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| **Tutorial Request Form (TRF)**  **Pre-Work Inquiry (Before the Tutorial)** | | | | | | |
| **Subject:** | | | **Name:**  **AVID Period:**  **Date:** | | | |
| **Pre-work Inquiry**  **/12** | **Resources**  **(See rubric)**  **/2** | **Collaborative Inquiry**  **(See rubric)**  **/2** | | **Note-Taking**  **(See rubric)**    **/2** | **Reflection**  **/7** | **Total**  **/25** |
| **Initial/ Original Question: Source, page # & problem #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **/2** | | | | | | |
| **Key academic vocabulary/definition associated with topic/question:**  **1.**  **2.**  **/2** | | | | | | |
| **What I Know about My Question:**  **1.**  **2.**  **/2** | | | | | | |
| **Critical Thinking about Initial Question:**  **/3** | | | **Identify General Process and Steps:**  **/1** | | | |
| **Question from Point of Confusion:**  **/2** | | | | | | |
| **Cornell Note-taking (In class--During the Tutorial)**  Take Cornell notes during the tutorial on a separate sheet of notebook paper. Keep your notes, in your notebook, with your TRF to study. | | | | | | |

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| **Reflection (In class/At home--After the Tutorial)** |

**In the space below, reflect on the tutorial process: What was your/the point of confusion? What did you learn about the point of confusion? When/ how did you gain a new/ greater understanding about the point of confusion? How does this new learning connect to previous learning/experience, yourself and/or the world? What did you find meaningful about the tutorial session? (See template in your notebook) /7**

I was a student presenter during tutorial today: 🞏 Yes 🞏 No