



Name: _____

AVID Teacher: _____ AVID Tutor: _____

Date: _____ AVID Period: _____ Subject: _____

Tutorial Request Form (TRF)

BEFORE	TRF Pre-Work ____ / 20	DURING	Collaborative Inquiry ____ / 12	Communication ____ / 8	AFTER	Closure ____ / 10	Total ____ / 50
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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 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: _____ / **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



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BEFORE	TRF Pre-Work	DURING	Collaborative Inquiry	Communication	AFTER	Closure	Total
	___ / 10		___ / 6	___ / 4		___ / 5	___ / 25
Indicate how the student demonstrated engagement in tutorials. Check all that apply.							
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							
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							

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Tutorial Question (from Point of Confusion):

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

___ / 1



Name: _____

AVID Teacher: _____ AVID Tutor: _____

Date: _____ AVID Period: _____ Subject: _____

Tutorial Request Form (TRF)

BEFORE	TRF Pre-Work ____ / 40	DURING	Collaborative Inquiry ____ / 24	Communication ____ / 16	AFTER	Closure ____ / 20	Total ____ / 100
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Indicate how the student demonstrated engagement in tutorials. Check all that apply.

Collaborative Inquiry

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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:

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1. Show your thinking about your initial question, and identify your Point of Confusion. ___ / 8
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Tutorial Question (from Point of Confusion):

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

___ / 4



Name: _____

AVID Teacher: _____ AVID Tutor: _____

Date: _____ AVID Period: _____ Subject: _____

Tutorial Request Form (TRF)

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

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

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Tutorial Question (from Point of Confusion):

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

___ / ___



Name: _____

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Date: _____ AVID Period: _____ Subject: _____

Tutorial Request Form (TRF) – Know, Show, Tell

BEFORE	TRF Pre-Work ____ / 20	DURING	Collaborative Inquiry ____ / 12	Communication ____ / 8	AFTER	Closure ____ / 10	Total ____ / 50			
<p>Indicate how the student demonstrated engagement in tutorials. Check all that apply.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <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 style="width: 33%; vertical-align: top;"> <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 style="width: 33%; vertical-align: top;"> <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
<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								
<p>Topic/Essential Question from Academic Class:</p> 										
<p>Initial Question:</p> 										
<p>Source: _____ / 2</p>										
<p>Key Academic Vocabulary and Definition Associated with Topic/Question:</p> <p>1. _____</p> <p>2. _____</p> <p style="text-align: right;">____ / 4</p>										
<p>What I Know About My Question:</p> <p>1. _____</p> <p>2. _____</p> <div style="text-align: center; font-size: 48px; opacity: 0.5; margin-top: 20px;">KNOW</div> <p style="text-align: right;">____ / 4</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:

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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

SHOW
&
TELL

Tutorial Question (from Point of Confusion):

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

___ / 2