

# Tutorial Request Form A (TRF)

## Pre-work Inquiry (Before the Tutorial)



Subject:			Name:		
Standard/Essential Question:			AVID Period:		
			Date:		
Pre-Work Inquiry ____ /12	Resources ____ /1	Collaborative Inquiry ____ /2	Note-Taking ____ /3	Reflection ____ /7	Total ____ /25
Initial/Original Question: _____ Source, Page # and Problem #: _____ (Directly from book, quiz/test, notes, etc.) • As I review my resources (Cornell Notes, textbook, workbooks, quizzes/tests), what is something that I don't understand? • How can I simplify and explain this question in my own words?					
<b>/1</b>					
Key Academic Vocabulary/Definition Associated With Topic/Question:  1.     • What are the key academic vocabulary words I need to understand? • What are the definitions from my book or notes? • Can I define them in my own words?  2.					
<b>/2</b>					
What I Know About My Question:  1.     • What do I know about my initial question? • What concept does this remind me of? • How can I organize the information?  2.     • Can I connect this concept to prior knowledge from this content area or another subject? • Can I make a prediction about a reasonable answer?					
<b>/2</b>					
Critical Thinking About Initial Question:  • What can I show about my question? • What do the textbook or notes say about this topic? • How do I plan to approach this question; what strategies should I use? • Can I work backwards? • From my initial question, what do I know and what can I show? • Have I done a similar problem/question and what steps did I take to solve it? • Can I break down the question to smaller parts, and if so, what would they be? • Can I call someone from my class to assist me? • Is there a reliable website that can support me in my learning?			Identify General Process and Steps:  • What are the steps to what I know? • What can I show that I can apply to a similar problem?		
<b>/3</b>			<b>/2</b>		
Question From Point of Confusion:  (This is the tutorial question. Using academic vocabulary, create a tutorial question based on your point of confusion.)					
<b>/2</b>					

## Three-Column Note-Taking (In Class—During the Tutorial)

Take three-column notes (question/notes/steps or process) during the tutorial on notebook paper. Keep your notes in your binder to study.

## Reflection (In Class—After the Tutorial)

My point of confusion is based on a focus area from my Tutorial Analysis Grade Reflection:  Yes  No

I was a student presenter during tutorial today:  Yes  No

My point of confusion was . . . \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ /1

What I learned about my point of confusion is . . . \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ /1

I gained a new/greater understanding of my point of confusion by/when . . . \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ /2

This learning is important because it connects to my previous learning/experience, myself and/or my world (circle one) in the following way . . . \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ /2

What I found meaningful about today's tutorial session is . . . \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ /1