Name:													
AVID Te	acher:			,	AVID Tutor:								
Date:	Date: AVID Perio			: Subject:									
Tuto	rial R	equest	Form (TRI	F)									
BEFORE			DURIN	RING				AFTER				Total	
TRF Pre-Work		Collabor	ative Inquiry	Communication			1	Closure					
	/10		/ 6	/ 4 /5				/5				/2 5	
Indicate	how the	e student d	emonstrated eng	agemer	nt in tutorials	s. Check (or highligh	nt all that a	арр	ly.			
Collabo	rative In	quiry	c	Commu	nication			Reflection					
 □ Uses Socratic questioning □ Utilizes resources to investigate student presenter's POC □ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2-3) Topic/Essential Question from Academic Company				 Communicates clearly, both verbally and non-verbally Listens effectively to decipher meaning Demonstrates command of academic vocabulary Adapts speech to an academic setting 					le I R ti	earning eflects utorial	rizes key points on toda process es next s	and	
Initial O	uestion:												
Source:												/1	
Key Aca	idemic V	ocabulary a	and Definition Ass	ociated	l with Topic/	Question	ı:						
1.													
2.												/2	
What I	Know Ab	out My Qu	estion:										
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: $\P = A-Ha!$ moments $\P = Point$ of Confusion $Q = Need$ to research $Q = I'm$ 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 Te	acher:			А	VID Tutor:								
Date: AVID Perio			AVID Period:		Subject:								
Tuto	rial R	equest	Form (TR	F)									
BEFORE			DURIN	RING				AFTER					
TRF Pre-Work		Collabor	ative Inquiry	Communication			Closure					Total	
	/20		/ 12							/50)		
Indicate	how the	e student d	emonstrated eng	agemen	t in tutorials	s. Check	or highli	ght all that	ар	ply.			
Collaborative Inquiry Communication							Refle	cti	on				
□ Uses Socratic questioning □ Utilizes resources to investigate student presenter's POC □ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2-3) Topic/Essential Question from Academic Control Question:				 □ Communicates clearly, both verbally and non-verbally □ Listens effectively to decipher meaning □ Demonstrates command of academic vocabulary □ Adapts speech to an academic setting 				.	learnir Reflect tutoria	ng poin ts on to al proce		mic	
Source:	domicV	o oo bulo su s	and Definition Acc		with Topic/	Questiar						/2	
кеу Аса	demic v	ocabulary a	and Definition Ass	sociated	with ropic/	Questior	1:						
3.													
4.												/4	
What I I	Know Ab	out My Qu	estion:										
3.													
4.												/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: $\P = A-Ha!$ moments $\P = Point$ of Confusion $Q = Need$ to research $Q = I'm$ 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						
Tutovial Quarties (from Daint of Confusion).							
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 Te	acher:			A	VID Tutor:								
Date:	Date: AVID Perio			Subject:									
Tuto	rial R	equest	Form (TRI	F)									
BEFORE			DURIN	RING			AFTER			Total			
TRF Pre-Work		Collabor	ative Inquiry	Communication				Closure					
	/40		/ 24	/ 16 /20						/100			
Indicate	how the	e student d	emonstrated enga	agement	in tutorials	. Check o	or highli	ght all that	ар	ply.	•		
Collabo	rative In	quiry	С	ommuni	ication			Reflection					
 ☐ Uses Socratic questioning ☐ Utilizes resources to investigate student presenter's POC ☐ Takes focused notes (Phase 1) or supplements academic class notes (Phases 2-3) Topic/Essential Question from Academic Company of the property				 Communicates clearly, both verbally and non-verbally Listens effectively to decipher meaning Demonstrates command of academic vocabulary Adapts speech to an academic setting 			ly cipher d of			learn Refle tutor	ing po cts on ial pro	-	ıd
Initial Q	uestion:												
Source:													/4
Key Aca	demic V	ocabulary a	and Definition Ass	ociated v	with Topic/0	Question	:						
5.													
6.													/8
What I I	Know Ab	out My Qu	estion:										
5.													
6.													/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: $\P = A-Ha!$ moments $\P = Point$ of Confusion $Q = Poin$							
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):							
Tutorial Question (from Point of Confusion): Write an authentic question about your Point of Confusion that is different from your initial question.							
white an additing question about your rolling of conjusion that is different from your initial question.							
	/4						

Name:											
AVID Te	acher:			A'	VID Tutor:						
Date: AVID Perio			AVID Period	:	Subject:						
Tuto	rial R	equest	t Form (TR	F)							
BEFORE DUE			DURII	NG				AFTER			
										Total	
TRF Pre	e-Work	Collabor	ative Inquiry	Comn	nunication			Closure			
	/		/		/			/			/
Indicate	how the	e student d	emonstrated eng	gagement	t in tutorials	s. Check	or highli	ght all that	t ap	ply.	
Collabo	rative In	quiry	•	Communi	ication			Refl	ecti	on	
 Uses Socratic questioning Utilizes resources to investigate student presenter's POC Takes focused notes (Phase 1) or supplements academic class notes (Phases 2-3) Topic/Essential Question from Academic Company of the presented of the present				 □ Communicates clearly, both verbally and non-verbally □ Listens effectively to decipher meaning □ Demonstrates command of academic vocabulary □ Adapts speech to an academic setting 			lly ecipher d of			learning Reflects tutorial p	izes key academic points on today's process and s next steps
Source:	uestion:										1
		ncahulary a	and Definition As	sociated v	with Tonic/	Ouestion	··				/
-		o ca o a la l	,	o o i a coa	vien ropie,	Questio.					
7.											
8.											/
What I	Know Ab	out My Qu	estion:								
7.											
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: $\P = A-Ha!$ moments $\P = Point of Confusion \P = Point of Confusion $								
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.								