



Practical Instructor Evaluation Rubric (Class 5 and Commercial Vehicle)

NAME	TOPIC/SCENARIO	ASSESSOR	DATE
------	----------------	----------	------

Criteria	0 - Unsatisfactory	1 - Developing	2 - Competent	2.5 - Distinguished
<p>1. Introduction to training</p> <p>Most of the discussion for the 1st lesson would occur immediately at the start but some may occur once into the lesson.</p> <p>C5 = Class 5</p> <p>CV = commercial vehicle on-road lesson</p> <p>DL = driver's licence</p>	<p>No inquiries about student - just launched into lesson.</p> <p>Gave no useful Information about what to expect (i.e., "I'm going to show you some things and we're going to have fun.")</p>	<p>Did not look at student's DL.</p> <p>Missed opportunity to learn things about student that could affect the training plan.</p> <p>Incomplete Information about what to expect.</p>	<p>Assessed readiness to learn i.e., "how are you today?"</p> <p>Looked at student's DL.</p> <p>Explained what to expect/reviewed plan for the lesson.</p> <p>1st lesson, asked student about:</p> <ul style="list-style-type: none"> • driving experience • co-pilot availability (C5) • time frame for learning • goals/motivation for learning. <p>For 2nd lesson:</p> <ul style="list-style-type: none"> • reviewed previous lesson • discussed home practice (C5). 	<p>In addition to all items in the competent column:</p> <p>For 1st lesson, explained how student's needs and challenges (if expressed) will be addressed.</p> <p>For 2nd lesson, through questions/conversation, had student participate in establishing goals for the lesson or addressing specific needs.</p>
<p>2. Route planning</p> <p>Appropriate route and pull-over locations include consideration for topics, student ability, time available, traffic, weather, light, road conditions, legal considerations, and type of vehicle.</p>	<p>Route very inappropriate for:</p> <ul style="list-style-type: none"> • type of vehicle • topics • time available, or • student ability. <p>Dangerous pull-over(s).</p> <p>Student was not ready for high risk roadway or traffic situations.</p> <p>No attempt to adjust the route when needed.</p> <p>No pull-overs for discussion or break from driving.</p>	<p>Route or pull-overs partially inappropriate for:</p> <ul style="list-style-type: none"> • type of vehicle • topics • time available, or • student ability. <p>Pull-over location not legal.</p> <p>Student was not ready for moderate risk roadway or traffic situation.</p> <p>Partial attempt to adjust the route.</p> <p>Roadside chat locations were noisy and/or distracting.</p>	<p>Route and pull-overs safe, legal and appropriate for:</p> <ul style="list-style-type: none"> • type of vehicle • topics • time available, and • student ability. <p>Adjusted route, if needed.</p> <p>Class 5, 1st lesson: started in a low risk area. Instructor may drive to area to start. Can be outside of or within lesson time.</p> <p>Used quiet locations for roadside chats.</p>	<p>In addition to all items in the competent column:</p> <ul style="list-style-type: none"> • route and pull-overs clearly planned in advance and greatly enhanced the lesson, with the instructor clearly being familiar with the training area, and • involved student in route and pull-over selection, if/when appropriate.

Note: start and end point must be planned in advance but do not have to be the same location.

Criteria	0 - Unsatisfactory	1 - Developing	2 - Competent	2.5 - Distinguished
<p>3. Safety – risk management</p> <ul style="list-style-type: none"> Route directions and timing Awareness Intervention Vehicle. <p>Intervention – taking control – verbal or physical. Best response depends on the situation.</p>	<p>Route directions or instructions caused risk.</p> <p>Asked student to do something illegal or unsafe.</p> <p>Frequently failed to watch student, traffic or mirrors when needed.</p> <p>Driving conditions clearly unsafe for student ability with instructor oblivious to the danger.</p> <p>No intervention when needed for safety.</p> <p>Intervention created safety issue.</p> <p>Instructor operated vehicle unsafely.</p> <p>Vehicle unsafe, poorly maintained or inappropriate for the lesson activities. (i.e., missing head restraint, seat belt).</p> <p>AO had to take control to ensure safety.</p>	<p>Class 5, 1st lesson: no explanation of passenger-side controls.</p> <p>Route directions sometimes confusing or late.</p> <p>Occasional lapse in attention to traffic or student, i.e.:</p> <ul style="list-style-type: none"> not watching student or mirrors when needed not checking traffic before giving instructions. <p>Distracted student with poorly timed questions or comments.</p> <p>Occasionally assumed safety (i.e., mock driver knows how to drive).</p> <p>Needed intervention late or not appropriate.</p> <p>Vehicle not a good learning environment (smells, temperature).</p> <p>Vehicle had minor safety defect (i.e., brake light out).</p> <p>Safety devices incorrectly adjusted (i.e., mirror adjusted down for backing and then not readjusted).</p>	<p>Class 5, 1st lesson: explained passenger-side controls and when instructor may use.</p> <p>All route directions clear and given in good time.</p> <p>Watched driving environment and student's actions at all important times.</p> <p>Remained silent (when appropriate) to avoid distraction.</p> <p>Intervened appropriately to ensure safety (if needed).</p> <p>Vehicle clean, comfortable, appropriate, and without safety defects.</p> <p>Safety devices - mirrors, seat, seat belt, head restraints adjusted correctly.</p>	<p>In addition to all items in the competent column:</p> <ul style="list-style-type: none"> explained how responsibility for safety would be shared: how instructor will keep student safe and when student is in control/responsible.

Notes:

Criteria	0 - Unsatisfactory	1 - Developing	2 - Competent	2.5 - Distinguished
<p>4. Lesson content and instructor knowledge</p> <p>Areas of knowledge:</p> <ul style="list-style-type: none"> • Vehicle control techniques • Physics of driving • Rules & regulations • Driving strategies • Steps to manoeuvres • Technical vehicle knowledge. 	<p>Lacked critical knowledge in more than one area.</p> <p>Significant information wrong or missing (safety critical or many errors).</p> <p>Missing needed detail or steps for many topics.</p>	<p>Lacked critical knowledge in one area.</p> <p>Some information wrong (not safety critical).</p> <p>Missing needed detail or steps for some topics.</p> <p>No information given about new driving environment.</p> <p>Some information out-dated.</p> <p>Too much unnecessary information.</p>	<p>Adequate knowledge in all content areas.</p> <p>Information clear and correct.</p> <p>Information appropriate for student's knowledge/experience.</p> <p>Enough information and detail for the safe operation of the vehicle and all topics.</p> <p>Correct and logical steps to manoeuvres.</p>	<p>In addition to all items in the competent column:</p> <ul style="list-style-type: none"> • superior depth and breadth of experience and knowledge in all areas including how and when information is used, and why important.
Notes:				
<p>5. Lesson time and structure</p> <ul style="list-style-type: none"> • Use of instructional time • Sequencing and pace of lesson • Balance of lesson portions and activities • Total time. <p>Lesson portion: part of a lesson such as the introduction, demonstration, practice time, and so on.</p>	<p>No structure or logical sequencing (instructor made it up along the way).</p> <p>More than two lesson portions too long or too short to be effective.</p> <p>Much of the lesson too slow (clearly boring the student), or too rushed (clearly overwhelming him/her).</p> <p>Time over or under more than eight minutes.</p> <p>AO needed to assist more than once with time management.</p>	<p>Part of lesson poorly sequenced.</p> <p>Information or activities poorly organized (i.e., jumbled together).</p> <p>Two lesson portions too long or too short to be effective.</p> <p>Part of the lesson too slow (wasting time) or rushed (not enough practice or discussion).</p> <p>More than five and up to eight minutes over or under time.</p> <p>AO needed to assist once with time management.</p>	<p>Information and activities well organized and logically sequenced.</p> <p>Information chunked into manageable pieces.</p> <p>Time for lesson portions reasonable.</p> <p>Time for enough practice and discussion.</p> <p>Within five minutes over or under required time.</p>	<p>In addition to all items in the competent column:</p> <ul style="list-style-type: none"> • used time masterfully — perfect balance start to end with any adjustment to timing being seamless.
Notes: when marking total time, make allowances for circumstances beyond the instructor's control. Facility may use longer lesson time.				

Criteria	0 - Unsatisfactory	1 - Developing	2 - Competent	2.5 - Distinguished
<p>6. Clarity</p> <ul style="list-style-type: none"> Voice/communication Terminology Intro, objectives & motivation Explanations Examples Summaries 	<p>Extremely difficult to hear or understand.</p> <p>Topic not clear.</p> <p>Explanations unclear, confusing, vague — makes you wonder “what is he/she talking about?”</p> <p>Used irrelevant anecdotes that detracted from the lesson.</p> <p>Terminology used too complex or confusing.</p> <p>No examples when clearly needed.</p>	<p>Voice somewhat unclear.</p> <p>Stated topics but no clear objectives or why important.</p> <p>Occasionally vague or unclear.</p> <p>Too wordy/long-winded at times.</p> <p>Some terminology not clear (i.e., says “right” instead of “correct”, or undefined new words).</p> <p>Terminology inconsistently used.</p> <p>Some examples not clear, not appropriate, or irrelevant.</p> <p>No summary.</p>	<p>Language/voice was clear.</p> <p>Previewed new topics.</p> <p>Explained objective of the lesson.</p> <p>Explained why information is important to learn.</p> <p>All information and procedures explained clearly and concisely.</p> <p>Terminology appropriate and used consistently.</p> <p>Examples or stories were relevant.</p> <p>Summarized what was learned.</p>	<p>In addition to all items in the competent column:</p> <ul style="list-style-type: none"> had student explain/analyze why the information is important to learn, and had student summarize key information.
Notes:				
<p>7. Demonstrations and visual aids</p> <p>At least one visual aid is required for each on-road lesson.</p>	<p>Student appeared unable to see/hear.</p> <p>No verbalization of steps.</p> <p>Demo incorrect or confusing.</p> <p>Demo irrelevant to the lesson.</p> <p>Visual aid(s) detracted from lesson (i.e., illegible, irrelevant)</p> <p>No visual aids.</p> <p>Driving demo had illegal manoeuvre.</p>	<p>No introduction to demo.</p> <p>Student appeared to struggle to see or hear.</p> <p>Verbalized some steps but not all.</p> <p>Demo contained minor error in technique or Information.</p> <p>Visual aid(s) unclear or used poorly.</p> <p>Missed opportunity to use visual aid that would have enhanced the learning.</p> <p>Driving demo legal but not smooth or not courteous.</p>	<p>Introduced demo.</p> <p>Student could see and hear.</p> <p>Verbalized all steps during demo (what doing, where looking, etc.)</p> <p>Demo clear and done correctly, repeated if needed.</p> <p>Demo relevant to the lesson.</p> <p>Visual aid(s) clear and used effectively.</p> <p>Driving demo legal, smooth, correct, and courteous.</p>	<p>In addition to all items in the competent column:</p> <ul style="list-style-type: none"> Used multiple and varied high quality visual aids that greatly enhanced the lesson.
<p>Check aids used:</p> <p><input type="checkbox"/> diagram <input type="checkbox"/> list of steps <input type="checkbox"/> park and observe others</p> <p><input type="checkbox"/> picture/photo <input type="checkbox"/> video clip <input type="checkbox"/> get out to look (i.e., tires, space)</p> <p><input type="checkbox"/> workbook/manual <input type="checkbox"/> props <input type="checkbox"/> other:</p>			Notes:	

Criteria	0 - Unsatisfactory	1 - Developing	2 - Competent	2.5 - Distinguished
<p>8. Teaching strategies and involvement</p> <ul style="list-style-type: none"> Asking good questions Encouraging questions Creating discussion Variety of strategies Responding to needs Teachable moments (unplanned events). <p>Over-controlling: intervening constantly, not letting student practice properly (taking the wheel, braking/shifting for them, or constant telling).</p>	<p>Asked no questions or just closed-questions.</p> <p>Answered own questions (gave no time for student to answer).</p> <p>No opportunity (or only at end) for student to ask questions.</p> <p>Brushed aside or ignored questions, answers or comments.</p> <p>Stifled discussion.</p> <p>Strategy was ineffective with no attempt to change it.</p> <p>Missed key teachable moments that should've been addressed.</p> <p>Over-controlled in a way that prevented learning.</p>	<p>Asked few or mostly simple questions.</p> <p>No follow-up to student answers.</p> <p>Only occasional "any questions?"</p> <p>Answers to student questions incomplete or poor.</p> <p>Missed opportunity to ask good questions or create discussion.</p> <p>Asked off-topic questions.</p> <p>More variety of strategies would have enhanced learning.</p> <p>Used teachable moments ineffectively (i.e., comments but no discussion).</p>	<p>Used open questions to promote thinking and understanding.</p> <ul style="list-style-type: none"> Gave student time to answer Probed for more, as needed. <p>Asked for student questions and responded appropriately.</p> <p>Gave decision responsibility to student when/if student ready.</p> <p>Used a variety of strategies, adjusting strategy, if needed.</p> <p>Linked information to past or future.</p> <p>Used teachable moments effectively.</p> <p>Allowed mistakes when safe.</p> <p>Avoided over-controlling.</p>	<p>In addition to all items in the competent column:</p> <ul style="list-style-type: none"> created effective in-depth discussion with the student related to attitude, responsibility, or risk, and used an extensive repertoire of instructional strategies and questioning techniques.
<p>Strategies observed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> visual aids <input type="checkbox"/> driving demo <input type="checkbox"/> stationary demo <input type="checkbox"/> review <input type="checkbox"/> explanation <input type="checkbox"/> focused practice <input type="checkbox"/> repeat steps <input type="checkbox"/> teach back <input type="checkbox"/> RC instructor <input type="checkbox"/> RC student <input type="checkbox"/> trial and error <input type="checkbox"/> teachable moments 	<p>Strategies observed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> positive reinforcement <input type="checkbox"/> controlled distraction <input type="checkbox"/> compare/contrast <input type="checkbox"/> game/scenario <input type="checkbox"/> examples/stories <input type="checkbox"/> student choice <input type="checkbox"/> link back <input type="checkbox"/> link forward <input type="checkbox"/> homework <input type="checkbox"/> summaries <input type="checkbox"/> other: 	<p>Questioning observed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> pre-assessment <input type="checkbox"/> factual <input type="checkbox"/> probing for more <input type="checkbox"/> student self-assess <input type="checkbox"/> analyzing (why/how/compare) <input type="checkbox"/> other: <p>Response to student questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> answered Q <input type="checkbox"/> turned Q back to student (What do you think? What would you do?) <input type="checkbox"/> asked Qs to guide student to the answer. 	<p>Note: instructor may have valid reason for not using a specific teachable moment – ask.</p> <p>Teachable moments used:</p> <p>Teachable moments missed:</p>	
<p>Notes:</p>				

Criteria	0 - Unsatisfactory	1 - Developing	2 - Competent	2.5 - Distinguished
<p>9. Assessment and feedback</p> <ul style="list-style-type: none"> Pre-assessment Checking for understanding Giving feedback Student self-assessment Student records. <p>Feedback could be comments, questions, or other.</p>	<p>Didn't check for understanding when it was clearly needed.</p> <p>No attempt at student self-assessment.</p> <p>No feedback when needed (serious errors missed or ignored).</p> <p>Feedback inaccurate or entirely negative.</p> <p>Had no idea how to help student.</p> <p>No student records or records illegible or incorrect.</p>	<p>No pre-assessment of knowledge.</p> <p>Poor attempt to check for understanding (i.e., only "do you understand?").</p> <p>Student self-assessment was ineffective (i.e., no depth).</p> <p>Good feedback opportunities missed (key errors ignored).</p> <p>Feedback unclear, confusing or insufficient to correct error.</p> <p>Poor timing of feedback.</p> <p>Student records sloppy or incomplete.</p>	<p>Asked questions to pre-assess knowledge/experience of topics.</p> <p>Checked for understanding (asked, student repeat back, demo).</p> <p>Correctly identified key errors and weaknesses.</p> <p>Coached student to identify own strengths and weaknesses and correct errors.</p> <p>Provided timely, positive, and appropriate feedback.</p> <p>Completed student records.</p>	<p>In addition to all items in the competent column:</p> <ul style="list-style-type: none"> With student, fully analyzed key errors - what happened, why, how to fix, and asked for feedback or suggestions from the student (i.e., "What can I do to help you learn?", or inquired about how student learns best, and had student complete and discuss a self-assessment form or make notes about their performance.
Notes:				
<p>10. Emotional learning environment</p> <ul style="list-style-type: none"> Enthusiasm Respect Rapport Empathy. <p>Active listening: "the listener fully concentrates, understands, responds and then remembers what is being said". – Wikipedia.</p> <p>It includes attention to both verbal and non-verbal messages.</p>	<p>Negative, inappropriate, or insensitive (sarcasm, cultural, racial, sexist, ageist, personal comments, touching).</p> <p>Interrupts or talks over student.</p> <p>No enthusiasm (distant, dull voice).</p> <p>Inappropriate humour.</p> <p>Ignores or causes student distress.</p> <p>Brushes off student concerns.</p> <p>Poor emotional control (angry, swearing, aggressive or threatening).</p>	<p>Behaviour generally appropriate but showed occasional insensitivity or lack of responsiveness.</p> <p>Fails to respect personal space.</p> <p>Listening skills varied.</p> <p>Displayed enthusiasm to varying degrees.</p> <p>No positive comments to student.</p> <p>Humour somewhat inappropriate or not at student's level.</p> <p>Fails to recognize student discomfort.</p>	<p>Respectful and culturally appropriate.</p> <p>Used active listening skills.</p> <p>Enthusiastic, positive and encouraging.</p> <p>Showed empathy, as needed.</p> <p>Helps student feel comfortable (calming words/tone of voice).</p> <p>Addressed issues or concerns in a supportive way.</p> <p>Used humour appropriately.</p> <p>Controlled/expressed own emotions appropriately.</p>	<p>In addition to all items in the competent column:</p> <p>Communication between instructor and student clearly showed an equal partnership in learning.</p>
Notes:				