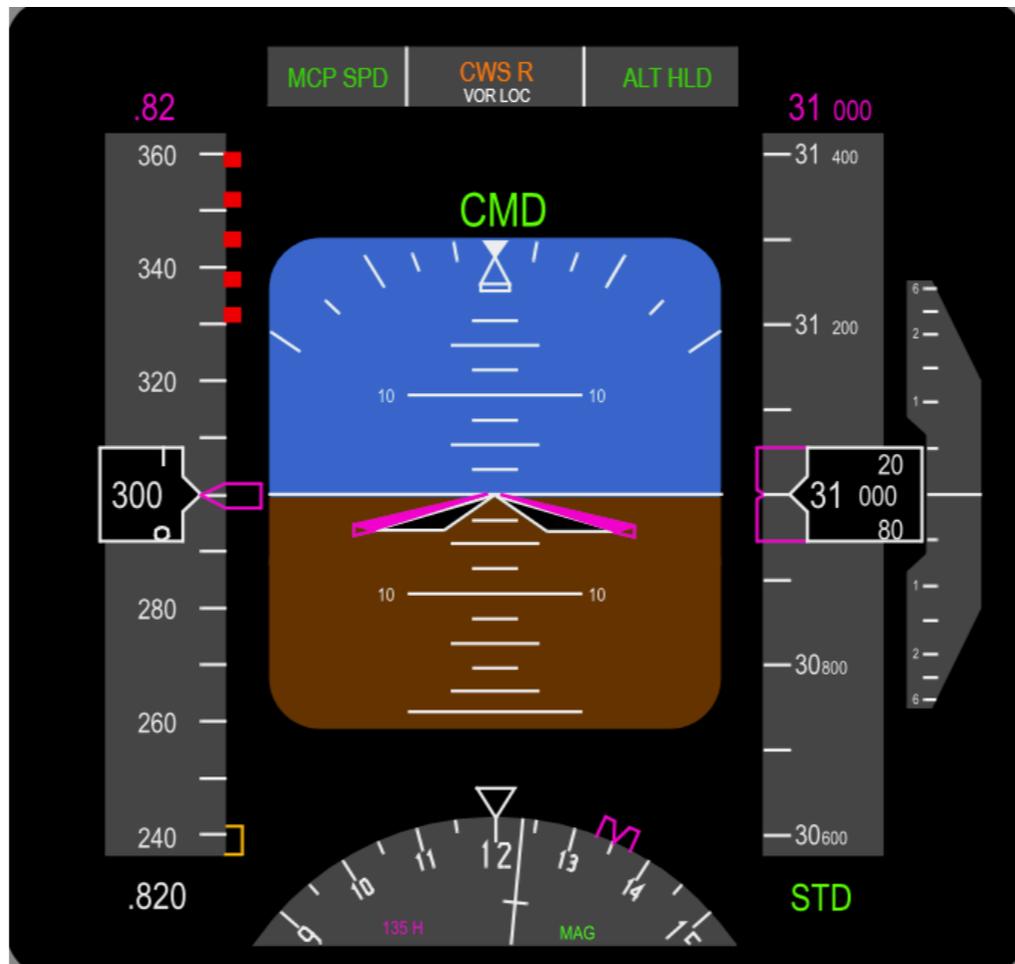
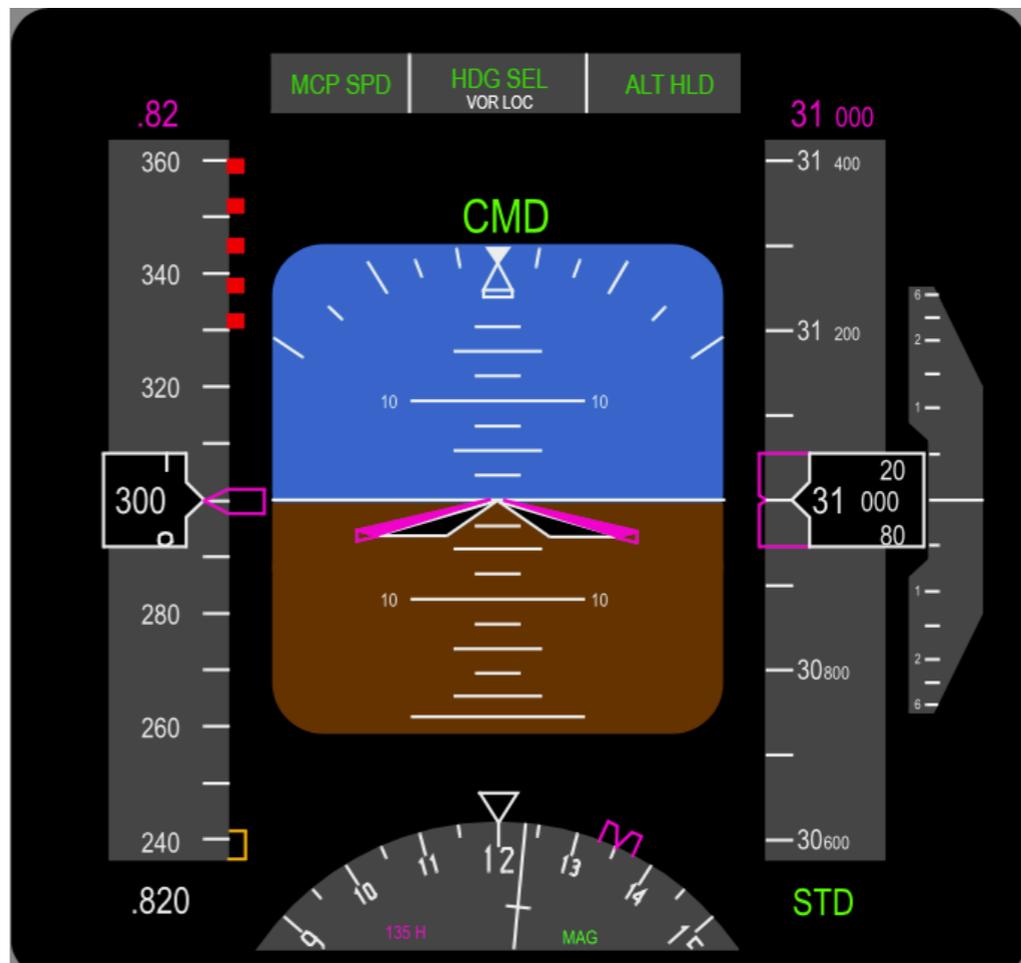
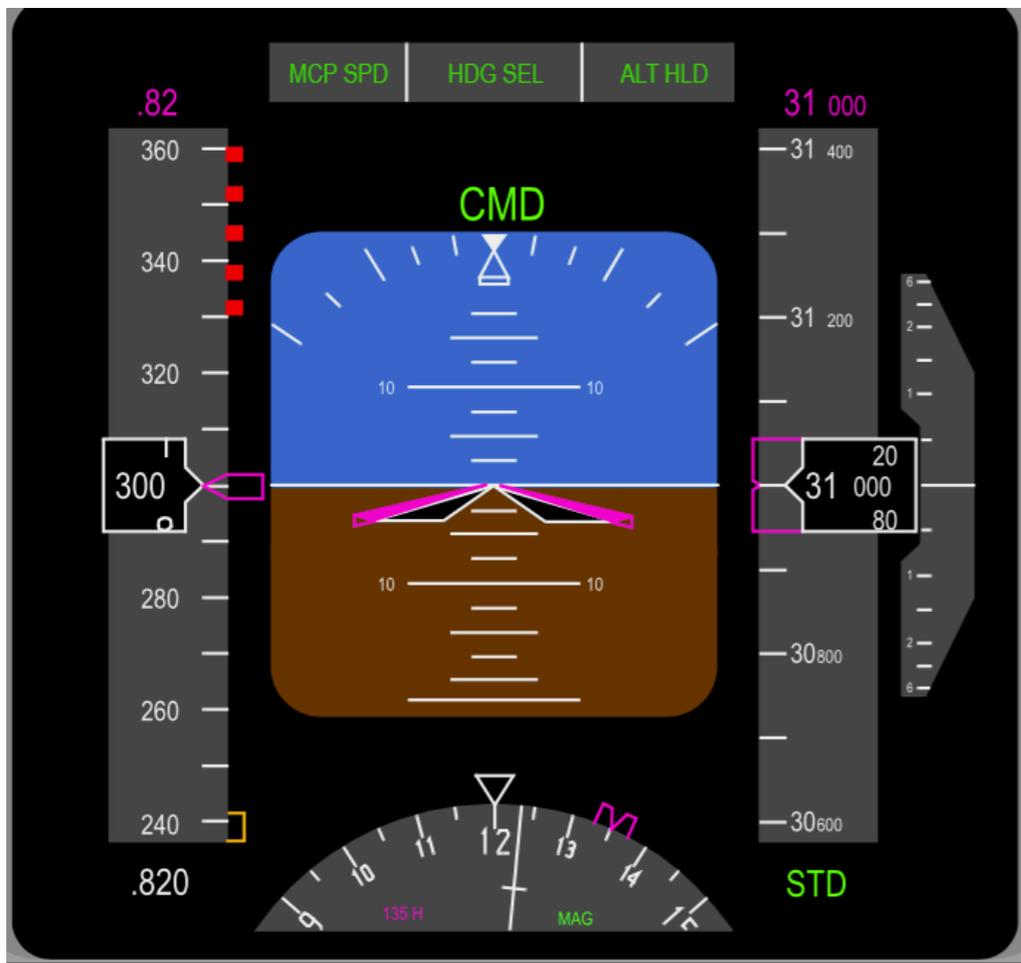
2



3



4



Exercise Report and Grading

Sample Report

STUDENT REPORT



REPORT DUE BY: 15 January 2009

NAME: Chesley Sullenberger COURSE: 1550 WEEK: 40

Assessment	CM	LD&TW	PS&DM	SA	WM
EASA2	4	4	5	5	5

Mentor	Narrative Report
XX	

	A	B	C	D	E	F	G	
1								
2	Name: Chesley Sullenberger							
3		Mark the desired grade with a "1"						
4		Unsatisfactory	Satisfactory	Good	Very Good	Excellent		
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8	Can the student communicate clearly, accurately and concisely?			1				
9	Does the student confirm that the recipient correctly understands important information				1			
10	Does the student listen actively and show understanding of the information received.				1			
11	Does the student ask relevant and effective questions?				1			
12	Does the student accurately read, interpret, construct and respond to given documentation in English					1		
13	Can the student correctly interpret non-verbal communication?			1				
14	Does the student use appropriate eye contact, body movement and gestures that are consistent with and support verbal messages.					1		
15		0	0	2	4	3	4.1	

Distance Modular Assessment

KSA 100 and Distance Learning

The Most Challenging Case

- Minimum classroom time - 65 hours;
- Single permanent TKI - the CTKI;
- One-on-one instruction only.



Assessments:

- **Mental Maths** and **Formative Assessment**: video-based distance assessment;
- **Summative Assessments**:
 - Two separate exercises to be fitted in the mandatory classroom periods or;
 - One video-based distance assessment, one fitted in the classroom periods.

The Formative Assessment:

- 45 minutes airline-interview simulation looking for evidence in his experience of competency in Communication, Leadership and Teamwork;
- LOs covered:
 - 100 02 01 00 - Communication;
 - 100 02 02 00 - Leadership and teamwork;
- Debrief with the CTKI.

The First Summative Assessment:

- Groups of 4 Students
- Power Point presentation;
- On a topic already covered;
- LOs covered:
 - 100 02 01 00 - Communication;
 - 100 02 02 00 - Leadership and teamwork;
- Debrief with the CTKI and/or Trained Instructor.

The Second Summative Assessment:

- 3 against 3.
- 2-part exercise, timed exercise:
 1. 030 Flight Performance and Planning Practical Exercise - 20 min;
 2. Role-Playing a loss of awareness regarding automation while assembling lego aeroplanes - 40 min;
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