Tutor/Instructor Feedback and Reflection

Student Name: _____

Date: _____ **Time:** _____ to _____

Designed by: Kathryn Schoenrock

Email address: _____

Length of Session: _____

Tutor/Instructor: _____

_____ Student asked questions and was prepared to discuss his/her work.

_____ Student brought current and prior drafts of work to the session.

_____ Student brought class notes to assist the tutor/instructor in understanding course expectations.

_____ Student brought writing assignment(s) to the session.

_____ Student completed exercise(s) from a handbook.
        Title of exercise(s): _____

_____ Student completed a DLA. Title of DLA:
        _____

_____ Student was able to focus on the steps and strategies shared during the session, offering insights and discussing challenges.

_____ Student read aloud (instructions and/or sentences from his/her work)

_____ Student worked on sentence-level errors.

Tutor/Instructor Checklist of Areas Targeted During Session

Pre-reading Strategies	Reading Comprehension	Vocabulary	Research & Technology
☐ Formulating Questions	☐ Distinguishing between major and minor details	☐ Using context clues	☐ Using library databases
☐ Surveying the text	☐ Literal comprehension	☐ Analyzing work parts	☐ Using the library
	☐ Identifying expository patters		
☐ Making predictions	☐ Evaluating sources		
	☐ Annotating	☐ Using vocabulary in sentences	☐ Using technology to assist with reading
☐ Accessing background knowledge	☐ SQ3R		
	☐ Identifying topics and main ideas	☐ Learning parts of speech	
	☐ Paraphrasing		☐ Finding books to read for pleasure
	☐ Summarizing		
	☐ Retaining information	☐ Understanding subtle differences in word meanings	
		☐ Understanding and using transitions	

Additional tutor/instructor comments:

_____

_____