



Driving Evals

Online Evaluations for Driving Schools

INSTRUCTOR'S GUIDE

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 a student evaluation 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.

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	So-so					Good					Exc					
	N/A	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accepts instruction and wants to learn	<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"/>	<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"/>	<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"/>
Relaxes while driving	<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"/>	<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"/>	<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"/>

DRIVING SKILLS

The skills section rates the student's driving skills on a 1-12 scale, plus 13 for instructor-level. The 12 ratings are divided among the run groups that your club uses – four in this example. Decide where the student falls relative to the other drivers in the run group to arrive at a rating. When in doubt, pick the lower rating.

Skills	N/A	Novice			Lower Int			Upper Int			Advanced			Inst
		1	2	3	4	5	6	7	8	9	10	11	12	
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 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"/>
Understands early and late apex	<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 and 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"/>

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

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

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.

EVALUATION TIPS

BRUTALLY HONEST NUMBERS. Be completely honest with the numeric ratings. 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. 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.

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.

PAPER FORMS. You may be provided a blank paper form for your use at the track. **This is for note-taking only.** Don't turn it in. Bring it home and use it to complete the evaluation on-line.

QUESTIONS?

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

THANK YOU FOR PARTICIPATING IN DRIVING EVALS. Be proud of your vital role in the cutting-edge of high-performance driving education.