# Tutoring Excellence Rubric

Adapted from Cambridge Stratford Study Skills Institute. (1996). TESAT: Tutor evaluation and self-assessment tool. Cambridge Stratford Ltd.

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| **Tutoring Cycle Step** | **Concerns** (changes required to meet expectations) | **Criteria for Tutoring Excellence** | **Exceeds Expectations** |
| Greet the tutee |  | -Tutor introduces self or greets the tutee by name in a professionally friendly manner.  -Sits side by side with the tutee. |  |
| Identify the task |  | -Tutor encourages the tutee to state the concern they bring to the session.  -Asks clarifying questions to collaboratively identify the central concern. |  |
| Break the task into parts |  | -Tutor asks the tutee to identify the steps needed to complete the central session task and the time needed for each. |  |
| Identify the thought process |  | -Tutor asks questions to understand the tutee’s approach to learning course content.  -Identifies the ways tutee uses course materials.  -Asks tutee to describe how they would approach this or similar tasks. |  |
| Set the agenda |  | -Sets the agenda for the session collaboratively with the tutee.  -Identifies time needed for each step in the agenda.  -Confirms the agenda with the tutee. |  |
| Address the task |  | -Tutor does not offer lengthy explanations of content. -Tutor uses Socratic questioning whenever possible to encourage critical thinking.  -Tutor uses appropriate wait time to allow the tutee to think and respond. |  |
| Tutee summary of content |  | -Tutor asks tutee to summarize content learned, allowing the tutee to self-correct as necessary.  -Tutor evaluates tutees understanding, returning to the previous step if necessary |  |
| Tutee summary of underlying process |  | -Tutor asks tutee to summarize the underlying process used to complete the task (how they would do a similar task in the future).  -Tutor evaluates tutee response, returning to the previous step if necessary. |  |
| Confirmation |  | -Tutor affirms tutee learning in the session.  -All feedback, positive or negative, is focused on specific behaviour.  -Tutor feedback is clear and professional |  |
| What’s next? |  | -Tutor asks questions to help the tutee identify their next steps and appropriate learning resources. |  |
| Arrange and plan the next session |  | -Tutor allows the tutee to decide if they wish to schedule another session  -(If applicable) Identifies an appropriate time for the next meeting. |  |
| Closing |  | -Tutor ends on a positive note and with an appropriate closing. |  |