



## Conducting ICBC-Approved Course Assessments

Information for schools and instructors

New drivers taking a Class 7 approved driver education course are required to achieve standards as defined by the Approved Driver Education Course — Class 7 Competency Checklist (MV2916). Instructors are required to complete a mid-point and final assessment using the competency checklist. The following information will provide guidance to instructors when conducting these assessments.

### **What is a mid-point assessment?**

A mid-point assessment is a discussion between the student and the instructor. It uses a learner-centred approach to encourage improvement in the student's performance and provides an official benchmark of progress. Learning issues are identified, discussed and documented — along with plans for further development.

This official assessment provides evidence when an instructor recommends extra lessons in order to meet the course competencies — news that should never come as a surprise to the student or their parents.

Time used for these meetings or phone calls (with student involvement) can count as discretionary course time.

### **The benefits of involving supervisors/parents**

While not required, there are educational benefits to involving parents or supervisors in the mid-point assessment meeting. Educators know that students whose parents are involved do better in school. This demonstrates that the parents value the education being received and are there to support the student in their learning.

It also provides an opportunity for the parent to ask questions and for the instructor to clarify recommended driving strategies and explain why they are used. The student will feel more comfortable knowing that their supervisor understands the required driving practices. There may also be an acknowledgement that someone else should be practicing with the student — being a supervisor isn't for everyone.

### **Collecting assessment information**

Instructors are expected to collect assessment information about their students in order to determine if they have met course competencies. This may take many different forms such as:

- the school's student assessment form
- notes taken by the classroom and/or practical instructor
- "mock" road test results
- student self-assessment forms, workbook assignments, written quizzes or other materials from the classroom

- specific competency-related questions asked by the instructor to the student.

Competencies met through the classroom portion of training should be identified. For example, if the student participated in a class discussion and debrief on how advertising, peer pressure, other people's driving, and societal attitudes influence driving attitudes, then they have met competency 2.2 and it can be checked as satisfactory on the competency checklist.

Refer to **Helper 6** in the Instructor Resource Kit (MV2901A) for ideas on how to assess the individual competencies. The current version of the resource kit is available on the Forms and publications page at [dtcbc.com](http://dtcbc.com).

### **Conducting a mid-point assessment**

The following are suggested steps for the mid-point review:

- Conduct the review about halfway through the *practical* portion of training.
- Ask questions to encourage the student to reflect on their learning (i.e., "How do you feel you are doing?", "What things do you feel you do well/not well?", "Why do think you are struggling with \_\_\_?"). This helps to raise awareness, responsibility, and self-acceptance. Encourage students to judge their driving in terms of the progress that they have made — this is especially important if they are struggling.
- If the supervisor is present, ask how they feel the student is doing and what questions they have about the training and practice.
- Using the competency checklist, discuss the student's progress. This doesn't need to be a detailed review of each competency but it is important that there is agreement about what they have accomplished and what areas they are still working on.
- Discuss the time needed to complete the course and to meet the competencies while considering time for adequate practice and the one-year time requirement to complete the course.
- Discuss whether extra lessons might be needed and how that may be avoided through more practice at home. Practice sessions should be frequent and long enough to allow the student to improve between lessons.
- Encourage the use of the Driver Experience Log (MV2903A) to track practice hours and type of practice. The log was included in the learner's licence package the student received from ICBC.
- Discuss the next steps and what you and the supervisor will do to support the student.
- Complete the "mid-point assessment review" section on the back of the form.

## Conducting a Final Assessment

Students must be satisfactory in all of the **Beginning (Core) Competencies** and at least 80 per cent of the **Exit Competencies** in order to be issued a Declaration of Completion (MV2910) form.

The following are suggested steps for the final assessment review:

- At or near the end of the course, complete the checklist that was partially completed at the mid-point assessment. You may wish to have the student assist you in determining final results.
- Discuss where improvement has been made and highlight the competencies that were in-progress at the mid-point but that are now considered satisfactory. Again, use questions to encourage the student to reflect upon their learning and progress.
- This final assessment is an opportunity to reinforce continued learning and practice and to encourage the student to come back to the school for further lessons prior to the road test or for refresher or advanced driver training in the future.
- Complete the "final assessment review" and "declaration" sections on the back of the form.
- The completed form becomes part of the student record and must be kept for six years. Student records can be scanned and stored electronically provided that a back-up system is in place to prevent loss.