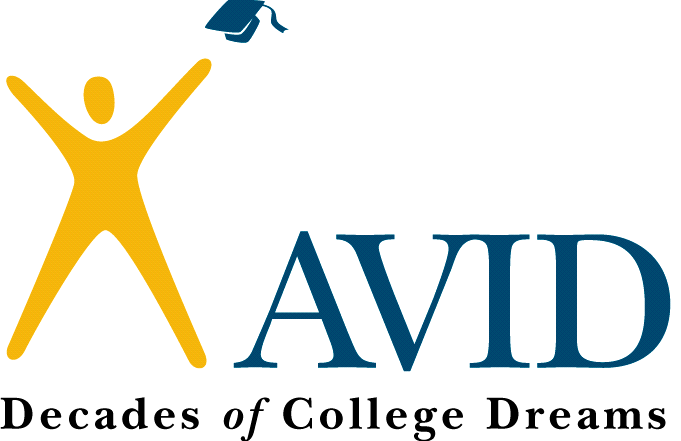
**AVID**

**EOC Assessments**



**Advancement Via Individual Determination**

**Grade 12 AVID Elective Course**

**End-of-Course Assessment**

**Test Item Specifications**

Revised: January 2015

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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 12 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 12 AVID EOC Assessment measures achievement of students enrolled in this course, by assessing student progress on benchmarks that are assigned to the Grade 12 AVID Elective Course description which are located in Appendix E.

**Origin and Purpose of the Specifications**

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

**Scope of this Document**

The Specifications for Grade 12 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 12 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 12 AVID Elective EOC Assessment Test Items address cognitive complexity levels as well as item difficulty and universal design. The Review Procedures for the Grade 12 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 12 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 12 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 12, except for specifically assessed AVID terms or concepts.

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

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

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

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

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

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

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

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

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

All AVID EOC Assessment test items are in multiple-choice (MC) format. The general specifications on pages 6 through 9 cover the following criteria for the Grade 12 EOC Assessment:

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

**Use of Graphics**

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

**Item Style and Format**

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

**General Guidelines**

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

2. Test items should be clear and concise, and they should use vocabulary and sentence structure appropriate for grade 12.

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 12.

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 12 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 12 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 12 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 12 AVID Elective EOC Assessment items, must also reflect these goals and standards. It is important to develop items that elicit student responses that demonstrate the complexity of knowledge and skills required to meet these objectives. The degree of challenge of test items is currently categorized in two ways: **item difficulty** and **cognitive complexity**.

**Item Difficulty**

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

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

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

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

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

**Cognitive Complexity**

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

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

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

1

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

**Low- Complexity**

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

Below is an example of a low-complexity test item that is based on Benchmark AV.12.CD.2.6. For more information about this item, see page 23.

Which of the following is a short-range goal of an AVID senior?

\*A. complete college applications

B. graduate from high school

C. move into the dormitory

D. be accepted into medical school

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

**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.12.CD.2.6. For more information about this item, see page 23.

An AVID student has a long-range goal of graduating with a 4.0 grade point average. Which short-range goal supports the student’s long-range goal?

A. take as many AP courses as possible

B. be accepted into the Debate Club

\*C. study and be prepared for all tests

D. apply for National Honor Society

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

**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.12.CD.2.6. For more information about this item, see page 23.

Which of the following statements are necessary components of maintaining the highest grade point average possible?

1. Take multiple AP and honors classes.

2. Take only courses where you’ll receive an *A*.

3. Complete all work on time and study for tests.

A. 1, 2, 3

B. 1, 2

\*C. 1, 3

D. 2, 3

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

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

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

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

The table below shows the target range for the percentage of points by cognitive complexity level on the Grade 12 AVID Elective EOC Assessment.

**Percentage of Points by Cognitive Complexity Level for the Grade 12 AVID Elective EOC**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Low** | **Moderate** | **High** |
| 12 AVID EOC | 15% - 25% | 55% - 65% | 20% - 30% |

**Universal Design**

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

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

• reduction in wordiness;

• avoidance of ambiguity;

• selection of reader-friendly construction and terminology; and

• consistently applied concept names and graphic conventions.

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

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

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

**Review for Potential Bias and Community Sensitivity**

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

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

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

**Review of Test Items**

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

**Guide to the Individual Benchmark Specifications**

**Benchmark Classification System**

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AV.** | **12.** | **CD.** | **2.** | **6** |
| **Subject** | **Grade** | **Domain** | **Standard/Cluster** | **Benchmark** |

|  |  |
| --- | --- |
| **Grade** | 12 |
| **Domain (CD)** | Character Development |
| **Standard/Cluster 2** | Goals |
| **Benchmark 1**  **(AV.12.CD.2.6)** | Design appropriate short- and mid-range goals, which take into account many of the critical aspects of senior year, including college acceptance, GPA, college entrance testing, community service and college level coursework. |

**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 12 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 Description.

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

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

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

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

**Also**

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

description above).

**Benchmark**

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

students. Clarification statements are written for the benchmark and the

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

students are expected to do when responding to the question.

**Content**

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

be assessed in the test items for the benchmark.

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

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

the Individual Benchmark Specifications may be an expansion or further

restriction of the Overall Considerations.

**Stimulus**

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

**Content**

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

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

standards, benchmarks, or benchmark clarifications.

**Sample**

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

**Individual Benchmark Specifications for**

**AVID End-of-Course Assessment**

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

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

**Benchmark AV.12.CD.1.3**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Self-Awareness |
| Benchmark # | AV.12.CD.1.3 |
| Benchmark | Prepare to successfully resolve conflicts and disputes that may arise in college (e.g., roommates, professors). |
| Also Assess |  |
| Benchmark Clarification | Students will apply and analyze conflict management skills to problem solve various conflicts that may arise in college. |
| Content Limits | Items may include applying conflict management skills to a specific problem/situation that may arise in college.  Items may include comparing responses to a specific problem/situation that may arise in college.  Items may include analyzing a conflict (that may arise in college) in order to determine the appropriate solution.  Terms and concepts regarding conflict management techniques such as *controversial situations, pet-peeve, positive outcomes, building rapport, self-reflection, win-lose strategy, rejection strategy, confirmation strategy, perspective-taking strategy, avoidance strategy* and/or *problem-solving strategy* may be used*.* |
| Stimulus Attributes | An AVID document, text, scenario, chart and/or graph may be used. |
| Content Focus | The practice and protocols of solving various conflicts that may arise in college will be explored. |
| Sample Item | You are having difficulty getting along with your **college** roommate. Which of the following conflict management techniques is an example of what the actions of an AVID student should be?  A. Avoid the person.  B. Change the subject.  \*C. Seek peer mediation.  D. Turn the conflict into a joke. |

**Benchmark AV.12.CD.2.6**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Goals |
| Benchmark # | AV.12.CD.2.6 |
| Benchmark | Design appropriate short- and mid-range goals, which take into account many of the critical aspects of senior year, including college acceptance, GPA, college entrance testing, community service and college level coursework. |
| Also Assess | AV.12.CD.2.7 – Determine a new/revised long-range goal (which will take three to five years to accomplish). |
| Benchmark Clarification | Students will explain, apply and analyze goal setting needed to meet the requirements of senior year for a college-bound student. |
| Content Limits | Items may include explaining or applying a short-, mid- or long-range goal to meet a specific outcome.  Items may include an analysis of a Goal-Plan-Action (GPA) chart.  Items may include an application of either a Plan or Action Step to meet a specific goal.  Items may include a revision of a GPA based on a specific goal.  Terms and concepts regarding goal setting such as *GPA Chart, timeframes regarding short-, mid-, and long-range goals, calendaring, deadlines, extra-curricular participation, community service, college application process, academic success, grade point average, AP/IB courses, academic goal, personal goal,* and/or *AVID student requirements* may be used. |
| Stimulus Attributes | An AVID document, text, sample GPA Chart, graph, scenario, and/or chart may be used. |
| Content Focus | The practice and protocols of goal setting to meet the requirements for senior year, college-bound students will be explored. |
| Sample Item | For an AVID senior, which of the following would be an example of a short-range goal in the fall that is academically based?  A. Become involved with all of the Homecoming activities.  \*B. Complete college applications by November 1st.  C. Enroll in one AP course where you can easily earn an A.  D. Seek a part-time job to save money for a car. |

**Benchmark AV.12.CD.4.4**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Ownership of Learning |
| Benchmark # | AV.12.CD.4.4 |
| Benchmark | Develop a sense of building community within the school, advocating for positive school change. |
| Also Assess |  |
| Benchmark Clarification | Students will analyze and interpret the process of building community within a school setting. |
| Content Limits | Items may include classifying specific events based on their impact for building community.  Items may include determining the cause/effect of a specific community-building activity.  Items may include applying a team-building strategy to achieve a positive outcome within the school setting.  Items may include interpreting the AVID student expectations to build community within a school.  Terms and concepts regarding the aspects of community building such as *family involvement, family environment, school atmosphere, connecting to the school community, advocate, personal obligation, AVID student expectations,* and/or *team building* may be used. |
| Stimulus Attributes | An AVID document, chart, text, and/or scenario may be used. |
| Content Focus | The concept and importance of building community within a school will be explored. |
| Sample Item | Which is an example of how AVID seniors are role models in advocating for college readiness at their school?  A. AVID seniors setting a good example by completing community service hours.  \*B. AVID seniors mentoring younger students who could potentially go to college.  C. AVID seniors showing their appreciation for AVID by participating in after school tutorials.  D. AVID seniors volunteering to read to students at the neighboring elementary school. |

**Benchmark AV.12.COMM.2.2**

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| Domain | Communication |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Listening |
| Benchmark # | AV.12.COMM.2.2 |
| Benchmark | Evaluate own and others’ speaking, using rubrics and scoring guides. |
| Also Assess |  |
| Benchmark Clarification | Students will evaluate the elements of public speaking based on specific rubrics and scoring guides. |
| Content Limits | Items may include identifying an area in need of improvement based on a written or oral presentation.  Items may include evaluating a specific component of a speech based on a rubric or scoring guide.  Items may include a comparison between two speeches.  Items may include constructing a part/section of a speech.  Items will not include writing a speech.  Terms and concepts such as public speaking terminology including: *fluency, continuity, volume, eye contact, pacing, movement, gesticulation, facial expression, enunciation,* and/or *pronunciation* may be used.  Terms and concepts regarding speech writing rubrics and presentation rubrics such as *structure, manuscript, diction, cohesiveness, basic thesis, preparation, presentation, engagement,* and/or *visual aids* may be used. |
| Stimulus Attributes | An AVID, document, text, student speech sample, historical speech, rubric, and/or scoring guide may be used. |
| Content Focus | The practice of evaluating speeches will be explored. |
| Sample Item | As you watch a student give a presentation, you are given a scoring rubric to judge his performance using various speaking elements. The student is fluid with his speech, uses hand gestures often when necessary, and uses higher level vocabulary, but he often looks at his notes losing eye contact with the audience. Which area on the rubric below would this student lose points?    \*A. Preparation  B. Movements, Gestures and Expressions  C. Language and Diction  D. Visual Aids  *The Presentation Rubric above can be found in (2005) Strategies for Success, AVID Center, p. 198.* |

**Benchmark AV.12.WRI.1.1**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | The Writing Process |
| Benchmark # | AV.12.WRI.1.1 |
| Benchmark | Understand and identify the audience, purpose and form for writing assignments. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, compare, and analyze writing assignments as they connect to audience, purpose and form. |
| Content Limits | Items may include identifying the audience, purpose or form of a specific writing assignment.  Items may require a comparison of two writing assignments based on the audience, purpose or form.  Items may include an analysis of a writing prompt to determine audience, purpose or form. |
| Stimulus Attributes | An AVID document, text, essay, and/or writing prompts may be used. |
| Content Focus | The practice of analyzing writing assignments to determine audience, purpose and form will be explored. |
| Sample Item | You have been given the following writing assignment:  *While reading the local morning paper, you notice that there is a debate going on within the Department of Education to change the high school graduation requirements. Your school board is asking for input from the community. As a member of the community, you have decided to respond.*  Which is the most appropriate way to respond?  A. Write an editorial to the local newspaper.  B. Write an essay for your English teacher.  \*C. Write a letter to the school board.  D. Write an article for the Student Council. |

**Benchmark AV.12.WRI.2.1**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing Skills |
| Benchmark # | AV.12.WRI.2.1 |
| Benchmark | Create academic introductions through the incorporation of valuable background information, a “hook”, and well-constructed thesis. |
| Also Assess | AV.12.WRI.3.3 – Develop and strengthen writing through the creation of a personal statement essay. |
| Benchmark Clarification | Students will explain, construct, and/or analyze introductions in writing as well as constructing and analyzing personal statement essays. |
| Content Limits | Items may include identifying a well-constructed introduction based on a specific writing prompt.  Items may include identifying a well-constructed thesis statement based on a specific topic.  Items may include applying a thesis statement to a specific topic.  Items may include a comparison of two different introductions based on a specific writing prompt.  Items may include evaluating an introduction based on a rubric.  Items may include explaining the components of a personal essay.  Items may include constructing a portion of a personal essay.  Items may include analyzing the components of a personal essay.  Terms and concepts such as *developing an introduction, opening sentence, thesis, forecast, anecdote, dialogue, quotation, opinion, controversial/provocative question, tone, capture the reader’s attention,* and/or *personal statement essay,* may be used. |
| Stimulus Attributes | An AVID document, text, essay, student writing sample, and/or rubric may be used. |
| Content Focus | The process of developing well-written introductions in writing and personal essay statements will be explored. |
| Sample Item | You are writing a personal statement essay for a college entrance application to answer the question: ***How have you taken advantage of the educational opportunities you have had to prepare for college?***  Which of the following should be included in your introduction?  A. A variety of sentences listing all of your academic accomplishments in order of occurrence.  B. A vivid explanation of personal experiences, including both good and bad experiences.  \*C. A well-constructed thesis statement and some valuable academic background information.  D. A summary of why going to college is so important to you and your family. |

**Benchmark AV.12.WRI.2.4**

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| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing Skills |
| Benchmark # | AV.12.WRI.2.4 |
| Benchmark | Focus on improving sentences through word choice and varying sentence structure. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, apply, and analyze word choice or sentence variety within text for the purpose of improving the writing. |
| Content Limits | Items may include identifying specific word choice or a specific type of sentence (simple, compound, complex) to enhance a particular type of writing (e.g., persuasive, expository, narrative).  Items may include applying sentence combining techniques to increase sentence variety.  Items may include applying a specific word or sentence to a particular text for the purpose of improving the writing.  Items may include comparing vocabulary choices within given text.  Items may include analyzing text to measure the quality of word choice and sentence variety based on a rubric.  Terms and concepts such as *upgrading vocabulary, academic vocabulary, tone, voice, address expectations of different audiences, vivid language, powerful/effective language, sentence variety, sentence combining, simple sentence, compound sentence,* and/or *complex sentence* may be used. |
| Stimulus Attributes | An AVID document, text, essay, student writing sample, scoring guide, writing checklist, rubric, and/or chart may be used. |
| Content Focus | The practice and process of improving writing through word choice and sentence variety will be explored. |
| Sample Item | To increase sentence variety in writing, read the following two sentences to consider how they can be combined correctly into one sentence.  ***The sun rose over the horizon. It was going to be a beautiful day.***  Which of the following combines the above sentences correctly?  A. The sun rose it was a beautiful day.  B. It was beautiful when the sun rose.    C. As the sun rose over the horizon I could tell it was going to be beautiful all day.  \*D. The sun rose over the horizon; it was going to be a beautiful day. |

**Benchmark AV.12.REA.1.2**

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| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Vocabulary |
| Benchmark # | AV.12.REA.1.2 |
| Benchmark | Infer word meaning using knowledge of advanced prefixes, suffixes, and root words, including words of Anglo-Saxon, Greek, and Latin origin. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, infer, and analyze the meaning of specific words based on their prefix, suffix, and/or root word. |
| Content Limits | Items may include interpreting the meaning of a word in context based on the prefix, suffix, and/or root of a word.  Items may include explaining how the word meaning in context is altered due to the addition/deletion of a specific prefix or suffix.  Items may include identifying how the part of speech of the root word is altered due to the addition/deletion of a prefix or suffix.  Terms or concepts such as *word origin, etymology, part of speech,* and/or *context clue* may be used. |
| Stimulus Attributes | An AVID document, text, essay, chart, and/or graph may be used. |
| Content Focus | The practice of inferring word meaning using knowledge of prefixes, suffixes, and root words will be explored. |
| Sample Item | What does the suffix ***–osis***, as used in psychosis, mean in the following sentence?  ***Her psychosis was becoming more severe each day as her hallucinations increased.***  A. belief    B. capability  \*C. condition  D. pertaining to |

**Benchmark AV.12.REA.2.1**

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| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.12.REA.2.1 |
| Benchmark | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is actually meant (e.g., satire, sarcasm, irony or understatement). |
| Also Assess |  |
| Benchmark Clarification | Students will analyze and interpret meaning of text as they distinguish between what is stated and what is meant. |
| Content Limits | Items may include explaining the stated/meant point of view within a given text.  Items may include analyzing text to determine the “what is meant” point of view.  Items may include comparing the “stated” point of view to the “what is meant” point of view.  Items may include analyzing text that utilizes satire, sarcasm, irony, or understatement to determine point of view.  Terms and concepts such as *point of view, satire, sarcasm, irony, understatement, implied meaning, intended meaning or intended point of view, tone* and/or *voice* may be used*.* |
| Stimulus Attributes | An AVID document, text, essay, chart, and/or graph may be used. |
| Content Focus | The practice and process of grasping the point of view from complex text will be explored. |
| Sample Item | What is the intended *point of view* in the following text?  ***Simone tripped as she entered the classroom. Carson exclaimed, “Simone, you are so graceful!”***  \*A. Carson uses sarcasm with the intended point of view, “Simone you are NOT graceful.”  B. Carson uses irony with the intended point of view, “Simone, I trip more than you.”  C. Carson uses understatement with the intended point of view, “Simone, you are the most graceful person in the world!”  D. Carson uses satire with the intended point of view, “Simone, you are as graceful as a ballerina.” |

**Benchmark AV.12.REA.2.6**

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| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.12.REA.2.6 |
| Benchmark | Choose one or more writing in the margin strategies while reading text. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, apply, compare and analyze various writing in the margin strategies. |
| Content Limits | Items may include identifying one of the six strategies used for writing in the margins (*visualize ideas, summarize ideas, clarify information, make connections, respond to ideas, ask questions*).  Items may include applying one of the six strategies used for writing in the margins to a specific text.  Items may include comparing two of the strategies used for writing in the margins.  Items may include analyzing text to determine which writing in the margin strategy should be used.  Terms and concepts such as *the six writing in the margins strategies, active reading,* and/or *responding to text* may be used. |
| Stimulus Attributes | An AVID document, text, essay, *Six Strategies at a Glance Chart*, and/or student examples may be used. |
| Content Focus | The process and protocols of using writing in the margins strategies will be explored. |
| Sample Item | While reading informational text, the student writes in the margins: *text-to-text, text-to-self,* and *text-to-world relationships*. This is an example of which strategy for *writing in the margins*?  A. clarify ideas  \*B. make connections  C. respond to ideas  D. visualize ideas |

**Benchmark AV.12.REA.2.8**

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| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.12.REA.2.8 |
| Benchmark | Identify persona of the authors, finding elements of argument and compare/contrast views of various authors. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, compare, and analyze persona of authors through elements of argument and points of view. |
| Content Limits | Items may include analyzing a specific argument/point of view presented by an author in order to determine the persona of the author.  Items may include identifying the persona of the author and connecting it to the elements of argument or point of view within a given text.  Items may include an analysis (infer, interpret, differentiate, draw conclusions) of argument/point of view presented by an author.  Items may include comparing/contrasting the persona between two authors through the analysis of their argument/points of view.  Terms describing the author’s persona such as *argumentative, cautionary, dismissive, honest, humble, reflective, respectful, rude, somber, superficial, visionary,* etc. may be used.  Terms and concepts such as *persuasive techniques, passive voice, active voice, argument/opposing argument, counterarguments, writer’s position, logical reasoning, credibility of writer, rebuttal,* and/or *evidence of argument: personal examples, facts, statistics,* and/or *expert testimony* may be used. |
| Stimulus Attributes | An AVID document, text, and/or essay may be used. |
| Content Focus | The practice and process of identifying and analyzing persona of authors through argument and point of view will be explored. |
| Sample Item | Read the following remarks spoken by Robert F. Kennedy on the assassination of Martin Luther King, Jr. As you are reading consider Kennedy’s point of view and persona.  ***“I have some sad news for all of you, and, I think sad news for all of our fellow citizens, and people who love peace all over the world; and that is that Martin Luther King was shot and was killed tonight in Memphis, Tennessee. Martin Luther King dedicated his life to love and to justice between fellow human beings. He died in the cause of that effort.***  ***We can move in that direction as a country, in greater polarization – black people amongst blacks, and whites amongst whites, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand, and to comprehend, and replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand, compassion and love…”***  Based on the content of this text, what is the persona of this author?  A. cautionary  \*B. reflective  C. superficial  D. visionary |

**Benchmark AV.12.INQ.2.2**

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| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Tutorials |
| Benchmark # | AV.12.INQ.2.2 |
| Benchmark | Reflect upon the relationship between high school tutorials and their connection at the collegiate level. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, compare and analyze the elements of high school tutorials and their connection to collegiate level study groups. |
| Content Limits | Items may include identifying which elements of high school tutorials will be useful at the college level.  Items may include a comparison/analysis of forming high school tutorial groups versus forming college study groups.  Items may include a comparison of group member responsibilities at the high school level and the college level.  Items may include an analysis of the benefits/impact/outcomes of participating in tutorials/study groups.  Terms and concepts such as *Ten Steps of the AVID Tutorial Process, collaborative practices, relationship building, facilitating, group expectations, roles/responsibilities*, *individual accountability, debriefing,* and/or *refining* may be used. |
| Stimulus Attributes | An AVID document, text, scenario, and/or chart may be used. |
| Content Focus | The connections between high school tutorials and college study groups will be explored. |
| Sample Item | How does a high school tutorial group compare to a college study group?  A. High school tutorial groups and college study groups require expertise in Socratic seminars.  B. High school tutorial groups and college study groups use tutors to re-teach the information.  \*C. The goal of high school tutorial groups and college study groups is for students to make connections to enhance learning.  D. The goal of high school tutorial groups and college study groups is to help provide social opportunities for shy learners. |

**Benchmark AV.12.INQ.2.3**

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| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Tutorials |
| Benchmark # | AV.12.INQ.2.3 |
| Benchmark | Reflect upon participation and knowledge gained from tutorials and other collaborative activities. |
| Also Assess |  |
| Benchmark Clarification | Students will explain, apply, and analyze the practice and protocols of collaborative activities. |
| Content Limits | Items may include explaining the processes and/or outcomes of the collaborative experience.  Items may include explaining/summarizing the benefits of participating in tutorials, team building activities, problem-solving activities, peer-review work, and/or group projects.  Items may include applying a specific collaborative practice to enhance a given situation.  Items may include a comparison of various collaborative practices/protocols.  Items may include a critique of a specific collaborative activity.  Terms and concepts regarding collaborative activities such as *role, group member, expectations, responsibilities, facilitator, outcome,* and/or *impact on learning* may be used*.* |
| Stimulus Attributes | An AVID document, text, scenario, rubric, scoring guide, and/or chart may be used. |
| Content Focus | The practices, protocols and impact of participating in collaborative activities will be explored. |
| Sample Item | What makes a successful, collaborative experience effective?  A. There is one appointed leader responsible for outcome.  B. There is no individual accountability to complete a project.  C. A tutor takes on the responsibility for working out the requirements for each student.  \*D. The group shares the leadership, responsibility, and completion of the assigned duties. |

**Benchmark AV.12.INQ.3.2**

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| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Socratic Seminar and Philosophical Chairs |
| Benchmark # | AV.12.INQ.3.2 |
| Benchmark | Integrate a variety of source evidence to support position statements. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, apply and analyze the process of integrating source evidence to support position statements during Socratic Seminars and/or Philosophical Chairs. |
| Content Limits | Items may include identifying/determining which source evidence should be used to support a specific position.  Items may include a comparison of source evidence based on a specific position.  Items may include a partial construction of a position statement based on a given topic focus and source evidence.  Items may include analyzing a specific position to determine which source evidence should be used.  Terms and concepts such as *Socratic Seminar, Philosophical Chairs, position statement, source evidence, academic argument, topic focus, author’s claims, persuasive techniques,* and/or *citation* may be used. |
| Stimulus Attributes | An AVID document, text, essay, chart and/or scenario may be used. |
| Content Focus | The practice and protocols of integrating source evidence to support position statements during Socratic Seminars and Philosophical Chairs will be explored. |
| Sample Item | You are given the following claim: ***The degree of parental involvement is not to blame for youth violence.***  Which of the following pieces of evidence ***decreases*** the support for the claim?  \*A. From *“Young and Depressed,”* “Psychological disorders like depression, anxiety, obsessive compulsive disorder, etc., affect over 3 million adolescents in this country.”  B. From Alvin Poiussant of Harvard Medical School who says, “Kids have a mind of their own. They are also influenced by the outside world and by family and friends.”  C. From Zeijl in a journal of leisure research, “Finally, our analyses show that juveniles experience a decreasing parental influence when they get older.”  D. From Michael DeSisto’s book Decoding Your Teenager, “Once the teenage years arrive, parental controls slip away and some old sanctions no longer work.” |

**Benchmark AV.12.COLL.1.3**

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| Domain | Collaboration |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Collaborative Skills |
| Benchmark # | AV.12.COLL.1.3 |
| Benchmark | Discuss informal study group norms and how to become a member of a study team in college. |
| Also Assess |  |
| Benchmark Clarification | Students will identify and analyze informal study group practices and the protocols of group membership into college study teams. |
| Content Limits | Items may include identifying/explaining group norms for informal study teams.  Items may include identifying/explaining logical steps to becoming a member of a college study team.  Items may include problem-solving a study team/membership conflict.  Terms and concepts such as *college environment, conflict, problem solving, academic program, academic atmosphere, amount and kind of study necessary for success, college advisor,* and/or *group norms* may be used. |
| Stimulus Attributes | An AVID document, checklist, scenario, text, and/or chart may be used. |
| Content Focus | The practice of understanding informal college study teams and the process of becoming a member of a college study team will be explored. |
| Sample Item | How can a student become a member of a college study group?  A. Go to the campus library as often as possible to see if any groups are meeting, then join one.  B. Invite people over for something to eat and together look over your notes for about 30 minutes.  \*C. If your professor does not assign study groups, talk to classmates about organizing a group.  D. Read the ads from people looking for a new roommate and you may find someone in the same class to study with. |

**Benchmark AV.12.ORG.1.5**

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| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Organization and Time Management |
| Benchmark # | AV.12.ORG.1.5 |
| Benchmark | Reflect on academic performance and independently adjust study habits and time management skills as needed. |
| Also Assess | AV.12.ORG.1.2 – Use the planner/agenda to track senior year tasks and responsibilities, including exams, college applications deadlines, letters of recommendation, FAFSA, scholarships, and final transcripts.  AV.12.ORG.1.3 – Develop and discuss plans when the academic work load is especially difficult. |
| Benchmark Clarification | Students will identify, explain, apply and analyze the processes of completing senior year tasks accurately, successfully, and on time. |
| Content Limits | Items may include identifying/explaining/applying adjustments to study habits based on academic performance.  Items may include applying the use of a planner/agenda to track tasks.  Items may include an analysis of a senior year Goal-Plan-Action (GPA) chart for accuracy, substance and/or outcomes.  Items may include applying a problem-solving technique when the academic work load becomes difficult.  Terms and concepts such as *study habits, time management skills, GPA Chart, grade point average, senior year tasks, academic success,* and/or *planner/agenda* may be used. |
| Stimulus Attributes | An AVID document, chart, text, scenario, GPA Chart sample and/or planner/agenda sample may be used. |
| Content Focus | The process and protocols of completing senior year tasks with fidelity will be explored. |
| Sample Item | There is an AVID student that has good study habits, completes homework assignments, and reviews Cornell notes frequently, but is struggling in math with a *C* average. What adjustment should be made to the student’s study habits?  A. Continue to circle important vocabulary in the Cornell notes.  B. Pair up with a good friend to do math homework together.  \*C. Spend more time reviewing math to identify areas of confusion to ask in class.  D. Use the planner/agenda to carefully log assignments and grades. |

**Benchmark AV.12.ORG.2.3**

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| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Note-Taking |
| Benchmark # | AV.12.ORG.2.3 |
| Benchmark | Adapt organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading or collaborative work. |
| Also Assess | AV.12.ORG.2.7 – Refine the skill of editing and revise notes outside of class to improve their usability.  AV.12.ORG.2.8 – Refine the skill of writing higher-level summaries for Cornell notes that link all the learning together. |
| Benchmark Clarification | Students will identify, apply and analyze the practice and process of note-taking to meet academic needs. |
| Content Limits | Items may include identifying/explaining a specific note-taking strategy to meet the needs in a specific academic class.  Items may include comparing/contrasting two different note samples for the same academic subject.  Items may include editing/revising sample notes from a specific academic class.  Items may include identifying a higher-level summary.  Items may include partially constructing a higher-level summary.  Terms and concepts found in *AVID Focused Note-Taking; steps/process of the Cornell Way; tutorial 3-column notes; lab notes;* and/or *reading notes from marking the text, charting the text, annotating text* may be used. |
| Stimulus Attributes | An AVID document, text, note form, sample notes, chart and/or graph may be used. |
| Content Focus | The practice and process of note-taking to meet academic needs will be explored. |
| Sample Item | Which of the following is an example of a higher-level summary for notes on the poem "Stopping by Woods on a Snowy Evening" by Robert Frost?  \*A. The speaker reflects as his horse stops briefly late at night in the snow by a farmhouse. I can imagine that for a brief time the speaker is in a tranquil state and is taking time to appreciate the beauty around him. I try to do the same thing every evening before bed so I don't take things for granted.  B. The speaker has a task that he has promised to fulfill miles away, yet he has taken time to stop and admire the snow by the farmhouse. I liked the poem because it shows beauty in the world.  C. The speaker stops to reflect at a farmhouse during his journey, even though he is miles away from his final destination. Common words used in the poem are: woods, snow, mile, and sleep.  D. The speaker promises he will arrive at a location miles and miles away, yet he stops at a farmhouse to admire the beauty. The tone of the poem is somber, calm, and appreciative. I found the poem to be hypnotizing and relaxing. |

**Benchmark AV.12.ORG.3.4**

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| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Research and Technology |
| Benchmark # | AV.12.ORG.3.4 |
| Benchmark | Create research logs, tracking information for culminating research project. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain, and apply research logs to track a given research project. |
| Content Limits | Items may include identifying/explaining the elements and/or sections of the research log.  Items may include completing a portion of a given research log.  Items may include applying an element of the research log to a specific project.  Terms and concepts regarding the process and practice of using a research log may be used. |
| Stimulus Attributes | An AVID document, text, sample research log, and/or chart may be used. |
| Content Focus | The process and practice of using a research log will be explored. |
| Sample Item | Which of the following consists of the **most** accurate list of sections found in a research log notebook?  A. exploring ideas on paper, works cited, sources, Cornell notes, research project draft, academic vocabulary, critical reading, inquiry, reflections  B. quickwrites, research project draft, notes, 1 higher-level question, practicing sentence combining, planning the structure of a written text  \*C. reflections/research process, works cited, focused-note taking, integrating sources into texts, academic vocabulary, journaling/quickwrites  D. works cited, copies/print outs of research items, 2-3 higher-level questions, journaling, notes on videos, vocabulary lists, integrating sources, recording data |

**Benchmark AV.12.ORG.4.3**

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| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Test Preparation and Test-Taking |
| Benchmark # | AV.12.ORG.4.3 |
| Benchmark | Analyze test results to determine errors and points of confusion and utilize weekly tutorials for revisiting those materials to ensure a clear understanding. |
| Also Assess |  |
| Benchmark Clarification | Students will analyze academic needs and apply the tutorial process to enhance their academic understanding. |
| Content Limits | Items may include analyzing test results to determine academic need.  Items may include partially completing a Tutorial Request Form (TRF) to support a given academic need.  Items may include comparing given test results over a period of time to determine a point of confusion for a tutorial.  Terms and concepts surrounding test analysis, point of confusion, TRF, and/or the weekly tutorial process may be used. |
| Stimulus Attributes | An AVID document, text, graph, chart, sample test results, and/or TRF sample may be used. |
| Content Focus | The practice of analyzing test results to determine points of confusion that can be supported during the tutorial process will be explored. |
| Sample Item | An AVID student identified their point of confusion on a science test. How should this material be brought up in tutorials?  A. Bring the test with the point of confusion highlighted to tutorials.  B. Bring the corresponding Cornell notes from the test material to tutorials.  \*C. Bring a prepared Tutorial Request Form with a higher-level question about the point of confusion to tutorials.  D. Bring the test along with a friend’s test to compare and contrast the answers during tutorials. |

**Benchmark AV.12.CR.3.3**

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| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College and Career Knowledge |
| Benchmark # | AV.12.CR.3.3 |
| Benchmark | Examine cost of colleges to which they have been accepted and determine how financial aid, grants, scholarship, work study programs and other funding sources can help meet those cost needs. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain, and apply knowledge pertaining to cost of colleges and funding sources. |
| Content Limits | Items may include identifying a financial aid source to support a specific situation.  Items may include explaining the process to apply for financial aid.  Items may include comparing/contrasting two funding sources pertaining to a specific situation/college application process.  Items may include the completion of a partially completed application.  Items may include analyzing the eligibility of a funding source in a given situation.  Terms and concepts regarding costs of college and various sources for financial aid including, but not limited to *processes to* *repay loans, Master Promissory Note, Stafford Loans,* and/or *FAFSA4Caster* may be used. |
| Stimulus Attributes | An AVID document, scenario, sample college application, sample FAFSA form, sample chart of college costs, graph and/or text may be used. |
| Content Focus | The process and practice of understanding and utilizing college financial aid sources will be explored. |
| Sample Item | Which of the following types of financial aid for college expenses has to be repaid?  \*A. federal loan  B. private grant  C. scholarship  D. school grant |

**Benchmark AV.12.CR.3.4**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College and Career Knowledge |
| Benchmark # | AV.12.CR.3.4 |
| Benchmark | Develop an understanding of selecting and scheduling courses in college, including fulfilling the requirements of a degree plan. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain and apply knowledge of selecting and scheduling college courses to fulfill a college degree. |
| Content Limits | Items may include identifying appropriate courses for a specific degree plan.  Items may include identifying/explaining the common protocols for scheduling classes.  Items may include comparing course schedules to determine time management needs.  Items may include applying the Goal-Plan-Action (GPA) process to a given matrix of course requirements to fulfill a specific college degree plan.  Terms and concepts such as *college/academic advisor, major, minor, mandatory, course requirements, prerequisite course, degree plan, register, registrar,* and/or *time management skills* may be used. |
| Stimulus Attributes | An AVID document, text, scenario, sample course schedule, sample outline of a degree plan, sample GPA chart, graph and/or chart may be used. |
| Content Focus | The process and practice of understanding the selection and scheduling of college classes to fulfill a degree plan will be explored. |
| Sample Item | You are planning your first semester college schedule and come across the phrase ***prerequisite course***. What does this refer to?  \*A. This is a course that is needed before taking another specific course.  B. This is a complete list of courses needed to fulfill degree requirements.  C. This refers to a mandatory course that is required before graduating.  D. This refers to a course that is an “invite only” course offered by the professor. |

**Benchmark AV.12.CR.4.3**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College Entrance Testing |
| Benchmark # | AV.12.CR.4.3 |
| Benchmark | Execute the study pal during the fall, in order to prepare for college entrance testing. |
| Also Assess |  |
| Benchmark Clarification | Students will explain and apply the plan for preparing for college entrance testing by utilizing a study buddy/study pal process. |
| Content Limits | Items may include explaining the purpose of a study pal.  Items may include problem solving issues that may arise including, but not limited to, scheduling meetings, utilizing tutorials for additional support, and seeking further study assistance outside of class.  Items may include examining a study schedule for accuracy, legitimacy and/or time management needs.  Items may include an application of the Goal-Plan-Action (GPA) process to meet the requirements of studying for and completing college entrance testing.  Items may include explaining or completing a calendar to organize the studying needs to prepare for the college entrance testing.  Terms and concepts such as *study pal, calendaring, time management, GPA process,* and/or *components/elements/requirements of college entrance testing* may be used. |
| Stimulus Attributes | An AVID document, sample testing schedule, sample calendar, sample GPA Chart, text, and or scenario may be used. |
| Content Focus | The process of utilizing the study pal method to prepare for college entrance testing will be explored. |
| Sample Item | The first week of school in your senior year, your AVID teacher suggests that you partner with a study pal to prepare for the upcoming college entrance exams. What is the first objective you and your partner should complete?  A. Analyze the components of the ACT and SAT exams and divide up the topics of study.  \*B. Outline a schedule of meetings which includes a topic of study for each meeting.  C. Make a list of all the vocabulary words needed and begin quizzing each other.    D. Complete a practice exam together and analyze the challenging areas. |

**Benchmark AV.12.CR.5.2**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College Admissions and Financial Aid |
| Benchmark # | AV.12.CR.5.2 |
| Benchmark | Distinguish between universities based on personal and academic need. |
| Also Assess |  |
| Benchmark Clarification | Students will explain and apply knowledge to distinguish between college choices based on personal and academic needs. |
| Content Limits | Items may include identifying personal/academic needs.  Items may include prioritizing needs based on a specific situation.  Items may include comparing/contrasting college choices based on specific needs.  Items may include identifying the *“best fit”* for a college based on needs.  Items may include analyzing a pro/con list in order to select the college that fits the individual’s needs.  Terms and concepts such as *finding a college that fits, pros/cons list, personal/academic needs, prioritizing needs, factors in choosing a college, comparing college choices,* and/or *college research* may be used.  Terms associated with *college life* including, but not limited to *fraternity, sorority, Greek life, campus activities, study groups, dorm/dormitory,* and/or *alumni* may be used. |
| Stimulus Attributes | An AVID document, checklist, questionnaire, sample pro/con list, text, and/or scenario may be used. |
| Content Focus | The practice and process of distinguishing between colleges/universities to meet personal and academic needs will be explored. |
| Sample Item | James wants to find a college that *"best fits"* his personal and academic needs. He knows he will want to join a fraternity, but knows he cannot focus unless he has a quiet place to study. In addition, he is interested in studying business and would like to start his career directly out of college. Which of the following colleges best fits James’ personal and academic needs?  \*A. College A, which has a strong business school and a fraternity that allows students to live outside of the fraternity house and has excellent alumni support.  B. College B, which has one of the top ranked business schools in the nation with strong alumni support, but there is little campus life and activities.  C. College C, which offers business classes and has a reputation of high campus life and activities through the Greek (fraternity and sorority) system.  D. College D, which has limited campus life, but offers business courses and a "quiet dorm" to focus on studies and academic needs. |

**Benchmark AV.12.CR.5.5**

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| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College Admissions and Financial Aid |
| Benchmark # | AV.12.CR.5.5 |
| Benchmark | Create a financial plan for cost of applications and university expenses. |
| Also Assess |  |
| Benchmark Clarification | Students will explain and apply the processes to creating a financial plan for university applications and expenses. |
| Content Limits | Items may include explaining specific costs regarding university expenses.  Items may include completing a financial plan based on a specific university.  Items may include problem solving a financial need.  Terms and concepts such as *financial aid, financial planning, FAFSA, university costs, room/board, tuition,* and/or *cost of living* may be used.  General background knowledge regarding college/university costs and expenses will be needed. |
| Stimulus Attributes | An AVID document, text, chart, scenario, sample financial plan, sample university expense chart, and/or graph may be used. |
| Content Focus | The process of creating a financial plan to meet university costs will be explored. |
| Sample Item | An AVID student is creating a financial plan based on specific college expenses. What can the student expect the approximate annual cost for room and board will be at an in-state public university?  A. $2,000  B. $4,000  \*C. $8,000  D. $14,000 |

**Appendix A: Directions for Item Review**

Directions: A series of questions is presented below. These questions are designed to assist you with your evaluation of the quality of the Grade 12 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 12 AVID Elective End-of-Course Assessment Test Item Specifications*?

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

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

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

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

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

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

9. Is the content in the item accurate?

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

**Overall Quality**

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

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

11. Evaluate the assigned difficulty of the item.

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

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

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

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| ***Item***  ***Number*** | ***Benchmark***  ***Number*** | ***Measures***  ***Benchmarks (Yes/No)*** | ***Adheres to***  ***Content Limits*** | ***Is Grade Appropriate*** | ***Appropriate***  ***Cognitive Complexity***  ***Level (L, M, H)*** | ***Is Clear and Free of***  ***Clang*** | ***Appropriate Content***  ***Focus*** | ***Only One Correct***  ***Answer*** | ***Appropriate MC***  ***Options*** | ***Accurate Content*** | ***Appropriate Rationale***  ***Justification*** | ***Overall Rating***  ***A, AM, AR, RR, R*** | ***Additional***  ***Comments*** |
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**Appendix B: Content Assessed by Grade 12 AVID Elective**

**End-of-Course Assessment**

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| --- | --- |
| **Domain/Cluster 1** | **Character Development/Self-Awareness** |
| **Benchmark #** | **The student will:** |
| AV.12.CD.1.3 | Prepare to successfully resolve conflicts and disputes that may arise in college (e.g., roommates, professors). |
| **Domain/Cluster 2** | **Character Development/Goals** |
| **Benchmark #** | **The student will:** |
| AV.12.CD.2.6 | Design appropriate short- and mid-range goals, which take into account many of the critical aspects of senior year, including college acceptance, GPA, college entrance testing, community service and college level coursework.  Also assess – AV.12.CD.2.7 |
| **Domain/Cluster 4** | **Character Development/Ownership of Learning** |
| **Benchmark #** | **The student will:** |
| AV.12.CD.4.4 | Develop a sense of building a community within the school, advocating for positive school change. |
| **Domain/Cluster 2** | **Communication/Listening** |
| **Benchmark #** | **The student will:** |
| AV.12.COMM.2.2 | Evaluate own and others’ speaking, using rubrics and scoring guides. |
| **Domain/Cluster 1** | **Writing/The Writing Process** |
| **Benchmark #** | **The student will:** |
| AV.12.WRI.1.1 | Understand and identify the audience, purpose and form for writing assignments. |
| **Domain/Cluster 2** | **Writing/Writing Skills** |
| **Benchmark #** | **The student will:** |
| AV.12.WRI.2.1 | Create academic introductions through the incorporation of valuable background information, a “hook”, and a well-constructed thesis.  Also assess AV.12.WRI.3.3 |
| AV.12.WRI.2.4 | Focus on improving sentences through word choice and varying sentence structure. |
| **Domain/Cluster 1** | **Reading/Vocabulary** |
| **Benchmark #** | **The student will:** |
| AV.12.REA.1.2 | Infer word meaning using knowledge of advanced prefixes, suffixes, and root words, including words of Anglo-Saxon, Greek, and Latin origin. |

**Appendix B: Content Assessed by Grade 12 AVID Elective**

**End-of-Course Assessment**

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| **Domain/Cluster 2** | **Reading/Textual Analysis** |
| **Benchmark #** | **The student will:** |
| AV.12.REA.2.1 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is actually meant (e.g., satire, irony, or understatement). |
| AV.12.REA.2.6 | Choose one or more writing in the margin strategies while reading text. |
| AV.12.REA.2.8 | Identify the persona of the authors, finding elements of argument and compare/contrast views of various authors. |
| **Domain/Cluster 2** | **Inquiry/Tutorials** |
| **Benchmark #** | **The student will:** |
| AV.12.INQ.2.2 | Reflect upon the relationship between high school tutorials and their connection at the collegiate level. |
| AV.12.INQ.2.3 | Reflect upon participation and knowledge gained from tutorials and other collaborative activities. |
| **Domain/Cluster 3** | **Inquiry/Socratic Seminar and Philosophical Chairs** |
| **Benchmark #** | **The student will:** |
| AV.12.INQ.3.2 | Integrate a variety of source evidence to support position statements. |
| **Domain/Cluster 1** | **Collaboration/Collaborative Skills** |
| **Benchmark #** | **The student will:** |
| AV.12.COLL.1.3 | Discuss informal study group norms and how to become a member of a study team in college. |
| **Domain/Cluster 1** | **Organization/Organization and Time Management** |
| **Benchmark #** | **The student will:** |
| AV.12.ORG.1.5 | Reflect on academic performance and independently adjust study habits and time management skills as needed.  Also assesses AV.12.ORG.1.2 and AV.12.ORG.1.3 |
| **Domain/Cluster 2** | **Organization/Note-Taking** |
| **Benchmark #** | **The student will:** |
| AV.12.ORG.2.3 | Adapt organization strategy of note-taking to meet required academic tasks, such as lectures, lab work, reading, or collaborative work.  Also assesses AV.12.ORG.2.7 and AV.12.ORG.2.8 |
| **Domain/Cluster 3** | **Organization/Research and Technology** |
| **Benchmark #** | **The student will:** |
| AV.12.ORG.3.4 | Create research logs, tracking information for culminating research project. |

**Appendix B: Content Assessed by Grade 12 AVID Elective**

**End-of-Course Assessment**

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| --- | --- |
| **Domain/Cluster 4** | **Organization/Test Preparation and Test-Taking** |
| **Benchmark #** | **The student will:** |
| AV.12.ORG.4.3 | Analyze test results to determine errors and points of confusion and utilize weekly tutorials for revisiting those materials to ensure a clear understanding. |
| **Domain/Cluster 3** | **College Readiness/College and Career Knowledge** |
| **Benchmark #** | **The student will:** |
| AV.12.CR.3.3 | Examine cost of colleges to which they have been accepted and determine how financial aid, grants, scholarship, work study programs, and other funding sources can help meet those cost needs. |
| AV.12.CR.3.4 | Develop an understanding of selecting and scheduling courses in college, including fulfilling the requirements of a degree plan. |
| **Domain/Cluster 4** | **College Readiness/College Entrance Testing** |
| **Benchmark #** | **The student will:** |
| AV.12.CR.4.3 | Execute the study pal during the fall, in order to prepare for college entrance testing. |
| **Domain/Cluster 5** | **College Readiness/College Admissions and Financial Aid** |
| **Benchmark #** | **The student will:** |
| AV.12.CR.5.2 | Distinguish between universities based on personal and academic need. |
| AV.12.CR.5.5 | Create a financial plan for the cost of applications and university expenses. |

**Appendix C: AVID Item Writer Glossary**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Test Design Summary**

**Duration of the Test**

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

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

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

**Length of Test**

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

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

**Appendix D: Reporting Categories Grade 12 AVID Elective**

|  |  |
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| **Reporting Categories** | **Benchmark** |
| **Self Actualization (20%)**  (Character Development and Communication) | AV.12.CD.1.3  AV.12.CD.2.6  AV.12.CD.4.4  AV.12.COMM.2.2 |
| **Language Development (30%)**  (Writing and Reading) | AV.12.WRI.1.1  AV.12.WRI.2.1  AV.12.WRI.2.4  AV.12.REA.1.2  AV.12.REA.2.1  AV.12.REA.2.6  AV.12.REA.2.8 |
| **Critical Thinking (20%)**  (Inquiry and Collaboration) | AV.12.INQ.2.2  AV.12.INQ.2.3  AV.12.INQ.3.2  AV.12.COLL.1.3 |
| **Postsecondary Preparation (30%)**  (Organization and College Readiness) | AV.12.ORG.1.5  AV.12.ORG.2.3  AV.12.ORG.3.4  AV.12.ORG.4.3  AV.12.CR.3.3  AV.12.CR.3.4  AV.12.CR.4.3  AV.12.CR.5.2  AV.12.CR.5.5 |

**Appendix E: Course Descriptions for Grade 12 AVID Elective**

**Course Overview**

1. **Major Concepts/Content.** AVID (Advancement Via Individual Determination) elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the seminar course.

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first‐ and second‐year college students. This course continues around the theme of “Leadership as a Catalyst for Change in Society.” Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college‐bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four‐ year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

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 4 (AVID Elective Grade 12) 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 12 AVID Standards.**

**Scheme Descriptor**

LACC.1112.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

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

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

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

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

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

LACC.1112.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

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

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

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

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

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

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

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

LACC.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience.

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

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

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

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

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

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

LACC.1112.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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

(Calculating the mean grade/calculating college expenses)

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.