

For each step, rate the tutor, by circling the best choice from the following rubric:

- 1 **Outstanding:** Tutor couldn't have covered the step any better!
- 2 **Proficient:** Tutor did a good job of covering this step, using several different strategies.
- 3 **Needs Improvement:** Tutor attempted the step but needed to do more.
- 4 **Unsatisfactory:** Tutor did not cover the step at all.

Outstanding
 Proficient
 Needs Improvement
 Unsatisfactory

Stage 1 – Opening the Session / Setting the Agenda

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 ..."

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?"

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?"

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 explain it?" "Before we move on, can you find another place in this paragraph where a comma is needed?" 1 2 3 4

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