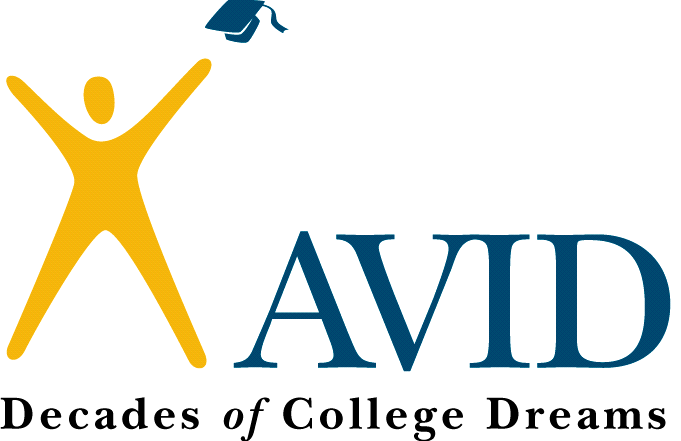
**AVID**

**EOC Assessments**



**Advancement Via Individual Determination**

**Grade 11 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 11 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 11 AVID EOC Assessment measures achievement of students enrolled in this course, by assessing student progress on benchmarks that are assigned to the Grade 11 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 11 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 11 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 11 AVID Elective EOC Assessment Test Items address cognitive complexity levels as well as item difficulty and universal design. The Review Procedures for the Grade 11 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 11 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 11 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 11, 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 11 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 as a paper/pencil assessment.

2. Test items should be clear and concise, and they should use vocabulary and sentence structure appropriate for grade 11.

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 11.

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 11 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 11 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 11 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 11 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.11.COLL.1.1. For more information about this item, see page 43.

When first forming a study group, it is recommended that the group members create *group norms*. What does the term *group norms* mean?

A. a collection of study skills to use during the study session

B. a list of each member’s grade point average and SAT scores

\*C. a set of rules or guidelines that will help the members to work collaboratively and productively

D. a record of the results from a learning styles survey that each member takes before joining the group

**Source: (2005) *Strategies for Success*, (2012) *AVID Tutorial Guide,* AVID Center. San Diego, CA: AVID Press.**

**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.11.COLL.1.1. For more information about this item, see page 43.

Your pre-calculus teacher suggested that the members of your class should form independent study groups to prepare for the mid-term exam. What do you think your group should do at the beginning of their first meeting?

A. Go over the vocabulary and review the summaries of the chapters being tested.

B. Share notes, discuss concerns from previous tests, and brainstorm a list of topics that will be tested.

C. Make a list of difficult items to review, work out a difficult problem together, and write reflections.

\*D. Set group norms and expectations, and create a calendar of meetings and topics to cover.

**Source: (2005) *Strategies for Success*, (2012) *AVID Tutorial Guide,* AVID Center. San Diego, CA: AVID Press.**

**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.11.COLL.1.1. For more information about this item, see page 43.

You are a member of a study group working on preparing for a final exam for Advanced English. Lately the group members have not been getting along and nothing productive is happening at the meetings. What AVID skill can you apply to help the group work more cooperatively?

A. Have a Philosophical Chairs debate on the groups’ problems.

B. Invite the group to revise their Cornell notes from class.

\*C. Review group norms and expectations; collaboratively decide on a

plan of action.

D. Teach everyone how to mark the text to support the students who are having reading difficulty.

**Productive stud**

**Source: (2005) *Strategies for Success*, (2012) *AVID Tutorial Guide,* AVID Center. San Diego, CA: AVID Press.**

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 11 AVID Elective EOC Assessment.

**Percentage of Points by Cognitive Complexity Level for the Grade 11 AVID Elective EOC**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Low** | **Moderate** | **High** |
| 11 AVID EOC | 25% - 35% | 55% - 65% | 10% - 20% |

**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.** | **11.** | **CD.** | **1.** | **5.** |
| **Subject** | **Grade** | **Domain** | **Standard/Cluster** | **Benchmark** |

|  |  |
| --- | --- |
| **Grade** | 11 |
| **Domain (CD)** | Character Development |
| **Standard/Cluster 1** | Self-Awareness |
| **Benchmark 1**  **(AV.11.CD.1.5)** | Identify potential academic challenges that may occur and seek proactive solutions with teachers. |

**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 11 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.11.CD.1.4**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Self-Awareness |
| Benchmark # | AV.11.CD.1.4 |
| Benchmark | Identify potential academic challenges that may occur and seek proactive solutions with teachers. |
| Also Assess |  |
| Benchmark Clarification | Students will identify academic challenges and apply and analyze proactive solutions in collaboration with teachers. |
| Content Limits | Items may include identifying/explaining academic challenges and/or communications with teachers.  Items may include applying solutions to a given academic challenge.  Items may include a comparison of solutions.  Items may include a prediction based on a solution applied to a given challenge.  Items may include analyzing the outcomes of solutions.  Terms and concepts such as *building rapport, conflict management, reflection, collaboration, action plan, being proactive, student responsibility* and/or *class interactions* may be used. |
| Stimulus Attributes | An AVID document, text, scenario, chart and/or graph may be used. |
| Content Focus | Proactive ways to solve academic challenges will be explored. |
| Sample Item | An AVID student is having some difficulty in their Algebra 2 class.  Which academic challenge below would be solved proactively by bringing a point of confusion from Algebra 2 along with resources and Cornell notes to tutorials?  \*A. poor Algebra 2 test scores  B. lack of organization in Algebra 2  C. lack of understanding Algebra 2 vocabulary  D. continued conflict with the Algebra 2 teacher |

**Benchmark AV.11.CD.1.5**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Self-Awareness |
| Benchmark # | AV.11.CD.1.5 |
| Benchmark | Examine potential career paths and college degrees that align with abilities, talents and interests. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain, and analyze various career paths as they connect to specific college degrees that align with an individual’s abilities, talents and interests. |
| Content Limits | Items may include matching a career to a person’s ability, talent and/or interest.  Items may include an explanation of why a career choice fits a particular individual.  Items may include a comparison of career choices for a particular individual.  Items may include an analysis of a specific career and/or college degree as it relates to an individual’s abilities, talents and interests.  Terms and concepts such as *career, college major, degree, personal interests, academic strengths, academic challenges, talents, career planning, activities resume,* and/or *personal statement essay* may be used. |
| Stimulus Attributes | An AVID document, text, scenario, chart, and/or graph, may be used. |
| Content Focus | The practice and process to match the career choice to the college degree and aligning the choice to one’s abilities, talents and interests will be explored. |
| Sample Item | Which career is suited for a student who has consistently had great success in science and math, and is a kinesthetic learner?  \*A. engineer  B. investment banker  C. journalist  D. medical researcher |

**Benchmark AV.11.CD.2.3**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Self-Awareness |
| Benchmark # | AV.11.CD.2.3 |
| Benchmark | Develop action steps to achieve desired scores on the SAT and ACT. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain and apply action steps to achieve desired scores on the SAT and ACT college entrance exams. |
| Content Limits | Items may include identifying and/or explaining what a desired score on the exam may be.  Items may include explaining and/or creating action steps to achieve a desired score.  Items may include an application of the action step.  Terms and concepts such as *Goal-Plan- Action Steps, test preparation, critical reading skills, mathematics skills, writing skills, test-taking tips, the 11th Grade Checklist,* and/or *register (test registration)* may be used. |
| Stimulus Attributes | An AVID document, text, chart, checklist, graph, and/or scenario may be used. |
| Content Focus | The process of creating and applying action steps to achieve success on college entrance exams will be explored. |
| Sample Item | Which of the following is a desired score range from the ACT?  A. 1-10  \*B. 25-30  C. 1200-1400  D. 1700-1900 |

**Benchmark AV.11.COMM.2.2**

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| --- | --- |
| Domain | Communication |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Listening |
| Benchmark # | AV.11.COMM.2.2 |
| Benchmark | Effectively summarize ideas from a discussion, noting how their personal views on the topic have changed or been influenced. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain, apply and analyze the process of summarizing personal views and reflecting how they have been influenced during a discussion. |
| Content Limits | Items may include identifying and/or explaining the process and/or purpose of summarizing after a discussion.  Items may include completing a partial summary as it pertains to a specific discussion.  Items may include identifying a personal view of an individual based on a discussion.  Items may include identifying important evidence that influenced a change in personal views which would be included in a summary.  Items may include identifying and/or explaining the reflections included in a summary.  Items may include critiquing a summary of a discussion. |
| Stimulus Attributes | An AVID document, scenario, and/or text may be used. |
| Content Focus | The process of effectively summarizing discussions that include personal reflections will be explored. |
| Sample Item | Your AVID class had a Philosophical Chairs discussion on the statement: ***School Uniforms Should Be Mandatory*.** Below is a list of comments your classmates shared during the discussion. You have been asked to write a summary about why you changed your side from “disagree” to “agree.”  Which comment would give you the most support in explaining your new point of view?  \*A. According to the information we read, in schools mandating school uniforms student bullying and student violence have been reduced by 40%.  B. Student uniforms should be mandatory because I like them better than having to choose what to wear in the morning and being late for school.    C. According to our article, mandating school uniforms for students makes parents happier.  D. Student uniforms should be mandatory so people do not have to spend money on clothes. |

**Benchmark AV.11.WRI.1.2**

|  |  |
| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | The Writing Process |
| Benchmark # | AV.11.WRI.1.2 |
| Benchmark | Analyze a prompt, distinguishing between writing under testing conditions and untimed situations. |
| Also Assess |  |
| Benchmark Clarification | The students will explain and analyze various writing prompts and apply writing strategies in timed and untimed situations. |
| Content Limits | Items may include identifying and/or explaining various timed writing situations.  Items may include comparing the writing experience in timed and untimed situations.  Items may include comparing the steps to writing in timed and untimed situations.  Items may include an explanation or analysis of dissecting a prompt during a timed and/or untimed situation.  Items may include an explanation, application, or analysis of writing skills needed in timed and untimed situations.  Items may include an explanation or analysis of the three-part essay structure and its use in timed and/or untimed conditions.  Items may include analyzing or critiquing a portion of an essay written under timed conditions.  Items will not include students writing a complete essay in timed conditions.  Terms and concepts such as *three-part essay, graphic organizer, dissecting the prompt, timed writing, process writing, critical components of timed writing, writing format, audience, writing purpose, brainstorming, planning the timed essay* and/or *academic vocabulary* may be used*.* |
| Stimulus Attributes | AN AVID document, chart, rubric, graphic organizer, essay sample, and/or text may be used. |
| Content Focus | The practice, protocols and writing components of writing under timed and untimed situations will be explored. |
| Sample Item | Based on the statements below, which is true of an untimed essay?   1. ***A student would have no time to edit their work in an untimed essay.*** 2. ***An untimed essay would have time for brainstorming to take place.*** 3. ***An untimed essay would have multiple drafts made.***   A. The first statement is true.  B. The first and second statements are true.  C. The third statement is true.  \*D. The second and third statements are true. |

**Benchmark AV.11.WRI.1.4**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | The Writing Process |
| Benchmark # | AV.11.WRI.1.4 |
| Benchmark | Edit students’ essays, especially checking for integration of quotes and citations. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, apply and analyze the process of editing the integration of quotes and citations. |
| Content Limits | Items may include identifying the proper punctuation used when integrating a quote.  Items may include the application of editing marks within given text.  Items may include critiquing a peer written response as it pertains to integrating quotes/citations within an essay/text.  Items may include critiquing an example of an integrated quote/citation within an essay or portion of an essay.  Items may include an analysis of word choice regarding alternatives to the word *‘says’*.  Items may include an analysis of either paraphrasing a quotation or summarizing a quotation.  Terms and concepts such as *common editing marks, integrating quotations, quotes, citations, anchor the quotation, floating quotations, source, paraphrasing a quotation, summarizing a quotation, direct quotation, works cited,* and/or *citing sources* may be used*.* |
| Stimulus Attributes | An AVID document, chart, rubric, editing symbols, sample essay, and or text may be used. |
| Content Focus | The practice and protocols of accurately editing essays for integrating quotations and citations in writing will be explored. |
| Sample Item | Which of the following shows the proper way to integrate a quote into an essay?  \*A. "Jones has tracked and mapped every shooting in the United States in the last three decades and since 1982 there have been 61 mass murders carried out with firearms" (Klein, 118-21).  B. "Jones has tracked and mapped every shooting in the United States in the last three decades and since 1982 there have been 61 mass murders carried out with firearms," (Klein 118-21).  C. "Jones has tracked and mapped every shooting in the United States in the last three decades and since 1982 there have been 61 mass murders carried out with firearms." (Klein 118-21).    D. "Jones has tracked and mapped every shooting in the United States in the last three decades and since 1982 there have been 61 mass murders carried out with firearms (Klein 118-21)." |

**Benchmark AV.11.WRI.2.1**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing Skills |
| Benchmark # | AV.11.WRI.2.1 |
| Benchmark | Develop well-constructed thesis statements, which properly capture the paper’s topic. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain, apply and analyze thesis statements. |
| Content Limits | Items may include explaining the components of the thesis statement.  Items may include indentifying a well-constructed thesis statement.  Items may include a comparison of thesis statements.  Items may include an application of a thesis statement.  Items may include an analysis of the quality of a thesis statement as it pertains to a particular topic.  Terms and concepts such as *clearly worded declaration, subject, opinion,* and/or *focal point* may be used. |
| Stimulus Attributes | An AVID document, graphic organizer, essay sample, writing prompt and/or rubric may be used. |
| Content Focus | The process and practice of developing a well-constructed thesis statement will be explored. |
| Sample Item | You are writing a character development essay on the role of Beowulf for *Beowulf*. Your teacher asked you to use a well-constructed thesis statement. Which of the statements below is an example of a well-constructed thesis statement?  A. In the heroic epic *Beowulf*, Beowulf is a strong character who learns a lot.  B. The main character Beowulf grows to be a hero in the heroic epic *Beowulf*.  \*C. In the heroic epic *Beowulf*, the main character learns the true meaning of being a hero by going to great lengths to prove his worth in the impossible tasks he undertakes in the poem.  D. In the heroic epic *Beowulf*, the poem contains many twists and turns as Beowulf fights three dangerous monsters eventually freeing the people, but leading to his death. |

**Benchmark AV.11.WRI.2.2**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing Skills |
| Benchmark # | AV.11.WRI.2.2 |
| Benchmark | Effectively integrate quotes into writing. |
| Also Assess |  |
| Benchmark Clarification | Students will explain, apply and analyze the integration of quotes in writing. |
| Content Limits | Items may include identifying the correct usage of integrated quotes within an essay.  Items may include explaining the process of integrating a quote in an essay.  Items may include critiquing an example of an integrated quote within an essay or portion of an essay.  Items may include completing the process of integrating a quote into an essay.  Items may include an application or analysis of word choice regarding alternatives to the word *‘says’*.  Items may include an application or analysis of either paraphrasing a quotation or summarizing a quotation.  Terms and concepts such as *integrating quotations, quotes, citations, anchor the quotation, floating quotations, source, paraphrasing a quotation, summarizing a quotation, direct quotation, works cited,* and/or *citing sources* may be used*.* |
| Stimulus Attributes | An AVID document, essay sample, text, scenario graphic organizer, and/or chart may be used. |
| Content Focus | The practice and protocols of accurately integrating quotes in writing will be explored. |
| Sample Item | An AVID student has completed an essay on the novel *Snow Falling on Cedars* written by David Guterson. Below are four different excerpts from the essay. Read the excerpts below to determine which example has correctly integrated a quote into the essay.  **(1)** In *Snow Falling on Cedars,* Guterson implies that good fortune will conquer unhappiness. Even the most unfortunate of occurrences will become lucky if given time to develop. In the early 1900s, Fujiko Shibayama was sent to the U.S. as a picture bride.  **(2)** When she met her husband, she found that “he had nothing” (85) and had little chance of improving his lot in life.  **(3)** Although she was miserable and hated him for a number of months, “she came to love him,” and they moved out of the slums and onto an island where they had their own house. With time and effort, Fujiko’s situation improved immensely. Another of Guterson’s characters, Susan Marie, spent her childhood as a daughter of a poor farmer and toiled in his fields to earn money to buy food.  **(4)** When she was twenty, she married Carl Heine, a prosperous fisherman, and lived with him happily. Over time, “her unsatisfactory life becomes pleasant good fortune conquering her earlier hardship”.  Which example has correctly integrated the quote?  A. Example #1  \*B. Example #2  C. Example #3  D. Example #4 |

**Benchmark AV.11.REA.1.2**

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| --- | --- |
| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Vocabulary |
| Benchmark # | AV.11.REA.1.2 |
| Benchmark | Infer word meaning using knowledge of advanced prefixes, suffixes, and root words. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain, infer and/or apply word meaning based on prefixes, suffixes and roots. |
| Content Limits | Items may include identifying the prefix, suffix and/or root within a word.  Items may include identifying meanings of prefixes, suffixes, and/or roots in context.  Items may include an explanation of how a root word is altered due to the use of a prefix/suffix.  Items may include an application of a prefix/suffix to a root word to show the meaning of its contextual use.  Items may include an analysis of the meaning of a word used in context that contains a prefix/suffix.  Terms such as *etymology, word origin, part(s) of speech, noun, verb, adverb,* and/or *adjective* may be used. |
| Stimulus Attributes | An AVID document, text, essay sample, chart, and/or graph may be used. |
| Content Focus | The practice and process of expanding vocabulary through the use of advanced prefixes, suffixes and root words will be explored. |
| Sample Item | Read the following sentence to determine the meaning of the prefix ***bene***.  ***The benevolent, kind student had the benefit of working with a great benefactor who supported her college education.***  What does the prefix *bene* mean?  A. exact, specific  B. beautiful, lovely  C. clear, focused  \*D. good, well |

**Benchmark AV.11.REA.2.2**

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| --- | --- |
| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.11.REA.2.2 |
| Benchmark | Analyze collegiate level writing prompts to determine purpose. |
| Also Assess | AV.11.CR.5.3 – Begin writing personal statement essays and a personal resume for college applications. |
| Benchmark Clarification | Students will explain and/or analyze writing prompts to determine the purpose.  Students will identify, apply and analyze personal statement essays and personal resumes for college applications. |
| Content Limits | Items may include an explanation of the writing components of the college application including the writing prompt, personal statement essay, and personal résumé.  Items may include an explanation of the purpose of a writing prompt.  Items may include identifying the purpose of a specific writing prompt.  Items may include an application of dissecting a writing prompt to determine the purpose.  Items may include a comparison of prompts and/or purposes.  Items may include explaining the purpose of a personal statement essay.  Items may include identifying the components for writing a personal statement essay.  Items may include analyzing a personal statement essay.  Items may include identifying the components of a personal résumé.  Items may include analyzing a personal résumé.  Terms and concepts such as *dissecting the prompt, purpose, audience, format, personal statement essays,* and/or *personal résumés (or resumes)* may be used. |
| Stimulus Attributes | An AVID document, graph, chart, rubric, student sample, essay, scenario, and/ or text may be used. |
| Content Focus | The practice and protocols of dissecting collegiate level prompts, writing personal statement essays, and personal résumés to complete the college application process will be explored. |
| Sample Item | What is the purpose of a personal statement essay as part of a college application?  A. to share your views of controversial issues  B. to show your use of vivid, descriptive vocabulary    \*C. to share what is unique and impressive about your life story    D. to show your knowledge of the college you are applying to |

**Benchmark AV.11.REA.2.6**

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| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.11.REA.2.6 |
| Benchmark | Deliberately select rereading strategies that will assist in understanding of the text. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain, and apply various rereading strategies that support understanding the text. |
| Content Limits | Items may include an explanation/description of various rereading strategies and their purposes.  Items may include identifying the steps of a particular reading strategy that is completed through rereading.  Items may include an application of a rereading strategy for a specific reading purpose.  Items may include matching various rereading strategies to various reading purposes.  Critical reading terms and concepts such as *marking the text, charting the text, annotating text, rereading the text, pausing to connect, writing in the margins, summarizing the text,* and/or *planning for reading* may be used. |
| Stimulus Attributes | An AVID document, text, essay, chart, student sample, and/or scenario may be used. |
| Content Focus | The practice of using various rereading strategies to increase understanding of text will be explored. |
| Sample Item | What are all the steps used when marking the text of a non-fiction work?  A. Number the paragraphs, circle descriptions, underline figurative language  B. Circle descriptive words, summarize, number the paragraphs  \*C. Number the paragraphs, circle key terms, underline author’s claims  D. Circle author’s questions, underline key terms, number the paragraphs |

**Benchmark AV.11.REA.2.9**

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| --- | --- |
| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.11.REA.2.9 |
| Benchmark | Analyze an author’s proof in order to isolate key evidence, identify types of evidence being presented, and analyze its value and impact on the argument. |
| Also Assess |  |
| Benchmark Clarification | Students will analyze an author’s proof in order to isolate evidence, identify types of evidence being presented, and analyze its value and impact on the argument. |
| Content Limits | Items may include identifying various types of evidence within text.  Items may include summarizing the argument.  Items may include an analysis of evidence and its impact on the argument.  Terms and concepts such as *identifying* *author’s proof, claims, evidence,* and/or *argument* may be used. |
| Stimulus Attributes | An AVID document, text, essay, chart, and/or student sample may be used. |
| Content Focus | The importance of critically reading to isolate an author’s proof and examine evidence being presented will be explored. |
| Sample Item | Read the following statements:   1. **If you want to find a good job, you should work hard.** 2. **Good jobs are the ones that pay well, and are hard to come by.**   Consider that you are reading an article on job hunting containing the statements above. Which statements would be considered an author’s argument?  \*A. Both statements are arguments.  B. Neither statement is an argument.  C. Statement one is an argument, but statement two is not an argument.  D. Statement one is not an argument, but statement two is an argument. |

**Benchmark AV.11.INQ.2.2**

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| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Tutorials |
| Benchmark # | AV.11.INQ.2.2 |
| Benchmark | Complete a higher-level reflection about the learning process during tutorials. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, apply and analyze higher-level reflections during the tutorial process. |
| Content Limits | Items may include identifying the qualities/components of a higher-level reflection.  Items may include an application of the tutorial reflection process.  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, scenario, and/or chart, may be used. |
| Content Focus | The practice and protocols of writing higher-level tutorial reflections will be explored. |
| Sample Item | Read the following statements. Decide if they are true or false.  ***1. A higher level tutorial reflection contains higher-level words.***  ***2. A higher level tutorial reflection contains the steps and processes to understand the point of confusion.***  What do you notice about the statements?  A. Statement number **1** is true; statement number **2** is false.  B. Statement number **1** is false; statement number **2** is true.  \*C. Both statements are true.  D. Both statements are false. |

**Benchmark AV.11.INQ.3.2**

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| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Socratic Seminar and Philosophical Chairs |
| Benchmark # | AV.11.INQ.3.2 |
| Benchmark | Formulate questions to make a personal connection with text(s) and/or other content/concepts. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, apply, and evaluate higher-level questions that make personal connections with text(s) and/or other content/concepts. |
| Content Limits | Items may include identifying higher-level questions that allow personal connections (with text/content/concept) to be made during Socratic Seminars (SS) or Philosophical Chairs (PC).  Items may include applying a higher-level question to a particular topic so that personal connections to text, content, or concepts can be made.  Items may include evaluating personal connection questions being used during a SS or PC.  Terms and concepts such as *levels of thinking*, *higher-level questions, establish relevance, connect to the real world, relate to the lives of participants, connecting to text,* and/or *personal connection* may be used. |
| Stimulus Attributes | An AVID document, chart, graph, scenario, and/or text may be used. |
| Content Focus | The practice and process of formulating questions to make personal connections with text, content, and/or concepts will be explored. |
| Sample Item | During a Socratic Seminar, which one of the following questions will help make a personal connection with the author’s point of view?  A. What is the main point in paragraph 2?  \* B. Do you think this could really happen?  C. How does the data support the author’s summary?  D. If these facts prove the case, what is the outcome? |

**Benchmark AV.11.INQ.3.3**

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| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Socratic Seminar and Philosophical Chairs |
| Benchmark # | AV.11.INQ.3.3 |
| Benchmark | Evaluate ideas/points of view within the discussion and generate/construct appropriate responses. |
| Also Assess | AV.11.INQ.3.5 – Prepare an academic argument on a controversial topic, integrating fully developed claims. |
| Benchmark Clarification | Students will identify, apply and evaluate ideas/points of view in order to construct an appropriate response during a Socratic Seminar or Philosophical Chairs discussion.  Students will identify/explain the process of preparing an academic argument.  Students will identify or apply an academic argument to fully developed claims.  Students will identify or apply fully developed claims to a specific academic argument. |
| Content Limits | Items may include identifying ideas/points of view within a discussion.  Items may include applying an appropriate response to a specific idea/point of view.  Items may include evaluating a constructed response to a specific discussion.  Items may include identifying/explaining the process of preparing an academic argument.  Items may include identifying or applying academic argument to fully developed claims.  Items may include identifying or applying a fully developed claim to an academic argument.  Terms and concepts such as *responding to different points of view, academic argument, evidence,* and/or *logic* may be used*.* |
| Stimulus Attributes | An AVID document, text, scenario, graphic organizer and/or chart may be used. |
| Content Focus | The practice and protocols of evaluating various ideas and points of view during a discussion and being able to construct an appropriate response will be explored. Along with this, the process of preparing an academic argument that includes fully developed claims will be explored. |
| Sample Item | The class was participating in a Philosophical Chairs discussion on the statement: ***All students should have to pay to play high school sports.*** One AVID student shared the comment, *“Students with money have all the rights.”*  Based upon the student’s comment, which side has the student selected?  A. for/agree with the statement  \*B. against/disagree with the statement  C. undecided/neutral, leaning with the statement  D. undecided/neutral, leaning against the statement |

**Benchmark AV.11.COLL.1.1**

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| --- | --- |
| Domain | Collaboration |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Collaborative Skills |
| Benchmark # | AV.11.COLL.1.1 |
| Benchmark | Independently create study groups for academically rigorous coursework, with discussion on creating group norms and expectations. |
| Also Assess | AV.11.COLL.1.2 – Develop positive peer relationships, especially with those taking advanced coursework. |
| Benchmark Clarification | Students will identify, explain, apply and analyze the processes and expectations of an academic study group.  Students will identify, explain, apply and analyze the components of building and maintaining peer relationships. |
| Content Limits | Items may include identifying or explaining the processes of a study group including expectations of roles, steps of the inquiry process, and creating and maintaining group norms.  Items may include an application of a study group process/protocol.  Items may include an analysis of a study group format or a study group issue requiring problem solving.  Items may include identifying or explaining the process of developing positive peer relationships including conflict management skills and team building protocols.  Items may include problem solving an academic/peer conflict.  Terms and concepts such as those regarding *conflict management skills, team building, collaboration methods, group norms,* and/or *tutorials/study groups* may be used*.* |
| Stimulus Attributes | An AVID document, text, scenario, chart and or graph may be used. |
| Content Focus | The practice and protocols of developing and maintaining academic study groups, along with building positive peer relationships will be explored. |
| Sample Item | Which of the following accurately describes the purpose of creating and maintaining group norms?  A. Group norms are important for reaching your goal-plan-action objective.  B. Group norms are important for keeping clear, concise plans in your agenda book/planner.  \*C. Group norms are important for collaborative, productive group work.  D. Group norms are important for field trip reflection/learning log. |

**Benchmark AV.11.ORG.1.4**

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| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Organization and Time Management |
| Benchmark # | AV.11.ORG.1.4 |
| Benchmark | Reflect on academic performance and independently adjust study habits and time management skills as needed. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain, examine, and apply study habits and time management skills to support and enhance academic performance. |
| Content Limits | Items may include identifying/explaining specific study habit protocols and time management techniques.  Items may include problem solving to adjust study habits/time management based on academic performance.  Items may include an examination/application of a Goal-Plan-Action (GPA) chart.  Terms and concepts regarding study habits, time management techniques and/or the Goal-Plan-Action process may be used. |
| Stimulus Attributes | An AVID document, text, scenario, chart, graph, and/or student sample GPA, may be used. |
| Content Focus | The process and protocols of adjusting study habits and time management techniques to support and enhance academic performance will be explored. |
| Sample Item | After the third week of your 11th grade fall semester, you realize that you are not keeping up with your homework assignments while working part-time. As an AVID student, what should be your first step to solve this problem?  A. You should ask your friend for advice on what to do next.  B. You should speak to your boss and quit your part-time job.  C. You should drop your most challenging classes and therefore have less homework to complete.  \*D. You should review your planner/agenda to determine how to better manage your homework time. |

**Benchmark AV.11.ORG.2.3**

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| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Note-Taking |
| Benchmark # | AV.11.ORG.2.3 |
| Benchmark | Adapt the organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading or collaborative work. |
| Also Assess |  |
| Benchmark Clarification | Students will explain, apply, compare and examine note-taking skills/processes/purposes in a variety of academic settings. |
| Content Limits | Items may include an explanation of the note-taking skills/processes/purposes in various academic settings.  Items may include a comparison between two different note-taking experiences (i.e., reading a text/listening to a lecture).  Items may include an application of a note-taking process in a specific academic situation.  Items may include an examination of the advantages or disadvantages of various note-taking formats as they pertain to a specific academic situation.  Terms and concepts regarding Focused Note-Taking, Cornell Note-Taking and/or Three-Column Note-Taking in various academic settings may be used. |
| Stimulus Attributes | An AVID document, text, note-taking forms, student sample, graph and/or chart may be used. |
| Content Focus | The practice and protocols of note-taking in various academic situations will be explored. |
| Sample Item | Note taking activities can vary in different academic situations. Which of the following note-taking suggestions would consistently support your efforts in all classes?  A. Write short summaries of what you have read or heard in class.  B. Draw pictures that represent new terms and important information.  C. Take notes in the same way using the same format in every course to establish consistency.  \*D. Establish a note-taking system in which you breakdown information into categories/topics. |

**Benchmark AV.11.ORG.2.7**

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| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Note-Taking |
| Benchmark # | AV.11.ORG.2.7 |
| Benchmark | Refine writing of higher-level questions in the left column that corresponds to chunks of information in the notes section to ensure that they will generate higher-level thinking. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, refine, apply and compare higher-level questions that correspond to chunks of information in Cornell notes. |
| Content Limits | Items may include identifying higher-level questions that will generate higher-level thinking.  Items may include refining a question to increase the level of thinking as it pertains to a specific topic.  Items may include applying a higher-level question that corresponds to chunks of information in the notes section.  Items may include comparing higher-level questions to determine which question(s) will generate higher-level thinking as it pertains to specific chunks of information.  Terms and concepts regarding levels of thinking and Cornell note-taking may be used. |
| Stimulus Attributes | An AVID document, text, Cornell note sample, chart and/or graph may be used. |
| Content Focus | Increasing the level of questions used in the left column in Cornell note-taking will be explored. |
| Sample Item | Which question below is an example of a higher-level question that may be written from a lecture on *College Entrance Exams*?  A. What does ACT and SAT stand for?    B. What subject areas are tested on each of the exams?  C. What is the procedure for testing the writing process on the SAT?  \*D. What are the differences and similarities between the ACT and SAT? |

**Benchmark AV.11.CR.1.2**

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| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Guest speakers |
| Benchmark # | AV.11.CR.1.2 |
| Benchmark | Formulate and ask questions during guest speaker presentations, such as college admissions officers, financial aid advisors, current college students, and/or AVID graduates, or professionals from various careers. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, apply and evaluate questions used during guest speaker presentations. |
| Content Limits | Items may include identifying questions to ask a specific guest speaker.  Items may include applying a question during a guest speaker’s presentation.  Items may include evaluating the questions asked during a guest speaker’s presentation.  Terms and concepts regarding levels of thinking, preparing for and interacting with guest speakers may be used. |
| Stimulus Attributes | An AVID, document, scenario, text, chart and/or graph may be used. |
| Content Focus | The practice and protocols of asking questions of guest speakers will be explored. |
| Sample Item | After listening to a guest speaker on Financial Aid, what would be an appropriate question to ask?  A. What is the minimum GPA required for admissions?  B. Do you need to take Advanced Placement courses?  \*C. How will outside scholarships affect what money I might receive from your college?  D. For my high school course work, is it better to take more math courses or literature courses? |

**Benchmark AV.11.CR.3.1**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College and Career Knowledge |
| Benchmark # | AV.11.CR.3.1 |
| Benchmark | Develop an understanding of the scholarship application process and required information. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain and apply knowledge regarding the scholarship application process. |
| Content Limits | Items may include identifying/explaining sections of the scholarship application process.  Items may include applying college vocabulary to a scholarship application.  Items may include completing part of a college scholarship application.  Items may include critiquing a partially completed or completed scholarship application.  Terms such as *Free Application for Federal Student Aid (FAFSA), Expected Family Contribution (EFC), Student Aid Report (SAR), grants, student loans, work-study programs, financial aid package, financial need, merit-based aid,* and/or *scholarship* may be used. |
| Stimulus Attributes | An AVID document, scholarship application, text, chart, graph and/or scenario may be used. |
| Content Focus | The practice and protocols to complete scholarship applications will be explored. |
| Sample Item | Which important document below needs to be completed before the college scholarship application can be submitted to the college?  \*A. FAFSA  B. personal résumé  C. student aid report  D. grade point average calculations |

**Benchmark AV.11.CR.3.3**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College and Career Knowledge |
| Benchmark # | AV.11.CR.3.3 |
| Benchmark | Examine cost of colleges and determine how financial aid, grants, scholarship, work study programs and other funding sources can help meet those costs. |
| Also Assess | AV.11.CR.3.4 – Examine FAFSA requirements and determine appropriate action steps to meet deadlines. |
| Benchmark Clarification | Students will identify, explain, and apply knowledge regarding college funding sources and their impact on college costs, along with identifying, explaining and applying action steps to complete FAFSA requirements. |
| Content Limits | Items may include identifying/explaining specific college funding sources.  Items may include an application of a funding source to meet specific college costs.  Items may include identifying/explaining FAFSA requirements.  Items may include applying action steps to meet college application deadlines.  Terms and concepts such as *funding sources*, *Free Application for Federal Student Aid (FAFSA), Expected Family Contribution (EFC), grants, loans, work-study programs, financial aid packages, checklist,* and/or *scholarship* may be used. |
| Stimulus Attributes | An AVID document, text, college application, checklist, chart and/or graph may be used. |
| Content Focus | The processes of understanding and protocols of completing college funding source applications will be explored. |
| Sample Item | You have been researching the cost of several colleges to which you are interested in applying. Which of the suggestions below is the wisestapproach for seeking financial aid for college?  A. Complete the FAFSA and apply for a grant.  B. Complete the FAFSA and apply for the work-study program.  C. Complete the FAFSA and apply for student loans and scholarships.  \*D. Complete the FAFSA and apply to different funding sources that are available. |

**Benchmark AV.11.CR.4.5**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College Entrance Testing |
| Benchmark # | AV.11.CR.4.5 |
| Benchmark | Analyze the structure and formatting of college entrance exams and develop a test-taking plan that will lead to higher scores. |
| Also Assess | AV.11.CR.4.4 – analyze test results and develop a study plan for the spring and summer to prepare for testing during the twelfth grade. |
| Benchmark Clarification | Students will identify, explain and apply knowledge regarding the structure of college entrance exams, develop a test-taking plan and analyze test results to increase test scores. |
| Content Limits | Items may include identifying/explaining specific college entrance exams.  Items may include comparing different college entrance exams.  Items may include an application of an action plan regarding test taking.  Items may include an analysis of test results in order to develop an action plan.  Terms and concepts regarding *college entrance exams, ACT/SAT components and requirements, score reports, summer* *priorities, summer action plan, portfolio*, and/or *study plan* may be used. |
| Stimulus Attributes | An AVID document, sample portfolio, sample action plan, sample test results, chart, graph, and/or scenario may be used. |
| Content Focus | The protocols and practices surrounding college entrance exams will be explored. |
| Sample Item | According to the ACT, you are not penalized for guessing unanswered questions during the last few minutes of the timed test. As you prepare to take this test, which plan of action will you take if you are running out of time?  A. Reread the questions you have already answered to check for accuracy.  B. Stop working before the time has ended to prepare for the next section of the test.  \*C. Guess on as many questions as you can because only the number of correct answers is counted.  D. Only answer the questions that you know the answer to in order to assure a higher score. |

**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 11 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 11 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***

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| ***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 11 AVID Elective**

**End-of-Course Assessment**

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| **Domain/Cluster 1** | **Character Development/Self-Awareness** |
| **Benchmark #** | **The student will:** |
| AV.11.CD.1.4 | Identify potential academic challenges that may occur and seek proactive solutions with teachers. |
| AV.11.CD.1.5 | Examine potential career paths and college degrees that align with abilities, talents and interests. |
| **Domain/Cluster 2** | **Character Development/Goals** |
| **Benchmark #** | **The student will:** |
| AV.11.CD.2.3 | Develop action steps to achieve desired scores on the SAT and ACT. |
| **Domain/Cluster 2** | **Communication/Listening** |
| **Benchmark #** | **The student will:** |
| AV.11.COMM.2.2 | Effectively summarize ideas from a discussion, noting how their personal views on the topic have changed or been influenced. |
| **Domain/Cluster 1** | **Writing/The Writing Process** |
| **Benchmark #** | **The student will:** |
| AV.11.WRI.1.2 | Analyze a prompt, distinguishing between writing under testing conditions and untimed situations. |
| AV.11.WRI.1.4 | Edit students’ essays especially checking for integration of quotes and citations. |
| **Domain/Cluster 1** | **Writing/Writing Skills** |
| **Benchmark #** | **The student will:** |
| AV.11.WRI.2.1 | Develop well – constructed thesis statements, which properly capture the paper’s topic. |
| AV.11.WRI.2.2 | Effectively integrate quotes into writing. |
| **Domain/Cluster 1** | **Reading/Vocabulary** |
| **Benchmark #** | **The student will:** |
| AV.11.REA.1.2 | Infer word meaning using knowledge of advanced prefixes, suffixes and root words. |
| **Domain/Cluster 2** | **Reading/Textual Analysis** |
| **Benchmark #** | **The student will:** |
| AV.11.REA.2.2 | Analyze collegiate level writing prompts to determine purpose.  Also assesses AV.11.CR.5.3. |
| AV.11.REA.2.6 | Deliberately select rereading strategies that will assist in understanding of the text. |
| AV.11.REA.2.9 | Analyze an author’s proof in order to isolate key evidence, identify types of evidence being presented, and analyze its value and impact on the argument. |

**Appendix B: Content Assessed by Grade 11 AVID Elective**

**End-of-Course Assessment**

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| **Domain/Cluster 2** | **Inquiry/Tutorials** |
| **Benchmark #** | **The student will:** |
| AV.11.INQ.2.2 | Complete a higher-level reflection about the learning process during tutorials. |
| **Domain/Cluster 3** | **Inquiry/Socratic Seminar and Philosophical Chairs** |
| **Benchmark #** | **The student will:** |
| AV.11.INQ.3.2 | Formulate questions to make a personal connection with text(s) and/or other content/concepts. |
| AV.11.INQ.3.3 | Evaluate ideas/points of view within the discussion and generate/construct appropriate responses.  Also assesses AV.11.INQ.3.5. |
| **Domain/Cluster 1** | **Collaboration/Collaborative Skills** |
| **Benchmark #** | **The student will:** |
| AV.11.COLL.1.1 | Independently create study groups for academically rigorous coursework, with discussion on creating group norms and expectations. Also assesses AV.11.COLL.1.2. |
| **Domain/Cluster 1** | **Organization/Organization and Time Management** |
| **Benchmark #** | **The student will:** |
| AV.11.ORG.1.4 | Reflect on academic performance and independently adjust study habits and time management skills as needed. |
| **Domain/Cluster 2** | **Organization/Note-Taking** |
| **Benchmark #** | **The student will:** |
| AV.11.ORG.2.3 | Adapt the organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading or collaborative work. |
| AV.11.ORG.2.7 | Refine writing of higher-level questions in the left column that corresponds to chunks of information in the notes section to ensure that they will generate higher-level thinking. |
| **Domain/Cluster 1** | **College Readiness/Guest Speaker** |
| **Benchmark #** | **The student will:** |
| AV.11.CR.1.2 | Formulate and ask questions during guest speaker presentations, such as college admission officers, financial aid advisors, current college students and/or AVID graduates, or professionals from various careers. |

**Appendix B: Content Assessed by Grade 11 AVID Elective**

**End-of-Course Assessment**

|  |  |
| --- | --- |
| **Domain/Cluster 3** | **College Readiness/College and Career Knowledge** |
| **Benchmark #** | **The student will:** |
| AV.11.CR.3.1 | Develop an understanding of scholarship application process and required information. |
| AV.11.CR.3.3 | Examine cost of colleges and determine how a financial aid, grants, scholarship, work study programs and other funding sources can help meet those cost needs.  Also assesses AV.11.CR.3.4. |
| **Domain/Cluster 4** | **College Readiness/College Entrance Testing** |
| **Benchmark #** | **The student will:** |
| AV.11.CR.4.5 | Analyze the structure and formatting of college entrance exams and develop a test-taking plan that will lead to higher scores.  Also assesses AV.11.CR.4.4. |

**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, researching college costs, 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: 60 Items  Two 45 Minute Sessions: 30 Items per session/60 Items (total)  One 80 Minute Session: 56 items  Two 40 Minute Sessions: 28 Items per session/56 Items (total) |

**Appendix D: Reporting Categories Grade 11 AVID Elective**

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| **Reporting Categories** | **Benchmark** |
| **Self Actualization (20%)**  (Character Development and Communication) | AV.11.CD.1.4  AV.11.CD.1.5  AV.11.CD.2.3  AV.11.COMM.2.2 |
| **Language Development (30%)**  (Writing and Reading) | AV.11.WRI.1.2  AV.11.WRI.1.4  AV.11.WRI.2.1  AV.11.WRI.2.2  AV.11.REA.1.2  AV.11.REA.2.2  AV.11.REA.2.6  AV.11.REA.2.9 |
| **Critical Thinking (20%)**  (Inquiry and Collaboration) | AV.11.INQ. 2.2  AV.11.INQ.3.2  AV.11.INQ.3.3  AV.11.COLL.1.1 |
| **Postsecondary Preparation (30%)**  (Organization and College Readiness) | AV.11.ORG.1.4  AV.11.ORG.2.3  AV.11.ORG.2.7  AV.11.CR.1.2  AV.11.CR.3.1  AV.11.CR.3.3  AV.11.CR.4.5 |

**Appendix E: Course Descriptions for Grade 11 AVID Elective**

**Course Overview**

**A. Major Concepts/Content.** AVID (Advancement Via Individual Determination) elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.

The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first‐ and second‐year college students. This course is organized around the theme of “Leadership as a Catalyst for Change in Society.” Students study, in depth, exceptional leaders in contemporary society and examine the effect these individuals have had on culture, politics, education, history, science and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full‐length work by the leader or about the leader. Also, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID seminar, there are college‐bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four‐year universities and confirm their postsecondary plans.

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 3 (AVID elective grade 11) 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 4. 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 11 AVID Standards.**

**Scheme Descriptor**

LACC.1112.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, including determining where the text leaves matters uncertain.

LACC.1112.RI.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

LACC.1112.RI.1.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

LACC.1112.RI.2.4 Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of the text.

LACC.1112.RI.2.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.

LACC.1112.RI.2.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

LACC.1112.RI.3.7 Integrate and evaluate multiple sources of information presented in different media formats, as well as in words in order to address a question or solve a problem.

LACC.1112.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, including determining where the text leaves matters uncertain.

LACC.1112.RL.1.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LACC.1112RL.1.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

LACC.1112.RL.2.4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

LACC.1112.RL.2.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.

LACC.1112.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LACC.1112.W.1.2 Write informative/explanatory texts to examine and convey complex ideas , concepts and information clearly and accurately through the effective selection, organization, and analysis of content.

LACC.1112.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LACC.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

LACC.1112.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 or audience.

LACC.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LACC.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection and research.

LACC.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, issues, building on other’s ideas and expressing their own clearly and persuasively.

LACC.1112.SL.1.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

LACC.1112.SL.1.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LACC.1112.SL.2.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LACC.1112.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating a 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.