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LESSON 3

CONDUCTING A PRACTICAL TEST



This lesson covers procedures for conducting the most common pilot test given, the Private Pilot Airplane Practical Test. You can adapt these procedures to any pilot certification practical test.

OBJECTIVES

- On an End-of-Lesson Test and in accordance with FAA Order 8900.2, the Examiner Test Guide, and FAA Handbook 8083-9, you will identify procedures for conducting the following phases of the Practical Test:
 - Appointment
 - Pretest
 - Oral questioning/Ground
 - Preflight
 - Flight
 - Post-flight

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At the end of this lesson on a multiple choice test, you will identify the Appointment, Pretest, Oral Questioning/Ground, Preflight, Flight, and Post-flight phases of the practical test.

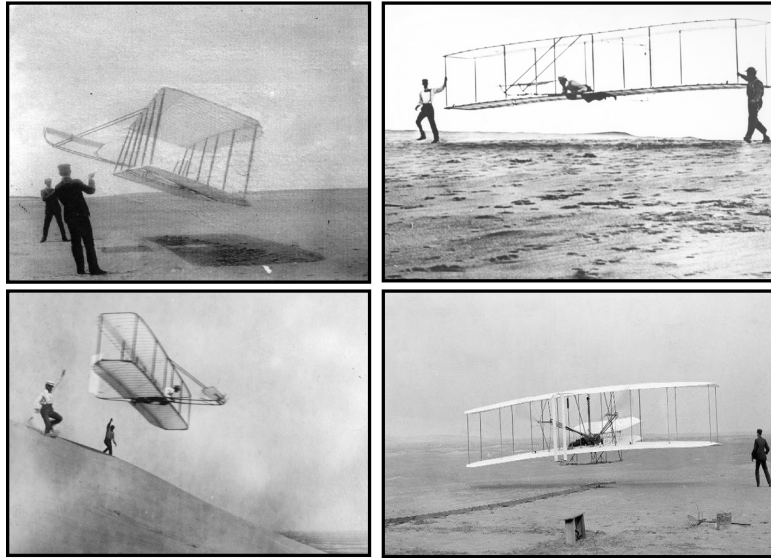
OBJECTIVE(S) (Cont'd)

- On an End-of-Lesson Test, and in accordance with, the Aviation Instructor's Handbook, you will identify the four levels of learning:
 - Rote
 - Understanding
 - Application
 - Correlation



On the same test, you will also identify the four levels of learning: rote, understanding, application, and correlation.

EVALUATION



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What kind of Practical Test did the Wright brothers take on December 17, 1903? There were no rules, regulations, or standards established by the government. Very little was known about air navigation, aerodynamics, and piloting techniques. The brothers learned as they went, experimenting with models in a rudimentary wind tunnel, then larger-scale model and passenger gliders. Then on December 17, 1903, Orville Wright won the coin toss to take the Flyer for a sustained 12-second flight. This was the first successful powered, piloted flight in history!

Testing and certification of pilots has come a long way. In the 1960's there were Flight Test Guides and the early version of 14 CFR, part 61. In 1985, the FAA wrote the first Practical Test Standards (PTS). These standards were incorporated into the revision of 14 CFR, part 61 in 1997 and are still with us today.

EVALUATION - TOMORROW



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The evaluation process becomes more involved as equipment has become more complex. This makes it important for the Designated Pilot Examiner (DPE) to maintain the quality of pilot certification to keep up with changing technology.

As a DPE, it is imperative for you to have a comprehensive knowledge of aircraft systems and avionics to make a thorough evaluation during the Practical Test.

DPE RESPONSIBILITY

- Was the applicant qualified?
- Did he/she meet the PTS?
- Did you follow a Plan of Action?



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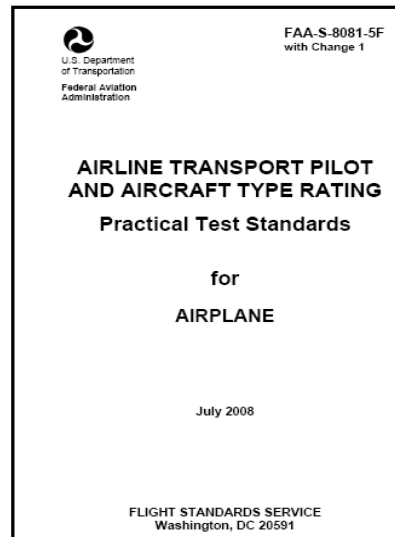
Determining Satisfactory or Unsatisfactory performance during a Practical Test can be difficult. A DPE should be certain about the applicant's flying ability.

As a DPE, your ultimate responsibility is to ensure that the applicant is qualified and meets the standards established by the FAA Administrator. Better trained and informed pilots make the airspace safer for all of us.

Each year about 95% of all pilot certificates are issued by DPEs. The role of the designee is expanding as certification demands rise and the FAA relies increasingly on DPEs to meet the demand. Ultimately, it is the DPE who controls the quality of the pilots that fly in our airspace.

PRACTICAL TEST STANDARDS (PTS)

- Mandated by 14 CFR, Part 61.43(a)(1)
- Outline minimum acceptable standards



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The Practical Test Standards outline the minimum acceptable standards for the certificate sought. This lesson will prepare you to conduct the test using the PTS, which is an evaluation tool. The training or "how-to" documents are the FAA Handbooks, which are referenced in the PTS. Those publications should have thoroughly prepared the applicant for the check ride.

EXAMINER TEST GUIDE

- Contains basic steps for conducting Practical Test
- Found in FAA Order 8900.2, General Aviation Airman Designee Handbook

8900.2, pp. 7-181, 7-182

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The Examiner Test Guide contains the basic steps for setting up your Practical Test. Carry it with you when testing. It is now included in FAA Order 8900.2, the General Aviation Airman Designee Handbook, Chapter Seven; all DPEs are required to use it.

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PLAN OF ACTION

- Use Examiner Test Guide and appropriate Practical Test Standards (PTSs) to write Plan of Action
- Develop the Plan of Action to fit test you're giving
- All Practical Tests shall have three briefings: Pretest, Preflight and Post-flight

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The Practical Test Standards require you to develop a written Plan of Action for each Practical Test. Use the Examiner Test Guide and the appropriate PTS to write your Plan of Action. Develop it to fit the Practical Test you are giving, but remember, all Practical Tests must include Pretest, Preflight and Post-flight briefings.

APPOINTMENT PROCESS

- Use checklist to get:
 - Applicant
 - Name and Number
 - Flight Instructor
 - Name and Number



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The appointment process helps to ensure the Practical Test is successfully administered when the applicant arrives to take it. A checklist is a valuable tool the DPE can use to manage the appointment process. Many DPEs use the one in the Examiner Test Guide. First, you should get the applicant's name and telephone number, then the Flight Instructor's name and telephone number.

APPOINTMENT PROCESS (Cont'd)

- Practical Test
 - Certificate and/or rating sought
 - Retest (Yes/No)? If Yes, FAX copy
 - Aircraft make and model
 - Date, time, and location of test



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Next, find out what certificate or rating the applicant wants. Is this a Retest? If you have not seen this applicant before, and another examiner issued a Notice of Disapproval, you will need a copy of the notice. If you are unable to get one, you must administer the entire Practical Test. Aircraft make and model are critical. Establishing a date, time, and place for the test is also important. Where will you and the applicant meet for the test?

APPOINTMENT PROCESS (Cont'd)

- Required documentation
 - Class of medical
 - Original valid knowledge test results
 - Aircraft - certificates, logbooks, and equipment
 - Application (8710-1) completed and signed by instructor (if IACRA, applicant's FAA Tracking Number (FTN) and application ID)

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Tell the applicant to bring all required documents for the Practical Test. A third class medical is required for all Practical Tests given in powered aircraft. If a knowledge test is required before the Practical Test, ask the applicant for their original results (not a copy). Remind the applicant to bring the required aircraft documents and airman application with their flight instructor's signature. If the applicant is using IACRA, you will need their FAA Tracking Number (FTN) and application ID number.

APPOINTMENT PROCESS (Cont'd)

- Required documentation (Cont'd)
 - Special considerations
 - Identification - photo/signature ID
 - Flight time records and requirements
 - Required endorsements

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Ask the applicant how they answered Block U on the application which refers to drug or alcohol convictions. If they answered “yes” and their final date of conviction is less than one year ago, the test shall not be conducted. Remind them to bring a photo/signature ID such as a driver’s license as well as their pilot logbook and/or school training records. You can request that they mark their endorsements with post-it notes to make them easier to find.

APPOINTMENT PROCESS (Cont'd)

- Practical Test Standards (PTS)
 - Ask applicant, “Are you familiar with the PTS?”
 - Look at applicant’s Checklist of Required Equipment
- Fee
 - Cross-country to be planned (if applicable)
 - Weight and balance computations
 - Aircraft performance
 - Flight planning facilities/FSS numbers

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Remind them that this is an FAA Practical Test for a pilot certificate or rating. Ask the applicant if he or she is familiar with the PTS for the test you will be conducting. Review the applicant’s Checklist of Required Equipment. Discuss your fee.

For private and commercial pilot certificates, the applicant is authorized to plan the cross-country flight before arriving for the Practical Test. This is the perfect opportunity to develop scenarios for the test. On some aircraft, weight and balance may shift outside allowable limits as fuel is burned during a long cross-country. You can design a cross-country by loading the aircraft in such a way that this will occur. The more realistic the scenario, the better.

Have Flight Service Station phone numbers available. You may want to listen to the applicant receive a weather briefing and review the outcome together. A speaker phone would be ideal for this situation.

PRACTICAL TEST FLIGHT PLANNING

**DELETE SLIDE AFTER
CONVERTING TO
CAPTIVATE AND
EXPORTING AUDIO**

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8900.2, p. 7-181¹⁵

DO YOUR HOMEWORK!

- Are you authorized to conduct a Practical Test for this certificate?
- Is this aircraft on your COA?
- Are you current and qualified in this aircraft IAW part 61?
- If you can't answer "YES" to these questions, do **NOT** give the test!

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Do your homework before the practical test. Know the answer to these questions: Are you authorized to conduct a Practical Test for this certificate? Is this aircraft on your Certificate of Authorization? Are you current and qualified in this aircraft in accordance with 14 CFR, part 61? If you can't answer "yes" to these questions, you should not give the test.

SET THE ENVIRONMENT

- Make applicant feel welcome
- Physical testing environment should be clean
- Ensure privacy
- Eliminate possible interruptions
- Be on time

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The examiner sets the environment for the Practical Test. When first meeting the applicant, the DPE should make him or her feel welcome. Ideally, the physical testing environment should be an office or classroom that is clean and climate controlled. It should have a table or desk large enough to spread out sectional charts and manuals. It should be equipped with a computer with internet access so that IACRA can be used for airman applications. There should be a whiteboard so the Examiner and Applicant can better communicate questions and answers, a door that can be closed for privacy, and restroom facilities close by. Cell phones should be silenced to minimize interruptions.

Professionalism should be a priority. The fee a DPE collects is compensation for their time; therefore, it is imperative that the DPE is on time for the test.

SET THE ENVIRONMENT (Cont'd)

- Psychological testing environment
 - Show genuine interest in the applicant
 - Be polite, courteous, and receptive
 - Manage your prejudices
 - Keep personal or business problems to yourself

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As examiners you will be well-known in the aviation community. It is important that you earn a reputation as being fair and effective. Keep an open line of communication with local Flight Instructors, applicants, and FAA Inspectors.

Set a positive psychological testing environment by showing genuine interest in the applicant and getting to know him or her.

If you have any prejudices toward the applicant, or if things are just not going well, refer the applicant to another examiner. Keep your personal or business problems to yourself.

PRETEST BRIEFING

- Put applicant at ease (small talk, etc.)
- Advise applicant of available comfort facilities
- Confirm type of Practical Test or Retest



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There are three required briefings in a practical test. First, let's discuss the Pretest briefing. In this briefing, the DPE is setting the testing environment and gathering information from the applicant to conduct the Practical Test. If the applicant is unfamiliar with your testing facility, mention where the comfort facilities are such as vending machines, restaurants, and restrooms. Confirm that the applicant is there for the type of test that you are prepared to give.

PRETEST BRIEFING (Cont'd)

- Provide brief overview of test
- Collect/verify documents specified during the appointment
 - Application (8710-1)
 - Hard copy or IACRA
 - Photo/signature ID



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The DPE should provide a brief overview of the test, and can even show the applicant the Plan of Action. Nothing on the Practical Test should be a surprise for the applicant if they have been properly prepared by their flight instructor.

The next step is to collect the documents discussed during the appointment, including the application and official photo/signature identification. The applicant may submit their application either by hard copy or through IACRA. If you are using IACRA, you will need the applicant's FTN and application ID, as well as computer and internet access. Note the type of I.D. on the back of the application, and return the I.D. to the applicant. Acceptable forms of identification are outlined in 14 CFR §61.3.

PRETEST BRIEFING (Cont'd)

- Pilot Certificate
- Medical
- Knowledge test results (if appropriate)
- Logbook or training records
- Aircraft documents
- Verify required equipment is available

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Numbers are used in all airman certification documents. Check for accuracy. If one digit is incorrect, the application will be rejected by the system. Verify the name on the pilot certificate with the I.D. and airman application, and return it to the applicant. If a medical is required, verify that it is at least third-class.

Check that the knowledge test results are original with a raised seal. If not, reject the copy. If using IACRA, follow the steps in the program to complete this process.

Verify that the applicant has met all the requirements for the certificate, and that all the required endorsements are in the pilot logbook or training records.

Ensure that the aircraft documents are available since you will be using them during the test.

Verify that the required equipment is available (an aircraft hood, if needed, or tow-plane and tow-pilot if you are a glider examiner, for example).

PRETEST BRIEFING (Cont'd)

- Verify applicant is aware of PTS
- Advise applicant that:
 - FAA Practical Test in accordance with (specific) PTS
 - You will use a Plan of Action
 - You will take notes for the debriefing
 - Perfection is not the standard
 - Oral questioning will occur throughout test

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The applicant should not be surprised when you state that the test is in accordance with the applicable Practical Test Standards. State that you will be using a Plan of Action and taking notes during the test for the Post-flight briefing.

Tell the applicant you don't expect every answer to be perfect. They should not guess during this test, since if the answer is incorrect, you will be issuing a Notice of Disapproval. If they don't know an answer, they should look it up. If they can't find the answer or have to look up too many answers, you will have to decide whether their performance is satisfactory or unsatisfactory.

Remind them that you will be asking questions throughout the entire test.

PRETEST BRIEFING (Cont'd)

- Three possible outcomes:
 - Temporary Certificate
 - Notice of Disapproval
 - Letter of Discontinuance
- Ask for questions
- Collect fee and announce, "The test has begun."
- Once you make announcement, you **MUST** issue Temporary, Notice of Disapproval, or Letter of Discontinuance

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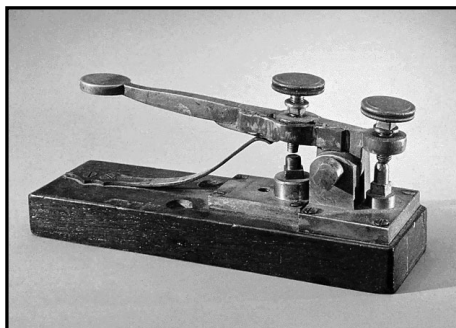
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Advise the applicant that once the test begins, there are three possible outcomes: a Temporary Certificate, a Notice of Disapproval, or a Letter of Discontinuance. They all want the Temporary and fear the salmon colored Notice of Disapproval, but not many understand what the Letter of Discontinuance is for. Explain that this is issued when the test is discontinued for reasons other than performance, and that they will get credit for items completed before the test was discontinued.

Ask if the applicant has any questions. Ask a few of your own if you think there are some points that they missed. If everything is satisfactory, collect your fee, and announce that the test has begun. Once you make this announcement, you must issue either a Temporary Airman Certificate, Notice of Disapproval, or Letter of Discontinuance.

EVALUATION SKILLS

- Communication
- Observation



8083-9, pp. 6-2, 6-3

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You are a good pilot. The fact you have survived so long is testament to that. And you are probably a good flight instructor too, which is why you were selected as an examiner. But you are now an evaluator. What skills does a good evaluator have?

Communication. You are required to evaluate an applicant's knowledge. You need to be able to listen effectively in order to determine what the applicant knows. State your questions clearly and concisely so they are easy for the applicant to understand.

Observation. You are required to evaluate/observe an applicant's flying skills. Focus on the applicant's performance, not their personality. Observe strengths as well as weaknesses.

After qualifying the applicant for the Practical Test, you will begin the knowledge portion. Let's review the levels of learning and how to ask knowledge questions.

LEVELS OF LEARNING

- Rote: ability to repeat what was learned, but not understood
- Understanding: ability to comprehend meaning
- Application: putting something to use that has been learned and understood
- Correlation: associating what has been learned, understood, and applied with previous/subsequent learning

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Rote learning refers to the ability to repeat something back which was learned, but not necessarily understood

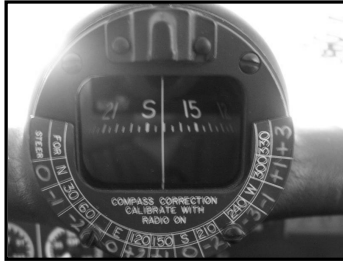
The next level of learning is Understanding, which occurs when the student comprehends or grasps the meaning of something.

At the Application level, the student actually uses or applies something that has been learned and understood.

At the Correlation level, the student begins to associate what has been learned, understood, and applied with previous or subsequent learning.

LEVELS OF LEARNING (Cont'd)

- Many evaluation questions are at Rote level
- Mnemonic devices help applicants retain rote-level knowledge
- **ANDS** = Accelerate North, Decelerate South



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Many questions asked during an evaluation are at the Rote level, or at best, the Understanding level. Think how much more complete your evaluation would be if you asked questions at higher levels of learning.

Mnemonic devices such as “ANDS” for “Accelerate North, Decelerate South” may help an applicant retrieve rote-level information more easily, but they may not really understand or be able to apply the principles of magnetic variation and acceleration error.

Let's look at some questions at the four levels.

ORAL EVALUATION QUESTIONS

- Rote questions often begin with:
 - Who?
 - What?
 - When?
 - Where?
- Should be used early in evaluation to ascertain basic information



Rote level questions often begin with “who,” “what,” “when,” or “where,” or these words can be implied.

Use Rote questions early when evaluating a subject area to get the applicant talking and determine what basic information is known. Then use higher-level questions to finish the subject area. Let's look at Understanding questions.

ORAL EVALUATION QUESTIONS (Cont'd)

- Understanding questions often begin with:
 - How?
 - Why?



8083-9, p. 1-9

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Understanding level questions often begin with “how” or “why.” Understanding questions can help you determine whether the applicant has comprehended the nature or meaning of something. With proper instruction and experience, the student can develop an understanding of a procedure.

ORAL EVALUATION QUESTIONS (Cont'd)

- Application level questions often contain the words:
 - Describe
 - Explain



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When an examiner asks questions at the Application level, the words “describe” and “explain” should be used. For instance, “if you are on a flight through special use airspace, describe your route and explain how you would transition through this area.”

ORAL EVALUATION QUESTIONS (Cont'd)

- Correlation questions require applicant to correlate rote, understanding, and application level learning to perform complex task such as a cross-country flight
- Scenario
 - Best way to evaluate applicant's judgment on ground

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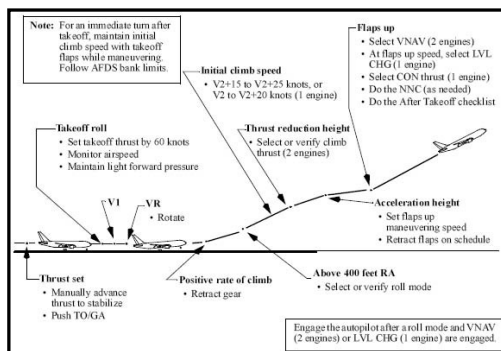
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The Aviation Instructor's Handbook states that correlation should be the objective of aviation instruction. Correlation questions require the applicant to correlate rote, understanding, and application level learning to perform a complex task such as a cross-country flight. The DPE can ask an applicant Rote questions about cross-country flight, but will only know if the applicant can execute proper cross-country technique by observing it.

The scenario is the DPE's best opportunity to evaluate the applicant's judgment and decision-making ability while still on the ground. The examiner can also ask questions during and after the flight portion of the Practical Test.

PREFLIGHT BRIEFING

- Discuss:
 - Profile of Practical Test
 - Applicant will be Pilot-in-Command



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Review the Preflight briefing from the Examiner Test Guide. The first area you discuss should be the profile. This test may begin with the cross-country flight which could pass near a practice area where the air work can be evaluated.

Discuss with the applicant, that for the purposes of the Practical Test, the applicant will be acting Pilot-in-Command (PIC) of the aircraft. You need to observe the applicant's ability to make PIC decisions during the test.

PREFLIGHT BRIEFING (Cont'd)

- Emergencies - actual and simulated
- Engine failure - takeoff and landing
- Other emergencies
- Feathering

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Discuss emergencies, actual and simulated. This discussion will vary depending on the type of aircraft flown. In airplanes and helicopters, the examiner will discuss engine failures. With gliders, the examiner will discuss a rope break. The intent of this briefing is to ensure safety. A discussion of how the engine will be shut down and propellers will be feathered may save you, the DPE, from buying the owner a new engine if things go wrong.

PREFLIGHT BRIEFING (Cont'd)

- Transfer of controls
- Collision
- Avoidance
- Looking for reported traffic
- Clearing area before maneuvers
- Evaluated throughout test

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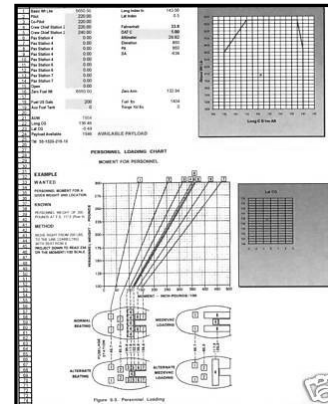
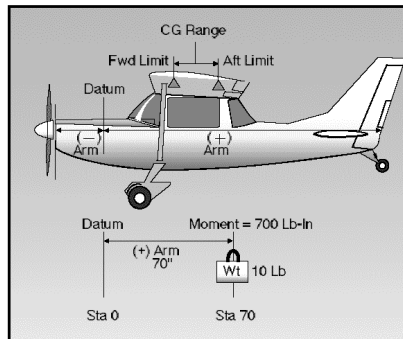
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To keep the applicant at ease, you might ask how they were taught different procedures during their instruction. You might say, "As your first passenger, what do you expect me to do?" At this point you can emphasize that they are the PIC and this is a single pilot test. Another important question to ask is, "How did your flight instructor teach you to transfer controls?"

Collision avoidance is a critical safety item you will evaluate throughout the Practical Test. Collision avoidance includes looking for reported traffic and clearing the area before maneuvers. It is a learned technique, and if you don't observe it during the Practical Test, issue a Notice of Disapproval. Even if a maneuver was performed satisfactorily, failing to exercise proper collision avoidance technique while executing the maneuver is cause for failure.

PREFLIGHT BRIEFING (Cont'd)

- PTS requires applicant to do first Preflight (weight and balance)



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The PTS requires the applicant to do a complete Preflight, including weight and balance and other items specific to the aircraft used for the test, as if it were the first preflight of the day.

Weight and balance provides a perfect opportunity to ask questions about things such as out-of-balance situations and how the applicant would handle them. How would they adjust the fuel on board? Be creative with your questions.

PREFLIGHT BRIEFING (Cont'd)

- Advise applicant that:
 - Perfection is not the standard
 - If they don't know answer, they should so advise & look up answer
 - Questions & note-taking will continue
 - Testing with Plan of Action will continue

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No one expects an applicant to answer every question perfectly during the test. However, advise the applicant that, if they consistently guess incorrectly, you are required to issue a Notice of Disapproval. The applicant should state they don't know the answer to a question, and then look up the answer. If they have to look up all the answers to your questions, there is obviously a problem. The amount of information you allow an applicant to look up is your call.

Remind the applicant that you will be using your Plan of Action and asking questions and taking notes for the Post-flight briefing.

PREFLIGHT BRIEFING (Cont'd)

- Continue/discontinue if task is Unsatisfactory
- Answer applicant's questions
- Advise applicant to return documents to aircraft and begin flight evaluation

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If a task is performed unsatisfactorily, you will notify the applicant at that time. You and the applicant will jointly decide whether to continue testing even though the applicant will receive a Notice of Disapproval. The DPE is required to make many judgment calls during the Practical Test and this is one of the toughest.

Ask the applicant if they have any questions. Ask a few of your own to ensure that they understood the briefing. It is now time to return the documents to the aircraft and begin the Flight Test.

FLIGHT TEST

- Take Plan of Action in the aircraft
- Conduct Flight Test according to PTS
- Do not instruct!
- Use realistic distractions in flight
- No second chance when maneuver is unsatisfactory
- Continue testing if maneuver is incomplete or you are not sure maneuver was performed correctly

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Remember to take the Plan of Action to the aircraft. Conduct the Practical Test in accordance with the appropriate Practical Test Standard. There should never be any instruction during the Practical Test. Use realistic distractions to verify mastery of control. Ask them to pick up your dropped pen or a question like "What kind of tractor do you suppose is next to that barn?"

The applicant does not get a second chance when a maneuver has been deemed unsatisfactory; however, you should continue testing if a maneuver is incomplete or you need more information.

FLIGHT TEST (Cont'd)

- Unsatisfactory performance
 - Exceeding aircraft limitations
 - Inappropriate emergency procedures
 - Examiner intervention (oral or physical)
 - Outcome of task seriously in doubt
 - Poor judgment
 - Not within approved standards
 - Failure to apply aeronautical knowledge
 - Not being master of the aircraft
 - Consistently exceeding tolerances stated
 - Failure to take prompt corrective action

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The examiner and the applicant must be clear about what constitutes Unsatisfactory performance. The above listed items from the Practical Test Standards and 14 CFR, Part 61 establish guidelines to help you make a fair decision when the applicant's performance is Unsatisfactory. Let's discuss them in greater detail.

UNSATISFACTORY PERFORMANCE

- Exceeding aircraft limitations



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When the applicant attempts a maneuver that exceeds an aircraft limitation, the examiner usually either takes the flight controls or makes a directive statement to the applicant, such as “go around.” This means performance was unsatisfactory and the applicant should be told that a Notice of Disapproval will be issued.

UNSATISFACTORY PERFORMANCE (Cont'd)

- Executing inappropriate emergency procedure



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To illustrate this item, let's say that during the Practical Test in a multiengine airplane, the right engine is failed as part of an emergency procedure. The applicant feathers the left engine and the multiengine airplane becomes a very heavy glider. This usually leads to examiner intervention and the issuance of a Notice of Disapproval.

UNSATISFACTORY PERFORMANCE (Cont'd)

- Examiner intervention



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Any time an examiner intervenes during the test other than for unavoidable safety issues (such as a bird strike or traffic advisory), the Practical Test is unsatisfactory. This item is not negotiable. If it occurs, the examiner is obligated to issue a Notice of Disapproval.

UNSATISFACTORY PERFORMANCE (Cont'd)

- Outcome of task seriously in doubt
- Varies among DPEs
- Notice of Disapproval should specify all tasks considered “in doubt”

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With this item, the examiner has some discretion. How safety-critical is “seriously in doubt?” This may vary among DPEs. Usually as one ages and has some “close calls” during Practical Tests, “seriously” occurs sooner.

If only one maneuver is close to seriously in doubt, it might be acceptable. But as the test continues, if questionable maneuvers start to add up, a Notice of Disapproval should be issued. The Notice should specify all tasks the examiner felt were in doubt.

UNSATISFACTORY PERFORMANCE (Cont'd)

- Poor judgment



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An example of poor judgment could be an applicant deciding to land a glider downwind. If a tow rope breaks or there are very light winds, this may be acceptable. But as the examiner, you should ask how or why the decision was made to determine whether the applicant's judgment is sound. Many times during the Practical Test, you will want to know why an applicant made a particular decision. If you are busy, note these items on the Plan of Action and ask for the answers later.

UNSATISFACTORY PERFORMANCE (Cont'd)

- Not within approved standards



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The PTS lists the standards to which the applicant must fly throughout the Flight portion of the Practical Test. These criteria are based on ideal flying conditions, which rarely exist; therefore, the examiner can make allowances for existing weather conditions. This is another DPE judgment call. However, if the applicant does not take swift and appropriate action to correct for those weather conditions, the associated task is considered not within approved standards and deemed Unsatisfactory.

UNSATISFACTORY PERFORMANCE (Cont'd)

- Failure to apply aeronautical knowledge
- Not being master of the aircraft



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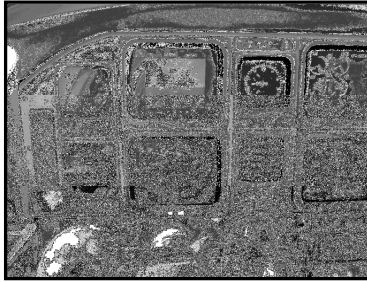
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The applicant should know and apply sound aeronautical knowledge during the Practical Test. For example, if the airplane had an engine failure and the applicant did not know the best glide speed, the examiner would again make a judgment call as to the applicant's performance. This would not be a good time for the applicant to look up an airspeed in the Pilot's Operating Handbook.

14 CFR, part 61 and the PTS state that during the Practical Test, the applicant will be Pilot-in-Command. During the test the applicant should be constantly demonstrating that they are in charge and in control of all situations.

UNSATISFACTORY PERFORMANCE (Cont'd)

- Consistently exceeding tolerances stated
- Failure to take prompt corrective action



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The applicant is trying to fly exact headings, altitudes, and angle of banks during the Practical Test. This is tempered by weather conditions. The examiner is there to judge whether or not the applicant consistently exceeds tolerances and takes prompt and continuous corrective action throughout the Practical Test when tolerances are exceeded.

POST-FLIGHT BRIEFING

- General
 - Reaffirm outcome
 - Allow applicant time
 - Prepare Temporary Airman Certificate/
Disapproval Notice/ Letter of Discontinuance
- Offer to sign applicant's logbook

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The outcome of the Practical Test is confirmed at this time. If an unsatisfactory performance was announced at the time it occurred and the exceeded tolerance was then pointed out, the Post-Flight briefing is the time to tactfully reiterate important points.

Allow the applicant time to use the facilities, get a drink, and relax to be more receptive to the debriefing. Prepare the appropriate document based on the outcome. If the outcome was unsatisfactory, the applicant may not want such a permanent record in their logbook. You can offer to sign it, but you don't have to.

POST-FLIGHT BRIEFING (Cont'd)

- Temporary Airman Certificate
 - Establish positive atmosphere
 - Highlight above average performance
 - Debrief using Plan of Action
 - Applicant reviews and signs Temporary Airman Certificate

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Establish a positive atmosphere as you begin the Post-flight briefing. Your choice of words is very important. Avoid using the words "like" or "dislike" about anything you observed during the test. Highlight any above-average performance. Use the Plan of Action to debrief the applicant about their test performance. The applicant must have met the FAA standards as a minimum. Do your paperwork.

POST-FLIGHT BRIEFING (Cont'd)

- Temporary Airman Certificate (Cont'd)
 - Sign and issue Temporary Certificate
 - Advise of duration - 120 days
 - Ensure applicant has proper documents
 - Verify you have proper documents
 - Debrief flight instructor on applicant's performance

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When the applicant has completed the Practical Test with satisfactory results, the examiner will issue a Temporary Airman Certificate. The applicant will generally leave quickly once this has occurred. Remember to advise them to read the back of the Certificate and note that it expires in 120 days. Also, remember to debrief the applicant's flight instructor on the applicant's performance.

POST-FLIGHT BRIEFING (Cont'd)

- Notice of Disapproval
 - Establish positive atmosphere
 - Highlight above-average performance as well as deficient tasks
 - Debrief using Plan of Action
 - Use PTS to explain reasons for disapproval
 - Do not criticize applicant's flight instructor

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If the test is ended with unsatisfactory results, a Notice of Disapproval must be issued. This is never a pleasant task. Ordinarily, the applicant has performed many tasks at or above the standard. Refer to these tasks to promote a positive atmosphere. Use your Plan of Action to conduct the debriefing. Use the Practical Test Standards and/or the appropriate Flying Handbook to explain the reasons for the disapproval. Make sure that the applicant understands the correct way to conduct the maneuver. Refrain from criticizing the flight instructor.

POST-FLIGHT BRIEFING (Cont'd)

- Notice of Disapproval (Cont'd)
 - Be alert for denial, anger, bargaining, or depression
 - Issue Notice of Disapproval
 - Advise Retest credit for Satisfactory within 60 days
 - Ensure applicant has proper documents
 - Verify you have proper documents
 - Brief flight instructor of applicant's performance

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Be alert for signs of denial, anger, bargaining or depression as each applicant copes with the Notice in their own way. ^{8900.2, p. 7-182}

Complete the paperwork and make sure that the applicant understands the Notice of Disapproval is a credit slip good for 60 days.

Verify that you have retained the 8710-1, and it has been completely filled out. You should have the original copy of the Notice of Disapproval. Send that package to your FSDO.

Finally, brief the flight instructor of the applicant's performance using the Plan of Action.

REVIEW

- In this lesson, we discussed the phases of the Practical Test:
 - Appointment
 - Pre-Test
 - Oral Questioning, including levels of learning
 - Preflight
 - Flight
 - Post-flight



In this lesson, we discussed the importance of an orderly approach to conducting the practical test, starting with the Appointment process, going through the Pre-Test, oral questioning, Preflight, and Flight stages, and ending with the Post-Flight Briefing.

This concludes the lesson. Please take the End-of-Lesson Test now.