

**TRIO Dissemination Program**  
**Tutor Evaluation Rubric**  
**4 – Exceeds Standards**

<p>4  Exceeds Standards</p>	<p><b>Tutor Professionalism</b>  <u>Attendance, Punctuality</u>  Tutor consistently reports to work and is on time to all assignments.  <u>Language, Intuitiveness, Attire</u>  Tutor generally performs duties in a manner consistent with school rules, policies, and practices.  <u>Attitude, Demeanor, Initiative</u>  Tutor is highly committed to job, proactive in addressing the academic and informational needs of students, and visibly motivated to perform tasks as assigned.  <u>College Mentoring/Role Model</u>  Tutor consistently models academic success, a commitment to learning, and the belief that a college education is a viable opportunity for all students.</p> <p><b>Effectiveness</b>  <u>Affective Level</u>  A. Tutor consistently demonstrates an ability to engage students in the classroom and in learning groups.  B. Tutor consistently manages small and large group tutoring session discipline maximizing student learning.  C. Tutor consistently supports student learning by managing time-on-task for students.  D. Tutor consistently uses own initiative to sustain productivity of tutoring sessions.  <u>Cognitive Level</u>  A. Tutor consistently conveys subject matter content accurately.  B. Tutor is able to use a variety of teaching strategies to deliver content when appropriate.  C. Tutor consistently conducts tutoring sessions using inquiry model to direct student reasoning.  D. Tutor consistently responds to individual student learning needs with different instructional strategies.  <u>Impact on Students</u>  A. Tutor efforts are consistently linked to students demonstrating improved attitude towards subject material.  B. Tutor efforts are consistently linked to cognitive gains for students.</p> <p><b>Communication between Cooperating Teacher and Tutors</b>  A. Tutor consistently supports classroom by following the teacher’s directions.  B. Tutor consistently endeavors to understand the classroom procedure.  C. Tutor consistently asks for clarification if uncertain about role or function.</p>
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**Tutor Evaluation Rubric**  
**3 – Meets Standards**

<p>3  Meets Standards</p>	<p><b>Tutor Professionalism</b>  <u>Attendance, Punctuality</u>        Tutor usually reports to work and is on time to all assignments.  <u>Language, Intuitiveness, Attire</u>        Tutor usually performs duties in a manner consistent with school rules, policies, and practices.  <u>Attitude, Demeanor, Initiative</u>        Tutor is committed to job, active in addressing the academic and informational needs of students, and motivated to perform tasks as assigned.  <u>College Mentoring/Role Model</u>        Tutor usually models academic success, a commitment to learning, and the belief that a college education is a viable opportunity for all students.</p> <p><b>Effectiveness</b>  <u>Affective Level</u></p> <ul style="list-style-type: none"> <li>A. Tutor usually demonstrates an ability to engage students in the classroom and in learning groups.</li> <li>B. Tutor usually manages small and large group tutoring session discipline maximizing student learning.</li> <li>C. Tutor usually supports student learning by managing time-on-task for students.</li> <li>D. Tutor usually uses own initiative to sustain productivity of tutoring sessions.</li> </ul> <p><u>Cognitive Level</u></p> <ul style="list-style-type: none"> <li>A. Tutor usually conveys subject matter content accurately.</li> <li>B. Tutor is often able to use a variety of teaching strategies to deliver content.</li> <li>C. Tutor usually conducts tutoring sessions using inquiry model to direct student reasoning.</li> <li>D. Tutor usually responds to individual student learning needs with different instructional strategies.</li> </ul> <p><u>Impact on Students</u></p> <ul style="list-style-type: none"> <li>A. Tutor efforts are frequently linked to students demonstrating improved attitude towards subject material.</li> <li>B. Tutor efforts are frequently linked to cognitive gains for students.</li> </ul> <p><b>Communication between Cooperating Teacher and Tutors</b></p> <ul style="list-style-type: none"> <li>A. Tutor supports classroom by following the teacher’s directions.</li> <li>B. Tutor endeavors to understand the classroom procedure.</li> <li>C. Tutor asks for clarification if uncertain about role or function.</li> </ul>
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**Tutor Evaluation Rubric  
 2 – Needs Improvement**

<p>2  Needs Improvement</p>	<p><b>Tutor Professionalism</b>  <u>Attendance, Punctuality</u>  Tutor reports to work inconsistently and may be late.  <u>Language, Intuitiveness, Attire</u>  Tutor sometimes performs duties in a manner consistent with school rules, policies, and practices.  <u>Attitude, Demeanor, Initiative</u>  Tutor displays no evident interest in the job, is reactive in addressing the academic/informational needs of students, and unenthusiastic in performing tasks as assigned.  <u>College Mentoring/Role Model</u>  Tutor occasionally models academic success, a commitment to learning, and the belief that a college education is a viable opportunity for all students.</p> <p><b>Effectiveness</b>  <u>Affective Level</u></p> <ul style="list-style-type: none"> <li>A. Tutor occasionally demonstrates an ability to engage students in the classroom and in learning groups.</li> <li>B. Tutor occasionally manages small and large group tutoring session discipline maximizing student learning.</li> <li>C. Tutor occasionally supports student learning by managing time-on task for students.</li> <li>D. Tutor occasionally uses own initiative to sustain productivity of tutoring sessions.</li> </ul> <p><u>Cognitive Level</u></p> <ul style="list-style-type: none"> <li>A. Tutor is uncertain about subject matter content and may make occasional errors in delivery.</li> <li>B. Tutor uses limited teaching strategies to deliver content.</li> <li>C. Tutor sometimes conducts tutoring sessions using elements of an inquiry model to direct student reasoning.</li> <li>D. Tutor occasionally varies instructional strategies to respond to individual student learning needs .</li> </ul> <p><u>Impact on Students</u></p> <ul style="list-style-type: none"> <li>A. Tutor efforts are sometimes linked to students demonstrating improved attitude towards subject material.</li> <li>B. Tutor efforts may result in occasional cognitive gains for students.</li> </ul> <p><b>Communication between Cooperating Teacher and Tutors</b></p> <ul style="list-style-type: none"> <li>A. Tutor occasionally supports classroom by following the teacher’s directions.</li> <li>B. Tutor sporadically follows classroom procedures.</li> <li>C. Tutor occasionally asks for clarification if uncertain about role or function.</li> </ul>
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**DISSEMINATION  
PARTNERSHIP PROGRAM**

**Tutor Evaluation Rubric  
1 – Far Below Standard**

<p>1  Far Below Standard</p>	<p><b>Tutor Professionalism</b> <u>Attendance, Punctuality</u> Tutor has developed a unreliable pattern of absence and/or consistent lateness. <u>Language, Intuitiveness, Attire</u> Tutor seldom or never performs duties in a manner consistent with school rules, policies, and practices. <u>Attitude, Demeanor, Initiative</u> Tutor is negative toward the job, fails to address the academic and informational needs of students, and is unwilling to perform tasks as assigned. <u>College Mentoring/Role Model</u> Tutor seldom or never models academic success, a commitment to learning, and the belief that a college education is a viable opportunity for all students.</p> <p><b>Effectiveness</b> <u>Affective Level</u></p> <ul style="list-style-type: none"><li>A. Tutor seldom or never demonstrates an ability to engage students in the classroom and in learning groups.</li><li>B. Tutor seldom or never manages small and large group tutoring session discipline maximizing student learning.</li><li>C. Tutor seldom or never supports student learning by managing time-on task for students.</li><li>D. Tutor seldom or never uses own initiative to sustain productivity of tutoring sessions.</li></ul> <p><u>Cognitive Level</u></p> <ul style="list-style-type: none"><li>A. Tutor is unprepared for subject matter content and makes frequent errors in delivery.</li><li>B. Tutor always uses the same strategies to deliver content.</li><li>C. Tutor never uses the inquiry model to direct student reasoning.</li><li>D. Tutor does not acknowledge or ignores student learning needs .</li></ul> <p><u>Impact on Students</u></p> <ul style="list-style-type: none"><li>A. Tutor efforts are often linked to students demonstrating a negative attitude towards subject material.</li><li>B. Tutor efforts result in no cognitive gains for students or possibly even a cognitive loss.</li></ul> <p><b>Communication between Cooperating Teacher and Tutors</b></p> <ul style="list-style-type: none"><li>A. Tutor ignores or refuses to follow the teacher’s directions.</li><li>B. Tutor ignores established classroom procedures.</li><li>C. Tutor consults no one when uncertain about role or function.</li></ul>
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