Criteria for Identifying Students for High-Impact Tutoring

SCORING: Allocate points for each criterion based on observation and data (e.g., 0-2 points for each). Higher total points indicate a greater need and potential benefit from tutoring.

ACADEMIC PERFORMANCE (choose one)

- [ ] **Low Performance:** The student consistently performs below grade-level expectations in key subjects or skills.
- [ ] **Inconsistent Performance:** The student shows fluctuating or uneven performance in assessments and standardized tests.
- [ ] **Specific Subject/Skill Challenges:** The student faces difficulties in particular subjects or skill areas.

GROWTH POTENTIAL (choose one)

- [ ] **Emerging Potential:** The student demonstrates initial signs of improvement or potential, but is not yet reaching it.
- [ ] **Consistent Effort:** The student consistently puts in effort but hasn't seen proportional academic gains.
- [ ] **Positive Attitude Towards Learning:** The student shows a positive attitude and motivation but needs additional support.

SPECIFIC LEARNING NEEDS (choose any that apply)

- [ ] **Language Learners:** The student is an English language learner needing support in academic language acquisition.
- [ ] **Students with Disabilities:** The student is identified with disabilities requiring tailored instructional strategies.
- [ ] **Educational Disruptions:** The student is affected by significant disruptions in their education, needing help to catch up.

TEACHER RECOMMENDATIONS (choose any that apply)

- [ ] **Observed Academic Challenges:** Teachers identify the student as exhibiting specific academic challenges.
- [ ] **Behavioral Observations:** Teachers note behaviors that might be impacting academic performance.
- [ ] **Social-Emotional Factors:** Teachers recognize social-emotional issues affecting learning.

STUDENT SELF-ASSESSMENT (choose one)

- [ ] **Self-Identified Learning Gaps:** The student acknowledges they struggle academically.
- [ ] **Awareness of Strengths/Weaknesses:** The student shows awareness of their specific academic strengths and areas for improvement.
- [ ] **Willingness to Seek Help:** The student understands specific areas of strength and challenge and expresses a desire or willingness to receive tutoring support.

GUIDELINES FOR USE: Regularly update the rubric based on ongoing assessments and observations. Use the rubric in collaboration with teachers, students, and parents to ensure a holistic understanding of each student's needs. Consider this rubric as a guide, not the sole determinant, in deciding tutoring needs.

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