

# TUTOR REPORT COMPARISON SHEET™

Side-by-side template to see who  
improves marks, and who just writes  
"fluff"

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# **TUTOR REPORT COMPARISON SHEET**

A Parent's Guide to Evaluating Tutoring Effectiveness

First Edition

2024

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# 1. PURPOSE OF THIS SHEET

Many families invest in tutoring but struggle to answer three basic questions:

- Is this tutoring actually improving marks?
- Can I compare this tutor or centre fairly with others?
- Is this report giving me meaningful data, or just reassuring language?

This comparison sheet is designed to help parents:

- place two or three tutor reports side-by-side,
- extract the key numbers and behaviours that matter for OC/selective/scholarship preparation, and
- distinguish between providers who systematically move results and those who mainly provide vague comments.

You can print this as a one-page form or convert it into a simple spreadsheet.

## 2. HOW TO USE THIS SHEET

- Choose up to three tutoring providers to compare (current or recent).
- For each provider, have in front of you:
  - their most recent written report / portal screenshot, and
  - any attached test scores (in-house exams, school reports, NAPLAN, selective-style trials).
- Fill in each table column for Provider A, B, C.
- Look at the patterns, not isolated comments.

### 3. SECTION 1 – BASELINE AND PROGRESS (MARKS AND SCORES)

This section focuses on objective movement in performance.

A strong tutor report should clearly show:

- where the child started (baseline),
- where they are now, and
- how those changes relate to external measures (school, NAPLAN, trial tests).

**Table 1 – Baseline vs Progress**

Item	Provider A	Provider B	Provider C
Baseline data clearly recorded? (e.g. "Started at 62% in Reading Comprehension")	<input type="checkbox"/> Yes <input type="checkbox"/> No / unclear	<input type="checkbox"/> Yes <input type="checkbox"/> No / unclear	<input type="checkbox"/> Yes <input type="checkbox"/> No / unclear
Current data clearly recorded? (e.g. "Now averaging 78% on similar tasks")	<input type="checkbox"/> Yes <input type="checkbox"/> No / unclear	<input type="checkbox"/> Yes <input type="checkbox"/> No / unclear	<input type="checkbox"/> Yes <input type="checkbox"/> No / unclear
Time frame stated? (e.g. "over 12 weeks / 8 lessons")	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Change in percentage / raw marks shown?	+____% or from __ to __	+____% or from __ to __	+____% or from __ to __
Change in rank / percentile (if available)?	e.g. from 40th → 75th percentile		
Link to external measures (school tests, NAPLAN, trial selective exams)	Clearly referenced / not referenced		

#### Red flags (fluff indicators) in this section:

- Reports stating "doing well / improving" with no numbers, no time frame.
- Repeated phrases like "excellent effort" every term with unchanged or declining marks.
- No mention of how centre tests align to school, NAPLAN or selective format.

## 4. SECTION 2 – ERROR ANALYSIS AND SKILL GAPS

Effective tutoring identifies why marks are lost and addresses specific gaps.

A strong report does not stop at "80%". It specifies error types and targeted skills.

**Table 2 – Clarity of Diagnosis**

Item	Provider A	Provider B	Provider C
Error types clearly categorised? (e.g. careless, concept gap, misreading, time management)	<input type="checkbox"/> Yes <input type="checkbox"/> Partial <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> Partial <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> Partial <input type="checkbox"/> No
Key skill gaps identified by name? (e.g. "multi-step inference questions", "fractions with mixed numbers")	List top 3 skills (if named): 1. _____ 2. _____ 3. _____		
Consistent focus over time? (same key gaps tracked week to week)	<input type="checkbox"/> Consistent <input type="checkbox"/> Scattered <input type="checkbox"/> Not visible		
Next steps linked to gaps? (e.g. "We will focus on non-calculator reasoning Q15–20 next term")	<input type="checkbox"/> Clear <input type="checkbox"/> Vague <input type="checkbox"/> Absent		

### Red flags:

- General statements such as "needs more practice" with no concrete topic.
- Every term identifies completely new issues with no evidence that prior ones were resolved.
- No distinction between carelessness and not understanding the concept.

## 5. SECTION 3 – TEACHING APPROACH AND ALIGNMENT TO GOALS

Here you check whether the tutor's methods and materials match your child's goals (OC, selective, scholarship, or general catch-up).

**Table 3 – Fit and Pedagogy**

Item	Provider A	Provider B	Provider C
Clear statement of goal in report? (e.g. "Preparing for Year 5 Selective Test / Scholarship to X School")	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Materials aligned to that goal? (e.g. selective-style reading, scholarship-type writing tasks)	<input type="checkbox"/> Explicitly stated <input type="checkbox"/> Not mentioned		
Evidence of explicit teaching? ("We taught strategies for...", "We modelled how to...")	<input type="checkbox"/> Clear <input type="checkbox"/> Minimal <input type="checkbox"/> None		
Evidence of feedback cycle? (teach → attempt → feedback → reattempt)	<input type="checkbox"/> Clear <input type="checkbox"/> Minimal <input type="checkbox"/> None		
Homework / independent practice expectations clearly stated?	<input type="checkbox"/> Clear with quantity (e.g. 2–3 tasks/week) <input type="checkbox"/> Vague <input type="checkbox"/> None		

### Red flags:

- Reports focusing mainly on attendance and behaviour ("settling well", "participates") with no mention of content taught.
- No reference to the specific exam format or school entry the family is aiming for.
- No mention of feedback or re-teaching.



## 6. SECTION 4 – COMMUNICATION QUALITY AND TRANSPARENCY

This section looks at how clearly and professionally the tutor communicates progress.

**Table 4 – Clarity and Transparency**

Item	Provider A	Provider B	Provider C
Report structure: clear headings (Progress, Strengths, Next Steps)	<input type="checkbox"/> Clear <input type="checkbox"/> Hard to follow	<input type="checkbox"/> Clear <input type="checkbox"/> Hard to follow	<input type="checkbox"/> Clear <input type="checkbox"/> Hard to follow
Language: specific and measurable vs vague and emotive	<input type="checkbox"/> Specific <input type="checkbox"/> Mixed <input type="checkbox"/> Vague		
Frequency of reports: termly, half-term, ad hoc	_____	_____	_____
Responsiveness to parent questions: (your experience)	<input type="checkbox"/> Very responsive <input type="checkbox"/> Slow <input type="checkbox"/> Rarely replies		
Willingness to show actual scripts / papers when asked	<input type="checkbox"/> Freely shares <input type="checkbox"/> Sometimes <input type="checkbox"/> Avoids		

### Red flags:

- Repeated generic statements ("always tries hard", "has potential") with no supporting examples.
- Resistance to sharing actual test papers or breakdowns when requested.
- Irregular or unpredictable reporting.

## 7. SECTION 5 – OUTCOME VS TIME AND COST

To see who is actually moving marks, you need to consider change over time relative to how much tutoring was done.

This is where you distinguish "we see them every week" from "we improve their outcomes".

**Table 5 – Efficiency and Impact**

Item	Provider A	Provider B	Provider C
Frequency of lessons: (e.g. 1×/week, 2×/week)	_____	_____	_____
Approx. weeks attended in last cycle:	_____	_____	_____
Total lesson hours in last cycle:	_____	_____	_____
Observed change in key score (school or trial test)	from ____ to ____ over _____ weeks		
Observed change in child behaviour/attitude (your observation)	e.g. more confident in tests / same / more anxious		
Indicative "marks per 10 hours" (optional rough calculation)	$\Delta \text{ score} \div \text{hours} \times 10 = \underline{\hspace{2cm}}$		

You do not need to be mathematically exact; the point is to see:

- who delivers visible movement with reasonable time and cost, and
- who consumes substantial hours with minimal change in external measures.

## 8. "FLUFF VS SUBSTANCE" CHECKLIST

After filling the tables, use this quick summary checklist.

For each provider, count the number of "Yes / Clear / Specific" responses in Sections 1–5.

### Substance-heavy provider typically shows:

- Clear baseline and current data with time frames
- Specific error types and skill gaps
- Explicit goals and aligned materials
- Concrete next steps and homework expectations
- Transparent communication and willingness to show work
- Demonstrable change in external scores over a reasonable period

### Fluff-heavy provider typically shows:

- Little or no numeric data (marks, percentages, ranks)
- Repetitive generic praise or concern
- No explicit link to OC/selective/scholarship formats
- Vague statements instead of clear error analysis
- Limited evidence of progress after many lessons

You can add a simple traffic-light at the bottom of each column:

Provider	Overall impression	Notes
A	<input type="checkbox"/> Clearly moving marks <input type="checkbox"/> Unclear <input type="checkbox"/> Mostly fluff	_____
B	<input type="checkbox"/> Clearly moving marks <input type="checkbox"/> Unclear <input type="checkbox"/> Mostly fluff	_____
C	<input type="checkbox"/> Clearly moving marks <input type="checkbox"/> Unclear <input type="checkbox"/> Mostly fluff	_____

## 9. HOW TO USE THIS WITH YOUR CHILD'S SCHOOL AND FUTURE PLANNING

- Share your completed sheet with your child's classroom teacher and ask whether the teacher has observed corresponding improvement in class.
- Use the sheet when interviewing new tutoring providers, by asking:
  - "What baseline data will you record?"
  - "How will you report progress in a way that is measurable?"
  - "How often will we see scripts and error breakdowns?"

*Using this template, families can move from "We hope it is helping" to "We can see, with evidence, who is actually moving our child's marks and understanding."*