

# Tips & Tools for Engaging Students in Tutoring

It is important to keep students engaged and invested in their learning, especially when they are in tutoring. The skills they are working on during tutoring sessions will help address unfinished learning and support them in accessing grade-level content. Tutors have found creative ways to keep students engaged using *i-Ready* resources. Consider these practices they found helpful when planning your own activities and strategies.

## Tips

- **Check in with students** to see how they are doing and build rapport.
- **Track students' progress** to note what each student worked on, their strengths, and areas of growth.
- **Have students set goals and track their progress** with *i-Ready* online lessons by maintaining data trackers and learning reflections.
- **Set goals for the tutoring group**, and track the Percent of Lessons Passed or progress toward meeting group goals.
- **Share with the tutoring group and students' families** weekly how they are progressing in Personalized Instruction.
- **Send postcards, notes, and certificates home** to celebrate student progress.
- **Modify how you celebrate** based on age group.

## Tools

[Student Check-In Worksheet](#)

[Tutoring Session Weekly Tracker](#)

[Tutoring Session Reflections](#)

[Goal-Setting Guidance](#)

[Tutoring Group Goal Tracker](#)

[Keeping All Students Engaged](#)

[Recognition Postcards](#)

[Certificates](#)

[Family and Teacher Communication Prompts](#)

The top form is a 'Student Check-In Worksheet' with a header 'How Are You Doing?' and a table for tracking progress. The bottom form is a 'Tutoring Session Weekly Tracker' with a table for tracking session details.

The form is titled 'How do I set goals with students?' and provides guidance on setting goals for students. It includes sections for 'What are the qualities of an effective goal?' and 'Remember these things!'.

The form is titled 'GOAL!' and features a large thermometer graphic for tracking group goals. It includes a section for 'Remember these things!'.

The form is a 'Certificate of Achievement' from i-Ready. It includes a space for a student's name and a signature line for a tutor. It also features the i-Ready logo and a cartoon character.

# Student Check-In Worksheet

It is important to check in with students to see how they are doing. Students learn more from people with whom they have built relationships and trust. Use this worksheet to get updates from students, determine the kind of support they may need, and modify your plans.

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

Date: \_\_\_\_\_

## How Are You Doing?

**Respond to the following statements by marking a column.**

There are no right or wrong answers, and you won't get in trouble for anything you share.

I just want to check in and see how you're doing.

Learning Space	Agree	Disagree	Don't Know	Prefer Not to Say
1. I feel comfortable in the tutoring space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I can stay organized during tutoring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Support</b>				
3. I understand what I need to work on during tutoring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I know how I'm doing on my tutoring work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have one-on-one conversations with my tutor as often as I need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I have the support I need to learn and grow during tutoring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Activities</b>				
7. I like the type of activities I'm being asked to do (e.g., online lessons, independent work, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Motivation</b>				
8. I feel motivated to do my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I'm getting the recognition I need to feel motivated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I know I am working hard and doing the best I can.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What else would you like to share, related to class or not, that you want me to know about?  
Write or draw your response below.

# Tutoring Session Weekly Tracker

Tutor Name: \_\_\_\_\_ Week(s) Of: \_\_\_\_\_

General Feedback					
Student	Date:	Date:	Date:	Date:	Date:
Name:					
Worked On:					
Strength:					
Area of Growth:					
Name:					
Worked On:					
Strength:					
Area of Growth:					
Name:					
Worked On:					
Strength:					
Area of Growth:					

# Tutoring Session Reflection, Grade K

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

My tutoring learning goal is: \_\_\_\_\_

**Date:**

**What did you learn today?**

**Draw a picture of what you learned!**

# Tutoring Session Reflection, Grades 1–2

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

My tutoring learning goal is: \_\_\_\_\_

I will meet my learning goal by: \_\_\_\_\_

What did you learn today?		What questions do you have?	
Date:			
Date:			
Date:			
Date:			
Date:			

# Tutoring Session Reflection, **Grades 3–5**

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

My tutoring learning goal is: \_\_\_\_\_

I will meet my learning goal by: \_\_\_\_\_

Meeting this learning goal will help me: \_\_\_\_\_

**Date:**

**Today I learned:**

**I am proud of:**

**A question I have is . . .; I want to learn more about . . .**

**Date:**

**Today I learned:**

**I am proud of:**

**A question I have is . . .; I want to learn more about . . .**

**Date:**

**Today I learned:**

**I am proud of:**

**A question I have is . . .; I want to learn more about . . .**

# Tutoring Session Reflection, Grades 6–12

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

My tutoring learning goal is: \_\_\_\_\_

I will meet my learning goal by: \_\_\_\_\_

**Date:**

**Today I worked on:**

**I am proud of:**

**Next time, my goals are:**

**Date:**

**Today I worked on:**

**I am proud of:**

**Next time, my goals are:**

**Date:**

**Today I worked on:**

**I am proud of:**

**Next time, my goals are:**

**Date:**

**Today I worked on:**

**I am proud of:**

**Next time, my goals are:**

# Tutoring Group Goal Tracker

Use this tracker to note progress students make toward meeting your tutoring group's goals. Use the following questions to determine the goal(s) you will note at the top of the chart. Hang this chart in your tutoring space, and fill in the thermometer as students meet benchmarks toward the tutoring group's goal!

*What are one to two things we want to learn as a tutoring community?*

*What is our Time-on-Task goal for each week?*

*What is our Lesson Streak goal?*

*What are one to two things we want to accomplish this semester?*

**GOAL!**

\_\_\_\_\_

\_\_\_\_\_

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i-Ready

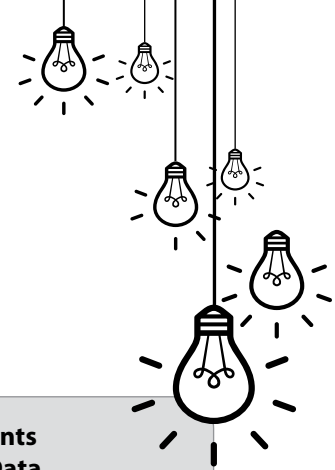
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# Tips & Tools for

## Keeping All Students Engaged—by Age Group

Engaging students in their learning is essential to their success. Teachers who have successfully engaged students with *i-Ready* have proven these strategies work at any grade level if you make adjustments to ensure activities are age appropriate.



Prepare Students and Set Expectations	Have Students Track Their Progress	Regularly Share Updates and Celebrate	Hold Tutoring Group Competitions and Celebrations	Talk to Students about Their Data
 <b>Younger Students</b>   <b>Focus on the fun,</b> and celebrate their progress individually and as a class as often as possible.				
<ul style="list-style-type: none"> <li>• Make sure students know how to use their technology.</li> <li>• Ensure students can log in and take their lessons.</li> <li>• Get students excited to take online lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach students how to read the dashboard and check their progress.</li> <li>• Have families help students track the information that appears on their dashboard.</li> </ul>	<ul style="list-style-type: none"> <li>• Send certificates and notes home and call families.</li> <li>• Acknowledge students in front of the class.</li> <li>• Leverage materials that showcase the <i>i-Ready</i> characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep a tutoring group competition tracker that's easy to display.</li> <li>• Reward tutoring group achievements (e.g., virtual field trips, a teacher video, or silly pictures).</li> </ul>	<ul style="list-style-type: none"> <li>• Give students feedback at the end of each session, noting one thing they did well and one area of growth (e.g., "Today you did well with _____. Next time, we will focus on _____").</li> <li>• Send communication to families and teachers outlining what the student worked on, their progress, and their area(s) of growth.</li> </ul>
 <b>Older Students</b>   <b>Focus on the "why,"</b> ensuring they understand the benefits of Personalized Instruction and helping them take ownership.				
<ul style="list-style-type: none"> <li>• Help students understand the benefits of Personalized Instruction and how it helps.</li> <li>• Have conversations with students about why lessons are assigned to them (e.g., "These lessons address areas where you need support").</li> </ul>	<ul style="list-style-type: none"> <li>• Have students keep track of their lesson progress and reflect on their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students how they want to be celebrated, and create a system to match.</li> <li>• Send positive notes or text messages, or call families.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a student leader maintain a class competition tracker.</li> <li>• Reward tutoring group achievements (e.g., free time, homework passes, permission to eat snacks during class).</li> </ul>	<ul style="list-style-type: none"> <li>• Have students reflect on one strength and one area of growth from the tutoring session.</li> <li>• Have students document their progress to communicate with their families and teachers, outlining what they worked on, their progress, and their area(s) of growth.</li> </ul>
<b>Tools</b> <ul style="list-style-type: none"> <li><a href="#">Digital Readiness Activities</a></li> <li><a href="#">Getting Students Ready Presentation</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Data Trackers, Pledge Sheets, and Learning Reflections</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Certificates</a></li> <li><a href="#">Recognition Postcards</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Class Data Trackers</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Data Chats</a></li> <li><a href="#">Data Chat Worksheets</a></li> </ul>

# Family and Teacher Communication Prompts

As a tutor, you are a part of your students' educational journeys. It is helpful to frequently communicate with other people who play a large role in your students' learning experiences, including their family members and teacher(s). Here are some prompts you can use to guide your communication with them.

- What is the student's learning goal(s)?
- What did the student work on this week?
- In what area(s) did the student exhibit strengths?
- In what area(s) does the student need additional support?
- What instructional supports have you provided the student?
- How can the teacher/family member support the student with their area(s) of growth?
- What other information do you want to acquire from the family member or teacher?

