Name:				Proven Achievement. Lifelong Advantage.
AVID Teacher:			AVID Tutor:	
Date:	AVID Period	l: Subject:		
Tutorial Reg	uest Form (Tf	RF)		
ய TRF Pre-Work	ی Collaborative	Communication	Closure ∝	Total
ш TRF Pre-Work	Solution Collaborative Inquiry Inquiry Inquiry Inquiry	/_8	AFTER 10	/ <u>50</u>
Indicate how the st	tudent demonstrated e	engagement in tutorials	s. Check all that apply.	
Collaborative Inqu	-		Closure	
 Uses Socratic o Utilizes resource 		nunicates clearly, both lly and non-verbally		es key academic bints
investigate stud presenter's POC	dent 🗌 Lister	ns effectively to deciph	er 🗌 Reflects or	
Takes focused i	notes 🛛 🗆 Demo	onstrates command of	'	iu identinės next
(Phase 1) or su academic class		emic vocabulary is speech to an acade	mic	
(Phases 2–3)	settin	-		
Topic/Essential Qu	lestion from Academic	Class:		
Initial Question:				
Source:				/_2_
Key Academic Voca	abulary and Definition A	Associated with Topic/	Question:	
1.				
2.				
				/_4
What I Know About	t 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 Q = Need to research $\odot =$ I'm confident about...

1.	Show your thinking	about your initial	question, and	identify your Point of	of Confusion.	/_4_
----	--------------------	--------------------	---------------	------------------------	---------------	------

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

Tutorial Question (from Point of Confusion):

				/			
		uest Fori		Subject: `)			
TRF P	re-Work	ர Collabora	tive	Communication	(Closure	Total
ы TRF P	/ 10	Collaboration	/	/ 4	AFTER	/ 5	/25
	how the st	/		agement in tutorials		all that apply	/
	ative Inqui		Communica	0		Closure	
inves prese Takes (Phas acad	es resourc tigate stuc enter's POC s focused r se 1) or su emic class ses 2–3)	lent [] notes [pplements	 Listens e meaning Demons academi 	and nonverbally effectively to deciph trates command of c vocabulary speech to an acade			oints n today's tutorial nd identifies next
Topic/Es	sential Qu	estion from Ac	cademic Cla	ISS:			
Initial Q							/_1
Key Aca	demic Voca	bulary and De	finition Ass	ociated with Topic/	Question	ו:	
1.							
2.							
							/2
What I K	now 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 2. List the general steps that you took leading up to your Point of Confusion. _____/2

Tutorial Question (from Point of Confusion):

		Α	VID Tutor:	
		iod: Subject:		
	uest Form (
TRF Pre-Work		Communication	Closure œ	Total
TRF Pre-Work	Collaborative	/16	AFTER / 50	/100
ndicate how the s	student demonstrate	ed engagement in tutorials	,	//
Collaborative Inqu		nunication	Closure	, -
 Uses Socratic Utilizes resourd investigate stup presenter's PO Takes focused (Phase 1) or sup academic class (Phases 2–3) Topic/Essential Que 	ces to ve dent Lis C me notes De upplements ac s notes Ad	ommunicates clearly, both rbally and nonverbally stens effectively to deciph eaning emonstrates command of ademic vocabulary lapts speech to an acader tting nic Class:	learning p er	zes key academic points on today's tutorial and identifies next
nitial Question:				/_4_
Kev Academic Voc	abulary and Definition	on Associated with Topic/	Ouestion:	
L.			Quoctioni	
2.				/_8_
Vhat I Know Abou	t My Question:			
L.				
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 \bigcirc = Need to research \bigcirc = 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.

Tutorial Question (from Point of Confusion):

		A		
	uest Form (T	RF)		
TRF Pre-Work	5 Collaborative NH Inquiry	Communication	Closure	Total
/	/	engagement in tutorials	,	
Collaborative Inqui			Closure	y -
 Uses Socratic q Utilizes resource investigate stud presenter's POC Takes focused r (Phase 1) or su academic class (Phases 2–3) 	es to verba lent Liste c mean notes Dem pplements acad	onstrates command of lemic vocabulary ots speech to an acade	learning p ler	zes key academic points on today's tutorial and identifies next
Topic/Essential Qu	estion from Academic	c Class:		
-				/
Key Academic Voca	bulary and Definition	Associated with Topic/	Question:	
1.				
2.				,
	Magazzia			/
What I Know About 1	iviy Question:			
1.				
0				
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 $\odot =$ 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):

Student Resource



Name:				
AVID Teacher:		<i>A</i>	AVID Tutor:	
Date:	AVID Period:	Subject:		
Tutorial Req	uest Form (TF	RF) – Know, S	how, Tell	
ш TRF Pre-Work		Communication	Closure ∝	Total
□ IRF Pre-work ○ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	Inquiry Inquiry Inquiry	/_8	AFTER 10	<u> </u>
Indicate how the s	student demonstrated e	ngagement in tutorials	s. Check all that apply.	· · · · · · · · · · · · · · · · · · ·
Collaborative Inqu	uiry Communi	ication	Closure	
		nunicates clearly, both ly and nonverbally	Summarize	es key academic
Utilizes resourd investigate stud	dent 🗌 Listen	s effectively to deciph	ner 🗌 Reflects o	n today's tutorial
presenter's PO		ing nstrates command of	'.	nd identifies next
(Phase 1) or su academic class		mic vocabulary	mio	
(Phases 2–3)	setting	s speech to an acade g	IIIC	
Topic/Essential Qu	uestion from Academic (Class:		
Initial Augstian				
Initial Question:				
Source:				/2
Key Academic Voc	abulary and Definition A	ssociated with Topic/	Question:	
1.				
2.				
				/_4
What I Know Abou	t 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: $I = A-Ha!$ moments ? = Point of Confusion Q = Need to research \odot = 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.
SHOW
8
TELL
Tutorial Question (from Point of Confusion): Write an authentic question about your Point of Confusion that is different from your initial question.
/_2_