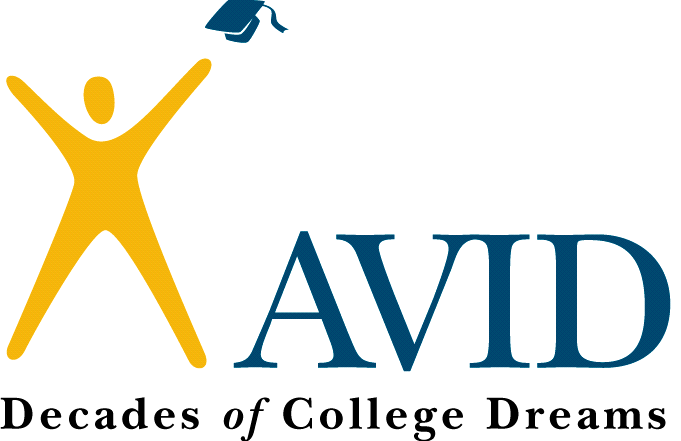
**AVID**

**EOC Assessments**



**Advancement Via Individual Determination**

**Grade 7 AVID Elective Course**

**End-of-Course Assessment**

**Test Item Specifications**

Revised: January 2015

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AVID Center

San Diego, California

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**Introduction**

In compliance with End-of-Course Assessments required by State Boards of Education, AVID Center has designed and approved the EOC for the Grade 7 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 7 AVID EOC Assessment measures achievement of students enrolled in this course, by assessing student progress on benchmarks that are assigned to the Grade 7 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 7 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 7 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 7 AVID Elective EOC Assessment Test Items address cognitive complexity levels as well as item difficulty and universal design. The Review Procedures for the Grade 7 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 7 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 7 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 7, except for specifically assessed AVID terms or concepts.

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

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

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

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

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

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

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

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

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

All AVID EOC Assessment test items are in multiple-choice (MC) format. The general specifications on pages 6 through 9 cover the following criteria for the Grade 7 EOC Assessment:

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

**Use of Graphics**

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

**Item Style and Format**

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

**General Guidelines**

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

2. Test items should be clear and concise, and they should use vocabulary and sentence structure appropriate for grade 7.

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 7.

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 7 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 7 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 7 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 7 AVID Elective EOC Assessment items, must also reflect these goals and standards. It is important to develop items that elicit student responses that demonstrate the complexity of knowledge and skills required to meet these objectives. The degree of challenge of test items is currently categorized in two ways: **item difficulty** and **cognitive complexity**.

**Item Difficulty**

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

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

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

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

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

**Cognitive Complexity**

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

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

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

1

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

**Low- Complexity**

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

Below is an example of a low-complexity test item that is based on Benchmark AV.7.REA.2.4. For more information about this item, see page 38.

What is the benefit in numbering paragraphs before you read?

\*A. Information is easier to locate.

B. A summary of each paragraph is discovered.

C. All important information is identified.

D. Dialogue is clearly recognizable.

**Source: (2011) *Critical Reading: Deep Reading Strategies for Expository Texts Teacher Guide*, AVID Center. San Diego, CA: AVID Press.**

**Moderate-Complexity**

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

Below is an example of the moderate-complexity test item that is based on Benchmark AV.7.REA.2.4. For more information about this item, see page 38.

To gain a deeper understanding of informational text, which strategy below would be the **least effective** technique to use when marking the text?

A. Number the paragraphs.

B. Underline important information.

C. Highlight key terms.

\*D. Circle the dialogue.

**Source: (2011) *Critical Reading: Deep Reading Strategies for Expository Texts Teacher Guide*, AVID Center. San Diego, CA: AVID Press.**

**High- Complexity**

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

Below is an example of a high-complexity test item that is based on Benchmark AV.7.REA.2.4. For more information about this item, see page 38.

As you are reading a short story, you annotate the text.

What meaningful learning would you expect to gain?

A. You will revisit vocabulary words in context.

B. You will practice writing Cornell notes on the text.

C. You will examine the details and main idea of the text.

\*D. You will have a deeper understanding of the text.

**Source: (2011) *Critical Reading: Deep Reading Strategies for Expository Texts Teacher Guide*, AVID Center. San Diego, CA: AVID Press.**

The following table is provided for ease of reference; however, caution must be used in referring to this table of descriptors for each cognitive complexity level. The ultimate determination of an item’s cognitive complexity should be made considering the intent of the overall cognitive demand placed on a student. In this table the term ***AVID*** ***methodologies*** refers to the best practices of implementing and applying WICOR strategies. 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 7 AVID Elective EOC Assessment.

**Percentage of Points by Cognitive Complexity Level for the Grade 7 AVID Elective EOC**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Low** | **Moderate** | **High** |
| 7 AVID EOC | 20% - 30% | 45% - 65% | 15% - 25% |

**Universal Design**

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

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

• reduction in wordiness;

• avoidance of ambiguity;

• selection of reader-friendly construction and terminology; and

• consistently applied concept names and graphic conventions.

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

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

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

**Review for Potential Bias and Community Sensitivity**

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

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

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

**Review of Test Items**

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

**Guide to the Individual Benchmark Specifications**

**Benchmark Classification System**

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AV.** | **7.** | **REA.** | **2.** | **4** |
| **Subject** | **Grade** | **Domain** | **Standard/Cluster** | **Benchmark** |

|  |  |
| --- | --- |
| **Grade** | 7 |
| **Domain (CD)** | Reading |
| **Standard/Cluster 2** | Textual Analysis |
| **Benchmark 4**  **(AV.7.REA.2.4)** | Use multiple reading strategies, including but not limited to, Marking the Text, annotating text and numbering paragraphs to better understand text while reading. |

**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 7 AVID are Character Development, Communication, Writing, Inquiry, Collaboration, Organization, Reading and College Readiness

**Reporting**

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

**Standard/**

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

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

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

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

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

**Also**

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

description above).

**Benchmark**

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

students. Clarification statements are written for the benchmark and the

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

students are expected to do when responding to the question.

**Content**

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

be assessed in the test items for the benchmark.

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

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

the Individual Benchmark Specifications may be an expansion or further

restriction of the Overall Considerations.

**Stimulus**

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

**Content**

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

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

standards, benchmarks, or benchmark clarifications.

**Sample**

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

**Individual Benchmark Specifications for**

**AVID End-of-Course Assessment**

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

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

**Benchmark AV.7.CD.1.4**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Self-Awareness |
| Benchmark # | AV.7.CD.1.4 |
| Benchmark | Differentiate between the three basic learning styles (auditory, visual kinesthetic). |
| Also Assess |  |
| Benchmark Clarification | Students will explain, compare, and analyze the three basic learning styles. |
| Content Limits | Items may include an explanation of various learning styles.  Items may include a cause/effect relationship of various learning styles.  Items may include an analysis of various learning styles.  Items may include a comparison of various learning styles.  Terms such as *visual, auditory, kinesthetic, tactile,* and/or *impact on learning* may be used or implied.  *Learning styles* terms and concepts such as *visual, auditory, kinesthetic,* and/or *tactile* may be used or implied. |
| Stimulus Attributes | An AVID document, text, scenario, chart or graph may be used. |
| Content Focus | The concept of learning styles and their connection to learning will be explored. |
| Sample Item | What would be the **best** way for a kinesthetic learner to learn how to create a *foldable* graphic organizer for a class assignment?  \*A. Follow along with the teacher and create it as he/she creates the model with the class.  B. Listen carefully to the teacher as he/she explains the process step by step to the class.  C. Look at a picture of the foldable graphic organizer.  D. Read a handout with step-by-step instructions. |

**Benchmark AV.7.CD.2.1**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Goals |
| Benchmark # | AV.7.CD.2.1 |
| Benchmark | Calculate grade point average and set academic goals for success, being sure to monitor goals at the end of each grading period. |
| Also Assess | AV.7.CD.2.5 – Differentiate between and write long-range, mid-range, and short-range goals.  AV.7.CD.2.7 – Identify and confront barriers in goal setting and accomplishing goals. |
| Benchmark Clarification | Students will calculate grade point averages, determine academic goals, identify barriers and solutions, and explain the practice and process of monitoring goals. |
| Content Limits | Items may include mathematical computations to determine grade point averages, including converting “letter grades” into “number grades.”  Items may include an explanation of the relationship between maintaining good grades and goal setting.  Items may include identifying, explaining or analyzing barriers and solutions in goal setting.  Items may include an explanation of the goal setting process.  Items may include an interpretation or analysis of short-range, mid-range, and long-range goals.  Items may include an analysis of the Goal, Plan, Action (GPA) outline.  Items may include a prediction based on a given GPA outline.  Items may include a comparison of various GPA outlines.  Items may include an explanation of the practice/process of monitoring goals.  Terms such as *short-range, mid-range, long-range, goal setting*, and/or *action steps* may be used.  Goal-setting terms and concepts regarding the creation and application of the Goal, Plan, Action Chart/Outline may be used.  Mathematical terms such as *average, calculate* and/or *compute* may be used. |
| Stimulus Attributes | An AVID document, text, scenario, chart or graph may be used. |
| Content Focus | The process necessary to select, plan, chart, monitor and achieve goals will be explored. |
| Sample Item | A seventh grade AVID student has six classes. This marking period the student has earned the following grades: A, A, A, B, B, C.  What is the student’s grade point average?  \*A. 3.3  B. 4.0  C. 6.0  D. 20.0 |

**Benchmark AV.7.CD.4.2**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Ownership of Learning |
| Benchmark # | AV.7.CD.4.2 |
| Benchmark | Analyze grade reports to create a study/action plan for continued academic improvement. |
| Also Assess |  |
| Benchmark Clarification | Students will analyze grade reports and create study/action plans to achieve academic improvement. |
| Content Limits | Items may include an analysis of a grade report.  Items may include creating an action plan based on the results of a grade report.  Items may include predicting outcomes of a study/action plan.  Items may include a cause/effect analysis of a study/action plan.  Terms such as *Grade-Plan-Action Outline, goal setting, action steps, student responsibility* and/or *ownership of learning* may be used or implied. |
| Stimulus Attributes | An AVID document, chart, graph, and/or scenario may be used. |
| Content Focus | The concept of student responsibility in monitoring and maintaining good grades will be explored. |
| Sample Item | An AVID student has a C in advanced math on their grade report. They have completed their study/action plan below. Which action step should **NOT** be on the list?  A. Ask relevant questions during math class.  B. Review math Cornell notes nightly.  \*C. Change to a regular math class instead of advanced.  D. Bring challenging and higher-level questions to tutorials. |

**Benchmark AV.7.COMM.1.1**

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| --- | --- |
| Domain | Communication |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Speaking |
| Benchmark # | AV.7.COMM.1.1 |
| Benchmark | Understand intermediate terminology associated with public speaking. |
| Also Assess |  |
| Benchmark Clarification | Students will understand the intermediate terminology of public speaking in order to explain and analyze the purpose, elements and practices of public speaking. |
| Content Limits | Items may include a definition of the terminology of public speaking.  Items may include an explanation of terms for public speaking.  Items may include an analysis of examples of public speaking.  Items may include an analysis of occupations that include public speaking.  Items may include an analysis of best practices of public speaking.  Items may include a critique of public speaking based on a given rubric.  Items may include an analysis of a public speaking rubric.  Terms such as *fluency, continuity, eye contact, enunciation, pronunciation, facial expression, pacing, gesticulation, audience, tone, diction, impromptu/extemporaneous, volume, visual aids,* and/or *movement* may be used. |
| Stimulus Attributes | An AVID document, text, chart, rubric, picture, and or scenario may be used. |
| Content Focus | The importance of public speaking and its impact on verbal skills, language usage and careers will be explored. |
| Sample Item | When public speaking, what does *extemporaneous* mean?  A. *Extemporaneous* is to speak well.  B. *Extemporaneous* is to pronounce words clearly.  \*C. *Extemporaneous* is a speech without advanced preparation.  D. *Extemporaneous* is a form of non-verbal communication. |

**Benchmark AV.7.COMM.1.4**

|  |  |
| --- | --- |
| Domain | Communication |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Speaking |
| Benchmark # | AV.7.COMM.1.4 |
| Benchmark | Develop awareness of nonverbal communication when speaking, including body language and eye contact. |
| Also Assess |  |
| Benchmark Clarification | Students will identify and analyze forms of nonverbal communication and their impact on the audience. |
| Content Limits | Items may include an explanation or an analysis of various types of nonverbal communication.  Items may include a critique of nonverbal communication.  Items may include a cause-effect relationship between various types of nonverbal communication.  Items may include an analysis of the audience impacted by non-verbal communication.  Items may include public speaking terminology.  Terms such as *body language*, *facial expressions, eye-contact, gestures,* and/or *movement* may be used. |
| Stimulus Attributes | An AVID document text, graph, chart, picture and/or scenario may be used. |
| Content Focus | Various forms of nonverbal communication and the impact of this type of communication will be explored. |
| Sample Item | An AVID student is giving an informal speech about their favorite family vacation to an amusement park (a place that has rides and games). What non-verbal communication skills could the student use when describing a rollercoaster ride?  A. The student could speak faster as he/she describes the ride getting more intense.  \*B. The student could move their arms and hands up and down as he/she describes the movement.  C. The student could raise the tone of their voice as he/she describes the ride getting scary.  D. The student could ask their classmates how they would feel during the same experience. |

**Benchmark AV.7.COMM.1.5**

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| --- | --- |
| Domain | Communication |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Speaking |
| Benchmark # | AV.7.COMM.1.5 |
| Benchmark | Understand the difference between a formal and informal speech. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain and analyze the differences between a formal and informal speech. |
| Content Limits | Items may include identifying a formal and/or informal speech.  Items may include an explanation of the uses of formal and informal speeches.  Items may include a comparison of a formal and an informal speech.  Items may include critiquing a formal and/or informal speech.  Items may include public speaking terminology. |
| Stimulus Attributes | An AVID text, document, chart, graph and/or scenario may be used. |
| Content Focus | The attributes and purposes of formal and informal speeches will be explored. |
| Sample Item | Which of the following is an example of an *informal speech*?  A. A speech delivered when running for class president.  B. A final exam speech about a science fair project.  \*C. An impromptu speech about *“Changing the School”* during AVID class.  D. A Power-point presentation about a favorite novel read during Language Arts class. |

**Benchmark AV.7.WRI.1.1**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | The Writing Process |
| Benchmark # | AV.7.WRI.1.1 |
| Benchmark | Use graphic organizers and quick-writes to prepare for writing assignments. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain and apply various graphic organizers and quick-writes when used to prepare for writing assignments. |
| Content Limits | Items may include an explanation of the purpose or use of a graphic organizer or quick-write.  Items may include applying a specific graphic organizer or quick-write to a specific writing assignment.  Items may include completing a quick-write or graphic organizer as it pertains to a specific writing assignment.  Terms relating to various types of graphic organizers may be used, i.e. *foldable*, *webbing, line diagram*, etc.  Terms such as *writing process, pre-write, draft, edit, revise, publish*, and/or *peer review* may be used or implied. |
| Stimulus Attributes | An AVID document, text, scenario, graph, or chart may be used. |
| Content Focus | Various uses of graphic organizers and quick-writes will be explored. |
| Sample Item | When preparing for a writing assignment, how is creating a graphic organizer helpful?  A. Your ideas are organized for a reflection.  \*B. Your ideas are organized for your draft.  C. Your ideas are organized for collaboration during peer editing.  D. Your ideas are organized to be shared in a Socratic seminar. |

**Benchmark AV.7.WRI.1.2**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | The Writing Process |
| Benchmark # | AV.7.WRI.1.2 |
| Benchmark | Analyze prompts in order to effectively respond to writing assignments. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, apply and analyze how to effectively respond to prompts while focusing on the topic, purpose, format, audience and tone of the prompt. |
| Content Limits | Items may include various prompts asking students to identify, explain or apply the type of writing, purpose, format, audience, topic, and/or tone of the prompt.  Items may include a comparison of prompts asking students to identify the type of writing needed to respond to the prompt (e.g., narrative, expository, persuasive).  Items may include an analysis of a response to a prompt to measure the quality of the response as it relates to the prompt.  Terms such as *prompt dissection*, *analyzing the prompt*, *narrative, expository, persuasive, component of writing, writing purpose, topic, format, role, audience,* and *situation* may be used. |
| Stimulus Attributes | An AVID document, text, student sample, chart, graph and or rubric may be used. |
| Content Focus | The purpose, process and practice of analyzing prompts to respond to writing assignments will be explored. |
| Sample Item | Read the following writing prompt given by your US History teacher.  ***You have been given the opportunity to have dinner with a historical figure of your choice. Write to explain who you would choose and why.***  Based on the above prompt, which opening sentence would meet the requirements of the prompt?  A. I would choose the sixteenth president of the US, Abraham Lincoln.  B. I would choose any interesting woman who lived a long time ago.  \*C. I would choose Thomas Edison to learn more about the many inventions he created.      D. I would choose my grandfather because he is really a great person and he has lived a long time. |

**Benchmark AV.7.WRI.1.6**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | The Writing Process |
| Benchmark # | AV.7.WRI.1.6 |
| Benchmark | Use common editing marks during the editing process. |
| Also Assess |  |
| Benchmark Clarification | Students will identify and apply editing marks used in writing. |
| Content Limits | Items may include identifying various common editing marks.  Items may include applying editing marks while proof – reading text.  Editing terms and common marks from the AVID Middle Level Writing text may be used. |
| Stimulus Attributes | An AVID document, text, student essay sample, and/or editing chart may be used. |
| Content Focus | Using common editing marks will be explored. |
| Sample Item | You are proofreading an essay for a classmate and come across the following sentence:  ***Driving up to the store to buy a dress she ran out of gas; she had to call her mom to pick her up.***  Which of the following editing marks would you use to identify the error in the above sentence?  A. FRAG – to label a sentence fragment.  B. Circle verbs that you think are the wrong tense.  \*C. ^ – to insert a missing word or punctuation.  D. ( ) – to put around awkward phrases. |

**Benchmark AV.7.WRI.1.7**

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| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | The Writing Process |
| Benchmark # | AV.7.WRI.1.7 |
| Benchmark | Utilize rubrics to self-evaluate and peer-evaluate work. |
| Also Assess |  |
| Benchmark Clarification | Students will compare various types of rubrics.  Students will evaluate various forms of writing based on the qualities and characteristics of specific rubrics. |
| Content Limits | Items may include comparing various rubric formats including, but not limited to: scoring guide, holistic rubric and analytical rubric.  Items may include analyzing the quality of a piece of writing as it pertains to one specific trait of writing.  Items may include analyzing the quality of writing for a specific content area focusing on the ideas, organization, or word choice used in the writing.  Concepts regarding the structure, purpose and use of analytical and holistic rubrics may be used.  Terms used in writing rubrics such as *details, organizational structure, word choice, transitions, clear/focused ideas, pacing, mechanics, introduction* and/or *conclusion* may be used. |
| Stimulus Attributes | An AVID document, rubric, text, scenario, and/or student sample may be used. |
| Content Focus | The practice and protocols of using rubrics to evaluate writing will be explored. |
| Sample Item | Your English teacher has given you a new rubric to help you understand your work for an upcoming project. The teacher has assigned a writing project in which six different writing elements will be graded separately. What type of rubric is this?  \*A. analytical rubric  B. holistic rubric  C. speaking rubric  D. summary rubric |

**Benchmark AV.7.WRI.2.1**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing Skills |
| Benchmark # | AV.7.WRI.2.1 |
| Benchmark | Develop a clear thesis for expository writing. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, apply, and analyze various thesis statements for expository writing. |
| Content Limits | Items may include identifying, comparing or analyzing various thesis statements.  Items may include analyzing the relationship of the thesis statement to the expository text.  Terms such as *thesis statement, topic, focus, forecast, imagery,* and/or *introduction* may be used. |
| Stimulus Attributes | An AVID document, text, student writing sample, scenario, chart and/or graph may be used. |
| Content Focus | The importance and role of the thesis statement will be explored. |
| Sample Item | Which of the following thesis statements would be appropriate for an *expository* essay?  A. I think we should go to Sea World for a field trip.  B. Traveling back in time could be a lot of fun.  C. Uniforms should be required for middle school students because it will improve behavior, attendance, and grades.  \*D. J.K. Rowling, author of the *Harry Potter* series, uses vivid imagery to transport the reader to a world of magic. |

**Benchmark AV.7.WRI.2.5**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing Skills |
| Benchmark # | AV.7.WRI.2.5 |
| Benchmark | Effectively use pronouns in writing. |
| Also Assess |  |
| Benchmark Clarification | Students will apply and analyze the appropriate use of pronouns in writing. |
| Content Limits | Items may include comparing specific pronouns for their impact on the tone or clarification of text.  Items may include identifying the correct antecedent to the pronoun.  Items may include identifying or applying the correct pronoun.  Items may include identifying and/or applying indefinite pronouns accurately within text. (Indefinite pronouns: referring to nonspecific persons or things. Examples: anybody, anyone, everybody, everything, nobody, somebody, nothing, anything, everything, etc.)  Items may include distinguishing between the pronouns *I* and *me*.  Items may include distinguishing between the pronouns *who* and *whom.*  Items may include analyzing the singular and plural usage of pronouns.  Terms relating to pronoun usage may be used. |
| Stimulus Attributes | An AVID text, document, and/or student sample may be used. |
| Content Focus | Various ways to effectively use pronouns will be explored. |
| Sample Item | Read the sentence below. The pronoun ***they*** is not correct. Which of the following pronouns should replace the word ***they***?  **Every runner must train hard if *they* want to do well in the race.**  A. *I* want  B. *we* want  \*C. *he* or *she* wants  D. *them* want |

**Benchmark AV.7.WRI.2.6**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing Skills |
| Benchmark # | AV.7.WRI.2.6 |
| Benchmark | Use proper capitalization in writing. |
| Also Assess |  |
| Benchmark Clarification | Students will identify and apply proper capitalization in writing. |
| Content Limits | Items may include identifying the correct capitalized word within a sentence.  Items may include comparing nouns within a sentence to identify the proper noun that needs to be capitalized.  Items may include explaining the capitalization of words in certain context.  Terms such as *common noun, proper noun*, *capitalization* and/or *capitalize* may be used. |
| Stimulus Attributes | An AVID document, text, and/or paragraph may be used. |
| Content Focus | The rules for capitalization will be explored. |
| Sample Item | Which of the following sentences uses the capitalization rules correctly through the sentence?  A. I saw Amber yesterday in my english class.  B. As a class, we read the novel, *hatchet.*  C. There are beautiful beaches located on the atlantic ocean.  \*D. Andrew asked Victor, “When are you going to Puerto Rico?” |

**Benchmark AV.7.WRI.4.2**

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| --- | --- |
| Domain | Writing |
| Reporting Category | Language Development |
| Standard/Cluster | Writing to Learn |
| Benchmark # | AV.7.WRI.4.2 |
| Benchmark | Differentiate between a summary and a reflection. |
| Also Assess |  |
| Benchmark Clarification | Students will explain, clarify, compare, apply and analyze summaries and reflections. |
| Content Limits | Items may include identifying a summary and/or reflection.  Items may include an application of a summary and/or reflection.  Items may include a comparison for summary vs. reflection.  Items may include analyzing the components of a summary and/or reflection.  Items may include completing a summary and/or reflection.  Items will not include students writing a complete summary and/or a complete reflection.  *Summary* terms and concepts such as *GIST*, *five criteria, elements of* *a summary*, *summary checklist* , *summary rubric, linking learning, essential question*, may be used or implied.  *Reflection* terms and concepts such as *lower-level reflection, higher-level reflection, point of confusion,* and/or *reflecting on learning* may be used or implied. |
| Stimulus Attributes | An AVID document, text, student samples, scenario, and/or diagram may be used. |
| Content Focus | The attributes of summaries and reflections will be explored. |
| Sample Item | Which of the following is a characteristic of a *summary*?  \*A. gives the GIST  B. used on learning logs  C. writing about your own thoughts  D. thinking about how you learned |

**Benchmark AV.7.REA.2.4**

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| --- | --- |
| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.7.REA.2.4 |
| Benchmark | Use multiple reading strategies, including, but not limited to, Marking the Text, annotating text and numbering paragraphs to better understand text while reading. |
| Also Assess | AV.7.REA.2.1 – Read and discuss various examples of text, including, but not limited to, articles from magazines and newspapers.  AV.7.REA.2.5 – Circle and underline relevant information. |
| Benchmark Clarification | Students will identify and apply multiple reading strategies using various examples of texts. |
| Content Limits | Items may include explaining the steps or process of a specific reading strategy.  Items may include identifying specific reading strategies used for different purposes.  Items may include applying a specific reading strategy.  Items may include comparing various reading strategies.  Items may include an analysis of annotated or marked text.  Terms and concepts such as *annotated, Marking the Text, relevant information,* and/or *author’s claims* may be used. |
| Stimulus Attributes | An AVID document, text, essay, student sample, chart and/or diagram may be used. |
| Content Focus | The purpose and use of reading strategies will be explored. |
| Sample Item | What is the purpose of annotating text?  \*A. to gain better understanding of the text  B. to number each of the paragraphs  C. to create Cornell notes on the text information  D. to highlight the areas of confusion on the text |

**Benchmark AV.7.INQ.1.1**

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| --- | --- |
| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Levels of Thinking |
| Benchmark # | AV.7.INQ.1.1 |
| Benchmark | Deepen understanding of Costa’s Levels of Thinking and/or Bloom’s taxonomy by recognizing differences between the levels. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, compare, analyze, and apply various levels of thinking. |
| Content Limits | Items may include an explanation of the levels of thinking.  Items may include identifying various levels of thinking.  Items may include comparing the levels of thinking.  Items may include applying levels of thinking during Tutorials or Socratic Seminars.  Items may include applying levels of thinking during/after Cornell note -taking.  Items may include usage of levels of thinking in content area classes.  Items may include an explanation or application of “thinking verbs” such as *analysis*, *analyze, compare, contrast, evaluate, explain, predict, recall, speculate, summarize,* and/or *synthesize.*  Terms such as *Costa’s Levels of Thinking, Level One, Level Two, Level Three,* and/or *the thinking verbs* may be used.  Items will not require students to design taxonomy or create “Costa’s Three Story House.” |
| Stimulus Attributes | AVID documents such as the Tutorial Request Form, Cornell note forms, and/or “Costa’s Three Story House” may be used  A chart, graph, scenario and/or text may be used. |
| Content Focus | AVID methodologies that utilize levels of thinking will be explored. |
| Sample Item | You are preparing questions for a Socratic Seminar during Language Arts class to discuss the novel, The Outsiders. According to *Costa’s Levels of Thinking*, which of the following questions is an example of the highest level of thinking (level-three)?  A. What is the definition of *shanghaiing*?  B. Describe what happened to Pony Boy in chapter 2.  C. Compare and contrast the characters, Sodapop and Danny.  \*D. Imagine you are as frightened as Pony Boy; how would you survive hiding out in a church? |

**Benchmark AV.7.INQ.2.1**

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| --- | --- |
| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Tutorials |
| Benchmark # | AV.7.INQ.2.1 |
| Benchmark | Understand and utilize 10 Steps in Tutorial Process. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, clarify, explain, compare, apply and analyze the 10 steps of the tutorial process. |
| Content Limits | Items may include an explanation or clarification of the 10 steps.  Items may include an application of the 10 steps.  Items may include a comparison between the steps of the tutorial process.  Items may include an analysis of the application of the steps.  Terms and concepts that refer to the *10 Steps of the AVID Tutorial* *Process* may be used. |
| Stimulus Attributes | An AVID document, text, graph, chart and/or scenario may be used. |
| Content Focus | The steps of the tutorial process will be explored. |
| Sample Item | The second step in the tutorial process is to complete the Tutorial Request Form (TRF). Which of the following is an example of what would be on the TRF *during* this step?  A. Three-column notes from a tutorial about changes in climate.  B. A reflection about what was learned during tutorials in AVID.  C. A recent Language Arts test with the questions that you got wrong circled.  \*D. A higher-level question that shows your point of confusion from your math class? |

**Benchmark AV.7.INQ.2.2**

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| --- | --- |
| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Tutorials |
| Benchmark # | AV.7.INQ.2.2 |
| Benchmark | Understand the roles of all participants in academic tutorials with peers as group members and college tutors as facilitators, twice per week. |
| Also Assess |  |
| Benchmark Clarification | The students will explain, clarify, apply, compare and analyze the roles and responsibilities of the student member, student presenter, and tutor in relationship to the tutorial process. |
| Content Limits | Items may include an explanation or clarification of a specific role.  Items may include a comparison between two roles.  Items may include an analysis of the responsibilities of a role.  Terms and concepts explaining the roles of all participants in academic tutorials may be used. |
| Stimulus Attributes | An AVID document, chart, text, form, diagram and/or scenario may be used. |
| Content Focus | The roles of participants in academic tutorials will be explored. |
| Sample Item | During tutorials, what is the difference between the roles of the AVID tutor and the AVID student?  A. The tutor runs the tutorial session while the students take Cornell notes.  B. The tutor answers the questions and students ask the questions.  \*C. The tutor takes 3-column notes for the student presenter while the students ask questions of the student presenter.  D. The tutors help in the completion of the Tutorial Request Form (TRF) and the students come prepared with ideas for the TRF. |

**Benchmark AV.7.INQ.2.3**

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| --- | --- |
| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Tutorials |
| Benchmark # | AV.7.INQ.2.3 |
| Benchmark | Complete the Tutorial Request Form (TRF), including heading, source, academic vocabulary, point of confusion, and level 2 question(s), prior to class. |
| Also Assess |  |
| Benchmark Clarification | Students will explain, clarify, and apply the process of completing a TRF. Students will analyze a partially completed or completed TRF. |
| Content Limits | Items may include an explanation of the various sections of the TRF.  Items may include identifying parts/sections of the TRF.  Items may include an application of completing a section of the TRF.  Items may include an analysis of a partially completed or completed TRF.  Terms and concepts surrounding the TRF may be used. |
| Stimulus Attributes | An AVID document, form, TRF, student samples, text, and/or scenario may be used. |
| Content Focus | The process and practice of completing the TRF will be explored. |
| Sample Item | Which of the following should be completed on a Tutorial Request Form the night before your AVID tutorials occur?  A. 2 level-one questions  \*B. 1 level-two question  C. the answer to a higher-level question  D. a reflection on the point of confusion |

**Benchmark AV.7.COLL.1.2**

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| --- | --- |
| Domain | Collaboration |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Collaborative Skills |
| Benchmark # | AV.7.COLL.1.2 |
| Benchmark | Enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving. |
| Also Assess |  |
| Benchmark Clarification | Students will explain, clarify, apply, and analyze collaborative processes. |
| Content Limits | Items may include an explanation and/or an analysis of the purposes and outcomes of team building.  Items may include explaining, comparing, applying and/or analyzing rules for engaging collaboratively.  Items may include an analysis and/or reflection of lessons learned from team building and collaborative activities.  Items may include an analysis of collaborative practices.  Terms such as *collaboration, engagement, team building,* and/or *community*, may be used. |
| Stimulus Attributes | An AVID document, text, chart and/or scenario may be used. |
| Content Focus | Practices, protocols, and outcomes of collaboration will be explored. |
| Sample Item | What is the purpose of collaborating with classmates?  \*A. Students learn to listen, learn from and help each other.  B. Students learn to pick and choose what they want to do.  C. Students learn to study Cornell notes and practice key concepts independently.  D. Students learn to divide up the school work with the group, so that no one will have to work too hard. |

**Benchmark AV.7.COLL.1.6**

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| --- | --- |
| Domain | Collaboration |
| Reporting Category | Critical thinking |
| Standard/Cluster | Collaborative Skills |
| Benchmark # | AV.7.COLL.1.6 |
| Benchmark | Refine inquiry, listening, and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs. |
| Also Assess |  |
| Benchmark Clarification | Students will explain, clarify, apply, and compare skills in inquiry, listening, and oral communication as they are applied to various collaborative activities. |
| Content Limits | Items may include an explanation or clarification of how inquiry, listening and/or oral communication skills are used in specific collaborative activities.  Items may include an application of inquiry, listening and/or oral communication skills to specific collaborative activities.  Items may include a comparison of inquiry, listening, and/or oral communication to specific collaborative activities.  Terms and concepts such as *inquiry, levels of thinking, listening, oral communication, team building, tutorials, Socratic Seminars,* and/or *Philosophical Chairs* may be used. |
| Stimulus Attributes | An AVID document, scenario, text, diagram, picture and/or chart may be used |
| Content Focus | The use of inquiry, listening, and oral communication skills as they pertain to collaborative activities will be explored. |
| Sample Item | Which activity could be done to improve ***all*** of the following skills: inquiry, listening, and oral communication?  A. Cornell Notes  B. Marking the Text  \*C. Socratic Seminar  D. Tutorial Request Form |

**Benchmark AV.7.ORG.1.3**

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| --- | --- |
| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Organization and Time Management |
| Benchmark # | AV.7.ORG.1.3 |
| Benchmark | Utilize an assignment log or calendar, which shows when assignments are completed and submitted, and the grade each assignment received for each class. |
| Also Assess | AV.7.ORG.1.4 – Evaluate personal time management habits and monitor effectiveness accordingly. |
| Benchmark Clarification | Students will explain, clarify, and apply the practices and protocols to managing an assignment log/calendar.  Students will explain, apply and/or clarify personal time management habits. |
| Content Limits | Items may include organizing an assignment log or calendar.  Items may include explaining or clarifying the process of calendaring.  Items may include an application completing an assignment log.  Items may include an analysis of a completed assignment log.  Items may include explaining, clarifying and/or analyzing time management habits.  Terms and concepts such as *calendaring, assignment log*, *time management,* and/or *evaluating personal time management habits* may be used. |
| Stimulus Attributes | An AVID document, text, chart, graph and/or scenario may be used. |
| Content Focus | The student responsibility of calendaring and managing assignment logs will be explored. |
| Sample Item | What tool will help to show when assignments are completed and submitted, and the grade received for each class?  \*A. Assignment Log  B. Learning Log  C. Progress Report  D. Tutorial Request Form |

**Benchmark AV.7.ORG.2.1**

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| --- | --- |
| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Note-Taking |
| Benchmark # | AV.7.ORG.2.1 |
| Benchmark | Develop basic understanding pertaining to the components of CORNELL WAY focused note-taking process. |
| Also Assess |  |
| Benchmark Clarification | Students will explain, clarify and apply the steps of the CORNELL WAY when taking and using Cornell notes. |
| Content Limits | Items may include an explanation or clarification of the steps of the CORNELL WAY.  Items may include an application of the focused note-taking process.  Items may include an analysis of completed Cornell notes.  Terms and concepts of the CORNELL WAY Focused Note-Taking process may be used or implied. |
| Stimulus Attributes | An AVID document, rubric, student examples, Cornell notes and/or scenario may be used. |
| Content Focus | The attributes and purpose of the CORNELL WAY will be explored. |
| Sample Item | What is the final step when taking Cornell notes?  A. Revise the notes.  B. Create a heading for your notes.  \*C. Write a summary for the notes.  D. Write questions in the left column. |

**Benchmark AV.7.ORG.2.6**

|  |  |
| --- | --- |
| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Note – Taking |
| Benchmark # | AV.7.ORG.2.6 |
| Benchmark | Understand how to identify important points, use of abbreviations, and use of shorthand in the right column of Cornell notes. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain and apply practices regarding the right column of Cornell notes. |
| Content Limits | Items may include an explanation of the steps to completing the right column.  Items may include an application of completing the right column.  Items may include identifying important points to be included in the right column.  Items may include an analysis of abbreviations and/or shorthand used in the right column.  Terms such as *paraphrase, abbreviations, shorthand, connections, deletions, note-taking tips, speaker’s style, important points,* and *recognize cues* may be used*.* |
| Stimulus Attributes | An AVID document, Cornell notes, diagram, chart, picture and/or scenario may be used. |
| Content Focus | The protocols and practices of completing the right column of Cornell notes will be explored. |
| Sample Item | When listening to a guest speaker, what is one way you can identify important information you should write in your Cornell notes?  A. When they share a personal story.  B. When they look at you.  C. When they stray from the topic.  \*D. When they repeat a point. |

**Benchmark AV.7.ORG.2.7**

|  |  |
| --- | --- |
| Domain | Organization |
| Reporting Category | Post Secondary Preparation |
| Standard/Cluster | Note - Taking |
| Benchmark # | AV.7.ORG.2.7 |
| Benchmark | Begin writing questions (any level) in the left column that corresponds to chunks of information in the notes section. |
| Also Assess |  |
| Benchmark Clarification | Students will apply and create questions in left column of the Cornell notes. |
| Content Limits | Items may include identifying an appropriate question in the left column that corresponds to chunks of information in the notes section.  Items may include creating a question in the left column that corresponds to chunks of information in the notes section.  Items may include explaining the reason why questions should be written in the left column of the Cornell notes.  Terms and concepts utilized in the Cornell Way and Focused Note-Taking may be used. |
| Stimulus Attributes | An AVID document, text, Cornell notes, diagram, picture, scenario and/or chart may be used. |
| Content Focus | The practices and protocols to writing questions in the left column of Cornell notes will be explored. |
| Sample Item | The following information is written in the right column of a student’s vocabulary notes for their language arts class:  ***debating – a discussion involving opposing view points***  What should be in the left column corresponding to this chunk of information?  \*A. What does the word *debating mean*?    B. What short story shows an example of *debating*?  C. What are language arts vocabulary words?  D. Explain how you can relate to *debating*. |

**Benchmark AV.7.CR.3.2**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College and Career Knowledge |
| Benchmark # | AV.7.CR.3.2 |
| Benchmark | Begin developing an understanding about the value of a college education. |
| Also Assess |  |
| Benchmark Clarification | Students will explain and analyze the value of a college education. |
| Content Limits | Items may include an explanation of the value of a college education.  Items may include a comparison of jobs and careers.  Items may include an analysis of earnings as they relate to educational attainment.  Terms and concepts such as *job, career, educational attainment, annual earnings,* and/or *value of an education,* may be used or implied. |
| Stimulus Attributes | An AVID document, text, scenario, chart and/or graph may be used. |
| Content Focus | The value of a college education will be explored. |
| Sample Item | Jillian loves being around animals. Which of the following would be a *career* that could interest her?  A. part-time animal groomer  \*B. animal doctor  C. pet daycare worker  D. pet store cashier |

**Benchmark AV.7.CR.3.3**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College and Career Knowledge |
| Benchmark # | AV.7.CR.3.3 |
| Benchmark | Begin basic understanding of college vocabulary. |
| Also Assess |  |
| Benchmark Clarification | Students will identify, explain and apply college vocabulary. |
| Content Limits | Items may include an explanation of course requirements for college entrance.  Items may include identifying college entrance exams.  Items may include an explanation or application of a particular term.  Terms such as *college requirements, private college, public college, deadlines, subject requirements, test requirements, types of institutions, PSAT, SAT, ACT, financial aid,* *major, minor*, and *college admittance* may be used. |
| Stimulus Attributes | An AVID document, text, chart, graph, diagram, and/or scenario may be used. |
| Content Focus | College vocabulary will be explored. |
| Sample Item | When you apply to college, you will see the word *deadline* on your application. What does *deadline* mean?  \*A. The time when something must be completed.  B. Something that is wanted or needed.  C. Permission or right to enter college.  D. An important organization or institution. |

**Benchmark AV.7.CR.3.5**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College and Career Knowledge |
| Benchmark # | AV.7.CR.3.5 |
| Benchmark | Research various careers, comparing salaries and qualifications. |
| Also Assess |  |
| Benchmark Clarification | Students will compare, categorize, and analyze various careers. |
| Content Limits | Items may include categorizing various careers.  Items may include comparing two careers.  Items may include analyzing career qualifications.  Items may include the practices of researching a career.  Terms such as *job environment, salary, working conditions*, *qualifications, advantages*, and/or *disadvantages* may be used. |
| Stimulus Attributes | An AVID document, text, chart, graph, diagram, and/or scenario may be used. |
| Content Focus | Researching and comparing various careers will be explored. |
| Sample Item | You are researching the career of *pharmacist*. Which area below would you spend the *least* amount of time researching?  A. salary  B. qualifications  C. the work conditions and environment  \*D. number of students studying that field |

**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 7 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 7 AVID Elective End-of-Course Assessment Test Item Specifications*?

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

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

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

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

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

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

9. Is the content in the item accurate?

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

**Overall Quality**

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

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

11. Evaluate the assigned difficulty of the item.

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

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

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Item***  ***Number*** | ***Benchmark***  ***Number*** | ***Measures***  ***Benchmarks (Yes/No)*** | ***Adheres to***  ***Content Limits*** | ***Is Grade Appropriate*** | ***Appropriate***  ***Cognitive Complexity***  ***Level (L, M, H)*** | ***Is Clear and Free of***  ***Clang*** | ***Appropriate Content***  ***Focus*** | ***Only One Correct***  ***Answer*** | ***Appropriate MC***  ***Options*** | ***Accurate Content*** | ***Appropriate Rationale***  ***Justification*** | ***Overall Rating***  ***A, AM, AR, RR, R*** | ***Additional***  ***Comments*** |
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**Appendix B: Content Assessed by Grade 7 AVID Elective**

**End-of-Course Assessment**

|  |  |
| --- | --- |
| **Domain/Cluster 1** | **Character Development/Self-Awareness** |
| **Benchmark #** | **The student will:** |
| AV.7.CD.1.4 | Differentiate between the three basic learning styles auditory, visual and kinesthetic. |
| **Domain/Cluster 2** | **Character Development/Goals** |
| **Benchmark #** | **The student will:** |
| AV.7.CD.2.1 | Calculate grade point average and set academic goals for success, being sure to monitor goals at the end of each grading period. Also assesses AV.7.CD.2.5 and AV.7.CD.2.7. |
| **Domain/Cluster 4** | **Character Development/Ownership of Learning** |
| **Benchmark #** | **The student will:** |
| AV.7.CD.4.2 | Analyze grade reports to create study/action plan for continued academic improvement. |
| **Domain/Cluster 1** | **Communication/Speaking** |
| **Benchmark #** | **The student will:** |
| AV.7.COMM.1.1 | Understand intermediate terminology associated with public speaking. |
| AV.7.COMM.1.4 | Develop awareness of nonverbal communication with public speaking. |
| AV.7.COMM.1.5 | Understand the difference between formal and informal speech. |
| **Domain/Cluster 1** | **Writing/The Writing Process** |
| **Benchmark #** | **The student will:** |
| AV.7.WRI.1.1 | Use graphic organizers and quick-writes to prepare for writing assignments. |
| AV.7.WRI.1.2 | Analyze prompts in order to effectively respond to writing assignments. |
| AV.7.WRI.1.6 | Use common editing marks during the editing process. |
| AV.7.WRI.1.7 | Utilize rubrics to self-evaluate and peer-evaluate work. |
| **Domain/Cluster 2** | **Writing/Writing Skills** |
| **Benchmark #** | **The student will:** |
| AV.7.WRI.2.1 | Develop a clear thesis for expository writing. |
| AV.7.WRI.2.5 | Effectively use pronouns in writing. |
| AV.7.WRI.2.6 | Use proper capitalization in writing. |
| **Domain/Cluster 4** | **Writing/Writing to Learn** |
| **Benchmark #** | **The student will:** |
| AV.7.WRI.4.2 | Differentiate between summary and reflection. |

**Appendix B: Content Assessed by Grade 7 AVID Elective**

**End-of-Course Assessment**

|  |  |
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| **Domain/Cluster 2** | **Reading/Textual Analysis** |
| **Benchmark #** | **The student will:** |
| AV.7.REA.2.4 | Use multiple reading strategies, including, but not limited to, Marking the Text, annotating text, and numbering paragraphs to better understand text while reading. Also assesses AV.7.REA.2.1 and AV.7.REA.2.5. |
| **Domain/Cluster 1** | **Inquiry/Levels of Thinking** |
| **Benchmark #** | **The student will:** |
| AV.7.INQ.1.1 | Deepen understanding of Costa’s Levels of Thinking and/or Bloom’s Taxonomy by recognizing differences between the levels. |
| **Domain/Cluster 2** | **Inquiry/Tutorials** |
| **Benchmark #** | **The student will:** |
| AV.7.INQ.2.1 | Understand and utilize 10 Steps in the Tutorial Process. |
| AV.7.INQ.2.2 | Understand roles of all participants in academic tutorials with peers as group members and college tutors as facilitators, twice per week. |
| AV.7.INQ.2.3 | Complete the Tutorial Request Form (TRF), including heading, source, academic vocabulary, point of confusion and level 2 question(s), prior to class. |
| **Domain/Cluster 1** | **Collaboration/Collaborative Skills** |
| **Benchmark #** | **The student will:** |
| AV.7.COLL.1.2 | Enhance understanding of collaboration by working in groups during team building and motivational activities or problem solving. |
| AV.7.COLL.1.6 | Refine inquiry, listening, and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs. |
| **Domain/Cluster 1** | **Organization/Organization and Time Management** |
| **Benchmark #** | **The student will:** |
| AV.7.ORG.1.3 | Utilize and assignment log or calendar, which shows when assignments are due, when assignments are completed and submitted, and the grade each assignment received for each class. Also assess AV.7.ORG.1.4. |
| **Domain/Cluster 2** | **Organization/Note-Taking** |
| **Benchmark #** | **The student will:** |
| AV.7.ORG.2.1 | Develop a basic understanding pertaining to the components of the Cornell Way focused on note-taking process. |

**Appendix B: Content Assessed by Grade 7 AVID Elective**

**End-of-Course Assessment**

|  |  |
| --- | --- |
| AV.7.ORG.2.6 | Understand how to identify important points, use abbreviations and use shorthand in the right column of Cornell notes. |
| AV.7.ORG.2.7 | Begin writing questions (any level) in the left column that corresponds to chunks of information in the notes section. |
| **Domain/Cluster 3** | **College Readiness/College and Career Knowledge** |
| **Benchmark #** | **The student will:** |
| AV.7.CR.3.2 | Begin developing an understanding about the value of a college education. |
| AV.7.CR.3.3 | Begin a basic understanding of college vocabulary. |
| AV.7.CR.3.5 | Research various careers, comparing salaries and qualifications. |

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

**Appendix D: Reporting Categories Grade 7 AVID Elective**

|  |  |
| --- | --- |
| **Reporting Categories** | **Benchmark** |
| **Self Actualization (20%)**  (Character Development and Communication) | AV.7.CD.1.4  AV.7.CD.2.1  AV.7.CD.4.2  AV.7.COMM.1.1  AV.7.COMM.1.4  AV.7.COMM.1.5 |
| **Language Development (30%)**  (Writing and Reading) | AV.7.WRI.1.1  AV.7.WRI.1.2  AV.7.WRI.1.6  AV.7.WRI.1.7  AV.7.WRI.2.1  AV.7.WRI.2.5  AV.7.WRI.2.6  AV.7.WRI.4.2  AV.7.REA.2.4 |
| **Critical Thinking (25%)**  (Inquiry and Collaboration) | AV.7.INQ.1.1  AV.7.INQ.2.1  AV.7.INQ.2.2  AV.7.INQ.2.3  AV.7.COLL.1.2  AV.7.COLL.1.6 |
| **Postsecondary Preparation (25%)**  (Organization and College Readiness) | AV.7.ORG.1.3  AV.7.ORG.2.1  AV.7.ORG.2.6  AV.7.ORG.2.7  AV.7.CR.3.2  AV.7.CR.3.3  AV.7.CR.3.5 |

**Appendix E: Course Descriptions for Grade 7 AVID Elective**

**Course Overview**

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

The seventh grade AVID Elective course builds upon the components of the AVID philosophy. Students will refine short‐ and long‐range goals, and as a result, begin to understand the value in taking charge of their actions. Students will start working on intrapersonal and interpersonal skills, as well as formal and informal speech. Students will complete self‐evaluations and peer evaluations, related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge bases of note‐taking, in relation to studying and test preparation. Students will be exposed to different field trips, guest speakers and research, to increase their knowledge of college and career options.

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 7 (AVID 7) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in AVID 8. Teachers must receive training from AVID Center to teach this course.

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

**The following is a list of Common Core State Standards that crossover into the Grade 7 AVID Standards.**

**Scheme Descriptor**

LACC.7.RI.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.7.RI.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text: provide an objective summary of the text.

LACC.7.RI.1.3 Analyze the interactions between individuals, events, and ideas in a text.

LACC.7.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings: analyze the impact of a specific word choice on meanings and tone.

LACC.7.RI.2.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.

LACC.7.RI.2.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

LACC.7.RL.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.7.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text: provide an objective summary of the text.

LACC.7.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings:

analyze the impact of rhymes and other repetitions of sounds.

LACC.7.SL.1.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues building on others’ ideas and expressing their own clearly.

LACC.7.SL.1.2 Analyze the main ideas and supporting details presented in diverse media formats and explain how the ideas clarify a topic, text, or issue under study.

LACC.7.SL.1.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LACC.7. W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LACC.7.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.

LACC.7.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

LACC.7.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LACC.7.W.3.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

LACC.7.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

(Calculating the mean grade)

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

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

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