

UWC Observations Form

1. What is your name?
2. What is your title?
3. What is the consultant's name?
4. What is the date and time of the tutoring session?
5. What is the name of the writer? (Find this information on the WC Online appointment form.)
6. What is the writer's class standing?
7. What is the writer's major?
8. What is the writer's first or home language?
9. At what stage in the writing process is the writer?
 - Prewriting/brainstorming
 - Early draft
 - Late draft
 - Unknown
10. Is this a group session?
 - Yes
 - No

For group sessions: How many students were present? How (and how well) did the consultant manage the session?

11. What did the writer and consultant work on during the session? (Number in order)
 - _____ Brainstorming
 - _____ Global organization
 - _____ Development of ideas
 - _____ Clarity and coherence
 - _____ Introduction/Conclusion
 - _____ Analysis
 - _____ Transitions
 - _____ Paragraph-level organization
 - _____ Wordiness/concision
 - _____ Editing and proofreading
 - _____ Citation
12. What tutoring techniques did the consultant use? (Select all that apply.)
 - Asked questions about the writer's ideas, organization, sources, etc.
 - Created a reverse outline or "toured" the paper
 - Consulted resources (e.g., link library, handbook)
 - Explained grammatical principles

- Gave reader response (i.e., shared questions, thoughts, and responses the tutor had while reading)
- Listened to the writer read the paper aloud
- Modeled proofreading techniques
- Modeled writing techniques (e.g., transitions, sentence phrasing, citation, formatting)
- Read the paper aloud
- Read the paper silently
- Sought help from colleagues
- Took notes for the writer
- Used the point/predict method (i.e., after reading a paragraph, summarized its main point and then predicted the next paragraph's content)
- Used fading/scaffolding (i.e., offered more or less support depending on the writer's ability to work independently, in order to empower the writer)
- Other: _____

13. What kinds of questions did the consultant ask? (Select all that apply.)

Inauthentic questions (e.g., directives disguised as questions, like "Don't you think you need an article here?")

- Questions to clarify meaning or intention (e.g., "What did you mean here?")
- Questions to stimulate the writer's thinking
- Questions to help the writer make effective rhetorical choices (i.e., questions about purpose, audience, context)
- Questions to help the tutor understand the assignment, genre, discipline, etc.
- Questions about the client's writing process
- Other: (4) _____

14. Were the inauthentic questions appropriate and helpful?

- Yes
- Maybe
- No

15. How effectively did the consultant follow the UWC's tutoring protocol? (Add comments as appropriate.)

	Very effective	Moderately effective	Slightly effective	Not effective at all	Not present
Establish rapport with the writer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diagnose writer's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboratively set an agenda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select appropriate tutoring techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prompt a demonstration of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess or check in with the writer during the session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare the writer for the next steps after leaving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Any additional comments about how effectively the consultant followed the UWC's tutoring protocol?

17. How effective was the consultant at the following? (Add comments as appropriate.)

	Very effective	Moderately effective	Slightly effective	Not effective at all	Not applicable
Balancing the writer's requests with the tutor's priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering the writer's autonomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering the writer's confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining clearly the rationale for changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoiding making assumptions about the writer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting appropriate strategies and exhibiting flexibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading the client's nonverbal cues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focusing on future application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenging writers to apply and demonstrate their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using internal or external resources (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. What else about the consultation was effective?

19. What else about the consultation was ineffective?