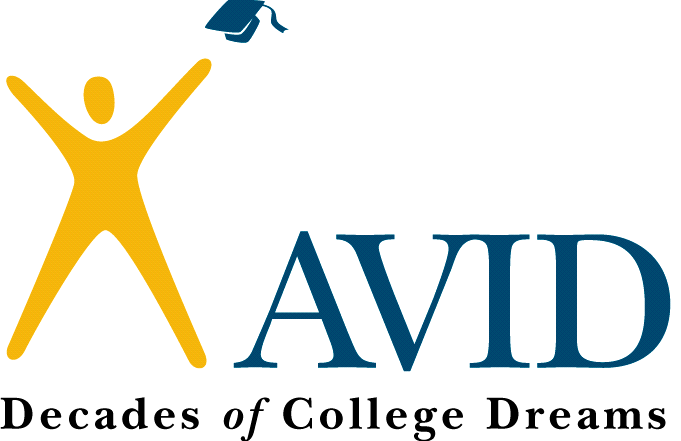
**AVID**

**EOC Assessments**



**Advancement Via Individual Determination**

**Grade 8 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 8 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 8 AVID EOC Assessment measures achievement of students enrolled in this course, by assessing student progress on benchmarks that are assigned to the Grade 8 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 Content 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 8 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 8 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 8 AVID Elective EOC Assessment Test Items address cognitive complexity levels as well as item difficulty and universal design. The Review Procedures for the Grade 8 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 8 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 8 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 8, 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 8 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 8.

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 8.

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 8 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 8 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 8 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 8 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.8.CD.1.4. For more information about this item, see page 22.

**Why is self-reflection an important part of conflict management strategies?**

**A. Self-reflection helps you better understand yourself.**

**B. Self-reflection gives you time to think about what you should do.**

**\*C. It is important to understand how you feel about different situations before you can understand how you should react.**

**D. It is important to analyze the differences between the win-lose strategy, avoidance strategy, and the problem-solving strategy.**

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

**Moderate-Complexity**

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

Below is an example of the moderate-complexity test item that is based on Benchmark AV.8.CD.1.4. For more information about this item, see page 22.

**How can understanding conflict management strategies help you to successfully take responsibility in all classroom situations?**

\***A. Conflict management strategies prepare you to deal with controversial situations that lead to positive outcomes.**

**B. Conflict management strategies teach you to self-reflect and understand your pet peeves.**

**C. Conflict management strategies help you identify your comfort levels with various classroom activities.**

**D. Conflict management strategies allow you to practice responding to different situations.**

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

**High- Complexity**

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

Below is an example of a high-complexity test item that is based on Benchmark AV.8.CD.1.4. For more information about this item, see page 22.

**A student in your math class is very quiet and becomes nervous when called upon in class. The student fears being made fun of or thought to be stupid if answering a question wrong. When the teacher calls upon the student, the student becomes too nervous to answer even when the student knows the correct answer. Using your conflict management skills, what advice should you give this classmate to overcome this problem?**

**A. Tell the student to make jokes all the time to ease his tension.**

**B. Tell the student to take lots of notes to look busy.**

**C. Tell the student to sit in the back of the room and avoid eye-contact with the teacher and classmates.**

**\*D. Tell the student to talk to the teacher privately and explain the problem so they can work through it together.**

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

The following table is provided for ease of reference; however, caution must be used in referring to this table of descriptors for each cognitive complexity level. The ultimate determination of an item’s cognitive complexity should be made considering the intent of the overall cognitive demand placed on a student. In this table the term ***AVID*** ***methodologies*** refers to the best practices of implementing and applying WICOR strategies. 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 8 AVID Elective EOC Assessment.

**Percentage of Points by Cognitive Complexity Level for the Grade 8 AVID Elective EOC**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Low** | **Moderate** | **High** |
| 8 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.** | **8.** | **CD.** | **1.** | **4.** |
| **Subject** | **Grade** | **Domain** | **Standard/Cluster** | **Benchmark** |

|  |  |
| --- | --- |
| **Grade** | 8 |
| **Domain (CD)** | Character Development |
| **Standard/Cluster 1** | Self-Awareness |
| **Benchmark 1**  **(AV.8.CD.1.4)** | Identify conflict management skills necessary for various conflict situations. |

**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 8 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 descriptions 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.8.CD.1.4**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Self-Awareness |
| Benchmark # | AV.8.CD.1.4 |
| Benchmark | Identify various conflict management skills necessary for various conflict situations. |
| Also Assess |  |
| Benchmark Clarification | Students will explain, apply and analyze conflict management skills that achieve successful classroom interactions. |
| Content Limits | Items may include an analysis of classroom interactions.  Items may include an explanation and/or application of conflict management skills.  Items may include a cause/effect relationship regarding conflict management skills.  Items may include a prediction regarding the outcome of specific classroom interactions.  Terms such as *building rapport, successful classroom interactions, study buddy, group project responsibilities, conflict management, controversial situations, self-reflection, pet peeve,* and/or *point of view* may be used or implied. |
| Stimulus Attributes | An AVID document, text, scenario, and/or chart may be used. |
| Content Focus | Behaviors and skills that elicit positive classroom interactions will be explored. |
| Sample Item | What is the purpose of the *Study Buddy* contract?  A. The purpose is to make a list of names of classmates you like.  B. The purpose is to select a partner for AVID tutorials.  \*C. The purpose is to organize a list of contact information of 2 classmates per class to contact when you miss school.  D. The purpose is to identify a person you can study with on upcoming tests and practice Cornell note-taking within class. |

**Benchmark AV.8.CD.2.5**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Goals |
| Benchmark # | AV.8.CD.2.5 |
| Benchmark | Set short – range goals around people, projects and/or required reading. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain, and apply short-range goals. |
| Content Limits | Items may include identifying and/or explaining short-range goals.  Items may include applying and/or creating short- range goals that achieve positive outcomes.  Terms such as *goal setting, Goal-Plan-Action Process (GPA), calendaring, reflection, visualizing,* and/or *binder checks* may be used or implied. |
| Stimulus Attributes | An AVID document, scenario, chart, graph, text, and/or graphic organizer may be used. |
| Content Focus | The importance and process of goal setting will be explored. |
| Sample Item | For this nine week marking period, you have been assigned a 150 page novel to complete. Which short-range goal below will help you achieve this task?  A. Read the book every couple of days.  \*B. Read at least 16 – 17 pages per week.  C. Read the first 100 pages by week 7.  D. Read when you have time. |

**Benchmark AV.8.CD.4.3**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Ownership of Learning |
| Benchmark # | AV.8.CD.4.3 |
| Benchmark | Evaluate and determine when to seek help to clarify assignments and grades. |
| Also Assess |  |
| Benchmark Clarification | Students will identify patterns, construct plans, categorize academic concerns, and/or predict outcomes of learning situations. |
| Content Limits | Items may include identifying or applying a problem solving solution when assignments are confusing or difficult.  Items may include identifying patterns of academic concerns.  Items may include applying self-help skills to achieve successful academic outcomes.  Items may include predicting outcomes of various academic situations as they pertain to seeking help when needed.  Items may include constructing a partial plan that will achieve a successful academic outcome.  Terms such as *self-reflection, self-evaluation, academic goals, procrastination, assignment log, AVID binder,* and/or *AVID Contract* may be used and/or implied. |
| Stimulus Attributes | An AVID document, text, scenario, chart, diagram, and/or graph may be used. |
| Content Focus | The expectations and protocols of ownership of learning will be explored. |
| Sample Item | After presenting a two-step equation to the tutorial group, the AVID student is still confused about the process. The algebra class is next period. Which solution below will most likely solve the AVID student’s confusion?  A. Ask an AVID peer in the tutorial group for an explanation.  B. Look through the algebra notes during algebra class.  C. Bring the same question to tutorial next time and try again using a different problem.  \*D. Bring the question to algebra class and ask the teacher for an explanation at the beginning of class. |

**Benchmark AV.8.COMM.1.4**

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| --- | --- |
| Domain | Communication |
| Reporting Category | Self – Actualization |
| Standard/Cluster | Speaking |
| Benchmark # | AV.8.COMM.1.4 |
| Benchmark | Create rubrics to evaluate speeches on content, delivery and soundness of reasoning. |
| Also Assess |  |
| Benchmark Clarification | Students will analyze speeches and give specific feedback to improve and enhance the speech. |
| Content Limits | Items may include identifying and/or explaining rubric qualities.  Items may include an application of the evaluation process.  Items may include a partial development of a rubric.  Items may include an analysis of a student speech.  Items may include identifying and/or explaining elements of public speaking.  Items may include critiquing elements of public speaking.  Items will not ask students to fully develop a rubric.  Public speaking 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, student samples, rubric, chart and or graph may be used. |
| Content Focus | The utilization and application of communication rubrics will be explored. |
| Sample Item | There are many elements of a good speech that can be measured on a scoring rubric. After watching a speech given by your class president entitled ***“College is for Everyone,”*** what would be the most important elements of public speaking to analyze?  \*A. How did the tone and word choice support the speaker’s point of view?  B. How often did the audience laugh at what was said and applaud throughout the speech?  C. How was the speaker dressed and did they make a professional appearance?  D. How often did the speaker make eye contact and use hand movements? |

**Benchmark AV.8.COMM.2.2**

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| --- | --- |
| Domain | Communication |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Listening |
| Benchmark # | AV.8.COMM.2.2 |
| Benchmark | Pose questions that elicit elaboration. |
| Also Assess |  |
| Benchmark Clarification | Students will construct, interpret, and classify questions that will elicit elaboration. |
| Content Limits | Items may include identifying questions that will elicit elaboration.  Items may include interpreting and/or classifying levels of questions.  Items may include constructing questions that will elicit elaboration.  Items may include applying higher-level questions that elicit elaboration of thinking and/or discourse.  Items may include analyzing a conversation and/or presentation.  Terms such as *Bloom’s Taxonomy*, *Costa’s Levels of Thinking, elaboration, discourse,* and/or *public speaking* may be used or implied.  Thinking verbs such as *classify, compare, define, describe, evaluate, speculate,* etc., may be used. |
| Stimulus Attributes | An AVID document, text, student sample, chart, diagram and/or graph may be used. |
| Content Focus | Using inquiry in response to what is heard in order to enhance discourse will be explored. |
| Sample Item | What type of question below would increase classroom discussion?  A. questions that ask you to describe  B. questions that ask you to list information  \*C. questions that ask you to explain why  D. questions that ask you to define vocabulary |

**Benchmark AV.8.WRI.2.1**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing Skills |
| Benchmark # | AV.8.WRI.2.1 |
| Benchmark | Incorporate a body paragraph structure which establishes and maintains a formal style. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain, apply and assess the construction of body paragraphs within a formal essay. |
| Content Limits | Items may include identifying and/or explaining the parts and/or construction of the body paragraph.  Items may include assessing and/or critiquing a body paragraph as it is measured by a rubric.  Items may include applying knowledge to accurately complete a body paragraph(s).  Items will not ask students to write full body paragraphs.  Terms such as *body paragraph, topic sentence, evidence, proof, interpretation of evidence or proof, essay,* and/or *rubric qualities* may be used. |
| Stimulus Attributes | An AVID document, rubric, text, student sample, chart and/or scenario may be used. |
| Content Focus | The quality and attributes of the body paragraph will be explored. |
| Sample Item | Read the following paragraph to determine what is missing.  ***While about 200 martial arts are practiced worldwide, three have become the most popular here: Karate, Kung Fu, and Tae Kwon Do. Karate, a Japanese fighting form began in China over 2,000 years ago, and may have come to China from India even before that. Some styles of Kung Fu use weapons like swords or staffs. Tae Kwon Do, one of the newest forms of martial arts, began in Korea in 1955 and is now an Olympic sport. Schools that teach these “fighting sports” are popping up across the United States****.*  *(Source: 2007, AVID Middle Level Writing Text, p. 73)*  Which element is missing from the above paragraph?  A. evidence of the subject  B. details are in logical order  \*C. topic sentence  D. closing sentence |

**Benchmark AV.8.WRI.2.2**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing Skills |
| Benchmark # | AV.8.WRI.2.2 |
| Benchmark | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| Also Assess |  |
| Benchmark Clarification | Students will construct, organize, interpret, and assess conclusions from given narrative texts. |
| Content Limits | Items may include identifying parts of the conclusion paragraph.  Items may include completing a partial conclusion.  Items may include critiquing and/or assessing a conclusion as it is measured by a rubric.  Items may include an interpretation of the meaning of the conclusion as it relates to the narrative.  Items may include a comparison of the conclusion paragraph to the thesis statement.  Items may include an application of the techniques to use for writing conclusions.  Terms such as *conclusion, summary, final statement, narrative essay, thesis statement, focus, topic, vivid image, provocative question, quotation, statement of consequences/results, warning statement, universalizing,* and/or *call for action statement* may be used. |
| Stimulus Attributes | An AVID document, student sample, rubric, text, essay, and or diagram may be used. |
| Content Focus | The attributes and qualities of the conclusion paragraph will be explored. |
| Sample Item | Conclusions to essays are written in one of six formats. The following example illustrates which conclusion format?  ***The work habits we employ in school are no different from the ones we need to be successful in the work place.***  A. warning  \*B. universalizing  C. using a quotation  D. call for action |

**Benchmark AV.8.WRI.2.6**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing Skills |
| Benchmark # | AV.8.WRI.2.6 |
| Benchmark | Correctly integrate quotes, while citing sources appropriately. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain, and apply quotes within writing while accurately citing the source. |
| Content Limits | Items may include identifying and/or explaining correct punctuation when writing quotes.  Items may include inserting quotes and/or the source correctly within text.  Items may include identifying the source of the quote.  Terms such as *integrating quotes, quotation marks, comma, expert opinion, unique word usages, cite,* and/or *source* may be used. |
| Stimulus Attributes | An AVID document, text, essay, student sample, and/or diagram may be used. |
| Content Focus | The process of correctly integrating quotes and citing sources will be explored. |
| Sample Item | Use what you know about proper citation and quotation rules to review the following examples. Which example demonstrates the proper format of integrating a quote?  \*A. According to the financial aid department at State College, “the cost to attend college is on a steady increase.”  B. From what I researched, “the cost to attend college is on a steady increase.”  C. “According to the financial aid department at State College,” the cost to attend college is on a steady increase.  D. “From what I researched,” the cost to attend college is on a steady increase. |

**Benchmark AV.8.WRI.4.1**

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| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing to Learn |
| Benchmark # | AV.8.WRI.4.1 |
| Benchmark | Compose well-written summaries adhering to the five criteria of good summaries. |
| Also Assess | AV.8.WRI.4.2 – Evaluate summaries using rubrics and checklists. |
| Benchmark Clarification | Students will identify and explain the steps to writing good summaries, as well as construct good summaries.  Students will assess summaries as they are measured by a rubric. |
| Content Limits | Items may include an explanation of the summary writing process.  Items may include the comparison of the quality between two summaries.  Items may include partially constructing a summary.  Items may include assessing the quality of a summary as it is measured by a rubric and/or checklist.  Terms such as *The Five Criteria (2007, Middle Level Writing With Integrated Reading and Oral Language p. 52), conventions, Summary Checklist, Summary Rubric,* and/or *paraphrased* may be used. |
| Stimulus Attributes | An AVID document, text, student sample, checklist, and/or rubric may be used. |
| Content Focus | The qualities and attributes of writing good summaries will be explored. |
| Sample Item | During peer review you are to make a suggestion to a fellow student regarding the following summary. Read the summary to identify an area of concern.  ***The coming of the railroads marked the decline of the trails leading throughout the West. My textbook said that in 1869 the transcontinental railroad marked the end of much travel on the Oregon Trail. I also read that in 1878 the railroad rolled into Santa Fe. But whether a route of commerce, emigration, or adventure, I think both of these historic passages has its own story to tell.***  Which area needs to be addressed in this student’s summary about the Santa Fe and Oregon Trails of the 1800s?  A. The student should remove the date1878 from the summary.  \*B. The student should remove the “I/my” statements.    C. The student should add questions to the summary.  D. The student should add some new information to the summary. |

**Benchmark AV.8.REA.1.1**

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| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Vocabulary |
| Benchmark # | AV.8.REA.1.1 |
| Benchmark | Understand how to use context clues in interpreting new vocabulary. |
| Also Assess |  |
| Benchmark Clarification | Students will infer meaning and interpret new words in text.  Students will apply the use of context clues to new vocabulary while reading. |
| Content Limits | Items may include an explanation and/or an analysis of how to use context clues to identify new vocabulary.  Items may include interpreting and/or inferring meaning of new vocabulary in context.  Items may require applying context clues.  Terms such as *synonyms, antonyms, definitions,* and/or *context clues* may be used. |
| Stimulus Attributes | An AVID document, text, diagram and or scenario may be used. |
| Content Focus | The protocols and practices of using context clues while reading will be explored. |
| Sample Item | Using context clues, what is a synonym for the underlined word?  ***After a very long trip, Johnny was exhausted and needed some sleep.***  \*A. tired  B. bored  C. excited  D. silly |

**Benchmark AV.8.REA.2.3**

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| --- | --- |
| Domain | Reading |
| p | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.8.REA.2.3 |
| Benchmark | Understand the use of persuasive techniques in advertisements and writing. |
| Also Assess |  |
| Benchmark Clarification | Students will identify persuasive language, explain positions, and interpret claims while reading. |
| Content Limits | Items may include identifying specific language that expresses voice, commentary, personal observations, argument and/or opinion.  Items may require identifying an author’s position/claims.  Items may require interpreting the meaning of the author’s claim.  Terms such as *persuasion, argument, commentary, claim,* and/or *voice* may be used. |
| Stimulus Attributes | An AVID document, text, essay, advertisement, picture, and/or scenario may be used. |
| Content Focus | The structure of persuasive text will be explored. |
| Sample Item | Read the following advertisement. Examine the underlined words to determine which word is an example of persuasive language.   |  | | --- | | **Adorable cocker spaniel puppies**  **7 weeks old**  **Black with tan paws**  **Call anytime: 555 – 1234** |   Which underlined word from the advertisement is an example of persuasive language?  \*A. Adorable  B. puppies  C. weeks  D. tan |

**Benchmark AV.8.REA.2.4**

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| --- | --- |
| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.8.REA.2.4 |
| Benchmark | Use multiple reading strategies, including, but not limited to, *Marking* *the Text*, and annotating text. |
| Also Assess |  |
| Benchmark Clarification | Students will explain, apply, and analyze reading strategies to actively engage with text while reading. |
| Content Limits | Items may include an explanation of the process for *Marking the Text.*  Items may include an application of *Marking the Text*.  Items may include an analysis of marked text.  Items may include an explanation of annotating text.  Items may include an application of annotating text.  Items may include an analysis of annotated text.  Items may include a comparison of various reading strategies.  Terms and concepts that connect to the practice and processes of critical reading strategies including, but not limited to, *Marking the Text*, *rereading the text*, and *annotating text* may be used. |
| Stimulus Attributes | An AVID document, text, essay, student sample of marked/annotated text, and/or diagram may be used. |
| Content Focus | The purpose and use of reading strategies will be explored. |
| Sample Item | What is the first step in the reading strategy, *Marking the Text*?  \*A. numbering the paragraphs  B. underlining the author’s claims  C. crossing out difficult words  D. summarizing thoughts |

**Benchmark AV.8.INQ.1.1**

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| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Levels of Thinking |
| Benchmark # | AV.8.INQ.1.1 |
| Benchmark | Recognize and create questions based on Costa’s Levels of Thinking and /or Bloom’s Taxonomy. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, compare, and construct various levels of questions based on the levels of thinking. |
| Content Limits | Items may include identifying levels of thinking for specific questions.  Items may include comparing various types of questions.  Items may include constructing questions that represent various levels of thinking.  Specific “thinking” verbs (i.e., recall, predict, compare, analyze, etc.) may be used to support the level identification process.  Terms such as *Levels of Thinking, Costa’s Levels of Thinking,* and/or *Bloom’s Taxonomy* may be used or implied. |
| Stimulus Attributes | An AVID document, chart, scenario, text, and/or diagram may be used. |
| Content Focus | Levels of thinking and the inquiry process will be explored. |
| Sample Item | Which science question below is considered a **Level 2** (higher-level) question?  A. What science concepts connect to this problem?    \*B. How would you change your procedures to get better results?  C. What is the first step of the procedure?  D. What does your science textbook say about this concept? |

**Benchmark AV.8.INQ.2.3**

|  |  |
| --- | --- |
| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Tutorials |
| Benchmark # | AV.8.INQ.2.3 |
| Benchmark | As a group member, ask questions, guide and facilitate understanding, support use of resources and take Cornell notes. |
| Also Assess |  |
| Benchmark Clarification | The students will summarize, interpret and construct the practices of group members during tutorials. |
| Content Limits | Items may include summarizing the role of the group member during tutorials.  Items may include explaining the cause/effect of the practices used during tutorials.  Items may include interpreting the use of resources used during tutorials.  Terms such as *presenter, group member, 30-second speech, three-column notes, tutorial resources* and/or *tutor* may be used*.* |
| Stimulus Attributes | An AVID document, scenario, text, Tutorial Request Form, and/or Cornell note samples may be used. |
| Content Focus | The protocols and practices used during tutorials will be explored. |
| Sample Item | When you are a group member during the tutorial process, what can you do to help support higher-level learning?  A. Ask your AVID teacher to answer the question.  B. Solve the problem on your own.  C. Use your notes and ask the tutor questions.  \*D. Use resources and ask the presenter questions. |

**Benchmark AV.8.INQ.2.4**

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| --- | --- |
| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Tutorials |
| Benchmark # | AV.8.INQ.2.4 |
| Benchmark | Complete reflections about the learning process of answering and solving tutorial questions. |
| Also Assess |  |
| Benchmark Clarification | Students will interpret, construct and assess reflections about the learning process. |
| Content Limits | Items may include assessing the quality of a given reflection based on a rubric.  Items may include partially constructing a reflection based on a specific tutorial.  Items may include the construction of a higher-level reflection based on a specific tutorial.  Items may include a comparison of two reflections.  Terms and concepts such as *reflection, Tutorial Request Form (TRF),* and/or *steps of the tutorial process* may be used. |
| Stimulus Attributes | An AVID document, TRF, student reflection samples, rubric, scenario, and/or chart may be used. |
| Content Focus | The practice and protocols used after tutorials will be explored. |
| Sample Item | As you complete a higher-level reflection after the tutorial, which of the following would **NOT** be included?  A. how your learning took place  \*B. how the group members participated  C. connections to your previous learning  D. what you learned about your point of confusion |

**Benchmark AV.8.INQ.2.5**

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| --- | --- |
| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Tutorials |
| Benchmark # | AV.8.INQ.2.5 |
| Benchmark | Develop content-specific, higher-level questions in order to actively participate in academic tutorials based on analysis of academic grades and needs outside of class. |
| Also Assess |  |
| Benchmark Clarification | Students will interpret, compare and construct higher-level questions that enhance discourse and deepen thinking during tutorials. |
| Content Limits | Items may include an analysis of a completed Tutorial Request Form (TRF).  Items may include a partial construction of the TRF.  Items may include constructing higher-level questions based on specific content areas.  Items may include identifying an academic need to prepare for tutorials.  Items may include a comparison of higher-level questions in a specific content area.  Terms and concepts such as *TRF, grade appropriate content specific terms, levels of thinking, point of confusion, inquiry,* and/or *30-second speech* may be used. |
| Stimulus Attributes | An AVID document, scenario, TRF, student samples, and/or Costa’s Levels of Thinking may be used. |
| Content Focus | Active tutorial preparation and participation through the inquiry process will be explored. |
| Sample Item | A student writes an original question on the Tutorial Request Form (TRF) that states: **Solve 2(X+3) – 13X=16.** The student continues to work through the TRF to determine their point of confusion.  Which question below is the correct point of confusion?    A. What do I do first to solve this equation?  B. What are the steps to solve this equation?  C. Why is my answer to this equation different from my teacher’s answer?  \*D. How would the answer change if I used the *order of operations* to solve it? |

**Benchmark AV.8.INQ.3.1**

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| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Socratic Seminar and Philosophical Chairs |
| Benchmark # | AV.8.INQ.3.1 |
| Benchmark | Actively participate in and evaluate the process of Philosophical Chairs and Socratic Seminar, focusing on strategies for improvement. |
| Also Assess |  |
| Benchmark Clarification | Students will identify and assess the practices and protocols of Philosophical Chairs (PC) and Socratic Seminar (SS). |
| Content Limits | Items may include an explanation and/or interpretation of the roles and expectations of participants in PC and/or SS.  Items may include an analysis of the process of the PC and/or SS.  Items may include a partial construction of inquiry questions to enhance the PC and/or SS.  Items may include an application of a strategy to improve the PC and/or SS.  Terms and concepts such as *Rules of Engagement, dialogue, debate, role and responsibilities of participants/leader, reflection, seminar behavior, Elements of Socratic Seminar, critique, developing questions,* and/or *Socratic Seminar Rubric* may be used. |
| Stimulus Attributes | An AVID document, text, rubric, scenario, chart, graph, and/or diagram may be used. |
| Content Focus | The various ways to improve the practices of Socratic Seminar and Philosophical Chairs will be explored. |
| Sample Item | What should you do to increase your participation during a Socratic Seminar?  A. Raise your hand to speak.  B. Carry on “side-bar” conversations.  C. Debate with people in the inner circle.  \*D. Ask higher-level questions that relate to the text. |

**Benchmark AV.8.COLL.1.3**

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| --- | --- |
| Domain | Collaboration |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Collaborative Skills |
| Benchmark # | AV.8.COLL.1.3 |
| Benchmark | Enhance understanding of collaboration and develop leadership skills by working in groups during team building and motivational activities or problem solving. |
| Also Assess | AV.8.COLL.1.4 – identify roles within a team/study group to complete a task. |
| Benchmark Clarification | Students will identify, explain and analyze collaborative skills, as well as explain and analyze the role of the leader. |
| 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 and/or analysis of the leadership role within team building/study group.  Terms and concepts such as *collaboration, engagement, team building,* and/or *community*, may be used. |
| Stimulus Attributes | An AVID document, scenario, text, chart or diagram may be used. |
| Content Focus | Practices, protocols and outcomes of collaboration will be explored. |
| Sample Item | In the AVID classroom, team building is important because it strengthens the relationship students have with each other and the AVID teacher. Which of the following is an outcome of having a strong team?  A. Students learn how to manage their time.    B. Students learn to work independently.  C. Students learn how to behave on field trips.  \*D. Students learn to listen carefully to others. |

**Benchmark AV.8.ORG.1.4**

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| Domain | Organization |
| Reporting Category | Post secondary Preparation |
| Standard/Cluster | Organization and Time Management |
| Benchmark # | AV.8.ORG.1.4 |
| Benchmark | Create a weekly action plan based on the student’s academic needs. |
| Also Assess |  |
| Benchmark Clarification | The student will identify, explain and/or construct an action plan based on academic needs. |
| Content Limits | Items may include an explanation of the Time Log.  Items may include an interpretation of a partially constructed Time Log.  Items may include a reflection of a Time Log.  Items may include partially constructing a Time Log.  Items may include explaining or identifying barriers and solutions within a specific Time Log.  Items may require calendaring weekly events.  Items may require partially constructing a Backwards Mapping Template.  Items may require identifying academic needs.  Items may include explaining or applying an action plan based on academic needs.  Terms such as *time management, self-reflection, learning log, organizational skills, time log, time-log reflection, calendaring, prioritize, barriers and solutions,* and/or *backwards mapping* may be used. |
| Stimulus Attributes | An AVID document, text, student sample, Time Log, template, and/or scenario may be used. |
| Content Focus | Protocols and practices needed to ensure weekly reflection of academic needs and action plans used for problem solving will be explored. |
| Sample Item | An AVID 8th grade student received a new grade sheet and was distressed to learn that their science grade had recently dropped. What should this student do beforethey create an action plan to increase their science grade?  \*A. Look over and reflect on the grades received since the last grade sheet.  B. Organize their binder and make sure they have all of their Cornell notes.    C. Meet with the science teacher about the drop in grade.  D. Write a science question for tutorials this week. |

**Benchmark AV.8.ORG.2.5**

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| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Note-Taking |
| Benchmark # | AV.8.ORG.2.5 |
| Benchmark | Mark, highlight, and underline key concepts in notes to show key information. |
| Also Assess |  |
| Benchmark Clarification | The student will identify, apply, and construct the Cornell Note- Taking steps 3, 4, and 5 of the Cornell Way. |
| Content Limits | Items may include identifying and/or explaining steps 3 – 5 in the Cornell Way.  Items may include applying steps 3 – 5 in partially completed notes.  Items may require organizing Cornell notes.  Items may require constructing partially completed notes.  Terms such as *The Cornell Way, note-taking, note-making, key concepts,* and/or *note set-up* may be used. |
| Stimulus Attributes | An AVID document, Cornell notes, student examples, text, and/or diagram may be used. |
| Content Focus | Enhancing the note-making steps of the Cornell Way will be explored. |
| Sample Item | During history class you took Cornell notes. For homework, what do you do to identify the key concepts of the history lesson?  A. Read the notes.  B. Review the essential question.  \*C. Underline or highlight main ideas.  D. Number the chunks of information. |

**Benchmark AV.8.ORG.2.6**

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| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Note-Taking |
| Benchmark # | AV.8.ORG.2.6 |
| Benchmark | Write effective summaries for Cornell notes that link all of the learning. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, construct and assess summaries by interacting with their Cornell notes and meeting the requirements of step 6 in the Cornell Way. |
| Content Limits | Items may include identifying the link between the summary and the learning.  Items may require constructing a partial summary.  Items may require assessing a summary as measured by a rubric.  Items may include a comparison of summaries.  Terms such as *Essential Question, Cornell Way, link learning, summary,* and/or *Cornell Notes Rubric* may be used. |
| Stimulus Attributes | An AVID document, text, student sample, rubric, diagram and/or scenario may be used. |
| Content Focus | Linking the notes, summary and essential question will be explored. |
| Sample Item | How should a student construct an effective summary for their Cornell notes?  A. Write down the parts the teacher said were important.  B. Write down the parts the student felt were important.  C. Answer each question from the left-hand side of the notes in a complete sentence.  \*D. Use the main idea from each chunk of information to answer the essential question. |

**Benchmark AV.8.ORG.4.5**

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| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Test Preparation and Test-Taking |
| Benchmark # | AV.8.ORG.4.5 |
| Benchmark | Use test-taking strategies, such as reading the directions, completing easier problems first, returning to more challenging problems and checking all answers. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, compare, and apply various test-taking strategies.  Students will analyze the effectiveness of strategies used before, during and after test-taking. |
| Content Limits | Items may include identifying, comparing and/or applying various test-taking strategies.  Items may require an analysis of strategies used for different purposes before, during, and/or after the test.  Items will not require students to list test-taking tips.  Terms and concepts such as *test-taking tips, types of tests,* and/or *test-taking problems* may be used. |
| Stimulus Attributes | An AVID document, scenario, text, chart and/or graphic organizer may be used. |
| Content Focus | The importance and practices of utilizing test-taking strategies will be explored. |
| Sample Item | Your history teacher announced to the class that the test next week would be *extended response*. What strategy will you use to prepare **before** taking this test?  A. Memorize all the definitions that might be on the test.  \*B. Review all of the key concepts and study a little each night.  C. Remember to pace yourself carefully during the test and skip over the tough questions.  D. Analyze your last history test to see which multiple choice answers you got wrong. |

**Benchmark AV.8.CR.1.1**

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| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Guest Speakers |
| Benchmark # | AV.8.CR.1.1 |
| Benchmark | Prepare for guest speaker’s presentations by creating questions for the speakers prior to their visits. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, apply and analyze questions for guest speakers. |
| Content Limits | Items may include identifying appropriate questions for various guest speakers.  Items may include an application of question design for a speaker from a particular career field.  Items may include comparing questions for a specific guest speaker.  Items may include analyzing questions designed for various guest speakers.  Items may include creating questions that would extract deeper thought or conversation. |
| Stimulus Attributes | An AVID document, text, chart, diagram, and/or scenario may be used. |
| Content Focus | Preparing for guest speakers will be explored. |
| Sample Item | Read the following student question that was developed for an upcoming guest speaker during the AVID elective class.  “***What were some of the classes you took in high school?”***  Which of the following is a higher-level question to ask the guest speaker?  A. What classes were the best to take in high school?  B. Were some of your high school courses similar to your college courses?  C. Which college courses did you select your freshman year?  \*D. How did your high school courses impact your college and career decisions? |

**Benchmark AV.8.CR.3.4**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College and Career Knowledge |
| Benchmark # | AV.8.CR.3.4 |
| Benchmark | Understand differences between jobs and careers. |
| Also Assess |  |
| Benchmark Clarification | Students will distinguish, categorize and compare differences between jobs and careers. |
| Content Limits | Items may include distinguishing differences between jobs and careers.  Items may require categorizing specific jobs and/or careers.  Items may include comparing specific responsibilities for particular jobs and/or careers.  Items may include comparing skills required for specific jobs and/or careers.  Terms and concepts such as *job, career, interest inventory, Value of a High School Education, Value of a College Education,* and/or *Student Responsibilities Checklist* may be used. |
| Stimulus Attributes | An AVID document, chart, graph, diagram, scenario and/or picture may be used. |
| Content Focus | The importance of understanding the difference of the skills, responsibilities, and level of education needed for various jobs and careers will be explored. |
| Sample Item | By definition a *job* is an activity completed for a determined amount of time for a specific rate of pay. A *career* is defined as a long-term occupation where both salary and personal fulfillment are benefits. Based upon the results of the student interest inventory below, which of the following choices would be considered a *career*?   * **Helping people** * **Enjoys animals** * **Love of science** * **Enjoys working outdoors**   A. dog walker  B. lifeguard  \*C. veterinarian  D. pet groomer |

**Benchmark AV.8.CR.3.5**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College and Career Knowledge |
| Benchmark # | AV.8.CR.3.5 |
| Benchmark | Complete a career interest inventory to determine potential career opportunities that align with interests. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, predict and categorize career opportunities based on the results of an interest inventory. |
| Content Limits | Students will examine the results of an interest inventory and identify career opportunities that align with the inventory results.  Students will predict career choices based on the results of an interest inventory.  Students will categorize career opportunities based on the results of an interest inventory. |
| Stimulus Attributes | An AVID document, inventory, scenario, chart, graph and/or text may be used. |
| Content Focus | The application and outcomes of career interest inventories will be explored. |
| Sample Item | In the AVID classroom, a student completed the Career Selection activity and selected the following areas of interest:   * **Computers** * **Accounting** * **Mathematics** * **Real Estate**   Based upon these areas of interest, which of the following careers should be researched?  A. Computer Salesperson  \*B. Home Finance Agent  C. Math Teacher  D. Bank Cashier |

**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 8 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 8 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.*** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***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 8 AVID Elective**

**End-of-Course Assessment**

|  |  |
| --- | --- |
| **Domain/Cluster 1** | **Character Development/Self-Awareness** |
| **Benchmark #** | **The student will:** |
| AV.8.CD.1.4 | Identify conflict management skills necessary for various conflict situations. |
| **Domain/Cluster 2** | **Character Development/Goals** |
| **Benchmark #** | **The student will:** |
| AV.8.CD.2.5 | Set short-range goals around projects and/or required reading. |
| **Domain/Cluster 4** | **Character Development/Ownership of Learning** |
| **Benchmark #** | **The student will:** |
| AV.8.CD.4.3 | Evaluate and determine when to seek help to clarify assignments and grades. |
| **Domain/Cluster 1** | **Communication/Speaking** |
| **Benchmark #** | **The student will:** |
| AV.8.COMM.1.4 | Create rubrics to evaluate speeches on content, delivery and soundness of reasoning. |
| **Domain/Cluster 2** | **Communication/ Listening** |
| **Benchmark #** | **The student will:** |
| AV.8.COMM.2.2 | Pose questions that elicit elaboration. |
| **Domain/Cluster 2** | **Writing/ Writing Skills** |
| **Benchmark #** | **The student will:** |
| AV.8.WRI.2.1 | Incorporate a body paragraph structure, which establishes and maintains a formal style. |
| AV.8.WRI.2.2 | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| AV.8.WRI.2.6 | Correctly integrate quotes, while citing sources appropriately. |
| **Domain/Cluster 4** | **Writing/Writing to Learn** |
| **Benchmark #** | **The student will:** |
| AV.8.WRI.4.1 | Compose well written summaries adhering to the five criteria of good summaries. Also assess AV.8.WRI.4.2 |
| **Domain/Cluster 1** | **Reading/Vocabulary** |
| **Benchmark #** | **The student will:** |
| AV.8.REA.1.1 | Understand how to use context clues in interpreting new vocabulary. |
| **Domain/Cluster 2** | **Reading/Textual Analysis** |
| **Benchmark #** | **The student will:** |
| AV.8.REA.2.3 | Understand use of persuasive techniques in advertisements and writing. |
| AV.8.REA.2.4 | Use multiple reading strategies, including, but not limited to Marking the Text and annotating text. |

**Appendix B: Content Assessed by Grade 8 AVID Elective**

**End-of-Course Assessment**

|  |  |
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| **Domain/Cluster 1** | **Inquiry/Levels of Thinking** |
| **Benchmark #** | **The student will:** |
| AV.8.INQ.1.1 | Recognize and create questions based on Costa’s Levels of Thinking and/or Bloom’s Taxonomy. |
| **Domain/Cluster 2** | **Inquiry/Tutorials** |
| **Benchmark #** | **The student will:** |
| AV.8.INQ.2.3 | As a group member, ask questions, guide and facilitate understanding, support use of resources and take Cornell notes. |
| AV.8.INQ.2.4 | Complete reflections about the learning process of answering and solving tutorial questions. |
| AV.8.INQ.2.5 | Develop content-specific, higher-level questions, in order to actively participate in academic tutorials based on analysis of academic grades and needs outside of class. |
| **Domain/Cluster 3** | **Inquiry/Socratic Seminar and Philosophical Chairs** |
| **Benchmark #** | **The student will:** |
| AV.8.INQ.3.1 | Actively participate in and evaluate the process of Philosophical Chairs and/or Socratic Seminar, focusing on strategies for continuous improvement. |
| **Domain/Cluster 1** | **Collaboration/Collaborative Skills** |
| **Benchmark #** | **The student will:** |
| AV.8.COLL.1.3 | Enhance understanding of collaboration and develop leadership skills by working in groups during team building and motivational activities or problem solving. Also assess AV.8.COLL.1.4 |
| **Domain/Cluster 1** | **Organization/Organization and Time Management** |
| **Benchmark #** | **The student will:** |
| AV.8.ORG.1.4 | Create a weekly action plan based on the student’s academic needs. |
| **Domain/Cluster 2** | **Organization/Note-Taking** |
| **Benchmark #** | **The student will:** |
| AV.8.ORG.2.5 | Mark, highlight and underline key concepts in notes to show key information. |
| AV.8.ORG.2.6 | Write effective summaries for Cornell notes that link all of the learning together. |
| **Domain/Cluster 4** | **Organization/Test Preparation and Test-Taking** |
| **Benchmark #** | **The student will:** |
| AV.8.ORG.4.5 | Use test-taking strategies, such as reading the directions, completing easier problems first, returning to more challenging problems, and checking all answers. |

**Appendix B: Content Assessed by Grade 8 AVID Elective**

**End-of-Course Assessment**

|  |  |
| --- | --- |
| **Domain/Cluster 1** | **College Readiness/Guest Speakers** |
| **Benchmark #** | **The student will:** |
| AV.8.CR.1.1 | Prepare for guest speaker presentations by creating questions for the speakers prior to their visits. |
| **Domain/Cluster 3** | **College Readiness/College and Career Knowledge** |
| **Benchmark #** | **The student will:** |
| AV.8.CR.3.4 | Understand differences between jobs and careers. |
| AV.8.CR.3.5 | Complete a career interest inventory to determine potential career opportunities that align with interests. |

**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 Benchmark 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, 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: 64 Items  Two 45 Minute Sessions: 32 Items per session/64Items (total)  One 80 Minute Session: 56 items  Two 40 Minute Sessions: 28 Items per session/56 Items (total) |

**Appendix D: Reporting Categories Grade 8 AVID Elective**

|  |  |
| --- | --- |
| **Reporting Categories** | **Benchmark** |
| **Self Actualization (25%)**  (Character Development and Communication) | AV.8.CD.1.4  AV.8.CD.2.5  AV.8.CD.4.3  AV.8.COMM.1.4  AV.8.COMM.2.2 |
| **Language Development (25%)**  (Writing and Reading) | AV.8.WRI.2.1  AV.8.WRI.2.2  AV.8.WRI.2.6  AV.8.WRI.4.1  AV.8.REA.1.1  AV.8.REA.2.3  AV.8.REA.2.4 |
| **Critical Thinking (25%)**  (Inquiry and Collaboration) | AV.8.INQ.1.1  AV.8.INQ.2.3  AV.8.INQ.2.4  AV.8.INQ.2.5  AV.8.INQ.3.1  AV.8.COLL.1.3 |
| **Postsecondary Preparation (25%)**  (Organization and College Readiness) | AV.8.ORG.1.4  AV.8.ORG.2.5  AV.8.ORG.2.6  AV.8.ORG.4.5  AV.8.CR.1.1  AV.8.CR.3.4  AV.8.CR.3.5 |

**Appendix E: Course Descriptions for Grade 8 AVID Elective**

**Course Overview**

**A. Major Concept/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 eighth grade AVID Elective course is the year of preparation for high school. The students will regularly exhibit and utilize the skills and strategies learned in the sixth and seventh grade AVID courses. Students will refine previous goals, focusing on their transition to high school as part of a college preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure and voice. Major writing assignments include persuasive, expository, descriptive and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon their test preparation and test‐taking knowledge. They will broaden their experiences with analyzing text and utilizing appropriate reading strategies in various settings. Students will become more involved in the presentations of guest speakers and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college preparatory testing and build connections with the high school they will attend.

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 8 (AVID 8) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. 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 8 AVID Standards.**

**Scheme Descriptor**

LACC.8.RL.1.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.8.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot; provide an objective summary of the text.

LACC.8.RL.2.4 Determine the meaning of words and phrases that are used in a text, including figurative, connotative meanings: analyze the impact of specific word choices of meaning and tone, including analogies, or allusions of other texts.

LACC.8.RL.2.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

LACC.8.RI.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

LACC.8.RI.2.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

LACC.8.RI.2.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence and viewpoints.

LACC.8.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence in introduced.

LACC.8.SL.1.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues building on other’s ideas and expressing their own clearly.

LACC.8.SL.2.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relative evidence, sound valid reasoning, and well chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

LACC.8.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LACC.8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

LACC.8.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.

LACC.8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.

LACC.8.W.2.4 Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose and audience.

LACC.8.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, focusing on how well purpose and audience have been addressed.

LACC.8.W.3.8 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.