



# Practical Instructor Evaluation Rubric (Class 5 and Commercial Vehicle)

NAME	TOPIC/SCENARIO	ASSESSOR	DATE
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Criteria	0 - Unsatisfactory	1 - Developing	2 - Competent	2.5 - Distinguished
<p><b>1. Introduction to training</b></p> <p>Most of the discussion for the 1<sup>st</sup> 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>1<sup>st</sup> lesson, asked student about:</p> <ul style="list-style-type: none"> <li>• driving experience</li> <li>• co-pilot availability (C5)</li> <li>• time frame for learning</li> <li>• goals/motivation for learning.</li> </ul> <p>For 2<sup>nd</sup> lesson:</p> <ul style="list-style-type: none"> <li>• reviewed previous lesson</li> <li>• discussed home practice (C5).</li> </ul>	<p>In addition to all items in the <b>competent</b> column:</p> <p><b>For 1<sup>st</sup> lesson</b>, explained how student's needs and challenges (if expressed) will be addressed.</p> <p><b>For 2<sup>nd</sup> lesson</b>, through questions/conversation, had student participate in establishing goals for the lesson or addressing specific needs.</p>
<p><b>2. Route planning</b></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"> <li>• type of vehicle</li> <li>• topics</li> <li>• time available, or</li> <li>• student ability.</li> </ul> <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"> <li>• type of vehicle</li> <li>• topics</li> <li>• time available, or</li> <li>• student ability.</li> </ul> <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"> <li>• type of vehicle</li> <li>• topics</li> <li>• time available, and</li> <li>• student ability.</li> </ul> <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 <b>competent</b> column:</p> <ul style="list-style-type: none"> <li>• route and pull-overs clearly planned in advance and greatly enhanced the lesson, with the instructor clearly being familiar with the training area, and</li> <li>• involved student in route and pull-over selection, if/when appropriate.</li> </ul>

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

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<p><b>3. Safety – risk management</b></p> <ul style="list-style-type: none"> <li>• Route directions and timing</li> <li>• Awareness</li> <li>• Intervention</li> <li>• Vehicle.</li> </ul> <p><b>Intervention</b> – 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>Evaluator took control to ensure safety.</p>	<p>Class 5, 1<sup>st</sup> 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"> <li>• not watching student or mirrors when needed</li> <li>• not checking traffic before giving instructions.</li> </ul> <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, 1<sup>st</sup> 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 <b>competent</b> column:</p> <ul style="list-style-type: none"> <li>• explained how responsibility for safety would be shared: how instructor will keep student safe and when student is in control/responsible.</li> </ul>

Notes:

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<p><b>4. Lesson content and instructor knowledge</b></p> <p><b>Areas of knowledge:</b></p> <ul style="list-style-type: none"> <li>• Vehicle control techniques</li> <li>• Physics of driving</li> <li>• Rules &amp; regulations</li> <li>• Driving strategies</li> <li>• Steps to manoeuvres</li> <li>• Technical vehicle knowledge.</li> </ul>	<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 <b>competent</b> column:</p> <ul style="list-style-type: none"> <li>• superior depth and breadth of experience and knowledge in all areas including how and when information is used, and why important.</li> </ul>
Notes:				
<p><b>5. Lesson time and structure</b></p> <ul style="list-style-type: none"> <li>• Use of instructional time</li> <li>• Sequencing and pace of lesson</li> <li>• Balance of lesson portions and activities</li> <li>• Total time.</li> </ul> <p><b>Lesson portion:</b> 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 <b>competent</b> column:</p> <ul style="list-style-type: none"> <li>• used time masterfully — perfect balance start to end with any adjustment to timing being seamless.</li> </ul>
Notes: when marking total time, make allowances for circumstances beyond the instructor's control. Facility may use longer lesson time.				

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<p><b>6. Clarity</b></p> <ul style="list-style-type: none"> <li>Voice/communication</li> <li>Terminology</li> <li>Intro, objectives &amp; motivation</li> <li>Explanations</li> <li>Examples</li> <li>Summaries</li> </ul>	<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 <b>competent</b> column:</p> <ul style="list-style-type: none"> <li>had student explain/analyze why the information is important to learn, and</li> <li>had student summarize key information.</li> </ul>
Notes:				
<p><b>7. Demonstrations and visual aids</b></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 <b>competent</b> column:</p> <ul style="list-style-type: none"> <li>Used multiple and varied high quality visual aids that greatly enhanced the lesson.</li> </ul>
<p><b>Check aids used:</b></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:	

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<p><b>8. Teaching strategies and involvement</b></p> <ul style="list-style-type: none"> <li>Asking good questions</li> <li>Encouraging questions</li> <li>Creating discussion</li> <li>Variety of strategies</li> <li>Responding to needs</li> <li>Teachable moments (unplanned events).</li> </ul> <p><b>Over-controlling:</b> 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"> <li>Gave student time to answer</li> <li>Probed for more, as needed.</li> </ul> <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 <b>competent</b> column:</p> <ul style="list-style-type: none"> <li>created effective in-depth discussion with the student related to attitude, responsibility, or risk, and</li> <li>used an extensive repertoire of instructional strategies and questioning techniques.</li> </ul>
<p>Strategies observed:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> visual aids</li> <li><input type="checkbox"/> driving demo</li> <li><input type="checkbox"/> stationary demo</li> <li><input type="checkbox"/> review</li> <li><input type="checkbox"/> explanation</li> <li><input type="checkbox"/> focused practice</li> <li><input type="checkbox"/> repeat steps</li> <li><input type="checkbox"/> teach back</li> <li><input type="checkbox"/> RC instructor</li> <li><input type="checkbox"/> RC student</li> <li><input type="checkbox"/> trial and error</li> <li><input type="checkbox"/> teachable moments</li> </ul>	<p>Strategies observed:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> positive reinforcement</li> <li><input type="checkbox"/> controlled distraction</li> <li><input type="checkbox"/> compare/contrast</li> <li><input type="checkbox"/> game/scenario</li> <li><input type="checkbox"/> examples/stories</li> <li><input type="checkbox"/> student choice</li> <li><input type="checkbox"/> link back</li> <li><input type="checkbox"/> link forward</li> <li><input type="checkbox"/> homework</li> <li><input type="checkbox"/> summaries</li> <li><input type="checkbox"/> other:</li> </ul>	<p>Questioning observed:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pre-assessment</li> <li><input type="checkbox"/> factual</li> <li><input type="checkbox"/> probing for more</li> <li><input type="checkbox"/> student self-assess</li> <li><input type="checkbox"/> analyzing (why/how/compare)</li> <li><input type="checkbox"/> other:</li> </ul> <p>Response to student questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> answered questions</li> <li><input type="checkbox"/> turned question back to student (What do you think? What would you do?)</li> <li><input type="checkbox"/> asked questions to guide student to the answer.</li> </ul>	<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>				

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<p><b>9. Assessment and feedback</b></p> <ul style="list-style-type: none"> <li>Pre-assessment</li> <li>Checking for understanding</li> <li>Giving feedback</li> <li>Student self-assessment</li> <li>Student records.</li> </ul> <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>Recorded student assessment.</p>	<p>In addition to all items in the <b>competent</b> column:</p> <ul style="list-style-type: none"> <li>With student, fully analyzed key errors - what happened, why, how to fix, and</li> <li>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</li> <li>had student complete and discuss a self-assessment form or make notes about their performance.</li> </ul>
Notes:				
<p><b>10. Emotional learning environment</b></p> <ul style="list-style-type: none"> <li>Enthusiasm</li> <li>Respect</li> <li>Rapport</li> <li>Empathy.</li> </ul> <p><b>Active listening:</b> "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 <b>competent</b> column:</p> <p>Communication between instructor and student clearly showed an equal partnership in learning.</p>
Notes:				