



Driving Evals

Online Evaluations for Driving Schools

INSTRUCTOR'S GUIDE

SKILL LEVEL INSTRUCTION PROGRAM

WHAT'S DRIVING EVALS?

Your club has adopted Driving Evals (www.drivingevals.com) to provide student/instructor evaluations. As an instructor, you can now evaluate your students in the luxury of your own home after the event via an on-line website. You won't have to struggle to get your tires changed or trailer loaded while still needing to complete your evaluations after a long, hot day of driving. The system knows your student assignments and will remind you to complete your evaluations. It also lets you review your students' logbooks prior to the next event.

Driving Evals offers choice of several different evaluation systems. Your club has adopted the Skill Level Instruction Program (SLIP), Driving Eval's premier evaluation system.

WHAT'S SLIP?

SLIP defines **concrete** criteria for each driving skill category. In the traditional evaluation form, you rely on your subjective judgment of the student. With SLIP, you refer to very specific descriptions of each skill, from novice through highly-advanced, and pick the SLIP level that fits the student's driving. Students graduate from one SLIP level to the next, based upon your recommendations, as approved by your club's organizers.

Using SLIP increases the accuracy and consistency of instructor ratings and helps students set specific goals for improvement.

SO HOW DO I GET STARTED?

Your account on Driving Evals will automatically be created for you. You'll receive an e-mail with your user name and a link to set your password. Log in with either your e-mail address or name (e.g. "Dan Chadwick"). You will then see a button to evaluate each of your assigned students. Just click the button and you'll see a standardized evaluation form.

WHAT'S THE FORM LOOK LIKE?

The event information will already be completed for you. Run groups are identified by letters or numbers, as your club prefers.

| | | |
|--------------------|----------------|----------|
| Instructors | I (letter eye) | 0 (zero) |
| Advanced | A | 1 |
| Upper Intermediate | B | 2 |
| Lower Intermediate | C | 3 |
| Novice | D | 4 |

The names of the run groups are standardized and adjusted for the number of run groups. This makes it easy for you to read and understand logbook entries from the various clubs that use Driving Evals. They may be slightly different from what you used previously.

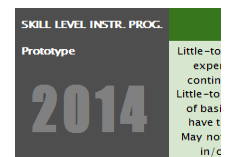
STUDENT ATTITUDE AND TRACK AWARENESS

The next two sections rate the student's attitude and track awareness on a scale from 1 (so-so) to 5 (excellent). These are characteristics and abilities that any student, even a novice, can do excellently.

| Student Attitude | N/A | So-so | Good | Exc | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1 | 2 | 3 | 4 | 5 |
| Accepts instruction and wants to learn | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Has concentration for performance driving | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Relaxes while driving | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Prepared car well for track driving | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

SLIP REFERENCE CARD

You will soon receive a SLIP reference card to help you complete the form's driving skills section. If you already have one, be sure it's the 2014 version. Bring this water- and tear-proof card to every event. The card contains a large table. While you are at the track, keep the skills in mind, and refer to the criteria so you know what the student's SLIP ratings will be.



Here's a bit of the SLIP reference card. Yours may not be in color.

| SKILL LEVEL INSTR. PROG. | L1 Novice | L2 Lower intermediate | L3 Upper intermediate | L4 Exper |
|-------------------------------|--|--|---|--|
| Apexes tightly & consistently | Wide and inconsistent. No understanding of early / late. | Generally late, but when early may not realize it. Inconsistent. | Fairly consistent, but conservative. | Consistent and benign |
| Uses track width | Crabs in. Fails to track out fully. | Crabs in when tense. Tracks out, but leaves excess room. | Does not crab in. Tracks out, but leaves excess room to a wall or berm. | Initiates turn edge of track comfortably, and be |

As an example, when rating the student for "Apexes tightly & consistently", read the descriptions in that row until you find the one that best describes the student.

Take a few minutes to read though the reference card before you get in your student’s car. You won’t remember all of it, but you’ll be familiar with the skills and the range of expertise.

Once the registrar has created your instructor account on Driving Evals, you can log-in and see the SLIP criteria at www.drivingevals.com/help/slip-overview

THE SKILL LEVELS

The names given to the skill levels are for reference only. You may well find that the name of the student’s SLIP level is somewhat lower than you consider their driving. Often this is because on average, they are more skilled, but they have one or a few skills that are holding them back. Never inflate their SLIP ratings to match the name of the SLIP level. Instead, adhere to the SLIP criteria and rate the student honestly.

The SLIP level names are:

| | |
|------------------------|--------------|
| L1: Novice | L5: Advanced |
| L2: Lower intermediate | L6: Expert |
| L3: Upper intermediate | L7: Über |
| L4: Experienced | |

DRIVING SKILLS

To rate a driving skill, simply hover over a rating and the criterion for that skill level will pop-up. Move the cursor around until you find the criterion that best describes the student’s skill level. Or refer to your reference card.

| Skills | N/A | L1 | | L2 | | L3 | | L4 | | L5 | | L6 | | L7 |
|-----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Looks ahead / widescreen vision | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Situational awareness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knows & drives the line | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Brakes at proper time & intensity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

L2: Drives a basic safe line, but inconsistent and imprecise without continuous instruction.

Levels L1 through L6 have two ratings. The lower one means that the student fully meets the requirements for this level. The higher one means that he/she exceeds this level, but doesn’t quite meet the next level.

When rating the up- and down-shifting skills of students without manual transmissions, use the form’s N/A (not applicable) option.

SUMMARY


The form will then ask if the student was signed-off to solo, is an instructor candidate, or would make a good peer mentor for first-time students. You will also recommend the ideal run group for the student in the future.

| Summary | N/A | No | Yes |
|--------------------------|-----------------------|-----------------------|-----------------------|
| Signed off to solo | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instructor candidate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recommend as peer mentor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Run group future | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- Instructor candidate (0)
- Advanced (1)
- Upper intermediate (2)
- Lower intermediate (3)
- Novice (4)

SLIP RATING RECOMMENDATION

If your student isn't currently SLIP-rated, make a recommendation to establish their initial SLIP level.

Skill level change recommendation * 
Recommend the student for a higher or lower skill level

They must meet your recommended level in all skills (except shifting for non-manual transmissions). If they fall a bit short, recommend a lower level and tell them what they need to work on.

You may find that your SLIP-rated student has now demonstrated all the skills for a higher level. Great! They've improved. Make the SLIP recommendation for that higher level. You owe it to your student to "graduate" them if they deserve it. Levels L4 and higher will require a Chief Instructor (or designate) check-out at a future event, but the first step is your recommendation.

If you are confident that your student is over-rated, recommend a SLIP level lower than their current rating. This isn't your fault. Either some early instructor over-rated the student, or the student has regressed. The registrar or Chief Instructor will address either situation.

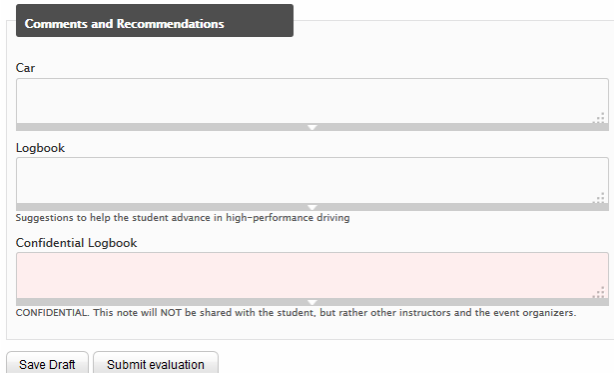
COMMENTS

CAR. This will be filled in with the student's car data (if it was available). Make recommendations for improving the student's car or its preparation. Note anything unusual that a future instructor might want to know.

LOGBOOK. Tell the student what they did well and what areas need improvement. Be specific and encouraging, but honest.

CONFIDENTIAL LOGBOOK. Use this area to communicate confidential information to organizers and other instructors. It is not shown to the student.

You can either submit your evaluation or save it as a draft (so you can finish it later). Drafts are handy when you have more than one student to evaluate, or when you want to quickly make the numeric ratings before taking some time to write the best possible comments.



Comments and Recommendations

Car

Logbook

Suggestions to help the student advance in high-performance driving

Confidential Logbook

CONFIDENTIAL. This note will NOT be shared with the student, but rather other instructors and the event organizers.

Save Draft Submit evaluation

EVALUATION TIPS

BRUTALLY HONEST NUMBERS. Be completely honest with the numeric skill ratings. SLIP is a tough scale, with lots of growth room at the top. You will seldom – if ever – encounter students above L5 (Advanced). L4-L5 is sufficient for candidates to enter instructor training. Most good instructors drive at an L5 or L6 level. L7 (Über) is rare; many clubs will have no L7 students.

Over-rating your student will cause future registrars to put the student in over his/her head, making for a long (or worse) day for the student, the instructor, and the organizers. When in doubt, pick the lower rating. It is much easier for the student to get a better grade at the next event than it is to be over-rated and disappointed later.

ENCOURAGING LOGBOOK COMMENTS. Write thoughtful comments to the student. Add detail about their skills, particularly where their actual driving differs a bit from the SLIP criterion. Be encouraging. Tell them what they did well and how they might be even better. When telling them what they didn't do well, be constructive and tactful, but honest. Leave them excited about what they accomplished at this event, and enthusiastic about growing as a driver.

CANDID CONFIDENTIAL COMMENTS. Confidential comments are **not** shown to the student. Use this area to communicate with registrars, Chief Instructors, and future instructors. Be forthcoming about problems the student has, and tell future instructors what areas need work if it isn't obvious from the rest of the evaluation. Write the sort of comments that you would like to receive from your student's previous instructors.

RECOMMEND A SLIP LEVEL. Except under unusual circumstances, you should be able to confidently recommend a skill rating. If not, assess whether you gave your student enough of your attention.

TEACHER/COACH, NOT FRIEND. Don't try to be the student's friend. For less experienced students, be their teacher; for more experienced, their coach. Your students look up to you for your driving skill, knowledge, and instructional abilities. Be friendly, but maintain a bit of professional distance. Don't devalue your authority with self-deprecating tales.

NEVER RETALIATE. If your student writes an unfair evaluation of you, click "Send an e-mail regarding this evaluation" from the evaluation's page. This will let you contact the event's organizers. The unfair evaluation of you may be edited or removed. Writing an unfairly harsh evaluation of your student will not help.

WRONG ASSIGNMENT. Sometimes assignments change at the last minute and Driving Evals may not have your correct assignment. Simply log in and click the button to indicate that you didn't instruct the student originally assigned to you. Then click the button to evaluate a different student and use auto-complete to fill in the student's name on the evaluation form.

QUESTIONS?

Your club's registrar or Chief Instructor can help you with your questions about SLIP or Driving Evals. Or contact Driving Evals at admin@drivingevals.com

THANK YOU FOR PARTICIPATING IN SLIP. A small investment in effort pays massive returns in the student's progression to driving proficiency. Be proud of your vital role in the cutting-edge of high-performance driving education.