



Lockerby Composite School
Monthly Peer Mentoring Evaluation
Performance Rubric

NAME:
CLASS:
TEACHER:
MONTH:

CATEGORY	0 – 4.9	5.0 – 6.0	6.1 – 8.0	8.1 – 9.0	9.1 - 10	MARK
Communication	Often has difficulty explaining concepts taught by the teacher. Loses patience with students. Does not listen to the concerns of students.	Sometimes has difficulty explaining concepts taught by the teacher. Sometimes loses patience with the students and gives up trying to explain concepts. Sometimes does not listen to the concerns of students.	Rarely has difficulty explaining concepts taught by the teacher. Rarely loses patience with students and usually listens to their difficulties and concerns.	Explains concepts taught by teacher clearly and concisely. Listens carefully to concerns of student. Shows patience in repeating instruction until student understands.	Explains concepts taught by teacher clearly and precisely. Uses own examples and methods in attempting to help student understand. Listens carefully to the student, and persists in helping the student until the concepts are understood. Provides motivation for the student to learn.	/10
Attendance, Punctuality, Leadership	Frequently late for class and unprepared to get right to work. Misses a lot of classes. Does not show leadership skills in class.	Enters class at the last minute and then waits to be told what to do by the teacher. Has missed a few classes. Shows some leadership skills in class.	Enters class on time and begins interacting with students. Rarely misses class and is rarely late for class. Shows some leadership skills in class.	Usually arrives early for class and rarely misses school. Interact with students immediately upon arrival in class. Development of leadership skills is evident in class.	Always arrives early for class and interacts with students. Development of leadership skills is evident in class and is an excellent role model.	/10
Interaction with Students	Never approaches a student first.	Sometimes approaches an apparently needy student, but approaches them with hesitation.	Usually approaches students to see if they need help.	Usually helpful to many students during the course of a class. Usually keeps busy by helping individuals or by encouraging groups or the class as a whole.	Always helpful to many students during the course of a class. Always keeps busy providing help and encouragement to students. Students feel comfortable in approaching the peer tutor for help.	/10

CATEGORY	0 – 4.9	5.0 – 6.0	6.1 – 8.0	8.1 – 9.0	9.1 - 10	MARK
Energy and Attitude	Rarely smiles and gives encouragement to students. Students are hesitant to approach peer tutor.	Helps students but often appears bored, uninterested and tired.	Helpful to students and teacher, but does not provide a lot of energy and enthusiasm.	Usually positive, helpful, energetic and enthusiastic. Peer Mentor is a good role model for students.	Always positive, helpful, energetic and enthusiastic. It is obvious that the peer tutor cares about the student(s). Is a great role model for students.	/10
Organization	At the beginning/end of class, student does not show initiative with clean-up or able to self-direct tasks without teacher prompting.	At the beginning/end of class, student shows some initiative with clean-up or able to self-direct tasks without teacher prompting.	At the beginning/end of class, student shows initiative with clean-up or able to self-direct tasks without teacher prompting. Rarely asks the teacher if everything was okay that day and asks if anything needs to be done for the next day. Makes sure everything is put away before leaving the room.	At the beginning/end of class, student shows good initiative with clean-up or able to self-direct tasks without teacher prompting. Sometimes asks the teacher if everything was okay that day and asks if anything needs to be done for the next day. Makes sure everything is put away before leaving the room.	At the beginning/end of class, student shows exemplary initiative with clean-up or able to self-direct tasks without teacher prompting Always asks the teacher if everything was okay that day and asks if anything needs to be done for the next day. Makes sure everything is put away before leaving the room.	/10
						/50

Student Strengths:

Areas for Improvement:

Next Steps:

Associate Teacher's Signature: _____