Tutorial Self-Assessment Tips					
Directions: Read through each indicator and place a check mark in the column most appropriate to your current tutorial scenario. Select three to work on as focus areas.					
General:		**Evident**	**Partially Evident**	**Not Evident**	**Selected as Focus Area**
1.	Tutorials should begin within the first month of school with or without college tutors and should take the entire class period.	☐	☐	☐	☐
2.	The physical formation of the tutorial group is crucial. Students should form a semi-circle/ "U" shape/ horseshoe type of formation around a large whiteboard. All students should be able to face one another and the whiteboard. Avoid having students sitting in rows behind other students.	☐	☐	☐	☐
3.	Tutorial Request Forms (TRFs) should be completed for homework the night prior to the tutorial to provide students with the opportunity to individually participate in the critical thinking process first (pre-work inquiry). If students have a new area of need that arises during the following day prior to the tutorial, students may write their new question on a post it and place the post it over their original question.	☐	☐	☐	☐
Teachers:					
4.	Teachers should use the Tutorial Video as an instructional tool in the first month of school. Revisit tutorial video after a month and use the Video Comparison Activity refine class tutorials.	☐	☐	☐	☐
5.	Complete page 1 of the Tutorial Observation and Feedback Tool. Do an informal walk through of your tutorials to observe tutors and students. Ask an AVID colleague, administrator, etc. to observe and provide feedback.	☐	☐	☐	☐
6.	Teachers should assist students in creating higher-level reflections by scaffolding the process through the use of frames and prompts. The reflection time is just as important as the tutorial time. Allow at least 10 minutes for students to reflect at the end of the tutorial.	☐	☐	☐	☐
Tutors:					
7.	Tutors should rotate to the student presenter's seat and take Cornell Notes for the student presenter while modeling inquiry for the other group members.	☐	☐	☐	☐
8.	Tutors should have no more than one equal voice in the tutorial. In other words, a tutor should allow all group members to question the student presenter so that he or she is not doing the majority of the speaking. A visitor walking into the classroom should not be able to easily identify the tutors from the students.	☐	☐	☐	☐
9.	The training of tutors is important in the effectiveness of the tutorials. It is essential to have an initial tutor meeting with tutors prior to start of tutorials to establish policies, procedures and management expectations.	☐	☐	☐	☐

Tutorial Self-Assessment Tips, continued					
Directions: Read through each indicator and place a check mark in the column most appropriate to your current tutorial scenario. Select three to work on as focus areas.					
Student Presenters:		**Evident**	**Partially Evident**	**Not Evident**	**Selected as Focus Area**
10.	Student presenters need to utilize large whiteboards (not small individual boards) as they "present" their question and participate in the inquiry process with their tutorial group. A question generated from a student's point of confusion should be written on the whiteboard.	☐	☐	☐	☐
11.	Student presenters should come to the tutorial prepared. Students should have attempted their questions (completed pre-work inquiry) and be able to articulate their point of confusion. Students should come with resources to use during the tutorial (notes, page number of a similar problem, test/quizzes, etc.). These materials need to be used during the tutorial.	☐	☐	☐	☐
12.	Student presenters should engage in the critical thinking process by explaining to the group members what they know about their question, what they tried and their point of confusion. Tutorial questions do not have to be a Level 3 (Costa's) question, but should be an authentic question that the student has attempted to answer.	☐	☐	☐	☐
Group Members:					
13.	Group members should be able to keep the Cornell notes taken during tutorials to use as a study tool for their content class. Ensure that that students are taking notes on a separate sheet (not the back of the TRF). Taking Cornell Notes should be part of the grading on the TRF rubric. Students should not write a summary on these CN.	☐	☐	☐	☐
14.	The Tutorial Grade Analysis Activity (Tutorial Guide) should be used at each grading period. Tutorial groups may be created based on the area of need identified through this activity.	☐	☐	☐	☐
15.	Group members should assist the student presenter in creating "steps" used to answer the question. These steps can be used for further questions.	☐	☐	☐	☐