**AVID**

**EOC Assessments**



**Advancement Via Individual Determination**

**Grade 6 AVID Elective Course**

**End-of-Course Assessment**

**Test Item Specifications**

Revised: January 2015

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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 6 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 6 AVID EOC Assessment measures achievement of students enrolled in this course, by assessing student progress on benchmarks that are assigned to the Grade 6 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 6 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 6 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 6 AVID Elective EOC Assessment Test Items address cognitive complexity levels as well as item difficulty and universal design. The Review Procedures for the Grade 6 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 6 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 6 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 6, 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 middle 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 6 EOC Assessment:

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

**Use of Graphics**

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

**Item Style and Format**

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

**General Guidelines**

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

2. Test items should be clear and concise, and they should use vocabulary and sentence structure appropriate for grade 6.

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 (filling in two blanks in one sentence) 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 6.

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 explain, 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 6 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 6 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, On Demand Modules, 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 6 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 6 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 middle 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.6.CD.1.1. For more information about this item, see page 22.

**The S in SLANT stands for what classroom interaction?**

 **A. Sit in the back of the classroom.**

**\* B. Sit in the front of the classroom.**

 **C. Stand near the classroom door.**

 **D. Stand in the back of the room.**

**Source: (2009) *Implementing and Managing the AVID Program Middle Level*, 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.6.CD.1.1. For more information about this item, see page 22.

**The “A” in the SLANT method stands for *Ask Questions in Class.* Why are AVID students asked to do this?**

 **A. It will make the time go faster.**

 **B. It will make the class more interesting.**

**\* C. It will help the teacher to know how well the lesson is going for all of the students, and it will help other students understand the lesson.**

 **D. It will give the student a chance to talk instead of just listening to the teacher, and it will help the student to not feel bored.**

**Source: (2009) *Implementing and Managing the AVID Program Middle Level*, 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.6.CD.1.1. For more information about this item, see page 22.

**How does the SLANT method help AVID students to become better students?**

 **A. by requiring the student to sit in the front of the class**

 **B. by requiring the student to talk to all of their friends**

 **C. by requiring the student to look at their teacher and be respectful**

**\* D. by requiring the student to be responsible for their own learning**

**Source: (2009) *Implementing and Managing the AVID Program Middle Level*, 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 6 AVID Elective EOC Assessment.

**Percentage of Points by Cognitive Complexity Level for the Grade 6 AVID Elective EOC**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Low** | **Moderate** | **High** |
| 6 AVID EOC | 20% - 30% | 45% - 65% | 15% - 25% |

**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.** | **6.** | **CD.** | **1.** | **1.** |
| **Subject** | **Grade** | **Domain** | **Standard/Cluster** | **Benchmark** |

|  |  |
| --- | --- |
| **Grade**  |  6 |
| **Domain (CD)** | Character Development |
| **Standard/Cluster 1** | Self-Awareness |
| **Benchmark 1****(AV.6.CD.1.1)** | Develop an understanding of SLANT interactions and apply strategy to all classes |

**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 6 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 descriptions 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.6.CD.1.1**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Self-Awareness |
| Benchmark # | AV.6.CD.1.1 |
| Benchmark | Develop an understanding of SLANT interactions (Sit in the Front, Lean Forward, Ask Questions, Nod your Head, Talk to the Teacher) and apply this strategy in all classes. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify the characteristics of SLANT, as well as analyze its cause-effect and its impact on learning. |
| Content Limits | Items may include a breakdown of the acronym.Items may include how the SLANT method works.Items may include a prediction of its use.Items may include an analysis of its impact.Terms and concepts relating to the SLANT process such as *student* *responsibility* and/or *class requirements* may be used. |
| Stimulus Attributes | An AVID document, chart, and/or scenario may be used. |
| Content Focus | The understanding of what SLANT means and how this strategy impacts learning will be explored. |
| Sample Item | How can the successful use of the SLANT method in all classes influence a student’s grade point average? A. grades will tend to be below average \*B. grades will tend to be above average C. grades will remain the same D. grades will continually change  |

**Benchmark AV.6.CD.2.1**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Goals |
| Benchmark # | AV.6.CD.2.1 |
| Benchmark | Understand how to calculate grade point average. |
| Also Assess |  |
| Benchmark Clarification  | Students will calculate grade point averages and explain why it is important to maintain good grades. |
| Content Limits | Items may include an analysis regarding the importance of maintaining good grades in all classes.Items may include mathematical computations to determine grade point averages, including converting “letter grades” into “number grades.”Mathematical terms such as *average, calculate* and/or *compute* may be used. |
| Stimulus Attributes | An AVID document, chart, graph, and/or scenario may be used. |
| Content Focus | The importance of understanding how grade point averages impact success in school and why it is important for students to be aware of their grade point averages will be explored. |
| Sample Item | A student earned the following grades in the first marking period: A, B, B, C, C, and D. What is their grade point average? A. 1.5 B. 2.0\*C. 2.5 D. 3.0 |

**Benchmark AV.6.CD.2.2**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Goals |
| Benchmark # | AV.6.CD.2.2 |
| Benchmark | Create an academic six-year plan for secondary education. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, explain, and analyze the academic six-year plan which outlines the required courses in middle school and high school that AVID students are required to enroll in, so as to gain acceptance to a four-year college or university. |
| Content Limits | Items may include an explanation of the purpose of the plan.Items may include an explanation of a given plan.Items may include a prediction of the use or impact of the six-year plan.Items may include an analysis of a given plan.Items may include a cause-effect relationship of the plan.Terms such as *advanced placement courses, college preparatory courses, honors courses,* and/or *pre-requisite* courses may be used. |
| Stimulus Attributes | An AVID document, chart, graph, and/or scenario may be used. |
| Content Focus | The importance of creating, maintaining, revising, and reviewing the six-year plan to support long ranging planning of coursework will be explored. |
| Sample Item | What does the academic six-year plan help you to do?\* A. organize the courses needed in middle school and high school so that you can be accepted into a four-year college or university B. to map out all of the after-school activities needed to be accepted into a four-year college or university C. to create a plan that allows you to select the colleges and universities that you are thinking about attending  D. to build your portfolio of course work examples to share with your AVID teachers in grades 7 – 12 |

**Benchmark AV.6.CD.2.4**

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| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization  |
| Standard/Cluster | Goals |
| Benchmark # | AV.6.CD.2.4 |
| Benchmark | Understand how to set goals using GPA (Goal, Plan, Action) outline. |
| Also Assess |  |
| Benchmark Clarification  | Students will examine why goal setting is important in order to achieve success. Students will learn how to select a goal, plan for the goal and organize the action steps to reach their goal.  |
| Content Limits | Items may include an explanation of the goal setting process.Items may include an interpretation of short-range, mid-range, and long-range goals.Items may include an analysis of the GPA outline.Items may include a prediction based on a given GPA outline.Items may include a comparison of various GPA outlines.Terms such as *short-range, mid-range, long-range, goal setting*, and/or *action steps* may be used. |
| Stimulus Attributes | An AVID document, chart, graph, and/or scenario may be used. |
| Content Focus | The process necessary to select, plan, chart, monitor, and achieve goals will be explored. |
| Sample Item | *A sixth grade AVID student has set a goal to be accepted into the pre-algebra class for seventh grade. The student’s plan includes increasing their math grades and becoming more knowledgeable about the pre-algebra course.* What action step below should **NOT** be included on their list to achieve this goal? A. Read about the pre-algebra course description in the student handbook. B. Talk to the math teacher about the requirements needed to be selected into the pre-algebra course. C. Carefully review math notes and create the most challenging questions to bring to tutorials. \* D. Find out which pre-algebra teacher that he/she would like to get next year. |

**Benchmark AV.6.CD.3.1**

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| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Community and School Involvement |
| Benchmark # | AV.6.CD.3.1 |
| Benchmark | Identify various opportunities to become involved in and contribute to the school/community. |
| Also Assess |  |
| Benchmark Clarification  | Students will explore the many opportunities to become involved in school and contribute to the school and community in order to enhance academic and social skills, as well as gain insight into future goals and career choices while developing a deeper understanding of the importance of contribution. |
| Content Limits | Items may include identifying opportunities to become involved in school/community.Items may include an explanation of the importance and purpose of school/community involvement. Items may include an analysis of opportunities for involvement.Items may include a cause-effect relationship regarding school/community involvement. Items may include an analysis of the importance of contribution.Items may include a reflection regarding school/community involvement and/or the importance of contribution.Terms and concepts such as *school/community involvement* and *contribution* may be used. |
| Stimulus Attributes | An AVID document, text, chart, graph and/or scenario may be used. |
| Content Focus | How to become involved in school/community and why it is important to do so will be explored.  |
| Sample Item | AVID students are encouraged to become involved in school and community activities. While there are many activities to choose from, which activity below is an opportunity to increase your role as a leader? A. Art Club  B. Glee Club C. Office Helper \*D. Student Council |

**Benchmark AV.6.COMM.1.1**

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| --- | --- |
| Domain | Communication |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Speaking |
| Benchmark # | AV.6.COMM.1.1 |
| Benchmark | Understanding basic terminology associated with public speaking. |
| Also Assess |  |
| Benchmark Clarification  | Students will understand the purpose, elements, and practices of public speaking. |
| Content Limits | Items may include a definition of public speaking.Items may include an explanation of terms for public speaking.Items may include an analysis of examples of public speaking.Items may include an analysis of best practices of public speaking.Items may include a critique of public speaking.Items may include an analysis of public speaking using a rubric.Terms such as *fluency, continuity, eye contact, enunciation, pronunciation, facial expression, pacing, gesticulation, audience, tone, diction, impromptu/extemporaneous, volume, visual aids,* and/or *movement* may be used. |
| Stimulus Attributes | An AVID document, text, rubric, graph, chart, picture, and/or scenario may be used. |
| Content Focus | The importance of public speaking and its impact on verbal skills and language usage will be explored. |
| Sample Item | What is the difference between ***enunciation***and ***pronunciation***? A. ***Enunciation*** is making a visual connection with the audience and ***pronunciation*** is using movement while speaking. B. ***Enunciation*** is communicating ideas through facial expression and ***pronunciation*** is using our hands while we speak. \*C. ***Enunciation*** is clearly saying the sounds in words and ***pronunciation*** is speaking words as they were meant to be spoken. D. ***Enunciation***is monitoring pacing while speaking and ***pronunciation*** is monitoring the volume of speaking.  |

**Benchmark AV.6.COMM.1.4**

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| --- | --- |
| Domain | Communication |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Speaking |
| Benchmark # | AV.6.COMM.1.4 |
| Benchmark | Develop awareness of nonverbal communication when speaking. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify and analyze forms of nonverbal communication and their impact on the audience. |
| Content Limits | Items may include an explanation or an analysis of various types of nonverbal communication.Items may include a critique of nonverbal communication.Items may include a cause-effect relationship between various types of nonverbal communication.Items may include an analysis of the audience impacted by non-verbal communication.Items may include public speaking terminology.Terms such as *body language*, *facial expressions, eye-contact, gestures,* and/or *movement* may be used. |
| Stimulus Attributes | An AVID document, text, chart, graph, and/or scenario may be used. |
| Content Focus | Various forms of nonverbal communication and the impact of this type of communication will be explored. |
| Sample Item | How can nonverbal communication improve a speech?\* A. Friendly facial expressions and eye contact help make the speech more entertaining. B. Raising the volume level while speaking makes it easier to hear the speaker. C. Pronouncing each word clearly makes it easier to understand what is being said. D. Being a good speaker makes it easier to follow the entire speech from beginning to end. |

**Benchmark AV.6.WRI.1.1**

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| --- | --- |
| Domain | Writing  |
| Reporting Category | Language Development |
| Standard/Cluster | The Writing Process |
| Benchmark # | AV.6.WRI.1.1 |
| Benchmark | Use pre-writing techniques to brainstorm ideas for writing. |
| Also Assess |  |
| Benchmark Clarification  | Students will examine various techniques of the pre-writing stage of the writing process with an emphasis on understanding the audience, topic for writing, purpose for writing, and the form of the writing. |
| Content Limits | Items may include an explanation, critique, or analysis of the various techniques of pre-writing.Items may include an analysis of the audience, topic, form, and/or the purpose for writing. Terms such as *audience*, *brainstorming, clustering, free writing, note-taking*, *webbing, writing purpose, writing form,* and/or *writing topic* may be used. |
| Stimulus Attributes | An AVID document, text, chart, graphic organizer, and/or picture may be used. |
| Content Focus | The importance and areas to consider in pre-writing as well as the techniques of pre-writing will be explored. |
| Sample Item | When completing the stages of the writing process, what should happen during the **pre-writing** stage? A. The writer should consider the level of vocabulary they want to use while writing. \*B. The writer should write what they know and what they need to know about a topic. C. The writer should take the opportunity to make as many revisions as needed. D. The writer should take the opportunity to edit errors in grammar.  |

**Benchmark AV.6.WRI.2.1**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing Skills |
| Benchmark # | AV.6.WRI.2.1 |
| Benchmark | Understand strategies to write effective paragraphs. |
| Also Assess |  |
| Benchmark Clarification  | Students will examine and analyze paragraph construction and the intentional and logical grouping of ideas with one main idea. |
| Content Limits | Items may include an explanation and/or an analysis of the steps to writing a paragraph.Items may include an analysis of paragraph construction.Items may include a critique of a paragraph.Items may include a comparison of multiple paragraphs.Items may include an identification or explanation of the audience, form, purpose and/or topic pertaining to the paragraph.Items may include an analysis of the elements of good writing within a paragraph: the hook, use of vocabulary, figurative language, voice, dialogue, punctuation, and sentence variety. Terms such as *main idea*, *supporting details*, *body sentence, concluding sentence*, and/or *topic sentence* may be used. |
| Stimulus Attributes | An AVID document, text, paragraph sample, chart, graphic organizer, and/or checklist may be used. |
| Content Focus | Constructing a well - written paragraph with attention to audience, purpose, form, and topic will be explored. |
| Sample Item | The sentences of a paragraph work together for a single purpose and focus to describe a setting, character, or situation. Read the paragraph below to determine which **sentence** does **NOT** belong in the paragraph. ***Emerald Island has the perfect name; it is the greenest place I have ever seen. The tall evergreens tower over fields of thick, green grass that flows down the mountainsides. Even though there are many colorful flowers blooming this time of year, it is the green that takes over the view from the mountain - top. The sheep herders come here each spring to allow the sheep to graze on the mountaintop. The green of the trees and grass is so powerful that even when I close my eyes, I can still see green.*** A. The tall evergreens tower over the fields of thick, green grass that flows down the mountainsides. B. Even though there are many colorful flowers blooming this time of year, it is the green that dominates the view from the mountaintop.\*C. The sheep herders come here each spring to allow the sheep to graze on the mountaintop. D. The green of the trees and grass is so powerful that even when I close my eyes, I can still see the green. |

**Benchmark AV.6.WRI.2.2**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing Skills |
| Benchmark # | AV.6.WRI.2.2 |
| Benchmark | Apply strategies to build and expand on vocabulary and word choice. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, explain, and apply various methods to expand vocabulary while writing. |
| Content Limits | Items may include a critique or analysis of vocabulary/word choice within text.Items may include a comparison of vocabulary/word choice within text.Items may include an explanation or application of best practices when attempting to expand vocabulary/word choice: using a thesaurus or dictionary; using the classroom word wall; and during the revision process, replace basic words with vivid words. Terms such as *vivid* *adjectives*, *vivid* *adverbs*, *vivid nouns*, *clichés*, *tone, imagery, synonym, antonym, dictionary, thesaurus*, *clarity,* or *voice* may be used. |
| Stimulus Attributes | An AVID document, text, picture, graphic organizer, and/or chart may be used. |
| Content Focus | The impact of vocabulary on clarity, tone, and voice will be explored. |
| Sample Item | Your English teacher has asked you to find a synonym for the word *happy*. Where can you find this new word?  A. dictionary B. glossary C. text book  \*D. thesaurus  |

**Benchmark AV.6.REA.1.1**

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| --- | --- |
| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Vocabulary |
| Benchmark # | AV.6.REA.1.1 |
| Benchmark | Identify key vocabulary while reading. |
| Also Assess |  |
| Benchmark Clarification  | Students will explain, analyze, and apply the practices used to identify academic and key vocabulary while reading. |
| Content Limits | Items may include an explanation or an analysis of the purpose of identifying key vocabulary while reading.Items may include explaining key vocabulary in context.Items may include applying context clues.Items may include a comparison or contrast of key vocabulary.Terms such as *synonyms, antonyms, definitions,* and/or *context clues* may be used. |
| Stimulus Attributes | An AVID document, text, and/or graphic organizer may be used. |
| Content Focus | The practices of identifying, interpreting and defining words in context will be explored.  |
| Sample Item | Read the sentence below. What does the word ***endure*** mean?*The farmer worried; would his cattle* ***endure*** *the severe winter?*  A. enjoy  B. freeze C. perish \*D. survive |

**Benchmark AV.6.REA.2.2**

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| --- | --- |
| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.6.REA.2.2 |
| Benchmark | Determine the main idea of grade appropriate text. |
| Also Assess |  |
| Benchmark Clarification  | Students will be able to identify, explain, and analyze the main idea of given text. |
| Content Limits | Items may include identifying the main idea in a given paragraph.Items may include summarizing the main idea of given text.Items may include identifying details that relate to the main idea.Items may include an explanation of how to formulate a main idea.Items may include an analysis comparing multiple main idea samples. |
| Stimulus Attributes | An AVID document, text, and/or graphic organizer may be used. |
| Content Focus | The ability to determine and distinguish the main idea within text from the surrounding details will be explored. |
| Sample Item | The following paragraph is an excerpt from “Jack and the Beanstalk” written by Joseph Jacobs. Read the paragraph to determine the main idea.***When Jack woke up, the room looked so funny. The sun was shining into part of it, and yet all the rest was quite dark and shady. So Jack jumped up and dressed himself and went to the window. And what do you think he saw? The beans his mother had thrown out of the window into the garden had grown up into a big beanstalk which went up and up and up until it reached the sky!***What is the main idea of the paragraph?  A. Jack can dress very quickly.  B. Jack is disappointed the room was dark. C. Jack’s mother threw the beans into the garden. \*D. Jack is surprised the beans grew into a large stalk. |

**Benchmark AV.6.REA.2.3**

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| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.6.REA.2.3 |
| Benchmark | Use multiple reading strategies, including but not limited to *Marking the Text* and numbering paragraphs to better understand text. |
| Also Assess |  |
| Benchmark Clarification  | The students will explain and apply active reading strategies. |
| Content Limits | Items may include an explanation of the purpose of active reading strategies.Items may include the application of the steps for *Marking the Text*.Items may include the analysis of multiple texts using an active reading strategy. |
| Stimulus Attributes | An AVID document, text, chart, and/or graphic organizer may be used. |
| Content Focus | The explanation and application of active reading strategies will be explored. |
| Sample Item | *Marking the Text* during reading requires you to underline the author’s claims. Why is underlining the author’s claims an important step? A. This helps you to read faster. \*B. This helps you to identify the main points. C. This helps you to review your notes. D. This helps you to focus on other things. |

**Benchmark AV.6.INQ.1.1**

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| --- | --- |
| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Levels of Thinking |
| Benchmark # | AV.6.INQ.1.1 |
| Benchmark | Develop an awareness of Costa’s Levels of Thinking and/or Bloom’s Taxonomy. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, compare, analyze, and apply various levels of thinking. |
| Content Limits | Items may include an explanation of the levels of thinking.Items may include identifying various levels of thinking.Items may include comparing the levels of thinking.Items may include applying levels of thinking during Tutorials or Socratic Seminars.Items may include applying levels of thinking during/after Cornell note -taking.Items may include usage of levels of thinking in content area classes.Items may include an explanation or application of “thinking verbs” such as *analysis*, *analyze, compare, contrast, evaluate, explain, predict, recall, speculate, summarize,* and/or *synthesize.*Terms such as *Costa’s Levels of Thinking, Level One, Level Two, and/or Level Three* may be used.Items will not require students to design taxonomy or create “Costa’s Three Story House.” |
| Stimulus Attributes | AVID documents such as the Tutorial Request Form, Cornell Note forms, and/or “Costa’s Three Story House” may be used.A chart, graph, scenario and/or text may be used. |
| Content Focus | AVID methodologies that utilize levels of thinking will be explored. |
| Sample Item |  You are studying for an upcoming English test. You are using your Cornell notes as a study guide to review the unit on *Poetry*. You begin to review all of the questions that you have written on the left-hand side of your notes trying to identify the most challenging questions your teacher will ask on the test. Below is the list of questions you are reviewing. Based upon what you know about levels of thinking, which question is considered to be the most challenging question (an example of a Costa’s Level Three question)?  A. Who is the author of this poem? B. What is the main idea of this poem?\*C. Pretend you are the main character in the poem. How would you rewrite the last three lines of the poem to express your point of view? D. Explain the author’s point of view. What information in the poem supports your explanation? |

**Benchmark AV.6.INQ.2.1**

|  |  |
| --- | --- |
| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Tutorials |
| Benchmark # | AV.6.INQ.2.1 |
| Benchmark | Establish a foundational understanding for collaborative tutorial skills. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, clarify, explain, and apply collaborative skills during the tutorial process. |
| Content Limits | Items may include an explanation of collaborative processes.Items may include outcomes of the collaborative process.Items may include an analysis of collaboration during tutorials.Items may include a connection to learning through collaboration during tutorials.Terms and concepts regarding the collaborative process during tutorials may be used. |
| Stimulus Attributes | An AVID document, text, scenario, picture and/or chart may be used. |
| Content Focus | Best practices of collaboration during tutorials will be explored. |
| Sample Item | What is the purpose of collaborating *during* tutorials? A. to get to the correct answer \*B. to ask each other questions  C. to review Cornell notes D. to study for a test |

**Benchmark AV.6.INQ.3.1**

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| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Socratic Seminar and Philosophical Chairs |
| Benchmark # | AV.6.INQ.3.1 |
| Benchmark | Introduce the basic components of Philosophical Chairs and Socratic Seminars using topics based on student interest. |
| Also Assess |  |
| Benchmark Clarification  | Students will understand and apply the attributes, protocols, practices, and processes of Socratic Seminars and Philosophical Chairs. |
| Content Limits | Items may include an explanation of the processes of Socratic Seminars and/or Philosophical Chairs.Items may include an application of the processes of Socratic Seminars and/or Philosophical Chairs.Items may include a comparison or contrast of Socratic Seminars and Philosophical Chairs. |
| Stimulus Attributes | An AVID document, scenario, chart, picture and/or text may be used. |
| Content Focus | The components and processes of Socratic Seminars and Philosophical Chairs will be explored. |
| Sample Item | What is something important you need to do *during* a Socratic Seminar? A. Understand important vocabulary.  B. Silently read the text again. C. Speak as much as you can. \*D. Refer to your text often. |

**Benchmark AV.6.COLL.1.2**

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| --- | --- |
| Domain | Collaboration |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Collaborative Skills |
| Benchmark # | AV.6.COLL.1.2 |
| Benchmark | Follow established rules for engaging in collaborative activities. |
| Also Assess | AV.6.COLL.1.1 – Participate in team building lessons to learn about valuing and effectively working with others. |
| Benchmark Clarification  | Students will explain, analyze, and apply established rules for engaging in collaborative activities.  |
| Content Limits | Items may include an explanation and/or an analysis of the purposes and outcomes of team building.Items may include identifying, explaining and/or analyzing rules for engaging collaboratively.Items may include an analysis and/or reflection of lessons learned from team building and collaborative activities. Items may include an analysis of collaborative practices.Items may include an explanation of specific processes and/or steps for collaborative activities including, but not limited to Socratic seminars, Philosophical Chairs, and Tutorials.Terms such as *collaboration, engagement, team building,* and/or *community*, may be used. |
| Stimulus Attributes | An AVID document, chart, scenario and/or text may be used. |
| Content Focus | Practices, protocols and outcomes of collaboration will be explored. |
| Sample Item | What is the correct rule to follow *during* Philosophical Chairs?\* A. Listen carefully when others speak and try to understand their point of view even if you do not agree. B. You can speak as often as you wish without waiting for someone else to speak. C. Stay seated at all times. D. Do not share your opinions.  |

**Benchmark AV.6.ORG.1.1**

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| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Organization and Time Management |
| Benchmark # | AV.6.ORG.1.1 |
| Benchmark | Develop and maintain an organized binder, divided by subjects, which includes a supply pouch and other academically useful materials. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, organize, and analyze an appropriate grade level AVID binder. |
| Content Limits | Items may include an explanation or description of an appropriate grade level AVID binder.Items may include an application of the AVID binder.Items may include an analysis of the outcomes of maintaining an appropriate grade level AVID binder. |
| Stimulus Attributes | An AVID document, grading rubric, picture, graphic organizer, chart, and/or scenario may used. |
| Content Focus | The impact of creating and maintaining an appropriate binder will be explored. |
| Sample Item | Your AVID teacher has completed your binder check for this week. Review your score based on 1 – 10 points for each category. (A **10** is the highest score you can receive.)Determine the goal you should set for next week. ***BINDER CHECK***

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| --- | --- |
| **Category** | **Points** |
| Cornell notes in all classes | 4 |
| Organizing subject area work | 10 |
| Recording assignments – using the planner | 3 |
| Required Supplies  | 9 |
| Neat, organized, and complete | 10 |

According to the binder check results above, what goal should you set for next week? A. Reorganize all of my supplies and clean out my loose papers. B. Update my resource section and replace old handouts. \*C. Increase the number of Cornell notes that I am taking and record all of my homework assignments. D. Reorganize my subject area dividers and place my current assignments in the front of each section. |

**Benchmark AV.6.ORG.2.4**

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| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Note-Taking |
| Benchmark # | AV.6.ORG.2.4 |
| Benchmark | Develop an understanding of the organization surrounding right-column notes. |
| Also Assess |  |
| Benchmark Clarification  | Students will explain, apply and analyze the processes used in developing right-column notes within their Cornell notes. |
| Content Limits | Items may include an explanation and/or analysis of the operational steps used to create right-column notes.Items may include a comparison of examples of right-column notes.Items may include a partial construction of the right-column notes.Items may include an explanation and/or analysis of note-taking during: lecture, reading, video, or class activity.Items may include an explanation or application of note-taking tips.Terms such as *Cornell notes, main idea, details, abbreviations, shorthand, key words, note-taking, note-making, highlighting, identifying information, note-taking tips,* and/or *irrelevant information* may be used.  |
| Stimulus Attributes | An AVID document, text, Cornell note forms, and/or scenario may be used. |
| Content Focus | The steps and applications to creating and utilizing right-column notes will be explored. |
| Sample Item | After taking notes in class, what is the **first** step you should follow to improve the notes? A. Write a summary of the notes. B. Write some questions about the notes. C. Complete your heading at the top of the page. \*D. Read and revise the notes. |

**Benchmark AV.6.ORG.2.5**

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| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Note-Taking |
| Benchmark # | AV.6.ORG.2.5 |
| Benchmark | Develop an understanding of the organization surrounding left-column notes for main ideas and questions. |
| Also Assess |  |
| Benchmark Clarification  | Students will explain, apply and analyze the processes used in developing left-column notes within their Cornell notes. |
| Content Limits | Items may include an explanation and/or analysis of the operational steps used to create left-column notes.Items may include a comparison of examples of left-column notes.Items may include a partial construction of left-column notes.Items may include an explanation and/or analysis of left-column note-taking during/after: lecture, reading, video, or class activity.Items may include an explanation and/or analysis of using the left-column notes as a study tool.Terms such as *Cornell notes, main idea, details, abbreviations, key words, note-taking, note-making, note-interacting, highlighting, identifying information,* and/or *levels of questions* may be used. |
| Stimulus Attributes | AVID document, text, Cornell note forms, and/or scenario may be used.  |
| Content Focus | The steps and applications to creating, analyzing, and utilizing left-column notes will be explored. |
| Sample Item | For homework, you have just completed reading and revising your Cornell notes that you took today in science class. What do you need to do next? A. Define the important vocabulary discussed in class. B. Identify the main ideas and write a summary at the bottom. \*C. Identify the main ideas and write questions about them in the left-column. D. Compare the science notes you took today to the notes you took yesterday. |

**Benchmark AV.6.ORG.2.6**

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| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Note-Taking |
| Benchmark # | AV.6.ORG.2.6 |
| Benchmark | Develop an understanding of the summary in Cornell note-taking. |
| Also Assess | AV.6.WRI.4.1 – Write summaries which include only the most important information. |
| Benchmark Clarification  | In order to link learning, students will identify and connect all main ideas within the summary portion of their Cornell notes. |
| Content Limits | Items may include an explanation of the summary process.Items may include an analysis of a summary.Items may include a comparison of multiple summaries.Items may include a completion of a partial summary. Terms such as *Cornell note-taking process, note-taking, note-making, summary, main ideas,* *most important information*, *details*, and/or *linking main ideas* may be used. |
| Stimulus Attributes | An AVID document, rubric, example of Cornell notes, text, and/or scenario may be used. |
| Content Focus | The process and analysis of summary writing will be explored. |
| Sample Item | Why do we write summaries for our Cornell notes? A. to identify the most important detail B. to review the new vocabulary \*C. to connect the big ideas and answer the essential question D. to answer and explain one question in the left-column  |

**Benchmark AV.6.ORG.4.1**

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| --- | --- |
| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Test Preparation and Test-Taking |
| Benchmark # | AV.6.ORG.4.1 |
| Benchmark | Develop an understanding of how to prepare for content area final exams, focusing on before, during and after an exam. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, explain, apply, and analyze the processes and protocols of preparing for and completing tests, as well as self-analyzing test results. |
| Content Limits | Items may include an explanation and/or application of a test-taking strategy.Items may include an analysis of the test-taking principles to follow before, during, and after the test.Items may include an analysis or reflection of test results.Items may include an explanation and/or comparison of test-taking tips for various types of tests.Terms/phrases such as *test-taking tips, test-taking problems, scan, pace, strategy, reflect, analyze, consult, learning style, multiple choice test, vocabulary test, true-false test, essay test,* and/or *vocabulary/matching/fill-in test.*Items will not include listing test-taking tips. |
| Stimulus Attributes | An AVID document, chart, graphs, text, scenario and/or graphic organizer may be used. |
| Content Focus | Best practices in test-taking skills and developing strategies for test-taking success will be explored. |
| Sample Item | When you finish a test in class, what test-taking skill should you complete first? A. Review the last test you took in class. B. Make a list of what will be on the next test. C. Talk to your teacher about your previous test grades.\*D. Write a reflection of what was easy and difficult on the test. |

**Benchmark AV.6.CR.2.2**

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| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Field Trips |
| Benchmark # | AV.6.CR.2.2 |
| Benchmark | Use skills of listening and observation during field trip experiences. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, explain, analyze, and apply skills for listening and observing during field trips. |
| Content Limits | Items may include an explanation and/or application of listening and/or observing during field trips.Items may include an explanation and/or analysis of note-taking during field trips.Terms that relate to college visitations and/or cultural excursions may be used. |
| Stimulus Attributes | An AVID document, scenario, student samples, and/or graphic organizer may be used. |
| Content Focus | Student responsibilities, protocols and practices during field trips will be explored. |
| Sample Item | You are attending an AVID college field trip and listening to the college president. Why is it important to listen carefully?  A. to practice asking higher-level questions B. to practice listening to and speaking with adults \*C. to gather as much information about the college as possible D. to compare this college information with other schools  |

**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 6 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 6 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 6 AVID Elective**

**End-of-Course Assessment**

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| **Domain/Cluster 1** | **Character Development/Self-Awareness** |
| **Benchmark #** | **The student will:** |
| AV.6.CD.1.1 | Develop an understanding of SLANT and apply the strategy in all classes. |
| **Domain/Cluster 2** | **Character Development/Goals** |
| **Benchmark #** | **The student will:** |
| AV.6.CD.2.1 | Understand how to calculate grade point average. |
| AV.6.CD.2.2 | Create an academic six-year plan for secondary education. |
| AV.6.CD.2.4 | Understand how to set goals using GPA (Goal, Plan, Action) outline. |
| **Domain/Cluster 3** | **Character Development/Community and School Involvement** |
| **Benchmark #** | **The student will:** |
| AV.6.CD.3.1 | Identify various opportunities to become involved in and contribute to the school/community. |
| **Domain/Cluster 1** | **Communication/Speaking** |
| **Benchmark #** | **The student will:** |
| AV.6.COMM.1.1 | Understand basic terminology associated with public speaking. |
| AV.6.COMM.1.4 | Develop awareness of nonverbal communication when speaking. |
| **Domain/Cluster 1** | **Writing/ The Writing Process** |
| **Benchmark #** | **The student will:** |
| AV.6.WRI.1.1 | Use pre-writing techniques to brainstorm ideas for writing. |
| **Domain/Cluster 2** | **Writing/Writing Skills** |
| **Benchmark #** | **The student will:** |
| AV.6.WRI.2.1 | Understand strategies to write effective paragraphs. |
| AV.6.WRI.2.2 | Apply strategies to build and expand on vocabulary/word choice. |

**Appendix B: Content Assessed by Grade 6 AVID Elective**

**End-of-Course Assessment**

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| **Domain/Cluster 1** | **Inquiry/Costa’s Levels of Thinking** |
| **Benchmark #** | **The student will:** |
| AV.6.INQ.1.1 | Develop awareness of Costa’s Levels of Thinking and/or Bloom’s Taxonomy. |
| **Domain/Cluster 2** | **Inquiry/Tutorials** |
| **Benchmark #** | **The student will:** |
| AV.6.INQ.2.1 | Establish a foundational understanding for collaborative tutorial skills. |
| **Domain/Cluster 3** | **Inquiry/Socratic Seminar and Philosophical Chairs** |
| **Benchmark #** | **The student will:** |
| AV.6.INQ.3.1 | Introduce the basic components of Philosophical Chairs and Socratic Seminars using topic based on student learning. |
| **Domain/Cluster 1** | **Collaboration/Collaborative Skills** |
| **Benchmark #** | **The student will:** |
| AV.6.COLL.1.2 | Follow established rules for engaging in collaborative activities. Also assess AV.6.COLL.1.1. |
| **Domain/Cluster 1** | **Organization/Organization and Time Management** |
| **Benchmark #** | **The student will:** |
| AV.6.ORG.1.1 | Develop and maintain an organized binder, divided by subjects, which includes a supply pouch and other academically useful materials.  |
| **Domain/Cluster 2** | **Organization/Note-Taking** |
| **Benchmark #** | **The student will:** |
| AV.6.ORG.2.4 | Develop an understanding of the organization surrounding right-column notes. |
| AV.6.ORG.2.5 | Develop an understanding of the organization surrounding left-column notes for main ideas and questions. |
| AV.6.ORG.2.6 | Develop an understanding of the summary in Cornell note-taking.Also assess AV.6.WRI.4.1.  |
| **Domain/Cluster 4** | **Organization/Test Preparation and Test Taking** |
| **Benchmark #** | **The student will:** |
| AV.6.ORG.4.1 | Develop an understanding of how to prepare for content area final exams, focusing on before, during, and after an exam. |

**Appendix B: Content Assessed by Grade 6 AVID Elective**

**End-of-Course Assessment**

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| **Domain/Cluster 1** | **Reading/Vocabulary** |
| **Benchmark #** | **The student will:** |
| AV.6.REA.1.1 | Identify key vocabulary while reading. |
| **Domain/Cluster 2** | **Reading/Textual Analysis** |
| **Benchmark #** | **The student will:** |
| AV.6.REA.2.2 | Determine the main idea of grade appropriate text. |
| AV.6.REA.2.3 | Use multiple reading strategies, including but not limited to, Marking the Text and numbering paragraphs to better understand text. |
| **Domain/Cluster 2** | **College Readiness/Field Trips** |
| **Benchmark #** | **The student will:** |
| AV.6.CR.2.2 | Use skills of listening and observing during field trip experiences. |

**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, researching various career paths, researching various types of colleges and universities, 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. Strategies include *Marking 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 minutesTwo Sessions: 45 minutes eachOne Session: 80 minutesTwo 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 the test. These ranges include both the operational and field-test items.

|  |  |
| --- | --- |
| **Course** | **Item Range** |
| AVID Elective | One 90 Minute Session: 64 ItemsTwo 45 Minute Sessions: 32 Items per session/64 Items (total)One 80 Minute Session: 56 itemsTwo 40 Minute Sessions: 28 Items per session/56 Items (total) |

**Appendix D: Reporting Categories Grade 6 AVID Elective**

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| **Reporting Categories** | **Benchmark** |
| **Self Actualization (25%)**(Character Development and Communication) | AV.6.CD.1.1AV.6.CD.2.1AV.6.CD.2.2AV.6.CD.2.4AV.6.CD.3.1AV.6.COMM.1.1AV.6.COMM.1.4 |
| **Language Development (25%)**(Writing and Reading) | AV.6.WRI.1.1AV.6.WRI.2.1AV.6.WRI.2.2AV.6.REA.1.1AV.6.REA.2.2AV.6.REA.2.3 |
| **Critical Thinking (25%)**(Inquiry and Collaboration) | AV.6.INQ.1.1AV.6.INQ.2.1AV.6.INQ.3.1AV.6.COLL.1.2 |
| **Postsecondary Preparation (25%)**(Organization and College Readiness) | AV.6.ORG.1.1AV.6.ORG.2.4AV.6.ORG.2.5AV.6.ORG.2.6AV.6.ORG.4.1AV.6.CR.2.2 |

**Appendix E: Course Descriptions for Grade 6 AVID Elective**

**Course Overview**

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

The sixth grade AVID Elective course is an introduction to the AVID philosophy. Students will develop awareness of the values accompanying academic goals and success. The course will focus on building self‐confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist in vocabulary building and understanding a variety of texts, and will also focus on prewriting techniques, summary writing and structural components of note‐taking. The students will increase college and career awareness through guest speaker presentations, field trip opportunities and research.

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 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 6 (AVID 6) 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 7 and AVID 8. 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 6 AVID Standards.**

**Scheme Descriptor**

LACC.6.RI.1.2 Determine an idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LACC.6.RI.2.4 Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings.

LACC.6.RI.2.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

LACC.6.SL.1.1 Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on other’s ideas and expressing their own clearly.

LACC.6.SL.2.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes: use appropriate eye contact, adequate volume, and clear pronunciation.

LACC.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Part D (only): Use precise language and domain specific vocabulary to inform about or explain the topic.

LACC.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences. Part D (only): Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

LACC.6.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.6.W.2.5 With some guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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)