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| Part of Tutorial | What you need to do |
| Set up(the same for all group members) | \_\_\_\_\_\_Presenter stands at white board and sets up 3 columns. \_\_\_\_\_\_Throughout the tutorial, the presenter is the only member of the group standing. \_\_\_\_\_\_Desks are arranged in semi-circle so that ALL students can see\_\_\_\_\_\_All students are taking three column notes, including the tutor or another students who takes 3 column notes for the presenter\_\_\_\_\_\_All students have out resources such as Cornell notes, former tests, textbooks, handouts, etc.\_\_\_\_\_\_Students monitor each other to ensure that all students meet the above requirements. |
| Presenter’s initial 30 second speech | Includes:\_\_\_\_\_\_Initial source problem\_\_\_\_\_\_Academic vocabulary and other background knowledge\_\_\_\_\_\_Shows work\_\_\_\_\_\_Shares point of confusion |
| Presenter’s wrap up | Includes:\_\_\_\_\_\_States what they learned about the point of confusion\_\_\_\_\_\_Explains the steps they used to resolve the point of confusion\_\_\_\_\_\_Rephrases the steps so that they could be applied to a different, but similar problem. For example, giving the steps for solving a similar math problem in which the numbers were different\_\_\_\_\_\_Explains the relevance to other work/ importance of understanding point of confusion |
| Group member participation | Each individual:\_\_\_\_\_\_Remains focused in the group\_\_\_\_\_\_Asks questions, rather than tells answers\_\_\_\_\_\_Asks gather and recall information questions (level 1)\_\_\_\_\_\_Asks making sense out of information questions (level 2) \_\_\_\_\_\_Asks apply and evaluate questions (level 3)\_\_\_\_\_\_Uses their resources such as Cornell notes, former tests, textbooks, handouts, etc to help them think about the POC and generate questions |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Tutorial Evaluation**