

Name: \_\_\_\_\_  
 AVID Teacher: \_\_\_\_\_ AVID Tutor: \_\_\_\_\_  
 Date: \_\_\_\_\_ AVID Period: \_\_\_\_\_ Subject: \_\_\_\_\_



## Tutorial Request Form (TRF)

BEFORE	DURING		AFTER	Total
TRF Pre-Work	Collaborative Inquiry	Communication	Closure	
/40	/ 24	/ 16	/20	/100

Indicate how the student demonstrated engagement in tutorials. Check or highlight all that apply.

### Collaborative Inquiry

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

### Communication

- Communicates clearly, both verbally and non-verbally
- Listens effectively to decipher meaning
- Demonstrates command of academic vocabulary
- Adapts speech to an 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: \_\_\_\_\_ /4

Key Academic Vocabulary and Definition Associated with Topic/Question:

1. \_\_\_\_\_
2. \_\_\_\_\_ /8

What I Know About My Question:

1. \_\_\_\_\_
2. \_\_\_\_\_ /8

### 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. /8
2. List the general steps that you took leading up to your Point of Confusion. /8

### Tutorial Question (from Point of Confusion):

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