



Name: _____

AVID Teacher: _____ AVID Tutor: _____

Date: _____ AVID Period: _____ Subject: _____

Tutorial Request Form (TRF)

BEFORE	TRF Pre-Work	DURING	Collaborative Inquiry	Communication	AFTER	Closure	Total															
	____ / 10		____ / 6	____ / 4		____ / 5	____ / 25															
<p>Indicate how the student demonstrated engagement in tutorials. Check all that apply.</p> <table><thead><tr><th>Collaborative Inquiry</th><th>Communication</th><th>Closure</th></tr></thead><tbody><tr><td><input type="checkbox"/> Uses Socratic questioning</td><td><input type="checkbox"/> Communicates clearly, both verbally and nonverbally</td><td><input type="checkbox"/> Summarizes key academic learning points</td></tr><tr><td><input type="checkbox"/> Utilizes resources to investigate student presenter's POC</td><td><input type="checkbox"/> Listens effectively to decipher meaning</td><td><input type="checkbox"/> Reflects on today's tutorial process and identifies next steps</td></tr><tr><td><input type="checkbox"/> Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)</td><td><input type="checkbox"/> Demonstrates command of academic vocabulary</td><td></td></tr><tr><td></td><td><input type="checkbox"/> Adapts speech to an academic setting</td><td></td></tr></tbody></table>								Collaborative Inquiry	Communication	Closure	<input type="checkbox"/> Uses Socratic questioning	<input type="checkbox"/> Communicates clearly, both verbally and nonverbally	<input type="checkbox"/> Summarizes key academic learning points	<input type="checkbox"/> Utilizes resources to investigate student presenter's POC	<input type="checkbox"/> Listens effectively to decipher meaning	<input type="checkbox"/> Reflects on today's tutorial process and identifies next steps	<input type="checkbox"/> Takes focused notes (Phase 1) or supplements academic class notes (Phases 2–3)	<input type="checkbox"/> Demonstrates command of academic vocabulary			<input type="checkbox"/> Adapts speech to an academic setting	
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Topic/Essential Question from Academic Class:																						
Initial Question:																						
Source: _____ / 1																						
Key Academic Vocabulary and Definition Associated with Topic/Question:																						
1.																						
2.																						
____ / 2																						
What I Know About My Question:																						
1.																						
2.																						
____ / 2																						

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

Tutorial Question (from Point of Confusion):

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

____ / 1