

AVID Tutorial Rubric/Boise Schools

Criteria	Proficient	Developing	Insufficient Evidence
Initial/Original Question	Initial question clearly identified	Initial question somewhat clear	Unclear or no initial question
Key Academic Vocabulary	Pertinent academic vocabulary selected and clearly defined using book, notes or own words	Revisions needed to select more pertinent words and/or define more clearly	Unrelated or incomplete vocabulary
What I Know About My Question (information from notes, resources, or connected to previous knowledge)	Two pieces of knowledge about the original question are clearly identified and explained	Revisions needed to clarify what student knows about the original question	Pieces of knowledge are missing or are not applicable to the original question
Critical Thinking About My Initial Question	Critical thinking about the initial question is shown clearly up until the point of confusion possibly with a visual representation, graphic organizer or attempt to solve a problem by using resources	Critical thinking about the initial question shows progress, but lacks detail and clarity	Critical thinking only represents the original question or is not shown
Identify General Process and Steps	Process and steps are clear, accurate, and highlight the critical thinking about the initial question	Process and steps lack clarity and/or accuracy about the critical thinking	Process and steps are irrelevant or are not shown
Question From Point of Confusion (POC)	Student uses academic vocabulary to create a coherent, higher level question based on the point of confusion (from where student can no longer move forward)	Student creates an unclear or low-level question	Same as initial question or missing question (POC)
Resources	Student has all pertinent resources available	Student has minimal resources	No resources
Collaborative Inquiry	Student asks questions, stays actively engaged, and is willing to present	Student asks few questions and/or is somewhat engaged, or does not present willingly	Student does not ask questions, or is not engaged, and/or is unwilling to present
Note-Taking	Complete 3 column notes taken during tutorial	Incomplete notes taken during tutorial	Student does not take notes
Reflection	Response demonstrates an in-depth reflection on the tutorial process; viewpoints are insightful, clear and detailed and examples are provided when applicable	Response demonstrates a minimal reflection on the tutorial process; viewpoints are mostly clear and minimal to no examples are provided	Response is vague and may be unclear or reflection is not complete