

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 (☐ x 3) T=24	Strong (☐ x 2) R = 16-23	Developing (☐ x 1) R= 9-15	Novice (☐ x 0) T<15
Outcome 1: Tutor utilizes tutoring cycle.	<ul style="list-style-type: none"> <input type="checkbox"/> Tutor smoothly and sequentially deploys (all) steps of the tutoring cycle. <input type="checkbox"/> Takes time to assess throughout the session. <input type="checkbox"/> Agenda supports the session and summative assessment, but tutor flexes as needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Tutor deploys (all) steps of the tutoring cycle, but rushes through a step which leads to missed opportunities. <input type="checkbox"/> Agenda is built in mostly followed; flexes as needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Tutor may skip a step in the cycle. <input type="checkbox"/> Tutor assess some but misses several opportunities. <input type="checkbox"/> Agenda is built with the student but not followed or is followed too strictly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Tutor skips two or more steps in the cycle. <input type="checkbox"/> Tutor tends to let student's self-reporting of the task at hand drive the session. <input type="checkbox"/> Doesn't build agenda w/ student. <input type="checkbox"/> Tutor rarely assesses.
Outcome 2: Tutor exhibits effective tutor communication skills during the tutoring interaction. (tutee/tutor talk-work-ratio)	<ul style="list-style-type: none"> <input type="checkbox"/> Tutor starts session with warmth and moderate pacing; uses questions. <input type="checkbox"/> Uses Thinkwell-Learnwell approach, 6PQ Method for Discovery Learning, Bloom's directives, and Q2Q. <input type="checkbox"/> Frequently demonstrates strategies and procedures through multiple modes. <input type="checkbox"/> Displays active listening by paraphrasing student concerns and demonstrating psychological and physical attending (eye contact, gestures, etc.). <input type="checkbox"/> Engagement includes use of white board by tutor and student. (80/20) 	<ul style="list-style-type: none"> <input type="checkbox"/> Tutor starts off session with warmth and moderate pacing. <input type="checkbox"/> Uses questions and directives, but not always in a clearly intentional way and sometimes responds to questions w/ questions (Q2Q). <input type="checkbox"/> demonstrates some strategies through mixed visual, auditory, and/or kinesthetic modes. <input type="checkbox"/> Sometimes displays active listening by paraphrasing. <input type="checkbox"/> Rarely dominates the white board as student is mostly in control of marker. (60/40) 	<ul style="list-style-type: none"> <input type="checkbox"/> Tutor's pacing is sometimes rushed. <input type="checkbox"/> May miss clear opportunities to pose questions. <input type="checkbox"/> Still frequently (40%-60%) responds to student questions with answers or explanations. <input type="checkbox"/> Sometimes demonstrates strategies. <input type="checkbox"/> Sometimes paraphrases students. <input type="checkbox"/> Tends to dominate the white board (50%-70%); sometimes invites student to use white board. (40/60) 	<ul style="list-style-type: none"> <input type="checkbox"/> Tutor doesn't break the ice and communication appears rushed. <input type="checkbox"/> Rarely asks questions and does tend to explain content related issues. <input type="checkbox"/> Doesn't demonstrate learning or procedural strategies and techniques. <input type="checkbox"/> The session is dominated by tutor talk (>70%). <input type="checkbox"/> Little or no display of actively listening skills. <input type="checkbox"/> No use of white board or only tutor uses whiteboard. (20/80)

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Program Objective: Students who use the Learning Commons increasingly demonstrate active learning behaviors during their interactions with peer assistants.				
Measure	4: Actively analyzing and relating	3: Actively applying	2: Seeking to understand	1: Transactional or minimally involved
Outcome 1: Student demonstrates increasing cognitive engagement during the session.	<ul style="list-style-type: none"> <input type="checkbox"/> Student compares, contrasts, or categorizes material. (Analyzing) <input type="checkbox"/> Student makes new connections with key facts, concepts, or theories to illustrate how something works or to create a new solution. (Synthesizing) <input type="checkbox"/> Student is actively participating in the session, at times even leading. <p><i>Notes:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student applies, manipulates, key facts, concepts, or theories needed to produce answers to existing problems or responses to existing prompts. <input type="checkbox"/> Student applies, manipulates, key facts, concepts, or theories needed to produce answers to new problems. (Applying) <input type="checkbox"/> Student begins to connect or relate key facts, concepts, or theories to other material. <input type="checkbox"/> Student is actively participating in the session, at times even leading. <p><i>Notes:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student explains, distinguishes, or summarizes key facts, concepts, or theories needed for improving ability to master the material or task at hand. (Comprehending) <input type="checkbox"/> Student works at table or whiteboard. <input type="checkbox"/> Student takes notes. <input type="checkbox"/> Student has note or book. <p><i>Notes:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Student presents a relatively passive self. <input type="checkbox"/> Tends to wait for tutor explanations. <input type="checkbox"/> Hesitates to work actively on paper or at whiteboard. <input type="checkbox"/> Doesn't take notes. <input type="checkbox"/> Doesn't have notes or book. <input type="checkbox"/> May identify, describe and/or define key facts and concepts needed for improving ability to do the task at hand. (Knowing) <input type="checkbox"/> Transactional or seeking quick fix. <p><i>Notes:</i></p>

Notes:

<i>Debriefed on:</i>
<i>PA initials:</i>
<i>Observer initials:</i>