



Commercial Transport Truck Instructor  
**ASSESSMENT GUIDE**



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As a national, non-profit organization, Trucking HR Canada (THRC) advances modern HR solutions for the trucking and logistics workforce. One of our strategic priorities is to make a company's job easier by delivering a comprehensive collection of up-to-date guides, reports, templates and more to support effective human resources management and recruitment and retention efforts.

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## BACKGROUND

Trucking HR Canada (THRC) publishes a National Occupational Standard for Commercial Transport Truck Instructor (NOS-I). The NOS-I defines the knowledge, skills, and abilities ("competencies") required for the various occupations that instruct, train, coach, and mentor transport truck operators.

This document is a supplemental resource to the NOS-I.

THRC has a suite of supplemental resources pertaining to commercial transport truck operators and instructors. Visit [truckinghr.com](http://truckinghr.com) to access them all.

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# TABLE OF CONTENTS

<b>Purpose of this guide</b>	<b>1</b>
<b>Who can use this guide</b>	<b>1</b>
<b>How to use this Guide</b>	<b>1</b>
<b>Part 1 – Assessment Methods</b>	<b>2</b>
<b>Part 2 – Assessment Templates</b>	<b>4</b>
<b>Classroom Instruction</b>	<b>6</b>
Classroom Learning Setting and Environment ( <i>Does not accrue to the instructor</i> )	6
Classroom Instructor Assessment Category 1: Management of learners in classroom	7
Classroom Instructor Assessment Category 2: Management of classroom learning resources	8
Classroom Instructor Assessment Category 3: Management of classroom teaching time	8
Classroom Instructor Assessment Category 4: Management of classroom lesson plans	8
Classroom Instructor Assessment Category 5: Leading classroom learning	9
Classroom Instructor Assessment Category 6: Portraying a positive image in the classroom	9
Classroom Instructor Assessment Category 7: Effectiveness of verbal delivery in the classroom	10
Classroom Instructor Assessment Category 8: Effectiveness of non-verbal communication in the classroom	11
Classroom Instructor Assessment Category 9: Effectiveness of classroom delivery techniques	12
Classroom Instructor Assessment Category 10: Validation of learning progress in the classroom	13
<b>Practical Instruction</b>	<b>14</b>
Training vehicle conditions ( <i>Does not accrue to the instructor</i> )	14
Yard training space ( <i>Does not accrue to the instructor</i> )	14
On-road training route ( <i>Does not accrue to the instructor</i> )	15
Practical Instructor Assessment Category 1: Portraying a positive image	15
Practical Instructor Assessment Category 2: Instructor-learner engagement	16
Practical Instructor Assessment Category 3: Management of teaching time	17
Practical Instructor Assessment Category 4: Instruct vehicle inspection	17
Practical Instructor Assessment Category 5: Instruct tractor-trailer coupling	19
Practical Instructor Assessment Category 6: Instruct tractor-trailer uncoupling	20
Practical Instructor Assessment Category 7: Instruct straight truck offset backing	21
Practical Instructor Assessment Category 8: Instruct straight truck angle backing	22
Practical Instructor Assessment Category 9: Instruct tractor-trailer offset backing	23
Practical Instructor Assessment Category 10: Instruct tractor-trailer angle backing	24
Practical Instructor Assessment Category 11: Instruct on-road driving	25



## PURPOSE OF THIS GUIDE

This document describes methods for assessing the effectiveness of instructors, trainers, mentors, and coaches delivering classroom and practical instruction to commercial transport truck operators.

This document is a supplement to the National Occupational Standard for Commercial Transport Truck Instructor (NOS-I).

## WHO CAN USE THIS GUIDE

This guide is designed to be used by employers, managers, and administrators of commercial transport truck instructors, trainers, mentors, and coaches.

## HOW TO USE THIS GUIDE

**Review Part 1** – Assessment Methods to determine how you would like to assess your instructor(s).

**Review Part 2** – Assessment Template outlines the metrics for assessing your instructor(s) as well templates for performing observational assessments.

If you have questions or are interested in more information, contact THRC [info@truckinghr.com](mailto:info@truckinghr.com)



# PART 1 – ASSESSMENT METHODS

In this document the term “instructor” applies broadly and includes persons who mentor, coach, train, and assess commercial transport truck operators.

An instructor should be assessed regularly to ensure they are effectively teaching operators and to review their knowledge and performance.

A mix of assessment methods are often used to effectively assess an instructor’s competencies.

**Select the methods that will work for your training programs:**

## Observational Assessment

Conducting an observational assessment requires a knowledgeable person to attend while an instructor performs in either a classroom, yard, or on-road setting. The observer makes notes according to criteria listed in *Part 2* of this guide – *Assessment Templates*.

Observational assessments can also include input from learners about their learning experience through an interview or survey. Learners can be asked to volunteer or selected to provide their input. Not everyone needs to participate but ideally an assessor would connect with more than one learner as the experience of each could be different.

## Interview-based Assessment

An interview-based assessment is an interview between the assessor and the instructor where the assessor asks questions to verify the instructor’s knowledge of various topics and teaching methods. The knowledge competencies sections of the National Occupational Standard for Commercial Transport Truck Instructor (NOS-I) section *1.A 4* to *1.A 9* guide interview-based assessments and include many of the listed competencies that include the verb “describe.” Interview content is not included in this guide.

## Knowledge-test Assessment

A knowledge test can be used to confirm an instructor’s understanding of the competencies listed in this guide. Competencies suitable for test-based assessment are listed in the National Occupational Standard for Commercial Transport Truck Instructor (NOS-I) Knowledge competencies sections *1.A 1* to *1.A 3*, *1.B 1*, and *1.B 2*. Knowledge test questions are not included in this guide.



## Performance-based Assessment

Gather feedback from those managing the training and from those being taught by the instructor over a longer period without observing the instructor's activities for performance-based assessment. This allows for flexibility between different training facility and company requirements. Competencies suitable for performance-based assessment are listed in the National Occupational Standard for Commercial Transport Truck Instructor (NOS-I), Knowledge competencies sections *1.B 3* to *1.B 5*, *2.A 1* to *2.A 10*, and *2.B 1* to *2.B 12*.

## Document-based Assessment

Document-based assessments should be part of all instructor assessments. Review the documents instructors regularly fill in during training (e.g., road test driver evaluations) to ensure they are consistently completed and that the feedback is appropriate and aligns with what is required of the operator. Document-based assessments should be included as part of performance-based assessments. Content for a document-based assessment is not included in this guide.



## PART 2 – ASSESSMENT TEMPLATES

This section includes lists of criteria to help you conduct observational assessments of your instructor(s).

### Using the templates

The following templates have been designed to help assessors score instructor performance and capture the results in a standardized manner.

This section is organized into tables listing assessment criteria and a description of one or more possible incidents or items that represent less than ideal performance. Count the number of times an observation is made and place the number in the Frequency space. The overall assessment is the total of the scorable items or incidents. Scorable items or incidents should be described in the comments section, using examples when appropriate.

Capturing this type of information not only helps the assessor understand what the instructor knows and can do, but also helps the assessor provide the instructor with constructive feedback. The assessor can go back to their comments, describe the incident, and talk through what the instructor should know or be able to do in the future.

**The templates have been divided into two and cover the following groups of objectives:**

Classroom Instruction
<b>LEARNING SETTING AND ENVIRONMENT</b>
Management of learners in classroom
Management of classroom learning resources
Management of classroom teaching time
Management of classroom lesson plans
Leading classroom learning
Portraying a positive image in the classroom
Effectiveness of verbal delivery in the classroom
Effectiveness of non-verbal communication in the classroom





LEARNING SETTING AND ENVIRONMENT
Effectiveness of classroom delivery techniques
Validation of learning progress in the classroom

Practical Instruction
TRAINING VEHICLE CONDITION
Yard training space
On-road training route
Portraying a positive image
Instructor-learner engagement
Management of teaching time
Instruct vehicle inspection
Instruct tractor-trailer coupling
Instruct tractor-trailer uncoupling
Instruct straight truck offset backing
Instruct straight truck angle backing
Instruct tractor-trailer offset backing
Instruct tractor-trailer angle backing
Instruct on-road driving

You will notice that the first criteria tables in each section are assessments of the learning setting (classroom or vehicle).

While facility and vehicle concerns may not directly impact the assessment of the instructor’s performance, the assessment criteria can restrict instructor effectiveness. This is true for classroom, vehicles, and yard space used for training. Any identified items or incidents should be discussed with facility management and the instructor.



## Classroom Instruction

### Classroom Learning Setting and Environment

*Does not accrue to the instructor.*

ASSESSMENT CRITERION	OBSERVATION (FACILITY)	FREQUENCY	COMMENTS
Each learner has space for their materials	One or more learners expresses concern about not having enough room to lay out and utilize the materials they are learning from.		
Each learner has a comfortable seat	One or more learners show signs or expresses concern with their seat comfort or it is obvious that seating is not reasonably suitable.		
Each learner has adequate personal space	A learner show signs or expresses concern with being so close together that they are uncomfortable.		
Space has good lighting	A learner show signs or expresses concern with poor lighting or it is obvious that lighting is not at a reasonable level suitable for learners. E.g.: inoperative		
Space complies with fire and safety codes	Learners are being taught in a space that has not been approved as meeting fire and/or safety code requirements.		
Classroom layout engages learners	The layout of the classroom makes it difficult for learners to engage with the instructor, the delivery resource, or to participate in the learning.		
Learners know emergency procedures/exits	One or more learners has not been briefed on the relevant/required emergency procedure or exit.		
Comply with room occupancy limit	A room occupancy limit is exceeded.		
Room temperature is comfortable	Room temperature is at an appropriate setting.		
Accommodation is available for special learner needs	A learner with special learning needs that the school is reasonably able to accommodate is not receiving the required accommodation.		



## Classroom Instructor Assessment Category 1: Management of learners in classroom

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
1.1	Learners act respectfully	One or more incidents of learners acting disrespectfully toward each other, the school, or the instructor is observed, and no action is taken by the instructor.		
1.2	Address learners by name	The instructor acts impersonally toward learners in a way that makes a learner feel uncomfortable.		
1.3	Calm and positive atmosphere	The instructor acts rudely, emotionally, or aggressively toward learners in a way that makes a learner feel uncomfortable.		
1.4	Develop personal engagement	The instructor displays signs of not caring whether learners are learning or not.		
1.5	Attentive to learner reaction			
1.6	Develop rapport with learners	The instructor fails to engage with learners, negatively impacting their ability to deliver learning.		
1.7	Know about learner occupational objectives	The instructor fails to include information that helps learners understand how learning content is relevant to their occupational success.		
1.8	Respect cultural sensitivities	The instructor displays hostility or insensitivity toward a learner or their culture.		
1.9	No discrimination, harassment, insensitivity	The instructor exhibits behaviour that can be interpreted as harassing, discriminatory, or insensitive.		
1.10	Promote sharing of experiences	The instructor unreasonably stifles learner input that seems relevant or helpful, when there is adequate time.		
1.11	Promote controlled discussion	The instructor unreasonably terminates learner discussion on the topic being taught when time is available for discussion.		
1.12	Discourage profanity	The instructor fails to respond to profanity from learners when it is known to, or likely to, make another learner uncomfortable.		



### Classroom Instructor Assessment Category 2: Management of classroom learning resources

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
2.1	Provide required learning materials	The instructor fails to provide learning materials to a learner.		
2.2	Use current audio-visual equipment	The instructor fails to use the a/v supplied by the school or uses it incorrectly.		
2.3	Proper set up of audio-visual equipment	The instructor sets up a/v equipment in a way that hinders a learner.		

### Classroom Instructor Assessment Category 3: Management of classroom teaching time

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
3.1	Start and end lessons on time	Actions or inaction by the instructor causes a lesson to start late or end early.		
3.2	Cover material in each lesson	The instructor fails to deliver an item of a lesson plan.		
3.3	Use time markers* to pace delivery	Teaching time is off-schedule because time markers are not used.		
3.4	Control discussion	The instructor allows excessive discussion to delay lesson delivery.		
3.5	Meet lesson objectives	The instructor fails to deliver a lesson objective.		

\* A note or other method used to ensure the instructor is advancing through a lesson at the desired pace.

### Classroom Instructor Assessment Category 4: Management of classroom lesson plans

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
4.1	Review/prepare lesson before delivery	The instructor displays behaviour that indicates they failed to prepare for a lesson before delivery.		
4.2	Keep discussion and questions on topic	The instructor has trouble preventing discussion from veering off topic.		
4.3	Repeat important principles and information	The instructor fails to emphasize important parts of a lesson.		
4.4	Achieve lesson's learning outcomes	The instructor fails to achieve a learning outcome for the lesson.		



### Classroom Instructor Assessment Category 5: Leading classroom learning

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
5.1	Be the trainer rather than a peer or a friend	The instructor is noticeably unfriendly toward one or more learners while being friendly toward others.		
5.2	Use professional vocabulary	The instructor uses unprofessional terms.		
5.3	Guide learner occupational objectives	The instructor fails to link the content being taught to how it applies in the occupation.		
5.4	Be approachable	A learner expresses difficulty in approaching the instructor for help, concerns, or suggestions.		
5.5	Share information	A learner expresses concern with the instructor not sharing relevant information, or of withholding relevant information.		

### Classroom Instructor Assessment Category 6: Portraying a positive image in the classroom

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
6.1	Follow training facility dress code	The instructor fails to follow training facility dress code.		
6.2	Maintain suitable personal hygiene	The instructor's personal hygiene causes concern.		
6.3	Demonstrate honesty and integrity	The instructor acts in a dishonest manner or displays contempt for the training facility or the occupation.		
6.4	Avoid profanity	The instructor uses profanity that makes another person uncomfortable.		



## Classroom Instructor Assessment Category 7: Effectiveness of verbal delivery in the classroom

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
7.1	Organize thoughts before speaking	Instructor appears disorganized, interfering with effective teaching.		
7.2	Use proper grammar/professional language	The instructor uses poor grammar or unprofessional terms.		
7.3	Project to all learners	A learner expresses concern with having difficulty hearing the instructor, or it is noticeable that some learners have difficulty hearing.		
7.4	Speak with enthusiasm	The instructor's delivery method makes it difficult for learners to engage with what is being taught.		
7.5	Avoid sounding angry or bored	The instructor expresses unwarranted anger or displays boredom.		
7.6	Speak clearly and enunciate words	The instructor's verbal delivery is difficult to understand.		
7.7	Avoid excessive or redundant words or phrases	The instructor uses excessive words or redundant terms, words, or phrases, that are detrimental to learning.		
7.8	Avoid speaking too quickly or too slowly	A learner expresses concern that the instructor's speaking pace is detrimental to learning or problematic speaking pace is observed.		
7.9	Repeat when necessary	The instructor fails to repeat relevant information when asked.		
7.10	Avoid profanity	The instructor uses language that a learner finds profane or is generally considered profane.		



## Classroom Instructor Assessment Category 8: Effectiveness of non-verbal communication in the classroom

**Note:** Before the assessment, the instructor should make the assessor aware of any unique non-verbal communication taking place that may affect the assessment (e.g., instructor has an eye impairment that makes assessing direct eye contact challenging). In these circumstances, the instructor would inform the assessor, have a policy for informing learners or the instructor as appropriate, and have methods in place to support and monitor training as required.

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
8.1	Face learners when speaking	The instructor fails to appear to be talking directly to learners or avoids certain learners.		
8.2	Listen when learners speak	The instructor fails to engage with a learner who is asking a question, adding to a discussion, or trying to contribute, when there is time for such involvement.		
8.3	Allow learners to speak freely in time limit	The instructor fails to allow a learner to ask a question, add to a discussion, or try to contribute, when there is time for such involvement.		
8.4	Make eye contact with learners	The instructor fails to appear to be talking directly to learners or avoids certain learners.		
8.5	Display active interest in learners	The instructor displays antipathy toward one or more learner.		



## Classroom Instructor Assessment Category 9: Effectiveness of classroom delivery techniques

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
9.1	Introduce what will be taught	The instructor fails to orient learners about what is being taught.		
9.2	Engage with learners while speaking	The instructor makes a learner feel alienated.		
9.3	Confirm learners remain engaged	The instructor's delivery is hard to follow, and learners are observed disengaging.		
9.4	Vary delivery pace to maintain interest	The instructor's monotonous delivery pace causes learner disengagement.		
9.5	Move around to keep learners engaged	The instructor's lack of movement causes learner disengagement.		
9.6	Explain the importance of material	The instructor fails to point out the importance of what is being taught.		
9.7	Use inclusive language (ethnic/culture)	The instructor uses exclusionary language that makes a learner uncomfortable.		
9.8	Provide learners with appropriate breaks	The instructor fails to provide breaks according to training facility policy.		
9.9	Use visual imagery and anecdotes	The instructor fails to include visual imagery or anecdotes to help learners understand.		
9.10	Use alternate explanations for difficult topics	The instructor refuses or fails to use an alternate explanation for a topic a learner finds difficult.		
9.11	Use multi-media resources	The instructor fails to use multi-media resources according to training facility policy.		
9.12	Relate appropriate personal experiences	The instructor fails to include personal experiences to help learners understand.		
9.13	Pause appropriately	The instructor fails to pause delivery when it is appropriate and helpful for learners to understand.		
9.14	Encourage learner involvement	The instructor fails to appropriately involve learners in learning activity.		
9.15	Interact with learners to verify progress	The instructor fails to interact with learners to ensure content is effectively being learned.		





**Classroom Instructor Assessment Category 10: Validation of learning progress in the classroom**

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
<b>10.1</b>	Administer review exercises and quizzes	The instructor fails to administer review exercise or quizzes according to training facility policy.		
<b>10.2</b>	Review and/or mark exercise and quiz results	The instructor fails to follow training facility policy for reviewing or marking exercise or quiz results.		



## Practical Instruction

### Training Vehicle Condition

*Does not accrue to the instructor.*

ASSESSMENT CRITERION	OBSERVATION (FACILITY)	FREQUENCY	COMMENTS
Vehicle represent what is used in workplaces	A vehicle's age or type is not typical of what is used in workplaces (includes truck, tractor, or trailer).		
Vehicle comply with registration and insurance requirements	A vehicle's registration or insurance is incorrect or invalid.		
Required inspection and maintenance is performed	A vehicle has defects.		
Systems and components remain operational	A vehicle has a component or system needed for training that is not operational.		
Vehicle is clean, presentable, and comfortable	A vehicle is dirty, cluttered, or uncomfortable in a way that deters learning.		
Vehicle is available and operational for lessons	A vehicle or a replacement is not available when required for lesson delivery.		

### Yard Training Space

*Does not accrue to the instructor.*

ASSESSMENT CRITERION	OBSERVATION (FACILITY)	FREQUENCY	COMMENTS
Use of space is authorized	Training is conducted in a yard that has not provided specific permission to allow training of drivers.		
Space is large enough	Training is conducted in a yard that is not large enough to perform the maneuvers or tasks of a lesson.		
Space is representative of workplace	Training is conducted in a yard that does not have similar features to yards used for trucking operations.		

### On-Road Training Space

*Does not accrue to the instructor.*

ASSESSMENT CRITERION	OBSERVATION (FACILITY)	FREQUENCY	COMMENTS
Has adequate length	Road training route is too short for learning.		
Has typical traffic	Road training route does not have enough traffic for driver to learn effectively.		
Includes intersections and turns	Road training route does not have enough intersections or turns for driver to learn effectively.		
Includes entering and departing industrial facilities	Road training route does not include adequate exposure to driving into, through, or out of industrial facilities.		

### Practical Instructor Assessment Category 1: Portraying a positive image

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
1.1	Follow training facility dress code	The instructor fails to follow training facility dress code.		
1.2	Use PPE when appropriate	The instructor fails to properly use PPE, require learners to use PPE, or respond when a learner fails to use PPE according to the policy of the training facility.		
1.3	Maintain suitable personal hygiene	The instructor's personal hygiene causes concern.		
1.4	Demonstrate honesty and integrity	The instructor acts in a dishonest manner or displays contempt for the training facility or the occupation.		
1.5	Avoid profanity	The instructor uses profane language that makes another person uncomfortable.		



## Practical Instructor Assessment Category 2: Instructor-learner engagement

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
2.1	Develop personal engagement	The instructor displays signs of not caring whether learners are learning or not.		
2.2	Attentive to learner reaction			
2.3	Develop rapport with learner	The instructor fails to engage with learner or negatively impacts ability to deliver learning.		
2.4	Know about learner occupational objectives	The instructor fails to include information that helps learner understands how learning content is relevant to their occupational success.		
2.5	Respect cultural sensitivities	The instructor displays hostility or insensitivity toward a learner or culture.		
2.6	No discrimination, harassment, insensitivity	The instructor exhibits behaviour that can be interpreted as harassing, discriminatory, or insensitive.		
2.7	Relate appropriate personal experiences	The instructor fails to include personal experiences to help learner understand.		
2.8	Discourage profanity	The instructor fails to respond to use of disrespectful or profane language by learner.		



### Practical Instructor Assessment Category 3: Management of teaching time

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
3.1	Start and end lessons on time	Actions or inaction by the instructor causes a lesson to start late or end early.		
3.2	Cover material in each lesson	The instructor fails to deliver an item of a lesson plan.		
3.3	Use time markers to pace delivery	Teaching time is off-schedule because time markers are not used.		
3.4	Meet lesson objectives	The instructor fails to deliver a lesson objective.		
3.5	Use inclusive language (ethnic/culture)	The instructor uses exclusionary language that makes a learner uncomfortable.		
3.6	Provide learners with appropriate breaks	The instructor fails to provide breaks according to training facility policy.		

### Practical Instructor Assessment Category 4: Instruct vehicle inspection

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
4.1	Use a systematic approach to vehicle inspection	The instructor fails to emphasize a systematic approach to vehicle inspection.		
4.2	Inspect all components and systems	The instructor allows the learner to ignore some inspection items.		
4.3	Inspect for all types of conditions	The instructor fails to ensure all components are inspected and not just Schedule 1 items.		
4.4	Check interior	The instructor allows the learner to ignore interior inspection.		
4.5	Check operating fluids	The instructor fails to ensure operating fluids are properly checked (based on specific vehicle requirements).		
4.6	Check under-hood conditions	The instructor fails to ensure the learner inspects all under-hood items.		
4.7	Check lights	The instructor fails to ensure the learner checks all lights.		
4.8	Check tires	The instructor fails to ensure the learner checks all tires.		
4.9	Test and inspect brakes	The instructor fails to ensure that brakes are fully and properly tested and inspected.		

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
4.10	Check body and frame components and cargo area	The instructor fails to ensure that the body and frame components and cargo area are fully inspected.		
4.11	Identify needed repairs	The instructor fails to discuss any identified repairs that may be needed.		
4.12	Understand differences between company requirements and Schedule 1 items	The instructor fails to help the learner understand differences between items on Schedule 1 and company requirements.		
4.13	Refer to Schedule 1	The instructor fails to have the learner refer to Schedule 1 or discuss its proper use.		
4.14	Describe minor defects	The instructor fails to have the learner refer to Schedule 1 for identifying minor defects.		
4.15	Describe major defects	The instructor fails to have the learner refer to Schedule 1 for identifying major defects.		
4.16	Defect status	The instructor fails to have the learner correctly identify defect status and response.		
4.17	Complete inspection report	The instructor fails to have the learner properly complete inspection report.		
4.18	Record defects	The instructor fails to have the learner record any defect found on the report.		



## Practical Instructor Assessment Category 5: Instruct tractor-trailer coupling

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
5.1	Inspect couplers and connections	The instructor fails to ensure the learner inspects couplers and connections.		
5.2	Check ground surface condition	The instructor fails to ensure the learner checks where the trailer will be dropped.		
5.3	Check height	The instructor fails to ensure the learner checks the height of the fifth wheel and trailer coupler.		
5.4	Align vehicles	The instructor fails to ensure the learner properly aligns the tractor to the trailer.		
5.5	Stop close, recheck, and adjust if needed	The instructor fails to ensure the learner stops close enough to the trailer to check and/or adjust height if needed.		
5.6	Reverse to couple	The instructor allows the learner to reverse with inappropriate speed or technique to couple the fifth wheel.		
5.7	Tug test	The instructor fails to ensure the learner completes a tug test.		
5.8	Inspect coupler	The instructor fails to ensure the learner inspects to confirm the fifth wheel is properly secured.		
5.9	Make connections	The instructor fails to ensure the learner makes proper connections of the air and electrical lines.		



## Practical Instructor Assessment Category 6: Instruct tractor-trailer uncoupling

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
6.1	Select location and check ground condition	The instructor fails to ensure the learner checks and confirms the trailer will be dropped in a suitable location.		
6.2	Park and place blocks or support	The instructor fails to ensure the learner parks in the right location or places any required blocks or supports into position.		
6.3	Remove connectors	The instructor fails to ensure the learner removes and properly stows the air and electrical lines.		
6.4	Release coupler	The instructor allows the learner to release the fifth wheel at the wrong time, release the fifth wheel with an improper tool, or in an improper way.		
6.5	Lower landing gear	The instructor allows the learner to lower the landing at the wrong time or with improper method.		
6.6	Drive forward, pause, and confirm stability	The instructor allows the learner to drive away from the trailer without checking that it is stable.		
6.7	Secure trailer	The instructor allows the learner to leave without confirming the trailer is secure and stable.		





## Practical Instructor Assessment Category 7: Instruct straight truck offset backing

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
7.1	Plan backing	The instructor fails to ensure the learner discusses their planned approach to backing or fails to provide guidance on selecting the best approach.		
7.2	Confirm mirror set up	The instructor fails to ensure the learner confirms their mirrors are properly set up for backing or fails to provide guidance on the proper set up.		
7.3	Exit and check around vehicle	The instructor fails to ensure the learner exits the vehicle before backing or fails to discuss the importance of doing so.		
7.4	Open windows, silence distractions, activate flashers	The instructor fails to ensure the learner properly prepares systems for backing or fails to discuss the importance of doing so.		
7.5	Sound horn and back up at walking pace	The instructor fails to ensure the learner sounds their horn prior to backing up and backs up at a walking pace, or fails to discuss the importance of doing so.		
7.6	Align with markers, barriers, vehicles, or building	The instructor fails to ensure the learner properly aligns into the backing space, the learner fails to end in the correct position, or the instructor fails to provide the learner with adequate guidance for completing the task.		



## Practical Instructor Assessment Category 8: Instruct straight truck angle backing

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
8.1	Plan backing	The instructor fails to ensure the learner discusses their planned approach to backing or fails to provide guidance on selecting the best approach.		
8.2	Confirm mirror set up	The instructor fails to ensure the learner confirms their mirrors are properly set up for backing or fails to provide guidance on the proper set up.		
8.3	Exit and check around vehicle	The instructor fails to ensure the learner exits the vehicle before backing or fails to discuss the importance of doing so.		
8.4	Open windows, silence distractions, activate flashers	The instructor fails to ensure the learner properly prepares systems for backing or fails to discuss the importance of doing so.		
8.5	Sound horn and back up at walking pace	The instructor fails to ensure the learner sounds their horn prior to backing up and backs up at a walking pace, or fails to discuss the importance of doing so.		
8.6	Align with markers, barriers, vehicles, or building	The instructor fails to ensure the learner properly aligns into the backing space, the learner fails to end in the correct position, or the instructor fails to provide the learner with adequate guidance for completing the task.		



## Practical Instructor Assessment Category 9: Instruct tractor-trailer outset backing

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
9.1	Plan backing	The instructor fails to ensure the learner discusses their planned approach to backing or fails to provide guidance on selecting the best approach.		
9.2	Confirm mirror set up	The instructor fails to ensure the learner confirms their mirrors are properly set up for backing or fails to provide guidance on the proper set up.		
9.3	Exit and check around vehicle	The instructor fails to ensure the learner exits the vehicle before backing or fails to discuss the importance of doing so.		
9.4	Open windows, silence distractions, activate flashers	The instructor fails to ensure the learner properly prepares systems for backing or fails to discuss the importance of doing so.		
9.5	Sound horn and back up at walking pace	The instructor fails to ensure the learner sounds their horn prior to backing up and backs up at a walking pace, or fails to discuss the importance of doing so.		
9.6	Align with markers, barriers, vehicles, or building	The instructor fails to ensure the learner properly aligns into the backing space, the learner fails to end in the correct position, or the instructor fails to provide the learner with adequate guidance for completing the task.		



## Practical Instructor Assessment Category 10: Instruct tractor-trailer angle backing

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
10.1	Plan backing	The instructor fails to ensure the learner discusses their planned approach to backing or fails to provide guidance on selecting the best approach.		
10.2	Confirm mirror set up	The instructor fails to ensure the learner confirms their mirrors are properly set up for backing or fails to provide guidance on the proper set up.		
10.3	Exit and check around vehicle	The instructor fails to ensure the learner exits the vehicle before backing or fails to discuss the importance of doing so.		
10.4	Open windows, silence distractions, activate flashers	The instructor fails to ensure the learner properly prepares systems for backing or fails to discuss the importance of doing so.		
10.5	Sound horn and back up at walking pace	The instructor fails to ensure the learner sounds their horn prior to backing up and backs up a walking pace, or fails to discuss the importance of doing so.		
10.6	Align with markers, barriers, vehicles, or building	The instructor fails to ensure the learner properly aligns into the backing space, the learner fails to end in the correct position, or the instructor fails to provide the learner with adequate guidance for completing the task.		



## Practical Instructor Assessment Category 11: Instruct on-road driving

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
11.1	Check vehicle	The instructor fails to ensure the learner starts the vehicle correctly, fails to check gauges and instruments, or fails to provide the learner with adequate guidance for completing the task.		
11.2	Drive along	The instructor fails to ensure the learner maintains normal road speed, lane position, distance from other vehicles, distance from obstacles; makes general observations; recognizes possible hazards; and conducts regular scans; or the to provide the learner with adequate guidance for completing normal driving tasks.		
11.3	Curve	The instructor fails to ensure the learner travels properly around curves, or fails to provide the learner with adequate guidance for completing the task.		
11.4	Intersection through	The instructor fails to ensure the learner travels properly through intersections, or fails to provide the learner with adequate guidance for completing the maneuver.		
11.5	Intersection stop	The instructor fails to ensure the learner recognizes the need to stop in time, stop smoothly and in the right position at an intersection, or fails to provide the learner with adequate guidance for completing the maneuver.		
11.6	Intersection turn	The instructor fails to ensure the learner completes turns at intersections properly, or fails to provide the learner with adequate guidance for completing the maneuver.		
11.7	Lane change	The instructor fails to ensure the learner properly completes lane changes, or fails to provide the learner with adequate guidance for completing the maneuver.		
11.8	Roadside stop	The instructor fails to ensure the learner properly completes a roadside stop, or fails to provide the learner with adequate guidance for completing the task.		

#	ASSESSMENT CRITERION	OBSERVATION	FREQUENCY	COMMENTS
11.9	Expressway entry	The instructor fails to ensure the learner uses all required techniques when entering an expressway, or fails to provide the learner with adequate guidance for completing the maneuver.		
11.10	Expressway driving	The instructor fails to ensure the learner practices safe driving techniques on an expressway, or fails to provide the learner with adequate guidance for completing the task.		
11.11	Expressway exit	The instructor fails to ensure the learner uses all required techniques when exiting an expressway, or fails to provide the learner with adequate guidance for completing the maneuver.		
11.12	Shifting	The instructor fails to ensure the learner shifts the transmission or clutch properly, or fails to provide the learner with adequate guidance for proper and efficient operation.		





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