



LEVEL 3 INSTRUCTOR SELF-ASSESSMENT SKILL SHEET

Scoring Rules

- Critical items (C) must all pass
- Total possible points: **62**
- Total points for regular instruction: 48
- Total points for bonus materials possible: 14
- Passing: ≥ 50 points + all criticals

LEVEL 3 TOTAL:

Total Possible: 62 Score: _____

Requirement to complete Level 4: ≥ 50 points + ALL criticals passed

Important Note:

At this level of instruction, there should be an effort to give an honest evaluation of the instructor over a multi-day delivery. You cannot prove mastery in a single 45-minute delivery. So on this evaluation sheet, there's an additional 18 points that can be gathered for things that are not typically happening in a class, such as a disruptive student or a projector bulb going out. We don't expect these things to happen. They are not part of the generalized scoring paradigm. But if it does happen and you do handle it properly, you can actually go above the 50 points needed.

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	Skill	Points	Score
Preparation	Reviewed prior performance notes and addressed weaknesses intentionally	1	
	Designed engagement beats ahead of time (planned, not accidental)	1	
	Prepared alternate examples in case primary ones failed	1	
	Set clear “lesson arc” (e.g. opening → build → pivot → close)	1	
	Chose deliberate movement zones (where you stand when making points)	1	
	Identified sections where silence or pacing shifts would be used	1	
	Set expectations verbally in the opening	1	
	Pre-scripted one or two rhetorical questions	1	
	Background and environment match intended tone	1	
	Reset room, lighting, or placement mid-presentation if needed	1	
	Critical: Instructor did NOT begin without a clear plan for flow and engagement	C	
Delivery Mechanics	Used storytelling with intentional pacing	1	
	Delivered at least one controlled “energy spike” moment	1	
	Used modulation (volume/tempo) for emphasis with purpose	1	
	Demonstrated full command of all content (no searching)	1	
	Eliminated almost all filler language	1	
Narrative and Clarity	Layered explanations (e.g. simple → complex → example)	1	
	Provided contrast (e.g. “the wrong way vs the right way”)	1	
	Seamlessly rephrased confusing sections	1	
	Built narrative tension before key teaching moments	1	
	Used callbacks (e.g. referring to earlier concepts)	1	
Improvisational Control	Recovered cleanly from minor mistakes without breaking confidence	1	
	Improvised an example or analogy that worked	1	
	Pre-empted confusion by anticipating questions	1	
	Critical: Instructor did NOT lose narrative coherence under pressure or correction	C	
	Critical: No critical instructional inaccuracies introduced during improvisation	C	
Engagement Mechanics	Used structured questions (e.g. warm invites, not cold calls)	1	
	Created genuine thought pauses (e.g. “stop and think about...”)	1	
	Demonstrated early “audience shaping” (leading thinking)	1	
	Used at least one tension-and-release moment	1	
	Transitioned between “speaker mode” and “conversation mode”	1	
	Delivered one humor moment at correct timing, not random	1	
	Paused for reflective silence intentionally	1	
	Showed early pattern recognition (e.g. “you might be thinking...”)	1	
	Directed attention intentionally (e.g. “look here...”)	1	
	Used a purposeful body-position shift to emphasize a transition	1	



Teachback, Learning verification	Inserted a simple teach-back (e.g. "say it back to the class")	1	
	Asked student-perspective questions (e.g. "If I were learning this...")	1	
	Built a micro-scenario for explanation	1	
	Used a two-step engagement (e.g. question → reasoning probe)	1	
	Self-reviewed engagement sequences and corrected errors	1	
	Critical: Instructor did NOT let long stretches go without engagement	C	
	Critical: No engagement technique undermined the lesson (confusion, chaos, derailment)	C	
Timing, Flow and Layering complexity	Compressed or expanded a concept without losing meaning	1	
	Delivered a clean mid-block recap	1	
	Executed a clean pivot (e.g. "now, here's why this matters...")	1	
	Used a "mini-build" (e.g. simple → intermediate → advanced)	1	
	Added nuance or a secondary layer to a core point	1	
	Demonstrated full control of time remaining	1	
	Avoided rushing final content	1	
	Used one intentional rhetorical reset	1	
	Demonstrated ending discipline (crisp, intentional closure)	1	
	Identified and corrected pacing errors during review	1	
	Critical: Instructor did NOT significantly mismanage time causing major content loss	C	
Bonus points	Addressed a hypothetical "problem student" constructively	1	
	Modeled redirection (e.g. "let's bring this back...")	1	
	Suggested how they'd manage side conversations	1	
	Practiced "Thanksgiving proximity rule" by demonstrating posture	1	
	Built a recovery statement for errors or tech issues	1	
	Identified an engagement failure during presentation and fixed it	1	
	Deliberately diffused a hypothetical challenge or disagreement	1	
	Maintained instructor persona during all corrections	1	
	Modeled calm handling of lost-train-of-thought moments	1	
	Demonstrated ability to steer class energy up or down	1	
	Instructor did NOT respond defensively, sarcastically, or dismissively to hypothetical conflict	1	
	Instructor did NOT let a disruption derail lesson structure	1	
	Reduced a rambling section into a tight summary	1	
	Adjusted delivery mid-sentence based on self-perceived drift	1	

