



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
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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 nonverbally
- 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.

KNOW

____ / **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 ☺ = 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