

# TUTORING EXCELLENCE RUBRIC

Name of Tutor:

Name of Learning Strategist:

Date:

Location:

Tutoring Cycle Step	Basic Criteria of Tutoring Excellence	Exemplary Evidence of Outcomes Met	Supports & Change Suggestions for Improvement
<b>Welcome – Tutor to Tutee</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tutor introduces self and greets the tutee by name in a professionally friendly manner.</li> <li><input type="checkbox"/> Sits side by side with the tutee.</li> </ul>		
<b>Tutee Agenda Request</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tutor asks the tutee to state the concern they bring to the session.</li> </ul>		
<b>Probe to identify Scope / Plan</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tutor asks clarifying questions to collaboratively identify the central concern.</li> <li><input type="checkbox"/> Tutor works with tutee to identify the steps needed to complete the central session task and time needed.</li> </ul>		
<b>Focus on an Achievable Objective</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sets the agenda for the session collaboratively with the tutee.</li> <li><input type="checkbox"/> Identifies time needed for each step in the agenda.</li> <li><input type="checkbox"/> Confirms the agenda with the tutee.</li> </ul>		
<b>Align (and Realign) to Meet Tutee Needs</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tutor asks questions to understand the tutee's approach to learning course content.</li> <li><input type="checkbox"/> Identifies the ways tutee uses course materials.</li> <li><input type="checkbox"/> Asks tutee to describe how they would approach this or similar tasks.</li> </ul>		
<b>Tutor Input and Modelling</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tutor does not offer lengthy explanations of content.</li> <li><input type="checkbox"/> Tutor models techniques to be learned.</li> <li><input type="checkbox"/> Tutor uses Socratic questioning to encourage critical thinking.</li> <li><input type="checkbox"/> Tutor uses appropriate wait time to allow the tutee to think and respond.</li> </ul>		

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<b>Tutee Response</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tutor asks tutee to summarize content learned, allowing the tutee to self-correct as necessary.</li> <li><input type="checkbox"/> Tutor evaluates tutees understanding, returning to the previous step if necessary</li> </ul>		
<b>Tutor Feedback</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All feedback, positive or negative, is focused on specific behaviour.</li> <li><input type="checkbox"/> Tutor feedback is clear and professional</li> <li><input type="checkbox"/> Tutor evaluates tutee response, returning to the previous step if necessary.</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tutor provides access to resources.</li> <li><input type="checkbox"/> Tutor asks questions to help the tutee identify their next steps and appropriate learning resources.</li> </ul>		
<b>Review</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tutor affirms tutee learning in the session.</li> <li><input type="checkbox"/> Tutor asks tutee to summarize the underlying process used to complete the task (how they would do a similar task in the future).</li> </ul>		
<b>Closure</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tutor allows the tutee to decide if they wish to schedule another session and (If applicable) Identifies an appropriate time for the next meeting.</li> <li><input type="checkbox"/> Tutor ends on a positive note and with an appropriate closing.</li> </ul>		
<b>Document the session</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tutor documents session with note and reference materials.</li> </ul>		