**Tutor Self Evaluation of a Tutoring Session**

Tutor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

1. How would you rate the overall quality of the tutoring help you 1 2 3 4 5

provided? Excellent Good Not Acceptable

2. How well did you help the student feel comfortable during the 1 2 3 4 5

tutoring session? Excellent Good Not Acceptable

3. How well did you explain what was going to happen in the tutorial? 1 2 3 4 5

 Excellent Good Not Acceptable

4. Did you initially focus on the big picture stressing how their 1 2 3 4 5

question or problem fits into the overall process or idea, rather than Excellent Good Not Acceptable

on just the problem or question at hand?

5. How well did you address the student’s question(s)? 1 2 3 4 5

 Excellent Good Not Acceptable

6. How well did you discuss and explain problems that the student 1 2 3 4 5

 was having rather than just correcting the student’s mistakes? Excellent Good Not Acceptable

7. Did you make positive and constructive comments to reinforce 1 2 3 4 5

 student learning and understanding? Excellent Good Not Acceptable

8. How well did you review key points of the session? 1 2 3 4 5

 Excellent Good Not Acceptable

1. How would you rate the student’s preparedness for this tutoring 1 2 3 4 5

Session (attending class, reading relevant material, making a first Excellent Good Not Acceptable

attempt, etc.)?

1. How would you rate your preparedness for this tutoring session 1 2 3 4 5

(subject knowledge, use of polished tutoring skills, etc.)? Excellent Good Not Acceptable

11. I conducted the session in a friendly professional manner. 1 2 3 4 5

 Excellent Good Not Acceptable

1. At the end of the session, how would you rate the student’s 1 2 3 4 5

understanding of the concept(s) covered? Excellent Good Not Acceptable

1. How well did your explanations compliment the teacher’s 1 2 3 4 5

instructions or assignment? Excellent Good Not Acceptable

14. How would you asses the student/tutor talking ratio? 1 2 3 4 5

 Mostly tutor Equal Most Student

15. Do you feel that the talk time ratio between you and the student was…. 1 2 3 4 5

 Too much tutor Just right for Too much Student

 Optimal learning

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If you have additional comments or wish to provide additional information to the items above, please feel free to use the space below. If you

Are referring to specific items or questions above, please reference the number of the item. You may attach additional pages if needed.

**PEER EVALUATION**

**There must be at least two weeks between peer and supervisor evaluations.**

**Tutor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_ Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. TYPE OF TUTORING  LAB  GROUP  INDIVIDUAL

2. OBSERVES TUTOR ETHICS AND STUDENT RIGHTS

 Strengths \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. USES EFFECTIVE TUTORING STRATEGIES Able to explain, demonstrate, etc., so student understands concept. Stressing concepts, not memorization of facts.

 Strengths \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4. OBTAINS FEEDBACK FROM STUDENT Open ended questions: giving student time to answer, make sure

 student asks, summarizes, demonstrates, etc., so his/her grasp of concept can be determined.

 Strengths \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. ARRANGES THE PHYSICAL ENVIRONMENT Noise level in tutoring area; tutor-client setting; lighting, etc.

 Strengths\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Recommendation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. TUTOR STUDY SKILLS Discussing time management, textbook reading, note taking, STUDY habits, etc.,

 where appropriate.

 Strengths \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Recommendations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. ENCOURAGES ACTIVE LEARNING Student working (writing, reading, questioning, explaining, summarizing, etc.) at least 1/2 the time.

 Strengths \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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8. USES GOOD LISTENING/COMMUNICATION SKILLS Actively listening to student, responsive to student needs, giving both positive and constructive feedback to student.

 Strengths \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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9. CONSIDERS LEARNING STYLES Using a variety of approaches to accommodate different learning styles.

 Strengths \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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10. TUTOR KNOWLEDGE OF SUBJECT MATTER

 Strengths \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Supervisor Evaluation of a Tutoring Session**

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

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1. How would you rate the overall quality of the tutoring help provided? 1 2 3 4 5

 Excellent Good Not Acceptable

2. How well did the tutor help the student feel comfortable during the 1 2 3 4 5

 tutoring session? Excellent Good Not Acceptable

3. How well did the tutor explain what was going to happen in the tutorial? 1 2 3 4 5

 Excellent Good Not Acceptable

4. Did the tutor initially focus on the big picture stressing how their 1 2 3 4 5

 question or problem fits into the over all process or idea, rather than on Excellent Good Not Acceptable

 just the problem or question at hand?

5. How well did the tutor address the student's question (s)? 1 2 3 4 5

 Excellent Good Not Acceptable

6. How well did the tutor discuss and explain problems the student was 1 2 3 4 5

 having rather than just correcting the student's mistakes? Excellent Good Not Acceptable

7. Did the tutor make positive and constructive comments to reinforce 1 2 3 4 5

 student learning and understanding? Excellent Good Not Acceptable

8. How well did the tutor review key points of the session? 1 2 3 4 5

 Excellent Good Not Acceptable

9. How would you rate the student's preparedness for this tutoring session 1 2 3 4 5

 (attending class, reading relevant material, making a first attempt, etc.)? Excellent Good Not Acceptable

10. How would you rate the tutor's preparedness for this tutoring session 1 2 3 4 5

 ( subject knowledge, use of polished tutoring skills, etc.)? Excellent Good Not Acceptable

11. The tutor conducted the session in a friendly professional manner. 1 2 3 4 5

 Excellent Good Not Acceptable

12. At the end of the session, how would you rate the student's 1 2 3 4 5

 understanding of the concept(s) covered? Excellent Good Not Acceptable

13. How well did the tutor explore the teacher's method(s) of instruction for 1 2 3 4 5

 this problem or assignment? Excellent Good Not Acceptable

14. How would you assess the student/tutor talking ratio? 1 2 3 4 5

 Mostly tutor Equal Mostly student

15. Do you feel that the talk time ratio between the tutor and the student 1 2 3 4 5

 was……. Too much tutor Just right for Too much

 optimal learning student

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