# Tutorial Request Form B (TRF)
## Pre-work Inquiry (Before the Tutorial)

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<tr>
<th>Subject:</th>
<th>Name:</th>
<th>Pre-Work Inquiry</th>
<th>Resources</th>
<th>Collaborative Inquiry</th>
<th>Note-Taking</th>
<th>Reflection</th>
<th>Total</th>
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<td>_____ /1</td>
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<td>_____ /3</td>
<td>_____ /7</td>
<td>_____ /25</td>
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</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:

### 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

In the space below, elaborate on the following questions as you 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/experiences, yourself and/or the world? What did you find meaningful about the tutorial session?
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>
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