# ①-Setup

## 🎥 *Camera Quality*

**evaluate the camera during the session**

### *Positive:*

- **S - The camera quality met professional standards, allowing the student to clearly see the tutor's expressions and gestures, which helped maintain strong visual communication and engagement throughout the session.**

- **S - The high-quality camera allowed the student to clearly see the tutor's expressions and visual hints, enhancing the learning experience and engagement.**

- **S - Your dedication to improving camera angle and ensuring adherence to proper standards is sincerely appreciated.**

- **S- Your dedication to improving camera Quality and ensuring adherence to proper standards is sincerely appreciated.**

### *Negative:*

- **S - The camera angle was [too low] at times, making it hard for the student to see the tutor's face and expressions, which can reduce connection and engagement. Kindly adjust the camera to eye level for clearer communication.**

- **S - The camera angle was [too high], making the tutor's face appear distant and reducing student connection. Positioning the camera at eye level can improve visual interaction and classroom presence.**

- **S - The camera was positioned [too close], limiting visible space and making gestures less clear. Kindly leave more distance to support better visibility and understanding.**

- **S – The camera was positioned [at a side angle], which limited eye contact and reduced engagement. A front-facing position helps foster better connection and focus during the session.**

- **S - The camera was placed [too far], making it hard to see the tutor's facial expressions, which are key to engagement and clarity. Bringing the camera slightly closer would enhance communication.**

- **S - The camera was [slightly tilted], which affected the session's professional appearance. A straight, level position creates a more stable and focused environment for the student.**

- **S - The camera appeared unstable and frequently changed its angle or position during the session, which can be distracting for the student. Ensuring a steady and fixed camera setup helps maintain a more focused and professional learning environment.**

- **S - The camera [image quality appeared noticeably low], making it difficult for the student to clearly see the tutor's expressions and gestures. Clear visuals support engagement and non-verbal communication.**

- **S - The lighting during the session [was too dim], making it difficult to see the tutor clearly. A well-lit environment with balanced lighting can improve visual clarity and student engagement.**

- **S - The lighting appeared [too bright], which made it hard to see the tutor clearly. A softer lighting can help improve visibility and make it easier for the student to stay focused.**

- **S – Kindly adjust the <span style="color:red">light source in front of the camera</span> to ensure your entire face is clearly visible without strong shadows. At <span style="color:red">[TimeStamp]</span>, the camera view appeared slightly distorted possibly due to lighting imbalance. Addressing this can help maintain a more natural and professional visual appearance.**

- **S - The tutor appeared to be shifting their gaze between two screens, which caused their eye contact to be angled and limited. For better engagement and clearer communication, it's recommended to keep the primary focus toward the front-facing screen or camera.**

- **S - Kindly ensure your face remains visible for the entire session, as the webcam is on, but you are not in view. [refer back to TimeStamp]**

- **S - Kindly be informed that it is mandatory to keep the webcam activated for the entire session. <span style="color:red">[TimeStamp to TimeStamp]</span>**

- **S - It is expected that your camera is turned on at the commencement of the session.**

- **S – Kindly make sure to pin the account used to launch the camera, to maintain a clear and stable view throughout the session.**

- **S - Kindly note that keeping the webcam activated throughout the entire session is required. Therefore, you have the option to use your mobile camera for this purpose.**

- **S - Ensure your webcam remains open throughout the session, as closing it is not allowed.**

- **S - You mustn't turn off your webcam while the students work on the project**

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# 🎤 *Microphone Quality*

**evaluate the microphone during the session**

## *Positive:*

- **S - The microphone quality met professional standards, keeping the tutor's voice clear and easy to understand, which supported smooth communication and student focus.**

- **S - The microphone was consistently clear, helping the student stay focused during frequent questions. The clear audio made it easier to follow instructions without confusion.**

- **S - The microphone was of high quality, allowing the student to hear instructions clearly, which enhanced communication and supported a smoother learning experience.**

- **S - Your dedication to improving microphone clarity and ensuring adherence to proper standards is sincerely appreciated.**

- **S - Your efforts to maintain high microphone quality and provide clear audio throughout the session are sincerely appreciated.**

## *Negative:*

- **S - The microphone was positioned [too close] to the tutor's mouth at times, causing audio distortion. Adjusting it to a moderate distance can help maintain clearer and more balanced sound quality.**

- **S - Although the microphone was clear, the volume [was consistently low], which may have made it hard for the student to hear. Increasing the input volume can help ensure better engagement.**

- **S - The microphone quality was occasionally [harsh or static-filled], affecting instruction clarity. Using a better mic or checking settings beforehand may improve the student's listening experience.**

- **S – The audio had an echo at times, which made it harder for the student to clearly understand the instructions. Using a headset or ensuring the microphone is not too close to speakers can help reduce echo and improve sound clarity.**

- **S – [Background noise] was noticeable at times during the session, which can distract students and affect their focus. Ensuring a quieter environment or using a noise-canceling microphone can significantly enhance audio quality.**

- **S - The audio had a [high-pitched or sharp tone] at times, which may be uncomfortable for students. Adjusting mic sensitivity or using filters can help balance the sound.**

- **S – The microphone intermittently [cut out], making it difficult for the student to follow the explanation. Checking the connection and testing the mic before, may help avoid this.**

- **S – The external microphone seemed to [reduce audio clarity]. Consider testing other devices or using the built-in mic if it provides better quality.**

- **S - Kindly ensure that your microphone is muted until the student joins the session.**

- **S - Kindly ensure that your microphone is muted if you need to contact your team leader for any inquiries during the session.**

## *Advice for Microphone:*

**[S- Advice] S- To improve audio quality and reduce background noise, it's recommended to use the noise cancellation feature available in Zoom. It's important to**

try out the different noise suppression levels to find the one that best suits your microphone and maintains good sound clarity during the session. You can use the following link to learn how to test different noise suppression levels on Zoom: [https://youtu.be/Ol34Cmoz5s4].

[S- Advice] S- Before starting the session, it's a good idea to run a quick **microphone test on Zoom** to ensure your audio is clear and working properly. This helps avoid unexpected issues during the session. You can use the following link to learn how to test your microphone on Zoom: [https://youtu.be/xRmWn3nmBjM].

[S- Advice] S – If your microphone **sounds too low** during the session, it's recommended to check and increase the input volume from your computer's audio settings. Adjusting the input level can help ensure that your voice is heard clearly by the student. You can use the following link to learn how to increase the input volume level on Zoom: [https://youtu.be/ytLuZtbCV04].

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## 💺 Environment

evaluate the tutor's background and his surroundings

### *Positive:*

- **S - The tutor's background was neat and well-arranged, helping maintain a professional and distraction-free environment for the student.**

- **S - The tutor's surroundings were tidy and well-organized, supporting a focused and professional learning atmosphere.**

- **S - The tutor used proper lighting, which ensured clear visibility and helped maintain a professional and engaging visual experience for the student.**

- **S - The tutor's use of the iSchool logo as a backdrop reflected professionalism and helped reinforce the platform's identity during the session.**

- **S - The tutor used the updated iSchool Zoom background, maintaining a polished and professional environment.**

*Negative:*

- **S - Background noise [voices / street sounds / device noises / wind] was noticeable at times, which may distract the student. A quieter setup would support better focus and professionalism.**

- **S - At [TimeStamp], The tutor's relaxed sitting posture during the session could be distracting for the student. Maintaining a more formal and upright posture helps support a focused and professional learning environment.**

- **S-Kindly avoid biting your nails during the session It helps maintain a more focused atmosphere and leaves a professional impression.**

- **S – At [TimeStamp], frequent movement during the session affected visual stability. Maintaining a steady posture is recommended to reduce distractions and support a more focused and professional learning environment.**

- **S - The tutor's background appeared slightly cluttered at times, which could distract the student and reduce visual focus. A simpler setup can help maintain attention.**

- **S - Please make sure to use the iSchool logo as your Zoom background to maintain a consistent and professional setup, reinforcing the company's brand identity.**

- **S - kindly adhere to the upgraded branding of iSchool by using the new virtual background, your dedication to our brand is greatly appreciated.**

- **S – Kindly adjust your seating, lighting, and surrounding area to ensure a clear and professional view, and to avoid background glitches.**

- **S - kindly ensure to use the Zoom virtual background featuring the iSchool logo with a white background.**

- **S - Eating during the session can distract the student. Kindly note that it is strictly prohibited as per our guidelines.**

- **S - Kindly avoid chewing gum during the session, as it can be distracting for the student and affect the professional tone of the class.**

- **S - Kindly avoid placing [cups / objects / bottles] in front of the camera, as this can distract the student and affect their focus during the session.**

- **S - Please stop screen sharing before allowing the student to share, to ensure their screen is clearly visible in the recording.**

- **S - Your professionalism in using the iSchool logo as your backdrop is greatly appreciated. Just ensure it's not mirrored by adjusting your Zoom settings for a clearer display.**

### *Environment Advice:*

**[S- Advice] S – To maintain a consistent and professional setup, it's recommended to use a virtual background featuring the iSchool logo. You can enable this feature through Zoom's settings and upload the approved image from your device. Make sure your lighting is suitable for the background to display clearly. You can use the following link to learn how to add a virtual background on Zoom: [https://youtu.be/4CtzOslMRs8].**

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## 📊 *Internet Quality*

**evaluate the tutor's internet quality and overall connection**

### *Positive:*

- **S - The tutor maintained a stable internet connection throughout the session, ensuring smooth delivery with minimal disruptions.**

- **S - No connection issues were observed during the session, allowing the student to stay fully engaged and follow along with ease.**

- **S - The tutor maintained a strong and stable internet connection, ensuring smooth communication and uninterrupted learning.**

- **S - The tutor's low-latency connection supported real-time interaction and smooth engagement.**

### *Negative:*

- **S - Occasional internet lags disrupted the session flow and made it harder for the student to stay engaged.**

- **S - At times, the video looks blurry due to a weak internet connection, which may have made it harder for the student to stay focused and follow along.**

- **S - The session was interrupted a few times due to brief internet disconnections, which may have affected the student's concentration and the overall learning flow. [at TimeStamp].**

- **S - Improving your internet connection is important, as frequent disconnections were noticed between [TimeStamp] and again [TimeStamp], which may have disrupted the student's focus and learning.**

- **S - There were some internet lags that disrupted the session flow. At times, it also seemed difficult [for you to hear the student / for the student to hear you], which may have been due to connection issues on your side.**

## *Advice for Internet Quality:*

**[S- Advice] S - If you notice signs of weak internet connection during the session, it's recommended to close any unnecessary browser tabs or background applications. This can help reduce bandwidth usage and improve connection stability.**

**[S- Advice] S - A typical Zoom 1 hour session may consume around 500–800 MB of internet data. Please make sure you have sufficient data available before starting the session to avoid unexpected disconnections.**

**[S- Advice] S - If you're still experiencing internet issues, consider disabling the HD video option in Zoom to reduce bandwidth usage. Just make sure this doesn't compromise the clarity of your video for the student.**

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## 👔 Dress Code

**evaluate if the tutor is following the dress code**

## *Positive:*

- **S - The tutor consistently followed the dress code, maintaining a professional appearance throughout the session.**

- **S - The tutor consistently adhered to the dress code, fostering a respectful and focused atmosphere.**

- **S - The tutor's strict adherence to the dress code elevates the overall professionalism of our online sessions.**

## *Negative:*

- **S - Kindly avoid wearing [hats / caps / headbands] during sessions to maintain a professional appearance. Your cooperation is appreciated.**

- **S - Consistency in adhering to the dress code is essential, as wearing an Isdal is not considered appropriate for maintaining a professional appearance during the session.**

- **S - Consistency in adhering to the dress code is essential, as wearing a revealing blouse is not considered appropriate for maintaining a professional appearance during the session.**

- **S - Consistency in adhering to the dress code is essential, as wearing sportswear is not considered appropriate for maintaining a professional appearance during the session.**

- **S - Consistency in adhering to the dress code is essential, as wearing excessive accessories is not considered appropriate for maintaining a professional appearance during the session.**

- **S - Consistency in adhering to the dress code is essential, as wearing sports wear is not considered appropriate for maintaining a professional appearance during the session.**

- **S - Consistency in adhering to the dress code is essential, as wearing <span style="color:red">heavy makeup</span> is not considered appropriate for maintaining a professional appearance during the session.**

- **S - Your attention is kindly requested to strictly adhere to the formal or semi-formal hair attire policy.**

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## 📌 *Overall Performance*

### <span style="color:green">*Positive:*</span>

- **S - The tutor's setup demonstrated a high level of professionalism. The clear audio and video quality, organized background, and appropriate dress code collectively contributed to an effective and engaging learning environment.**

- **S - The tutor's setup was solid. Clear camera and microphone quality supported effective communication, while the tidy background and appropriate dress code reinforced a professional overall appearance.**

### <span style="color:red">*Negative:*</span>

- **S – There were a few instances where the dress code wasn't fully observed, and occasional <span style="color:red">[audio / video / internet connection]</span> issues impacted the overall session quality. Addressing both points will help maintain a more professional and engaging learning environment.**

- **S – The tutor's setup is good, but following the dress code better and fixing small <span style="color:red">[audio / video / internet connection]</span> issues would improve the session.**

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# 2 - Attitude

## 🗣 *Voice Tone & Clarity*

**evaluate the tutor's speaking voice and how clear it is**

### *Positive:*

- **A - The tutor's clear and calm voice helped the student follow along easily and stay focused throughout the session.**

- **A - The tutor's engaging tone helped keep the student's attention, and the clear voice made the session easier to follow.**

### *Negative:*

- **A - The tutor's voice wasn't always clear, which may have made it harder for the student to fully grasp the explanation.**

- **A - While the tutor's tone is generally engaging, moments of unclear or mumbled speech made it harder for the student to follow instructions smoothly. [TimeStamp]**

- **A - The tutor's tone sounded quiet and passive at times, especially during concept explanations, which may reduce student motivation and engagement. Speaking with a bit more energy can help keep the student more attentive and involved.**

- **A - The tutor's tone occasionally came across as unenthusiastic, especially during concept explanations, which can affect the student's excitement toward the session. A more positive tone can create a better learning atmosphere.**

- **A - The tutor's tone sounded tense at times, especially during project explanations, which may make it harder for the student to feel comfortable asking questions. Maintaining a calm and encouraging tone supports a more open and confident environment.**

- **A - The tutor's tone was <span style="color:red">mostly monotone</span>, <span style="color:red">especially during concept explanations</span>, which may reduce student engagement over time. Adding more variation in tone can help keep the student interested and make explanations more dynamic.**

- **A - The tutor tended to speak <span style="color:red">too quickly</span> at times, <span style="color:red">especially during concept explanations</span>, which might make it harder for the student to follow complex explanations. A slightly slower pace can support better understanding.**

- **A - The tutor's pace <span style="color:red">was noticeably slow</span> at times, <span style="color:red">especially during concept explanations</span>, which may reduce the student's engagement. A more balanced speaking speed could help maintain focus and energy in the session.**

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## 🎭 *Language Used*

**evaluate the tutor's professional language and his choice of words in the way he speaks**

### *Positive:*

- **A - The tutor consistently uses professional and respectful language, which supports a clear and high-quality learning experience for the student.**

- **A - The tutor consistently uses professional language and chooses words carefully, which helps deliver the content clearly and supports a positive learning experience.**

- **A - The tutor consistently uses <span style="color:red">encouraging and supportive language</span>, which helps boost the student's confidence and keeps them motivated throughout the session.**

### *Negative:*

- **A - At [TimeStamp], the tutor used informal or casual expressions that slightly affected the professional tone of the session. Maintaining a more formal language helps create a focused and respectful learning environment.**

- **A - Before the session, please ensure that any words you plan to use, including 'Word at TimeStamp' are pronounced correctly.**

- **A- During the presentation segment, encourage the student to explain their work in more detail instead of criticizing the presentation phase or making negative remarks about it. Maintain a positive and focused learning environment. Also, be aware that the presentation phase at the end of the session improves the students' speaking and communication skills, highlights the importance of the knowledge gained, and helps deeper understanding. [TimeStamp]**

- **A - Kindly make sure to use English consistently when explaining concepts, as this session is meant to be delivered entirely in English. This helps maintain clarity and consistency for the student.**

- **A – We appreciate your overall commitment to delivering the session in English. However, at [TimeStamp], a few casual phrases or connectors were used in Arabic. Kindly ensure full consistency in using English throughout, even for casual transitions, to maintain clarity for the student.**

- **A – Kindly refrain from mocking the student's comment regarding [topic / part of the code , at Timestamp], and ensure respect is shown to the student's opinion, as this may negatively impact the student's engagement.**

- **A - Improving word choice, especially when explaining complex topics [OOP at timeStamp], would help create a more polished and professional delivery.**

- **A - When challenges arise like [the health system component wasn't working as intended at TimeStamp], it's best to avoid repeatedly saying "I don't know" or expressing frustration. Maintaining a positive tone and focusing on quick, solution-oriented responses helps keep the session productive and reassuring for the student.**

- **A - At [TimeStamp], If you need to step away for a moment, it would be best to simply inform the student that you'll be back in a few minutes, without providing an explanation for your absence.**

- **A - To ensure a productive and engaging session, it is crucial to maintain an active and lively atmosphere by staying prepared and fully attentive to the student's needs. It is vital not to convey any signs of drowsiness or fatigue like shown at [TimeStamp], as it could potentially distract the student and hinder the learning process.**

- **A - Kindly adhere to the use of correct English grammar for instructional purposes during this session, as it's important to pay attention to the use of past and present tenses. For example, at [TimeStamp] saying "The function returns the value" instead of "The function returns the value" can confuse the student and affect their understanding.**

- **A - The tutor seemed nervous and unfriendly at [TimeStamp] when the student struggled with understanding [modulus operation]. Kindly refrain from showing nervousness or frustration when assisting students.**

- **A - The tutor seemed nervous and unfriendly at [TimeStamp] when the student struggled with understanding [modulus operation]. Kindly refrain from showing nervousness or frustration when assisting students.**

- **A - The tutor seemed nervous and slightly impatient at [TimeStamp] when the student was typing slowly. Kindly maintain a calm and supportive attitude in such moments to help the student feel more at ease and confident.**

- **A - The tutor seemed nervous and slightly impatient at [TimeStamp] when the student was struggling to locate symbols on the keyboard. Kindly maintain a calm and supportive attitude in such moments to help the student feel more at ease and confident.**

- **A - When the student struggles with technical terms [Like "Inheritance" at TimeStamp], consider using simpler explanations before repeating the term. This makes learning smoother and less overwhelming.**

- **A- It appeared at [TimeStamp] that the tutor used a harsh tone when the student seemed distracted, which may increase the student's stress, maintaining a warm and steady tone can help bring back focus without adding pressure.**

- **A - When explaining scientific terms, please avoid translating them word-for-word into Arabic. Instead, keep the original term in English and explain its meaning in Arabic to help students understand it clearly without confusion.**

- **A - While brief side conversations can help build connection, please ensure they remain professional and focused, <span style="color:red">suggesting personal visits at [TimeStamp]</span> may blur boundaries and distract from the session's objectives.**

- **A - While brief side conversations can help build connection, please ensure they remain professional and focused, <span style="color:red">engaging in overly casual jokes at [TimeStamp]</span> may blur boundaries and distract from the session's objectives.**

- **A - Discussing personal interests in <span style="color:red">crime content at [TimeStamp]</span> with students may feel unsettling or inappropriate. Please keep discussions aligned with the students' age.**

- **A - Discussing personal interests in <span style="color:red">horror content at [TimeStamp]</span> with students may feel unsettling or inappropriate. Please keep discussions aligned with the students' age.**

- **A - Kindly refrain from bringing up topics related to <span style="color:red">romantic relationships as mentioned at [TimeStamp],</span> as such discussions are not appropriate in an academic setting.**

- **A - Kindly refrain from bringing up topics related to <span style="color:red">politics as mentioned at [TimeStamp]</span>, as such discussions are not appropriate in an academic setting.**

- **A - Sharing parts of <span style="color:red">your personal family experience as mentioned at [TimeStamp]</span> during the session may have been too personal for the student. It's better to keep the focus on class content to help the student stay on track.**

- **A - Kindly maintain a professional tone and avoid using <span style="color:red">slang expressions</span>, as this helps set a respectful tone and supports a focused learning environment.**

- **A - A reference was made to a <span style="color:red">[political topic at timeStamp]</span> that may be sensitive. Even in passing, such topics can create discomfort, so it's best to keep sessions neutral and inclusive.**

- **A - A reference was made to a <span style="color:red">[religious topic at timeStamp]</span> that may be sensitive. Even in passing, such topics can create discomfort, so it's best to keep sessions neutral and inclusive.**

- **A - <span style="color:red">At [TimeStamp]</span>, a casual joke using informal language felt slightly off-tone for the session. A more balanced and professional phrasing helps maintain classroom respect while still keeping it fun.**

- **A - Please respect the student's efforts, even if their code contains many mistakes. Remarks like <span style="color:red">["this doesn't even look like code" at TimeStamp]</span> can feel discouraging. A more supportive approach helps build student confidence and motivation.**

- **A - To maintain a professional relationship with the student and prevent any potential team loyalty issues, kindly avoid discussing football teams-related topics during the session.**

- **A - Kindly avoid using language that distances your role from iSchool, such as referring to the company as "they."  as it appeared at [TimeStamp],  it's important to communicate as a representative of iSchool to maintain consistency and trust with students.**

- **Please avoid using gestures like 'sending kisses' to students. While your intention may be to show friendliness, it is important to maintain professional boundaries in all interactions with students.**

- **Please note that it's essential to avoid sharing personal health details [Timestamp / Headache] with students during lessons. If you need a break, keep the reason general and ensure the lesson remains student-focused.**

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## 👋 *Session Initiation*

**Assess how the tutor greets and opens the class.**

### *Positive:*

- **A – The tutor gave a warm and welcoming introduction, especially considering it was the student's first session. At [TimeStamp], they made the student feel comfortable and introduced them positively to the iSchool experience.**

- **A - The tutor began by asking the student <span style="color:red">how their day was,</span> then clearly introduced the session plan. This friendly approach encouraged early engagement.**

- **A - The tutor clearly <span style="color:red">explained the session objectives at the beginning</span>, giving the student a clear sense of direction and focus.**

- **A - The tutor began <span style="color:red">by greeting the student by name</span> and briefly recapping the last session, creating a smooth and confident transition.**

- **A - The tutor opened the session with a <span style="color:red">short and friendly icebreaker</span>, helping the student relax and engage more openly.**

- **A - The tutor confirmed <span style="color:red">the student could hear and see clearly before starting</span>, helping avoid any confusion early on.**

- **A - The tutor took a moment <span style="color:red">to check on the student's well-being</span> before introducing the topic, which fostered a warm learning atmosphere.**

- **A - The tutor <span style="color:red">explained the timeline of the session</span> clearly at the beginning, helping the student stay focused and organized.**

- **A - The tutor took a moment at <span style="color:red">the start of the first session to introduce themselves</span> and ask the student about <span style="color:red">their interests</span>, which helped build rapport and made the session feel more personal and comfortable.**

- **A - The tutor greeted the student warmly and created a welcoming atmosphere.**

### *Negative:*

- **A - The tutor began the session <span style="color:red">without introducing themselves</span>, especially in their first session with this student, which can make the student feel uncomfortable or disconnected.**

- **A - The tutor began the session <span style="color:red">without greeting the student</span>, which can make the student feel uncomfortable or disconnected.**

- **A - Jumping straight into the content without <span style="color:red">checking if the student was ready</span> may have caused confusion at the beginning of the session. A quick check-in can help students focus better.**

- **A - The session started abruptly <span style="color:red">without any warm-up or welcome</span>, which might make younger students feel anxious or unsure about how to interact. Starting with a friendly question or quick chat helps ease them in.**

- **A - The tutor appeared to <span style="color:red">be in a rush when starting the session</span>, which may give the student the impression that their comfort or readiness is not a priority. Slowing down at the start can set a more supportive tone.**

- **A – In <span style="color:red">first sessions</span>, it's recommended to include a short ice-breaker with friendly questions like "<span style="color:red">What's your favorite hobby?</span>" to help the student feel more comfortable and open up. This small step can positively impact engagement throughout the session.**

- **A – <span style="color:red">Beginning the session</span> with light, friendly questions such as "<span style="color:red">How was your week?</span>" can support a more engaging and student-centered atmosphere.**

- **A - Commencing sessions with a friendly greeting and introductory questions can significantly boost student participation. Your attention to this approach is highly valued.**

- **A - Ending the session with a <span style="color:red">warm goodbye and a quick thank-you</span> helps leave a positive impression and makes the student feel appreciated.**

- **A - Ending the session without a closing remark or thank-you can feel abrupt and leave the student confused. Kindly consider wrapping up with a friendly goodbye to maintain a positive and respectful tone.**

- **A - To maintain focus and ensure a smooth learning experience, kindly avoid bringing up questions or comments about the tutor from the previous session. Staying content-focused helps the student stay engaged and comfortable.**

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## 🌸 *Friendliness*

evaluate the tutor's friendliness with the students and how sociable he is

### *Positive:*

- **A - At [TimeStamp] when the student gave an incorrect answer, the tutor responded with encouragement and humor rather than criticism, which helped ease the student's stress and kept the session enjoyable.**

- **A - The tutor used the student's name throughout the session in a warm tone, which built trust and kept the interaction personal and student-focused.**

- **A - The tutor praised the student's effort even when the answer was incorrect, saying things like "Good try!, which helped build the student's confidence.**

- **A - During a challenging activity, the tutor kept motivating the student with reassuring comments like "Don't worry, we'll figure it out together," which helped maintain a supportive atmosphere.**

- **A - The tutor adjusted their tone and pace when they noticed the student was confused, using a gentler approach to re-explain the concept with more clarity and care.**

- **A - When the student succeeded in solving a task, the tutor celebrated the moment with enthusiasm and positive reinforcement, which encouraged the student to keep trying.**

- **A - The tutor ended the session with a friendly "Great job today! I can't wait to see what you do next time," which left the student feeling encouraged and excited for the upcoming session.**

- **A - The tutor wrapped up the class by reminding the student how much progress they've made and saying, "Keep up the great work!" This positive reinforcement helped build confidence and motivation.**

- **A - The tutor took a moment to thank the student for their effort and said, "You did really well today—see you soon!" which helped create a positive closing atmosphere.**

- **A – The tutor handled the student's internet issue in a calm and friendly manner, without placing blame or showing frustration. This supportive attitude is appreciated and helps maintain a positive learning environment.**

## *Negative:*

- **A- While the tutor is generally friendly, there were isolated moments [e.g., at TimeStamp when asking the student to focus] where a softer tone would have been more effective in maintaining a supportive and positive atmosphere.**

- **A - The session ended without a proper closing or goodbye, which may leave the student confused about whether the class has finished. A clear wrap-up helps provide structure and a sense of completion.**

- **A - Consider smiling and engaging in friendly conversation with students to build rapport, which will enhance message delivery and create a positive learning environment.**

- **A- Before starting the session, please ensure you know the student's name. Calling the student by the wrong name, even unintentionally, may affect their comfort and engagement. Addressing the student correctly from the beginning helps build rapport and creates a more personalized learning environment.**

- **A - Wrapping up the session with phrases like "That's it" may sound abrupt. A warm closing and a few words of encouragement can help the student feel more valued and motivated.**

- **A - Concluding without a brief summary or final feedback may leave the student unclear on what they achieved. A short wrap-up reinforces learning and gives closure to the session.**

- **A - The tutor seemed impatient when the student struggled with implementing the project, which could make the student hesitant to participate. Maintaining a calm and encouraging tone supports confidence and engagement.**

- **A - The tutor seemed impatient when the student struggled with understanding the ["Database"] concept, which could make the student hesitant to participate. Maintaining a calm and encouraging tone supports confidence and engagement.**

- **A - When correcting mistakes, the feedback came across as too direct. Adding a positive note or softening the tone can help the student feel more supported.**

- **A - During the session, the tutor didn't acknowledge the student's efforts or improvements. Offering simple encouragement can boost motivation and reinforce learning.**

- **A -At [TimeStamp], There was minimal eye contact from the tutor, which may make the student feel disconnected. Expressive, friendly visuals can support comfort and trust.**

- **A - There was minimal facial engagement from the tutor, which may make the student feel disconnected. Expressive, friendly visuals can support comfort and trust.**

- **A - The tutor didn't check in with the student's understanding often, which may make it hard to know if the student is following along. Small check-ins show care and attentiveness.**

- **A - The tutor's responses occasionally felt short, which might discourage the student from asking further questions. A warmer tone can help foster a more open learning environment.**

- **A - At [TimeStamp], the tutor reacted nervously when the student made a mistake. It's important to remain calm and supportive to help the student feel safe to learn and try again.**

- **A - When the student asked a repeated question, the tutor's tone felt tense.** Repeating instructions with patience helps students feel encouraged rather than hesitant.

- **A - During moments when the student was distracted, the tutor appeared frustrated. A gentle reminder or redirection works better to regain focus without causing pressure.**

- **A - There were a few instances where the tutor's tone seemed overly critical when pointing out mistakes. Using a more balanced and encouraging tone helps maintain student confidence.**

- **A - A comment made at [TimeStamp] could have been perceived as sarcastic. Even if unintentional, such remarks might discourage students from participating confidently.**

- **A - While building rapport is encouraged, kindly avoid asking students personal questions such as their school locations, Keeping the conversation professional and focused on academic or neutral topics helps ensure a safe and respectful learning environment.**

- **A - While building rapport is encouraged, kindly avoid asking students personal questions such as which club they go to, Keeping the conversation professional and focused on academic or neutral topics helps ensure a safe and respectful learning environment.**

- **A - While building rapport is encouraged, kindly avoid asking students personal questions <span style="color:red">about their family's financial situation</span>, Keeping the conversation professional and focused on academic or neutral topics helps ensure a safe and respectful learning environment.**

- **A - While it's important to address <span style="color:red">incomplete homework</span>, kindly avoid blaming or speaking harshly to students. Instead, guide them with encouragement to help them stay motivated and engaged.**

- **A - Kindly avoid pointing out <span style="color:red">student delays</span> in a harsh tone. Some delays may be due to technical issues or uncontrollable circumstances. A warm and understanding response can help the student feel safe and supported.**

- **A - Encouraging the student to complete the required tasks is valuable; however, please avoid telling them not to attend the next session if they fail to do so. Encouragement should be delivered in a supportive and constructive manner.**

- **A - If the <span style="color:red">student struggles with device or internet issues</span>, it's best to reassure them calmly and offer help. Expressing frustration may increase their stress and reduce their confidence in the session.**

- **A - Please <span style="color:red">avoid commenting negatively on students who join late</span>. A quick, friendly check-in is enough to get them back on track without adding pressure.**

- **A - Creating a safe learning space includes understanding that <span style="color:red">students might face tech challenges</span>. A calm and patient tone helps the student focus better instead of feeling blamed or anxious.**

- **A - It's essential to address the matter of incomplete homework; however, rather than threatening to contact the student's parents, it may be more beneficial to focus on constructive guidance. Encouraging the student and providing support can help foster their motivation and engagement in the learning process.**

- **A - Kindly use a calmer and more patient tone when giving instructions, as young students may need extra time to understand and respond. This helps them feel more comfortable and confident.**

- **A- Kindly avoid encouraging games that involve elements of chance or resemble gambling mechanics, such as <span style="color:red">"Estimation"</span> While your friendly and engaging tone is appreciated, it's recommended to redirect the student toward more educational and skill-based activities that align with iSchool's learning values. This helps maintain a focused and developmentally appropriate learning environment.**

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## 📌 *Overall Performance*

### *Positive:*

- **A – The tutor's warm attitude and clear session openings help create a comfortable learning space. Their professional tone and language support strong, respectful communication.**

- **A – The tutor maintains a warm, welcoming tone and starts sessions clearly, helping the student feel comfortable. Their language and voice remain**

professional throughout, as seen when <span style="color:red">they greeted the student with a smile and asked how their day was</span> before smoothly transitioning into the lesson.

- **A – The tutor is warm and welcoming, creating a relaxed environment for the student. Their clear session start and friendly tone <span style="color:red">[like when they asked about the student's week]</span> helped set the right mood for learning.**

## *Negative:*

- **A – While the tutor maintains a generally positive tone, the session could benefit from a warmer start to make the student feel more at ease. A friendly check-in at the beginning, for example, could support better engagement.**

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# 3-Preparation

## 📝 *Session Study*

evaluate if the tutor studied the session and has a good understanding of all the concepts in the session and the project

## *Positive:*

- **P - The tutor's preparation was clear in their confident handling of <span style="color:red">[project name/topic]</span> and smooth responses to student questions, leading to a well-structured session.**

- **P – The tutor showed strong preparation by clearly explaining how <span style="color:red">[variables are used in FlutterFlow projects]</span>, helping the student engage confidently with the task.**

- **P – The tutor demonstrated solid preparation by resolving a technical error during the [project name] without disrupting the session flow. Their calm handling ensured the student remained focused and confident.**

- **P – The tutor's preparation was clear when they supported the student during [importing dataset into Google Colab], showing solid knowledge and effective guidance.**

- **P – The tutor addressed the student's question about [using the "move 10 steps" block in PictBlox] clearly and thoughtfully, showing strong understanding.**

- **P – The tutor showed strong preparation by confidently guiding the student through challenges like [switching character animation states in Unity].**

- **P - The tutor connected the current session with content from previous lessons, showing clear awareness of the full module structure. This helped the student follow along more confidently and see how the ideas are building up.**

- **P– The tutor connected the current session with content from previous lessons [when stating that the "Translate function" will be used to work as pre-made move script used before ], showing clear awareness of the full module structure. This helped the student follow along more confidently and see how the ideas are building up.**

- **P- The tutor came well-prepared, smoothly guiding the student through the lesson with clear explanations and no signs of confusion.**

## *Negative:*

- **P - The tutor showed general knowledge, but explanations of some concepts [e.g., reinforcement learning] lacked clarity at times. A quick review could help improve delivery and student understanding.**

- **P - There were some gaps in understanding when explaining [code expressions], which affected clarity. A more thorough review could enhance support.**

- **P - While generally prepared, the tutor's explanation of [nested-if] lacked confidence at times, leading to some student confusion.**

- **P – At [TimeStamp], it appeared that the tutor was copying the code directly from the slides. To enhance student engagement and understanding, it's recommended to build the code live during the session while explaining each step.**

- **P - Reviewing the Session's content more thoroughly could help reduce hesitation and improve clarity when answering student questions.**

- **P - Some uncertainty in explaining [Boolean operations on shapes] suggests a need for further review to ensure clearer guidance.**

- **P - Strengthening understanding of [mention topic] would help ensure more consistent and confident support throughout the session.**

- **P- The tutor occasionally relied too much on trial-and-error during the explanation, which may confuse students. Preparing clear examples in advance could make the lesson smoother.**

- **P - Given the challenges experienced with bugs and the project's lack of robustness during implementation — such as when the [character didn't respond after pressing the jump key at 00:34:12] — it's important to focus on more thorough preparation to ensure smoother sessions moving forward.**

- **P - Kindly be mindful that <span style="color:red">the pseudo-code is not a program and avoid referring to it as such,</span> refer back to <span style="color:red">[TimeStamp]</span>.**

- **P - To strengthen student understanding, please ensure the correct terminology is used when explaining key concepts. For example, some of the terms used while discussing <span style="color:red">neural networks, referring to individual units as "neural" instead of the correct term "neurons"</span> may have caused confusion. A quick review of standard terms beforehand would enhance clarity and learning outcomes.**

- **P- It is kindly requested that the tutor take the necessary time to prepare thoroughly before the session. This will help ensure the effective delivery of all phases, as there have been instances <span style="color:red">[reason]</span> where a lack of preparation may have impacted the overall experience.**

## *Advice for Session Study:*

**[P- Advice] To develop a clearer understanding of the session content, make sure to thoroughly review the teacher guide, watch the recap video carefully, and ensure alignment with the session slides. Take time to understand all the key points presented in the material.**

**[P- Advice] For a quick revision, it's recommended to use the 10-minute waiting period before the session starts to review the glossary section in the teacher guide. This helps refresh your memory on the main concepts covered in the session.**

**[P- Advice] To deliver the project effectively, make sure to write and test it in full before the session. This ensures a solid understanding of all the functions and helps you prepare for any potential errors during implementation.**

**[P- Advice] If you encounter any errors during code writing or while working on the project that you're unable to resolve, don't hesitate to reach out to your mentor before the session for further guidance and clarification.**

**[P- Advice] Please ensure to use the software versions specified in the teacher guide to avoid any conflicts between the session content and updates in newer versions.**

**[P- Advice] it is recommended that the tutor quickly reviews the Q&A slides before starting the session to ensure full understanding of each question and verifies the answers by using the "?" icon found on most slides.**

## 💻 *Project software and slides*

**evaluate if the tutor installed the required software for the session on his computer and has the slides ready**

### *Positive:*

- **P – The tutor launched the required software [Pictoblox] before the session began and used the correct version, which helped the student start working without delays.**

- **P – The instructional video was played with system audio shared properly, allowing the student to clearly hear and follow along.**

- **P – The tutor ensured that all required materials were ready before the session, including opening [FlutLab] environment and building the project beforehand, which made the session run efficiently.**

- **P – The tutor strictly followed the assigned slide deck and used only approved session materials, which ensured consistency and alignment with the learning objectives.**

- **P - The tutor's comprehensive discussion of the video with the student greatly improved their understanding.**

### *Negative:*

- **P – The tutor started the session without opening [Unity] software, which led to some delays. Preparing the tools beforehand can save time and help students stay focused.**

- **P – The tutor started the session without opening the <span style="color:red">session's slides</span>, which caused a slight delay. Kindly ensure that all required materials are opened in advance to maintain a smooth and focused session flow.**

- **P- Kindly adhere to using the desktop version of <span style="color:red">mBlock</span> for better performance, stability, and to avoid any technical limitations that may occur with the web version.**

- **P – The tutor began the session without opening the assigned <span style="color:red">[Angry birds] exercise,</span> which caused a delay in transitioning to the "Make" phase. Please ensure all session resources are ready beforehand to support a smooth learning experience.**

- **P – <span style="color:red">A video</span> was displayed during the session that was not included in the official slide deck. Kindly ensure that only the pre-approved materials within the slides are used, to stay aligned with iSchool's content guidelines.**

- **P – The tutor forgot to share the computer sound when playing the video in the slides, which caused the student to miss key information. Kindly double-check audio settings when using multimedia.**

- **P – Some confusion occurred because the version of <span style="color:red">[mBlock]</span> used was different from the one in the session slides. Please ensure the correct version is installed and ready to avoid discrepancies.**

- **P – There was some noticeable hesitation while coding the <span style="color:red">[SQFlite database class at TimeStamp]</span>, which slightly interrupted the flow of the session. Preparing the project in advance would help ensure smoother delivery and a more confident learning experience for the student.**

- **P - To maintain privacy and align with best practices, kindly consider employing a dummy account for the explanation of <span style="color:red">LinkedIn</span> profile creation.**

- **P – At the start of the session, there was noticeable hesitation when solving the [CSS froggy exercise], which caused a slight delay. Preparing the exercise solutions in advance would help you lead the session with more confidence and give the student a smoother experience.**

- **P- It is advisable to prepare the [Changing background at score 5] task in advance of the session to optimize efficiency and prevent unnecessary delays during class.**

- **P – When sharing the presentation, kindly ensure it is displayed in full-screen mode to keep the student focused and avoid distractions from other browser tabs.**

- **P – To help maintain the student's focus, it's recommended to present slides in full-screen mode. If presentation mode isn't available, using the "Share portion of screen" option ensures the content appears full-screen to the student and prevents any unwanted windows from being displayed.**

- **P - Kindly adhere to the project content as detailed in the presentation slides.**

- **P - Kindly adhere to the project content as detailed in the presentation slides as you used and implemented a part on a [website/ program] which was not a part of the slides content.**

- **P – Kindly ensure strict adherence to the project content as outlined in the presentation slides. For example, if the slides include creating a login screen with both email and password fields, please make sure both are implemented as shown, without omitting or altering any elements.**

- **P - It might be helpful to share your presentation in slide show mode for a clearer and more organized presentation.**

- **P - Kindly refrain from using [Code.rog] in any language other than English.**

- **P - It is advisable to present the slides while addressing questions in the Q&A phase.**

- **P - Prior to the session, kindly ensure the laptop is fully prepared to maintain a smooth and professional flow. The pre-session time can be used to check that all tools and devices are ready.**

- **P - Please zoom in while [viewing the code] for a better visual experience.**

- **P – During the session, more of the [Game Engine video] was played than needed, which took extra time. Kindly check the Teacher Guide before the session to ensure you're covering only the required segment and timing.**

- **P - Kindly guide the student to use Google Sheets in the English version instead of Arabic.**

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## 📚 *Knowledge about the subject*

evaluate if the tutor has background knowledge about the session's subject and can direct the student to find more information about it

### *Positive:*

- **P – The tutor demonstrated strong background knowledge on [how APIs work], and confidently answered the student's follow-up questions with clear examples.**

This helped the student feel more secure in exploring the topic further.

- **P – The tutor went beyond the session material to briefly explain how [AI models are trained], showing a solid grasp of the topic and giving the student helpful context.**

- **P – When the student asked an extra question about [how PictoBlox blocks compare to real coding], the tutor responded with relatable, well-informed insights that encouraged curiosity.**

## *Negative:*

- **P – There were moments during the session when the tutor couldn't provide clear answers to follow-up questions, such as [why using input map in Godot]. Strengthening the subject background can help ensure smoother explanations.**

- **P – The tutor relied solely on reading the slides when the student asked about [loop logic]. Adding personal examples or explanations could better support student engagement and learning.**

- **P - There have been moments when the tutor's understanding of certain nuances within the subject appeared limited like [difference between stateless and stateful widgets], which could benefit from the in further depth of knowledge**

- **P – It's important to be familiar with the full scope of the course content, not just the specific session. For example, understanding the difference between [Text Widget and TextFormField], which was discussed in a previous session, helps maintain consistency and avoid student confusion.**

## 📌 *Overall Performance*

### *Positive:*

- **P - The tutor shows strong preparation, uses the slides and software well, and demonstrates clear understanding of the subject.**

- **P - Well-prepared throughout the session, with effective use of tools and solid subject knowledge that supports the learning process.**

### *Negative:*

- **P - Generally well-prepared, though minor technical issues and small gaps in subject knowledge were noted. Addressing them would strengthen delivery.**

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# 4️⃣-Curriculum

## 💯 *Slides and project completion*

**evaluate if the tutor explained all the slides and completed the full project of the session**

### *Positive:*

- **C – The tutor explained all the slides smoothly, helping the student stay aligned with the session structure and objectives.**

- **C – The full project was successfully completed, with the tutor guiding the student through each step clearly and encouraging hands-on learning.**

- **C – The session was well-paced, and the tutor ensured the student worked through each slide and built the full project confidently. This showed strong session planning and kept the student engaged.**

- **C – The tutor manages time efficiently, allowing space for <span style="color:red">both explanation and project completion</span>. Even with the student asking several questions, the tutor ensured the full curriculum was covered.**

## *Negative:*

- **C-Kindly note that it is not allowed for students to take screenshots of the slides, as all required material is provided on the student dashboard.**

- **C – While the slides were fully covered, the project was left incomplete. Kindly aim to balance the session to allow time for hands-on implementation.**

- **C – The project was not fully completed during the session as intended, as the teacher guide was not followed.**

- **C – Kindly ensure better time management so the student is able to fully complete the project during the session, as hands-on implementation is a core part of the learning experience.**

- **C – Kindly ensure that the TG is strictly followed, as <span style="color:red">[it required opening Pictoblox and showing the student the blocks mentioned in the slides]</span>.**

- **C - Kindly ensure adherence to the video durations specified in the TG, as this supports better time management and helps maintain a consistent session flow.**

- **C – The tutor skipped a few slides towards the end, possibly due to time constraints. Please consider pacing the session more evenly to ensure full curriculum coverage.**

- **C - Ensure effective time management during the session to avoid the omission of slides <span style="color:red">[Q&A and presentation slides were omitted]</span>.**

- C - There were moments when the tutor did not provide in-depth explanations for some slides.

- C - Kindly avoid skipping any slides during the session. All parts of the provided material, including **presentation slides**, are essential to the student's understanding and must be covered. (**presentation slide was skipped**)

- C – The project was left incomplete, and key parts like **[ShowPerson Function]** weren't covered. Kindly ensure the project is fully implemented to support the student's understanding.

- C – The project was completed, but **several slides were skipped**. Please ensure all content in the slide deck is addressed to provide full curriculum coverage.

- C – **[slide number / video name]** video was skipped due to **internet issues**. Better internet connection would help ensure full slide coverage and give the student the complete learning experience.

- C – Kindly ensure to follow the exact timestamps specified in the Teacher Guide for the videos in the slide, as this helps guarantee that the required video is played fully without skipping any important part.

- C – Some slides were skipped due to time constraints. Better time management would help ensure full slide coverage and give the student the complete learning experience.

- C – The project wasn't fully completed during the session. Managing time more effectively can help ensure the student gets hands-on practice with the full task.

- **C – The project wasn't fully completed as <span style="color:red">the student didn't get the chance to finish it during the session</span>. Better time allocation could help ensure they get full hands-on practice.**

- **C - Occasionally, the tutor rapidly progressed through certain slides in the presentation, especially <span style="color:red">[Container and Row widget slides].</span>**

- **C – Encouraging the student to think and respond during the Q&A slides, rather than reading the answers aloud or providing them directly, would support deeper engagement and learning.**

- **C – Kindly note that the student is expected to lead the presentation segment. Taking over this part may limit their opportunity to practice communication and build confidence.**

- **C – Please avoid going too deep into a topic in a way that may interrupt the session's flow. For example, <span style="color:red">[spending extended time explaining how data travels across the internet took focus away from the core goal of the session, which was to introduce HTML basics]</span>. Keeping explanations concise and aligned with the main objective helps make the most of the session time.**

- **C – Kindly provide further clarification when explaining <span style="color:red">[the difference between stateless and stateful widgets]</span>, as the student seemed hesitant and unsure during that part. A brief recap or simpler example could help reinforce their understanding.**

# 🏹 *Tools and Methodology*

evaluate if the tutor uses the Zoom tools and uses good examples to explain the concepts to the students in a clear and simple way

## *Positive:*

- **C - The tutor effectively used Zoom's annotations to visualize key concepts, which helped the student understand the topic more clearly.**

- **C - The tutor used simple, relatable examples to explain complex ideas, making the session more engaging and easier to follow.**

- **C - Your proficient debugging skills were impressive. You identified issues quickly and resolved them effectively, such as when [you spotted the missing semicolon in the JavaScript code] and explained its impact clearly. This supported the student's learning process.**

- **C - The tutor's explanation of [Higher order functions at TimeStamp] is exceptional.**

## *Negative:*

- **C - The student seemed confused during the explanation of [Boolean logic]. Using a practical example or drawing might have helped simplify the concept.**

- **C – Your effort to solve the issues is appreciated. However, refining your debugging approach could improve session flow. For example, [when the student's character wasn't moving in the Godot project, the time spent checking unrelated code parts before noticing the missing pressing arrow button condition caused confusion]. A quicker, targeted fix would've helped maintain the student's engagement and confidence.**

- **C - Kindly ensure that the Zoom meeting controls do not overlap with the presentation.**

- **C – During the session, the annotation color used blended with the background, making it hard for the student to follow. Kindly choose a more contrasting color next time to ensure better visibility and focus.**

- **C - While generally proficient, there have been instances where the tutor could make better use of Zoom tools to create more interactive sessions. For example, <span style="color:red">instead of repeatedly pointing with the mouse and saying "look above,"</span> using Zoom's annotation tools <span style="color:red">[like the arrow or highlighter]</span> would have provided clearer guidance and helped the student follow along more easily.**

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## 📓 *Homework*

evaluate if the tutor uses the Zoom tools and uses good examples to explain the concepts to the students in a clear and simple way

### *Positive:*

- **C - The tutor consistently follows up on homework tasks. In this session, they took time to ask targeted questions about the student's approach to <span style="color:red">[save the user's input in the local storage]</span>, ensuring the student understood the logic behind it and offering clear, constructive feedback.**

- **C – The tutor followed up on the assigned homework and ensured that the <span style="color:red">code was functioning properly</span>. They verified the implementation and offered confirmation that the solution met the expected outcome.**

- **C – The tutor checked the student's <span style="color:red">presentation homework</span> and asked focused questions to ensure they understood the key points.**

- **C - The tutor clearly prioritizes homework follow-up. In this session, they actively guided the student through <span style="color:red">[the SQFlite missing method]</span>, helping them complete it with better understanding.**

- **C - The tutor made sure the student understood the homework task and clearly explained how to access the link, which helped avoid confusion.**

## *<span style="color:red">Negative:</span>*

- **C - The tutor did not ask the student about their homework during the session. Following up on homework is important to reinforce learning and show students that their progress matters.**

- **C - It's not enough to just check if the homework was done. When the student hasn't completed it, please walk them through a quick overview of how the solution should go, to help them still benefit from the task.**

- **C – At <span style="color:red">[TimeStamp],</span> the homework was reviewed superficially without running it. Although the student had completed it, <span style="color:red">a missing quotation mark caused an error.</span> Kindly do a quick run to help spot such issues and reinforce learning.**

- **C - Kindly try asking about homework in a warmer, more conversational tone — this can encourage students to share and stay engaged.**

- **C - Kindly ensure students receive clear instructions about upcoming homework before the session ends, including how to revisit the references or reach out via the community if they need help.**

- **C - When the student's homework wasn't fully correct, the tutor moved on without offering enough clarification. For example, <span style="color:red">[in the project about</span>**

**navigating between pages in a Flutter application]**, the student's code had a mistake, but no explanation was given. Taking a moment to explain the issue could reinforce their understanding and show helpful support.

- **C - Kindly note that just asking if the student finished the homework isn't enough. It's important to check what they actually did, even if it's a small part, to give proper guidance.**

- **C - Please make sure to go through the homework solution before the session. For example, when reviewing the student's approach to [adding an image widget on the Appbar] task, there was some hesitation in explaining the logic, which affected the student's understanding. Being well-prepared helps you explain it clearly and support the student better.**

- **C - While your support is appreciated, redoing the full homework during the session can take too much time. A quick walkthrough of the key steps is usually enough to guide the student without affecting the session flow.**

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## 📌 *Overall Performance*

### *Positive:*

- **C - The tutor completes projects well, uses tools effectively, and follows up on homework, supporting strong curriculum delivery.**

- **C - Projects are completed properly, tools are used well, and homework is tracked, ensuring a solid learning flow.**

*Negative:*

- **C - Overall good, but occasional delays in project completion and inconsistent tool use were noted. More proactive homework follow-up is advised.**

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# 5️⃣-Teaching

## 🧑‍🏫 *Class Management*

**evaluate the tutor's management of the session and students interaction and attitude and can maintain a good learning environment**

 *Positive:*

- **T - Your ability to redirect the student's attention kindly and keep the session on track is appreciated. This shows strong class management skills.**

- **T - The tutor created a calm and engaging atmosphere. Even when the student was [distracted / bored / tired], they gently brought them back to focus without pressure.**

- **T - At [TimeStamp], the tutor demonstrated excellent class management—overseeing the session smoothly, encouraging student interaction, and maintaining a positive, supportive attitude throughout.**

- **T - At [TimeStamp], the tutor demonstrated excellent class management—overseeing the session smoothly, encouraging student interaction, and maintaining a positive attitude. For example, during the discussion of HTML tags, the tutor asked the student to predict the output before running the code, and gave encouraging feedback like "Great observation!" which kept the student engaged.**

- **T - At [TimeStamp], the tutor showed strong class management—promoting interaction and keeping a positive, focused atmosphere. For example, during the**

**BankAccount project, the student was encouraged to explain inherited classes**, which boosted engagement.

- **T - Your detailed account of the internal feedback shows commendable diligence in following established guidelines.**

## *Negative:*

- **T – In case of any urgent or exceptional situations during the session, kindly report the case internally without informing the student that it is being reported. This ensures a smooth and supportive learning environment while allowing the moderation team to take appropriate action.**

- **T – In case of any urgent situation, ‹Kindly report it internally through the appropriate channels without informing the student, to maintain session professionalism.**

- **T – At [TimeStamp], We appreciate your effort to connect with the student by exploring shared interests. However, when searching online during the session, it is essential to use the "pause screen" option until the content is confirmed appropriate. This helps prevent any unintended display of unsuitable results and ensures a safe and focused learning environment.**

- **T - In line with our communication protocol, please refrain from direct discussions with parents. Kindly direct any parental concerns or struggles to our designated agent for resolution.**

- **T - It's important to step in when the student becomes too distracted. A quick redirect can help maintain session flow.**

- **T – During the session, the student seemed unsure when following your instructions especially while [writing the function for checking even numbers]. It may help to manage the session flow by implementing the code on your screen first before guiding the student step-by-step. This allows the student to follow more smoothly and feel more confident.**

- **T - Kindly avoid distractions from your phone while students are working on the project. Your focused attention and follow-up support are essential for their progress.**

- **T - It would be important for the tutor to adhere to the scheduled session start time, even if the student joins the session early.**

- **T – the tutor's efforts in managing the session despite time constraints are appreciated. However, when a student joins late, it's best to focus on the key new concepts and showcase the project to ensure they gain the most essential parts of the session.**

- **T – Kindly remember that the star rating is part of the feedback the student receives after the session and should reflect their genuine experience. It is not designed to be used as a reward-or-punishment tool, nor should it be used to motivate or pressure the student (e.g., implying a lower rating for certain behaviors). Maintaining a neutral and supportive tone helps ensure fairness and professionalism.**

- **T - It is advisable not to give the student the impression that you are merely passing time until the session ends. Instead, utilize the time effectively and actively engage with the student.**

- **T – There were moments when the tutor's tone shifted from encouraging to slightly impatient such as when [the student struggled to find the correct block in Pictoblox]. Maintaining a consistent and supportive attitude helps build a comfortable learning environment and keeps students motivated, especially when they face challenges.**

- **T - To ensure a consistent and supportive learning environment, please avoid delegating tasks to the other main tutor. Your presence at the session, even if you're acting as a cover tutor, indicates that you are fully responsible for addressing all the students' needs during the session.**

- **T– If there is noticeable background noise on the student's side, kindly ask them to move to a quieter environment to ensure better focus and smoother communication during the session.**

- **T - Kindly ensure better time control during activities. Allowing too much off-topic conversation may reduce learning time.**

- **T - Kindly initiate the session promptly upon the student's commencement.**

- **T - Please be aware that repeatedly describing the student as slow is not a recommended practice, as it may affect the student's confidence and motivation. Instead, it is advisable to use a supportive approach by breaking down the project into smaller steps, encouraging the student to participate while you demonstrate the process, and providing positive reinforcement. This can help boost the student's confidence and improve focus during the session.**

- **T – While generally effective, there were moments when the session lacked structure such as when [the student became distracted during the second half of the session and the flow wasn't redirected clearly]. A more structured approach in such moments can help maintain focus and ensure smoother progress.**

- **T – Occasionally, maintaining consistent student engagement has been a challenge for instance, [when the student seemed disengaged during the Q&A segment but wasn't encouraged to participate]. Prompting the student with simple follow-up questions or inviting their input more actively can help sustain focus and involvement.**

- **T - Please use the "Ping parent " button or ask the students to call any of his parents for assistance if he is having trouble sharing the screen or opening the link.**

- **T- Kindly, avoid advising the student to freeze the course during exams or the school year. If the tutor observes a drop in the student's performance, this should be reported to the team leader instead of discussing it directly with the student, to ensure consistency and professionalism in guidance.**

- **T - Ensure students maintain professional conduct, which includes <span style="color:red">refraining from relaxing on their beds</span> during the session.**

- **T - Ensure students uphold professional conduct, which includes <span style="color:red">refraining from using inappropriate language</span> during the session.**

- **T - It's essential to provide instructions to the students concerning the activation of their web cameras.**

- **T - Kindly ask the student to minimize their use of the Zoom avatar during the session to maintain a professional and focused learning atmosphere.**

- **T - Kindly advise the student to find a calm environment and refrain from continuing explanations if there are significant distractions in their surroundings.**

- **T – At <span style="color:red">[TimeStamp]</span>, we appreciated the tutor's effort in connecting the concept to real-life examples. However, it's advisable to <span style="color:red">avoid references to ongoing political issues</span>, as they may lead to off-topic discussions and distract from the learning objectives.**

- **T – The tutor's relaxed attitude occasionally left the session feeling unstructured. For instance, <span style="color:red">[arriving late to the coding exercise and allowing side chats caused the student to lose focus]</span>. Demonstrating more attentiveness and keeping activities on schedule would foster a more productive learning environment.**

- **T – If you encounter any confusion regarding <span style="color:red">the session number or its content,</span> kindly manage the situation discreetly without sharing the issue with the student, as doing so may affect their confidence in the session's flow.**

- **T – Kindly begin the session <span style="color:red">at the scheduled time</span>, without questioning why they entered early, to maintain a smooth and welcoming start.**

- **T – It's important to stick to the scheduled session start time, even if the student joins early, to ensure consistency and avoid confusion.**

- **T - Please pay attention to what the student is saying, as <span style="color:red">he</span> hasn't given the correct answer, and you indicated that <span style="color:red">his</span> answer is the correct one , for instance, [at <span style="color:red">TimeStamp, when he said the the array's index starts from 1</span>]**

- **T - Kindly be reminded to provide more details in the Internal Feedback regarding any issue faced during the session, including <span style="color:red">[unexpected disruptions such as sudden internet disconnection]</span>, <span style="color:red">even if the issue is from the student's side</span>. Your prompt cooperation is appreciated.**

- **T – Please note that internal feedback is meant to flag urgent or temporary issues. However, if a certain issue recurs across multiple sessions, it requires prompt resolution and cannot continue to be excused as a one-time occurrence.**

- **T– Kindly avoid asking the student to submit session feedback directly, as this goes against our guidelines. Feedback should be completed independently to reflect the student's genuine experience.**

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## 👨‍🎓 *Student Engagement*

**evaluate the tutor's can engage the student with him and create an interactive class**

### *Positive:*

- **T- The tutor maintained strong engagement by frequently involving the student through questions and mini challenges, especially when [<span style="color:red">exploring how conditional blocks work in PictoBlox</span>].**

- **T - Your consistent effort to keep the student involved, like [asking for predictions before running the code], helped build interest and understanding throughout the session.**

- **T - Great use of interactive questions during the explanation of the game logic, The student stayed focused and engaged throughout the session.**

- **T- The tutor created a safe space for participation by praising the student's efforts, even when the answers weren't fully correct, encouraging more interaction.**

- **T - The tutor maintained strong student engagement throughout the session by using an interactive teaching style and encouraging participation. For example, at [TimeStamp, when explaining the concept of variables in Scratch, the tutor asked the student to predict the output before running the code], which kept the student focused and motivated.**

### *Negative:*

- **T - The tutor explained the content clearly, but interaction was minimal. For example, [during the explanation of variables, the student wasn't asked to guess the difference between data types of his name and age]. Prompting the student to apply what they learn could boost their involvement.**

- **T - Kindly avoid spending long stretches explaining without involving the student. The session would benefit from asking more open-ended questions or encouraging the student to reflect on the explanation.**

- **T - Kindly avoid rushing through the recap slides, as a slower and more thoughtful pace helps students engage actively and understand better. For instance, during the session recap on layout widgets, the tutor moved too quickly through the examples, which limited the student's chance to reflect or ask questions.**

- **T - Kindly avoid rushing through the concept slides. For example, [five slides containing new widgets were covered in under two minutes],** which didn't give the student enough time to process the content or ask questions. Slowing down and allowing space for interaction will enhance understanding and engagement.

- **T - The tutor was generally effective; however, there were a few moments when student engagement could have been improved. For example, [during the walkthrough of the <ol> element in HTML, the tutor moved quickly over the type and class attributes]** without pausing to confirm whether the student understood **what these attributes do or how they affect the list.**

- **T - The tutor tended to rely heavily on reading directly from the slides, which limited student interaction. For instance, [while explaining the "Container" widget in Flutter, the tutor simply listed its properties]** from the slide without involving students through questions or code-based examples. Turning this into a live coding moment could have made the session more dynamic.

- **T - Encouraging students to participate in the Q&A slides rather than answering questions yourself would be highly beneficial.**

- **T - The session appears largely one-sided; the student may become unsure about key points. Consider periodically confirming students' understanding and engagement.**

- **T - The session felt very one-directional, with little to no interaction from the tutor. For example, [while covering how to use if conditions in GDScript, the tutor explained the syntax without asking students to try writing a simple condition]** Introducing mini challenges or quick "What if?" questions during such moments could help reinforce understanding and keep students engaged.

- **T - The tutor was generally effective, but there were moments during concept explanations where engagement could have been enhanced. For example, [at TimeStamp while discussing the difference between StatelessWidget and StatefulWidget in Flutter, the explanation remained theoretical with no questions posed to check if students could identify real-life use cases for each]. Inviting students to suggest which widget type would suit a login form, for instance, could have sparked discussion and deeper understanding.**

- **T – At [TimeStamp], while explaining the digital clock project, the tutor walked through the code without involving the student. It would be more effective to pause and ask guiding questions like, "How often do you think the time should update?" to encourage active participation and deepen understanding.**

- **T – At [TimeStamp], the tutor explained the project with a noticeably monotone delivery, coupled with minimal student involvement. Speaking more clearly and engaging the student with simple questions, along with varying voice inflection, during the walkthrough would boost attention and improve understanding.**

- **T – Kindly consider increasing verbal engagement during project implementation. There were occasional silent moments while the student was building iSchool UI page, where asking guiding questions (e.g., "what is the usage of the button in your opinion?") or encouraging the student to explain their thinking aloud could have enhanced interactivity and deepened understanding.**

- **T - Kindly work on enhancing class interactivity. During the project implementation phase, the tutor was mostly silent while the student was building the digital clock using JavaScript. Instead of observing passively, the tutor could**

have asked guiding questions like **"What do you think will happen if we change the setInterval delay?"** or prompted the student to explain their logic aloud. Such engagement would deepen understanding and keep the session more interactive.

- **T – During the project implementation phase, the tutor was occasionally silent** while the student was building the digital clock using JavaScript. Gently incorporating guiding questions—such as **"why using Destroy for points script specifically?",** or encouraging the student to explain their thought process could further support engagement and deepen understanding.

- **T - The tutor's engagement could be more consistent by encouraging open discussions during concept explanations. For example, [while introducing the idea of "signals" in Godot],** the explanation was delivered in a lecture style without prompting students to share how they think **signals differ from function calls.** Asking open-ended questions could have sparked useful discussion and better concept understanding.

- **T - Kindly engage the student during the checkup by encouraging their participation and involvement, rather than re-explaining the concepts.**

- **T- At [TimeStamp], It would be beneficial to pause the video to discuss it with the student.**

- **T – At [TimeStamp], it would be beneficial to pause the video to discuss it with the student. It's recommended to break the video explanation into smaller sections and pause after each key point, rather than explaining it all at once. This helps ensure better understanding and engagement.**

## 👥 *All student's involvement*

**evaluate the tutor's ability to divide his time evenly across all the students in the session**

### *Positive:*

- **T - The tutor consistently demonstrates strong time management, making sure each student gets fair attention. For example, <span style="color:red">during the session on HTML basics, the tutor allocated time for each student to try building a simple table structure,</span> offering equal support and feedback throughout. This balanced approach keeps everyone involved and supported.**

- **T - It's clear that the tutor values each student's input and makes an effort to engage with everyone. For instance, <span style="color:red">during the discussion on when to use StatelessWidget vs StatefulWidget in Flutter,</span> the tutor asked each student to share an example, giving them space to think and respond. This balanced interaction helped all students feel involved and contributed to a positive learning environment.**

- **T - The tutor managed time effectively, ensuring each student stayed engaged. For example, <span style="color:red">while introducing JavaScript functions, the tutor gave every student a chance to write and test a simple greetUser() function,</span> offering quick feedback without letting the session drag. This kept the pace smooth and all learners involved.**

### *Negative:*

- **T - While the tutor was generally effective, there were moments when the time distribution among students seemed slightly uneven. For instance, <span style="color:red">during the implementation of a basic enemy AI in Unity, one student received extended support with their OnTriggerEnter logic, while others had limited interaction</span>. A more balanced approach would help ensure all students stay equally supported and engaged.**

- **T - Occasional uneven time distribution was observed. For example, <span style="color:red">at TimeStamp, during the Flutter session on ListView, more time was spent helping one student with layout alignment issues, while others waited without guidance</span>. Maintaining consistent attention across all students ensures a smoother and more inclusive learning experience.**

- **T - Uneven time distribution among students needs improvement to create a more inclusive session. For instance, <span style="color:red">during the explanation of signal connections in Godot, one student received extended guidance on connecting signals via code, while others didn't get the chance to try or ask questions</span>. Ensuring equal participation would help all students stay equally involved.**

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## ⌛ *Session Synchronization*

**evaluate if the tutor divides the stages of the session according the the curriculum and give each stage its designated timeline ( Learn-Make-Share)**

### *Positive:*

- **T - It's evident that the tutor places strong emphasis on session synchronization. Each phase of Learn, Make, and Share was clearly defined and well-timed. For instance, <span style="color:red">during the Flutter session, the tutor first explained how TextField works</span> (Learn), <span style="color:red">then allowed students to implement a basic login form</span> (Make), and <span style="color:red">finally encouraged them to present and compare their implementations</span> (Share). This structure kept the session focused and engaging.**

- **T - The tutor demonstrates strong session synchronization skills by consistently aligning the session with the Learn-Make-Share structure. For example, <span style="color:red">in the Godot session, the tutor started by introducing the concept of KinematicBody2D and movement logic</span> (Learn), <span style="color:red">then gave students time to implement character movement using move_and_slide()</span> (Make), <span style="color:red">and finally invited them to share their results and discuss differences in implementation</span> (Share). This structured approach enhanced both clarity and engagement.**

- **T - Your commitment to joining 10 minutes before the scheduled time is noted and greatly elevates professionalism.**

- **T - Early joining by the tutor before the scheduled session time is appreciated and noted.**

- **T - The tutor effectively improves the students' speaking skills and highlights the importance of the information learned by including a presentation segment at the end of the session.**

- **T -The tutor utilized the additional time effectively by engaging in programming activities.**

- **T - We genuinely appreciate the tutor's commitment to self-improvement, especially in response to the earlier feedback. <span style="color:red">His</span> initiative to first apply the project on his screen demonstrates a commendable dedication to enhancing the learning experience for the student.**

- **T - We truly appreciate the tutor's commitment to self-improvement, especially in response to previous feedback. In this session, the tutor took the initiative <span style="color:red">to first implement the JavaScript clock project on his own screen before asking the student to start.</span> This step-by-step modeling clarified the logic and structure, and made it easier for the student to follow along—showing clear dedication to improving the learning experience.**

- **T - The project implementation was satisfactory, with students demonstrating a good level of engagement throughout. For instance, <span style="color:red">during the development of the to-do list web app using JavaScript, students actively contributed by suggesting how to handle the localStorage part and testing different ways to update tasks dynamically</span>. Their involvement reflected a solid grasp of the project's core logic.**

- **T - Your assistance in guiding students to upload their completed projects to the dashboard is greatly appreciated.**

- **T - The project implementation was solid, with students actively involved in each step. For example, while <span style="color:red">building the digital and analog clock using JavaScript, students correctly applied concepts like setInterval, and DOM updates. Their ability to explain the angle calculations for the clock hands</span> also showed clear understanding of both logic and application.**

### *Negative:*

- **T - Kindly ensure that the meeting is closed once the session concludes.**

- **T - While the tutor was generally effective, there were occasional deviations from the designated timeline for each stage. For instance, <span style="color:red">during the session on building the game in Godot, the "Make" phase, where students implemented the jump function, ran longer than planned, leaving limited time for the "Share" phase.</span> Sticking more closely to the session structure would help maintain a smoother flow and ensure that all learning objectives are met.**

- **T - It is crucial for students to implement all challenges, as this practice enhances their problem-solving skills, critical thinking abilities, and overall understanding of the subject matter.**

- **T - Additional clarification on the <span style="color:red">project implementation</span> is necessary for the students, as it seems the student may not fully grasp the <span style="color:red">steps of connecting the database to the UI buttons.</span>**

- **T - Occasional timeline deviations were observed and need attention for better consistency. For example, <span style="color:red">during the explanation of the digital footprint concept, the discussion extended to around 18 minutes, although the estimated time for this part was 8 minutes.</span> Staying aligned with the allocated timing would help maintain a balanced session flow and ensure enough time for hands-on or reflection phases.**

- **T - Kindly adhere to the designated slide sequence to maintain consistency and ensure clarity for students. In the session, all slides were explained consecutively before giving the student a chance to implement the "Make" phase, which caused a break in flow. Following the intended slide-by-slide structure allows smoother transitions between learning and practice.**

- **T - Kindly ensure your presence 10 minutes ahead of the next session to facilitate a prompt start. As you joined only <span style="color:red">6</span> minutes earlier.**

- **T - Be aware that sending students a <span style="color:red">screenshot or a file containing part</span> of the code to apply after class is not preferred, as they are expected to complete this task during the session.**

- **T – Kindly avoid allowing the student to take a <span style="color:red">screenshot of any part of the code</span>, even if it's a small section. The student is expected to implement the task independently during the session, as this promotes hands-on learning, problem-solving, and deeper understanding.**

- **T - Please note that breaks are not part of the session structure and should only be taken when absolutely necessary. In such cases, the break should not exceed 5 minutes to avoid disrupting the session flow and ensure full coverage of the content.**

- **T - Efficiently manage the session's timing; if the session ends early, please utilize the remaining time by providing students with extra programming activities or using the designated extra activity sheet. Spending the extra time discussing unrelated topics, <span style="color:red">such as recent cinema news</span>, is not allowed as it detracts from the learning objectives.**

- **T - Efficiently manage the session's timing; if the session ends early, please utilize the remaining time by providing students with extra programming activities or using the designated extra activity sheet. This time should be used for enrichment, <span style="color:red">not for solving the homework task,</span> as that is intended to be completed independently.**

- **T- For exercises like those on <span style="color:red">Code.org [Angry birds]</span>, it's important to ensure the student tries implementing at least part of the task independently. This promotes better understanding and practical engagement.**

- **T - Ensure the student completes the code independently without AI assistance. This encourages skill development and meaningful learning. Relying on AI hinders problem-solving skills and understanding of key concepts.**

- **T - In cases where the student encounters difficulties accessing or using <span style="color:red">Replit</span>, it is advisable to promptly switch to an alternative <span style="color:red">pre-approved</span> browser-based editor, such as <span style="color:red">CodeHS</span>. These tools offer user-friendly interfaces and reliable performance for running code during the session, ensuring minimal disruption to the learning flow. Being prepared with a backup platform can help maintain session productivity and support the student's learning experience effectively.**

- **T – To ensure a smooth and professional coding experience, please make sure to use only the <span style="color:red">code editors</span> clearly stated in the TG or pre-approved ones. This helps avoid any unsuitable platforms and ensures consistency, reliability, and alignment with the expected teaching standards.**

- **T - It is recommended to first apply the challenges on your own screen as a live demonstration. For instance, <span style="color:red">when introducing a flutter challenge to create a</span>**

**navigation button**, showing the basic structure and explaining your thought process step-by-step helps students better understand and replicate the logic in their own code.

- **T - When implementing the project, it would be beneficial to first demonstrate a portion of it. Afterward, please pause the screen sharing to give students the opportunity to work independently. This approach helps minimize distractions, allowing them to focus on their own tasks without the pressures of trying to keep up with your demonstration.**

- **T – Explaining the entire pre-written code can feel overwhelming for students, even when broken into parts. At [TimeStamp], it would have been more effective to build the project from scratch step-by-step, allowing the student to follow the process and understand how each part contributes to the overall functionality.**

- **T– Please ensure that the student is able to complete their project during the session, as hands-on practice is essential for understanding. Effective session time management can help achieve this goal.**

- **T - Your attention is kindly requested to strictly adhere to the designated session duration, ensuring not to exceed it by more than 10 minutes as the actual session time was 1 hour 18 minutes.**

- **T - Kindly be advised that the session duration is fixed at one hour and must be strictly adhered to. Any deviation or early ending is not permitted, as it may impact content delivery and student engagement. [actual session time was 55 minutes].**

- **T - During the presentation segment of the session, it is important to allow the students to share what they have learned. This encourages their growth as confident speakers and emphasizes their gained information. [Slide 42 is designated as a presentation slide.]**

- **T - Kindly consider reviewing the backup presentation with the student before allowing him to present it, to ensure proper revision and a well-delivered presentation.**

- **T - At [TimeStamp], the tutor appeared to rush the student to complete the project, which is not a recommended practice. It's important to give students adequate time to process each step, especially during tasks like writing conditional statements or setting up logic structures, to ensure proper understanding and reduce confusion.**

- **T - Kindly be advised that the session duration is fixed at one hour and must be strictly adhered to. Any deviation or early ending is not permitted, as it may impact content delivery and student engagement. [actual session time was 55 minutes]**

- **T - Kindly refrain from criticizing the session content or making negative remarks about it. Any concerns regarding the material should be directed through the appropriate internal channels rather than shared with the student, to maintain a positive and focused learning environment.**

- **T - At [TimeStamp], the tutor allowed the student to share a video that was not related to the session content. Kindly refrain from sharing or allowing unrelated media during the session, as it disrupts focus and detracts from the learning objectives.**

- **T - At [TimeStamp], the tutor shared their email with the student. Kindly refrain from sharing any personal contact information, including your email. All communication should remain within the designated channels to maintain professionalism and ensure proper monitoring.**

- **T - At [TimeStamp], the tutor's email was accidentally displayed during the session. Kindly ensure that personal contact information, such as your email, is not visible to students in order to maintain data confidentiality and uphold professional boundaries.**

- **T – At [TimeStamp], the tutor's dashboard was accidentally displayed during the session. Kindly ensure that personal or internal platforms are not visible to students in order to maintain data confidentiality and uphold professional boundaries.**

- **T – At [TimeStamp], a picture of the code was shared with the student to apply after class. Kindly note that this practice is not preferred, as students are expected to complete the project during the session itself to ensure real-time application and understanding.**

- **T - At [TimeStamp], it was noted that annotations were written in Arabic. Kindly ensure to write annotations in English when explaining concepts. This maintains consistency with the content's language and helps students develop their technical vocabulary accurately.**

- **T - At [TimeStamp], the tutor sent the student a picture of the code to apply after class. Kindly note that this approach is not preferred, as students are expected to complete the task during the session to ensure real-time practice and immediate feedback.**

- **T - Ensure that students are given the opportunity to effectively carry out all the activities featured in the slides. For example, [Scrat activity in Slide 20 was skipped], which limited the students' hands-on practice. Completing all planned tasks is essential for reinforcing the concepts covered.**

- **T - At [TimeStamp], it was observed that the student had limited opportunity to independently implement the project. Independent project implementation is crucial, as it promotes problem-solving, critical thinking, and deeper subject understanding. For instance, instead of walking the student through each step of the how to style the HTML page, giving them space to try first and guiding only when needed would enhance learning outcomes.**

- **T - It is crucial for students to implement both the project code and the design, as this practice enhances their problem-solving skills, critical thinking abilities,**

and overall understanding of the subject matter. For example, **in the FlutterFlow calculator project, while the student completed the UI design, they also needed to implement the logic behind the variables and operations**. Working on both parts ensures a complete and meaningful learning experience.

- **[T-advice] - To enhance session efficiency, it is recommended to have a pre-made dummy account for mBlock ready. This will prevent delays associated with account creation during the session. Alternatively, allowing the student to control your screen to complete the project can also be effective.**

- **T -Kindly allow the student to control your screen instead of waiting for mBlock to load on their side, to manage session time more effectively.**

- **T - At [TimeStamp], the tutor presented the full code block all at once, which made it slightly challenging for the student to follow. Dividing the code into smaller, logical sections, such as separating the input handling, processing logic, and output display in a JavaScript form, can greatly enhance the student's ability to apply and comprehend the content more effectively.**

- **T - At [TimeStamp], the full code was demonstrated at once, which may have made it harder for the student to follow along. It may be helpful to divide the code into sections and allow the student to apply after each part is demonstrated on your screen. For example, when building a basic to-do list app in JavaScript, first showing how to create the input field, then letting the student apply, followed by the list rendering logic, can significantly improve comprehension and retention.**

- **T - It may be helpful to divide the project into smaller sections followed by the student's implementation of each small section, as this approach has the potential to greatly facilitate students' ability to effectively apply and comprehend it.**

- **T – At [TimeStamp], the project implementation leaned heavily on direct instructions. Please try to foster creativity and independence by encouraging the**

student to think critically. For example, **instead of telling them exactly where to place each Flutter widget, ask guiding questions like "What do you think would happen if we wrapped this with a Column?"**

- **T - At [TimeStamp], it was observed that the student was asked to apply the code directly without prior demonstration. It is recommended that the code be applied on your screen first, as this serves as an initial walkthrough for the student to follow. For instance, when introducing a Flutter ListView, showing how to build it step by step before asking the student to implement it can greatly improve clarity and reduce confusion.**

- **T - At [TimeStamp], the project was introduced without first showing the final output or discussing its components. Kindly consider presenting the completed version of the project before starting the implementation. For example, in a ScratchJR Pacman maze game project, walking the student through the final version, highlighting the different sprites and their functions, helps them understand what they're building and why. Asking guiding questions like "What do you think this sprite does when clicked?" can lay a clear foundation and enhance their planning and coding process.**

- **T - At [TimeStamp], the student was asked to begin implementing the project without receiving a clear and detailed explanation beforehand. Further clarification on the project structure and expected outcome is essential. For instance, before asking the student to build a calculator app in Flutter, it would be helpful to first walk through the required UI components and the logic for handling input and operations. This ensures the student understands what they are building and how to approach it.**

- **T - At [TimeStamp], the student was working on the project without sharing their screen. It's essential to request that students share their screens during project implementation to allow for more efficient monitoring and timely support.**

- **T- To enhance the learning experience, it's helpful to ask the student to stop their screen sharing before you start sharing your own. This way, they can clearly see your content and follow along more easily.**

- **T - At [TimeStamp], it was observed that the tutor remained mostly silent during the student's project implementation. Kindly enhance class interactivity during this phase by actively engaging with the student. For instance, while the student was working on the Godot character movement script, asking guiding questions like "What would happen if we change the speed value here?" could have enriched the learning experience and encouraged deeper thinking.**

- **T - At [TimeStamp], minimal interaction was observed during project implementation. Kindly participate more actively by asking questions while the student builds a Godot movement script, to boost engagement.**

- **T - At [TimeStamp], consider demonstrating the project on your screen first. This can help with time management by reducing student questions during integration.**

- **T - At [TimeStamp], consider demonstrating the project steps on your screen first. This would help students visually grasp the integration of new features.**

- **T - Please be advised that students must upload their completed projects to the dashboard upon finishing them. Additionally, your support in guiding and assisting them through this process is crucial. Your cooperation in ensuring a smooth submission workflow is highly appreciated.**

- **T - Students must upload their completed projects to the dashboard. Kindly assist them with this process to ensure smooth submissions. Your cooperation is appreciated.**

- **T – During the first session, it's recommended to walk the student through the project upload process step by step. This ensures they understand how to submit their work independently in future sessions.**

- **T – Students must upload their completed projects to the dashboard. Kindly assist them with this process, <span style="color:red">especially during their first sessions</span>, to ensure smooth and successful submissions. Your cooperation is appreciated.**

- **T - Please note that uploading projects is meant to showcase student achievements. At <span style="color:red">[TimeStamp]</span>, key requirements, such as <span style="color:red">attaching a screenshot of the code</span>, were missing. All project criteria must be included to reflect the full scope of student effort. Your support in reinforcing this is appreciated.**

- **T – Your assistance in guiding students to upload their completed projects to the dashboard is greatly appreciated. Please note, however, that project uploads are meant to showcase student achievements. At <span style="color:red">[TimeStamp]</span>, key requirements such as attaching a <span style="color:red">screenshot of the code</span>—were missing. Ensuring that all project criteria are included helps accurately reflect the student's effort and learning.**

- **T – Your support in helping students upload their projects is appreciated. However, at <span style="color:red">[TimeStamp]</span>, a key requirement, like a code <span style="color:red">screenshot</span>, was missing. Please ensure all criteria are included to fully reflect the student's work.**

- **T - It is recommended that the tutor becomes more familiar with the student's dashboard and its key features, particularly the <span style="color:red">project submission section</span>. The tutor seemed hesitant and unsure about where the projects should be uploaded, which disrupted the session's flow.**

- **T - At <span style="color:red">[TimeStamp]</span> - Kindly apply the project on your screen during the session, rather than just reading it from the slides. This will enhance the learning experience for the students.**

- **T - At [TimeStamp], the tutor completed the project upload using remote screen control instead of guiding the student through it. Kindly allow the student to handle the upload while offering support as needed to promote independence.**

- **T - Your support in guiding students to upload their projects to the dashboard is appreciated. To save time and ensure clarity, please ask students to upload only the final, fully completed version of their projects, rather than partial or work-in-progress submissions.**

- **T - Your assistance in guiding students to upload their completed projects to the dashboard is greatly appreciated. However, please ensure that students upload fully completed projects to the dashboard, as incomplete submissions do not reflect their full effort or understanding.**

- **T – Your reminders to students to upload their completed projects to the dashboard are appreciated. However, please ensure that students are submitting fully completed projects, as partial uploads do not accurately reflect their effort or understanding.**

- **T - At [TimeStamp], a partially completed project was submitted. Please ensure that students upload fully completed projects to the dashboard, as incomplete submissions do not reflect their full effort or understanding.**

- **T - At [TimeStamp], the student uploaded a project sent by the tutor instead of their own work. Students are required to upload the completed versions of the projects they personally worked on during the session.**

- **T - At [TimeStamp], the project implementation phase was skipped. Kindly refrain from excluding this part, as it is essential for hands-on learning and applying the session content effectively.**

- **T - Please ensure that the session project is completed during the session, as it is not intended to be assigned as homework.**

- **T- Kindly ensure the student implements the project during the session, as this step is vital for reinforcing concepts through hands-on practice. It helps solidify understanding and boosts the student's ability to apply what they've learned independently.**

- **T- Kindly note that the project currently contains only variable declarations (e.g., var X;) without any functional or interactive code. While this shows awareness of the required variables, it does not yet reflect any actual implementation or logic. To meet project expectations, students should demonstrate the use of these variables in a working context — such as [project functions].**

- **T - At [TimeStamp], the session ended without the student implementing any part of the project. Kindly manage the session time to ensure that the student applies at least a small portion of the task during the session, as verbal explanation alone is not sufficient. !![dedicated for lengthy modules and presentation sessions only]!!**

- **T - At [TimeStamp], the project implementation phase was skipped and only explained verbally from the slides. Kindly note that the tutor is expected to implement the project hands-on, as reading it from slides is not sufficient. Practical demonstration is essential to support student understanding and engagement.**

- **T - At [TimeStamp], the quiz was completed during the session with tutor involvement. Please note that dashboard quizzes are meant to assess student progress, so it's advisable to let students complete them independently after the session.**

- **T - At [TimeStamp], extensive step-by-step guidance was given during project implementation. Kindly offer limited support and encourage the student to think critically and solve problems independently.**

- **T – At [TimeStamp], some step-by-step guidance was provided during project implementation. While the support was helpful, gently encouraging the student**

to rely more on their own reasoning and problem-solving could further strengthen their learning experience.

● **T – At [TimeStamp], the tutor took control of the student's screen using remote control to complete parts of the project on their behalf. It's important to guide the student instead of directly completing tasks for them, as hands-on practice is key to skill development and learning retention.**

● **T - At [TimeStamp], code was written using Zoom annotations. It's recommended to avoid this approach, as it may lead students to copy passively. Instead, guide them to solve problems on their own to promote independent thinking and strengthen their coding skills.**

● **T - At [TimeStamp], kindly avoid endorsing direct code copying. Encourage independent learning for better student development.**

● **T - At [TimeStamp], the code from the teacher guide was displayed during the session. Kindly refrain from doing so to maintain a focused learning experience. Running the project in full-screen mode without revealing the code would be more beneficial.**

● **T - At [TimeStamp], the student was implementing the project without screen sharing. Kindly instruct the student to share their screen during the "Make" phase to allow proper follow-up and support.**

● **T – To ensure the student is comfortable using all the available tools, it's important to let them try building at least one slide independently using Canva. This hands-on practice helps confirm their understanding and builds confidence in applying what they've learned.**

● **T- During the presentation segment, encourage the student to explain their work in more detail rather than just mentioning the topic names. This supports deeper understanding and improves communication skills.**

## 📌 *Overall Performance*

### *Positive:*

- **T - The tutor manages the session well, keeps students engaged, and maintains a positive, productive atmosphere.**

- **T - The tutor leads the session effectively, balancing engagement, clarity, and session flow.**

- **T - The tutor ensures good structure, encourages participation, and creates an inclusive and enjoyable learning space.**

### *Negative:*

- **T - Some minor issues with session flow and time distribution were noted, but overall delivery remains strong.**

- **T - Slight session timing deviations observed; aiming for more consistency is recommended.**

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# 6️⃣-Feedback

## 📊 *Session Feedback*

**evaluate the tutor's ability to provide clear, objective feedback to the student based on their performance**

### *Positive:*

- **F – The tutor provided constructive and positive feedback that was well-delivered and encouraging for the student.**

- **F - The tutor's feedback was constructive and specific, highlighting the student's strengths while offering helpful suggestions.**

- **F – Your personalized feedback clearly reflects your attention to the student's progress during the session. Highlighting specific strengths helps reinforce their confidence and supports their ongoing improvement.**

- **F - The tutor's approach of highlighting the student's strengths while addressing his weaknesses is a wise feedback technique.**

- **F - The tutor delivered feedback in a constructive and uplifting manner, fostering a supportive learning environment.**

- **F- Feedback was both affirming and instructive, demonstrating the tutor's skill in encouraging student growth.**

- **F - The tutor's remarks were thoughtfully framed, balancing positivity with actionable guidance.**

- **F - The tutor uplifted the student with feedback that was not only helpful but also deeply motivating.**

## *Negative:*

- **F - Kindly ensure that feedback includes both positive reinforcement and suggestions for improvement, instead of focusing only on challenges.**

- **F - Kindly ensure that feedback to students remains both constructive and friendly. Your cooperation is appreciated. aim to highlight a positive aspect to promote encouragement.**

- **F - The feedback could be more aligned with what occurred during the session. Like [stating that the student goes beyond the homework requirements while the student didn't do the homework], Please avoid**

using unrelated or general comments.

- **F - Please make sure to <span style="color:red">assign a rating and write a comment</span> for each student. Leaving either field blank affects the quality of follow-up.**

- **F - Kindly avoid <span style="color:red">leaving the feedback section empty</span>. A short, encouraging note goes a long way in supporting the student's learning journey. (Empty feedback)**

- **F - Kindly ensure that all student feedback is written in <span style="color:red">English,</span> as this maintains consistency and aligns with our communication standards.**

- **F – When submitting student feedback, please ensure that the <span style="color:red">written comment aligns with the given star rating</span> to reflect the student's performance accurately and maintain consistency in evaluation.**

- **F – Please avoid using the <span style="color:red">same feedback across multiple students</span>. Tailored, specific comments help guide each student more effectively based on their unique session performance.**

- **F – Kindly note that general comments offer limited guidance and may not support the student's development effectively. To provide more meaningful feedback, please consider using the pre-written comment templates available, as they help deliver clear and specific insights on student performance.**

- **F – Kindly <span style="color:red">vary the feedback provided to the same student</span> across sessions. Repeating the same comment limits their ability to grow. Instead, highlight what changed or improved during each session.**

- **F – There was a noticeable delay in submitting the student's feedback. Please try to share it promptly after each session to support the student's progress.**

- **F – In cases where time constraints prevent the student from completing the project or exercises, it's important to reflect that context in the**

evaluation. Providing accurate feedback ensures fairness and helps track the student's actual progress.

- **F - Regarding students' feedback ratings, kindly include reasons for any ratings below 5.**

    - **F – Kindly note that providing more specific comments about the student's performance can offer clearer guidance and better support their progress. Using the pre-written comment templates may help in giving more targeted feedback.**

- **F - To provide a more insightful evaluation, kindly include comments in addition to the ratings in student feedback.**

- **F – Please try to highlight both strengths and areas for improvement. Even a small positive note can boost the student's confidence and support their growth.**

- **F - It's important to highlight both strengths and areas for improvement. Even a small positive note can significantly boost a student's confidence and support their growth, proving more effective than aggressive negative feedback.**

- **F - Kindly avoid requesting 5-star ratings from students, as this goes against our guidelines. Ratings should reflect the student's genuine experience.**

- **F - Please avoid guiding students through the rating process or asking about previous session ratings, as this may unintentionally influence their response. Ratings should be given independently and reflect the student's genuine experience.**

# 7⃣-No need for improvement

- **tutor's Performance: Outstanding; no areas for improvement identified.**

- **tutor's Performance: Exceptional; an exemplary demonstration of teaching expertise with no discernible areas requiring enhancement**

- **tutor's Performance: Outstanding; no identified areas for improvement were noted in the evaluation.**

- **tutor's Performance: Exceptional; no areas for improvement identified, and notable improvement observed in [Preparation / teaching / curriculum etc.…]**

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# 🎨 Color Map for updated comments

**September**

**October**