

Colton Middle School AVID Tutorial Request Form

Tut# _____ (T / Th)

(Circle One)



A) Subject: _____			Name: _____		
Standard/LG/EQ: What standard or topic are you working on? What was the Learning Goal or Essential Question associated with the question you are writing?			AVID Period: _____ Date of Tut: _____		
Pre-Work Inquiry			(Circle After Tutorials) Student Presenter Today? Yes / NO		
_____ /12	Resources _____ /1	Collaborative Inquiry _____ /2	Note-Taking _____ /3	Reflection _____ /7	Total _____ /25
B) Initial/Original Question (Directly from book, test/quiz, notes, classwork, etc.) <div style="text-align: right;">Source, Page # and Problem #: _____</div> <p>Directly from the book, test/quiz, notes, classwork, notebook, etc. As you review your notes on Monday and Wednesday night and complete your homework assignments, think, "What am I struggling with or don't understand fully?" This might be a good Initial Question if you cannot figure it out. 1) Something that was confusing as you took notes or reviewed your notes, 2) A missed question from HW, 3) A missed test/quiz question, 4) Something you would like to review for an upcoming test or quiz, 5) An assignment you are struggling on in class. /1</p>					
C) Key Academic Vocabulary Associated With Topic/Question AND the Definition or Explanation <ol style="list-style-type: none"> Write the content area vocab words, formulas, or Costa's Levels of Thinking verbs associated with your question that impact your ability to answer your question with definitions or explanations (in your own words). For example, distributive property (with def.), slope-intercept form...$y=mx+b$, bureaucracy (with def.), or analyze (with def.). What are the key academic vocabulary words or concepts I need to understand in order to answer or make progress on my question? What is the definition in my notes, textbook, or dictionary? Write the definitions or explain the key concepts in your own words. Key terms might be specific to the subject (like "republic," "prokaryotic," or "protagonist," or they might be more general like "analyze," "compare," or "evaluate.") /2 					
D) What I Know About My Question: <ol style="list-style-type: none"> What is the question asking you to show or do? (For example, "I know I have to use inverse operations to isolate the variable," or "I know I have to show how ___ and ___ are alike." What info is given in the question? What will a final answer be like/look like? This section is where you write down what you know about the concept or question – your general knowledge based on the 52 minutes or so you spent in class learning about it. What is the question asking you/asking you to do? How will you know if you have answered it? /2 					
E) Critical Thinking About Initial Question: <p>Show what you tried already to answer your original question or your initial thoughts about the answer. You might consider drawing a picture, creating a diagram or graphic organizer, or showing your work on a math problem. Show the work you have done to try to answer your question on your own. You don't have to copy all of your notes into this box; just key ideas that you need to understand in order to answer the question. You may try to organize your information in a graphic organizer to see if it helps you get further on your question (A Venn Diagram if you are comparing or contrasting, or a T-chart.) If it is a math question, show the work you did when trying to answer the question on your own, up to the place you got stuck. /3</p>			F) Identify the General Process and Steps: <p>Identify the general process or steps you used to try to solve your original question. For math, write the steps you used so far. For other subjects, explain what you tried so far. Problem Solving Process/Steps Explain the process you went through to attempt an answer to your question. For example, 1) I looked through my notes on the topic, then 2) read the section of the textbook that deals with the topic, then 3) organized my info into a graphic organizer, then 4) tried to create an analogy to explain it. If your question is from math, list the steps you used to solve the problem, up to the place you got stuck. These steps should be general enough to apply to another, similar problem. /2</p>		
G) Point of Confusion (In the Form of a Question): (Based on your point of confusion, what is your question?) <p>What do you really/actually need help with? Use academic vocabulary and be specific. For example, "How do I use inverses to isolate the variable when the variable is a fraction?" Based on all this pre-work, what is it that you actually need help with? Using academic vocabulary, write your actual Tutorial question from your Point of Confusion. For example, in our math example above, my new question might read, "How do you move the variable with a fraction for a coefficient to the other side of the equation?" Or "What are the steps for finding the value of a variable?" /2</p>					

Commonly used thinking verbs in initial and/or POC questions. *Italicized verbs indicate common verbs used in math.*

Level 1: Define, Describe, List, Explain, Who/What/When/Where

Level 2: Solve, Simplify, Justify, Find, Calculate, Compare/Contrast, Group, Synthesize, Verify, Illustrate, Summarize, Infer, Explain How/Why

Level 3: Apply, Evaluate, What If, Judge/Critique, Predict, Create/Design, Significance

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D) What I Know About My Question:					
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E) Critical Thinking About Initial Question:			F) Identify the General Process and Steps:		
SHOW			TELL		
/3			/2		
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