



NEW INSTRUCTOR CLASSROOM ASSESSMENT

The use of N/A in scoring represents no opportunity to evaluate that item during the lesson and the final score shall be calculated omitting that item. N/A should not be used as a substitute for zero, when an instructor fails to demonstrate the ability to perform the task.

MOTIVATION: PREPARATION AND STRUCTURING

	INEFFECTIVE 1	2	DEVELOPING 3	4	PROFICIENT 5	Score
Clearly stating goals and objectives	Instructor does not clearly state learning goals and objectives	<i>Approaching Developing</i>	Instructor clearly states learning goals and objectives	<i>Approaching Proficient</i>	Instructor clearly states goals and objectives and explains why they are important to the student	
COMMENTS						
Making the classroom environment conducive to learning	Instructor allows environment impede learning	<i>Approaching Developing</i>	Instructor provides a classroom environment not impeding learning	<i>Approaching Proficient</i>	Instructor provides an environment which promotes learning. All students are accommodated.	
COMMENTS						
Relating subject matter to prior learning	Instructor does not explain related subject matter to prior learning	<i>Approaching Developing</i>	Instructor relates subject matter to content of previous lesson	<i>Approaching Proficient</i>	Instructor connects subject matter to previous lesson, experiences and to future lessons!	
COMMENTS						
Providing reasonable content and materials for the lesson	Instructor chooses content and materials not related to goals of lesson.	<i>Approaching Developing</i>	Instructor chooses content and materials related to goals and appropriate for most students	<i>Approaching Proficient</i>	Instructor chooses content and materials related to goals and appropriate for all students.	
COMMENTS						

PRESENTATION: PRESENTING THE LESSON

	INEFFECTIVE 1	2	DEVELOPING 3	4	PROFICIENT 5	Score
Getting and maintaining rapport with students	Instructor does not try to get rapport with students or instructor attempts are inappropriate e.g. jokes, distracting mannerisms, etc.	<i>Approaching Developing</i>	Instructor maintains minimum level of rapport with students. Example: uses some eye contact and polite humor	<i>Approaching Proficient</i>	Instructor maintains rapport which continues throughout the lesson	
COMMENTS						

Exhibiting knowledge of the content being taught	Instructor does not exhibit knowledge of the content they are teaching	<i>Approaching Developing</i>	Instructor adequately exhibits knowledge of the content being taught and uses correct terminology	<i>Approaching Proficient</i>	Instructor exhibits exceptional knowledge of the content being taught and uses correct terminology	
COMMENTS						

Including appropriate video / visual materials	Instructor does not use video / visuals appropriate for the lesson	<i>Approaching Developing</i>	Instructor effectively uses videos / visuals appropriate for the lesson	<i>Approaching Proficient</i>	Instructor effectively uses visuals appropriate for the lesson and develops discussion around the videos	
COMMENTS						

Managing classroom behavior of students	Instructor shows little or no evidence of classroom control	<i>Approaching Developing</i>	Instructor responds to the atmosphere of classroom and directs students to remain on task	<i>Approaching Proficient</i>	Instructor anticipates the needs of the students and directs students to remain on task	
COMMENTS						

APPLICATION: COACHING THE LESSON

	INEFFECTIVE 1	2	DEVELOPING 3	4	PROFICIENT 5	Score
Encouraging students to apply what they have learned	Instructor does not provide occasions for students to apply knowledge	<i>Approaching Developing</i>	Instructor encourages students to participate in realistic learning activities (e.g. use of open-ended questions).	<i>Approaching Proficient</i>	Instructor uses activities and poses problems and exercises which require a higher level of learning	
COMMENTS						

Providing hands on exercises for students	Instructor does not provide opportunities for hands on exercises or they are inappropriate for student background and skill level	<i>Approaching Developing</i>	Instructor provides for hands on exercises appropriate for most students	<i>Approaching Proficient</i>	Instructor provides for hands on exercises appropriate for all students and activities relate to a real world problem	
COMMENTS						

Monitoring student comprehension of content and providing feedback to students.	Instructor makes little or no attempt to decide if students comprehend or instructor provides no feedback	<i>Approaching Developing</i>	Instructor monitors student comprehension and instructor gives feedback	<i>Approaching Proficient</i>	Instructor monitors student comprehension through a variety of questioning techniques and instructor gives specific feedback	
COMMENTS						

Assigning student activities which relate to the lesson objectives	Instructor does not assign appropriate student activities which relate to lesson objectives	<i>Approaching Developing</i>	Instructor assigns student activities somewhat related to lesson objectives	<i>Approaching Proficient</i>	Instructor assigns appropriate student activities closely related to lesson objectives	
COMMENTS						

EVALUATION: EVALUATING THE LESSON

	INEFFECTIVE 1	2	DEVELOPING 3	4	PROFICIENT 5	Score
Evaluating whether stated objectives are met	Instructor does not assess whether objectives are met or instructor uses evaluation inappropriate for students	<i>Approaching Developing</i>	Instructor assesses whether objectives are met and the assessment is appropriate for students	<i>Approaching Proficient</i>	Instructor assesses whether or not students meet objectives. The assessment is ongoing and appropriate for all students	
COMMENTS						

Communicating evaluation results to students	Instructor does not communicate evaluation results to students in an appropriate manner	<i>Approaching Developing</i>	Instructor adequately communicates evaluation results to students in a timely manner	<i>Approaching Proficient</i>	Instructor adequately communicates evaluation results to students in a timely manner and offers constructive criticism as appropriate	
COMMENTS						

Varying of methods used to assess whether lesson goals and objectives were met	Instructor does not vary the methods of assessing student achievement of lesson goals and objectives	<i>Approaching Developing</i>	Instructor does vary the methods of assessing student achievement of lesson goals and objectives	<i>Approaching Proficient</i>	Instructor varies methods of assessment and attempts to reach goals or objectives not attained during the lesson	
COMMENTS						

Adjusting learning activities to enhance student understanding	Instructor does not adequately adjust learning activities to enhance student understanding	<i>Approaching Developing</i>	Instructor adequately adjusts learning activities to enhance student understanding	<i>Approaching Proficient</i>	Instructor adjusts learning activities to enhance student understanding and relates adjustments to lesson objectives	
COMMENTS						

DRIVER TRAINING CLASSROOM ASSESSMENT TALLY SHEET

DATE	START TIME	END TIME	BREAK TIMES	ENTERPRISE NAME AND #	LESSON TOPIC
TRAINING MANAGER			TM LICENSE #	INSTRUCTOR	
TRAINING MANAGER SIGNATURE			DATE	INSTRUCTOR SIGNATURE	DATE
X				X	

ADD THE SCORES FOR EACH SECTION AND RECORD THE TOTAL FROM EACH SHEET BELOW.	DRIVER TRAINING CLASSROOM OBSERVATION	
Part 1: Motivation Points earned		OBSERVATION / COMMENTS
Part 2: Presentation Points earned		
Part 3: Application Points earned		
Part 4: Evaluation Points earned		
Total Points Earned		
Rubric	0 – 32 Ineffective 33 – 63 Developing 64 – 80 Proficient	