



# Tutor Evaluation Rubric

Tutor's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Category	Expected Outcome	Needs Improvement (1)	Average (2)	Excels (3)	Score
<b>Attendance</b>	Arrives for work on time, ready to work.	Is late for work on a consistent basis, misses work without advance notice, leaves early.	Usually arrives on time, misses work occasionally but contacts coordinator to arrange coverage.	Arrives for work on time, ready to work, leaves on time.	
<b>Attentiveness</b>	Notifies when students arrive, reminds students to log-in, watches for cues that a student may need help.	Not attentive to student arrival, stands in the corner and talks with other tutors, waits to be asked to help students, has to be told what to do.	Usually notices when students arrive, watches for obvious cues that a student may need help, may stand in the corner, but circulates occasionally.	Notifies when students arrive, reminds students to log-in, watches for subtle cues that a student may need help, circulates throughout the room.	
<b>Resourcefulness</b>	Recognizes need for further assistance and then refers students to other tutors, familiar with available resources in the Math Center.	Gives students misinformation or says "don't know," without further help, not familiar with resources.	Refers students to other tutors when necessary, knows of supplemental resources and where to find them.	Refers students to faculty when more clarification is needed, contributes additional resources.	
<b>Learning Styles</b>	Knows what they are and can apply as necessary	Has heard of them	Knows what they are; uses some of the skills	Knows what they are, can apply as necessary	
<b>Referral Skills</b>	Directs students to appropriate RC office or personnel (ie. Financial Aid, Counseling)	Is not familiar with resources available, or doesn't seek answers to questions.	Directs students to appropriate RC office or personnel (ie. Financial Aid, Counseling)	Has excellent knowledge of RC and community resources, shares knowledge with other students.	
<b>Active Listening &amp; Paraphrasing</b>	Listens to students without interrupting, paraphrases student questions	Does most of the talking, interrupts student.	Begins by listening to student's question.	Listens to students without interrupting, paraphrases student questions for clarification.	
<b>Relationships &amp; Communication</b>	Friendly, uses good manners, effective eye contact and body language.	Not friendly, does not maintain eye contact, gruff, reluctant to help.	Usually friendly, uses good manners, effective eye contact and body language.	Welcoming, creates rapport with students, uses body language that communicates a willingness to help, sincerely asks "How can I help you?"	
<b>Difficult Tutoring Situations</b>	Does not avoid difficult students or subjects. Views difficult situations as an opportunity to learn something new.	Avoids difficult students/ situations.	Does not avoid difficult students or subjects. Views difficult situations as an opportunity to learn something new.	Sought out by difficult students or other tutors because of their ability to stay positive and explain math.	
<b>Critical Thinking Skills</b>	Aware of levels of critical thinking, able to break down difficult problems into smaller steps.	Approaches all problems the same.	Aware of levels of critical thinking, able to break down difficult problems into smaller steps.	Helps students become aware of levels of critical thinking, gives students an appropriate boost to get from one level to the next.	
<b>Ethics &amp; Plagiarism</b>	Treats students with fairness, respect, and integrity.	May not always show respect or act with integrity.	Treats students with fairness, respect, and integrity.	Serves as an example of integrity for others.	
<b>Sexual Harassment</b>	Complies with all policies regarding sexual harassment	Disregards policies.	Complies with all policies regarding sexual harassment	Treats students and fellow tutors with respect, avoids questionable situations .	

