

High-Dosage Tutoring Quality Assessment

For School Leaders

Utilize this assessment tool to informally observe and assess the quality of High-Dosage Tutoring in alignment with R.S. 17:100.13.

Observation Date: _____

Reviewer Name: _____

School Name: _____

Subject, Grade Level: _____

Tutor Type (circle): Internal / External

If External, Name of Vendor: _____

Y=Yes; N=No; NE=Not Evident

HDT Quality Assessment for Literacy and Math			
Descriptors	Y	N	NE
The lesson objective is based on student needs according to data.			
The tutor provides direct, explicit instruction aligned to the objective.			
Students have multiple opportunities to practice the skill or concept.			
Independent practice is incorporated; the tutor uses guiding questions if students struggle.			
The tutor provides academic feedback aligned with lesson objectives.			
The instructional materials used are high-quality.			
Formative assessments/checks for understanding are evident.			
Evidence of adjustments based on student progress is observed.			
Students are actively engaged in learning.			
Sessions occur during designated tutoring time without interruptions.			

Group sizes align with HDT recommendations (no more than 4:1).			
Tutor records attendance and student progress data.			
Documentation of student progress is accessible and up to date.			
Notes:			