



# Classroom Evaluation Rubric

Instructor Trainer (Class 5)

DRIVING SCHOOL NAME	DTC#	TRAINER(S)	DATE(S)
ICBC EVALUATOR(S)		PURPOSE OF ASSESSMENT <input type="checkbox"/> New Trainer <input type="checkbox"/> Requalification <input type="checkbox"/> Pilot <input type="checkbox"/> Other: _____	

## 1. Lesson content and trainer knowledge

Criteria: • Appropriate • Complete • Connected • Correct • Relevant

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<p>Trainer displayed poor knowledge in many aspects of driver training, teaching and learning, vehicle knowledge and control, or safe driving practices.</p> <p>Lesson contained significant content error.</p> <p>Significant or key information was inappropriate for the ICs' background and level of development.</p> <p>Information provided was completely insufficient for the lessons being taught.</p>	<p>Trainer lacked knowledge in some aspects of driver training, teaching and learning, vehicle knowledge and control, or safe driving practices.</p> <p>Lesson contained minor content error.</p> <p>Some information was inappropriate for the ICs' background and level of development.</p> <p>For some portions, the content was insufficient for the lessons being taught.</p>	<p>Trainer displayed an adequate level of knowledge in all aspects of driver training, teaching and learning, vehicle knowledge and control, and safe driving practices.</p> <p>Content was complete and correct, and appropriate for the ICs' knowledge and experience.</p> <p>Information was sufficient for the lessons being taught.</p>	<p>Trainer displayed a superior depth and breadth of experience and knowledge in all aspects of driver training, teaching and learning, vehicle knowledge and control, and safe driving practices.</p> <p>Trainer made full connections between the information and its use including how, why, and when it is used.</p> <p>Prompted ICs' curiosity for learning beyond the required content.</p> <p>DSI Note</p>

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## 2. Emotional learning environment

Criteria: • Empathy • Enthusiasm • Rapport • Respect

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<p>Trainer was negative, inappropriate, or insensitive (i.e., sarcasm or put-downs; cultural, racial, sexist, ageist, personal comments).</p> <p>Displays poor listening skills (i.e., interrupts or talks over the ICs).</p> <p>Displayed no enthusiasm for the subject or for teaching, characterized by dull voice and speech, and low energy.</p>	<p>Trainer was generally appropriate, but showed occasional displays of insensitivity or lack of responsiveness to the ICs' culture or level of development.</p> <p>Listening skills varied from poor to good.</p> <p>Displayed enthusiasm to varying degrees. Energy level had variations from high to low.</p>	<p>Trainer's communication was polite and respectful, and appropriate.</p> <p>Used ICs' names.</p> <p>Listened well.</p> <p>Enthusiastic, positive, and encouraging with friendly, interested tone of voice, body language, and eye contact.</p> <p>Showed empathy for ICs' learning challenges.</p>	<p>In addition to <b>competent</b> column:</p> <p>Communication showed an equal partnership in learning with the ICs.</p> <p>Inquired about an IC's emotional state and addressed issues or concerns in a very supportive way.</p> <p>Created a teamwork atmosphere between the ICs ensuring that all ICs, regardless of background or ability, felt supported and part of the group.</p> <p>Ensured group dynamic issues were discussed in an open, supportive way.</p> <p>DSI Note</p>

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## 3. Physical classroom environment

Criteria: • Classroom (or shop) comfort and set-up • Instructional aids used by the trainer or provided to the ICs

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<p>Classroom was uncomfortable such that many students may have had difficulty learning (i.e., light, temperature, smells, noise, too crowded).</p> <p>Classroom set-up or equipment was completely inappropriate for the activities.</p> <p>Instructional aids detracted from lesson.</p>	<p>Classroom was somewhat uncomfortable (some students may have had difficulty learning).</p> <p>Classroom set-up or equipment was somewhat inappropriate for the activities (where an adjustment would have enhanced the learning).</p> <p>Instructional aids were used poorly.</p>	<p>Classroom was bright, comfortable and appropriate for all students to learn (i.e., ample space for activities conducted).</p> <p>The classroom set-up and equipment supported the learning activities.</p> <p>Instructional aids were appropriately and effectively used.</p>	<p>In addition to <b>competent</b> column:</p> <p>Classroom accommodated students with special needs (if required).</p> <p>Students contributed to the use or adaption of the classroom set-up to advance learning.</p> <p>Used many and varied instructional aids that greatly enhanced the lesson, including excellent use of technology.</p> <p>DSI Note</p>

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## 4. Lesson structure

Criteria: • Balance of lesson portions and activities • Sequencing and pace of instruction • Use of instructional time

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<p>The lesson had no apparent structure or logical sequencing with the trainer appearing to make it up along the way.</p> <p>Used time poorly with many portions being too long or too short to be effective.</p> <p>Pace of the lesson was too slow (clearly boring ICs), or too rushed (clearly overwhelming them).</p> <p>No regard for the planned schedule.</p>	<p>The lesson had some structure but was poorly planned or fuzzy (beginning, middle, or end not clear).</p> <p>Some portions were poorly sequenced.</p> <p>Some portions were too long or too short to be effective.</p> <p>Portion of the lesson was too slow or rushed.</p> <p>Started or finished early or late due to poor planning or organization.</p>	<p>The lesson included a clear beginning, middle, and end.</p> <p>Information and activities were logically sequenced.</p> <p>Time for lesson portions was reasonable, with the trainer adjusting timing as needed.</p> <p>Pace of the lesson was appropriate, providing the ICs with the time needed to engage with the content.</p> <p>Overall time for the lesson was appropriate for the training delivered.</p>	<p>In addition to <b>competent</b> column:</p> <p>The lesson, and each distinct part of the lesson, included a clear beginning, middle and end.</p> <p>The lesson was very well structured and sequenced with the trainer clearly linking information to other learning.</p> <p>Used time masterfully – perfect balance start to end.</p> <p>Pace of the lesson allowed the ICs the time needed to engage with each other, reflect upon their learning, and to consolidate their understanding.</p> <p>DSI Note</p>

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## 5. Clarity

Criteria: • Demonstrations • Directions • Examples and stories • Explanations • Introduction • Language • Reviews • Summaries

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<p>Topic of the lesson not clear.</p> <p>Explanations and directions were very unclear and disjointed (started, stopped, repeated, “I forgot to mention”, etc.)</p> <p>Used irrelevant anecdotes that detracted from the lesson.</p> <p>Used phrasing and vocabulary that were too complex for the IC level.</p> <p>Didn’t use examples when they were clearly needed.</p> <p>Was very vague — makes you wonder “What are they talking about?”</p> <p>Teaching demonstration, if used, was poor.</p>	<p>Stated topic or activity but no clear objective or why it’s important.</p> <p>Didn’t summarize learning.</p> <p>Explanations and directions were reasonable but required clarification.</p> <p>Used words that most ICs would be able to understand, but some new terminology wasn’t clear.</p> <p>Was occasionally vague when explaining information.</p> <p>Used examples but some were not clear, appropriate, or relevant.</p> <p>Teaching demonstration, if used, contained minor errors in technique or information.</p>	<p>Gave overall agenda.</p> <p>Explained objective of the lesson and why it is important to learn.</p> <p>Summarized the learning.</p> <p>All directions and procedures were explained clearly.</p> <p>Language was clear and correct, and vocabulary was appropriate.</p> <p>Used good examples, when appropriate.</p> <p>Helped the ICs clarify their thoughts and ideas as needed.</p> <p>Teaching demonstration, if used, was clear and displayed good teaching techniques and correct information.</p>	<p>ICs participated in establishing goals or objectives for the lesson, as appropriate.</p> <p>Motivated ICs by linking content to what is already known, classroom learning and real situations.</p> <p>Used stories and examples to inspire ICs.</p> <p>ICs summarized key ideas.</p> <p>Language was expressive and new terminology was well defined.</p> <p>ICs and trainer together, clarified thoughts and ideas.</p> <p>Teaching demonstration, if used, was masterful.</p> <p>DSI Note</p>

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## 6. Involvement

Criteria: • Asking questions • Creating discussion • Encouraging questions

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<p>Asked no questions or the questions were of low mental challenge (i.e., closed-questions).</p> <p>Didn't give ICs time to think about and answer questions asked (i.e., trainer answered own questions).</p> <p>Provided no opportunity (or only at the end) for ICs to ask questions.</p> <p>Brushed aside or ignored ICs' questions.</p> <p>Stifled discussion.</p>	<p>Asked some questions to promote thinking and understanding, but with no or limited follow-up.</p> <p>Provided limited opportunity for ICs' questions.</p> <p>Has limited repertoire of questioning techniques.</p> <p>Missed opportunity for asking good questions or creating discussion.</p>	<p>Posed some questions that promoted ICs' thinking and understanding, and followed-up on answers by probing for more.</p> <p>Encouraged IC questions and responded appropriately (i.e., turning question back to the ICs, if appropriate).</p> <p>Created interactive student-student discussion or activities, facilitated effectively, and gave over control when appropriate.</p>	<p>In addition to <b>competent</b> column:</p> <p>Used an extensive repertoire of questioning techniques and prompts (i.e., coaching questions) to challenge the ICs.</p> <p>The ICs asked many questions, initiated topics and discussion and made unsolicited contributions that were very well facilitated by the trainer.</p> <p>DSI Note</p>

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## 7. Strategies and flexibility

Criteria: • Adjusting teaching or lesson • Responding to needs • Variety of strategies

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<p>Rigidly moved through the content and schedule when a change would have improved the lesson or addressed ICs' needs.</p> <p>Used poor instructional strategies.</p> <p>Didn't use or recognize teachable moments that were clearly present.</p>	<p>Attempted to adjust the lesson, when needed, and respond to IC questions with moderate success.</p> <p>Missed a key teachable moment or used teachable moments, if present, ineffectively.</p> <p>Had only a limited repertoire of instructional strategies to draw upon.</p>	<p>Made adjustments to the lesson, as needed, to help ensure objectives were met.</p> <p>Accommodated IC needs, as appropriate.</p> <p>Used teachable moments, if present, to enhance learning.</p> <p>Used a variety of appropriate instructional strategies.</p>	<p>Involved the ICs in making adjustments to the lesson.</p> <p>Anticipated IC needs.</p> <p>Used every key teachable moment to enhance learning.</p> <p>Used an extensive repertoire of instructional strategies.</p> <p>DSI Note</p>

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## 8. Assessment and feedback

Criteria: • Checking for understanding • Coaching • Feedback • Peer assessment • Performance expectations • Pre-assessment • Self-assessment • Tests (if used)

0 – Unsatisfactory	1 – Developing	2 – Competent	2.5 – Distinguished
<p>Didn't check for understanding at appropriate points when it was clearly needed.</p> <p>No feedback to the ICs when it was clearly needed or feedback was ineffective or inaccurate.</p> <p>ICs didn't know if they were being assessed or had no idea of expectations.</p> <p>Missed more than one formal written test procedure.</p>	<p>Inconsistent or weak attempt to check for understanding (i.e., "Do you understand?").</p> <p>Good assessment and feedback opportunities were missed, or were not particularly effective.</p> <p>Feedback to the ICs was inconsistent or confusing.</p> <p>ICs were not clear about performance expectations.</p> <p>Peer assessment, if used, was not very supportive.</p> <p>Missed a formal written test procedure or procedure was poorly carried out.</p>	<p>Pre-assessed IC knowledge.</p> <p>Checked for understanding.</p> <p>Provided quality, timely, positive and appropriate feedback.</p> <p>Used appropriate procedures for formal written tests including:</p> <ul style="list-style-type: none"> <li>• Gave clear test procedures</li> <li>• Space to ensure privacy</li> <li>• Supervised to ensure ICs did their own work</li> <li>• Clarified questions as needed (but didn't help to pass)</li> <li>• Gave reasonable warning before time was up</li> <li>• Reviewed answers, allowing for discussion and debate</li> <li>• Kept test results private.</li> </ul>	<p>In addition to <b>competent</b> column:</p> <p>Assessed ICs' readiness to learn.</p> <p>Coached ICs to identify and correct own errors or weaknesses in a neutral, non-judgmental manner.</p> <p>Provided an excellent, structured process for other ICs to provide good supportive feedback to each other and ensured this enhanced the learning.</p> <p>In addition to formal written tests, used open book or cooperative tests to enhance learning.</p> <p>DSI Note</p>

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