



Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)
Think-A-Loud

Subject: Standard/ Essential Question:			Name: AVID Period: Date:		
Pre-work Inquiry /12	Resources /1	Collaborative Inquiry /2	Note-Taking /3	Reflection /7	Total /25

Initial/ Original Question: (Directly from book, quiz/test, notes, etc.)
Source, page # & prob.#: _____

- “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?”

/1

Key academic vocabulary/definition associated with topic/question:

- “What are the key academic vocabulary words I need to understand?”
- “What is the definition from my book or notes?”
- “Can I define them in my own words?”

/2

What I Know about My Initial Question:

- “What do I know about my initial question?”
- “What concept does this remind me of?”
- “How can I organize the information?”
- “Can I connect this concept to prior knowledge from this content area or another subject?”
- “Can I make a prediction about a reasonable answer?”

/2

<p>Critical Thinking about Initial Question:</p> <ul style="list-style-type: none">• “What can I show about my question?”• “What does 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?” <p style="text-align: right;">/3</p>	<p>Identify General Process and Steps:</p> <ul style="list-style-type: none">• “What are the steps to what I know?”• “What can I show that I can apply to a similar problem?” <p style="text-align: right;">/2</p>
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Question from Point of Confusion (POC):
(This the tutorial question. Using academic vocabulary, create a tutorial question based on your point of confusion.)

/2

Collaborative Inquiry (During the Tutorial)

Notes from Inquiry:

(Completed by tutor from what I recorded at the whiteboard.)

- When the tutor sees or hears the “Ah ha” indicating that I understood the point of confusion, he/she will record a “!”
- The tutor will record any key words or conversation occurring at the “!” moment so I can more easily identify what I was thinking and/or what assisted me in clarifying the point of confusion.
- This “!” can be used for me to reference while I write my reflection.

• If my point of confusion is that I don’t know what I’m doing wrong in my problem, as we look at my pre-work and rework the problem during the tutorial, the tutor will circle where I was making the error. Then as a group, we will write a question from that point.

Continue to Identify Process and Steps:

- “As I review my work, what were the individual steps I took to clarify my point of confusion?”

These two-column/ three-column notes should be taken on notebook paper.

Reflection (In class--After the Tutorial)

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