

# Tutoring Session Evaluation

## Original Conversation

tutor:

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: What do I do

tutor: Hey Michelle, that's a great question! So Johnny has these three sticks, and he wants to use them to make a rectangle. Can you tell me what we need to know to find the area of a rectangle?

What do you remember about finding the area of a shape?

user: Get the length and width

tutor: That's exactly right, Michelle! To find the area of a rectangle, we need to know its length and width.

Now, look at what Johnny has. He's using sticks A and B for the length, and stick C for the width. Can you tell me how long those sticks are?

user: I can add A and B to get the length

tutor: You got it! Stick A is 2 inches and Stick B is 4 inches. What happens when we add those together to find the length of his rectangle?

Remember, it's all about adding the lengths together to get the total measurement! ■

user: If I add it together its 8

tutor: Great job, Michelle! You're absolutely right,  $2 \text{ inches} + 4 \text{ inches} = 6 \text{ inches}$ . So the length of Johnny's rectangle is 6 inches.

Now remember, the width is stick C, which is 8 inches long. We have our length and width - what do we do next to find the area?

## Evaluation

### ## Assessment of Michelle's Performance

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

\* **Initial Confusion:** Michelle initially seems unsure how to approach the problem, stating "What do I do?" This suggests a lack of clarity on how to break down the word problem into manageable steps.

\* **Passive Engagement:** While Michelle provides correct answers when guided, her responses are often brief and lack elaboration. She doesn't demonstrate independent thinking or exploration of different solutions.

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

\* **Understanding Key Concepts:** Michelle correctly identifies that finding the area of a rectangle requires knowing its length and width.

\* **Basic Calculation Skills:** She accurately adds the lengths of sticks A and B to find the rectangle's length.

**Areas for Improvement:**

\* **Active Problem-Solving:** Encourage Michelle to ask more questions and think aloud about the steps involved in solving the problem. Guide her to visualize the rectangle formed by the sticks.

\* **Clearer Communication:** Prompt Michelle to explain her reasoning and thought process behind her answers, even when she knows the correct solution. This helps solidify understanding and identify any misconceptions.

## **## Tips for Improvement**

1. **Draw It Out:** Encourage Michelle to draw a diagram of the rectangle using the sticks as dimensions. Visualizing the problem can make it easier to understand.

2. **Break It Down:** Guide her to break the problem into smaller steps: (1) Identify the length and width, (2) calculate each dimension, (3) use the formula (length x width) to find the area.

3. **Explain Your Thinking:** After solving a step, ask Michelle to explain her reasoning aloud. This helps her articulate her understanding and identify any gaps in knowledge.

4. **Word Problem Practice:** Provide Michelle with more word problems involving rectangles and encourage her to approach them systematically using the steps outlined above.

By implementing these tips, Michelle can develop stronger problem-solving skills, improve her communication, and gain a deeper understanding of area calculations.