



Name: _____

AVID Teacher: _____ AVID Tutor: _____

Date: _____ AVID Period: _____ Subject: _____

Tutorial Request Form (TRF)

| BEFORE | TRF Pre-Work | DURING | Collaborative Inquiry | Communication | AFTER | Closure | Total | | | |
|---|---|---|-----------------------|----------------|-------|-----------------|-----------------|---|---|---|
| | ___ / 20 | | ___ / 12 | ___ / 8 | | ___ / 10 | ___ / 50 | | | |
| <p>Indicate how the student demonstrated engagement in tutorials. Check all that apply.</p> <table border="0"> <tr> <td> <p>Collaborative Inquiry</p> <input type="checkbox"/> Uses Socratic questioning <input type="checkbox"/> Utilizes resources to investigate student presenter's POC <input type="checkbox"/> Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3) </td> <td> <p>Communication</p> <input type="checkbox"/> Communicates clearly, both verbally and nonverbally <input type="checkbox"/> Listens effectively to decipher meaning <input type="checkbox"/> Demonstrates command of academic vocabulary <input type="checkbox"/> Adapts speech to an academic setting </td> <td> <p>Closure</p> <input type="checkbox"/> Summarizes key academic learning points <input type="checkbox"/> Reflects on today's tutorial process and identifies next steps </td> </tr> </table> | | | | | | | | <p>Collaborative Inquiry</p> <input type="checkbox"/> Uses Socratic questioning <input type="checkbox"/> Utilizes resources to investigate student presenter's POC <input type="checkbox"/> Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3) | <p>Communication</p> <input type="checkbox"/> Communicates clearly, both verbally and nonverbally <input type="checkbox"/> Listens effectively to decipher meaning <input type="checkbox"/> Demonstrates command of academic vocabulary <input type="checkbox"/> Adapts speech to an academic setting | <p>Closure</p> <input type="checkbox"/> Summarizes key academic learning points <input type="checkbox"/> Reflects on today's tutorial process and identifies next steps |
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| Topic/Essential Question from Academic Class: | | | | | | | | | | |
| Initial Question: | | | | | | | | | | |
| Source: _____ / 2 | | | | | | | | | | |
| Key Academic Vocabulary and Definition Associated with Topic/Question: | | | | | | | | | | |
| 1. | | | | | | | | | | |
| 2. | | | | | | | | | | |
| _____ / 4 | | | | | | | | | | |
| What I Know About My Question: | | | | | | | | | | |
| 1. | | | | | | | | | | |
| 2. | | | | | | | | | | |
| _____ / 4 | | | | | | | | | | |

Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:

! = A-Ha! moments ? = Point of Confusion 🔍 = Need to research 😊 = I'm confident about...

1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 4

2. List the general steps that you took leading up to your Point of Confusion. ___ / 4

Tutorial Question (from Point of Confusion):

Write an authentic question about your Point of Confusion that is different from your initial question.

___ / 2