

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

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

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

## Tutorial Request Form (TRF)

BEFORE	TRF Pre-Work ____ / <b>20</b>	DURING	Collaborative Inquiry ____ / <b>12</b>		Communication ____ / <b>8</b>	AFTER	Closure ____ / <b>10</b>		Total ____ / <b>50</b>			
<p>Indicate how the student demonstrated engagement in tutorials. Check all that apply.</p> <table style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;"> <b>Collaborative Inquiry</b>  <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 style="width: 33%; vertical-align: top;"> <b>Communication</b>  <input type="checkbox"/> Communicates clearly, both verbally and non-verbally  <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 style="width: 33%; vertical-align: top;"> <b>Closure</b>  <input type="checkbox"/> Summarizes key academic learning points  <input type="checkbox"/> Reflects on today's tutorial process and identifies next steps </td> </tr> </table>										<b>Collaborative Inquiry</b> <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)	<b>Communication</b> <input type="checkbox"/> Communicates clearly, both verbally and non-verbally <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	<b>Closure</b> <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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<p>Topic/Essential Question from Academic Class:</p>												
<p><b>Initial Question:</b></p>												
<p>Source: _____ / <b>2</b></p>												
<p>Key Academic Vocabulary and Definition Associated with Topic/Question:</p> <p>1.</p> <p>2.</p> <p style="text-align: right;">____ / <b>4</b></p>												
<p>What I Know About My Question:</p> <p>1.</p> <p>2.</p> <p style="text-align: right;">____ / <b>4</b></p>												

### 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