Tutor Observation Rubric_General

	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1	Not Observed N/A 0
Tutor Preparedness and Relationship Building	Tutor is ontime and prepared for the student. Tutor captured and held student's attention throughout the session with positive interactions. Showed warmth, care, and respect while effectively building a strong relationship with student.	Tutor is ontime and prepared for the student. Tutor captured and held student's attention for most of the session with positive interactions. Attempted to show warmth, care, and respect while building a strong relationship with student.	Tutor is late and somewhat prepared. Tutor attempted to engage student with positive interactions and build a strong relationship with student with limited care and/or effectiveness.	Tutor is late and not prepared. Tutor did not build positive relationships with student.	Not observed N/A
Goal Setting	Tutor and student created clear, measurable goals closely aligned with student assessment data and program outcomes. Lesson attended to these goals with thoughtful reflection on progress towards goals.	Tutor and student created goals somewhat aligned with student assessment data and program outcomes. Attempted to attend to these goals with some reflection on progress towards goals.	Tutor did not align goals with student assessment data and/or program outcomes. Limited attempts made to attend to these goals with little reflection on progress towards goals.	Tutor did not create or reflect upon goals.	Not observed N/A
Student Engagement Strategies	The tutor adapts or creates new strategies to meet the specific needs of a student for whom the typical application of	The tutor monitors the student engagement and applies reengagement strategies as necessary AND monitors the extent	The tutor monitors student engagement and applies reengagement strategies as necessary	The tutor does not monitor student engagement and apply	Not observed N/A

	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1	Not Observed N/A 0
	strategies does not produce the desired effect.	to which strategies have their desired effect, which includes: enhanced energy and engagement and enhanced student participation in questioning activities and activities designed to analyze and review information.	BUT does not monitor the extent to which strategies have their desired effect.	re-engagement strategies as necessary OR does so with significant errors or omissions.	
Content Comprehension	Tutor thoughtfully and effectively engaged student in conversations related to comprehension: asking clarifying questions, using comprehension strategies (e.g., making connections, predictions), and teaching new vocabulary.	Tutor engaged student in conversations related to content comprehension: asking clarifying questions, using comprehension strategies (e.g., making connections, predictions), and teaching new vocabulary.	Tutor attempted to engage student in conversations related to content comprehension with limited accuracy and effectiveness.	Tutor did not support content comprehension.	Not observed N/A
Tutor Content Knowledge	The tutor understands the subject and/or the standards for the subject and helps the student understand the subject	The tutor demonstrates a comprehensive knowledge of the subject and the standards for the subject.	The tutor demonstrates an acceptable but incomplete knowledge of the subject and/or the standards for the	The tutor does not demonstrate adequate knowledge of	Not observed N/A

	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1	Not Observed N/A 0
	and/or the standards for the subject.		subject.	the subject and/or the standards for the subject.	
Session Pacing	Session pacing is aligned to trained framework or content and organized to meet the needs of the student by potential adaptation or differentiation.	Session pacing is aligned to trained framework or content but may not reflect the organization to meet the needs of the individual student.	Session pacing is nearly accurate with minor changes or adaptations.	Session pacing does not meet the trained framework or content plan.	Not observed N/A
Scaffolding	The tutor scaffold lessons that progress toward a deep understanding and transfer of content.	The tutor organizes content in such a way that each new piece of information clearly builds on the previous piece, and students move from understanding to applying the content through authentic tasks.	The tutor organizes lessons so that students move from surface to deeper understanding of content, but does not require students to apply the content in authentic ways.	The tutor makes no attempt to perform this activity, or the tutor attempts to perform this activity but does not actually complete or follow through with these attempts.	Not observed N/A

	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1	Not Observed N/A 0
Executive Functioning Skills	The tutor promotes 2 or more of the fundamental skills related to executive function including: proficiency in adaptable thinking, planning, self-monitoring, self-control, working memory, time management, and organization AND gives student time to practice and apply.	The tutor promotes 1 of the fundamental skills related to executive function including: proficiency in adaptable thinking, planning, self-monitoring, self-control, working memory, time management, and organization AND gives student time to practice and apply.	The tutor promotes fundamental skills related to executive function but does not give the student time to practice and apply.	The tutor does not promote fundamental skills related to executive function in the session as planned.	