

The AVID Tutorial Process

1. Students do as much of the work as they possibly can—calling upon all the resources they've learned to use: a teacher, fellow students, their notes, and the text.
2. Students cull out the one or two problems that they cannot do with the resources they currently have.
3. Students turn these problems into process questions for tutorials, write them on a tutorial ticket or worksheet, and bring all their notes and text(s) to class.

(One strategy for students who consistently don't bring notes: no notes, no tutorial help. Another is to make bringing notes from the class students are requesting help in a significant number of points—I made them 4 out of the 15 total points for tutorial each day. This is also the reason students need to take notes in every class every day—they never know when they are going to get stuck on a certain problem!)
4. Tutors lead the group with process-oriented questions while all students take notes on all problems.
5. Tutors always have students write the process out and/or solve another problem of the same type to check comprehension.
6. Tutors "save" problems to use for review at exam time or when there is extra time left at the end of the tutorial session.
7. Students write a meaningful reflection or learning log which includes their discoveries for the session.