



Name: \_\_\_\_\_

AVID Teacher: \_\_\_\_\_ AVID Tutor: \_\_\_\_\_

Date: \_\_\_\_\_ AVID Period: \_\_\_\_\_ Subject: \_\_\_\_\_

### Tutorial Request Form (TRF)

B E F O R E	TRF Pre-Work  ____ / <u>20</u>	D U R I N G	Collaborative Inquiry  ____ / <u>12</u>	Communication  ____ / <u>8</u>	A F T E R	Closure  ____ / <u>10</u>	Total  ____ / <u>50</u>
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Indicate how the student demonstrated engagement in tutorials. Check all that apply.

#### Collaborative Inquiry

- Uses Socratic questioning
- Utilizes resources to investigate presenters POC
- Takes focused notes (Phase 1) or supplements academic class notes (Phases 2-3)

#### Communication

- Communicates clearly, both verbally and nonverbally
- Listens effectively to decipher meaning
- Demonstrates command of academic vocabulary
- Adapts speech to academic setting

#### Closure

- Summarizes key academic learning points
- Reflects on today's tutorial process and identifies next steps

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

Q = 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