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Developing and Implementing a Sustainable Assessment Program for the Self-Aware College Language Tutor

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Developing and Implementing a Sustainable Assessment Program for the Self-Aware College
Language Tutor

Brian Adler

April 18, 2016

IPP Advisor: Dr. Susan Barduhn

Submitted in partial fulfillment of the requirements for The Master of Arts in TESOL degree at
SIT Graduate Institute, Brattleboro, Vermont.

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A handwritten signature in black ink, appearing to read "Brian Adler". The signature is written in a cursive, flowing style with a large initial "B" and "A".

Student name: Brian Adler

Date: April 18, 2016

Abstract

The aim of this project was to determine whether language tutors at a community college in the U.S. state of Virginia who play an active role in the design and implementation of new assessment strategies will see an increase in awareness of their own strengths and weaknesses and whether this awareness will drive them to change and adapt their learning and tutoring for the better. The author will show that assessment can be used as an avenue for tutors to share strengths with one another through indirect observation in the form of recorded tutoring sessions, qualitative surveys, and informal interviews. The author will begin by describing the assessment strategy that he determined was most effective for evaluating a language tutor's overall knowledge, skills, and performance in the context of a college tutoring center. Through anonymous observations of tutoring sessions, self-reflective surveys, and peer assessments, the author will show how tutors' awareness of their own strengths and weaknesses was raised and how assessment strategies can be strengthened and further developed as a result of tutors' feedback.

* Identifying details of the school that provides the setting for this project have been omitted.

Keywords: assessment, assessment design, awareness raising, self-assessment, peer-assessment, tutoring, tutor, survey, interviews

Educational Resources Information Center (ERIC) Descriptors:

Active Learning, Alternative Assessment, Community Colleges, Critical Thinking, Data Collection, Higher Education, Informal Assessment, Likert Scales, Online Surveys, Peer Evaluation, Pilot Projects, Qualitative Research, Questionnaires, Structured Interviews, Surveys, Tutor Training, Tutoring, Tutors

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Introduction

Assessment is essential to learning. – Banta, Jones, & Black

It is not uncommon for a community college to have very humble beginnings. The college I work for opened in 1964 with one building and 761 students. Today, it boasts a student body of more than 75,000 spread across six campuses. The library system has kept pace with the college's steady growth by adding services to accommodate the students. In the 1980s, the library expanded to include tutoring services at what were then called "Learning Resource Centers" on each of the campuses. These tutoring centers offered services to students studying a variety of academic subjects for the purpose of helping students become more confident, successful, self-directed learners and assisting them or guiding them to a place where they become independent learners who no longer need tutoring. Later, the Learning Resource Center at my campus expanded even further, evolving into what is now the Learning and Technology Resource (LTR) department. The LTR consists of the library and five distinct tutoring centers offering one-on-one tutoring services provided by a staff of dedicated student tutors who are able to work with a diverse student population. Tutors are available for tutoring in math, science, reading and writing, oral communication, ESL and foreign language. As the college continues to grow, so do the tutoring centers. As a result, supervisors have been required to draft new policies and procedures to meet both student and tutor needs. The *Language Center New Hire Handbook* now exceeds 30 pages and continues to expand each semester as new problems are addressed and the centers' goals and objectives are refined and polished.

One of the language center's broader goals is to develop effective tutor training and assessment. Staff turnover is high and the center is very busy. It has proven difficult to provide

tutors with consistent learning opportunities and feedback. The materials developed as part of this project are intended to fulfill the need for ongoing, high-quality, sustainable tutor assessment that empowers the tutors, provides them with the information they need to support their learning, and gives them control over their learning and development. I also want to foster the tutors' ability to think critically, by which I mean I want to develop the tutors' capacity for "skillful, responsible thinking that facilitates good judgment because it (1) relies upon criteria, (2) is self-correcting and (3) is sensitive to context" (Lipman, 1988). I would consider an assessment tool or process successful if it guided tutors to use their knowledge and critical thinking skills to address issues that emerge in their tutoring sessions. Any assessment I design should help tutors develop these desired abilities (Huba & Freed, 2000).

With these goals in mind, I drew up an outline for an assessment strategy. I didn't want the assessment process to take longer than a few weeks from start to finish for the sake of tutors' schedules. Creating a succinct, yet comprehensive, easily implementable assessment plan would be the challenge. In the following chapter I will explain my rationale for including certain components of the assessment plan over others and how I arrived at the overall approach to assessing the tutors.

Chapter 1: Developing an Appropriate Assessment Strategy

In this chapter, I will discuss how I arrived at an appropriate assessment plan to pilot for the Language Center and how I intend to use the data from the assessment and the feedback generated by the tutors to further refine the assessment tool and develop it into a sustainable program for the future. At the onset of designing this new assessment tool and during my initial research, I settled on some ideas about what I wanted tutors to gain from a tutor-centered assessment program. I wanted the assessment to foster critical and creative thinking and assist tutors with developing their capacity to be independently responsible for their own learning (Banta, Jones, & Black, 2009). It was also important that the assessment program be successful enough to gain recognition across the institution as a valuable tutor training tool, and something my counterparts at other tutoring centers could replicate, as effective tutor assessment and training was lacking at many of the campuses and tutoring centers.

In the following sections I will discuss some of the challenges I had to overcome for this project to succeed and how I settled on a process that would lead to success. I will also talk about why I chose to focus on peer-assessment and why I wanted to involve tutors in the design and implementation of the assessment plan. I will talk about which learning strategies were best suited for this project and what outcomes I hoped to achieve. Most importantly, for there to be continuous improvement of the assessment process itself, obtaining tutor feedback at multiple stages of the assessment was key. According to Banta, Jones, & Black (2009), inviting tutors to provide feedback throughout the assessment process helps clarify and refine the program outcomes and it deepens the understanding and commitment of the people involved to those program outcomes. In the final sections of this chapter, I will show how the assessment plan was assessed by the tutors and how feedback was collected and used.

Initial Challenges

I faced a few challenges when I began this materials development project. One challenge was that the final product, whatever form it took, be relevant and credible in the eyes of the tutors, the faculty, and the administrators at the college. These interest groups view assessment as relevant when it becomes part of such things as the center's tutor training strategy and comprehensive peer review program, staff development, and/or staff reward and recognition programs (Banta, Jones, & Black, 2009). And an assessment is credible when it has been vetted and approved by the administration at the institution and upholds the standards set forth by assessment experts. However, assessment literature that mentions academic support programs and provides models for best practices in assessing tutors and tutoring programs are few and far between. After some digging, I was able to find a handful of published works that discussed assessment programs designed for contexts similar to mine that could work with tutors after making a few adjustments. Many of the assessment processes used for this project were drawn from a variety of sources, but had only been tested in classroom settings. To some degree, this project would be breaking new ground.

For faculty buy-in and administrative support, consistent and open communication about the assessment process was necessary, (Banta, Jones, & Black, 2009) as support from leadership increases the likelihood that the assessment process will be valued and sustained (Banta, Jones, & Black, 2009). By collaborating with colleagues, discussing ideas and potential strategies together, and maintaining transparency with the tutors and administrators, the project was brought into focus and potential missteps were avoided. Developing new peer assessment tools from scratch and incorporating them into the tutor training toolkit ran the risk of consuming

valuable time and energy. It was in my best interest to involve multiple stakeholders at the onset and draw on their knowledge before forging ahead alone down a path to potential failure.

Another challenge this project faced was resource allocation. Resources for carrying out large scale or complex assessment processes, such as staff, funding, and time, were limited and had to be allocated appropriately (Banta, Jones & Black, 2009 Norton & Agee, 2014). These constraints had to be taken into consideration as I designed and implemented the assessment plan. I was the sole staff member dedicating time to develop the assessment tools and any time tutors were paid to take part in the assessment had to be carefully budgeted. The assessment results would need to be linked to planning and budgeting as well (Banta, Jones, & Black, 2009).

Creating a credible and relevant assessment program that could be implemented affordably and with the administration's support was challenging, but not impossible. The practical realities of conducting an assessment of tutors at the college were given a lot of consideration. It was important that the instrument of assessment be inexpensive, flexible, and easy to score, yet one of the pitfalls I wished to avoid was creating an assessment tool that produced superficial, irrelevant, unreliable or uninterpretable data because it was too "quick and dirty" (King & Kitchener, 1994). With these major challenges identified, it was time to start focusing on the details of the project.

Fleshing Out the Process

In the past the tutoring centers have hosted one-time workshops or training sessions which provided tutors with valuable information, but from what I observed and Banta, Jones, and Black (2009) confirm, training of this nature has little lasting effect in trainee behavior. Workshops and training videos designed by superiors which "emphasize others' definitions...or others' conclusions will not help students learn to define and conclude for themselves" (King &

Kitchener, 1994). As a supervisor, monitoring tutors' performance and learning is expected, but I also want to promote learning. A sustainable assessment program that put tutors in control of their learning needed to be established and depending on the type of assessment instrument I used, the type of learning I wanted the tutors to do could be encouraged and shaped (Huba & Freed, 2000).

Another important aspect I wanted for the assessment was that the tutors' peer assessment of each other maintain a degree of anonymity. Anonymity was important because I wanted to create an environment in which the tutors felt comfortable giving feedback to each other and to their supervisor. This was tricky because I had a relatively small pool of tutors to work with (fourteen in all). A small sample of participants could also influence the reliability of the data, so it was important that other features of the peer assessment, such as the number of tutoring sessions observed and the number of aspects of competence evaluated, be emphasized (Kishwar, Ahmad, ul Haque Sheikh, & Ilyas, 2015). And because the tutors hadn't performed any kind of peer assessment on each other before, it was also important that the introduction of the peer assessment be a stress free experience and encourage open discussion and reflection, which would in turn contribute to learning and hence improve the reliability of the process (Iqbal & Mahmood, 2008).

With these considerations in mind, it was decided that the project be introduced gradually. Constructive, anonymous assessments were made of the tutors' one-on-one tutoring sessions with students, which were recorded using a digital tape recorder and assigned a number before being uploaded and shared using the college's Blackboard system. Tutoring sessions can last upwards of fifty minutes and can run the gamut of ESL instruction, but a typical session usually focuses on only one or two areas in which the student is having trouble. To allow for

tutor choice and help tutors take control of their own learning and development within the assessment process itself, the tutors were given permission to select which of their sessions they wanted recorded for assessment (Randall & Thornton, 2001). One week was set aside for tutors to record and submit two sample tutoring sessions with the following week dedicated to observing their peers by way of listening to the recordings that they were assigned and completing an online survey.

It was also important that the tutors be assessed in ways that help them learn while they are being assessed. As Huba and Freed (2000) explain:

Well-designed course assessments provide feedback on our important intended outcomes at every step along the way. If the intended outcome of a program is that students critically analyze and interpret information, then during the program, students must participate in assessments that require the critical analysis and interpretation of information. If the intended outcome is that students understand and are able to apply fundamental principles of the discipline, then students must participate in assessments that require the application of those principles.

Capturing the tutors' sessions with students enabled them to critically analyze and interpret their own work as an outside observer and helped nurture critical and creative thinking skills. Tutors also employed active listening, an essential tutoring skill, to complete the assessment task.

Rationale for Involving Tutors

Like students, tutors learn by becoming involved (Huba & Freed, 2000). In the classroom, for an assessment tool to function as both a means of assessing the content of the teacher's instruction and a tool to prepare the learner for future learning, both the teacher and the learner need to be involved in identifying the learning goals, assessing the problems, and

reviewing and reflecting on data generated through feedback and peer assessment. It is the same for the tutors in the Language Center. This approach to assessment develops tutors' insight into their own performance because they are receiving information from two sources: their instructor (or supervisor) and their peers. This in turn develops their motivation and self-esteem, as they are able to assess themselves and improve their own learning (Kishwar, Ahmad, ul Haque Sheikh, & Ilyas, 2015). Because both managers and tutors may be more committed to the assessment process if they have had a hand in creating it (Banta, Jones, & Black, 2009), steps were taken to include the tutors in as many aspects of developing the assessment plan as were appropriate. Inviting tutors to review the expected learning outcomes for the tutor assessment program and putting them at the center of those learning outcomes improves the chance that the assessment program will be continued (Banta, Jones, & Black, 2009). With this in mind, the first step tutors took in the self-assessment process was to fill out an online pre-observation reflection survey that prompted them to think about their own tutoring (See *Appendix A*).

Justifying Peer Assessment

Developing tutors' teamwork and cooperation skills was another desired outcome I had hoped to achieve through this project, even if it wasn't an outcome I was looking to measure at this time. Learner-centered assessments provide opportunities for students to work together. By talking about what they know and what they are learning with one another, learners' knowledge and understanding will deepen (Huba & Freed, 2000). By creating a dialogue with one another, peer assessment can be used to jointly construct knowledge and new understanding of subject matter, promote active learning, and strengthen social ties. It is also a useful assessment strategy when working with adult learners. I was pleased to see the tutors' discourse shift toward what they were learning from observing each other's tutoring as the assessment process unfolded.

Peer assessment improves the learner's ability to reflect and make independent judgements on his or her work and the work of their peers while at the same time providing constructive feedback, which promotes a sense of involvement, responsibility and ownership in the assessment process. "If individuals in a unit are to embrace the responsibility for taking the action, they must own the assessment process" (Banta, Jones, & Black, 2009). Critical thinking skills, the ability to reflect and assess, and confidence in the material are all improved upon through peer learning and assessment (Kishwar, Ahmad, ul Haque Sheikh, & Ilyas, 2015). When learners are asked to scrutinize their peers' work, they diversify their own approaches and strategies and gain insight into the quality of their own work. With that insight comes a better understanding of their own learning and the feedback they receive from their peers (Iqbal & Mahmood, 2008).

Choosing Learning Outcomes

How do we write clear – and *measurable* – student-centered learning outcomes? How do we know what methods to choose? And how do we interpret and use the results to improve tutor performance and tutor learning (Banta, Jones, & Black, 2009)? Brainstorming about my own ideas and values about tutor learning, I settled on four outcomes I hoped to achieve through piloting this assessment program. Keeping in mind that this pilot program was intended to help refine the instrument of assessment itself, I wrote broad, but measurable outcomes. Later I can use data from the assessment and feedback from the tutors on the assessment to guide the development and revisions I intend to make to the assessment process. It is likely I will need to modify the goals and outcomes to include more variables and specifics. This is why the first two goals of this assessment are to 1) *Evaluate where our training has been effective*, and 2) *Identify where our training needs improvement*. It is my hope that with these outcomes in mind, I can

find out what tutors have learned well and in what areas they need to improve (Huba & Freed, 2000). The remaining two goals focus on the tutors and their tutoring. I want this assessment process to 1) *Provide an avenue for tutors to share strengths with other tutors through direct or indirect observation*, and 2) *Raise tutors' awareness of their own strengths and weaknesses*. It was important that the focus be on tutors' strengths, not their weaknesses, to avoid a situation where there is an assumption that a standard is not being met, or the tutor isn't tutoring in an agreed 'positive' way (Randall & Thornton, 2001). The act of defining and specifying these goals and outcomes has had the added benefit of refining my understanding of what I intended to accomplish with this assessment tool.

The Instrument of Assessment

Finding a way to streamline the process of assessing the outcomes of the program and the program itself was important. The instrument of assessment needed to be user-friendly, cost-effective, and be able to maintain security (Banta, Jones, & Black, 2009). This was accomplished by exploring available technology options. Through Google Forms, a free online sharing system for forms, qualitative surveys were designed to gather data on the tutors' learning and acquire tutors' thoughts and opinions on the assessment process (see *Appendix D*). The purpose of the final survey was communicated with the tutors because as Huba and Freed (2000) explain, "When students see that the information they share leads to discussions about improving learning...they become more comfortable participating and sharing."

Acquiring and Providing Feedback

Learners cannot learn anything without feedback. To promote learning, assessments must incorporate genuine feedback that learners can use to redirect their efforts (Huba & Freed, 2000), and learning is most effective when the feedback on learners' performance is continuous,

especially in performance-oriented areas like language learning (Huba & Freed, 2000). Through feedback, the tutors can come to understand their specific strengths and weaknesses and their attempts to improve can be better focused (Ennis, 1993). With every tutor in the Language Center working independently with students, providing each individual with continuous feedback has proven challenging, as there just aren't enough supervisors to go around.

Not only providing, but receiving feedback from learners is also necessary to improve student learning (Huba & Freed, 2000). Collecting and reviewing feedback about how well the assessment has helped the tutors learn from each other and develop their own awareness will allow me to make adjustments that will improve the assessment tool (Huba & Freed, 2000). And choosing a qualitative format for feedback in the form of written or verbal feedback, either structured or unstructured, would be ideal for the tutoring center (Kishwar, Ahmad, ul Haque Sheikh, & Ilyas, 2015).

It was decided that tutors would fill out a one-page online questionnaire or survey modeled after a process called "two-way fast feedback" where the supervisor collects and reverses the feedback allowing the tutor and supervisor to "work together in the improvement of the learning processes and environment" (Huba & Freed, 2000). Survey results were easily summarized and scored because questions were completed using a Likert scale, the summaries of which were a calculation of average responses. Other questions allowed for tutors' comments, but the survey was limited to a page, so it didn't take long to fill out.

With a plan in place, I was ready to move forward with the assessment project and start implementing the individual assessment tools. In the following chapter, I will discuss the instruments of assessment I decided to use in detail and show where survey and interview responses demonstrates evidence of having met the original assessment objectives.

Chapter 2: The Assessment Plan

In this chapter, I will outline the final plan for assessing the tutors at the language center and discuss the results it yielded. First I will describe the context where the assessment took place, then provide the details of the assessment methods and how they were implemented. I will show how the tutors demonstrated what they know or can do with their knowledge (Huba & Freed, 2000) and how the assessment objectives were met. I'll discuss where the project was successful, the assessment findings, and how they were interpreted and reported. I will also discuss how the findings can be used to improve processes and what impact these potential improvements may have on the original goals.

Background and Purpose(s) of Assessment Development

The Academic Support Services department on my campus oversees five tutoring centers; ESL, World Language, Reading & Writing, Math & Science, and Oral Communication. Historically, the tutoring centers have been very siloed. Each center supervisor has been responsible for their own center's policies and procedures in keeping with the division's mission statement. Recently, a new division coordinator was hired to bring the centers together under one umbrella. In an effort to better reflect the ASC's commitment to student success and to better serve a growing number of students who use the centers' services, the new coordinator asked each center's supervisor to share their policies and procedures handbook with one another. This led to some policies and procedures being re-written or consolidated for greater consistency and accountability, and to give the centers and their policies greater legitimacy. This action resulted in the ESL and World Language centers modifying several of their policies and procedures to better fit the division's vision, giving the handbook a feeling of near-completeness. One component still missing from the handbook, however, was an official tutor assessment program –

one that could be shared across centers on the Annandale campus and possibly with tutoring centers on other NOVA campuses.

An assessment program applied to a cohort of fourteen tutors was piloted at the Annandale Language Center to determine if a low-cost program could be designed and implemented and whether tutors could be successfully trained to assess their own tutoring. The assessment process consisted mainly of the submission of two recordings of each tutor's tutoring sessions – one for the purpose of assessing the tutor's own tutoring and the other to be shared with the cohort for assessment by a peer. The program extended for four weeks not including the week of March 7th through the 11th when the college was closed for spring break. Data was collected from several sources: recordings of tutoring sessions, pre- and post-assessment surveys, tutor interviews, and analysis of tutor feedback on the assessment program itself. This data was used to evaluate the efficacy of the assessment process and how the assessment strategies could be improved.

Assessment Method(s) and Implementation

Two kinds of assessment can be used to gather data: direct and indirect. Huba and Freed (2000) define direct assessment as assessment that demonstrates what the subject knows or can do with their knowledge. Direct assessment can take many forms, including projects, papers, portfolios, oral exams, etc. Choosing a direct assessment method that fits with the tutors and their context would be a challenge, as tutors don't produce much in the way of a product to assess. Direct assessment would also require there be cooperation with student clients, which cannot be guaranteed, and staff training, which sacrifices time and costs money, in order to gather the data (Norton & Agee, 2014).

On the other hand, an indirect or qualitative measure of assessment, such as having tutors self-report their learning through surveys and informal interviews, would capture their perceptions of their learning and the language center environment (Norton & Agee, 2014) allowing me, their supervisor, to gain a better understanding about tutor perceptions (Tang & Harrison, 2011). More importantly, it wouldn't require student clients to be involved in the assessment process. Of course, choosing both direct and indirect assessment measures would provide the most accurate and useful information for making decisions about learning (Huba & Freed, 2000), and multiple assessment methods would provide a comprehensive picture of tutor achievement and development (Banta, Jones, & Black, 2009), but given the time and budgetary constraints placed on this project, qualitative methods of assessment like surveys, interviews, and observations for eliciting self-reports of learning improvements (Norton & Agee, 2014) suits the needs of the project.

The most common qualitative assessment processes is the survey. By keeping survey questions simple and easy to summarize, tutors were able to complete the two initial surveys in a reasonable amount of time between tutoring sessions. And by posting the surveys online using an online file sharing platform, both the surveys and the feedback they generated were easily accessible to tutors and managers respectively. Including several aspects of competence in the surveys increased the reliability of the peer assessment. The first survey was a pre-observation survey promoting self-reflection, (see *Appendix A*). The second survey focused on two areas of proficiency: behavioral skills (problem solving, conflict management), and technical skills (subject matter). These sections were followed by a third section of Self- and Peer-Evaluation questions (see *Appendix B*). The questions in the behavioral and technical skills sections used a five-point Likert scale from *Not at all* to *Always at an outstanding level* and a three-point Likert

scale from *Not at all* to *Excellently* or *Extensively*. Self- and Peer-Evaluation questions were open ended to allow for tutors' comments and were designed so responses would be 'open' to the tutor to develop his or her own line of thought. Critical questions that ask the tutor to review their experience help develop critical thinking and enable the tutor to become self-directed (Randall & Thornton, 2001). Tutors were required to complete the second survey after listening to a recording of a tutoring session.

In person interviews are another great way to gather qualitative data and affords the interviewer the opportunity to ask for clarification and seek more justification whenever anything seems unclear. Interviews also allow the tutor the chance to give alternative interpretations of survey questions and address any topics that may come up (Norton & Agee, 2014). Although interviews can be time consuming and therefore more expensive, both parties – the interviewer and the interviewee – can benefit from conducting them. From the manager's perspective, interviewing tutors means obtaining a richer sense of their reasons for answering the questions on the pre- and post-observation surveys the way they did, while tutors are given clear, accurate, and timely feedback in a supportive manner which enables them to accurately self-assess and self-correct – making the assessment a component of learning (Huba & Freed, 2000). According to King and Kitchener (1994), "Interviewing may be the best approach if high quality information is needed on a small number of individuals." To withhold feedback or fail to provide detailed feedback would cause tutors' interpretation of their own performance to suffer. For this reason the interviews were scheduled for the week immediately following the session assessments.

Success Factors

For there to be a chance of project success, support from both college administrators and the center staff was necessary. Senior-level administrators committed to supporting tutor assessment and their recognition of staff effort were essential in maintaining staff support of the project, and a staff member willing to engage in designing and implementing the assessment plan was critical for the project to be successful (Banta, Jones, & Black, 2009). An indicator of success has been the consideration of how the division's approach to training tutors should be addressed at various stages throughout the year. Prior to the completion of the Language Center's assessment program, there was no such discussion taking place amongst the administration.

Findings

The pre-observation reflection survey and post observation survey revealed a complex picture of tutors' perceptions of their own tutoring and skill (see *Appendices A and B*). After examining the answers tutors provided on the pre- and post-observation surveys, it was clear that some, if not all, of the intended outcomes for this assessment had been successfully met. Of the twelve tutors that responded to question number one on the post-observation survey, which asked them to think about their tutoring session and whether it went the way they predicted and what about their tutoring surprised them, four tutors (33%) left what could be considered negative responses while seven (58%) left recognizably positive responses, with one tutor leaving a neutral response. A response was considered negative if the tutor dwelled too much on what they did incorrectly vs. what they could do better. Question four asked tutors about their peer's tutoring style and whether they would like to implement any part of it into their own sessions. Twelve tutors assessed two of their peers' sessions for a total of twenty-four responses with

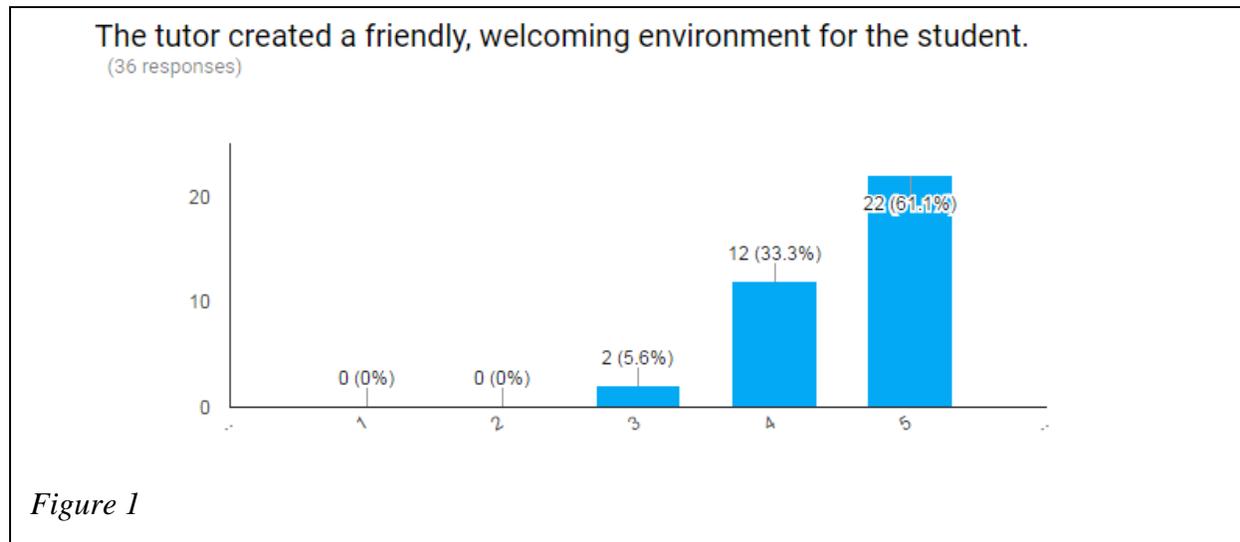
twenty-two of those responses (92%) describing an aspect of their peers' tutoring they would like to adopt or implement into their own tutoring while two responses (8%) were neutral or absent.

Such a high level of consistency among the tutors' responses was encouraging and supported the conclusion that the goal – to provide an avenue for tutors to share strengths with other tutors through direct or indirect observation – had been met. Evidence of peer-to-peer learning could also be seen when comparing the tutors' responses to certain questions on the second survey. Question three asked what strengths tutors saw in their peer's tutoring session and question four asked what about their peers' tutoring style they would like to implement into their own tutoring sessions. One tutor wrote of the session they observed that “[The tutor] stopped the student when there was a mispronunciation of words while the student read aloud.” The same tutor stated that they would like to implement “The way [the tutor] incorporated both reading and speaking. I usually only focus on one during a session.” Another tutor observed that “[W]hen [the tutor] was not sure about something, she admitted that and she asked the student to check.” This tutor's take-away from their peer's session was that “The tutor does not know everything, so it is okay to say I am not sure about this, let me check so I am not giving you the wrong answer or ask the student to check.” Yet a third tutor observed that “The tutor had the student read his paper first, and then go through and correct grammar. She also did a good job of asking questions first to see if the student could recognize his own errors before she corrected them.” This tutor admitted that “I don't usually have the student read first, I may try that.” When paired together, these responses indicate tutors were able to share each other's strengths through the assessment process. The answers tutors provided on the surveys were indicative of the degree to which peer-to-peer learning had successfully occurred as a result of the assessment program.

Another important goal was revealed to be successfully met by comparing tutors' answers on the pre-observation reflection survey with their responses on the post observation survey. It was clear that tutors' awareness of their own strengths and weaknesses had improved and tutors were able to learn a great deal from observing their own tutoring sessions. One tutor stated on her pre-observation reflection that "I know my biggest challenge is too much teacher talk." The same tutor then wrote on her post-observation survey that "I expected I would talk more than I should, and I think I did, not as much as I thought." Yet another tutor stated that "I did too much work for the tutee," suggesting that they were previously unaware of the amount of help they were providing students. A third tutor described her own tutoring as "When the tutee pauses for a certain period of time, I think that they don't know (but maybe they are just thinking); however, at that moment, I think that they don't know so I may lead it myself, which I need to work on. I need to give them time to think." That tutor confirmed her own predictions when she wrote "After listening to my own recording, I can tell that I give out hints for the answer."

Some of the tutors' highest proficiencies were reflected in the responses they provided to the Behavioral Questions in the post-observation assessment survey (see the example in *figure 1*). The Behavioral Questions were based on the College Reading & Learning Association's twelve step tutoring cycle (CRLA, 2016) which the tutors are required to adhere to. This supports the conclusion that another important assessment objective – evaluating where tutor training has been effective – met with success. This was further supported by the answers tutors provided to question three of the same survey, which asked what strengths they saw in this tutor's session. One tutor described his peer's tutoring as "Friendly and organized." Two other tutors

had similar impressions of the tutors in the sessions they observed. One stated that “He sounded very friendly.” and another said, “[S]he sounds very friendly.”



The second question on the post-observation assessment survey asked what changes the tutors would like to see in their own tutoring and how they might go about making those changes. All twelve tutors who responded to this question named at least one positive change they would make to their tutoring, further indicating that tutors’ awareness of their own strengths and weaknesses had been raised. Those tutors who answered the question fully demonstrated they were capable of sharing their strengths with their peers and vice versa through direct or indirect observation. The data also revealed a trend in how tutors were assessing themselves and using the results to make positive changes to their tutoring. As one tutor explained, he would like to “Know more technical terms and know how to explain those” and would “study more, perhaps read the books at the center. Also, listen to other tutor's session to acquire other teaching techniques.”

The in-depth interviews that were carried out once the tutors completed the post-observation assessment survey provided the best sense of how successful or not the assessment process was in raising tutors’ awareness. The pre- and post-observation surveys prompted tutors

to think about their ideas and perceptions of their own tutoring before and after they observed themselves tutor. During the interview, tutors were asked whether this process of comparing their ideas of their own tutoring was helpful and why (see *Appendix C*). One tutor said, “[W]hen I listened to my recording, I realized I’m not applying all these techniques I know. I know the theories, but I didn’t put them into practice...It helped me see some of my strengths and weaknesses. For example, I already know I should use the center’s resources, but didn’t use them...Also, I normally review or summarize all the points the student and I talked about at the end of the session, but in the session I recorded, I didn’t do that. I didn’t do a review...I know now what I should change and work on to make my tutoring more efficient.”

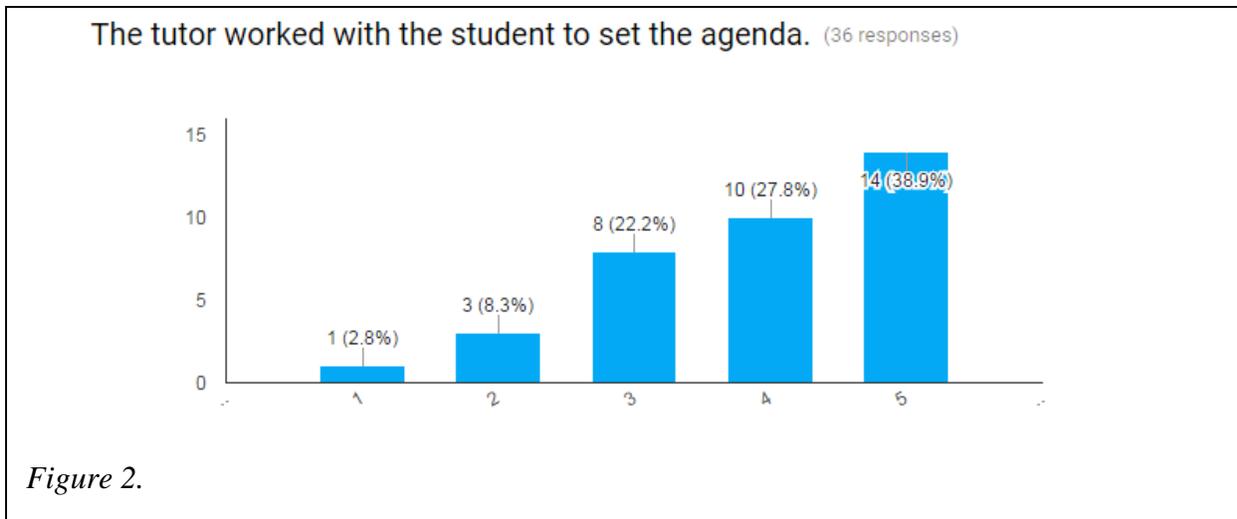
Another question tutors were asked during the interview process prompted them to think about which aspect of the assessment exercise they found most useful. One tutor wrote, “It made me think about the way I explain things. I never really thought about how I break down writing, for example, until I heard myself break it down. Basically, it made me think about the way I explain some concepts...Now I’m trying to figure out how to explain reading.” Another tutor explained that observing one’s own tutoring meant “You get to see your own mistakes. You can listen to your own recording and realize, ‘I should have said this instead of this.’ and compare my session to another tutor’s session that I think went well and implement their techniques to my session.” This sentiment was echoed by another tutor who said, “Listening to other people and seeing how they tutored somebody” was most useful. “You can implement their style to yours.” Testimonials like these confirm that the peer-assessment process works and successfully raised tutors’ awareness of their strengths and weaknesses.

Potential Use of Findings

It's important to respond to feedback once it has been collected and reviewed. That way, any changes to how tutors are trained or the way future assessments are designed and administered can be made. Gathering information about how tutors assessed themselves and their peers can also provide evidence about assessment successes and challenges, which provides opportunities for the assessment to be strengthened (Banta, Jones, & Black, 2009). If feedback is seriously considered and addressed, the overall assessment process can be improved (Banta, Jones, & Black, 2009), which is a goal in and of itself for any assessment process.

A summary of the feedback responses can be shared with the tutors as well. By explaining how future changes will be made based on the areas tutors indicated as needing improvement, the tutors learn that their feedback matters (Huba & Freed, 2000). Furthermore, as managers interpret assessment information, they may more clearly see the necessity for creating new services or expanding interventions that address tutors' needs more effectively. (Banta, Jones, & Black, 2009)

It's important that the data be studied and interpreted so that an action plan for change can be developed (Banta, Jones, & Black, 2009). After reviewing the survey results, several areas of tutor training were identified as needing improvement. Based on tutor responses to the Behavioral Questions section of the post-observation assessment survey (see *Figure 2*), tutors need help setting the agenda and managing their time during sessions. This point was further supported by the answers tutors provided on other survey questions. For example, one tutor wrote, "I can improve on working a little harder on keeping the tutoring session within the fifty minutes." When asked what changes they would like to see in their own tutoring, another tutor explained they would like to "Set a stronger agenda right off the bat."



Assessment plans should be based on clear, explicit goals (Banta, Jones, & Black, 2009). Keeping the goals for this assessment project clear and concise made it easier to draw conclusions and interpret the data later, however, further inquiry into tutor responses to survey questions through interviews was necessary to obtain clarification and justify tutor answers. The remainder of this paper concentrates on discussing the results of the feedback analysis of the surveys and tutor interviews.

Chapter 3: Conclusions

“The critical value of assessment is that faculty have real data or concrete information that can be utilized to make informed, strategic changes” (Banta, Jones, & Black, 2009). Discussing the assessment results with colleagues and other stakeholders within the Academic Support Services division brings insight to the type of learning the tutors are doing and whether changes need to be made to the original learning outcomes and assessment techniques which were used. Gathering information from the assessment and perspectives from others allows one to make informed decisions about changes to the assessment process or the way tutor training at the Language Center is approached. It also helps us to see what the tutors can do well, or perhaps where our training needs improvement – two of the original goals for the assessment program. Through discussion, a greater understanding of how best to assess tutor learning, what tutors do well, and what aspects of their training need improvement can be achieved (Huba & Freed, 2000). Furthermore, “Assessment is a continuous process that is constantly open to change and reform” (Banta, Jones, & Black, 2009). It is important that assessment measures be improved or measures that are not valid or reliable be eliminated.

The data obtained from this assessment process revealed the need for managers to structure training around certain learning outcomes that worked for tutors. Answers to interview questions demonstrated a very clear trend; listening to recordings of their peers’ tutoring sessions was a great learning opportunity. One tutor explained they benefitted most from “Being introduced to the other tutoring sessions – the other techniques.” Another tutor said “having the chance to listen intently to the other tutors” was most helpful. Yet a third tutor said “[H]earing how other tutors approached problems was a good way for me to learn.” When something like that happens in my session I can approach it the same way.” Statements like these make it easy

to recognize the inherent value in recording tutoring sessions for training purposes and that this feature of the pilot assessment program should be maintained in future assessment plans.

The process of designing and implementing a comprehensive peer-assessment program was a very rewarding and educational experience for all the tutors and the managers involved. The data that the assessment program generated provided the center and its leaders with the necessary information to move forward with program. The feedback provided by the tutors will be used to develop better tools and strategies for future assessment plans.

Discussion and Recommendations

“Genuine assessment...takes time to take root.” – Libby Barlow, University of Houston

According to Norton and Agee (2014), “The best practice is to build assessment into the ordinary daily life of a learning assistance program.” Formative assessment, like the kind that was developed for this project, is meant to be ongoing and part of the learning process. It should take place during the learner’s – or in this case tutor’s – learning period and produce multiple examples of a tutor’s performance that are collected overtime through a variety of assessment procedures (Stoynoff, 2012).

It’s also important the tutor be part of the assessment process and understand the expected outcomes. Effective assessment describes the quality of the learner’s work in relation to the assessment’s intended outcomes without judging the quality of the learning. Formative assessment is very low stakes and should provide positive washback so the tutor can know where they need to improve. It should foster opportunities for tutors to engage in self-initiated enquiry so they can self-assess, reflect on their learning, and set goals. Lastly, managers like myself should monitor, evaluate, and modify assessment procedures to optimize instruction and learning (Stoynoff, 2012). To that end, the Final Tutor Assessment Survey (see *Appendix D*) was used to gather feedback on the assessment process itself. This feedback will be used to determine what changes should be made.

Some of the responses to the final survey suggested the need for the assessment to be less time consuming. One tutor wrote that “shorter samples from a wider range of tutors” would be more beneficial than listening to just one or two sessions in their entirety. One way to reduce the amount of time tutors dedicate to the assessment process would be to develop a rubric based on

the questions used for the surveys. Rubrics help increase the reliability of the assessment by giving tutors instruction on what to expect when using it to do both self- and peer-assessment. Rubrics are also very practical because they're easy to score and easy to administer and they can be contextualized, making them very authentic (Sasse, 2016). Below is an example of what a rubric using questions adapted from the tutor assessment surveys, which were based on the twelve-step tutoring cycle, might look like (see *Figure 3*).

The tutor was able to...	Yes		Partially		No	
complete step one of the 12 Step Tutoring Cycle	5	4	3	2	1	
complete step two...	5	4	3	2	1	
complete step three...	5	4	3	2	1	
Suggestions for improvement:						

Figure 3. (Sasse, 2016)

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Appendix A

Pre-observation Reflection Survey

This form is meant to prompt you to think about your own tutoring.

Please type your name:

- 1) Think back to a recent tutoring session you had that you think went very well. Keeping that session in mind, what do you think makes a tutoring session go well in general?

- 2) What do you expect to see when you review the recording of your tutoring session(s)? What do you think you do well? What do you think you could improve upon?

Appendix B

Post-observation Assessment Survey

Please type your name:

Enter the number of the recording you are reviewing:

Behavioral Questions: *In this section, you will review the tutor's behavior on a scale of 1-5 or 1-3.*

- 1) The tutor acted professionally.
- 2) The tutor created a friendly, welcoming environment for the student.
- 3) The tutor worked with the student to set the agenda.
- 4) The tutor balanced tutor and student talk time.
- 5) The tutor encouraged the student to use the center resources, such as books, software, and Conversation Cafe, outside of their tutoring session.
- 6) The tutor stayed on agenda and managed time well to end the session on time.
- 7) The tutor helped out with the administrative side, encouraging sign-in and sign-out and ensuring that students were working with the proper tutor.

Technical Questions: *In this section, you will evaluate the tutor's subject-specific skills on a scale of 1-5.*

- 1) The tutor demonstrated knowledge of her/his specific academic area.
- 2) The tutor showed strong oral communication skills. (e.g. explained language learning concepts clearly)

Self-evaluation/Peer Evaluation Questions:

I am evaluating:

- *my own tutoring session.*

- *my peer's tutoring session.*
- 1) Now that you've listened to your tutoring appointment after the fact, did it go the way you thought it did as you were tutoring? What was as you predicted and what surprised you?
 - 2) What changes would you like to see in your own tutoring and how might you go about making those changes?
- 1) What strengths did you see in this tutor's session?
 - 2) What about your peer's tutoring style would you like implement in your own sessions?

Appendix C

Interview Questions

Interview guidelines: *This interview is an opportunity for the tutor to discuss with his or her supervisor any learning moments he or she may have had during the assessment process. It is also an opportunity for the supervisor to pursue clarification about any of the tutor's survey answers – both pre- and post-observation – and to discuss alternative interpretations of the survey questions and any new topics that may arise.*

- 1) Thinking about the pre-assessment survey and the assessment, did you find helpful this process of comparing your ideas of your own tutoring with what you heard of your own tutoring, and why or why not?
- 2) In your survey, you said you might try to implement [X Y and Z]. Do you have some ideas for how you might implement these changes? How can I or the other center resources be used to help you achieve your goals?
- 3) What could we do better as a tutoring center to help you have better tutoring sessions?
- 4) What do you think was the most useful thing about this exercise?
- 5) Two other tutors have given feedback on your strengths. Do you want this feedback emailed to you?

Appendix D

Final Tutor Assessment Survey

Please enter your name:

- 1) Did this assessment process help you to reflect on your strengths and weaknesses? *Answers on a scale of 1-5.*
- 2) Would you like to see the center do more assessments like this in the future? (Yes/No)
- 3) What, if anything, would you change about this assessment procedure?

Appendix E

Assessment Survey Responses

Assessment Objectives Key	
Use this key to identify which tutor responses fit with which of the four original objectives of the assessment. Responses that did not fit with an objective were left unmarked. Overly positive or overly negative responses were also identified for later analysis.	
Evaluate where our training has been effective	Identify where our training needs improvement
Provide an avenue for tutors to share strengths with other tutors through direct or indirect observation	Raise awareness of tutors' own strengths and weaknesses
Positive Responses are represented by a P Negative Responses are represented by a N	

Pre-observation Reflection Survey - Responses

Number of Responders: 12

Responses are assigned a number identifying the tutor.

Question 1: *Think back to a recent tutoring session you had that you think went very well.*

Keeping that session in mind, what do you think makes a tutoring session go well in general?

- Helping the student to understand a concept he's asking for by providing examples or explanation. (#12)
- Tutor would ask me what is my problem, and then help me with that. (#11)
- The student had a very rough draft of a paper and his instructor wanted him to organize his ideas. We drew up an outline together on the white board and he was very happy that he had a structure for his ideas - he said this was very different from how they write in China and that it was very helpful. (#6)

- When the needs/requirements of the student are being met, maybe for that specific assignment or to their writing structure. Also, when the tutor has an idea of the topic being discussed, there can be better discussions. (#4)
- I like to have some connection, some warmth displayed during the tutoring session. Perhaps asking the student how his or her classes are going would add some personal connection. Having the student clearly define what goals are expected in the session is important. Also, asking many questions of the student in order to get the student to think about how to resolve writing issues and to learn how to make their own corrections and to write well is essential. (#1)
- The knowing of your subject well make session go well. (#13)
- 1. Active listening to the tutee 2. Engaging the students in the tutoring session (questioning, asking him/her to read aloud, asking her to explain her point) 3. The emphasis should be put on the process of learning rather than the correctness of the answer. 4. Do a review at the end of the session. 5. Make sure the student learn something from the session by asking him/her for example to summarize what is tackled in the session. 6. Be friendly, patient. 7. Help the student find the answer rather than giving him/her the answer 8. Practice helps student understand the material. I mean the tutor can use examples to illustrate his point and also do some practice to make sure the tutee get his/her point. (#7)
- In a good tutoring session the student's questions are answered and the student feels comfortable telling the tutor if he or she needs more explanation. Most importantly, at the end of a successful tutoring session, the student should leave feeling more confident and be able to work on his or her own doing homework or when taking a quiz. (#9)

- I knew that my student had a test coming up. I prepared myself for him. I gave him challenging exercises, examples, when he had trouble solving those questions, I went over one step at the time until he was 100% confident. I used a highlighter on his text and workbook and explained to him what he should go over. (#8)
- Patience and a multi-pronged approach to each subject. (#3)
- What makes a tutoring session go well in general is connecting to the student. I believe that been friendly with the student allows the student to be more comfortable in the session. (#5)
- I knew exactly what the student wanted to work on and had worked with them before. I structured the session based on their needs. (#2)

Question 2: *What do you expect to see when you review the recording of your tutoring session(s)? What do you think you do well? What do you think you could improve upon?*

- Answered all questions I was asked. Some questions needed time and thinking first and thus, it sounds less credible. (#12)
- I would like to see where I can improve my teaching skills. I think I would help them improving Chinese well. I think I can improve the way I communicate with people. (#11)
- I know my biggest challenge is too much teacher talk, so I expect to see this, though I'm working on asking more questions and helping the student come to the right answer themselves. (#6)
- When the tutee pauses for a certain period of time, I think that they don't know (but maybe they are just thinking); however, at that moment, I think that they don't know so I may lead it myself, which I need to work on. I need to give them time to think. (#4)

- I do well at asking many questions and trying to get students to find their own writing issues and resolve them. I would like to work on having the student participate even more in the tutoring session. (#1)
- I haven't done it yet. (#13)
- In my own tutoring sessions I expect to see, from me as a tutor, that I am clear about what I needed to explain to the student and that I encouraged him or her, to come back to the Language Center when he or she needs help. What I expect to see from a student after being tutored by me, is that he or she, shows understanding of the material he needed help with and that he or she shows progress in the Spanish language. I feel that I make the student feel comfortable and confident. I make sure I give clear and detail explanations about the material we are working on. I can improve on working a little harder on keeping the tutoring session within the fifty minutes. (#9)
- The enthusiasm and self-confidence of my student. I do well encouraging my students to keep going when they feel frustrated for not understanding the instructor. I give them tips to learn, such as familiarize with the vocabulary, do index cards, solve every single exercise from the book and workbook, come to the language center weekly with appointment and as a walk in, join both of the conversation cafes, take the Spanish newspaper every week and try to find vocabulary words from their chapters. I should improve on my English pronunciation, intonation, and accent reduction to better help my students. (#8)
- I think I make students feel comfortable and explain things in an as clear and easy-to-understand way as possible. I think I could be more patient in terms of giving students more time to work through things on their own before I give an explanation. (#3)

- I believe that my problem during the session was making too many non-verbal expressions. By having the recorder in front of me I felt nervous. So it will be interesting to hear those silent moment when I was making non-verbal expression to get the student to answer. (#5)
- I think I did well, but one session was stronger than the other. I think I need to slow down my speed when I tutor students. I have a tendency to speak quickly. (#2)

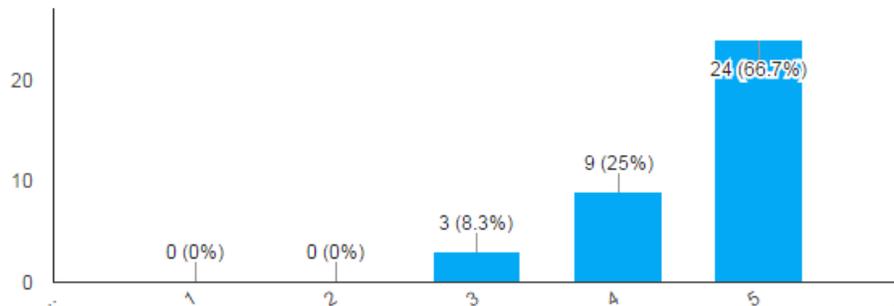
Post-observation Assessment Survey – Summary & Responses

Number of Responses: 36

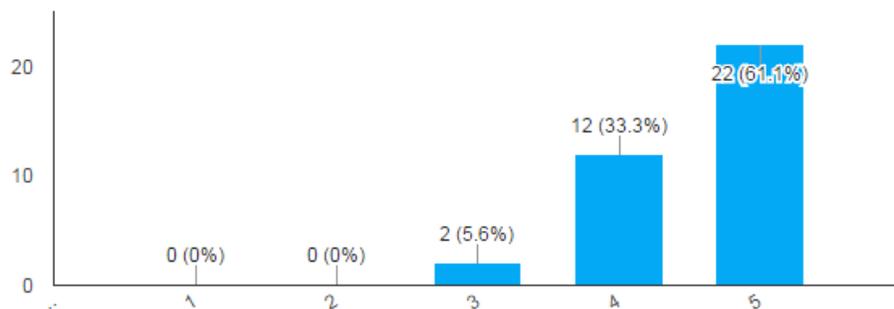
Tutoring Sessions were evaluated on a scale of 1-5, with 1 being ‘*Not at all*’ and 5 being ‘*Always at an outstanding level*’.

Behavioral Questions

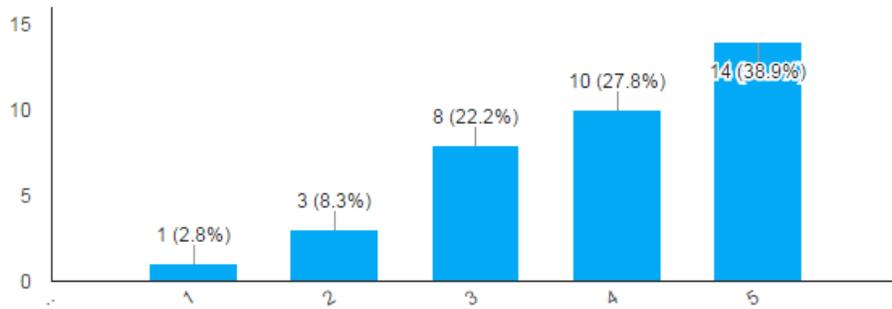
The tutor acted professionally. (36 responses)



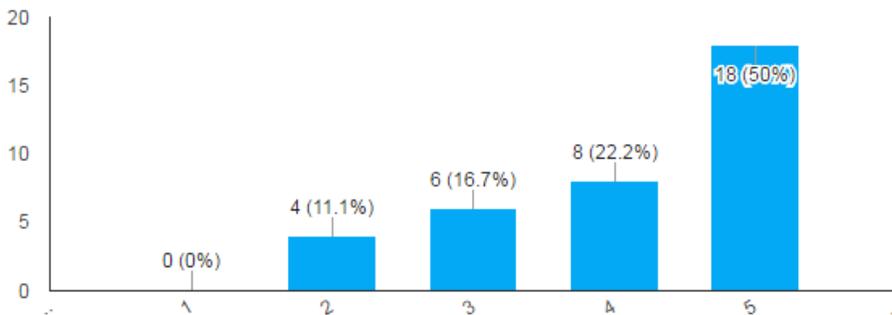
The tutor created a friendly, welcoming environment for the student. (36 responses)



The tutor worked with the student to set the agenda. (36 responses)

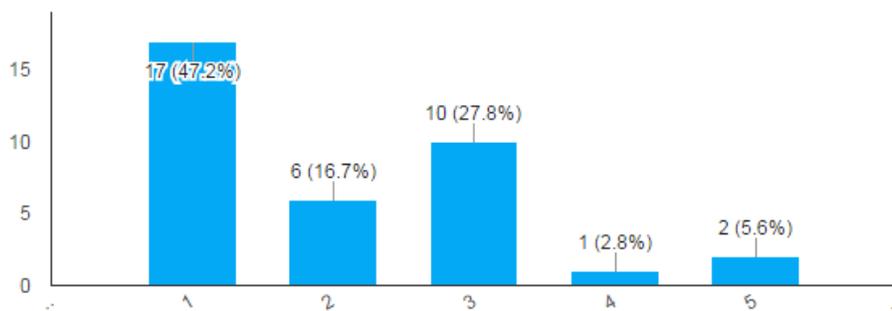


The tutor balanced tutor and student talk time. (36 responses)



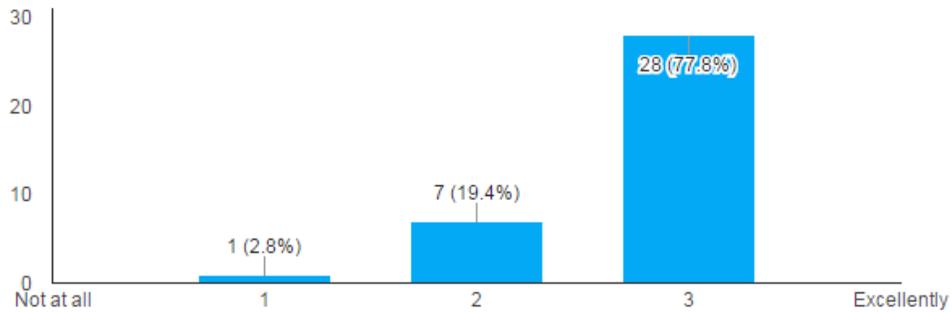
The tutor encouraged the student to use the center resources, such as books, software, and Conversation Cafe, outside of their tutoring session.

(36 responses)



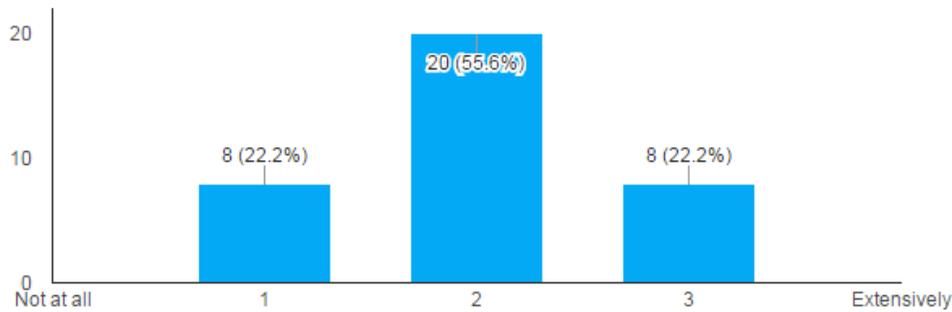
The tutor stayed on agenda and managed time well to end the session on time.

(36 responses)



The tutor helped out with the administrative side, encouraging sign-in and sign-out and ensuring that students were working with the proper tutor.

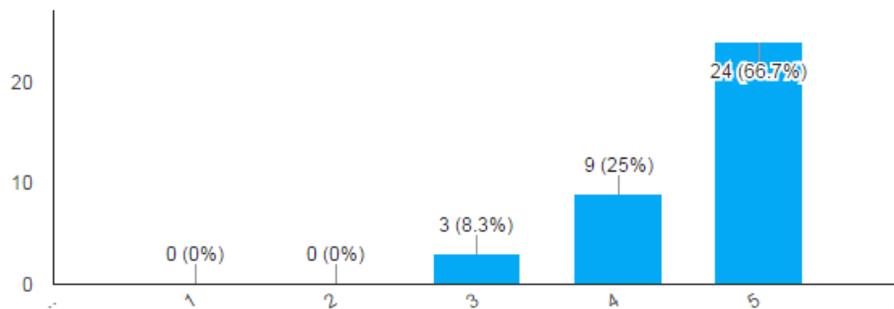
(36 responses)



Technical Questions

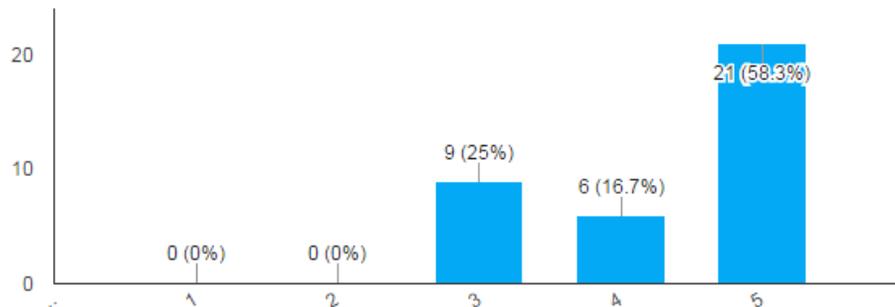
The tutor demonstrated knowledge of her/his specific academic area.

(36 responses)



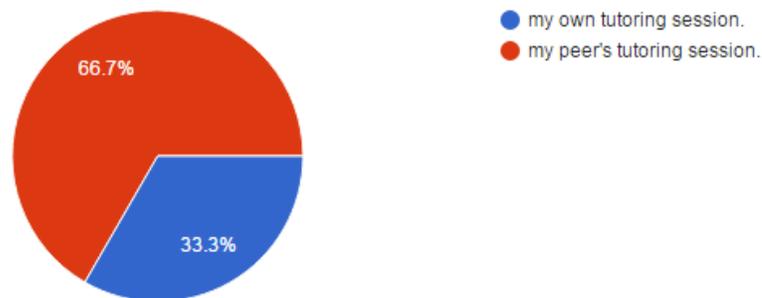
The tutor showed strong oral communication skills. (e.g. explained language learning concepts clearly)

(36 responses)



Self/Peer Evaluation Questions

I am evaluating: (36 responses)



Responses are assigned a number identifying the tutor.

Question 1: *Now that you've listened to your tutoring appointment after the fact, did it go the way you thought it did as you were tutoring? What was as you predicted and what surprised you?* (12 Responses)

- Yes. However, I did not get much information about what they have learned in the class. I predicted that the student should have a strong command of basic Chinese. I was surprised that she had more knowledge than I thought she should have. (#11) **P**
- What surprised me is that she managed to write the essay and have reasons but couldn't explain her reasons to make her thesis. (#2)

- I expected I would talk more than I should, and I think I did, not as much as I thought. (#6) **P**
- What I predicted: setting an agenda before starting combining theory and practice (put into practice what I explained to her) engaging the student by asking her questions I was surprised when she asked me to write something for her and I said no we were not allowed to, she did not like it and I felt she was not comfortable. I had not had encountered such a problem with other students. I was trying hard to find a way to explain to students how to write a paragraph and when I discovered PEER method, it helped me and the students a lot. but I was surprised after trying my best to explain it that she could not understand it. (#7) **N**
- I did too much work for the tutee. (#10) **N**
- I was able to explain questions but i got nervous which surprised me. (#12) **P**
- After listening to my own recording, I can tell that I give out hints for the answer but I do not explain why it is afterwards. Other than that, I think that the student understood/knew her other mistakes so I did not have to explain. (#4) **N**
- The session went fairly as anticipated. (#1) **P**
- Yes, I was super nervous the whole session so I assumed I did horrible. The lights went off while I was tutoring which did not help. (#5) **N**
- Mostly all of it. As I predicted, the student left feeling knowledgeable about the material she needed help with and felt very comfortable asking and answering questions. (#9) **P**
- I think it did go the way I thought. It was first time when I meet with a student after a long break. I was testing what the student remember. (#13) **P**
- This student is a regular student, so I didn't have to do as much explaining as I normally would. (#3) **P**

Question 2: *What changes would you like to see in your own tutoring and how might you go about making those changes?* (12 responses)

- I would like to add some words about letting the student make another appointment. (#11) **P**
- Set a stronger agenda right off the bat. (#2) **P**
- I would like to work on asking more questions. (#6) **P**
- I have to know that students are not the same, and what works with one student may not work with the other. I have to work on how to deal with such situations I waited till the end and told the student that I was sorry for that and that those were the rules of the center. but I realized later that it was a good idea. I should have told her once she asked me because that would make her more comfortable. Maybe she did not understand what I told her, but when I explained it at the end, I think she got it. (#7) **P**
- Time managing - Give more chances to the tutee to work by himself. (#10) **P**
- Be more calm and good at speaking. Probably talk more often in order to achieve the goal. (#12) **P**
- I want to explain to the student the answer better and more thoroughly (I think I do right now but not enough/ in-depth). (#4) **P**
- I would like to avoid using informal spoken language, e.g., “stuff,” “cause,” “yeah,” and “uh huh.” (#1) **P**
- Know more technical terms and know how to explain those. I will study more, perhaps read the books at the center. Also, listen to other tutor's session to acquire other teaching techniques. (#5) **P**
- Have my students write more of the material I tutor to them. (#9) **P**
- I think I want to speak more in Russian with my students. (#13) **P**

- Being higher energy and more encouraging when students succeed. (#3) **P**

Question 3: *What strengths did you see in this tutor's session?* (26 responses)

- He would like to listen to students' opinion about what they had learned in class. (#11)
- She stopped the student when there was a mispronunciation of words while the student read aloud. (#2)
- The way she help students is professional. (#11)
- Asking Questions and getting the student to think about her argument. (#2)
- The student was working though her own thought process. (#2)
- Walked the student through an introduction and thesis statement very well, and asked a lot of good questions to help the student formulate her own thesis. (#6)
- The tutor had the student read his paper first, and then go through and correct grammar. She also did a good job of asking questions first to see if the student could recognize his own errors before she corrected them. (#6)
- She gave a lot of examples and let the student work an example by herself. (#11)
- she was good at explaining grammatical rules (articles) she asked the student to read aloud to detect her own mistakes also when she was not sure about something, she admitted that and she asked the student to check. (#7)
- She engaged the student by asking her questions. (#7)
- Repeated the correction so the tutee could have deeper impression - Gave the tutee chances to find mistakes by herself (saying "How do you..." and asking the tutee to recheck the sentences) - **Balanced tutor and tutee talk time.** (#10)

- Gave hints to the tutee to think about the ideas - Asked "What do you think about..." to give the tutee chances to express her idea - **Balanced tutor and student talk time.** (#10)
- Tutor set the agenda, also she used questions and similar English words to make student better remember vocabulary. (#13)
- Amazing session because this tutor used the role play as a practice for student who was struggling with speaking in English. (#13)
- When the tutee struggled, the tutor would say the answer and explain why afterwards. The tutor also asked why the student wrote down that word/ sentence in the way they did so the tutor could get an idea of how the student is thinking/ struggling. (#4)
- Knowledgeable, clear and concise speaking. (#12)
- Calm and helpful. (#12)
- When the tutee did not understand/ could not pronounce correctly, the tutor had no problem repeating anything (answers). However, at one point in the recording, the tutee herself pointed out that she wants to go over the ones highlighted in "red" when the tutor was somewhat off- topic. The tutor realized and the session continued as normal. (#4)
- The student was definitely pleased by the tutoring session and thanked the tutor and said the session was very helpful. (#1)
- The tutor provided good rules for spelling plurals and formatting for quotes. (#1)
- Polite, friendly, engaged, sought feedback, clear explanations and examples. (#9)
- Friendly and organized. (#9)
- The tutor knew well how to explain the tutee's questions. **He sounded very friendly**, which I think helped a lot. Overall, he is well informed of the material he was tutoring. (#5)

- The strength that I saw in this tutor's session is the way she explains the material. She sounds very confident on the material she tutoring. Also, she sounds very friendly. (#9)
- Clear and concise explanations and allowed the student to talk. (#3)
- The tutor was very encouraging and engaged the student. (#3)

Question 4: *What about your peer's tutoring style would you like implement in your own sessions?* (24 responses)

- I can write the sentence for them and then explain to them.
- The way she incorporated both reading and speaking. I usually only focus on one during a session. (#2)
- She told the students which you should do and which you should not do. (#11)
- I need to not talk and intervene during the student's individual work. (#2)
- Implementing an agenda and sticking with it though out the session. (#2)
- I liked the way she asked a lot of questions to help the student build the thesis statement. (#6)
- I don't usually have the student read first, I may try that. (#6)
- N/A (#11)
- The tutor does not know everything, so it is okay to say I am not sure about this, let me check so I am not giving you the wrong answer or ask the student to check. (#7)
- asking students to explain their points verbally is a good way to engage them in the tutoring session. (#7)
- Giving more chances for tutee to do his own work - Time managing - Balance tutor and tutee talk time. (#10)
- Allow the tutee to have a chance to express his/her own idea. (#10)

- I would like implement the word similarity method. Some words in English and Spanish sound similar and mean the same, therefore you can easily remember them. The same in Russian. (#13)
- I would love to use role play more in my sessions. (#13)
- Allowing the tutee to figure out what their own mistakes are! (#4)
- I liked the interaction between the student and the tutor in this recording; it seemed like the student had no trouble understanding the tutor and was asking questions comfortably. (#4)
- Perhaps I would add a little funny story to the session to lighten the mood. (#1)
- Nothing. (#1)
- giving more time to the student to respond to a question. (#9)
- I would like to have my students to write more during my tutoring sessions. (#9)
- The way he sounds friendly yet professional. Also, the way he explain in a clear way. (#5)
- The questioning/paraphrasing part. She would ask, listen to the answer, and later repeat the answer to make sure they were both on the same page. (#9)
- Allowing students more time to work through things (#3)
- Do more exercises to test student knowledge (#3)

Tutor Assessment Final Survey – Responses

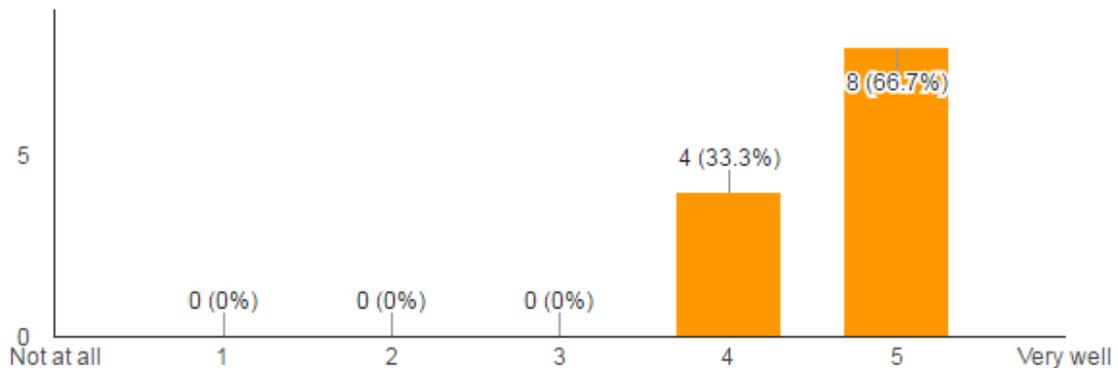
Number of Responders: 12

Responses are assigned a number identifying the tutor.

Question 1:

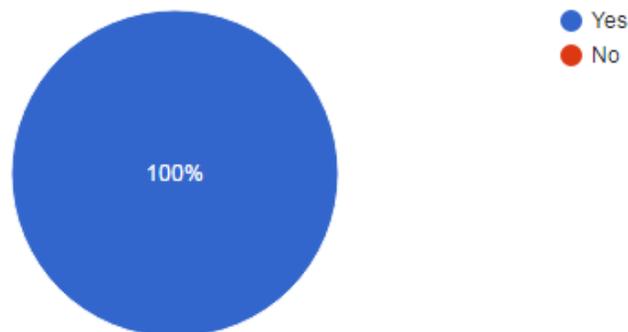
Did this assessment process help you to reflect on your strengths and weaknesses?

(12 responses)

**Question 2:**

Would you like to see the center do more assessments like this in the future?

(12 responses)



Question 3: *What, if anything, would you change about this assessment procedure?*

- Everything was great. If we have an hour or two set to listen to the record, I could complete this project sooner. Thanks this pilot project helped me improve my tutoring sections. (#8)
- N/A (#10)
- Nothing, I thought it was well done. (#6)

- I would like to have included in the assessment process more direct guidance as to how individuals could improve on their tutoring. (#1)
- I have to change the ask what the student has learnt during the class. Then I can teach them from what they had known to some new things. After the tutoring session, I should review with the student about what we have learnt during the tutoring session and encourage him or her to make another appointment. (#11)
- Shorter samples from a wider range of tutors. (#3)
- Everything was great. I'll try my best to finish everything on time. Thanks! (#8)
- The fact that in the recordings, you can hear other sessions. I guess spacing out tutors who are recording. It got a little dicey sometimes when I was listening to the recorded session. I had to not confuse who I was assessing. (#2)
- Everything was perfect, I really like it. (#13)
- Everything was good. (#7)
- I somewhat wish the feedback I received was more in- depth. Other than that, I really liked this assessment and I got to see where I am (in terms of tutoring skills). (#4)