Date: ______________________________   Subject: ______________________________

Start Time: __________________________   Stop Time: _________________________

Observer: ___________________________   Tutor at work: _______________________

1. Circle all that apply.

A. **At 15 minutes:**
   - Tutee cannot see / can see / is reading notes, books, or other materials.
   - Tutee has pen or pencil / is writing.
   - Tutor has pen or pencil / is writing.
   - Tutor is doing 10% 20% 30% 40% 50% 60% 70% 80% 90% of the talking.

B. **At 30 minutes:**
   - Tutee cannot see / can see / is reading notes, books, or other materials.
   - Tutee has pen or pencil / is writing.
   - Tutor has pen or pencil / is writing.
   - Tutor is doing 10% 20% 30% 40% 50% 60% 70% 80% 90% of the talking.

C. **At 45 minutes:**
   - Tutee cannot see / can see / is reading notes, books, or other materials.
   - Tutee has pen or pencil / is writing.
   - Tutor has pen or pencil / is writing.
   - Tutor is doing 10% 20% 30% 40% 50% 60% 70% 80% 90% of the talking.

2. Why do you think the tutor was doing this much (or little) of the talking, reading, and writing?

3. When (if ever) might it have been more helpful to do less or more of the talking, reading, and writing? How could the tutor have done so?
4. Who decided what to work on, and how was that decision made? If they made a plan, did they stick to it? If not, why not?

5. What did the tutor do to make the student feel confident and comfortable?

6. How did the tutor seem to adapt to this particular student’s strengths, weaknesses, and interests?

7. What choices did the tutor make that you might have made differently? Why?

8. Any last thoughts or questions?