

Tutor Observation Rubric

Peer Assistant: _____ Date: _____

Observer: _____ Course: _____

Beg. Time: _____ End: _____ # Clients: _____

Program Objective: Tutors and peer assistants are developing the knowledge base, skill sets, and attitudes of strong exemplary tutors who facilitate active and self-regulated student learning.				
Measure	Exemplary	Strong	Developing	Novice
Outcome 1: Tutor utilizes tutoring cycle.	Tutor smoothly and sequentially deploys (all) steps of the tutoring cycle to set the climate, ID the tasks, develop strategies, assess formally and summatively, and to plan for future learning	Tutor deploys (all) steps of the tutoring cycle, but rushes through a step which leads to missed opportunities. For example, too few questions are asked early on, or the tutor's summative assessment address only part of the ID'd tasks	Tutor may skip a step in the cycle. For example, expectations aren't set, the task isn't identified through an initial assessment, or there is no plan for next steps after the session.	Tutor skips two or more steps in the cycle. Tutor tends to let student's self-reporting of the task at hand drive the session. Assessment opportunities are missed.
Outcome 2: Tutor exhibits effective tutor communication skills during the tutoring interaction. (tutee/tutor talk-work-ratio)	Tutor starts session with warmth and moderate pacing; uses questions, 6PQ Method for Discovery Learning, Bloom's directives; frequently demonstrates strategies and procedures using visual, auditory, or kinesthetic means. Displays active listening by paraphrasing student concerns and demonstrating psychological and physical attending (eye contact, gestures, etc.). Engagement includes use of white board by tutor and student. (80/20)	Tutor starts off session with warmth and moderate pacing; uses questions and directives, but not always in a clearly intentional way and may at times (30%) answer questions directly with explanations; demonstrates some strategies through visual, auditory, or kinesthetic means; sometimes displays active listening by paraphrasing; may at times dominate the white board (40%), but does offer white board time to student. (60/40)	Tutor's pacing is sometimes rushed and tutor may miss opportunities to pose questions; still frequently (40%-60%) responds to student questions with answers or explanations; sometimes demonstrates strategies; sometimes paraphrases students and tends to dominate the white board (50%-70%). sometimes invites student to use white board. (40/60)	Tutor doesn't break the ice and communication appears rushed; rarely asks questions and does tend to explain content related issues. Doesn't demonstrate learning or procedural strategies and techniques. The session is dominated by tutor talk (>70%). Little or no display of actively listening skills. No use of white board or only tutor uses whiteboard. (20/80)

Notes:

Program Objective: Students who use the Learning Commons increasingly demonstrate active learning behaviors during their interactions with peer assistants.

Measure	4	3	2	1
<p>Outcome 1: Student demonstrates increasing cognitive engagement during the session.</p>	<p>Student makes new connections with key facts, concepts, or theories to illustrate how something works or to create a new solution. (Analyzing and synthesizing)</p> <p><i>Notes:</i></p>	<p>Student applies, manipulates, or relates key facts, concepts, or theories needed to produce answers to existing problems or responses to existing prompts. (Applying)</p> <p><i>Notes:</i></p>	<p>Student explains, distinguishes, or summarizes key facts, concepts, or theories needed for improving ability to master the material or task at hand. (Comprehending)</p> <p><i>Notes:</i></p>	<p>Student identifies, describes and/or defines key facts and concepts needed for improving ability to do the task at hand. Transactional. (Knowing)</p> <p><i>Notes:</i></p>

Additional notes about student changes in student engagement:

Debriefed on:

PA initials:

Observer initials: