In addition to using solid tutoring strategies, tutors should act as professionals. Tutoring is a serious job. Most QCC students have very limited time to work with tutors, and therefore have the right to expect their tutors to be consistently present, on time, and fully attentive. In addition, tutors are expected to conduct themselves profesionally at all times and adhere to the policies outlined in the Campus Writing Center's latest *Tutor Handbook*.

	O	Edm. Dopold ——	Week	Topology - Noster States
A. Tutor comes to work on time as scheduled and notifies CWC in advance if he/she cannot make it to work.	1	2	3	4
B. Tutor conducts himself/herself in a professional, courteous manner.	1	2	3	4
C. Tutor communicates well with other staff members (notifies front desk when available for the next student, notifies front desk of breaks, all sessions go through front desk, etc.).	1	2	3	4
D. Tutor fills out tutor logs completely, appropriately, and punctually.	1	2	3	4
E. Tutor attends and participates in tutor trainings on a regular basis.	1	2	3	4
mments:				

Campus Writing Center of occ	5
TUTOR EVALUATION FOR	RM [⊆]
Made for CWC by CWC tutors	0

「utor	Evaluated by		Course
Student Name	Date	Start Time	End Time

How to use this form:

Writing tutors should use this form as a self-evaluation tool, while tutor coordinators can use it as part of "official" employee evaluations each semester. Either way, it's a great way to analyze a tutoring session or take a snapshot, if you will, in order to ensure that students are doing most of the work during the session and learning new ways to take control of their own learning at the same time.

Each "step" refers to something specific tutors should be doing at least once during the session. Some steps occur naturally during a typical tutoring session. Others require more work on the tutor's part. Most steps in this booklet are accompanied by specific examples (usually in the form of a question) that are there to help tutors understand what that step is actually asking them to do.

Here's a sample step from "Stage One: Opening the Session / Setting the Agenda."

1c. Tutor prompted student to take the initiative. "What would you like to work on today?" "What's the assignment (or) project?" "Do you have your ACT Prompt Booklet with you?"

Please keep in mind that tutors don't necessarily have to ask these three questions, word for word, to cover step 1c. There are many ways to get students to take the initiative early on in a session. The questions are only there as a guide, a way to connect each step to common tutoring scenarios. With practice, most tutors discover questioning strategies that work well in most tutoring situations. But keep in mind that no two students are exactly the same, and writing tutors see lots of different writing assignments across the curriculum. Therefore, an effective writing tutor needs to be flexible, constantly figuring out the best possible strategy to use throughout the tutoring session.

Turn the page to begin the evaluation. If this is a self-evaluation, **be honest!** Use this tool as a guide for learning and improving. After all, an effective tutoring session is indeed a learning process - for the student and tutor alike!

 For each step, rate the tutor, by circling the best choice from the following rubric: Outstanding: Tutor couldn't have covered the step any better! Proficient: Tutor did a good job of covering this step, using several different strategies. Needs Improvement: Tutor attempted the step but needed to do more. Unsatisfactory: Tutor did not cover the step at all. 	0,000	Profice —	- Necoci	- Unsatisfactory
Stage 1 - Opening the Session / Setting the Agenda	ı	ı	ı	I
1a. Tutor greeted student in a friendly manner and provided adequate seating arrangements.	1	2	3	4
1b. Tutor briefly explained the CWC student-centered philosophy in order to promote a more productive session. "Have you been here before?" "May I explain our methods of tutoring?" "I can't fix your grammar, but what I CAN do is"	1	2	3	4
1c. Tutor prompted student to take the initiative. "What would you like to work on today?" "How's that English class going?" "Could you explain this assignment in your own words please?"	1	2	3	4
1d. Tutor helped student establish a good starting point for today's session. "What have you completed so far?" "Have you ever done an assignment similar to this before?" "How do you usually work on an assignment like this?" "Tell me what you already know about" "What did you work on during your last visit here?" "Are you currently in a CATW workshop?"	1	2	3	4
1e. Tutor involved student in setting a reasonable agenda. "We have_minutes. How shall we use them?"	1	2	3	4
Stage 2 – Working on the Task				
2a. Tutor kept a "hands off" approach to the student's work. "Would you like to read your paper aloud?" "That sounds good. Please write that down."	1	2	3	4
2b. Encouraged student to do more talking/explaining/doing. "Uh huh. What else?" "So, what happens next in the story?" "Please have a seat in front of the computer."	1	2	3	4
2c. Asked open-ended questions to promote critical thinking. "What do you think the author is trying to show? How do you know?" "How will this sentence help support your main idea?" "How does this topic relate to anything in your life?" "How do you know when to use articles like 'a,' 'an,' and 'the' before a noun?" "What does your instructor want you to learn from this assignment?" "What are some words that often cause fragments? Why?"	1	2	3	4

2d. After asking questions, tutor gave student enough time to think before answering.	1	2	3	4
2e. Tutor encouraged student to evaluate his/her own work. "When you compare your previous draft to this one, what differences do you see?" "Do you think you answered all parts of the assignment? Can you show me where?" "Can you find and fix your next comma splice in this paragraph?" "Do you see any patterns in your corrections so far?"	1	2	3	4
2f. Tutor helped student manage time left in session. "We have 10 minutes left. Do you want to continue working on or would you like to work on something else?"	1	2	3	4
2g. Tutor gave confirming statements that were tied to specific accomplishments, helping the student know what to keep doing independently of tutoring. "These details really made it clear to the reader." "I like the way you narrowed down your topic." "I noticed that you proofread your paragraph before you gave it to me. That's exactly what you need to do!"	1	2	3	4
2h. Tutor checked for understanding before moving forward. "Let's go over that one more time." "Can you explain to me WHY this is a run-on?" "If you were teaching this to someone else, how would you	1	2	3	4
explain it?" "Before we move on, can you find another place in this paragraph where a comma is needed?"				
2i. Tutor referred to other sources of information during the session. "Let's look that up online." "Have you ever used a thesaurus before?" "If you're not sure about, where could you find the information you need?"	1	2	3	4
Stage 3 - What's Next?				
3a. Helped student identify what s/he will do independently when the session is over. "Now that you've accomplished this, what do you plan to work on at home?" "In addition to the internet, how else will you look for the information you need?" "What's your next step?"	1	2	3	4
3b. Explained that student can return for another walk-in session or appointment if desired (referred student to front desk) or can use other CWC services such as grammar clinics, iPass for online feedback, etc.	1	2	3	4