bananalearn

LEARN IT. UNDERSTAND IT. TRY IT.

Is tutoring helping? A parent's progress guide

Practice worksheet - Learning support · Parent guide · School-age learners

Name: _____ Date: _____

Show your working. Answers and explanations follow on a separate page.

Try each question before opening its explanation. Show the calculation, evidence or reasoning that supports your answer.

Write an answer and your reason before opening the explanation. Check the reasoning as well as the final answer.

1. Rewrite "Improve English" as an observable goal.

2. A correct answer follows three prompts. How should it be recorded?

3. Why should a much harder later task not be compared only by percentage?

4. Suggest a fresh task after a child learns to share 24 counters equally among four groups.

5. 27 children travel in cars with four child seats each. How many cars are needed?

6. A paragraph has accurate spelling but unrelated sentences. Has paragraph organisation been demonstrated?

7. What is missing from "R = 8/0.4 = 20"?

8. Write one question to ask the tutor about next steps.

9. Should more sessions be the automatic response to unclear progress?

10. Write a short review entry using a real work sample.

Answers and explanations

Answer key - Learning support · Parent guide · School-age learners

Is tutoring helping? A parent's progress guide

1. Example: write a paragraph with one main idea and two relevant supporting details.

The goal names a task whose features can be inspected.

2. Correct with three prompts; name the prompts if useful.

It is supported success, not yet evidence of the same task being independent.

3. The task difficulty changed.

Inspect matched skills and conditions before interpreting the difference.

4. Example: share 35 stickers equally among five children and explain the result.

The context and numbers change while equal sharing remains the underlying idea.

5. Seven cars.

Six cars seat 24, leaving three children; a seventh car is needed.

6. Not necessarily.

Spelling and coherence are different skills; inspect the agreed goal.

7. The resistance unit, ohms, in the final result.

Also check that 8 V and 0.4 A refer to the same component.

8. "Which step still needs support, and what fresh task will check it?"

The question connects the plan to evidence.

9. No. First clarify the difficulty, teaching approach and evidence.

Extra time is a planning option, not a substitute for a clear goal.

10. State skill, support, what worked and the next check.

Use actual observations; do not invent an improvement to fill the log.