

WriteAway Experienced Tutor Rubric

Criteria in this rubric describes the types of responses expected from capable tutors who have served as WriteAway tutors for more than two semesters. Feedback is designed to help tutors reflect on areas for improvement and acknowledge elements of tutor responses that exceed expectations.

Tutor Name:

Date:

Feedback Overview	
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Feedback from Student Activity Survey	
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	Areas that Need Work	Criteria	Evidence of Exceeding Standards
Engagement & Tone		Feedback acknowledges specific strengths and provides qualifying comments. Student's name used in opening and closing. Tutor adapts scripts to specific issues of submission to build personal connection with student.	
Feedback corresponds to Student Needs		Feedback addresses what student has asked for help with in submission form, while focusing on prioritized concerns as appropriate for the writing submission.	

<p>Selection of HOCs</p>		<p>Appropriate HOCs identified and prioritized with general alignment between the different sections of response.</p>	
<p>Discussion of HOCs in Issues Needing Work section</p>		<p>Feedback discusses specific concerns and provides actionable suggestions for student to consider.</p>	
<p>Selection and discussion of LOCs (as applicable)</p>		<p>LOCs identified and discussed in issues needing work discussion and embedded comments. Tutor offers suggestion(s) and relevant resources on how student can identify LOCs in his or her own work.</p>	
<p>Use of Embedded Comments</p>		<p>Embedded comments reflect tutor's experience of reading submission and identify strengths as well as concerns that align with the discussion developed in the "issues needing work section." Tutor uses questions in embedded comments including some open-ended questions.</p>	
<p>Organization & Presentation</p>		<p>Elements of template used correctly in order. Relevant resources incorporated into response with framing discussion.</p>	

Second or Third Response (if applicable)		Tutor acknowledges changes student has made based on feedback from previous tutor(s).	
		Tutor selects next highest priority HOCs and LOCs as appropriate to the revised writing submission.	
		If additional revision of a concern is required, tutor attempts to offer alternative feedback from what previous tutor has recommended.	
		Tutor invites student to resubmit or return for future writing assignments.	