<table>
<thead>
<tr>
<th>Subject:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard/Essential Question:</td>
<td>AVID Period:</td>
</tr>
<tr>
<td></td>
<td>Date:</td>
</tr>
<tr>
<td>Pre-Work Inquiry:</td>
<td>Resources:</td>
</tr>
<tr>
<td>_____ /12</td>
<td>Collaborative Inquiry:</td>
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<tr>
<td></td>
<td>_____ /2</td>
</tr>
<tr>
<td>Note-Taking:</td>
<td>Reflection:</td>
</tr>
<tr>
<td>_____ /3</td>
<td>Total:</td>
</tr>
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<td></td>
<td>_____ /7</td>
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<tr>
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<td>_____ /25</td>
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</tbody>
</table>

Initial/Original Question:  
Source, Page # and Problem #: _________________________________ /1

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:  
Identify General Process and Steps: /3

Question From Point of Confusion: /2
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
# Three-Column Notes

**Directions:** Group members take three-column notes on their own paper for each student presenter’s questions during the tutorial process.

<table>
<thead>
<tr>
<th>Point of Confusion Question</th>
<th>Tutorial Notes</th>
<th>Steps (Math/Science) Process (LA/History)</th>
</tr>
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<tbody>
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