

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			
<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;"> Collaborative Inquiry <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;"> Communication <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;"> Closure <input type="checkbox"/> Summarizes key academic learning points <input type="checkbox"/> Reflects on today's tutorial process and identifies next steps </td> </tr> </table>								Collaborative Inquiry <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)	Communication <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	Closure <input type="checkbox"/> Summarizes key academic learning points <input type="checkbox"/> Reflects on today's tutorial process and identifies next steps
Collaborative Inquiry <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)	Communication <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	Closure <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> <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:

! = 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



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	
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																						

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**



Name: _____

AVID Teacher: _____ AVID Tutor: _____

Date: _____ AVID Period: _____ Subject: _____

Tutorial Request Form (TRF)

BEFORE	TRF Pre-Work	DURING	Collaborative Inquiry	Communication	AFTER	Closure	Total															
	____ / 40		____ / 24	____ / 16		____ / 20	____ / 100															
<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	
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: _____ / 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 Q = 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.

____ / **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><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	
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: _____ / ____																						
Key Academic Vocabulary and Definition Associated with Topic/Question:																						
1.																						
2.																						
_____ / ____																						
What I Know About My Question:																						
1.																						
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. List the general steps that you took leading up to your Point of Confusion. ____ / ____

Tutorial Question (from Point of Confusion):

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

____ / ____

Name: _____

AVID Teacher: _____ AVID Tutor: _____

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> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Collaborative Inquiry</p> <ul style="list-style-type: none"> <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) </div> <div style="width: 30%;"> <p>Communication</p> <ul style="list-style-type: none"> <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 </div> <div style="width: 30%;"> <p>Closure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarizes key academic learning points <input type="checkbox"/> Reflects on today's tutorial process and identifies next steps </div> </div>									
<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: 4em; opacity: 0.3; 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:

! = 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**

**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**