## NATIONAL PARTNERSHIP FOR QUALITY AFTERSCHOOL LEARNING

www.sedl.org/afterschool/toolkits

## **AFTERSCHOOL TRAINING TOOLKIT**

## **Tutoring Log**

**Directions:** This form is to be used by the afterschool tutor to record information about an individual student's work over time. Record each day what the student studies and accomplishes. In the "Notes" column, include areas in which the student needs work, successes experienced, or any other pertinent information. An example appears below. Use the blank form on the following page for your student.

Student Name: Joe Doe

Week beginning: Feb. 11, 2008

| Tutor<br>Name  | Day         | Subject(s)       | Topics Studied            | Work<br>Accomplished                                     | Notes  |
|----------------|-------------|------------------|---------------------------|--|--|
| Jane<br>Smith  | MON         | Math             | Fractions                 | p. 88, #2-25   | Joe seems to<br>understand fractions<br>better now than last<br>week; however he<br>would benefit from<br>additional tutoring on<br>this topic   |
| Brian<br>Allen | TUE         | Language<br>Arts | Reading<br>comprehension  | Outlined book<br>report                                  | During our discussion,<br>I noticed that<br>Joe needed a lot<br>of prompting to<br>remember certain<br>aspects of the book;<br>need to work on<br>techniques for better<br>comprehension |
| Jane<br>Smith  | WED         | Math             | Fractions,<br>percentages | Reviewed missed<br>questions from<br>previous test       | Joe understands<br>why he missed the<br>questions on the test<br>and is now able to<br>correct his mistakes  |
| Kari<br>Hardy  | THU         | Science          | Plants                    | Completed<br>assignment on<br>identifying plant<br>parts | Joe had no problems<br>with the identification<br>of the plant parts<br>and had fun with this<br>assignment  |
|                | FRI         |                  |                           |  |  |
|                | SAT/<br>SUN |                  |                           |  |  |

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Student Name: \_\_\_\_\_

Week beginning: \_\_\_\_\_

| Tutor<br>Name | Day         | Subject(s) | Topics Studied | Work<br>Accomplished | Notes |
|---------------|-------------|------------|----------------|----------------------|-------|
|               | MON         |            |                |                      |       |
|               | TUE         |            |                |                      |       |
|               | WED         |            |                |                      |       |
|               | THU         |            |                |                      |       |
|               | FRI         |            |                |                      |       |
|               | SAT/<br>SUN |            |                |                      |       |

Adapted with permission of Learning Point Associates. McElvain, C. K., Caplan, J. G., Diedrich, K. C., Kaufman, S., & Walter, K. E. (2005). *Beyond the Bell* ®: A Toolkit for Creating Effective Afterschool Programs. (3rd ed., p. 231). Naperville, IL: Learning Point Associates.