

# Tutoring Session Evaluation

## Original Conversation

tutor:

tutor: Let's discuss the 1. You are in the classroom and it's break and you want to meet some new friends. You know Sarah likes Volleyball. What can you do to connect with her?.

## Evaluation

### **## Assessment of Michelle's Performance:**

#### **1. \*\*Understanding and Application\*\*:**

- Strong Area: It seems that Michelle understands the social dynamic at play, recognizing a shared interest (Volleyball) as common ground to make new connections with classmates like Sarah. This indicates an ability to identify relevant topics for initiating conversations in her environment effectively.

#### **2. \*\*Communication Skills\*\*:**

**- Weakness/Area of Improvement: There is no direct evidence provided about Michelle's communication skills during this interaction, as the scenario seems hypothetical and lacks context for an actual response from Michelle to assess her abilities in that area. Nonetheless, if she were responding or attempting a conversation with Sarah based on what has been asked:**

- She may need support practicing initiating conversations; this could involve verbalizing ideas more clearly and confidently during such interactions. It's vital for Michelle to demonstrate not just the recognition of common interests but also how she would express her interest in volleyball with Sarah effectively (i.e., asking questions, sharing experiences).

- An opportunity is missed here because there's no indication that Michelle has attempted or shown an actual conversation attempt which could provide insight into their conversational skills and comfort level when engaging others over shared interests.

#### **3. \*\*Analytical Thinking\*\*:**

- Strength/Area of Improvement: There's a potential to develop better analytical thinking if Michelle can consider different aspects, such as Sarah's knowledge or skill in volleyball and tailor the interaction accordingly (e.g., asking about her experience with playing). This would show not only interest but also empathy for what others are passionate about which is a sign of advanced social cognition often seen at this development stage.

#### **4. \*\*Problem-solving Skills\*\*:**

- Strength/Area to Improve: Michelle's strategy, assuming it was part of her response (not explicitly stated here), may show problem-solving skills by finding a common interest for connection purposes but lacks concrete examples or evidence in this scenario. More information on how she plans the interaction could illustrate these competencies further—like suggesting they practice together during recess if that's an option, showing initiative and practical application of their shared interests to solve her problem (feeling alone).

### **5. *\*\*Emotional Intelligence\*\**:**

- Strength/Area for Improvement: Without a response from Michelle here is little room but assuming she would actively engage with Sarah, it's key that this scenario was an opportunity to display emotional intelligence through kindness and genuine interest. Encouraging her to reflect on how others might feel during such interactions could improve upon empathy-building skills which are crucial for interpersonal relationships in school settings.

### **## Tips for Improvement:**

#### **1. *\*\*Practice Initiating Conversations\*\* (Role Play):***

- Have Michelle role play with a partner or peer, practicing starting and maintaining conversations about shared interests like sports—volleyball specifically in this context. This can help her become more comfortable speaking up during breaks: "I noticed you're really good at volleyball! How did your team do last game?"

#### **2. *\*\*Ask Open-Ended Questions\*\* (Discussion Prompts):***

- Michelle could learn to ask questions that cannot be answered with a simple 'yes' or 'no,' like, "What's it about volleyball you enjoy the most? Doing what exactly?" This encourages more in-depth conversation and shows genuine interest.

#### **3. *\*\*Reflect on Interactions\*\* (Self Reflection):***

- After conversations with others at school breaks or social events, Michelle could write down her observations about how she felt during the interaction as well what went right/wrong to learn from these experiences and plan for future engagements more effectively: "What made Sarah respond positively when I asked that question?" vs. "I feel nervous starting conversations; maybe next time asking open-ended questions could help."

#### **4. *\*\*Develop Empathy\*\* (Empathetic Engagement):***

- Michelle can try to understand different perspectives, perhaps by considering what makes someone else happy or interested in volleyball—like sharing her own thoughts on how playing the sport has made friends for others: "For me and my teammates, we practice every Wednesday at lunch; it's a great way to bond with everyone!"

#### **5. *\*\*Express Confidence\*\* (Positive Self-talk):***

- It's important that Michelle reminds herself of her value as an individual and not just through shared interests but also by recognizing positive traits: "I'm good at math, which is great for my class; I could

be a fun partner in volleyball too!" This builds self-confidence.

**6. \*\*Celebrate Small Wins\*\* (Affirmation):**

- Recognize and celebrate when she successfully initiates or maintains conversations, however brief: "I asked Sarah about her experience with the school volleyball team! That felt like a win!" Positive reinforcement can encourage more effort.

**7. \*\*Involve Peers\*\* (Peer Coaching):**

- Having classmates or siblings role-play conversations could provide Michelle additional feedback and strategies for effective communication: "Here's a tip I heard from Alex; they said to share something about yourself first." This builds on social skills in a practical, supportive manner.

**8. \*\*Set Small Goals\*\* (Progress Tracking):**

- Set achievable objectives like initiating conversations with two new classmate students this week or practicing one specific question each day: "Today's goal is to introduce myself and talk about volleyball once before school ends." It gives structure while making progress tangible.