Classroom Instructor Evaluation Rubric

NAME	TOPIC/SCENARIO	ASSESSOR	DATE

1. Classroom environment and set-up

0 - Unsatisfactory	1 - Developing	2 - Competent	2.5 - Distinguished
Learning environment was unsafe or uncomfortable (such that many students may have had difficulty learning). Set-up had students in rows only.	Classroom was somewhat uncomfortable or included distractions (some students may have had difficulty learning). Set-up inhibited student interaction.	Classroom appropriate for all students to learn (i.e., temperature, light, personal space, distractions). Set-up allowed student interaction (groupings or U-shaped — not rows).	In addition to all items in the **competent** column: • Used some locations outside of the classroom to teach theory content.

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2. Instructional aids

- Visual aids
- Other teaching aids

0 - Unsatisfactory	1 - Developing	2 - Competent	2.5 - Distinguished
Used no instructional aids, or aids detracted from lesson.	Missed opportunity to use instructional aid that would have enhanced the learning.	Instructional aid(s) clear and used effectively.	In addition to all items in the **competent** column: • Used multiple and varied high quality visual and other aids that greatly enhanced the lesson.

CHECK AIDS USED

☐ videos/DVD/YouTube   ☐ props/toys   ☐ posters   ☐ simulators   ☐ flip chart   ☐ magazine/newspaper/online articles

☐ graphic organizers   ☐ audio/sounds   ☐ PowerPoint   ☐ odours   ☐ clothing/gear   ☐ other _____

☐ manuals/guides   ☐ tools/equipment   ☐ games   ☐ student creations   ☐ models

☐ workbook   ☐ white/blackboard   ☐ vehicle parts   ☐ photos/pictures   ☐ pamphlets

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3. **Lesson content and instructor knowledge**
   - Control techniques
   - Rules & regulations
   - Safe driving/riding strategies
   - Vehicle knowledge
   - Attitude-related content

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.	Lacked critical knowledge in one area. Some information wrong/outdated (not safety critical). For some portions, the content was insufficient for the lesson being taught.	Adequate knowledge in all content areas. All information was accurate. Information appropriate for student's knowledge/experience. Information sufficient for lesson being taught.	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.
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4. Lesson time and structure

- Use of instructional time
- Balance of lesson portions and activities
- Sequencing and pace of lesson
- Total time (applies to challenge only)

0 - Unsatisfactory	1 - Developing	2 - Competent	2.5 - Distinguished
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 students), or too rushed (clearly overwhelming them). No regard for the planned schedule. Challenges only: less than 45 minutes — more than 15 minutes overtime.	Part of lesson poorly sequenced. Information or activities poorly organized. Two lesson portions too long or too short to be effective. Part of lesson too slow (wasting time) or rushed (not enough work or discussion time). Challenges only: more than ten minutes overtime (no valid reason).	Information and activities well organized and logically sequenced. Time for lesson portions was reasonable. Pace of the lesson provided students with time needed to work and discuss. Challenges only: 45-60 minutes (warn at 60 minutes).	In addition to all items in the **competent** column: - Used time masterfully — perfect balance start to end with any adjustment to timing being seamless.

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5.   Clarity

As demonstrated in:

- Voice/communication
- Intro/objectives & motivation
- Explanations
- Terminology
- Examples
- Summaries

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 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 topic but no clear objectives or why important. Occasionally vague or unclear. Too wordy at times. Some terminology not clear. 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 students explain/analyze why the information is important to learn, and - Had students summarize key information

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6. Teaching strategies and involvement

- Asking good questions
- Encouraging questions
- Creating discussion
- Variety of strategies
- Responding to needs
- Teachable moments (unplanned teaching opportunities)

0 - Unsatisfactory	1 - Developing	2 - Competent	2.5 - Distinguished
Asked no open-ended questions or any questions at all.	Missed opportunity to ask good questions or create discussion.	Created genuine interactive student-student discussion, giving over control when appropriate.	In addition to all items in the **competent** column:
Answered own questions (gave no time for students to answer).	Asked few or mostly simple questions.	Used open-ended questions to promote thinking and understanding.	• Created effective in-depth discussion with students related to attitude, responsibility, or risk, and
No opportunity (or only at the end) for students to ask questions.	No follow-up to student answers. Only occasional "any questions?"	• Gave student time to answer.	• Used an extensive repertoire of instructional strategies and questioning techniques including involving all students in discussion and interactive activities
Brushed aside or ignored questions, answers or comments.	Answers to student questions incomplete or poor.	• Probed for more, as needed.	
Stifled discussion.	Asked off-topic questions.	Asked for student questions and responded appropriately.	
Missed key teachable moments that should have been addressed.	More variety of strategies would have enhanced learning.	Used a variety of instructional strategies.	
	Too instructor-centred	Linked information to past/future.	
	Used teachable moments ineffectively (i.e., comments but no discussion).	Integrated content to practical or at home.	
		Encouraged all students to be involved.	
		Used teachable moments effectively.	

STRATEGIES OBSERVED

- ☐ review
- ☐ discovery learning
- ☐ teachable moments
- ☐ student choice
- ☐ examples/stories
- ☐ visual aids
- ☐ scenario analysis
- ☐ compare/contrast
- ☐ summaries
- ☐ games
- ☐ role play
- ☐ homework
- ☐ posters/artwork
- ☐ lecture/explanation
- ☐ pairs/small group discussion
- ☐ whole class discussion
- ☐ individual activities

QUESTIONING OBSERVED

- ☐ pre-assessment
- ☐ factual/simple
- ☐ probe for more
- ☐ turn questions back
- ☐ analyze (why/how/compare)
- ☐ coaching/guiding
- ☐ other _____

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7. Assessment and feedback

- Pre-assessment
- Checking for understanding
- Giving feedback
- Student self-assessment

0 - Unsatisfactory	1 - Developing	2 - Competent	2.5 - Distinguished
Didn't check for understanding when it was clearly needed. No feedback when needed. Students clearly had no idea of expectations.	No pre-assessment of knowledge. Poor attempt to check for understanding (i.e., only "do you understand?"). Good feedback opportunities were missed. Feedback unclear or confusing.	Asked questions to pre-assess student knowledge/experience of topic. Checked for understanding at appropriate points throughout the lesson. Provided timely, positive, and appropriate feedback to student contributions. Used a variety of assessment methods.	In addition to all items in the **competent** column: - Questioned (coached) students, to allow them to identify own attitudes, beliefs, or motives (student self- feedback).

ASSESSMENT METHOD OBSERVED

☐ Student presentations ☐ Verbal questions ☐ Observation notes ☐ Written quiz / test ☐ Peer assessment
☐ Pre-assessment ☐ Scenario analysis ☐ Student generated questions ☐ Games ☐ other _____
☐ Student demonstration ☐ Muddiest point ☐ Student summaries ☐ Student self-checklists

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8. 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.

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Negative, inappropriate, or insensitive (sarcasm, cultural, racial, sexist, ageist, personal comments, touching). Interrupts or talks over students. No enthusiasm for the subject or for teaching (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. Failed to respect personal space. Listening skills varied. Displayed enthusiasm to varying degrees. No positive comments to students. Humour somewhat inappropriate or not at the students' level. Failed to recognize student's discomfort.	Respectful and culturally appropriate. Used active listening skills. Enthusiastic, positive and encouraging. Showed empathy, as needed. Helped students feel comfortable in the classroom. 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 students showed an equal partnership in learning.

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