

Indicators for Homework Assessment

Rate the child on a scale of 1 to 4, 1 being rarely and 4 being always

Does the child come with homework organized? (For example, is the homework in a folder or loose in the backpack? Does the child have any kind of system for keeping track of the homework?)	1	2	3	4
Does the child have the necessary books or resources to do the homework?	1	2	3	4
Can the child explain the homework to the tutor in her own words?	1	2	3	4
Can the child articulate what kind of help he needs with the homework (e.g., support to focus on the task, clarification of instructions, teaching of content, etc.)?	1	2	3	4
Is the child able to plan an approach to the assignment?	1	2	3	4
If there is more than one homework task, does the child prioritize appropriately?	1	2	3	4
Can the child articulate the steps needed to complete the homework?	1	2	3	4
Can the child approach the assignment independently?	1	2	3	4
Does the child look to the tutor for constant affirmation?	1	2	3	4
Can the child maintain focus throughout the assignment?	1	2	3	4
Are there behavior issues that interfere with homework completion?	1	2	3	4
When the assignment is done, does the child put away materials, resources, and the completed assignment in an organized fashion?	1	2	3	4
Can the child verbalize what was learned in previous sessions?	1	2	3	4

Indicators of Improvement

Signs of improvement include some or all of the following. The child:

- Comes prepared to do homework — has assignment, materials, and resources.
- Can articulate what kind of help is needed.
- Does not rely on the tutor for constant feedback.
- Has strategies to try if material is not understood.
- Knows where to look for help when stuck (other than the tutor).
- Can focus on the assignment and see it through to completion.
- Is able to prioritize assignments and finish one before beginning another.
- Is able to rearticulate the problem-solving strategies from a previous session.