

**DRILL
INSTRUCTIONAL TECHNIQUE
ASSESSMENT RUBRIC**

Instructor: _____
Performance Objective: _____
Period | Classroom: _____
Date: _____

DID THE INSTRUCTOR...	Not Yet 0	Needs Improvement 3	Developing 3-75	Skilled 4-5	Extending 5
1. Review appropriate lesson?	Not set up	Set up, but did not meet the needs of the class	Set up, but non conducive to learning	Planning stages show sound and thorough judgment	Excellent planning and preparation prior to class starting
2. Order squad into a suitable formation?	Not organized	Fairly organized	Well organized	Very well organized	Well laid out; easily accessible
3. State the movements to be taught?	Not stated	Set-up, but not tested	Set-up and tested, no adjustments	Set-up and tested, made required adjustments	Set-up and tested, outlined area for correct positioning of equipment
4. State where this movement is applicable?	Not stated	Not stated clearly	Stated but mundane	Clear and well stated	Clearly stated with enthusiasm
5. State the reasons for learning this movement?	Not stated	Not stated clearly	Stated but mundane	Clear and well stated	Clearly stated with enthusiasm
6. State the requirement for the PC?	Not stated	Not stated clearly	Stated but mundane	Clear and well stated	Clearly stated with enthusiasm
DEMONSTRATION					
7. Demonstrate the complete movement?	Not demonstrated	Demonstrated incorrectly			Correctly demonstrated
8. Call out the time during the demonstration?	Not completed	Timings are incorrect			Timings are correct
9. Demonstrate the movement from three angles?	Not completed	Demo from two angles			Fully completed
10. Demonstrate the complete movement in squads?	Not completed	Squads are incorrect			Correctly demonstrated
EXPLANATION					
11. Explain the movement in stages?	No	Few stages are explained	Some stage are explained	All stages are explained, but some are incorrect.	All stages explained correctly.
12. Give clear and concise explanations?	Confusing word choice	Explanations too long or short	Most explanations were clear and concise	Very good explanations that make an impact	Excellent explanations real world related
13. Emphasize the important points?	Not emphasized	Stressed some key points	Stressed key points completely	Stressed key points successfully	Stress key points using various methods
14. Deliver the information in a logical sequence?	No		Few items are misplaced		Information delivered in a completely logical order
15. Proceed at the level of trainee comprehension?	No	Lower level or higher level	Proceeded too quickly or to slowly through stages of the lesson	Progressed at an effective rate	Progressed at steady rate reviewing when necessary
16. Provide opportunity for trainee questions?	No	Insufficient opportunities provided to trainees to ask questions	Adequate opportunities provided to trainees to ask questions	Opportunities provided to trainees throughout lesson and at appropriate times	Maximal opportunities provided to trainees to ask questions
17. Answer questions?	No	Answered incorrectly	Answers are somewhat correct	Answers are correctly delivered	Questions answered with ease and confidence
18. Briefly confirm understanding after each stage?	No	More than half of stages were not confirmed	More than half of stages were confirmed, but not all	All stages confirmed	All stages were confirmed with creative and effective activities
EXECUTION					
19. Allot appropriate time for practice of movement in parts?	No	Inappropriate practice time allocated	Satisfactory practice time allotted	Effective practice time allotted	Maximum practice time allotted
20. Allot appropriate time for practice of complete movement?	No	Inappropriate practice time allocated	Satisfactory practice time allotted	Effective practice time allotted	Maximum practice time allotted
21. Allot appropriate time for individual practice?	No	Inappropriate practice time allocated	Satisfactory practice time allotted	Effective practice time allotted	Maximum practice time allotted
22. Allot appropriate time for collective practice?	No	Inappropriate practice time allocated	Satisfactory practice time allotted	Effective practice time allotted	Maximum practice time allotted
REPETITION					
23. Repeat the movement - Instructor calling time	None used	Creative but not appropriate	Creative, but too short or long	Creative and promotes learner feedback	Unique and encourages learner ideas
24. Repeat the movement - Squad calling out time	No	Ineffectively administered	Administered, somewhat weak in areas	Effectively administered	Maximizes time allotment
25. Confirm the main point of the lesson?	No	Delivered with confusion	Delivered with minor difficulties	Effectively delivered	Precisely delivered
26. Inform cadets of results and progress?	No	Some feedback given	Focused only on negative or positive points	Feedback adequately reflects progress	Feedback delivered in an effective manner
PERFORMANCE CHECK					
27. Conduct a collective and practical test?	No	Inappropriate PC check	PC check did not measure learning of trainees	Appropriate but not collective PC check	Constructive and collective PC check
28. Give feedback to cadets on their performance?	No	Inappropriate feedback	Too much emphasis on negative / positive points	Good balance of good and bad points, but not accurate	Feedback accurately reflected performance
CONCLUSION					
29. Restate the aim of the lesson?	Not stated	Stated without emphasis	Effectively stated	Enthusiastically stated	Clearly and concisely stated
30. Summarize the main points?	No	Not all key points covered	Key points covered without enthusiasm	Stressed key points	Restarted key points with enthusiasm
31. Provide a remediation?	No	Completed, but too short or too long	Effective remediation	Clearly and firmly stated	Feedback delivered in effective manner
WRITTEN LESSON PLAN					
32. Match information with TP and References	No				Yes
33. Use an appropriate lesson plan format?	No				Yes
34. Divide main teaching points into stages?	No				Yes
35. Include confirmation at the end of each stage?	No				Yes
36. Include an end of lesson test / activity?	No				Yes
37. Make a neat and legible lesson plan?	No				Yes
38. Use the lesson plan effectively?	Did not refer to lesson plan	Too dependent on lesson plan	Appropriately uses lesson plan	Uses lesson plan to confirm each stage	Uses lesson as a reference tool only ensuring success
OVERALL EFFECTIVENESS					
39. Maintain order and class control?	No	At times	Maintains order and discipline throughout	Effective supervision	Supervises firmly and fairly
40. Maintain good bearing and deportment?	No	At times	Maintained throughout lesson	Professional standards met during entire lesson	Displays high standards
41. Give personal correction throughout entire class?	No	At times	Personal correction given most of the time	Personal correction given consistently	Given effectively to ensure trainee understanding
42. Speak clearly and audibly?	No	At times	Audible throughout the lesson	Concise and clear through entire lesson	Polished and confident speaker
43. Amount of eye contact?	No	Focused on one area of the classroom	Good eye contact as lesson progressed	Appropriate level of eye contact used	Eye contact used to maintain attention throughout lesson
44. Act professionally? (firm, fair, friendly)	No		Overly friendly or firm	Good balance of firmness and approachability	Positive presence and approachable

45. Finish lesson within the time parameters?	Not finished within time parameters	10 minutes plus or minus timings	Timings met but lesson rushed	Timings met; appropriate timings on each stage	Precise timings were met
46. Avoid controllable distracting mannerisms	No	Mannerisms became distracting	Very few mannerisms visible	Effective ability to control mannerisms	No distracting mannerisms visible
47. Give feedback to cadets (praise or correction)?	None given	Some feedback given	Exhaustive feedback given, either positive or negative	Feedback adequately reflects performance	Creative delivery of feedback emphasizing strong points
48. Use appropriate vocabulary?	Vocabulary choice limited	Overuse of certain words	Appropriate word choice	Age appropriate vocabulary	Sophisticated and age appropriate
49. Display self-confidence?	No	Too dependent on lesson plan	Confident during portions of lesson	Confident and at ease in front of class	Inspires respect from learners
50. Display military presence & bearing?	Not observed	Inconsistently observed	Observed	Consistently observed	Displayed dominantly
Column Totals (# of items)					
Subtotal					
				TOTAL MARK	/ 250

Positive aspects of the Lesson	Delivery of Instruction	Points to Develop
Comments on Instructional Guide		
Comment on Use of Training Resources / Instructional Media Comments on use of What training aids were used, were they effective/ineffective, and why?		
End of Lesson Confirmation / Test / Activity		
Action Plan		
Follow-up		

EVALUATOR SIGNATURE: _____
DATE: _____

INSTRUCTOR SIGNATURE: _____
DATE: _____