Practical Instructor Evaluation Rubric
(Class 5 and Commercial Vehicle)

NAME	TOPIC/SCENARIO	ASSESSOR	DATE

Criteria	0 - Unsatisfactory	1 - Developing	2 - Competent	2.5 - Distinguished
1. Introduction to training Most of the discussion for the 1st lesson would occur immediately at the start but some may occur once into the lesson. C5 = Class 5 CV = commercial vehicle on-road lesson DL = driver's licence	No inquiries about student - just launched into lesson. 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.")	Did not look at student's DL. Missed opportunity to learn things about student that could affect the training plan. Incomplete Information about what to expect.	Assessed readiness to learn i.e., "how are you today?" Looked at student's DL. Explained what to expect/reviewed plan for the lesson. 1st lesson, asked student about: • driving experience • co-pilot availability (C5) • time frame for learning • goals/motivation for learning. For 2nd lesson: • reviewed previous lesson • discussed home practice (C5).	In addition to all items in the **competent** column: **For 1st lesson,** explained how student's needs and challenges (if expressed) will be addressed. **For 2nd lesson, t**hrough questions/conversation, had student participate in establishing goals for the lesson or addressing specific needs.
2. Route planning 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.	Route very inappropriate for: • type of vehicle • topics • time available, or • student ability. Dangerous pull-over(s). Student was not ready for high risk roadway or traffic situations. No attempt to adjust the route when needed. No pull-overs for discussion or break from driving.	Route or pull-overs partially inappropriate for: • type of vehicle • topics • time available, or • student ability. Pull-over location not legal. Student was not ready for moderate risk roadway or traffic situation. Partial attempt to adjust the route. Roadside chat locations were noisy and/or distracting.	Route and pull-overs safe, legal and appropriate for: • type of vehicle • topics • time available, and • student ability. Adjusted route, if needed. 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. Used quiet locations for roadside chats.	In addition to all items in the **competent** column: • 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.

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3. Safety – risk management • Route directions and timing • Awareness • Intervention • Vehicle. **Intervention** – taking control – verbal or physical. Best response depends on the situation.	Route directions or instructions caused risk. Asked student to do something illegal or unsafe. Frequently failed to watch student, traffic or mirrors when needed. Driving conditions clearly unsafe for student ability with instructor oblivious to the danger. No intervention when needed for safety. Intervention created safety issue. Instructor operated vehicle unsafely. Vehicle unsafe, poorly maintained or inappropriate for the lesson activities. (i.e., missing head restraint, seat belt). AO had to take control to ensure safety.	Class 5, 1st lesson: no explanation of passenger-side controls. Route directions sometimes confusing or late. Occasional lapse in attention to traffic or student, i.e.: • not watching student or mirrors when needed • not checking traffic before giving instructions. Distracted student with poorly timed questions or comments. Occasionally assumed safety (i.e., mock driver knows how to drive). Needed intervention late or not appropriate. Vehicle not a good learning environment (smells, temperature). Vehicle had minor safety defect (i.e., brake light out). Safety devices incorrectly adjusted (i.e., mirror adjusted down for backing and then not readjusted).	Class 5, 1st lesson: explained passenger-side controls and when instructor may use. All route directions clear and given in good time. Watched driving environment and student's actions at all important times. Remained silent (when appropriate) to avoid distraction. Intervened appropriately to ensure safety (if needed). Vehicle clean, comfortable, appropriate, and without safety defects. Safety devices - mirrors, seat, seat belt, head restraints adjusted correctly.	In addition to all items in the **competent** column: • explained how responsibility for safety would be shared: how instructor will keep student safe and when student is in control/responsible.

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4. Lesson content and instructor knowledge **Areas of knowledge:** • Vehicle control techniques • Physics of driving • Rules & regulations • Driving strategies • Steps to manoeuvres • Technical vehicle knowledge.	Lacked critical knowledge in more than one area. Significant information wrong or missing (safety critical or many errors). Missing needed detail or steps for many topics.	Lacked critical knowledge in one area. Some information wrong (not safety critical). Missing needed detail or steps for some topics. No information given about new driving environment. Some information out-dated. Too much unnecessary information.	Adequate knowledge in all content areas. Information clear and correct. Information appropriate for student's knowledge/experience. Enough information and detail for the safe operation of the vehicle and all topics. Correct and logical steps to manoeuvres.	In addition to all items in the **competent** column: • superior depth and breadth of experience and knowledge in all areas including how and when information is used, and why important.
Notes:				
5. Lesson time and structure • Use of instructional time • Sequencing and pace of lesson • Balance of lesson portions and activities • Total time. **Lesson portion**: part of a lesson such as the introduction, demonstration, practice time, and so on.	No structure or logical sequencing (instructor made it up along the way). More than two lesson portions too long or too short to be effective. Much of the lesson too slow (clearly boring the student), or too rushed (clearly overwhelming him/her). Time over or under more than eight minutes. AO needed to assist more than once with time management.	Part of lesson poorly sequenced. Information or activities poorly organized (i.e., jumbled together). Two lesson portions too long or too short to be effective. Part of the lesson too slow (wasting time) or rushed (not enough practice or discussion). More than five and up to eight minutes over or under time. AO needed to assist once with time management.	Information and activities well organized and logically sequenced. Information chunked into manageable pieces. Time for lesson portions reasonable. Time for enough practice and discussion. Within five minutes over or under required time.	In addition to all items in the **competent** column: • 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.				

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6. Clarity • Voice/communication • Terminology • Intro, objectives & motivation • Explanations • Examples • Summaries	Extremely difficult to hear or understand. Topic not clear. Explanations unclear, confusing, vague — makes you wonder "what is he/she talking about?" Used irrelevant anecdotes that detracted from the lesson. Terminology used too complex or confusing. No examples when clearly needed.	Voice somewhat unclear. Stated topics but no clear objectives or why important. Occasionally vague or unclear. Too wordy/long-winded at times. Some terminology not clear (i.e., says "right" instead of "correct", or undefined new words). Terminology inconsistently used. Some examples not clear, not appropriate, or irrelevant. No summary.	Language/voice was clear. Previewed new topics. Explained objective of the lesson. Explained why information is important to learn. All information and procedures explained clearly and concisely. Terminology appropriate and used consistently. Examples or stories were relevant. Summarized what was learned.	In addition to all items in the **competent** column: • had student explain/analyze why the information is important to learn, and • had student summarize key information.

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7. Demonstrations and visual aids At least one visual aid is required for each on-road lesson.	Student appeared unable to see/hear. No verbalization of steps. Demo incorrect or confusing. Demo irrelevant to the lesson. Visual aid(s) detracted from lesson (i.e., illegible, irrelevant) No visual aids. Driving demo had illegal manoeuvre.	No introduction to demo. Student appeared to struggle to see or hear. Verbalized some steps but not all. Demo contained minor error in technique or Information. Visual aid(s) unclear or used poorly. Missed opportunity to use visual aid that would have enhanced the learning. Driving demo legal but not smooth or not courteous.	Introduced demo. Student could see and hear. Verbalized all steps during demo (what doing, where looking, etc.) Demo clear and done correctly, repeated if needed. Demo relevant to the lesson. Visual aid(s) clear and used effectively. Driving demo legal, smooth, correct, and courteous.	In addition to all items in the **competent** column: • Used multiple and varied high quality visual aids that greatly enhanced the lesson.

Check aids used:

☐ diagram ☐ list of steps ☐ park and observe others
☐ picture/photo ☐ video clip ☐ get out to look (i.e., tires, space)
☐ workbook/manual ☐ props ☐ other:

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8. Teaching strategies and involvement • Asking good questions • Encouraging questions • Creating discussion • Variety of strategies • Responding to needs • Teachable moments (unplanned events). **Over-controlling:** intervening constantly, not letting student practice properly (taking the wheel, braking/shifting for them, or constant telling).	Asked no questions or just closed-questions. Answered own questions (gave no time for student to answer). No opportunity (or only at end) for student to ask questions. Brushed aside or ignored questions, answers or comments. Stifled discussion. Strategy was ineffective with no attempt to change it. Missed key teachable moments that should've been addressed. Over-controlled in a way that prevented learning.	Asked few or mostly simple questions. No follow-up to student answers. Only occasional "any questions?" Answers to student questions incomplete or poor. Missed opportunity to ask good questions or create discussion. Asked off-topic questions. More variety of strategies would have enhanced learning. Used teachable moments ineffectively (i.e., comments but no discussion).	Used open questions to promote thinking and understanding. • Gave student time to answer • Probed for more, as needed. Asked for student questions and responded appropriately. Gave decision responsibility to student when/if student ready. Used a variety of strategies, adjusting strategy, if needed. Linked information to past or future. Used teachable moments effectively. Allowed mistakes when safe. Avoided over-controlling.	In addition to all items in the **competent** column: • 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.

| Strategies observed:
☐ visual aids
☐ driving demo
☐ stationary demo
☐ review
☐ explanation
☐ focused practice
☐ repeat steps
☐ teach back
☐ RC instructor
☐ RC student
☐ trial and error
☐ teachable moments | Strategies observed:
☐ positive reinforcement
☐ controlled distraction
☐ compare/contrast
☐ game/scenario
☐ examples/stories
☐ student choice
☐ link back
☐ link forward
☐ homework
☐ summaries
☐ other: | Questioning observed:
☐ pre-assessment
☐ factual
☐ probing for more
☐ student self-assess
☐ analyzing (why/how/compare)
☐ other:
Response to student questions:
☐ answered Q
☐ turned Q back to student (What do you think? What would you do?)
☐ asked Qs to guide student to the answer. | Note: instructor may have valid reason for not using a specific teachable moment – ask.
Teachable moments used:

Teachable moments missed: | |

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9. Assessment and feedback • Pre-assessment • Checking for understanding • Giving feedback • Student self-assessment • Student records. Feedback could be comments, questions, or other.	Didn't check for understanding when it was clearly needed. No attempt at student self-assessment. No feedback when needed (serious errors missed or ignored). Feedback inaccurate or entirely negative. Had no idea how to help student. No student records or records illegible or incorrect.	No pre-assessment of knowledge. Poor attempt to check for understanding (i.e., only "do you understand?"). Student self-assessment was ineffective (i.e., no depth). Good feedback opportunities missed (key errors ignored). Feedback unclear, confusing or insufficient to correct error. Poor timing of feedback. Student records sloppy or incomplete.	Asked questions to pre-assess knowledge/experience of topics. Checked for understanding (asked, student repeat back, demo). Correctly identified key errors and weaknesses. Coached student to identify own strengths and weaknesses and correct errors. Provided timely, positive, and appropriate feedback. Completed student records.	In addition to all items in the **competent** column: • 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:				
10. Emotional learning environment • Enthusiasm • Respect • Rapport • Empathy. **Active listening**: "the listener fully concentrates, understands, responds and then remembers what is being said". – Wikipedia. It includes attention to both verbal and non-verbal messages.	Negative, inappropriate, or insensitive (sarcasm, cultural, racial, sexist, ageist, personal comments, touching). Interrupts or talks over student. No enthusiasm (distant, dull voice). Inappropriate humour. Ignores or causes student distress. Brushes off student concerns. Poor emotional control (angry, swearing, aggressive or threatening).	Behaviour generally appropriate but showed occasional insensitivity or lack of responsiveness. Fails to respect personal space. Listening skills varied. Displayed enthusiasm to varying degrees. No positive comments to student. Humour somewhat inappropriate or not at student's level. Fails to recognize student discomfort.	Respectful and culturally appropriate. Used active listening skills. Enthusiastic, positive and encouraging. Showed empathy, as needed. Helps student feel comfortable (calming words/tone of voice). Addressed issues or concerns in a supportive way. Used humour appropriately. Controlled/expressed own emotions appropriately.	In addition to all items in the **competent** column: Communication between instructor and student clearly showed an equal partnership in learning.
Notes:				