



Tutoring
in the time
of COVID



Universal Evaluation Toolkit for Academic Tutoring Programs



Partners



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Introduction

The *Universal Evaluation Toolkit for Tutoring Programs* walks through the **key steps of evaluating an academic tutoring program (K–12)** for organizations that wish to measure and understand changes in students' progress. Evaluation can be used to understand progress towards achieving the tutoring program's goals, make course corrections, and demonstrate the program's value and impact to key stakeholders, including funders. We focus, in particular, on measuring changes in student academic achievement (such as literacy and numeracy outcomes) and student well-being (such as psychological well-being and aspirations) and on understanding how tutoring programs have led to those changes.

This toolkit is the product of a partnership between the University of Toronto, Wilfrid Laurier University, and the Diversity Institute at Ryerson University, with funding from the Future Skills Centre. It forms part of our commitment to working together with community-based partners to articulate what success looks like in K–12 tutoring programs and promote the improvement and scaling of tutoring programs, particularly for underserved students, in Ontario and

beyond. This toolkit is part of a suite of resources, including [a review of the evidence](#) on effective tutoring programs (Gallagher-Mackay et al., 2021) and an [ecosystem map](#) and analysis of non-profit tutoring and academic support programs in the City of Toronto (Yau et al., 2021).

We recognize that many community-based organizations offering tutoring services have limited evaluation resources, and staff typically are not evaluation experts. For that reason, we created this toolkit to help organizations answer important questions about tutoring programs, such as:

- > Are we reaching the most vulnerable children, youth, and families?
- > What difference are we making?
- > What is working well?
- > How can we improve?

We provide an essential roadmap and key tools for evaluating tutoring programs based on three steps: preparing for the evaluation, doing the evaluation, and using the evaluation (Figure 1).

FIGURE 1
Framework and principles for program evaluation



Source: Created by authors

There is no single way of doing an evaluation. Each tutoring program may serve a different group of students, use a different delivery approach, and define different outcomes. However, there are key steps to evaluation that are universal across programs. Similarly, all evaluations should seek to provide useful data, be feasible to conduct, ensure ethical standards are followed, and provide accurate findings.

Why is it important to evaluate tutoring programs?

Tutoring initiatives have shown considerable promise to complement traditional schooling in improving students' learning outcomes and their social and emotional development (see, e.g., Gallagher-Mackay et al, 2021).

- > For example, in a review of 101 studies from member countries in the Organisation for Economic Co-operation and Development (OECD) and European Union (EU), Dietrichson and colleagues (2017) found that tutoring interventions for elementary and middle school students with low socioeconomic backgrounds improved student achievement in mathematics and reading (by an effect size of 0.36 standard deviations [sd]).
- > Similarly, through a meta-analysis of 96 studies, Nickow and colleagues (2020) found that tutoring had overall positive effects on students learning (effect size = 0.37 sd), with the effects most substantial in younger grades and from teacher and paraprofessional tutoring programs.

Individual studies have analyzed the effectiveness of tutoring programs on other student outcomes as well, including preparedness for and transition into higher grades and post-secondary institutions (Oreopoulos, Brown, & Lavecchia, 2017); grit or aspirations (Carlana & La Ferrara, 2021); self-regulation, anger, or stress (Song, Loewenstein, & Shi, 2018); and social relationships (Dion, Fuchs, & Fuchs, 2005).

In the **Canadian context**, an evaluation of beyond 3:30, a multipurpose after-school program for inner-city middle schools, found positive long-term impacts on students' academic preparedness; post-secondary aspirations; physical, social, and emotional development; and interactions in environments beyond the program: school behaviour, family life, and contributions to community (Yau et al., 2015). In addition, the Pathways to Education program, which includes proactive mentoring, daily tutoring, and group activities, improved high school graduation and post-secondary enrollment rates for students living in Toronto's largest public housing project (Oreopoulos et al., 2017). Similarly, evaluations of the TutorBright Program, a one-on-one, in-home tutoring program (Hickey & Flynn, 2019); Peer-Assisted Learning Strategies (PALS) program, which pairs higher and lower functioning peers (Jones et al., 2017); and JUMP Math, a one-on-one online numeracy

tutoring program (Randhawa, 2021), suggest promising improvements in academic achievement in reading, writing, and math among primary and middle school students.

In addition to research studies, program evaluation can contribute to the body of knowledge on tutoring programs. An essential purpose of evaluation is to improve programs, make modifications as needed, and monitor progress toward program goals. For example, most tutoring programs aim to change student learning and behaviour in one or more target groups. These changes can be tracked through evaluation, and with careful evaluation designs, it is possible to assess the program's success in achieving its short-term and long-term outcomes.

We have a credible evidence base for tutoring programs upon which to draw. A challenge, however, is that there is substantial heterogeneity in terms of the design and cost of tutoring programs, the populations they serve, qualifications and training of tutors, their intended impacts on student outcomes, and the evaluation strategies used to measure changes in those outcomes of interest. **This evaluation toolkit can help to achieve a more substantial, more unified evidence base and support organizations working in closer alignment to achieve common goals.**

Phase 1: Preparing for the Evaluation

Create a logic model

A logic model provides a visual diagram of the tutoring program, showing the inputs you are drawing on, the tutoring activities you will run, and the expected outcomes of these activities. In addition, it provides a common understanding of the program's theory of change or how the program works. Of course, not all program logic models will look the same. But all models provide a simple way to show the relationships between the tutoring program's resources and the tutoring activities delivered toward the tutoring goals that the organization wants to achieve.

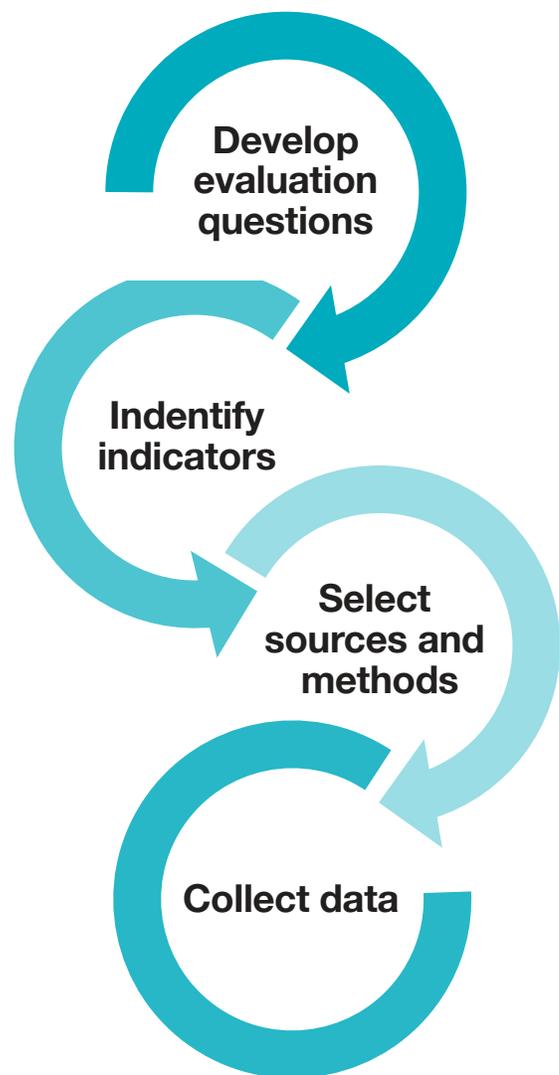
Why is it important?

An important step in developing a logic model is the conversation that takes place among stakeholders to agree on the tutoring program's **intended outcomes and goals**. Program staff, partners, and funders may have different views of what the tutoring program is trying to achieve. The process of creating a logic model forces stakeholders to create a shared vision of the intended outcomes and the tutoring activities needed to bring about that change. **In Annex 1, we provide a conversation guide and template you can use as a starting point to create a logic model for your tutoring program. Feel free to adapt this template to make it suitable for you and your stakeholders. Once the logic model is adapted to the tutoring program's needs, you can adapt data collection tools accordingly.**

Phase 2: Doing the Evaluation

An **evaluation plan** flows from the logic model and helps organizations think through how to measure the progress and achievements in the tutoring program. The evaluation plan is the blueprint, laying out what you need to know to implement your evaluation and how to get that information. The evaluation plan should consider:

- > The **specific evaluation questions** you want to answer to know if your tutoring program is effective.
- > The **measures or indicators** you will use to determine if you are moving toward your tutoring program goals.
- > The **data sources and methods** you will use to get the information needed from students, tutors, and others to answer your questions, and the permissions that you will require to collect and share the data (e.g., permissions from research ethics or school boards).
- > The **people** who will help you **collect your data** and the **timeline and budget** that will guide the evaluation work.



Develop evaluation questions and indicators

Evaluation questions help focus the evaluation on the tutoring program elements that are the most important to understanding if the program is effective. Evaluation questions should flow easily from the logic model:

- > **Process questions** ask about program implementation, or how the logic model's inputs, activities, and participation sections are working. These questions help to understand whether the tutoring program is being implemented according to plan and identify opportunities for improvement.
- > **Outcome questions** ask about whether the tutoring program has accomplished the outcomes as described in the logic model. These questions help to understand the progress and outcomes that result from the program.

Table 1 describes some of the outcomes that can be measured, as well as specific constructs used to measure them. These are outcomes commonly measured in evaluations of tutoring programs. The table provides examples of databases that have been used in evaluations from Ontario and can be used to benchmark progress, as well as instruments that have been adapted to study tutoring programs in the Ontario context.

TABLE 1

Databases for assessing and benchmarking tutoring program outcomes in the Ontario context

Aspect Measured	Outcomes	Constructs	Databases from Ontario and/or Instruments Adapted for the Ontario Context
Student outcomes or impact	Academic achievement	Math scores Reading scores Writing scores	Provincial assessment databases, such as Education Quality and Accountability Office (EQAO) assessment scores; Foundation Skills Assessment Scores; Ontario Secondary School Literacy Test (OSSLT); Canadian Achievement Test (CAT-4) data; and report card data International assessments, such as the Program for International Student Assessment (PISA) Diagnostic assessments, such as the Wide Range Achievement Test; Woodcock-Johnson III (WJ-III) achievement test; Curriculum-Based Measurement (CBM) Assessments
	Academic preparation	Progression into higher grades or post-secondary institutions	Report card data; other school board data; post-secondary institutions' data Self-administered questionnaires
	Personality and behavioural characteristics	Grit Growth mindset Resilience Support Stress and anxiety Child development indices	Duckworth Grit Scale; Dweck Growth Mindset Resiliency survey data (such as Child Outcome Research Consortium's Student Resilience Survey), with measures for the feeling of hope and control in life Self-administered surveys to gauge behavioural traits and feelings of support, stress, and anxiety, such as Schonert-Reichl's Middle Years Development Index; OurSCHOOL/Tell Them From Me surveys
Process outcomes	Intermediate outcomes	Attendance Retention Equity	Administrative records, paired with self-administered surveys, measure access to the program relative to the target group, retention in the program, and demographic distribution
	Satisfaction with the program	Tutor effectiveness Tutor-student relationship Stakeholder perceptions of the program	Self-administered surveys given to tutors, students, and parents to gauge the satisfaction of stakeholders

Decide which aspects of the tutoring program you want to measure. Try to refine these aspects and make them as specific as possible, ensuring that each question has a clear purpose and relevance. Avoid the temptation to measure everything. Instead, prioritize the most important outcomes. The following list suggests some things to think about to help you prioritize:

- > Which parts of the logic model have already been tested?
- > Can you draw on evidence about the tutoring program from other existing sources?
- > Is the question important to tutoring program staff and stakeholders?
- > Can the question be answered with available resources, including funds and personnel expertise, and within the time frame allocated?

Data collection plan

The next step in creating an evaluation plan is selecting the data sources that will provide the best information, while also considering how easy or difficult it will be to get that information. There is often more than one source for data and more than one way to collect it from each source. Once you have explored potential data sources, the next step is to choose which data collection method will be the most effective and feasible. You might choose to:

- > **Use existing data.** This includes data already published and data previously collected by your organization. For example, you might use existing program documentation or local secondary data about overall achievement levels from sources like your local school board.

- > **Collect new data.** Data you collect yourself (or have someone collect on your behalf) is called primary data. This might include interviewing tutors and other stakeholders, using self-administered student surveys, or observing the tutoring program in action. If you are collecting and analyzing data about marks or test scores for program participants, even if that data is originally generated by a teacher or testing agency, it is usually considered primary data as well.

When collecting primary data, evaluators must be aware of the principles of conducting ethical research to ensure that the well-being, safety, security, and integrity of the participants and the evaluators are respected. This is done through the **informed consent** process, which ensures that individuals voluntarily participate in the research with full knowledge of relevant risks and benefits, and by upholding participants' rights to confidentiality, privacy and dignity.

Suppose you are working with a post-secondary educational institution and intend to publish the findings of your evaluation. In that case, you may have to formalize the research ethics process through the Research Ethics Board (REB) at the college or university. Managing the REB approval process is the responsibility of an academic partner, but may have implications for research design and data collection processes affecting other participants in the evaluation. Researchers can avoid and resolve ethical dilemmas by knowing their ethical obligations and what resources are available to them. More information can be found in the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*.

There are various evaluation approaches and methodologies to choose from, depending on what you need to learn (refer to the box on page 10). For example, if your tutoring program is brand new, it may not be the right time to invest in a rigorous impact assessment. Instead, you may want to understand how the tutoring program is being delivered, capturing learning about how it can be delivered more effectively. **In Annex 2, we provide a template to record appropriate approaches to answer the evaluation questions and to build in the key resources needed. A list of sample data collection tools is also included.**¹

In terms of data sources and data collection tools needed to evaluate tutoring programs, you rarely need to start from scratch. Many instruments to evaluate tutoring programs have already been developed and tested by other organizations. Sometimes these will work without changes, and sometimes they need to be adapted to fit the evaluation. However, there are considerable benefits to using existing tools, including the potential to compare your results to similar programs and the assurance that the measures have been validated. Table 2 provides examples of the types of data collection tools a tutoring program could use and guidance about using them.

TABLE 2

Data collection tools for evaluating tutoring programs, based on the Examples of Data Collection Tools developed by the National Student Support Accelerator at Brown University

Tool	Description	Implementation Considerations
Administrative Records and Checklists	Documentation of services to record and demonstrate compliance.	Helpful to capture data related to implementation fidelity and to understand which of the actions outlined in the Logic Model happened in practice and which did not.
Surveys	Instruments for collecting information from individuals regarding the impact and experience of the tutoring program. Best used for measuring satisfaction or shifts in self-efficacy and perceptions of learning.	Allows you to compare subjective experiences across different people in a standardized, quantifiable, and rigorous way; easy to administer.
Interviews	Qualitative assessments to understand motivations and experiences.	Can allow a program to better understand nuanced perspectives.
Standardized Assessments	Tools that ask the same questions to assess student learning.	Allows comparison of student learning levels. If not using an off-the-shelf assessment, work needs to be invested in developing the tool so that it is consistent across tutors.

¹ Many of the tools provided in this toolkit are adapted from those developed by the National Student Support Accelerator at Brown University. Our thanks for allowing us to share them with Canadian audiences.

Designs and methods of evaluation

Descriptive: Quantitative data to describe the data in relation to the program. For example, outcomes such as achievement can be studied at two points in time. This could be before or after a tutoring program is implemented for a group of students. This pre/post comparison gives an estimate of the change in outcomes over a period of time. It does not attribute the change to the program itself. Similarly, outcomes can be compared between students who receive a tutoring program and students who do not receive the program, and mean differences in their test scores provide descriptive evidence on the differences between the two categories of students. Organizations could use the assessment data collected by their own programs, or they could partner with school boards to access data to gauge student performance in relation to the programs they offer.

Explanatory: Quantitative analysis encompasses impact evaluations, which unpack cause-and-effect relationships by establishing to what extent a particular program – and that program alone – contributes to the change in outcomes. Impact evaluation methods rule out the possibility that any factors other than the program explain the observed impact.

Below are commonly used designs in impact evaluation literature:

- > **Experimental designs** are considered the gold standard in impact evaluations, as they use a random process to decide who gets access to the program and who does not. Randomization enables a fair allocation of participants to the program and also ensures that the two groups (the one that receives the program and the one that does not) are statistically nearly identical to each other. A comparison of outcomes of the two very similar groups after one is exposed to the program will give the effect of the program on the outcomes.
- > **Quasi-experimental designs** include difference-in-differences models, regression discontinuity designs, propensity score matching designs, and instrumental variable techniques, among others, which create a counterfactual or a control group as similar as possible to the group that receives the program. These methods allow evaluators to unpack the causal impact of the program.

Phase 3: Using the Evaluation

This last step in conducting an evaluation of a tutoring program involves sharing the findings and recommendations. At its heart, evaluation is about learning. The goal is to learn from the evaluation findings to refine the tutoring program. This stage of the evaluation involves enacting the plans put in place to learn from the evaluation. This starts with developing recommendations and identifying stakeholders with whom to share the results. Then you can keep each of those stakeholders in mind and think through the “what,” “how,” and “when” of sharing the findings. At that point, you will be ready to compile this information into a communications plan. In this step, you will think through questions like:

- > What are the goals of sharing evaluation findings?
- > Who are the stakeholders?
- > What are the key messages of the evaluation?
- > Who needs to know what?
- > How can each audience best be reached?
- > What are their information needs?
- > How can I best present this information to enhance understanding and use?

Unless you have good reasons not to, you should share your evaluation findings so that others can benefit from your experience. This means that your work will contribute to improvements in the quality of tutoring programs offered by different organizations. **In Annex 3, we provide a template you can use to create a communication plan for your evaluation.**

Annex 1: Logic Model Template

It can help start the development of your logic model to reflect on questions like these—as an evaluation team and in conversations with your stakeholders.

Conversation guide: How will we describe our tutoring program?

Use the following questions to start a conversation about a program or set of activities you are interested in evaluating.

1. What is the **problem** or **issue** we are trying to solve or the issue we are trying to address? What evidence do we have that this is an important problem or issue?
2. What specific **activities** will we carry out to address the problem or issues?
3. Who do we need to reach (**participation**) for these activities to be successful? How many participants are we trying to reach? Where are they, and how will we engage them?
4. What **inputs** or **resources** are needed to complete the activities identified (e.g., program staff, funding, specific facilities/equipment, and/or partnerships with other organizations or experts)?
5. What **changes** or **outcomes** do we expect to see as a result of our activities?
 - > What changes do we expect to see in the short term (e.g., one year)?
 - > What will be different if we are successful in the long term (e.g., five or more years)?

Logic model template

Inputs	Outputs		Outcomes	
	Tutoring activities	Child and youth participation	Short-term	Long-term
What resources are needed?	What are our specific activities?	Whom do we want to reach?	What changes do we expect to see in the short term?	What will be different if we are successful?

Annex 2: Evaluation Plan Template

Evaluation Question	Indicator(s)	Data Source(s)	Method	Timeline

Sample tools

Please feel free to use or adapt the following tools, which are adapted from the [Toolkit for Tutoring Programs](#) from the National Student Support Accelerator at Brown University.

Sample student survey

Using the same survey at the beginning *and* end of your program may help you detect changes in student experiences and outcomes. Patterns of change may provide suggestive information about how the program affects students' learning and relationships.

Student name:

Please check one box per question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I feel like a real part of my school.					
People here notice when I'm good at something.					
People at this school are friendly to me.					
I'm included in lots of activities at school.					
Other students in my school take my opinions seriously.					
Please check one box per question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I always study for tests.					
I set aside time to do my homework and study.					
I try to do well in my schoolwork even when it isn't interesting to me.					
Please check one box per question	Not at all like me	Not much like me	Somewhat like me	Mostly like me	Very much like me
I finish whatever I begin.					
I am a hard worker.					
I continue steadily toward my goals.					
I don't give up easily.					

Please check one box per question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have opportunities to review or practice new material until I understand it.					
When I am working on an assignment or activity, I know what the goals of the assignment or activity are.					
If I have trouble understanding material when working on my own, I can get help quickly.					
I have access to technology (such as a computer, tablet, or smartphone) and the internet outside of school whenever I need them.					
If I need help using technology when I'm at home, I have someone who can help me.					

How many hours do you spend on schoolwork and tutoring outside of your regular school hours during a typical school week?

- a. Zero
- b. 1 hour or less
- c. More than 1 hour and up to 3 hours
- d. More than 3 hours and up to 7 hours
- e. More than 7 hours

Please check one box per question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The schoolwork and tutoring I do outside of school are connected to what I am learning in school.					
The schoolwork and tutoring I do outside of school help with my learning.					

These questions are only for students who participated in the tutoring

Please check one box per question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My tutor gives me their full support during our sessions.					
I can easily understand my tutor's explanations.					
I have a clear goal that I am working towards at tutoring.					
I feel my tutor respects my culture/ background.					
My tutor treats me with respect.					
The feedback that I get from my tutor on my schoolwork helps me understand how to improve.					
I usually look forward to tutoring sessions.					
I work hard to do my best in tutoring sessions.					
Sometimes I get so interested in my tutoring work I don't want to stop.					
I like the way we learn in tutoring classes.					
I am more confident in schoolwork.					
I am less stressed about schoolwork.					
I am more organized about schoolwork.					
I am feeling more supported and connected to school.					
I am in control of my schoolwork and schedule.					

Please check one box per question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I am more comfortable with online learning.					
I am more hopeful about the future.					
I am more confident in time management skills.					
I am less anxious in general.					
I am more in control of my life.					

How likely are you to recommend this tutoring program to another student?

Not very likely

Very likely

1 2 3 4 5 6 7 8 9 10

What did you like best about tutoring? _____

What ideas do you have about how we could make tutoring better? _____

Sample parent survey

Student name:

Parent name:

Please check one box per question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I believe tutoring was effective for my child.					
My child improved academically as a result of tutoring.					
I felt aware of the safety guidelines and policies of the tutoring program.					
My child's tutor communicated with me effectively about my child's academic progress.					
My child's tutor gave me effective strategies to support my child's academic progress at home.					
My child developed a positive relationship with their tutor.					
My child took both my advice and their tutor's advice and applied it to their sessions.					
Because of my involvement with [tutoring program] my child is:					
more confident in schoolwork.					
less stressed about schoolwork.					
more organized about schoolwork.					
feeling more supported and connected to school.					
more in control of schoolwork and schedule.					
more comfortable with online learning.					
more hopeful about the future.					
more confident in time management skills.					
less anxious in general.					

How likely are you to recommend this tutoring program to another parent?

Not very likely

Very likely

1 2 3 4 5 6 7 8 9 10

What do you believe has been the biggest success of the tutoring program for your child? _____

What is the biggest piece of advice you would offer to strengthen the tutoring program? _____

Sample school administrator and teacher survey

Teacher name:

Please check one box per question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I believe tutoring was a “value add” for my school.					
I believe tutoring sessions focused on the most critical skills that students needed.					
I felt aware of and well-informed about the tutoring program.					
I believe the tutors I worked with had strong content knowledge.					
I observed that tutors developed solid and professional relationships with all students.					

How likely are you to recommend this tutoring program to another teacher?

Not very likely Very likely

1 2 3 4 5 6 7 8 9 10

What do you believe has been the biggest success of the tutoring program for students? _____

What is the biggest piece of advice you would offer to strengthen the tutoring program? _____

Sample tutor surveys (post-training)

Tutor name: _____

Please check one box per question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The tutor training helped me build an understanding of the importance of holding high expectations for all students.					
I'm excited to meet and build relationships with students and partners in our school and communities.					
The training helped me build skills in the strategies that I will use in the tutoring sessions.					
I believe my training experiences are helping me to develop valuable skills necessary to start tutoring.					
The smoothness of training logistics allowed me to engage in the content in a meaningful way.					
The training space created a welcoming environment for me given my background (e.g., race, ethnicity, class, gender identity, sexual orientation, religion, etc.).					

What originally attracted you to the opportunity to tutor with our program? _____

In terms of the training and supports that our tutoring program provided, which ones were most valuable? Which were less useful? _____

What (if anything) do you wish had been different about the training our tutoring program provided? Why? _____

Sample tutor surveys (end of program)

Please check one box per question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The program created a welcoming environment for me given my background (e.g., race, ethnicity, class, gender identity, sexual orientation, religion, etc.)					
I feel supported by my direct supervisor.					
I believe the observation and debrief cycles help me become more effective as a tutor.					
I believe the tutor training furthered my development so that I am more effective with my students.					
My students can complete challenging work.					
I am confident in my ability to teach difficult content.					
My students successfully met the objectives of our tutoring sessions.					
I have built effective relationships with my students.					
I regularly collaborate with my students' classroom teachers.					

How likely are you to recommend this tutoring program to another tutor?

Not very likely

Very likely

1 2 3 4 5 6 7 8 9 10

What do you believe has been the biggest success of the tutoring program for students? _____

What is the biggest piece of advice you would offer to strengthen the tutoring program? _____

Sample interview scripts

There are two main types of interviews your program should routinely conduct: exit interviews and research interviews. Exit interviews aim to ascertain why a student, family, or school decided not to continue receiving tutoring through the program (or why a tutor left their role with the program). These types of interviews can help identify trends and fix short-term problems. Research interviews usually happen much later, once the program has both student alumni and tutor alumni, to gather data on student and tutor experiences of the program and its long-term impact on their academic and professional trajectories.

Example exit interview: Parents

This is an example list of questions from a tutoring program to determine why some parents withdrew their students from the program's tutoring.

1. Why did you decide to leave the tutoring program?
2. What did you find to be effective about the tutoring program?
3. What did you dislike about the tutoring program?
4. How would you describe the quality of communication from your tutor regarding your child's progress? Did you feel informed?
5. Has the tutoring program met the expectations you had when you enrolled your student? If so, how? If not, how did it fall short?
6. What recommendations do you have for us for continuing to improve our tutoring?

Example research interview: Tutor alumni

This is an example list of questions from a tutoring program that was curious to learn how they influenced some of their tutors' decisions to pursue careers as teachers.

1. What have you been doing professionally since your role as a tutor with our program?
2. What originally attracted you to the opportunity to tutor with our program?
3. When did you decide to become a teacher? What factors most influenced your decision?
4. What supports did our tutoring program provide that helped you in becoming a teacher? Which ones were most valuable? Which were less valuable?
5. What (if anything) do you wish had been different about the supports our tutoring program provided? Why?
6. When you entered the teaching profession, did you notice any differences between you and your peers at your school who were also first-year teachers? What were they?

Example standardized assessments

This is a short list of some common standardized assessments. Many of these assessments were developed outside of Canada but can still provide useful, benchmarked information on core skills.

Name of Assessment	Description	Content Area	Grade Levels
<u>STEP</u>	Online formative literacy assessment. Shows student progress through 19 developmental steps towards reading proficiency.	English Language Arts	K–5
<u>Voyager Sopris Learning Acadience Reading K–6</u>	Formerly known as DIBELS Next. Measures student progress towards early literacy skills.	English Language Arts	K–6
<u>DIBELS</u>	Assesses early literacy skills. Combine with regular benchmark testing, up to three times a year. Identifies students at risk of not meeting end-of-year expectations in reading.	English Language Arts	K–8
<u>Developmental Reading Assessment (Third Edition)</u>	Identifies students' independent reading level by assessing engagement, oral fluency, and comprehension. Identifies students' focus for instruction. Given up to three times a year.	English Language Arts	K–8
<u>Renaissance Star Assessments</u>	Computer-adaptive assessments. Provides percentile rank, grade equivalent, zone of proximal development, and subdomain scores.	English Language Arts/ Math	Math: K–12 ELA: 2–12
<u>Edmentum Study Island Assessments</u>	Incorporates formative assessment questions into instruction. Aligns with New York State standards. Integrates with <u>NWEA MAP</u> .	English Language Arts/ Math	K–12
<u>Scantron Assessments</u>	Provides formative, interim, and summative assessments (both online and paper-based).	English Language Arts/ Math	K–12
<u>Galileo Benchmark Assessments</u>	Teachers create flexible progress monitoring assessments from an item bank. Administered three times a year. Predicts student achievement on state tests.	English Language Arts/ Math/Science	K–12
<u>i-Ready Assessment</u>	A full assessment suite, including i-Ready Diagnostic, Standards Mastery, Algebra Readiness, Dyslexia Screener, and Oral Fluency Assessments.	English Language Arts/ Math	K–12

Name of Assessment	Description	Content Area	Grade Levels
<u>Fountas & Pinell Benchmark Assessment Systems</u>	Used to identify students' independent and instructional reading levels and document student growth. Levels range from A to Z and map to grade levels.	English Language Arts	K-12
<u>ANet Interim Assessments</u>	Online teacher platform provides student reports, as well as sample lesson plans and planning tools. Used four times a year.	English Language Arts/ Math	3-8
<u>CASE Benchmark Assessments</u>	Developed to mirror state standardized assessments. Administered every nine weeks.	English Language Arts/ Math	3-9
<u>iSTEEP - Advanced Literacy Assessment ELA</u>	Assesses student progress towards U.S. Common Core Standards in ELA. Includes both literature and informational texts.	English Language Arts	4-9
<u>Smarter Balanced Assessments</u>	Interim and computer-adaptive summative assessments. Designed according to universal design for learning/accessibility guidelines.	English Language Arts/ Math	3-8, 11
<u>Cognia Assessments</u>	Previously known as Measured Progress. Three assessments a year. Both interim and formative assessments are available.	English Language Arts/ Math/STEM	3-12
<u>NWEA - MAP Growth Assessments</u>	Measures student growth between each test. Can be used up to four times per academic year.	English Language Arts/ Math	3-12
<u>Mathematics Diagnostic Testing Project (MDTP)</u>	Promotes and supports student readiness and success in college math courses.	Math	9-12
<u>PSAT 8/9</u>	Predictive test that measures student academic preparation and predicts future student success on the SAT.	English Language Arts/ Math	8-9
<u>PSAT 10</u>	Predictive test that measures student academic preparation and predicts future student success on the SAT.	English Language Arts/ Math	10
<u>SAT</u>	Predictive test that measures student academic preparation and predicts future success in college. Includes reading, writing/language, math, and essay sections.	English Language Arts/ Math	11-12
<u>ACT</u>	Predictive test designed to assess students' core content knowledge and predict future success in college. Includes English, math, reading, and science sections.	English Language Arts/ Math/Science	11-12

Annex 3: Communication Plan Template

Who are your stakeholders?	What information do you need to share?	What is the purpose of sharing this with them?	How will you share the information?	When should the information be shared?

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