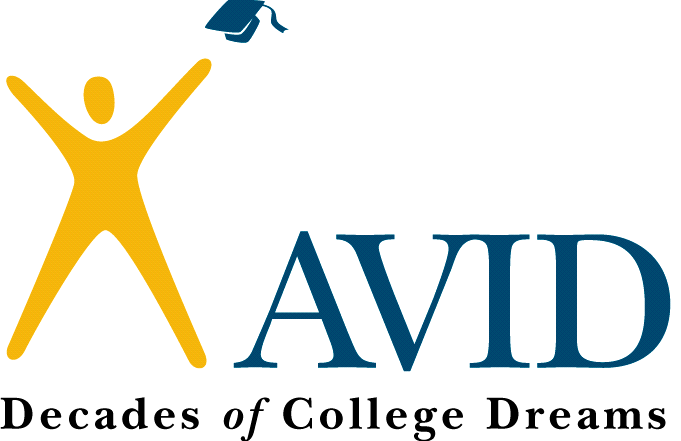
**AVID**

**EOC Assessments**



**Advancement Via Individual Determination**

**Grade 10 AVID Elective Course**

**End-of-Course Assessment**

**Test Item Specifications**

Revised: January 2015

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AVID Center

San Diego, California

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**Introduction**

In compliance with End-of-Course Assessments required by State Boards of Education, AVID Center has designed and approved the EOC for the Grade 10 AVID Elective. The AVID Standards are subdivided into benchmarks that identify what a student should know and do following completion of this course. The Grade 10 AVID EOC Assessment measures achievement of students enrolled in this course, by assessing student progress on benchmarks that are assigned to the Grade 10 AVID Elective Course description which are located in Appendix E.

**Origin and Purpose of the Specifications**

AVID Center and an EOC writing committee of experienced AVID educators developed and approved the *Specifications.*  The *Specifications* is a resource that defines the content and format of the test and test items for item writers and reviewers. The *Specifications* indicates the alignment of test items with the Common Core State Standards. It also serves to provide all stakeholders with information about the scope and function of the end-of-course assessment.

**Scope of this Document**

The Specifications for Grade 10 AVID Elective EOC Assessment provides general guidelines for the development of all test items used in this assessment.

The Overall Considerations section in this Introduction provides an explanation of the AVID concepts and elements assessed by the test. The Criteria for Grade 10 AVID Elective EOC Assessment Test Items section explains the general guidelines for selection and development of multiple-choice items. The Item Difficulty and Cognitive Complexity of the Grade 10 AVID Elective EOC Assessment Test Items address cognitive complexity levels as well as item difficulty and universal design. The Review Procedures for the Grade 10 AVID Elective EOC Assessment Test Items section covers the review processes used to ensure the quality of the stimuli and test items. The Individual Benchmark Specifications section contains specific information about each benchmark. This section provides benchmark clarification statements, content limits, stimulus attributes, content focus, and a sample item for each benchmark.

**Overall Considerations**

This section of the *Specifications* describes the guidelines that apply to all test items developed for the Grade 10 AVID Elective EOC Assessment.

Overall considerations are broad item-development issues that should be addressed during the development of test items. Other sections of Criteria for Grade 10 AVID Elective End-of-Course Assessment Items relate more specifically to one aspect of the development (e.g., content limits or stimulus attributes).

1. Most test items should be written to measure primarily one benchmark; however, other benchmarks may also be reflected in the item context.

2. Some benchmarks are combined for assessment; the individual specification indicates which benchmarks are combined.

3. Test items should be appropriate for students in terms of course content experience and difficulty, cognitive development, and reading level.

4. Test items should be written to match a variety of cognitive levels. Each benchmark should be assessed by items of varying cognitive complexity.

5. The reading level of the test items should be grade 10, except for specifically assessed AVID terms or concepts.

6. Test items should assess the application of the concept rather than the memorization of AVID facts unless otherwise noted in the individual benchmark specifications.

7. Some test items may require the student to define and/or apply terms, while other test items will require students to understand terms used in specific context.

8. Test items will not require the student to create a chart, table, or graph.

9. Each test item should be written clearly and unambiguously to elicit the desired response.

10. Test items should not be designed to create disadvantage or exhibit disrespect to anyone in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability, occupation, or geographic region.

11. The item context should be designed to interest high school students.

12. All test items should be placed in a real-world context unless otherwise noted in the individual benchmark specifications. The context should lead the student cognitively to the question. Every effort should be made to keep the test items as concise as possible without losing cognitive flow or missing the overall idea or concept.

13. The item content should be timely but not likely to become dated too quickly.

**Criteria for the AVID Elective End-of-Course Assessment Test Items**

All AVID EOC Assessment test items are in multiple-choice (MC) format. The general specifications on pages 6 through 9 cover the following criteria for the Grade 10 EOC Assessment:

* Use of Graphics
* Item Style and Format
* Scope of Test Items
* Guidelines for Item Writers

**Use of Graphics**

Graphics are used to provide both necessary and supplemental information. That is, most graphics contain information that is necessary for answering the question, while other graphics illustrate or support the context of the question. Items may include text, diagrams, illustrations, charts, or tables, unless otherwise noted in the Individual Benchmark Specifications section.

**Item Style and Format**

This section presents stylistic guidelines and formatting directions that should be followed while developing test items.

**General Guidelines**

1. The AVID EOC Assessment may be used as a computer-based assessment or a paper/pencil assessment.

2. Test items should be clear and concise, and they should use vocabulary and sentence structure appropriate for grade 10.

3. AVID concepts should be appropriate to the content covered in the AVID course description. The course description can be found in Appendix E.

4. Test items should have only one correct answer. The words **most likely** or **best**

should be used sparingly.

5. The final sentence of all item stems must be expressed as a question.

6. Graphics in test items should be clearly labeled and contain all information

necessary for a student with benchmark mastery to answer the test item correctly.

7. Test item questions using the word ***not*** should emphasize the word ***not*** using all

uppercase letters (e.g., “Which of the following is **NOT** an example of . . .”). The word ***not*** should be used sparingly.

**Multiple-Choice (MC) Items**

1. MC items should take approximately one minute per item to answer.

2. MC items are worth one point each.

3. MC items should have four answer options (A, B, C, D).

4. During item development and review, the correct response should be indicated with an asterisk next to the answer option letter.

5. During item development and review, the rationale for distractors (incorrect answer options) should be indicated and placed in its own section on the Item Development Template.

6. In most cases, answer options should be arranged vertically beneath the item stem.

7. If the answer options for an item are strictly numerical, they should be arranged in ascending or descending order, with the place values of digits aligned. When the item requires the identification of a choice from the item stem, table, chart, or illustration, the options should be arranged as they are presented in the item stem.

8. Answer options should be arranged by the logic presented in the test item, by alphabetical order, or by length. Options may also be ordered in reverse alphabetical order or from longest to shortest. Options that are one word in length should be in alphabetical or reverse alphabetical order.

9. Each distractor should be a plausible answer for someone who does not know the correct answer.

10. Whenever possible, distractors should include common AVID Elective misconceptions or

represent conceptual or factual errors commonly made by students who have not mastered the assessed concepts.

11. All distractors should be written in a style appropriate to the question asked. For example, a *how* question should have distractors that explain how.

12. Paired comparison structure of options should be avoided.

13. Options should have parallel structure whenever possible. Test items should *not* have an outlier (e.g., an option that is significantly longer than or different from theother options).

14. Test items should not be clued or answered by information in the stem or other options.

15. Options such as *none of the above*, *all of the above*, *not here*, *not enough information*, or *cannot be determined* should not be used as distractor rationales.

16. If an option is a single word or a phrase, the option should start with a lowercase letter. If an option is a sentence, the sentence should be conventionally capitalized and punctuated. Options that are imperatives should be treated as sentences.

**Context-Dependent (CD) Item Sets**

1. The stimulus for the CD set may be an example from the AVID Curriculum or Web-site. The stimulus may include an AVID document, short passage, poem, chart, graph, student writing sample or scenario.

2. The reading level of the stimulus, excluding AVID terms, should be Grade 10.

3. Test items will be written so that students with benchmark mastery use AVID content

knowledge and the information in the passage/stimulus to answer the test items in the set.

4. Test items will not be clued or answered by information in the passage/stimulus or other items in the set.

5. Test items may require the student to analyze, interpret, evaluate, and/or draw

inferences from the information in the stimulus.

6. As many test items as possible should be written to the stimulus. Those test items

should represent an appropriate variety of benchmarks. On a test, a minimum of

two different benchmarks should be assessed in a CD set.

7. CD sets may be titled; however, titles are not required.

**Scope of Test Items**

The scope of Grade 10 AVID EOC Assessment test items is presented in Appendix B. The benchmarks serve as the objectives to which the test items are written. There may be additional guidelines or restrictions located in the individual benchmark specifications.

This document also contains remarks and examples under various benchmarks giving specific content that potentially could be assessed. The remarks can also be used to focus test items on specific subjects covered by the benchmark, in addition to, but not exclusive of, the list of Content Focus topics found in the Individual Benchmark Specifications section.

**Guidelines for Item Writers**

AVID Elective item writers must have a comprehensive knowledge of the assessed AVID curriculum and a strong understanding of the concepts. Item writers should know and consistently apply the guidelines established in the *Specifications* as well as contribute to the goal of developing test content that allows students to perform at their best. Item writers are also expected to use their best judgment in writing items that measure the AVID benchmarks without introducing extraneous elements that reflect bias for or against a group of students.

Item writers for the Grade 10 AVID EOC Assessment must submit items in a particular format and must include the following information about each item. Because items are rated by committees of AVID educators following submission to the state DOE, familiarity with the directions for rating items (found in Appendix A) will prove useful to all item writers.

**Format** Item writers must submit test items in the agreed-upon template. All

appropriate sections of the template should be completed before the items

are submitted.

**Sources** Item writers are expected to provide sources for all verifiable information

included in the test item. Acceptable sources include AVID Curriculum, AVID Web Site File-Sharing Documents, Modules on Demand, AVID Online E-learning Courses, and/or public domain texts from Authorama.com and the Library of Congress.

**Correct**

**Response** Item writers must supply the correct response. Each distractor should be a

believable answer for someone who does not know the correct answer.

Rationales must include explanations for these errors.

**Submission**

**of Items** When submitting items, item writers must balance several factors. Item

submissions should:

* + - include items of varying difficulty;
    - include items of varying cognitive complexity;
    - include items from varying content foci;
    - include the content source(s) for the item;
    - have a balance in location of the correct answer within benchmarks; and
    - be accurate of the content.

**Item Difficulty and Cognitive Complexity of Grade 10 AVID Elective**

**End-of-Course Assessment Test Items**

Educational standards and assessments are aligned based on the category of content covered and also on the complexity of knowledge required. The Grade 10 AVID Elective EOC Assessment items, must also reflect these goals and standards. It is important to develop items that elicit student responses that demonstrate the complexity of knowledge and skills required to meet these objectives. The degree of challenge of test items is currently categorized in two ways: **item difficulty** and **cognitive complexity**.

**Item Difficulty**

The difficulty of test items is initially estimated by committees of educators participating in Item Content Review meetings each year. As each test item is reviewed, committee members make a prediction of difficulty based upon their knowledge of student performance at the given grade level. The classification scheme used for this prediction of item difficulty is based on the following:

**Easy** More than 70 percent of the students are likely to respond correctly.

**Average** Between 40 percent and 70 percent of the students are likely to respond correctly.

**Challenging** Fewer than 40 percent of the students are likely to respond correctly.

After an item appears on a test, item difficulty refers to the actual percentage of students who chose the correct answer.

**Cognitive Complexity**

Cognitive complexity refers to the cognitive demand associated with an item. The cognitive classification system implemented for the AVID EOC is based upon Dr. Norman L. Webb’s Depth of Knowledge (DOK) levels.1 The rationale for classifying a test item by its DOK level of complexity focuses on the expectations made of the test item, not on the ability of the student. When classifying a test item’s demands on thinking (i.e., what the test item requires the student to recall, understand, analyze, and do), it is assumed that the student is familiar with the basic concepts of the task. Test items are chosen for the AVID EOC assessments based on their grade-level appropriateness, but the complexity of the test items remains independent of the particular curriculum a student has experienced. On any given assessment, the cognitive complexity of a multiple-choice item may be affected by the distractors. The cognitive complexity of a test item depends on the grade level of the assessment; a test item that has a high level of cognitive complexity at one grade may not be as complex at a higher grade.

The categories—low complexity, moderate complexity, and high complexity—form an ordered description of the demands an item may make on a student. For example, low-complexity test items may require a student to solve a one-step problem. Moderate-complexity test items may require multiple steps. High-complexity test items may require a student to analyze and synthesize information. The distinctions made in item complexity ensure that items will assess the depth of student knowledge at each benchmark. The intent of the item writer weighs heavily in determining the complexity of a test item. At the end of this section, three high school AVID items illustrate how a single concept may be assessed by test items with increasing cognitive complexity.

The pages that follow illustrate some of the varying demands that test items might make at each complexity level for the AVID EOC Assessment. Note that test items may fit one or more descriptions. In most instances, these test items are classified in the highest level of complexity demanded by the test item. Caution must be used in referring to the table of descriptors that is provided for each cognitive complexity level. This table is provided for ease of reference, but the ultimate determination of item complexity should be made considering the overall cognitive demand placed on a student. Another table provides the breakdown of the percentage of points by cognitive complexity level.

1

Webb, Norman L. and others. “Web Alignment Tool” 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. http://www.wcer.wisc.edu/WAT/index.aspx.

**Low- Complexity**

AVID low complexity test items rely heavily on recall and recognition of previously learned concepts and principles. Low-complexity test items involve the recognition or recall of information such as fact, definition, term, or simple procedure. These items can involve recognizing information and identifying characteristics.

Below is an example of a low-complexity test item that is based on Benchmark AV.10.CD.1.3. For more information about this item, see pages 22-23.

I listen to a lecture or a song and I remember it much easier than I would if I see it. What learning style am I?

A. I am mainly a tactile learner.

B. I am mainly a kinesthetic learner.

\*C. I am mainly an auditory learner.

D. I am mainly a visual learner.

**Source: (2005) *Strategies for Success*, AVID Center, San Diego, CA.**

**Moderate-Complexity**

AVID moderate-complexity test items involve more flexible thinking than low-complexity test items require. Moderate-complexity test items involve the engagement of some mental processing beyond recalling or reproducing a response. They also involve examining relationships, determining cause and effect and determining significance.

Below is an example of the moderate-complexity test item that is based on Benchmark AV.10.CD.1.3. For more information about this item, see pages 22 -23.

Which approach for studying for an exam should be used by a person whose primary learning style is visual?

A. Call your study buddy and have him/her read his/her notes as you take notes.

\*B. Annotate your Cornell notes by highlighting and adding meaningful pictures.

C. Use manipulatives to enhance your understanding of key concepts.

D. With friends, create a game to quiz one another while throwing a ball.

**Source: (2005) *Strategies for Success*, AVID Center, San Diego, CA.**

**High- Complexity**

AVID high-complexity test items make heavy demands on student thinking. Students must engage in more abstract reasoning, planning, analysis, judgment, and creative thought. These test items require that the student think in an abstract and sophisticated way, often involving multiple steps.

Below is an example of a high-complexity test item that is based on Benchmark AV.10.CD.1.3. For more information about this item, see pages 22-23.

Which scenario shows a person who has awareness of how to study when they understand their own learning style?

\*A. Alice Auditory listens and records a lecture then takes notes from this.

B. Alice Auditory listens to music while she studies her Cornell notes.

C. Ken Kinesthetic watches the film version of the book he read to better understand it.

D. Ken Kinesthetic uses wooden shapes to learn names of polygons.

**Source: (2005) *Strategies for Success*, AVID Center, San Diego, CA.**

The following table is provided for ease of reference; however, caution must be used in referring to this table of descriptors for each cognitive complexity level. The ultimate determination of an item’s cognitive complexity should be made considering the intent of the overall cognitive demand placed on a student. In this table the term ***AVID*** ***methodologies*** refers to the best practices of implementing and applying WICOR strategies, as well as addressing college readiness skills. In this table the term ***AVID goals, practices, and procedures*** refers to all of the Domains of the AVID Standards and meeting the AVID Essentials 5 – 8.

**Examples of AVID Activities across Cognitive Complexity Levels**

|  |  |  |
| --- | --- | --- |
| **Low Complexity** | **Moderate Complexity** | **High Complexity** |
| Identify, recall, or recognize AVID methodology terms. | Apply or infer the effects of AVID methodologies. | Solve or predict outcomes of a problem. |
| Identify, recall, or recognize AVID goals, practices, and/or procedures. | Identify outcomes of the implementation of AVID methodologies. | Predict a long term result, outcome, or change. |
| Identify strategies that support the learning process. | Recognize similarities and differences between AVID methodologies. | Analyze similarities and differences of student learning and/or AVID methodologies. |
| Identify characteristics of AVID methodology practices, and/or procedures. | Explain AVID goals, practices, and/or procedures. | Justify events, actions, or issues regarding AVID goals, practices, and/or procedures. |
| Use a chart, table, diagram or image to recall or recognize information. | Identify the significance of AVID goals, practices, and/or procedures. | Justify the use and purpose of AVID methodologies. |
| Use text or documents to recall or recognize information. | Analyze patterns of behaviors or problems. | Assess and synthesize AVID methodologies. |
|  |  | Apply AVID methodologies, goals, practices, and/or procedures to real-life scenarios. |
|  |  | Determine the relationship of AVID methodologies to student success. |

The table below shows the target range for the percentage of points by cognitive complexity level on the Grade 10 AVID Elective EOC Assessment.

**Percentage of Points by Cognitive Complexity Level for the Grade 10 AVID Elective EOC**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Low** | **Moderate** | **High** |
| 10 AVID EOC | 15% - 20% | 50% - 60% | 25% - 30% |

**Universal Design**

The application of universal design principles helps develop assessments that are usable to the greatest number of test takers, including students with disabilities and nonnative speakers of English. To support the goal of providing access to all students, the test maximizes readability, legibility, and compatibility with accommodations, and test development includes a review for bias and sensitivity.

AVID trains both internal and external reviewers to revise items, allowing for the widest possible range of student participation. Item writers must attend to the best practices suggested by universal design including, but not limited to:

• reduction in wordiness;

• avoidance of ambiguity;

• selection of reader-friendly construction and terminology; and

• consistently applied concept names and graphic conventions.

Universal design principles also inform decisions about test layout and design including, but not limited to, type size, line length, spacing, and graphics.

**Review Procedures for AVID End-of-Course Assessment Test items**

Prior to appearing on any state assessment, all AVID EOC test items must pass several levels of review as part of the development process. AVID educators, in conjunction with the state Departments of Education and the assessment contractors, scrutinize all material related to test items prior to accepting the items for placement on the tests.

**Review for Potential Bias and Community Sensitivity**

AVID test items are reviewed by groups of AVID educators generally representative of the state’s geographic regions and culturally diverse population. Test items are reviewed for the following kinds of bias: gender, racial, ethnic, political, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities.

The purpose for this review is to ensure that the primary purpose of assessing student achievement of AVID benchmarks is not undermined by inadvertently including in the test any material that parents and other stakeholders may deem inappropriate. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout AVID communities and to determine whether the subject matter will be acceptable to AVID students, their parents, and other members of the AVID communities. Most topics are acceptable if the material is handled tastefully; is well written; and presents the topics from a wholesome (ethical and educational),

inoffensive, and interesting viewpoint within a real-life and contemporary context. Test items are written to meet EOC test criteria and measure the content in the AVID curriculum and standards.

**Review of Test Items**

The state DOE and the assessment contractor review all test items during the item-development process. Groups of AVID educators are subsequently convened to review the test items for content characteristics and item specifications. The content review focuses on validity, determining whether each item is a valid measure of the designated AVID benchmark as defined by the *Specifications* for test items. Separate reviews for bias and sensitivity are also conducted as noted above.

**Guide to the Individual Benchmark Specifications**

**Benchmark Classification System**

Each benchmark in the standards is labeled with a system of numbers and letters.

* The two letters in the *first position* of the code identify the **Subject Area** (e.g., AV for AVID).
* The number in the *second position* represents the **Grade Level** to which the benchmark belongs.
* The letters in *third position* represent the **Domain** to which the benchmark belongs (e.g., *CD* represents Character Development, *COMM* represents Communication, *WRI* represents Writing, *INQ* represents Inquiry, *COLL* represents Collaboration, *ORG* represents Organization, *REA* represents Reading, and *CR* represents College Readiness.)
* The number in the *fourth position* represents the AVID **Standard/Cluster**.
* The number in the *last position* of the code identifies the specific **Benchmark** under the Standard/Cluster.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AV.** | **10.** | **CD.** | **1.** | **3** |
| **Subject** | **Grade** | **Domain** | **Standard/Cluster** | **Benchmark** |

|  |  |
| --- | --- |
| **Grade** | 10 |
| **Domain (CD)** | Character Development |
| **Standard/Cluster 1** | Self-Awareness |
| **Benchmark 1**  **(AV.10.CD.1.3)** | Align learning and study strategies to personal learning style. |

**Definitions of Benchmark Specifications**

The Specifications identifies how AVID standards and benchmarks are assessed on the AVID EOC Assessment. For each benchmark assessed in AVID, the following information is provided in each individual Benchmark specifications section:

**Domain** refers to a category of knowledge. The Domains for Grade 10 AVID are Character Development, Communication, Writing, Inquiry, Collaboration, Organization, Reading and College Readiness

**Reporting**

**Category** refers to groupings of related benchmarks from the AVID Domains that are used tosummarize and report achievement for the AVID EOC Assessment. Thereare four reporting categories for AVID: *Self-* *Actualization* (Character Development and Communication), *Language*  *Development* (Reading and Writing), *Critical Thinking* (Inquiry and Collaboration), and *Postsecondary Preparation* (Organization and College Readiness)

**Standard/**

**Cluster** refers to the standard/cluster heading presented in the AVID Course Descriptions.

**Benchmark** refers to specific statements of expected student achievement. In some

cases, two or more benchmarks are grouped together because of the

relatedness of the concepts in those benchmarks. The assessment of one

benchmark encompasses the context of the other related benchmarks. The related benchmarks are noted in the benchmark statement and are stated in the Also Assesses section.

**Also**

**Assesses** refers to the benchmarks that are closely related to the benchmark (see

description above).

**Benchmark**

**Clarification** explains how the achievement of the benchmark will be demonstrated by

students. Clarification statements are written for the benchmark and the

Also Assesses benchmark(s). The clarification statements explain what

students are expected to do when responding to the question.

**Content**

**Limits** define the range of content knowledge and degree of difficulty that should

be assessed in the test items for the benchmark.

Benchmark content limits are to be used in conjunction with the Overall

Considerations section in the *Specifications*. The content limits defined in

the Individual Benchmark Specifications may be an expansion or further

restriction of the Overall Considerations.

**Stimulus**

**Attributes** define the types of stimulus materials that should be used in the test items,including the appropriate use of scenarios, content, or graphic materials.

**Content**

**Focus** defines the content measured by each test item. Content focus addresses

the broad content and skills associated with the examples found in the

standards, benchmarks, or benchmark clarifications.

**Sample**

**Items** are provided for each assessed benchmark. The sample items are presented in a format similar to the one used in the test. The correct answer for each sample item is identified with an asterisk.

**Individual Benchmark Specifications for**

**AVID End-of-Course Assessment**

This section of the *Specifications* describes how the AVID benchmarks are assessed on the AVID EOC Assessment. The benchmarks assigned to the AVID course description serve as the foundation for this assessment. The AVID course description can be found in Appendix E.

The sample items included in the *Specifications* represent, whenever possible, a wide range of difficulty and cognitive complexity. Although most of the test items are of average difficulty and moderate complexity, some of the items presented will be challenging for some students and are specifically included to prompt item writers to submit test items that will measure the abilities of students in higher achievement levels. As a general rule, test items should be written to varying cognitive complexities for each benchmark. This document is constructed to help item writers see a range of difficulty and complexity for test items that may appear on the test.

**Benchmark AV.10.CD.1.3**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Self-Awareness |
| Benchmark # | AV.10.CD.1.3 |
| Benchmark | Align learning and study strategies to personal learning style. |
| Also Assess | AV.10.CD.1.6 – Assess areas of weakness and develop plans to address those weaknesses. |
| Benchmark Clarification | Students will identify, explain, compare, apply and/or analyze learning and study strategies as they connect to various learning styles.  Students will identify and/or explain areas of weakness in order to create and apply plans that address various areas of weakness. |
| Content Limits | Items may include identifying and/or explaining various learning styles and study strategies.  Items may include matching or comparing various learning and study strategies to various learning styles.  Items may include adjusting learning and study strategies to support a particular learning style.  Items may include an analysis of learning and study strategies as they pertain to a particular learning style.  Items may include identifying and/or explaining areas of weakness.  Items may include completing a partial plan that addresses a particular weakness.  Items may include applying a plan that addresses a particular weakness.  Terms and concepts regarding specific learning styles: *visual, auditory, tactile, kinesthetic, social, expressive, receptive,* etc. may be used. |
| Stimulus Attributes | An AVID document, scenario, chart, and/or graph may be used. |
| Content Focus | The practice of adjusting and aligning learning and study strategies to meet the needs of particular learning styles will be explored, along with the practice of identifying a weakness and creating a plan to address the weakness. |
| Sample Item | I am in a collaborative group and I am a kinesthetic learner. Which job should I choose so that I am able to help my group?  \*A. Volunteer to be the materials manager – the one who gets the materials for the group.  B. Volunteer to be the scribe – the one in charge of writing lecture notes for the group.  C. Volunteer to be the manager – the one who keeps everyone on task.  D. Volunteer to be the time keeper – the one who makes sure things get done. |

**Benchmark AV.10.CD.2.3**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Goals |
| Benchmark # | AV.10.CD.2.3 |
| Benchmark | Reassess short-, mid-, and long-range goals that will continue to ensure academic and personal growth. |
| Also Assess |  |
| Benchmark Clarification | Students will create, monitor, revise and reflect upon short-, mid- and long-range goals to support and enhance academic and personal growth. |
| Content Limits | Items may include an explanation of the goal setting process, along with the importance of ongoing reflection.  Items may include an interpretation, explanation and/or analysis of short-range, mid-range, and long-range goals.  Items may include identifying various goals.  Items may include an analysis of the Goal-Plan-Action (GPA) outline.  Items may include a prediction based on a given GPA outline.  Items may include a reflection of completed goals.  Items may include a comparison of various GPA outlines.  Terms and concepts such as *procrastination*, *short-range, mid-range, long-range, goal setting*, *reflection,* and/or *action steps* may be used. |
| Stimulus Attributes | An AVID document, scenario, text, chart, graph, and/or graphic organizer may be used. |
| Content Focus | The practice of assessing and reflecting on goals to ensure academic and personal growth will be explored. |
| Sample Item | The freshman student writes on their Goal-Plan-Action worksheet that their goal is to graduate in three years. This is an example of what type of goal?  A. It is a short-range goal.  B. It is a mid-range goal.  \*C. It is a long-range goal.  D. It is an impossible goal. |

**Benchmark AV.10.CD.4.2**

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| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Ownership of Learning |
| Benchmark # | AV.10.CD.4.2 |
| Benchmark | Analyze grade reports to create a study/action plan for continued academic improvement. |
| Also Assess |  |
| Benchmark Clarification | Students will analyze grade reports to explain, design, apply, monitor and/or reflect upon various study/action plans. |
| Content Limits | Items may include cause/effect relationships regarding grade point averages and goal setting.  Items may include an explanation of the goal setting process as it pertains to a specific grade report.  Items may include an interpretation, explanation and/or analysis of short-range, mid-range, and long-range goals as they pertain to a particular grade report.  Items may ask students to revise and/or reflect upon the study/action plan as it pertains to the grade report.  Terms and concepts such as *short-, mid-,* and *long range goal setting, Goal-Plan-Action Steps outline, grade report, grade averages, reflection,* and/or *action steps* may be used. |
| Stimulus Attributes | An AVID document, scenario, text, chart, graph, and/or graphic organizer may be used. |
| Content Focus | The practice of analyzing grade reports to create, monitor, and revise goals will be explored. |
| Sample Item | If you are taking a class in algebra and you are getting a low grade in the class even though you normally excel, what short-range action steps would help to improve your math grade?  \*A. Write your homework down each day and study your notes each night.  B. At the end of each semester, make a list of areas that you struggle with to discuss with your teacher.  C. If necessary, plan to retake the course next year when you will be more capable.  D. Work to get your GPA up above a 3.0 no matter what grade you receive in algebra. |

**Benchmark AV.10.COMM.1.7**

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| --- | --- |
| Domain | Communication |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Speaking |
| Benchmark # | AV.10.COMM.1.7 |
| Benchmark | Integrate multiple sources of information. |
| Also Assess |  |
| Benchmark Clarification | Students will explain, apply, and analyze the process of integrating multiple sources of information. |
| Content Limits | Items may include identifying multiple sources within a speech.  Items may include applying sources to a speech.  Items may include analyzing sources used for a speech.  Items may include identifying ways multiple sources can be integrated when speaking.  Items may include ways to document sources into speeches and/or while speaking.  Terms such as *sources, citations, work cited,* and/or *crediting sources* may be used. |
| Stimulus Attributes | An AVID document, text, scenario, graph, and/or chart may be used. |
| Content Focus | The various methods of integrating sources will be explored. |
| Sample Item | The following transcript is an excerpt from the Romney-Obama debate of Oct. 4, 2012. Read the transcript carefully and note the types of sources used during this speech.  By **The CNN Political Unit**  updated 2:00 AM EDT, Thu October 4, 2012  21:21:38: **ROMNEY:**  You bet. Well, President, you're -- Mr. President, you're absolutely right, which is that, with regards to 97 percent of the businesses are not -- not taxed at the 35 percent tax rate, they're taxed at a lower rate. But those businesses that are in the last 3 percent of businesses happen to employ half -- half of all the people who work in small business. Those are the businesses that employ one-quarter of all the workers in America. And your plan is to take their tax rate from 35 percent to 40 percent.  Now, and -- and I've talked to a guy who has a very small business. He's in the electronics business in -- in St. Louis. He has four employees. He said he and his son calculated how much they pay in taxes, federal income tax, federal payroll tax, state income tax, state sales tax, state property tax, gasoline tax. It added up to well over 50 percent of what they earned. And your plan is to take the tax rate on successful small businesses from 35 percent to 40 percent. The National Federation of Independent Businesses has said that will cost 700,000 jobs.  I don't want to cost jobs. My priority is jobs. And so what I do is I bring down the tax rates, lower deductions and exemptions, the same idea behind Bowles-Simpson, by the way, get the rates down, lower deductions and exemptions, to create more jobs, because there's nothing better for getting us to a balanced budget than having more people working, earning more money, paying more taxes. That's by far the most effective and efficient way to get this budget balanced.  http://www.cnn.com/2012/10/03/politics/debate-transcript/index.html  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Romney cites the following sources: **1) a man from St. Louis and his experience** and **2) statistics from the National Federation of Independent Businesses.** When comparing these two sources, which of the following is the correct comparison?  A. The first source is less effective than the second source because it is one individual’s personal experience.  B. The first source is more effective than the second because it involves a real person.  \*C. Both sources are effective because they work together to make the same point.  D. Both sources are ineffective because they cannot be fact checked or verified. |

**Benchmark AV.10.WRI.1.3**

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| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | The Writing Process |
| Benchmark # | AV.10.WRI.1.3 |
| Benchmark | Edit students’ essays, especially checking for the usage of varied sentence types. |
| Also Assess |  |
| Benchmark Clarification | Students will edit text with a focus on applying, comparing, and analyzing sentence types within text. |
| Content Limits | Items may include applying a variety of sentence types to text.  Items may include comparing various sentence types within text.  Items may include analyzing sentence types within text.  Items may include editing a text to improve sentence variety.  Items may include critiquing text for sentence variety.  Items may include applying sentence combining techniques to text.  Terms used in sentence combining, editing and critiquing writing may be used. |
| Stimulus Attributes | An AVID document, text, essay, rubric, and/or chart may be used. |
| Content Focus | The editing process and usage of sentence variety in writing will be explored. |
| Sample Item | Read the text below. Examine sentences **7, 8, and 9** and then compare them to sentences **4, 5, 13, and 14** to consider the use of sentence combining.  ***(1) Javier sat beneath the old pine tree. (2) He thought about nature. (3) He pondered his place in the universe. (4) He looked up at the sky. (5) Javier looked through the branches. (6) He forced his eyes to blur. (7) The branches melted together. (8) The pine cones melted together. (9) The green needles melted together. (10) They became one. (11) Javier sat there for hours. (12) He looked at the interweaving of branches. (13) He looked at the random placement of pine cones. (14) He looked at every needle. (15) The pieces formed the evergreen tree.***  Why are these two groups of sentences good places to utilize sentence combining?  \*A. Within both groups listed above, all sentences have identical words in them; combining them would reduce the repetition of words.  B. Within both groups listed above, all sentences are short; combining them would eliminate all short sentences while adding more variety.  C. Within both groups listed above, all sentences are right near each other; combining them would be an easy task.  D. Within both groups listed above, all sentences have verbs in them; combining them would organize the action. |

**Benchmark AV.10.WRI.2.2**

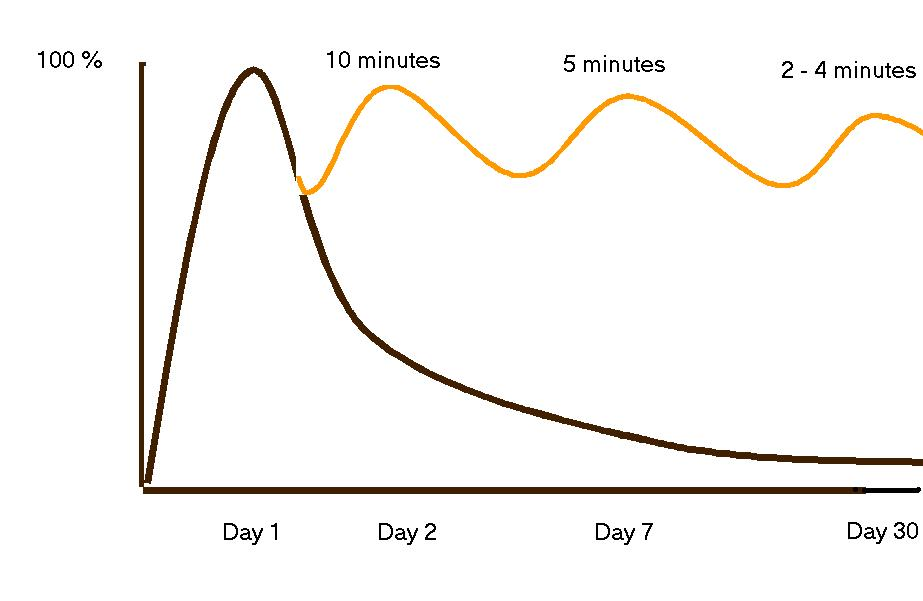
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| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing Skills |
| Benchmark # | AV.10.WRI.2.2 |
| Benchmark | Focus on expanding word choice in all aspects of writing. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, apply and analyze word choice in text. |
| Content Limits | Items may include an application of a word choice within text for the purpose of improving the writing.  Items may include an analysis of word choice within text for the purpose of improving the writing.  Items may include identifying specific word choice to enhance a particular type of writing (e.g., persuasive, expository, narrative).  Items may include identifying how the same word can be used in context in multiple ways while representing different parts of speech.  Terms and concepts such as *higher-level vocabulary, adjectives, verbs, nouns, vivid verbs, vivid nouns*, *descriptive words,* *upgrading vocabulary, academic vocabulary, tone, voice, address expectations of different audiences, vivid language,* and/or *powerful/effective language* may be used. |
| Stimulus Attributes | Av AVID document, text, essay, chart, and/or diagram may be used. |
| Content Focus | Expanding word choice in writing will be explored. |
| Sample Item | An AVID student has handed in this essay for the “Describing a Place” assignment in your AVID Descriptive Writing Unit. You are the teacher. What comment would you write to the student about the quality of the verbs used?  ***Javier sat beneath the old pine tree. He thought about nature. He pondered his place in the universe. He looked up at the sky. Javier looked through the branches. He forced his eyes to blur. The branches melted together. The pine cones melted together. The green needles melted together. They became one. Javier sat there for hours. He looked at the interweaving of branches. He looked at the random placement of pine cones. He looked at every needle. The pieces formed the evergreen tree.***  A. “Javier, your choice of verbs is excellent. The repetition makes it more descriptive.”  B. “Javier, you did not use any vivid verbs. Use a thesaurus to find colorful, descriptive verbs.”  \*C. “Javier, at times you use semi-vivid verbs, but it would be great if you repeated verbs less, and added more vivid verbs.”    D. “Javier, good job not using vivid verbs. Remember to leave the job of description to the adjectives.” |

**Benchmark AV.10.WRI.2.5**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing Skills |
| Benchmark # | AV.10.WRI.2.5 |
| Benchmark | Support arguments and claims of evidence using textual sources. |
| Also Assess |  |
| Benchmark Clarification | Students will apply and analyze the use of textual sources to support an argument. |
| Content Limits | Items may include an application of sources to support an argument or a claim pertaining to specific text.  Items may include an analysis of a claim or argument within text.  Items may include an analysis of sources used to support an argument or claim.  Items may include a critique of sources used to support an argument or claim.  Terms pertaining to elements of writing and the use of textual sources may be used. |
| Stimulus Attributes | An AVID Document, text, rubric, chart and/or diagram may be used. |
| Content Focus | Using textual sources to support an argument or claim will be explored. |
| Sample Item | Examine Ebbinghaus’ *Curve of Forgetting* Chart on the following page and consider the question below.  If an AVID student receives an 80% on a quiz taken four days after the lecture, what reflection might the student be able to make about their own effort based on Ebbinghaus’ chart?  A. The AVID student would realize they took notes but never looked at them again.  B. The AVID student would realize they have perfect photographic memory.  \*C. The AVID student would realize they needed to review another time to get an A.  D. The AVID student would realize that this chart is not true for them. |

**The Curve of Forgetting**

The Curve of Forgetting describes how we retain or get rid of information that we have taken in. It is based on a one-hour lecture.

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**Benchmark AV.10.WRI.4.1**

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| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing to Learn |
| Benchmark # | AV.10.WRI.4.1 |
| Benchmark | Evaluate summaries using rubrics and checklists. |
| Also Assess |  |
| Benchmark Clarification | Students will evaluate a variety of summaries using a rubric or checklist. |
| Content Limits | Items may include the comparison of the quality between two summaries.  Items may include partially constructing a summary to meet a particular rubric score.  Items may include assessing the quality of a summary as it is measured by a rubric and/or checklist.  Terms and concepts such as *summarizing a text, defining features, process of summarizing, opening sentence, supporting details, closing sentence, one paragraph summary*, *rubric*, and/or *scoring* *guide* may be used. |
| Stimulus Attributes | An AVID text, essay, document, chart, graph, rubric, scoring guide, and/or checklist may be used. |
| Content Focus | The process and application of evaluating summaries will be explored. |
| Sample Item | An AVID student is given the following passage from the preface of *The Story of My Life*, written by Hans Christian Anderson.  ***“No literary labor is more delightful to me than translating the beautiful thoughts and fancies of Hans Christian Anderson. My heart is in the work, and I feel as if my spirit were kindred to his; just as our Saxon English seems to me eminently fitted to give the simple, pure and noble sentiments of the Danish mind.” Mary Howitt***  The student is asked to write a summary using the following rubric:  **4** – the summary captures fully the main idea of the paragraph  **3** – the summary captures most of the main idea of the paragraph  **2** – the summary captures some of the idea of the paragraph but shows some misunderstanding  **1** – the summary captures very little of the main idea of the paragraph or is incorrect  Which summary below would be rated a **4** based on the rubric?  A. Mary Howitt was excited to write about Mr. Anderson because they were kindred spirits, and her heart was really into it.  B. Mary Howitt was only excited about writing because the two of them are Danish and they were therefore kindred spirits.  C. Mary Howitt found it easy to write about Hans Christian Anderson because his “noble sentiments” were simple enough for the Saxon English translation.  \*D. Mary Howitt was excited about writing this because translating it into Saxon English was a perfect fit for Anderson’s “simple, pure, and noble sentiments.” |

**Benchmark AV.10.REA.1.1**

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| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Vocabulary |
| Benchmark # | AV.10.REA.1.1 |
| Benchmark | Expand vocabulary, especially those utilized on SAT/ACT testing and properly incorporate them into writings to vary word usage. |
| Also Assess |  |
| Benchmark Clarification | Students will apply and analyze specific words to expand word usage in given text. |
| Content Limits | Items may include an application of higher – level words to text.  Items may include a comparison of vocabulary used in specific text.  Items may include an analysis of word usage in a text.  Items may include an analysis of the part of speech as it differs in various contexts and alters meaning or usage.  Terms and concepts such as *higher-level vocabulary, SAT/ACT vocabulary, contextual clues, parts of speech (noun, verb, adjective, etc.), synonym,* and/or *antonym* may be used*.* |
| Stimulus Attributes | An AVID document, rubric, text, essay, chart and/or diagram may be used. |
| Content Focus | The process and practice of expanding/incorporating word usage in reading/writing will be explored. |
| Sample Item | Read the following comment from Charles Dickens to consider an alternative word for *tried*.  ***“I have tried in this ghostly little book, to raise the Ghost of an Idea, which shall not put my readers out of humour with themselves, with each other, with the season, or with me. May it haunt their houses pleasantly, and no one wish to lay it.”***  **Their faithful Friend and Servant, Charles Dickens, December 1843**  In the passage above, the underlined word has been changed from the original. What word below would you and Dickens choose to replace it with, to make the wording more interesting, without changing the meaning?  A. diligently  \*B. endeavored  C. failed  D. throughout |

**Benchmark AV.10.REA.2.1**

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| --- | --- |
| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.10.REA.2.1 |
| Benchmark | Learn to determine purpose of reading, in order to correctly choose a proper method of reading. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain and apply the purpose of reading for the selection of a specific reading method. |
| Content Limits | Items may include an explanation of a specific purpose for reading.  Items may include identifying a specific method of reading to meet a particular purpose for reading.  Items may include applying a reading method to a specific purpose of reading.  Terms and concepts regarding critical reading strategies such as *active reading, vocabulary awareness, purpose for reading, and/or connecting to text* may be used.  Various methods of reading may be used including, but limited to, Marking the Text, Rereading the Text, Writing in the Margins, Charting the Text, and Summarizing the Text.  Terms such as *points of view, factual information, non-fiction, fiction, expository, narrative,* and/or *persuasive* may be used. |
| Stimulus Attributes | An AVID document, text, essay, chart, and/or graphic organizer may be used. |
| Content Focus | The connection of *reading purpose* to *reading method* will be explored. |
| Sample Item | What reading strategy would a student use if they wanted to analyze the text structure in an AVID weekly (non-fiction) article?  \*A. charting the text  B. chunking the text  C. marking the text  D. paraphrasing the text |

**Benchmark AV.10.REA.2.4**

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| --- | --- |
| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.10.REA.2.4 |
| Benchmark | Utilize charting of the text to track various points of view and opposing claims. |
| Also Assess |  |
| Benchmark Clarification | Students will apply and analyze the practice of charting the text to track points of view and opposing claims. |
| Content Limits | Items may include an application of charting the text.  Items may include a reflection of using this reading method.  Items may include a critique of the method as it pertains to its use in specific text.  Items may include analyzing the structure of text – both macro- and micro-structures.  Terms and concepts regarding the *Charting the Text* reading strategy may be used or implied. |
| Stimulus Attributes | An AVID document, text, essay, chart and/or diagram may be used. |
| Content Focus | The practice of charting the text will be explored. |
| Sample Item | Note: The AVID text used for the following question can be found on the next page.  A perspective AVID student is reading the AVID text found on the following page. This student has been taught to “chart the text” from one of their teachers. The student decides to use this strategy so they can gather the most information possible to inform their decision on whether to apply to AVID or not. Which of the following would be something that the student would learn from analyzing the macro structure and the micro structure of this text?  A. The student notices that while there are micro and macro structures, they are generally unrelated to one another.  \*B. The student notices through the macro structure what is most important, and finds answers to those questions in the micro structure.  C. The student notices that the micro structure contains questions and macro structure includes all of the detailed answers.  D. The student notices that, while there is a micro structure, there is no macro structure evident in the document. |

**What is AVID?**

AVID stands for Advancement Via Individual Determination and is a regularly scheduled elective class that prepares students in the middle, with academic potential, for success in advanced high school classes and in college.

**What are AVID student expectations?**

Maintain at least a “C” average

Show great citizenship & attendance

Maintain an organized binder

Take notes every day, in every class, every year in high school

Participate in weekly tutorials

Write, Question, Collaborate, Read

Take Honors and AP classes

Take PSAT, SAT, ACT tests

Remain in program 4 years

Be a well-rounded student

Apply to several four-year colleges

**What are AVID parent expectations?**

AVID parents are expected to encourage their students to achieve academically, to maintain regular contact with the site AVID coordinator and to become involved in the activities of the AVID program.

**What happens in the AVID program?**

The AVID Four-Year Elective program is three-pronged:

1) Students receive academic instruction in reading, writing, note-taking, inquiry, collaboration, studying, test-taking, and organizing,

2) Students receive academic support from college tutors through collaborative tutorial groups, peer counseling,

3) Students are motivated to pursue academic excellence through goal setting, rigorous classes, cultural and college field trips, classroom guest speakers, and AVID team building.

**How do you recognize an AVID student?**

The AVID student carries a notebook, takes notes in all classes, is prepared for class, is a positive role model for others, and is "on track" for college.

**What are the results of AVID?**

Over 95% of students who have graduated from AVID programs have enrolled in four-year colleges and universities. Two years later, 89% are still enrolled.

**Benchmark AV.10.REA.2.5**

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| --- | --- |
| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.10.REA.2.5 |
| Benchmark | Determine author’s tone and voice. |
| Also Assess |  |
| Benchmark Clarification | Students will apply and analyze tone and voice in text. |
| Content Limits | Items may include applying tone/voice to text.  Items may include comparing tone/voice in two different texts.  Items may include analyzing tone/voice in text as it relates to the claim or argument.  Terms and concepts such as *tone, voice, claim, argument, specific language,* and/or *interpret meaning* may be used. |
| Stimulus Attributes | An AVID document, text, essay, chart, and/or diagram may be used. |
| Content Focus | Ways to apply and analyze author’s tone and voice will be explored. |
| Sample Item | Note the author’s tone in the following sentence:  ***The sun was shining bright on the playground as the children giggled while racing up and down the slide.***  Which of the following describes the tone of the above sentence?  A. humorous  B. optimistic  \*C. playful  D. pessimistic |

**Benchmark AV.10.INQ.1.1**

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| --- | --- |
| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Levels of Thinking |
| Benchmark # | AV.10.INQ.1.1 |
| Benchmark | Use skilled questioning to elicit deeper thinking from self and others. |
| Also Assess |  |
| Benchmark Clarification | Students will apply, compare, construct and analyze levels of thinking that will elicit deeper thinking. |
| Content Limits | Items may include applying a question to elicit deeper thinking.  Items may include comparing questions to determine which question will elicit deeper thinking.  Items may include constructing a question that will elicit deeper thinking.  Items may include analyzing various levels of questions for their impact on thinking.  Specific “thinking” verbs*: infer, compare, synthesize, analyze*, etc. may be used to support the level identification process.  Terms and concepts such as *Levels of Thinking, Costa’s Levels of Thinking* and/or *Bloom’s Taxonomy* may be used. |
| Stimulus Attributes | An AVID document, text, scenario, chart, diagram and/or graphic organizer may be used. |
| Content Focus | Various uses of skilled questioning will be explored. |
| Sample Item | *Note: The text used for the following question can be found on the next page*.  Which question or task below would help the AVID student deepen their thinking the most about the excerpt from Mark Twain’s *A Dog’s Tale?*  A. What are the three types of dogs that Twain mentions?  B. Examine the dictionary definition of *Presbyterian*.  C. Compare and contrast the different types of dogs mentioned by Twain.  \*D. What can you infer about Mark Twain’s religious views from this excerpt? |

**Excerpt from Mark Twain’s *A Dog’s Tale***

My father was a St. Bernard, my mother was a collie, but I am a Presbyterian. This is what my mother told me, I do not know these nice distinctions myself. To me they are only fine large words meaning nothing. My mother had a fondness for such; she liked to say them, and see other dogs look surprised and envious, as wondering how she got so much education. But, indeed, it was not real education; it was only show: she got the words by listening in the dining-room and drawing-room when there was company, and by going with the children to Sunday-school and listening there; and whenever she heard a large word she said it over to herself many times, and so was able to keep it until there was a dogmatic gathering in the neighborhood, then she would get it off, and surprise and distress them all, from pocket-pup to mastiff, which rewarded her for all her trouble.

If there was a stranger he was nearly sure to be suspicious, and when he got his breath again he would ask her what it meant. And she always told him. He was never expecting this but thought he would catch her; so when she told him, he was the one that looked ashamed, whereas he had thought it was going to be she. The others were always waiting for this, and glad of it and proud of her, for they knew what was going to happen, because they had had experience. When she told the meaning of a big word they were all so taken up with admiration that it never occurred to any dog to doubt if it was the right one; and that was natural, because, for one thing, she answered up so promptly that it seemed like a dictionary speaking, and for another thing, where could they find out whether it was right or not? for she was the only cultivated dog there was.

**Benchmark AV.10.INQ.2.2**

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| --- | --- |
| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Tutorials |
| Benchmark # | AV.10.INQ.2.2 |
| Benchmark | Complete a higher-level reflection about the learning process during tutorials. |
| Also Assess |  |
| Benchmark Clarification | Students will apply, construct, analyze and assess higher-level reflections about the learning process during tutorials. |
| Content Limits | Items may include assessing the quality of a given reflection based on a rubric.  Items may include partially constructing a reflection based on a specific tutorial.  Items may include a comparison of two reflections.  Terms and concepts such as *reflection, Tutorial Request Form (TRF), point of confusion, clarifying the point of confusion, reflect and connect, apply the learning,* and/or *steps of the tutorial process* may be used. |
| Stimulus Attributes | An AVID document, TRF, student reflection sample, rubric, and/or scenario may be used. |
| Content Focus | The practice and protocols to completing higher-level reflections during tutorials will be explored. |
| Sample Item | Two AVID students have the same math question during a tutorial session. They both write a reflection, but you, as the teacher, are trying to get them to write a deeper reflection. Examine their reflections and consider the qualities of each.  **Student A Reflection:** “I was really confused how to isolate the variable. The group did a really good job. We helped each other in this tutorial session by asking questions and answering them.”  **Student B Reflection:** “This session really helped me to understand how to isolate a variable. One group mate really helped me by asking questions and then I remembered PEMDAS because of this question; then I was able to solve the problem by myself. Man, that feels good! Now I can help others in my math class.”  **Read the reflection rubric below to determine the score for each student.**  Your reflection rubric is given as:  “You will receive one point for each of the following, if it is evident in your reflection:  1) explanation of problem  2) understanding after getting help  3) how this learning applies  4) use of specific terms  5) how your group helped you  Based on your reflection rubric, how many points should each student receive?  A. Student A: **4** **points** and Student B: **5** **points**  \*B. Student A: **2 points** and Student B: **5 points**  C. Student A: **5 points** and Student B: **2 points**  D. Student A: **4 points** and Student B: **2 points** |

**Benchmark AV.10.INQ.3.1**

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| --- | --- |
| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Socratic Seminar and Philosophical Chairs |
| Benchmark # | AV.10.INQ.3.1 |
| Benchmark | Utilize critical reading strategies to determine main ideas/claims as a pre-activity to Socratic Seminar (SS) and Philosophical Chairs (PC) discussions. |
| Also Assess |  |
| Benchmark Clarification | Students will apply, construct and distinguish between various reading strategies used to prepare for SS and PC. |
| Content Limits | Items may include an application of a reading strategy for a specific SS or PC.  Items may include constructing a portion of the reading activity to prepare for the SS or PC.  Items may include distinguishing between two different reading strategies and the impact they have on the SS or PC.  Terms and concepts including, but not limited to, Marking the Text, Annotating the Text, and Charting the Text may be used. |
| Stimulus Attributes | An AVID document, text, essay, chart, diagram, and/or graphic organizer may be used. |
| Content Focus | Preparing for SS and PC through the use of various reading strategies will be explored. |
| Sample Item | Your AVID elective teacher has announced that next Friday your class will have a Philosophical Chairs discussion on “Green/Environmentally Friendly Products.” The teacher reminds you that your argumentation needs to be based on the articles that you have read together as a class.  Which of the following reading strategies would you use to identify any places in the article where the author is stating ideas as fact without backing them up with any evidence to support their ideas?  A. chunking the text  B. charting the text  C. looking up unknown vocabulary words  \*D. underlining or circling author’s claims |

**Benchmark AV.10.INQ.3.2**

|  |  |
| --- | --- |
| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Socratic Seminar and Philosophical Chairs |
| Benchmark # | AV.10.INQ.3.2 |
| Benchmark | Come to Socratic Seminars (SS)/Philosophical Chairs (PC) discussions prepared, having read and researched material under study and explicitly draw on that preparation by referring to evidence from texts. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain, apply, and assess the preparation steps needed and used for (SS) and (PC), along with applying the steps to the process of participating during (SS) and (PC). |
| Content Limits | Items may include identifying or explaining the preparation processes of SS and/or PC.  Items may include applying evidence as it relates to specific text.  Items may include assessing the process of using text during SS or evidence during PC.  Terms, concepts, and processes regarding the Socratic Seminar and Philosophical Chairs may be used.  Critical reading strategies including, but not limited to, Marking the Text, Charting the Text and annotating text may be used or implied. |
| Stimulus Attributes | An AVID document, text, scenario, chart and/or diagram may be used. |
| Content Focus | Utilizing evidence from texts for SS and PC will be explored. |
| Sample Item | Which of the following is an example of a higher-level response during a Socratic Seminar that references text pertaining to dolphins and their environments?  A. I speculate that the dolphins’ natural environment is what is best for them.  B. The text says that the glass on the tanks that the dolphins live in is two feet thick.  C. I learned that some biologists believe that medical attention is the best way to treat dolphins and others believe that their instincts are enough.  \*D. I predict that the biologist will free the dolphins from their tanks because the text says that dolphins thrive in their natural environment. |

**Benchmark AV.10.INQ.3.5**

|  |  |
| --- | --- |
| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Socratic Seminar and Philosophical Chairs |
| Benchmark # | AV.10.INQ.3.5 |
| Benchmark | Propel conversations by posing and responding to questions that relate the current discussions to broader themes or larger ideas. |
| Also Assess |  |
| Benchmark Clarification | Students will apply higher-level questions to expand discussions.  Students will assess the levels of questions used to impact discussions. |
| Content Limits | Items may include an application of questions to expand discussions.  Items may include an analysis of questions used to impact discussions.  Items may include an assessment of the questions used to broaden the themes of the discussion.  Items may include an analysis of responses to a particular question.  Terms referring to levels of questions may be used. |
| Stimulus Attributes | An AVID document, text, scenario, and/or chart may be used. |
| Content Focus | The practice of using questions to propel conversations will be explored. |
| Sample Item | A Socratic Seminar is being conducted in language arts class about the novel, *The Outsiders*. Which of the following is a higher-level question to expand discussion?  A. List all of the members of the greaser gang.  B. Who is Pony Boy and what is his role in the novel?  \*C. Consider Pony Boy’s reaction; what would you have done if you saw the church on fire?  D. Describe how the greasers react when winning the rumble; where does this occur in the text? |

**Benchmark AV.10.COLL.1.2**

|  |  |
| --- | --- |
| Domain | Collaboration |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Collaborative Skills |
| Benchmark # | AV.10.COLL.1.2 |
| Benchmark | Focus on academic language skills that will develop strong peer-instructor relationships. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain, apply and evaluate academic language used to build academic relationships. |
| Content Limits | Items may include identifying or explaining academic language.  Items may include an application of academic language in a given situation.  Items may include an analysis of academic language in a given situation.  Terms and concepts such as *knowledge of self, successful classroom interactions, collaboration, academic responsibilities, building relationships,* and/or *team building*, may be used or implied.  Academic language including, but not limited to: *analyze, assess, compare, consider, critique, describe, discuss, interpret, justify, prove, respond, support* and/or *synthesize* may be used. |
| Stimulus Attributes | An AVID document, text, scenario, and/or chart may be used. |
| Content Focus | The use of academic language to build relationships will be explored. |
| Sample Item | The definition, ***to combine ideas to create something new and whole,***is the meaning to which thinking process below?  A. analyze  B. assess  C. critique  \*D. synthesize |

**Benchmark AV.10.COLL.1.3**

|  |  |
| --- | --- |
| Domain | Collaboration |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Collaborative Skills |
| Benchmark # | AV.10.COLL.1.3 |
| Benchmark | Practice using encouragement and positive affirmations with peers. |
| Also Assess |  |
| Benchmark Clarification | Students will explain, apply and evaluate encouraging language. |
| Content Limits | Items may include an explanation of encouraging language and/or positive affirmations.  Items may include an application of encouraging language and/or positive affirmations in a given situation.  Items may include an analysis of encouraging language and/or positive affirmations and its impact in a given situation.  Terms and concepts such as *knowledge of self, successful classroom interactions, collaboration, building relationships,* and/or *team building*, may be used. |
| Stimulus Attributes | An AVID document, text, scenario and/or diagram may be used. |
| Content Focus | The practice and impact of using encouraging language and positive affirmations will be explored. |
| Sample Item | While editing a peer’s college research assignment, you notice some errors. What is an encouraging way to inform them of these errors?  A. “Here is a list of things you need to work with the priorities on the top.”  B. “The assignment is kind of a mess. I didn’t know where to begin to fix it.”  \*C. “You did a great job researching this college. It could use some organizing; check out my suggestions. Once this is revised, it will be incredible.”  D. “You did a wonderful job. It looks perfect! I wish mine was this good. Ask the teacher to see if she recommends doing anything else to it, but I like it. |

**Benchmark AV.10.ORG.1.2**

|  |  |
| --- | --- |
| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Organization and Time Management |
| Benchmark # | AV.10.ORG.1.2 |
| Benchmark | Utilize a planner/agenda to track class assignments and grades. |
| Also Assess | AV.10.ORG.1.3 – Utilize a planner/agenda to balance social and academic commitments and use backwards mapping for major projects or tests. |
| Benchmark Clarification | Students will explain and apply the use of a planner/agenda to track assignments, grades and to organize personal and academic commitments. |
| Content Limits | Items may include an application of using the agenda/planner.  Items may include organizing academic and social commitments.  Items may include backwards mapping a project.  Items may include evaluating the use of the agenda/planner.  Terms and concepts regarding the use of planners/agendas, academic commitments, tracking assignments, and/or backwards mapping may be used. |
| Stimulus Attributes | An AVID document, text, student sample, scenario, and/or chart may be used. |
| Content Focus | Various ways to use the agenda/planner to track academic success and balance commitments will be explored. |
| Sample Item | You have a language arts project assigned to you today and it is due in a week. You must create a PowerPoint presentation, respond to an essay question, and design a new book sleeve for a novel that was read in class. How can you use *backwards mapping* to pace yourself to complete the assignment?  A. Mark in your planner when it is due, and then work on it over the weekend when you have the most time.  B. Mark in your planner when it is due, and then write a reminder in your planner daily to work on part of it.  C. Mark in your planner when it is due, and then set goals from today going forward on what will be completed each day.  \*D. Mark in your planner when it is due, and then work your way back marking the goal dates when to complete each component. |

**Benchmark AV.10.ORG.1.4**

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| --- | --- |
| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Organization and Time Management |
| Benchmark # | AV.10.ORG.1.4 |
| Benchmark | Analyze grades to adjust study habits and time allocations. |
| Also Assess |  |
| Benchmark Clarification | Students will analyze grades to adjust study habits and time allocations. |
| Content Limits | Items may include an application of study habits based on grade analysis.  Items may include an evaluation of study habits based on grade analysis.  Items may include organizing time allocations based on grade analysis.  Terms and concepts such as *grade analysis, grade point average, time management, time log, barriers/solutions to using time effectively,* and/or *study habits* may be used. |
| Stimulus Attributes | An AVID document, text, scenario, graph, chart and/or diagram may be used. |
| Content Focus | The practice of adjusting study habits based on grade analysis will be explored. |
| Sample Item | An AVID student has a B- average in science class. The student has a test next week and he/she is hoping to get an *A* to raise the grade. What strategy should you tell this student to use in order to prepare for the test?  \*A. Reread your revised Cornell notes daily and quiz yourself.  B. Add questions to the right column of the Cornell notes.  C. Read the questions on the Cornell notes and see if you know the answers.  D. Highlight what you think is the most important information in the notes. |

**Benchmark AV.10.ORG.2.6**

|  |  |
| --- | --- |
| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Note-Taking |
| Benchmark # | AV.10.ORG.2.6 |
| Benchmark | Write higher-level summaries for Cornell notes that link all of the learning together. |
| Also Assess |  |
| Benchmark Clarification | Students will construct and assess summaries by interacting with their Cornell notes and meeting the requirements of step 6 in the Cornell Way. |
| Content Limits | Items may include identifying the link between the summary and the learning.  Items may require constructing a partial summary that connects to the essential question.  Items may require assessing a summary as measured by a rubric.  Items may include a comparison of summaries.  Items may include an evaluation of the summary as it connects to the essential question.  Terms and concepts such as *Essential Question, Focused Note Taking, Cornell Way, link learning,* and/or *Cornell Notes Rubric* may be used. |
| Stimulus Attributes | An AVID document, text, Cornell note samples, rubric, diagram, and/or scenario may be used. |
| Content Focus | The process of linking the learning within notes will be explored. |
| Sample Item | Your goal is to create a higher-level summary for your Cornell notes. Which of the following should be added to make it a higher-level?  A. a clearly stated main idea  \*B. a connection to the essential question  C. several important details from the notes  D. any points that need clarification from the material |

**Benchmark AV.10.ORG.4.2**

|  |  |
| --- | --- |
| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Test Preparation and Test-Taking |
| Benchmark # | AV.10.ORG.4.2 |
| Benchmark | Utilize strategies for various types of tests, in preparation for midterm and final exams. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain, and apply various strategies when preparing for tests and exams. |
| Content Limits | Items may include identifying and/or explaining a specific strategy to use when preparing for a test or exam.  Items may include applying a strategy to prepare for a test or exam.  Items may include explaining a test-taking tip/strategy to be used before, during or after the test.  Items may include problem-solving during an exam.  Terms and concepts such as *test taking strategies, types of tests, test-taking tips, before the test strategies, during the test strategies, after the test strategies,* and/or *test-taking problems* may be used or implied. |
| Stimulus Attributes | An AVID document, text, scenario, chart, diagram and/or graphic organizer may be used. |
| Content Focus | Strategies used for test preparation will be explored. |
| Sample Item | You decide to use the "fold-over method" to study for a social studies test. What are you doing?  A. You are folding flashcards in half. On the outside you are writing a question and on the inside you are writing the answer to quiz yourself.  B. You are folding over the heading of your Cornell notes to predict what the topic of the notes is.  \*C. You are folding your Cornell notes left-column over so that only the questions are visible to quiz yourself. Then you are checking your answers on the right-column of the notes.  D. You are folding your TRF (Tutorial Request Form) reflection section under so it cannot be seen. The point of confusion is visible for you to read and can quiz yourself on why the learning was important. |

**Benchmark AV.10.CR.1.1**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Guest Speakers |
| Benchmark # | AV.10.CR.1.1 |
| Benchmark | Practice strong usage of academic language through thought-provoking questions that clarify or will lead to greater depth of knowledge. |
| Also Assess |  |
| Benchmark Clarification | Students will examine academic language as it relates to guest speakers as they apply and create higher-level questions. |
| Content Limits | Items may include an application of question design for a specific guest speaker.  Items may include analyzing the academic language used for a specific guest speaker.  Items may include analyzing questions that lead to greater depth of knowledge.  Academic language including, but not limited to: *analyze, assess, compare, consider, critique, describe, discuss, interpret, justify, prove, respond, support, synthesize,* and/or *thought-provoking* may be used. |
| Stimulus Attributes | An AVID document, scenario, text and/or chart may be used. |
| Content Focus | The use of academic language and thought-provoking questions for guest speakers will be explored. |
| Sample Item | Your guest speaker, Mr. Baker, speaks to your class about his personal challenges through college and his career as an architect. What would be a thought-provoking question to ask him that would lead to greater depth of knowledge regarding his experiences?  A. What category of architecture did you study in school?  B. Which universities produce the most accomplished architects in the field today?  C. What are the similarities and differences between college classes and the actual career?  \*D. What evidence can you share regarding your learning disability and how it impacted your success in the field today? |

**Benchmark AV.10.CR.2.3**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Field Trips |
| Benchmark # | AV.10.CR.2.3 |
| Benchmark | Use skills of listening and note-taking during field trip experiences. |
| Also Assess |  |
| Benchmark Clarification | Students will explain and apply skills of listening during field trips.  Students will create and organize notes during field trips. |
| Content Limits | Items may include an explanation or application of listening and/or note taking during field trips.  Items may include organizing notes from a field trip.  Items may include partially creating notes based on a field trip.  Terms and concepts such as *Focused Note-Taking, Cornell Way,* and/or *tips for taking notes* may be used or implied. |
| Stimulus Attributes | An AVID document, Cornell notes, student note sample, and/or scenario may be used. |
| Content Focus | Student responsibilities, practices and protocols during field trips will be explored. |
| Sample Item | John visits Florida Southern for a college field trip with his AVID class. He is interested in taking notes on information important to him pertaining to his educational and career needs. What might he take notes on?  A. dorm life and cost of living  B. scholarships and financial aid  \*C. majors and programs  D. athletics and clubs |

**Benchmark AV.10.CR.4.3**

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| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College Entrance Testing |
| Benchmark # | AV.10.CR.4.3 |
| Benchmark | Continue developing vocabulary skills by reviewing roots, prefixes, suffixes, and ACT and SAT word lists. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain, compare, and apply the meaning of various roots, prefixes and suffixes. |
| Content Limits | Items may include identifying and/or explaining the meaning of various roots, prefixes and suffixes.  Items may include creating new words using various roots, prefixes and suffixes.  Items may include comparing meanings of various roots, prefixes and suffixes. |
| Stimulus Attributes | An AVID document, text, chart, graph, and/or diagram may be used. |
| Content Focus | Developing vocabulary by understanding the meanings of various roots, prefixes and suffixes will be explored. |
| Sample Item | Note the suffix “*ous*” as in “porous” in the following sentence to determine what it means:  **The *porous* sponge contained many small holes.**  What does the suffix *ous* mean?  A. capable of  \*B. full of  C. oversized  D. solid |

**Benchmark AV.10.CR.5.1**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College Admissions and Financial Aid |
| Benchmark # | AV.10.CR.5.1 |
| Benchmark | Identify key differences between costs for public and private universities. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, compare, and/or explain key differences in costs for public and private universities.  Students will infer outcomes based on key differences of costs for public and private universities. |
| Content Limits | Items may include identifying the basic cost of private/public universities.  Items may include identifying/explaining key differences in costs for public and private universities.  Items may include comparing/contrasting a public and a private school based on costs.  Items may include inferring outcomes pertaining to various situations based on the key differences in costs for public and private universities.  Terms and concepts regarding costs of college and various sources for financial aid may be used. |
| Stimulus Attributes | An AVID document, text, chart, graph, scenario and/or diagram may be used. |
| Content Focus | The cost attributes of public and private universities will be explored. |
| Sample Item | Approximately how much is the average cost of a private university, **NOT** including living costs?  A. $2,000 - $8,000  B. $5,000 – $10,000  C. $15,000 - $25,000  \*D. $21,000 - $41,000 |

**Appendix A: Directions for Item Review**

Directions: A series of questions is presented below. These questions are designed to assist you with your evaluation of the quality of the Grade 10 AVID Elective EOC Assessment items you will be reviewing. The table on the next page is an example of the one you will use to record your rating of each test item. Review each test item independently before discussing the items with other committee members. If you identify any problem with the item during independent review, you should put a crossmark (✘) in the appropriate column. Crossmarks (✘) will indicate a problem area and blank spaces or checks (✓) will indicate that no problem is identified.

**Questions for Individual Test Items—Record your answers on your rating sheet.**

1. Does the test item assess the knowledge required by the benchmark?

2. Does the content of the test item adhere to the content limits described in the

*Grade 10 AVID Elective End-of-Course Assessment Test Item Specifications*?

3. Is the context and language of the test item appropriate for middle school?

4. What is the cognitive complexity of the test item for students who have mastered the benchmark? Is the item best categorized low complexity (**L**), moderate complexity (**M**), or high complexity (**H**)?

5. Is the item clearly worded and dependent on the content (does the item flow cognitively)? If the item has art or a graphic, does it enhance the item? Is the art accurate and appropriate? Is the answer free of *clang*? *(Is the answer clued in the context?)*

6. Is the assigned content focus appropriate for this item? If not, is there a better or more appropriate content focus?

7. Is there only one correct answer? Record the letter of the correct answer on the rating sheet.

8. Are the options appropriate, plausible, and parallel (both grammatically and conceptually) to the correct response and appropriate for the question asked?

9. Is the content in the item accurate?

10. Rate the overall quality of the item using these rating definition codes:

**Overall Quality**

**A** (Accept) **AR** (Accept with Revision) **AM** (Accept with Metadata Change)

**RR** (Revise and Resubmit) **R** (Reject)

11. Evaluate the assigned difficulty of the item.

12. Do you have any additional comments? If so, record your comments on your rating sheet in the additional comments area.

***AVID Elective End-of-Course Assessment Item Rating Form***

|  |  |
| --- | --- |
| ***Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** | ***Students in my (classroom, school district) [circle one] are given the opportunity to learn AVID material that these items test except as noted in my comments.*** |

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| ***Item***  ***Number*** | ***Benchmark***  ***Number*** | ***Measures***  ***Benchmarks (Yes/No)*** | ***Adheres to***  ***Content Limits*** | ***Is Grade Appropriate*** | ***Appropriate***  ***Cognitive Complexity***  ***Level (L, M, H)*** | ***Is Clear and Free of***  ***Clang*** | ***Appropriate Content***  ***Focus*** | ***Only One Correct***  ***Answer*** | ***Appropriate MC***  ***Options*** | ***Accurate Content*** | ***Appropriate Rationale***  ***Justification*** | ***Overall Rating***  ***A, AM, AR, RR, R*** | ***Additional***  ***Comments*** |
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**Appendix B: Content Assessed by Grade 10 AVID Elective**

**End-of-Course Assessment**

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| **Domain/Cluster 1** | **Character Development/Self-Awareness** |
| **Benchmark #** | **The student will:** |
| AV.10.CD.1.3 | Align learning and study strategies to personal learning style.  Also assesses AV.10.CD. 1.6 |
| **Domain/Cluster 2** | **Character Development/Goals** |
| **Benchmark #** | **The student will:** |
| AV.10.CD.2.3 | Reassess short-, mid-, and long-range goals that will continue to ensure academic and personal growth. |
| **Domain/Cluster 4** | **Character Development/Ownership of Learning** |
| **Benchmark #** | **The student will:** |
| AV.10.CD.4.2 | Analyze grade reports to create a study/action plan for continued academic improvement. |
| **Domain/Cluster 1** | **Communication/Speaking** |
| **Benchmark #** | **The student will:** |
| AV.10.COMM.1.7 | Integrate multiple sources of information. |
| **Domain/Cluster 1** | **Writing/The Writing Process** |
| **Benchmark #** | **The student will:** |
| AV.10.WRI.1.3 | Edit students’ essays, especially checking for the usage of varied sentence types. |
| **Domain/Cluster 2** | **Writing/Writing Skills** |
| **Benchmark #** | **The student will:** |
| AV.10.WRI.2.2 | Focus on expanding word choice in all aspects. |
| AV.10.WRI.2.5 | Support arguments and claims of evidence using textual sources. |
| **Domain/Cluster 4** | **Writing/Writing to Learn** |
| **Benchmark #** | **The student will:** |
| AV.10.WRI.4.1 | Evaluate summaries using rubrics and checklists. |
| **Domain/Cluster 1** | **Inquiry/Levels of Thinking** |
| **Benchmark #** | **The student will:** |
| AV.10.INQ.1.1 | Use skilled questioning to elicit deeper thinking from self and others. |
| **Domain/Cluster 2** | **Inquiry/Tutorials** |
| **Benchmark #** | **The student will:** |
| AV.10.INQ.2.2 | Complete a higher-level reflection about the learning process during tutorials. |

**Appendix B: Content Assessed by Grade 10 AVID Elective**

**End-of-Course Assessment**

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| **Domain/Cluster 3** | **Inquiry/Socratic Seminar and Philosophical Chairs** |
| **Benchmark #** | **The student will:** |
| AV.10.INQ. 3.1 | Utilize critical reading strategies to determine main ideas/claims as a pre-activity to Socratic Seminar and Philosophical Chairs discussions. |
| AV.10.INQ.3.2 | Come to Socratic Seminar/Philosophical Chairs discussions prepared, having read and researched materials under study and explicitly draw on that preparation by referring to evidence from texts. |
| AV.10.INQ.3.5 | Propel conversations by posing and responding to questions that relate the current discussions to broader themes or larger ideas. |
| **Domain/Cluster 1** | **Collaboration/Collaborative Skills** |
| **Benchmark #** | **The student will:** |
| AV.10.COLL.1.2 | Focus on academic language skills that will develop strong peer-instructor relationships. |
| AV.10.COLL.1.3 | Practice using encouragement and positive affirmations with peers. |
| **Domain/Cluster 1** | **Organization/Organization and Time Management** |
| **Benchmark #** | **The student will:** |
| AV.10.ORG.1.2 | Utilize a planner/agenda to track class assignments and grades.  Also assesses AV.10.ORG.1.3. |
| AV.10.ORG.1.4 | Analyze grades to adjust study habits and time allocations. |
| **Domain/Cluster 2** | **Organization/Note-Taking** |
| **Benchmark #** | **The student will:** |
| AV.10.ORG.2.6 | Write higher-level summaries for Cornell notes that link all of the learning together. |
| **Domain/Cluster 4** | **Organization/Test Preparation and Test-Taking** |
| **Benchmark #** | **The student will:** |
| AV.10.ORG.4.2 | Utilize strategies for various types of tests, in preparation for midterm and final exams. |
| **Domain/Cluster 1** | **Reading/Vocabulary** |
| **Benchmark #** | **The student will:** |
| AV.10.REA.2.1 | Learn to determine purpose of reading, in order to correctly choose a proper method of reading. |

**Appendix B: Content Assessed by Grade 10 AVID Elective**

**End-of-Course Assessment**

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| **Domain/Cluster 2** | **Reading/Textual Analysis** |
| **Benchmark #** | **The students will:** |
| AV.10.REA.2.1 | Learn to determine purpose of reading, in order to correctly choose a proper method of reading. |
| AV.10.REA.2.4 | Utilize charting of the text to track various points of view and opposing claims. |
| AV.10.REA.2.5 | Determine author’s tone and voice. |
| **Domain/Cluster 1** | **College Readiness/Guest Speakers** |
| **Benchmark #** | **The students will:** |
| AV.10.CR.1.1 | Practice strong usage of academic language through thought-provoking questions that clarify or will lead to greater depth of knowledge. |
| **Domain/Cluster 2** | **College Readiness/Field Trips** |
| **Benchmark #** | **The students will:** |
| AV.10.CR.2.3 | Use skills of listening and note-taking during field trip experiences. |
| **Domain/Cluster 4** | **College Readiness/College Entrance Testing** |
| **Benchmark #** | **The students will:** |
| AV.10.CR.4.3 | Continue developing vocabulary skills by reviewing roots, prefixes, suffixes, and ACT and SAT word lists. |
| **Domain/Cluster 5** | **College Readiness/College Admissions and Financial Aid** |
| **Benchmark #** | **The students will:** |
| AV.10.CR.5.1 | Identify key differences between costs for public and private universities. |

**Appendix C: AVID Item Writer Glossary**

**The following glossary is a reference list provided for Item Writers and is** not **intended to comprise a comprehensive vocabulary list for students. The terms in this glossary pertain to the Specifications and the Benchmarks Clarifications in AVID.**

**AVID:** Advancement Via Individual Determination [L. avidus]: eager for knowledge

**AVID Binder:** This is an organizational tool that is required for all AVID students to use. Contents and size may vary by grade level. In general, a 3-inch, 3-ring binder with pockets and dividers with colored tabs to separate each academic class including AVID is organized within the binder. A zipper pouch to store supplies is also placed within the binder, along with filler paper, Cornell note paper, tutorial forms and learning logs.

**AVID Methodologies:** AVID strategies and framework most effective in the quest for writing, inquiry, collaboration, organization, and reading. The methodology is not intended to change the curriculum, rather to allow all students to have access to rigorous college preparatory curriculum.

**AVID Student Agreement:** An individual student contract outlining student goals and responsibilities that shall be adhered to throughout the school year.

**Collaboration:** Instructional method in which students are grouped to work together to solve problems or create learning environments that allows opportunities for students to take personal responsibility for their own work.

**College Readiness:** Building a college-going-culture through field trip opportunities and by identifying college requirements, understanding college vocabulary, researching various career paths, researching various types of colleges and universities, understanding costs of college and various financial aid support programs, and planning for college acceptance.

**Conflict Management:** Tools that provide students with effective ways to positively engage in all classes.

**Cornell Note Taking:** A systematic approach designed by Dr. Walter Pauk of taking notes that require students to divide their papers into a narrow left margin where students write clarifying questions and headings related to their notes in the wide, right margin. A summary response is placed at the bottom of the note page. This system also requires students to review and revise their notes often, as well as, to use the notes as a study guide.

**Cornell Way:** AVID’s focused note-taking system that utilizes the Cornell note-taking steps. This system includes 4 key aspects: note-taking, note making, note interacting and note-reflecting that are broken down into 10 steps defining the CORNELL WAY.

**Critical Reading:** Development of strategies that encourage connecting to prior knowledge, understanding text structure, and using text processing to increase success and confidence with comprehension skills. Textual analysis includes pre-reading and rereading strategies, as well as *Marking the Text*, *Annotating the Text* and *Summarizing the Text*.

**Critical Reading Instruction:** A five step process that includes a plan for reading, building vocabulary, a pre-reading activity, interaction with the text during reading, and an activity to extend beyond the text after reading.

**Goal Setting:** A systematic approach to setting and achieving short-range, mid-range, and long-range goals using the GPA (Goal-Plan-Action) outline.

**Higher Order of Thinking:** *Costa’s Levels of Thinking*: A three tier approach to higher order thinking skills – level one is text explicit, level two is text implicit, and level three is experienced based. *Blooms’ Taxonomy:* Includes six levels of questioning – knowledge, comprehension, application, analysis, synthesis, and evaluation. *Webb’s Depth of Knowledge:* A four tier approach – level one (recall), level two (skill/concept), level three (strategic thinking), and level four (extended thinking).

**Inquiry:** Skillful, higher-level, open-ended questioning methods.

**Learning Logs:** A technique used to help students focus on what they are learning.

**Philosophical Chairs:** A format for classroom discussion similar to debate that focuses on a controversial central statement or topic.

**Self-Reflection:** A technique used to help students have a deeper understanding of how they learn and how they can positively interact with others.

**SLANT:** A technique used to enhance student ownership of learning: Sit in the front of the room, Lean Forward, Ask Questions, Nod your Head, and Talk to the Teacher.

**Socratic Method:** A method of inquiry developed by Socrates to enable students to think for themselves in order to seek deeper understanding of complex ideas.

**Socratic Seminar:** A format that is followed to foster active learning to support students as they seek a deeper understanding of text during a class or group discussion.

**Summary:** The act of identifying and accounting for essential information.

**Time Management:** A skill that is explicitly taught to help students to develop a system to increase their organizational skills.

**Tutorials:** A highly organized and focused study group that practices a 10 step process to gain deeper knowledge of content material, including a description of their individual point of confusion (POC) on their Tutorial Request Form (TRF) and offering a 30-second speech describing what they know and explaining their point of confusion.

**Tutorial Request Form:** A specific form used to help guide student thinking before, during and after tutorials.

**WICOR:** Symbolizes key methodologies of the AVID elective: Writing, Inquiry, Collaboration, Organization and Reading.

**Writing Process:** Includes the five steps of writing: Pre-writing, Drafting, Revision, Editing and Publishing along with Peer Responses and Self-Evaluation.

**Appendix D: AVID Elective End-of-Course Assessment**

**Test Design Summary**

**Duration of the Test**

The table below displays the number of minutes allowed for regular test takers for the AVID EOC Assessment, which may be administered in one or two sessions for either an 80 minute or 90 minute assessment depending upon district needs.

*(Note: Assessment Blueprints are available for both the 80 minute and 90 minute versions of the assessment. Test Administration Guides are available for the 80 minute and 90 minute versions of the assessment and include instructions for both testing options: one and two sessions.)*

|  |  |
| --- | --- |
| **Course** | **Duration (minutes)** |
| AVID Elective | One Session: 90 minutes  Two Sessions: 45 minutes each  One Session: 80 minutes  Two Sessions: 40 minutes each |

**Length of Test**

This table provides an appropriate range for the number of total items on the test depending upon the duration of test. These ranges include both the operational and field-test items.

|  |  |
| --- | --- |
| **Course** | **Item Range** |
| AVID Elective | One 90 Minute Session: 62 Items  Two 45 Minute Sessions: 31 Items per session/62 Items (total)  One 80 Minute Session: 56 items  Two 40 Minute Sessions: 28 Items per session/56 Items (total) |

**Appendix D: Reporting Categories Grade 10 AVID Elective**

|  |  |
| --- | --- |
| **Reporting Categories** | **Benchmark** |
| **Self Actualization (25%)**  (Character Development and Communication) | AV.10.CD.1.3  AV.10.CD.2.3  AV.10.CD.4.2  AV.10.COMM.1.7 |
| **Language Development (25%)**  (Writing and Reading) | AV.10.WRI.1.3  AV.10.WRI.2.2  AV.10.WRI.2.5  AV.10.WRI.4.1  AV.10.REA.1.1  AV.10.REA.2.1  AV.10.REA.2.4  AV.10.REA.2.5 |
| **Critical Thinking (25%)**  (Inquiry and Collaboration) | AV.10.INQ.1.1  AV.10.INQ.2.2  AV.10.INQ.3.1  AV.10.INQ.3.2  AV.10.INQ.3.5  AV.10.COLL.1.2  AV.10.COLL.1.3 |
| **Postsecondary Preparation (25%)**  (Organization and College Readiness) | AV.10.ORG.1.2  AV.10.ORG.1.4  AV.10.ORG.2.6  AV.10.ORG.4.2  AV.10.CR.1.1  AV.10.CR.2.3  AV.10.CR.4.3  AV.10.CR.5.1 |

**Appendix E: Course Descriptions for Grade 10 AVID Elective**

**Course Overview**

**A. Major Concepts/Content.** AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Students in the tenth grade AVID Elective course will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

Course student performance standards must be adopted by the district, and they must reflect appropriate Common Core State Standards.

**B. Special Note.** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination 2 (AVID elective grade 10) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in AVID grades 11 and 12. Teachers must receive training from AVID Center to teach this course.

**C. Course Requirements.** These requirements include, but are not limited to, the Common Core State Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Common Core State Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

**The following is a list of Common Core State Standards that crossover into the Grade 10 AVID Standards.**

**Scheme Descriptor**

LACC.910.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.910.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LACC.910.RI.2.4 Determine the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

LACC.910.RI.2.5 Analyze in detail how an author’s ideas and claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

LACC.910.RI.2.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LACC.910.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.910.RL.2.4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

LACC.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LACC.910.SL.1.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LACC.910.SL.2.4 Present information, findings and supportive evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LACC.910.SL.2.6 Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate.

MACC.4.OA.1 Use the four operations with whole numbers to solve problems.

(Calculating the mean grade)

MACC.6.EE.2 Reason about and solve one-variable equations and inequalities. (Calculating GPA)

MACC.6.NS.3 Apply and extend previous understandings of numbers to the system of rational numbers. (Calculating GPA)

MACC.7.RP Analyze proportional relationships and use them to solve real-world and mathematical problems.

MACC.8.EE.3.7 Solve linear equations in one variable.