Circle the statement in each category that best describes your program. Add up all the scores you circled and divide by 10 to determine your average score.

1. INTENSITY AND FREQUENCY

1. Tutoring sessions are infrequent or irregular.
2. Tutoring sessions are somewhat regular but not frequent.
3. Tutoring sessions are regular but lack sufficient frequency.
4. Tutoring sessions are frequent, with some irregularities.
5. Tutoring sessions are both frequent and regular.

2. SMALL GROUP OR 1-ON-1

1. Tutoring is conducted in large groups, hindering individual attention.
2. Small group sessions occasionally, but not consistently.
3. Mostly small group sessions with occasional one-on-one.
4. Frequent small group sessions with regular one-on-one support.
5. Predominantly one-on-one or very small group sessions, ensuring individualized attention.

3. HIGHLY TRAINED TUTORS

1. Tutors lack specific training or subject expertise.
2. Tutors have minimal training or subject expertise.
3. Tutors are somewhat trained and have moderate subject expertise.
4. Tutors are well-trained with good subject expertise.
5. Tutors are highly trained with extensive subject expertise and ongoing professional development.

4. DATA-DRIVEN INSTRUCTION

1. No use of data to inform instruction.
2. Infrequent and inconsistent use of data.
3. Moderate use of data to inform some instructional decisions.
4. Regular use of data to inform instruction with some gaps.
5. Comprehensive and consistent use of data to inform all instructional decisions.

5. CURRICULUM ALIGNMENT

1. Tutoring content is not aligned with school curriculum.
2. Some alignment with the school curriculum, but inconsistencies are present.
3. Moderate alignment with the school curriculum.
4. Good alignment with school curriculum with minor deviations.
5. Full alignment with the school curriculum, ensuring reinforcement of classroom learning.

6. DURATION AND CONSISTENCY

1. Tutoring program is short-term and inconsistent.
2. Some consistency, but duration is limited.
3. Moderate duration and consistency in the tutoring program.
4. Long duration with few inconsistencies.
5. Sustained, long-term duration with consistent tutoring sessions.

7. EMPHASIS ON SKILL MASTERY

1. No emphasis on mastering skills, focus only on assignment completion.
2. Occasional focus on skill mastery.
3. Balanced focus on skill mastery and assignment completion.
4. Strong focus on skill mastery with some focus on assignments.
5. Primary emphasis on skill mastery, ensuring deep understanding.

8. INTEGRATION OF TECHNOLOGY

1. No use of technology in tutoring sessions.
2. Infrequent and ineffective use of technology.
3. Moderate use of technology to support learning.
4. Frequent use of technology, with some innovative practices.
5. Comprehensive integration of technology, enhancing learning

9. FOCUS ON BUILDING CONFIDENCE AND MOTIVATION

1. No focus on building student confidence or motivation.
2. Minimal efforts to enhance confidence or motivation.
3. Moderate efforts to build confidence and motivation.
4. Strong emphasis on boosting student confidence and motivation.
5. High emphasis on building confidence and motivation, with consistent strategies implemented.

10. ADAPTABILITY

1. No adaptation to individual student needs.
2. Limited adaptation to student needs.
3. Moderate adaptation to meet different learning styles and needs.
4. Good adaptability with occasional customization.
5. High level of adaptability, with tutoring tailored to each student's unique needs and learning style.

TOTAL: