Federal Aviation
Administration

Initial En Route Qualification Training

ERAM
Grading Guidelines

Course 50148001

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Grading Guidelines

Grading for all radar associate scenarios will be documented on a modified version of FAA Form 3120-25. Grading guidelines reflect the instruction provided in lessons, scenarios, and the SOP.

The following information will be used to help define the categories of errors that are recorded during a graded scenario. **The examples of errors are not all-inclusive. Errors not specifically listed below will be categorized by the evaluator.**

A1a. Separation is ensured. Aircraft-to-aircraft or MEA/MIA violations (16 points)

A. A valid Conflict Alert (result of RA position action or inaction only) is activated.

B. The student violates an MEA or MIA.

C. The student fails to verify that a revised departure clearance allows compliance with traffic pattern and terrain/obstruction avoidance.

D. The student fails to solicit direction of takeoff and turns when required.

E. The student fails to use SYD when required for separation.

F. The student fails to issue a departure clearance that gets aircraft safely in the air. If separation is violated, the error occurs as soon as initials are given to end the call.

A1b. Separation is ensured. Aircraft-to-airspace (12 points)

A. Conflictions with active Special Use Airspace occur.

   1. For departures in violation with SUA, the error occurs as soon as initials are given.
   2. For departures not advised to expect an altitude that is not in confliction with SUA, the error occurs when initials are given.

B. The student fails to perform handoffs/point outs prior to receiving controller's protected airspace.

   1. This includes point outs made to the incorrect sector and which are not corrected.
   2. A point out is complete when the words "point out approved" have been received.

C. The student fails to point out KMLU arrivals holding at STUEE to either F30 or 67. (The result is one error per sector violated.)

D. The student fails to coordinate prior to issuing a clearance to a KGWO departure directly into sector 12 or to a 0M8 departure cleared 0M8..BLE..SQS or 0M8..BLE..KGLH.

E. The student fails to block approach airspace with Sector 67 for a 0M8 arrival.

F. The student fails to get control of an aircraft or gets control from the wrong sector and advises the R-side to issue a clearance to that aircraft.

G. The student fails to comply with the next controller's request and the failure to comply is not coordinated.

H. Sector 67 unables the block for a 0M8 departure direct SQS and the student tells the R-side to clear the departure direct SQS before radar contact is established.

B3. Performs handoffs/point outs. (9 points)

A. The student attempts to point out an aircraft that is not radar identified.

B. For point outs to facilities when a FDB cannot be sent:

   1. Point outs on aircraft that are climbing or descending need a statement of altitude leaving in order for the receiving controller to either validate Mode C or use the altitude leaving for separation.

C. When a student points out an aircraft that is “climbing to high” and the climb is going to be delayed, the student must include the delayed climb as pertinent information in the point out.

D. The student requests control of an aircraft when a point out is necessary.

E. The student states altitude information incorrectly.

F. The student performs a point out when a handoff is the correct coordination.

G. The student performs an APREQ when a point out is the correct coordination.

H. The student does not forward or incorrectly forwards pertinent information with potential for further error.

I. The student uses a wrong/inappropriate ACID or omits the ACID when making a handoff or point out. Or student uses wrong ACID when referencing traffic or stating “Traffic Observed”.

B4. Required coordinations are performed. (8 points)

A. The student fails to coordinate: (includes incorrect coordination or coordination with the wrong sector).

   For example:

   1. IAFDOF
   2. Block altitude
   3. Military change of destination
   4. Emergency
   5. Visual approach (VA), runway for VA if other than active runway, position of arrival on VA (any or all are one error)
   6. APREQs such as climbing or descending
   7. Exceptions to LOAs
   8. FUEL/NORDO

B. The student fails to cancel the use of airspace at 0M8.

C. The student uses “override and send” or /OK before verbal coordination is accomplished.

D. A routing/altitude is issued to an aircraft, but it is not entered in the computer or verbally coordinated with the receiving sector; or a routing/altitude is entered in the computer but is not issued to the aircraft (including ERT).

E. There is an inappropriate transfer of radar identification.

   For example:

   1. An aircraft will enter 66 airspace, the transferring controller calls with an APREQ, but the student responds with “point out approved”.

F. The student performs a point out when an APREQ is the correct coordination.

G. The student performs a point out when getting control of the aircraft is the correct coordination.

H. The student fails to adhere to flow control procedures (not issuing a TMU re-route).

C5. Good control judgment is applied. (5 points)

A. The student uses control procedures that unnecessarily place workload on other controllers/facilities. For example:

   1. Aircraft are outside of the sector and are moved too soon (there will be an ample amount of time to accomplish separation inside of sector 66 airspace.)

      a. A confliction at MHZ is solved by moving aircraft vertically in POE LO or in sector 67 airspace.

      b. A confliction with CBM MOA is solved in ZHU airspace.

   2. The student forces an overflight under an arrival in order to solve a confliction and creates more workload when the arrival must be descended.

   3. The student gets control of an aircraft within 2 ½ miles of the boundary (unless an imminent situation).

B. The student clears a KVKS departure (filed through JAN Approach) through MEI 1 West MOA.

C. The student makes point outs too soon.

   For example:

   1. The receiving controller can’t see the point out aircraft.

   2. The receiving controller can’t determine the point out aircraft’s relevance to his/her traffic.

D. The student fails to consider aircraft performance.

   For example:

   1. The student fails to recognize speed differences in overtake situations.

E. The student disapproves IAFDOF for no reason.

F. The student makes an unnecessary point out or unnecessary traffic is issued when receiving a point out.

G. The student makes an APREQ for no reason.

H. The student unables a request from an aircraft or another controller for no reason.

   For example:

   1. A KGWO departure is stopped at 70 for a final altitude when the CBM 3MOA is cold and the aircraft is requesting above 70.

I. The student causes a route or altitude change, which is neither requested nor necessary for traffic or airspace.

   For example:

   1. An overflight is climbed so that a departure can be cleared out, but a safe altitude is already available for the departure. This will also result in a departure delay. **(D11-E-3)**
   2. An aircraft is rerouted around inactive SUA.
   3. A yellow alert aircraft is unnecessarily moved vertically or laterally.

J. The student causes excessive separation/restrictions to occur, either in amount or in number of events per aircraft.

   1. Generally more than 4,000 feet of vertical movement per aircraft.
   2. Generally more than two altitude changes per aircraft.

K. The student requests control of an aircraft when it is not required.

C6. Priority of duties. (5 points)

A. The student fails to perform duties in order of their importance.

   For example:

   1. The student does not handle an emergency as a priority over other tasks.
   2. The student fails to consider flying time from the boundary in determining priority when multiple point outs are necessary.

      a. An aircraft requiring a point-out three minutes flying time from the boundary is a higher priority than an aircraft five minutes flying time from the boundary.

   3. The student fails to handle pilot requests resulting from turbulence, icing, or weather in a timely manner.
   4. The student answers the GWO/FSS line or issues a departure clearance when required control actions are imminent (including handling control actions such as point outs from other controllers).
   5. The R-side asks the student to accomplish a task and the student either fails to perform the task or performs another task of lesser importance.

B. The student fails to advise the R-side immediately after accepting a handoff or point-out.

C. The student fails to answer landlines when no other task is pending. (The sequential display or checking of route lines on the GPD is not a “task”.) Or the student answers the line but is not ready to listen (excludes when student says, “I’ll call you back.”).

C7. Positive control is provided. (5 points)

A. The student fails to investigate each alert, make a determination as to its relevance, and advise the R-side when appropriate.

B. The student omits or fails to relay correct control information to the R-side.

   For example:

   1. The student fails to tell the R-side about departures.
   2. The student fails to tell the R-side correct altitude information on a 0M8 arrival block. This may also cause an A1-b error.

C. The student fails to detect readback/hearback errors that do not result in a greater error.

D. The student fails to recognize or anticipate the close proximity of (non-vertically separated) aircraft to other aircraft or terrain, or such recognition or anticipation occurs so late that safety is compromised, questionable, or coincidental, even if there is no conflict alert or loss of separation.

C8. Effective traffic flow is maintained. (4 points)

A. The student fails to investigate the status of an arrival when no arrival time is received.

B. The student fails to trial plan fixes (VORs and VORTACs only) beginning with the first fix outside of sector 66 airspace and in order flown, instead of routing an aircraft direct to destination. (Trial planning to an intersection/waypoint/DME fix is not an error if it can be navigated, but it is not required.) In no case may an aircraft be cleared past the last fix before the start of any STAR.

C. The student fails to get control from sector 67 for a 0M8 arrival.

D9. Aircraft identity is maintained. (6 points)

A. The student transposes or improperly abbreviates a call sign.

B. The student makes an error in aircraft identity.

   For example:

   1. The student starts a KVKS track on the wrong aircraft.

C. The student fails to initiate MISM/DATA procedures.

D. The student departs the wrong aircraft.

D10. Strip posting is complete/correct. (2 points)

A. The student makes stripmarking/EDST errors.

B. The student fails to record information at the same time it is issued/received from pilots/controllers/facilities.

C. The student clears a departure out of the suspense/departure bay.

D. The student fails to use or correctly post strips for departures and arrivals at airports where JAN LO provides approach control service or for any other special flight (e.g. Emergencies).

E. The student fails to remove deadwood.

   For example:

   1. A departure strip is deadwood when the aircraft is radar identified and the blocked airspace cancelled (if needed).
   2. An arrival strip (including emergencies), to KGWO, KVKS, or 0M8 is deadwood when a landing time is received for an arrival and all coordination (including supervisory notification when required) and stripmarking have been accomplished.
   3. An emergency strip is deadwood when all coordination, stripmarking and supervisory notification are accomplished and frequency change issued to the next sector or facility.

F. The student fails to update and/or manage the SIA.

G. The student must enter a Remove Strip (RS) message after the receipt of an arrival time and all coordination has been accomplished for an aircraft landing at KVKS, KTVR, KGWO, and 0M8.

H. For flights in hold, the student must use the Hold template to record and display instructions.

I. Point outs that are completed where there is no ability to send a data block must be indicated in the Coordination menu by selecting route, beacon, altitude, and clicking Coordinate. This includes point outs to ZHU/ZFW that are accomplished after a handoff is started or after an aircraft has entered holding.

J. The student calls the appropriate sector and verbally coordinates a new routing that was issued but not entered into the computer.

D11. Clearance delivery is complete/correct and timely. (4 points)

A. The student fails to issue a complete, correct, and unambiguous clearance.

   For example:

   1. In a departure clearance, the student fails to issue a route (including ERT routing), clearance void time, clearance limit, requested altitude not available, etc.
   2. This includes issuing a full clearance at KGWO when a release is all that is required.

B. The student issues a clearance that exceeds NAVAID limitations or re-clears an aircraft when NAVAID limitations are not exceeded.

C. The student calls the wrong sector/facility and issues a clearance.

D. Altitude/route stratum issues.

   For example:

   1. An aircraft on a victor airway is climbed to FL180 or above and is left on a victor airway.
   2. An aircraft on a jet route is descended below FL180 and is left on a jet route.

E. Delays:

   1. Aircraft that are not cleared at the end of the scenario (if a clearance request was made).
   2. An EDC or EFC expires.
   3. The student issues an EDC (or fails to issue departure clearance) when a clearance is available and no higher priority exists.
   4. The student fails to use SYD when it is available (causing delay).

F. The student fails to advise the R-side to re-clear departures via the filed route when able.

D12. LOAs/directives are adhered to. (4 points)

A. The student fails to comply with LOAs/directives including the SOP.

B. The student fails to start a track at the correct airport on a KVKS, 0M8, or KTVR departure, and/or enter the altitude issued to the aircraft.

C. The student fails to notify the supervisor about: (multiple omissions result in multiple errors)

   1. Landing times for emergency aircraft at KVKS or 0M8.
   2. All emergency aircraft.
   3. MISM aircraft.
   4. Changes of destination for all aircraft except military aircraft.
   5. Any event, which has a significant impact on the operation of the sector, including NORDO aircraft.

D. The student fails to ensure that aircraft enter sector 66 with an assigned usable altitude/flight level (the aircraft may still be climbing or descending when crossing the boundary) unless separation issues require the aircraft to enter the sector level at a usable altitude. For aircraft already in sector 66 at FL180, the student must suggest a viable alternative to the R-side.

E. The student fails to send a data block (when available) to a sector/facility on a point out.

F. The student fails to indicate direction of hold for KMLU arrivals holding at STUEE.

G. The student allows an aircraft to exit sector 66 at IAFDOF for no reason but IAFDOF is coordinated.

H. The student fails to give a position, or gives an incorrect position, of an aircraft in a point out or handoff.

I. The student fails to forward requested altitude to intra-facility sectors (for departures and on-frequency requests).

J. The student fails to cancel the use of holding pattern airspace at STUEE or SQS. (The result is one error per sector omitted.)

D13. Additional services are provided. (3 points)

A. The student fails to provide significant weather, turbulence, or chop information immediately to aircraft, controllers, or facilities.

For example:

1. N1234 reports moderate turbulence and is still in JAN APCH airspace. JAN APCH must be notified.
2. The student does not provide a SIGMET to the R-side.

D14. Rapidly recovers from equipment failures and emergencies. (2 points)

For example:

1. The student fails to handle aircraft emergencies, including radio failures and hijacks, effectively.

D15. Scans entire control environment. (2 points)

A. When an ACL or DL entry has a Remarks indication, the Remarks field of the flight plan must be reviewed. Remarks containing pertinent information must be coordinated with the R-side prior to gaining control of the aircraft.

For example:

1. “Request no route change” is pertinent.
2. “Pilot’s last flight” is not pertinent.

D16. Effective working speed is maintained. (0 points)

A. This is used to indicate the effect of overall working speed on the scenario. Use this as a discussion item to illustrate the connection between working speed and the ability to perform tasks efficiently.

E17. Equipment status is maintained. (2 points)

A. Students must do the following as part of the position relief process at the beginning of the scenario:

   1. View SIGMET, GI, weather, and altimeter information.
   2. Open the Outage and Status windows, view the contents, and then inform the R-side when they are ready for a briefing. Select the R66 OVR button on the VSCS screen to simulate recording of the briefing.
   3. Listen to the briefing. Ask for clarification if necessary. Indicate to the R-side that the information is understood and give initials. The student must not set up the EDST until the briefing is complete.
   4. Check the radar for any tasks that require immediate action.
   5. Set up the EDST (open coordination menu, select drop track delete, and configure windows).

B. The ACL must be used as the sector team's primary source of flight data; therefore, consideration must be given to other team member’s ability to view flight data.

E18. Equipment capabilities are utilized/understood. (2 points)

A. The student fails to display the appropriate EDST windows.

B. The student fails to demonstrate the ability to make correct/required computer entries.

   1. This is most often seen as, but is not limited to, multiple errors with VP messages, route amendments/down arrow, or alternate airport entries.

C. Grayed-out entries in the ACL must be deleted only when aircraft are no longer on frequency.

D. The student may use a VP message only to enter a VFR flight plan.

E. The student fails to use radio/interphone correctly (including monitoring/RTON/RTOFF).

F19. Functions effectively as a radar team member. (2 points)

A. The student fails to convey pertinent noncontrol information to the R-side in a timely manner.

   For example:

   1. A request for an unrestricted climb prior to the aircraft checking on frequency.
   2. A reason for IAFDOF prior to the boundary.

B. The student tells the R-side irrelevant information.

   For example:

   1. Irrelevant alert information (aircraft are already separated).

C. The student fails to return the KSD to the settings used by the R-side.

D. The student tells the R-side incorrect or unclear information.

   For example:

   1. The student says chop but the report was turbulence or states incorrect ACID.

E. The student fails to display FDBs (when possible) when relaying yellow alerts to the R-side.

F. The student tells the R-side information too soon to be of use.

G. The student demonstrates a pattern, 3 or more times, of asking the R-side to repeat/confirm a pilot transmission.

F20. Communication is clear and concise. (2 points)

A. The student fails to demonstrate appropriate communication (speech rate, audible, etc.).

   For example:

   1. The R-side or ghost repeatedly asks the student to say again.

B. The student transposes words, numbers, or symbols (not including call signs).

C. The student misspeaks during coordination, but a greater error does not occur.

   For example:

   1. The student says, “Smoke in the cockpit”’ when the pilot said, “Smoke in the cabin”.

F21. Uses prescribed phraseology. (2 points)

A. The student fails to use approved procedures, words, phrases, and formats (for errors not previously categorized).

B. The student does not restate the ACID when receiving a handoff or point out.

F22. Makes only necessary transmissions. (2 points)

A. The student fails to transmit only required information/instructions (for errors not previously categorized).

B. The student transmits separate messages when it would be more effective to combine information.

F23. Uses appropriate communications method. (2 points)

A. The student fails to formulate a message before calling a sector or facility, including a failure to send a FDB before initiating a point out.

B. When responding to a request from another controller, such as receiving an APREQ for a block altitude, the student should repeat the request in complete or abbreviated terms followed by the word “approved.” “(ACID), approved as requested” may be substituted in lieu of a lengthy readback.

F24. Relief briefings are complete and accurate. (5 points)

A. Briefing at the end of the scenario:

1. The outage and status views must be open.
2. SIA information must be relayed verbally.
3. Current weather conditions in the sector and at airports (with weather reporting) must be briefed.
4. The student must brief on the approach in use at KGWO.
5. The traffic portion of the briefing must be conducted according to the ACL and active strip bay and must include the communications status of each aircraft individually.