

# Tutoring Session Evaluation

## Original Conversation

tutor: Hello Michelle! I'm here to help you with your studies.

tutor: Let's discuss the 2. Johnny has a 3 sticks. Stick A is 2 inches. Stick B is 4 inches. Stick C is 8 inches. He combines sticks A and B to make the length of a rectangle and stick C to be the width. What is the area?.

user: I have no idea

tutor: Hello Michelle! Let's dive into this problem together. It seems a bit tricky at first glance, but we can break it down step by step.

Can you tell me what information is given to us in the problem? What do we know about Johnny's sticks?

user: There are 3 of them

tutor: Hello Michelle! Let's dive into this problem together. It seems a bit tricky at first glance, but we can break it down step by step. You're right, there are three sticks involved. Can you tell me what information is given to us about each of those sticks? What do they measure?

user: Stick c is 8 inches

tutor: That's a good start, Michelle! You're remembering some key details about the sticks. Stick C is indeed 8 inches long.

Now, think about how Johnny uses these sticks to make his rectangle. Which two sticks does he use to form the length of the rectangle? Remember, the area of a rectangle depends on both its length and width.

user: I know he uses stick A

tutor: That's great, Michelle! You're remembering that Stick A is used in making the rectangle. Can you tell me which other stick Johnny uses to make the length of his rectangle? Remember, he combines two sticks for the length.

Once we know both sticks that make up the length, we can figure out how long it actually is!

user: Stick B

tutor: You got it, Michelle! Sticks A and B are combined for the length of the rectangle. Now we know that Johnny's rectangle has a length of  $2 + 4 = 6$  inches. Remember, stick C is the width of the rectangle. What do we need to do next to find the area?

user: Multiply. So the area is 48

tutor: That's exactly right, Michelle! You got it! The area of the rectangle is indeed 48 square inches. Remember, we find the area by multiplying the length and width of the rectangle.

Do you feel confident about how we figured that out? What was the most helpful part of breaking down the problem?

## Evaluation

## ## Assessment of Michelle's Performance

### \*\*Weaknesses:\*\*

\* **Initial Understanding:** Michelle initially expresses a complete lack of understanding, saying "I have no idea." This suggests she might struggle with identifying key information in word problems or feels overwhelmed by complex tasks.

\* **Struggling with Abstract Concepts:** Michelle seems to focus on concrete details (number of sticks) rather than the mathematical concepts involved (length, width, area).

### \*\*Strengths:\*\*

\* **Receptive to Guidance:** Michelle actively participates in the session and responds to the tutor's questions.

\* **Remembering Specific Details:** She demonstrates recall of information about individual stick lengths.

\* **Following Instructions:** Michelle follows the tutor's instructions to break down the problem and work step-by-step.

### \*\*Areas for Improvement:\*\*

\* **Active Reading & Question Asking:** Michelle could benefit from actively reading word problems, highlighting key information, and asking clarifying questions when unsure about something.

\* **Visualizing Concepts:** Encourage Michelle to draw diagrams or use manipulatives to represent the rectangle and its dimensions. This can help solidify her understanding of area as a measurement.

\* **Communicating Mathematical Thinking:** Michelle could improve by explaining her reasoning and thought processes more clearly, even if she's unsure about the final answer.

## ## Tips for Improvement

1. **"Read Aloud & Highlight":** Have Michelle read the problem aloud slowly and then highlight key words (like "length," "width," "area") to identify what information is important.

2. **Draw It Out:** Encourage her to draw a rectangle and label its sides with the given lengths of sticks A, B, and C. This visual representation will help her see how the dimensions relate to each other.

### **3. "What If?" Questions: Ask Michelle "What if" questions like:**

\* "What would happen if Stick A was longer?"

\* "How would changing the width affect the area?"

This encourages critical thinking about the relationship between length, width, and area.

4. **Real-World Examples:** Connect the concept of area to real-world examples like measuring a garden or a classroom floor. This can make abstract concepts more relatable and understandable.