

MATH TUTORING QUESTIONNAIRE

Student: _____ Parent: _____

Parent: Please complete pages 1, 2, and 3.

Please have the student complete pages 4, 5, 6, and 7. This can take them 20 minutes to complete and is part of the questionnaire.

Please do this separately as not to influence each other.

HOMEWORK

Does your student ask for help with homework? What have you tried in the past to help your child?

How long does it usually take your student to complete math homework? _____

STUDENT'S SPARE TIME

What kind of outdoor activities does your student take part, excel in, or enjoy?

A. _____ B. _____

C. _____ D. _____

What kind of indoor activities does your student take part in, excel in, or enjoy?

A. _____ B. _____

C. _____ D. _____

Are there other school activities which influence the student's schedule?

STRENGTHS AND CHALLENGES

What are your student's greatest strengths i.e., interests, talents, character qualities, traits?

A. _____ B. _____

C. _____ D. _____

What are your student's greatest challenges?

A. _____ B. _____

C. _____ D. _____

What do you think is the source of your student's need for math tutoring?

TUTORING TIMELINE: Given your time and resources, how long to you expect enrolling your student in tutoring? Check all that apply.

- ____ Today
- ____ Weekly
- ____ Every other week
- ____ Off and on throughout the school year
- ____ Primarily before tests
- ____ I may be interested in summer tutoring
- ____ I do not know

PARENT EXPECTATIONS: From the list of goals on the next pages, we create a unified tutoring plan. In order to track progress and math performance.

1.) GOALS: What are your goals for your student's tutoring? Check all that apply.

1. improve my student's confidence
2. learn old topics that still confuse my student or that s/he never learned
3. get help with my student's homework
4. learn how to take tests better
5. be more relaxed during math tests
6. prepare for an important exam
7. develop better overall study skills
8. raise my student's homework grade
9. raise my student's overall grade
10. learn how to do word problems better
11. reduce careless errors
12. keep working even when a problem becomes challenging
13. change my student's attitude about math from "Math is hard" to "I can do this!"
14. learn how to talk to the teacher and ask for help
15. reduce family tension about math homework
16. be able to ask the why of math, and not just how to do it
17. be more responsible about schoolwork
18. improve the neatness and organization
19. take part in class more
20. feel less stressed and happier in regards to math

2.) Mark the five most important goals.

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1.) What are your goals for tutoring? Check all that apply.

1. ____ improve my confidence
2. ____ learn old topics that still confuse me
3. ____ get help on my homework
4. ____ learn how to take tests better
5. ____ be more relaxed during math tests
6. ____ prepare for an important exam
7. ____ develop better overall study skills
8. ____ raise my homework grade
9. ____ raise my overall grade
10. ____ learn how to do word problems better
11. ____ reduce careless errors
12. ____ keep working -- even when a problem gets challenging
13. ____ change my attitude about math from "Math is hard" to "I can do this!"
14. ____ learn how to talk to my teacher and ask for help without feeling embarrassed
15. ____ reduce family tension about math homework
16. ____ be able to ask the why of math, and not just how to do it
17. ____ be more responsible about my schoolwork
18. ____ improve the neatness and organization of my work
19. ____ take part in class more
20. ____ feel less stressed and happier about math

2.) SELECT YOUR TOP (5) GOALS.

3.) GRADE YOURSELF ON YOUR CURRENT PROGRESS ON GOALS # 1 THROUGH #5 USING THE SCALE BELOW. In the future, you will grade yourself from time to time to compare your progress on the goals that are important to you. Remember, there are no wrong answers.

	← None	-----Some						-----Completely-->		
# ____ GOAL	10	20	30	40	50	60	70	80	90	100
# ____ GOAL	10	20	30	40	50	60	70	80	90	100
# ____ GOAL	10	20	30	40	50	60	70	80	90	100
# ____ GOAL	10	20	30	40	50	60	70	80	90	100
# ____ GOAL	10	20	30	40	50	60	70	80	90	100

RATE YOUR MATH SKILLS

"I always know how to do this."	Enter an addition sign.
"Most of the time I remember how to do this." sign.	Enter a subtraction sign.
"I get mixed up and forget how to do this""	Leave empty.
"My class hasn't learned this yet."	Enter an "X"

MY SKILLS

WHOLE NUMBERS

<input type="checkbox"/>	Add, subtract, multiply, and divide well
<input type="checkbox"/>	Skip counting by 2, 3, 4, 5, 6, 7, 8, and 9
<input type="checkbox"/>	Explain place value to others
<input type="checkbox"/>	How to estimate and round
<input type="checkbox"/>	Multiply by one, two and three places
<input type="checkbox"/>	Divide by one and two digits

FRACTIONS

<input type="checkbox"/>	Add and subtract simple fractions with like denominators
<input type="checkbox"/>	Add and subtract simple fractions with unlike denominators
<input type="checkbox"/>	Add and subtract mixed fractions with like denominators
<input type="checkbox"/>	Add and subtract mixed fractions with unlike denominators
<input type="checkbox"/>	Find the least common denominator of two numbers
<input type="checkbox"/>	Borrowing when subtracting fractions
<input type="checkbox"/>	Ratios and proportions

DECIMALS AND PERCENTS

<input type="checkbox"/>	Convert between fractions to decimals and percents
<input type="checkbox"/>	Add subtract decimals
<input type="checkbox"/>	Multiply and divide decimals
<input type="checkbox"/>	Calculate interest, percentage of increase/decrease

INTEGERS (signed numbers)

<input type="checkbox"/>	Add integers
<input type="checkbox"/>	Subtract integers
<input type="checkbox"/>	Know the rules for multiplying and dividing integers

GEOMETRY AND STATISTICS

<input type="checkbox"/>	Compute mean, median, and mode
<input type="checkbox"/>	Can identify different shapes in geometry
<input type="checkbox"/>	Use formulas for perimeter, and circumference
<input type="checkbox"/>	Use formulas for volume of 3-d shapes
<input type="checkbox"/>	Find probability of a simple event

ALGEBRA

- | | |
|--|--|
| | Use Order of Operations, PEMDAS |
| | Solve one-step equations |
| | Use the distributive property |
| | Simplify like terms |
| | Can define a term, coefficient, monomial, binomial |

GRAPHING

- | | |
|--|--|
| | Use slope-intercept form of equations of lines and graph |
| | Use standard form of equations of lines |
| | Use the point-slope form of equation of lines and graph |
| | Graph inequalities |

SOLVING TWO-STEP EQUATIONS

- | | |
|--|---|
| | Solve equations with variable on two sides |
| | Factor binomials |
| | Factor trinomials |
| | Solve quadratic equations |
| | Factor trinomials by grouping |
| | Solving systems of equations, meaning 2 equations, by subtraction |
| | Solving system of equations by substitution |
| | Solving system of equations by quadratic formula |
| | Use the Pythagorean theorem |
| | Simplify radical numbers |
| | Solve equations with radicals |
| | Work with rational exponents |
| | Solving absolute value equations |

ADVANCED ALGEBRA

- | | |
|--|--|
| | Graphing hyperbolas |
| | Graphing parabolas |
| | Graphing ellipses |
| | Rules of logarithms |
| | Rationalize denominators of polynomials to add or subtract |
| | Multiply and divide rational polynomials |
| | Synthetic division |