Peer Tutoring Checkpoint Assessment

Checkpoints	Yes	No
1. Did you consider the selection of the dyads?		
2. Was the task structured rather than open ended?		
3. Was a specified time period set for tutoring?		
4. Did tutor and tutee (learner) switch roles?		
5. Were there rewards/recognition for good tutoring behavior?		
6. Are the dyads changed once every 2 weeks?		
Total: Evaluate "what's missing", and fix it!		

If . . .	Then Try . . .
Problem behavior is arising during tutoring tasks	Is problem behavior occurring in just one or two dyads, or across the class? If it is just one or two dyads, it may be an issue with partner selection. Those 1–2 dyads in which problem behavior is occurring may not be good tutoring pairs. However, this does not mean you should immediately "break them up". Learning to get along and work cooperatively may be an important step for the student(s) in question. Consult the following suggestions in this table and see if one might alleviate the problem. The work may be too difficult. Evaluate if the material is within the student's instructional level.
Dyad has been warned once for poor behavior, but continues to misbehave	1) Place the dyad (both students) on a "time-out from reward" for 5 minutes. Note this does not mean removing the students from the peer tutoring activity.

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If . . .	Then Try . . .
Students are off-task; not being disruptive, but being too "chatty" and not productive.	2) If the above strategies have been ineffective in improving student behavior, split the dyad apart so that the students are on their own. Emphasize the rewards for dyads that are being productive. Activity may be too "open ended". Use peer tutoring for activities in which students are engaged in clear, concrete tasks with a simple right or wrong answer. Good tasks would include spelling words, math facts, vocabulary definitions, science/social studies/history facts, and reading comprehension questions in who/what/where format
Students are off-task; not being disruptive, but not succeeding.	3) Students may have forgotten key parts of the tutoring procedure. Run a "booster" training session to clarify the procedure and to reinforce understanding.
Students seem unmotivated.	4) Make sure your rewards are truly "rewarding" to the students.