



DRIVING SCHOOL NAME	DTC #	TOPIC(S)/SCENARIO(S)	DATE(S)	TIMES
ADDRESS		ASSESSOR(S)		

1. Introduction to Training

Criteria: Most of the discussion for the beginner lesson would occur immediately at the start but some may occur once into the lesson.

(LDL = learner's driver's licence)

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<p>No inquiries about student — just launched into lesson.</p> <p>Gave no useful information about what to expect (example: “I’m going to show you some things and we’re going to have fun.”).</p>	<p>Did not look at student’s LDL.</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 (example: “How are you today?”).</p> <p>Looked at student’s LDL.</p> <p>Explained what to expect and/or reviewed plan for the lesson.</p> <p>Beginner lesson, instructor:</p> <ul style="list-style-type: none"> asked about experience pre-assessed knowledge from theory checked on goals/motivation for learning. <p>For intermediate or advanced lesson:</p> <ul style="list-style-type: none"> reviewed previous lesson reviewed previous needs and challenges 	<p>In addition to all items in the Competent column:</p> <p>For beginner — explained how student’s needs and challenges (if expressed) will be addressed.</p> <p>For intermediate or advanced — through questions/conversation, had student(s) participate in establishing goals for the lesson or addressing specific needs.</p> <ul style="list-style-type: none"> Anything else that would be considered “above and beyond” meeting 2 – Competent. <p>DSI Note:</p>
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2. Location

Criteria: Appropriate location included consideration for topics, student ability, traffic, weather, light, road/yard conditions.

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<p>Location is very inappropriate for:</p> <ul style="list-style-type: none">• training• topic(s)• student ability <p>Student was not ready for high-risk location or traffic situation.</p> <p>No attempt to adjust the location when needed.</p>	<p>Location partially inappropriate for:</p> <ul style="list-style-type: none">• training• topic(s)• student ability <p>Student was not ready for moderate risk location or traffic situation.</p> <p>Partial attempt to adjust the location.</p> <p>Location was noisy and/or distracting.</p>	<p>Location appropriate for:</p> <ul style="list-style-type: none">• training• topic(s)• student ability <p>Location provided a reasonably quiet area for discussion.</p> <p>Location adjustment attempted or successful when location was inappropriate (example: moved from rain).</p>	<p>In addition to all items in the Competent column:</p> <ul style="list-style-type: none">• Instructor clearly planned location in advance and greatly enhanced the lesson, with the instructor clearly being familiar with the training area, and• Involved student in location selection, if/when appropriate. <p>DSI Note:</p>
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3. Safety and Risk Management

Criteria: Yard/Location safety, awareness, intervention, vehicle. (**Intervention** — taking control — verbal or physical. Best response depends on the situation.)

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<p>Yard or location caused risk.</p> <p>Asked student to do something illegal or unsafe (example: student in-cab moving/driving tractor without instructor).</p> <p>Frequently failed to watch student or surroundings when needed.</p> <p>Conditions clearly unsafe for student ability with instructor oblivious to the danger.</p> <p>No intervention (when necessary) 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 (examples: missing head restraint or seat belt).</p> <p>Evaluator took control to ensure safety.</p> <p>Safety devices missing (example: high visibility vests not available).</p>	<p>Beginner lesson: no explanation of obvious safety concerns.</p> <p>Safety directions to students sometimes confusing or late.</p> <p>Occasional lapse in attention to traffic or student, such as:</p> <ul style="list-style-type: none"> not watching student or surroundings when needed. not checking traffic before giving instructions. <p>Distracted student with poorly timed questions or comments.</p> <p>Occasionally assumed safety (example: full circle check missed before backing).</p> <p>Necessary intervention late or not appropriate.</p> <p>Vehicle not a good learning environment (example: smells, temperature).</p> <p>Vehicle had minor safety defect that was missed or not noted (example: brake light out).</p> <p>Safety devices used incorrectly.</p>	<p>Beginner lesson: explained all safety concerns that could arise from taught skill (example: 3 points of contact).</p> <p>All safety directions clear and given in good time.</p> <p>Watched student actions and surroundings at all important times.</p> <p>Remained silent (when appropriate) to avoid distraction.</p> <p>Intervened appropriately to ensure safety (if necessary).</p> <p>Vehicle clean, comfortable, appropriate, and without safety defects.</p> <p>Safety devices present and used 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. Anything else that would be considered “above and beyond” meeting 2 – Competent. <p>DSI Note:</p>
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4. Lesson content and instructor knowledge

Criteria: Rules and regulations, MELT Lesson Plan, MELT Curriculum Framework, steps to complete task, technical vehicle knowledge.

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
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. Missing key materials from MELT lesson plan.	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 environment (example: location change for specific training, or a brand new location. Is there additional info needed for students, such as notable hazards or new conditions?). Some information out-dated. Too much unnecessary information. Lesson content did not follow MELT lesson plan.	Adequate or satisfactory knowledge in all content areas. Information clear and correct. Information appropriate for student's knowledge/experience. Enough information and detail for all topics and the safe operation of the vehicle. Correct and logical steps to manoeuvres. Lesson content followed MELT lesson plan.	In addition to all items in the Competent column: <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.• Anything else that would be considered “above and beyond” meeting 2 – Competent. DSI Note:
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5. Lesson time and structure

Criteria: Use of instructional time, sequencing and pace of lesson, balance of lesson portion and activities, total time (refer to the school's MELT Outline).

Being over the submitted time is acceptable if time is being used reasonably.

Lesson portion: part of a lesson such as the introduction, demonstration, practice time, and so on.

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<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 them).</p> <p>Assessor needed to assist more than once with time management (example: appropriate breaktime or stoppages may be affected).</p>	<p>Part of lesson poorly sequenced. 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>Assessor 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 and followed approved MELT outline.</p> <p>Time for enough practice and discussion.</p> <p>Takes appropriate breaks.</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.• Anything else that would be considered “above and beyond” meeting 2 – Competent. <p>DSI Note:</p>

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6. Clarity

Criteria: Voice/Communication, terminology, introduction, objectives & motivation, explanations, examples, summary.

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
Extremely difficult to hear or understand. Topic not clear. Explanations unclear, confusing, vague — makes you wonder, “What are they 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 (examples: 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: <ul style="list-style-type: none">• Had student explain/analyze why the information is important to learn, and• Had student summarize key information.• Anything else that would be considered “above and beyond” meeting 2 – Competent. DSI Note:
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7. Demonstrations and Visual Aids

Criteria: At least one visual aid is needed per lesson (Examples: vehicle, diagram, pictures, props, list of steps, video, workbook/manual, etc.).

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<p>Student was unable to see/hear.</p> <p>No verbalization of steps.</p> <p>Demonstration incorrect or confusing.</p> <p>Demo irrelevant to the lesson.</p> <p>Visual aid(s) detracted from lesson (examples: illegible, irrelevant).</p> <p>No visual aids.</p> <p>Demo had unsafe or illegal actions.</p> <p>Demo missing when clearly needed.</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>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>Instructor used student’s prior experience to complete an interactive demo. Coached students through the steps with full regard for safety and content.</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.• Anything else that would be considered “above and beyond” meeting 2 – Competent. <p>DSI Note:</p>
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8. Teaching strategies and involvement

Criteria: Asking good and encouraging questions, creating discussion, variety of strategies, responding to needs, teachable moments (unplanned events).

Over-controlling: intervening constantly, not allowing the student to learn or practice properly. Constantly telling.

Note: instructor may have valid reason for not using a specific teachable moment — ask.

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<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 have 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. 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 (example: instructor 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 • Used an extensive repertoire of instructional strategies and questioning techniques. • Anything else that would be considered “above and beyond” meeting 2 — Competent. <p>DSI Note:</p>

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9. Assessment and Feedback

Criteria: Pre-assessment, checking for understanding, providing feedback, student self-assessment, student records.

Feedback could be comments, questions, or other.

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<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 (example: simply asking, "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 repeats 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 Competent column:</p> <ul style="list-style-type: none"> • With student, fully analyzed key errors — what happened, why, how to fix • 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) • Had student complete and discuss a self-assessment form or make notes about their performance. • Anything else that would be considered "above and beyond" meeting 2 – Competent. <p>DSI Note:</p>
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10. Emotional Learning Environment

Criteria: Enthusiasm, respect, rapport, empathy. **Active listening – the listener fully concentrates, understands, responds and then remembers what is being said. Includes both verbal and nonverbal communication.**

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<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> <ul style="list-style-type: none"> • Communication between instructor and student clearly showed an equal partnership in learning. • Anything else that would be considered “above and beyond” meeting 2 – Competent. <p>DSI Note:</p>

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