**AVID**

**EOC Assessments**



**Advancement Via Individual Determination**

**Grade 9 AVID Elective Course**

**End-of-Course Assessment**

**Test Item Specifications**

Revised: January 2015

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**Introduction**

In compliance with End-of-Course Assessments required by State Boards of Education, AVID Center has designed and approved the EOC for the Grade 9 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 9 AVID EOC Assessment measures achievement of students enrolled in this course, by assessing student progress on benchmarks that are assigned to the Grade 9 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 9 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 9 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 9 AVID Elective EOC Assessment Test Items address cognitive complexity levels as well as item difficulty and universal design. The Review Procedures for the Grade 9 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 9 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 9 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 9, except for specifically assessed AVID terms or concepts.

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

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

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

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

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

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

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

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

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

All AVID EOC Assessment test items are in multiple-choice (MC) format. The general specifications on pages 6 through 9 cover the following criteria for the Grade 9 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 is a computer-based assessment. All items written for

this assessment should be designed and written primarily for use with a computer-based test.

2. Test items should be clear and concise, and they should use vocabulary and sentence structure appropriate for grade 9.

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 9.

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 9 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 9 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 9 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 9 AVID Elective EOC Assessment items, must also reflect these goals and standards. It is important to develop items that elicit student responses that demonstrate the complexity of knowledge and skills required to meet these objectives. The degree of challenge of test items is currently categorized in two ways: **item difficulty** and **cognitive complexity**.

**Item Difficulty**

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

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

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

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

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

**Cognitive Complexity**

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

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

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

1

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

**Low- Complexity**

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

Below is an example of a low-complexity test item that is based on Benchmark AV.9.CD.2.1. For more information about this item, see page 26.

**What is the numerical grade point average for the following student?**

|  |  |
| --- | --- |
| **Subject** | **Grade** |
| **Math** | **C** |
| **English** | **B** |
| **Science** | **C** |
| **History** | **A** |
| **Art** | **A** |
| **Spanish** | **B** |
| **AVID** | **A** |

 **A. 2.14**

 **B. 2.50**

 **\*C. 3.14**

 **D. 3.86**

 **A. 2.14**

 **B. 2.50**

 **C. 3.14**

 **D. 3.86**

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

**Moderate-Complexity**

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

Below is an example of the moderate-complexity test item that is based on Benchmark AV.9.CD.2.1. For more information about this item, see page 26.

 **An AVID student has the following GPA in content courses:**

**Math – B; English – D; Science – A; History – C.**

 **Based on these current grades, what is the first course of action this student should take?**

 **A. Bring math questions to tutorials.**

 **B. Tutor a student in science.**

 **C. Increase the amount of Cornell notes taken in history.**

 **\*D. Reread and annotate the assigned text in English.**

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

**High- Complexity**

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

Below is an example of a high-complexity test item that is based on Benchmark AV.9.CD.2.1. For more information about this item, see page 26.

**Carefully read and analyze the goal, plan and action steps set by Student A and Student B. Predict which student(s) will achieve their goal(s).**

***Student A***

**Goal:** Have a 3.0 grade point average by the end of the year**.**

**Plan:** I will make sure that I do not get any grade lower than a C in my most difficult class. I will focus on earning at least one A and four B’s each marking period.

**Action Steps:** Understand how each of my teachers will be calculating grades, complete all assignments, take Cornell notes in each class, talk to my teachers if I am unclear about an assignment, bring points of confusion to tutorials, and come to school every day.

***Student B***

**Goal:** To be eligible for an academic scholarship to a four-year college or university.

**Plan:** To take advantage of and be successful in the classes I take in high school**.**

**Action Steps:** Limit the number of advanced courses and maintain a minimum of a C average, complete my homework accurately and on time, bring points of confusion to tutorials, do my best to stay out of trouble, and plan to complete 100 hours of community service.

**Which student(s) will achieve their goal(s)?**

 **\*A. Student A**

 **B. Student B**

 **C. Both students**

 **D. Neither student**

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

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

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

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

The table below shows the target range for the percentage of points by cognitive complexity level on the Grade 9 AVID Elective EOC Assessment.

**Percentage of Points by Cognitive Complexity Level for the Grade 9 AVID Elective EOC**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Low** | **Moderate** | **High** |
| 9 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.** | **9.** | **CD.** | **2.** | **1.** |
| **Subject** | **Grade** | **Domain** | **Standard/Cluster** | **Benchmark** |

|  |  |
| --- | --- |
| **Grade**  |  9 |
| **Domain (CD)** | Character Development |
| **Standard/Cluster 2** | Goals  |
| **Benchmark 1****(AV.9.CD.2.1)** | Calculate grade point average and set academic and personal goals for success, being sure to monitor goals at the end of each grading period.  |

**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 9 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.9.CD.1.2**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Self-Awareness |
| Benchmark # | AV.9.CD.1.2 |
| Benchmark | Understand the role of AVID students and display characteristics on a regular basis. |
| Also Assess | AV.9.CD.1.1 – Be reminded about SLANT interactions and expectations in all classes. |
| Benchmark Clarification  | Students will identify, explain and analyze the role, responsibilities, and characteristics of the AVID student. |
| Content Limits | Items may include an explanation of the role, responsibilities, and/or characteristics of the AVID student.Items may include an analysis of the role, responsibilities, and/or characteristics of the AVID student.Items may include a comparison of the role, responsibilities, and/or characteristics of the AVID student.Items may include a cause/effect relationship of the role, responsibilities, and characteristics of the AVID student. Terms and concepts such as *AVID student contract*, *citizenship, college eligibility, college preparatory courses, curriculum requirements, extracurricular activities, community service, maintaining the AVID binder,* and/or *SLANT expectations and interactions* may be used or implied. |
| Stimulus Attributes | An AVID document, scenario, chart, and/or graph may be used. |
| Content Focus | The role and characteristics of the AVID student will be explored. |
| Sample Item | Why are AVID students required to sign an agreement/contract? A. The agreement/contract explains the differences between goals and responsibilities for the AVID class. \*B. The agreement/contract reminds the AVID student that they are responsible for their own success. C. The agreement/contract alerts the teaching staff that the student is in the AVID class. D. The agreement/contract is used to help students get involved in school activities and clubs. |

**Benchmark AV.9.CD.1.4**

|  |  |
| --- | --- |
| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Self-Awareness |
| Benchmark # | AV.9.CD.1.4 |
| Benchmark | Develop an understanding about personal learning styles. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, explain and analyze learning styles and the impact they have on learning. |
| Content Limits | Items may include identifying various learning styles.Items may include an explanation of various learning styles.Items may include an analysis of various learning styles.Items may include a comparison of various learning styles.Terms and concepts such as *visual, auditory, tactile, social style, expressive style,* *receptive style, group, oral, written,* and/or *impact on learning* may be use or implied.  |
| Stimulus Attributes | An AVID document, scenario, chart, and/or graph may be used. |
| Content Focus | The concept of learning styles, self-analysis and the relationship to and impact on learning will be explored. |
| Sample Item | Students in Advanced Biology are placed in teams of four with each student having strength in a different learning style: Auditory, Visual, Tactile, and Group. What do you think will be the general outcome of the class? A. Some of the teams will be successful. B. Some of the teams will not be successful. \*C. Most of the teams will be successful. D. Most of the teams will not be successful. |

**Benchmark AV.9.CD.1.6**

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| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Self-Awareness |
| Benchmark # | AV.9.CD.1.6 |
| Benchmark | Apply conflict management skills, aligning with the expectations of the AVID student.  |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, explain, apply, and analyze conflict management skills and successful classroom interactions. |
| Content Limits | Items may include identifying successful classroom interactions.Items may include an analysis of classroom interactions.Items may include an explanation and/or application of conflict management skills.Items may include a cause/effect relationship regarding conflict management skills.Terms and concepts such as *building rapport, conflict management, controversial situations, self-reflection, pet peeve,* and/or *point of view* may be used or implied. |
| Stimulus Attributes | An AVID document, scenario, graph, and/or chart, may be used. |
| Content Focus | Behaviors that elicit classroom success will be explored. |
| Sample Item | There is an argument in class between two of your best friends who lately have not been getting along. You attempt to solve this problem. Using your conflict management skills, which action below will help the most to solve this conflict?  A. Complain until you get your way. B. Make a joke to lighten the anxiety. C. Tell them both that you can no longer be their friend if they continue to argue. \*D. Ask them to share what is bothering them and try to reach a compromise. |

**Benchmark AV.9.CD.2.1**

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| Domain | Character Development |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Goals |
| Benchmark # | AV.9.CD.2.1 |
| Benchmark | Calculate grade point average and set academic and personal goals for success, being sure to monitor goals at the end of each grading period. |
| Also Assess | AV.9.CD.2.5 – Create short-, mid-, and long- range goals that support academic and personal growth. |
| Benchmark Clarification  | Students will periodically calculate, explain and analyze grade point averages in all classes. Students will create, monitor, revise and reflect upon short-, mid- and long-range goals to support and enhance academic and personal growth.  |
| Content Limits | Items may include an analysis regarding the importance of maintaining good grades in all classes.Items may include mathematical computations to determine grade point averages, including converting “letter grades” into “number grades.”Items may include cause/effect relationships regarding grade point averages and goal setting.Items may include an explanation of the goal setting process.Items may include an explanation, interpretation, or analysis of events that interfere with reaching one’s goals. Items may include an interpretation, explanation and/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.Terms and concepts such as *procrastination*, *short-range, mid-range, long-range, goal setting*, *reflection,* and/or *action steps* may be used.Mathematical terms such as *average, calculate* and/or *compute* may be used. |
| Stimulus Attributes | An AVID document, scenario, text, chart, graph, and/or graphic organizer may be used. |
| Content Focus | The purpose of maintaining good grades and the process necessary to select, plan, chart, monitor, and achieve goals will be explored.  |
| Sample Item | Use what you have learned about *goal setting* to analyze the following quote. What does the following quote mean? “***Procrastination is the stumbling block to successfully achieving goals.”***  A. We have to remain focused on our work. B. We have to be careful while we are working. C. By working hard every day you will be able to achieve your goals.  \*D. By putting things off, you are unable to complete what needs to be done.  |

**Benchmark AV.9.CD.2.2**

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| Domain | Character Development |
| Reporting Category | Self – Actualization  |
| Standard/Cluster | Goals |
| Benchmark # | AV.9.CD.2.2 |
| Benchmark | Revisit academic six-year plan to understand college entrance requirements and learn about AP/IB/Honors course options. |
| Also Assess | AV.9.CD.2.3 – Examine academic strengths and weaknesses that will aid in course selection patterns.AV.9.CD.2.4 – Create focused goals around college and the steps necessary to gain entrance. |
| Benchmark Clarification  | Students will identify, explain, revise, analyze and monitor their six-year plan. Students will identify, analyze and reflect on academic strengths and weaknesses. Students will identify and analyze focused goals necessary to gain college entrance. |
| Content Limits | Items may include an explanation of the six-year plan.Items may include an application of the six-year plan.Items may include an analysis of the six-year plan.Items may include a revision of the six-year plan.Items may include a reflection of the six-year plan.Items may include identifying, explaining, or analyzing academic strengths and/or weaknesses that will aid in course selection patterns. Items may include an explanation and/or analysis of course selections. Items may include an analysis of college goals.Terms and concepts such as *Advanced Placement courses, college preparatory courses, honors courses, International Baccalaureate,* and/or *pre-requisite* courses may be used |
| Stimulus Attributes | An AVID document, text, scenario, chart, graph, graphic organizer, and/or diagram may be used. |
| Content Focus | The protocols and processes of student responsibilities to gain college entrance will be explored. |
| Sample Item | Why are AVID students required to take advanced courses? \*A. Advanced courses prepare students for college level work. B. Advanced courses are required for entrance into college. C. Advanced courses have to be completed before taking the next course in the same subject area. D. Advanced courses have to be completed by all freshmen in order to gain enough credits to become a sophomore. |

**Benchmark AV.9.COMM.1.3**

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| Domain | Communication |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Speaking |
| Benchmark # | AV.9.COMM.1.3 |
| Benchmark | Practice purposeful movement during public speeches. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, explain and analyze purposeful movement during public speeches. |
| Content Limits | Items may include an explanation and/or analysis of purposeful movement during public speaking.Items may include an application of purposeful movement during public speaking.Items may include a critique of purposeful movement during public speaking.Items may include a cause/effect relationship regarding purposeful movement during public speaking. Terms and concepts 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, scenario, picture and/or diagram may be used. |
| Content Focus | The characteristics and qualities of public speaking will be explored. |
| Sample Item |  A classmate was giving a speech to a group of students and parents. The topic of the speech was about the importance of doing well in school in order to be accepted to the college of their choice.  Throughout the speech the speaker kept pointing to the same student when discussing disciplinary issues that can hinder your goals. This made the student in the audience uncomfortable since this student and the speaker had issues in the past.  What advice would you give the speaker to improve the use of gestures while giving a speech? \*A. Practice gestures that engage the entire audience. B. Make better eye-contact with the audience while gesturing. C. Practice the speech without gestures towards any audience members. D. Smile more and improve the variety of vocabulary to increase audience interest.  |

**Benchmark AV.9.COMM.1.6**

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| Domain | Communication  |
| Reporting Category | Self-Actualization |
| Standard/Cluster | Speaking |
| Benchmark # | AV.9.COMM.1.6 |
| Benchmark | Use factually reliable evidence to support topic. |
| Also Assess | AV.COMM.1.7 – Present information, findings and supporting evidence concisely and logically.  |
| Benchmark Clarification  | Students will identify, apply, and analyze factual evidence.Students will verify and analyze the presentation of information and supportive evidence.  |
| Content Limits | Items may include identifying reliable evidence.Items may include an analysis of reliable evidence.Items may include an application of reliable evidence. Items may include a comparison of reliable evidence. |
| Stimulus Attributes | An AVID document, text, scenario, graph and/or chart may be used. |
| Content Focus | The process of identifying and accurately utilizing reliable evidence to support a topic will be explored. |
| Sample Item | Margaret and Jonathan were giving a speech to teachers who knew nothing about Cornell note-taking. In describing the Cornell Way, Margaret shared the article “The Curve of Forgetting,” with Jonathan wrapping it up saying the Cornell note method was the best strategy for retaining information making it his favorite way to take notes.Which student(s) used reliable evidence? A. Both students used reliable evidence to support their claims. B. Neither student used reliable evidence to support their claims.\*C. Margaret used reliable evidence to support their claims. D. Jonathan used reliable evidence to support their claims. |

**Benchmark AV.9.COMM.2.1**

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| Domain | Communication  |
| Reporting Category | Self – Actualization |
| Standard/Cluster | Listening  |
| Benchmark # | AV.9.COMM.2.1 |
| Benchmark | Give feedback on student presentations and delivery. |
| Also Assess |  |
| Benchmark Clarification  | Students will analyze presentations and give specific feedback to improve and enhance the speech. |
| Content Limits | Items may include identifying and/or explaining feedback protocols. Items may include an application of the feedback process.Items may include an analysis of a student presentation.Terms and concepts 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, AVID Presentation Rubric, text and/or scenario may be used. |
| Content Focus | The process and practice of giving constructive feedback will be explored. |
| Sample Item | An AVID classmate is giving a speech to a group of 8th grade students on the importance of taking and being successful in algebra in middle school. Throughout the presentation he uses advanced vocabulary stumbling over his words quite frequently. What advice should you give the speaker as they prepare to repeat the speech that evening to the parents?  \*A. Practice the speech a few times and simplify some of the vocabulary. B. Read the speech aloud 1 more time before the next presentation. C. Practice making appropriate gestures. D. Practice making more eye-contact. |

**Benchmark AV.9.WRI.1.1**

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| Domain | Writing  |
| Reporting Category | Language Development  |
| Standard/Cluster | The Writing Process |
| Benchmark # | AV.9.WRI.1.1 |
| Benchmark | Use organizational strategies and tools to aid in the development of essays. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, apply and analyze organizational tools that support and enhance the writing process. |
| Content Limits | Items may include an explanation of organizational tools.Items may include an application of organizational tools.Items may include an analysis of organizational tools.Items may include identifying and/or applying stages of the writing process. Terms and concepts such as *editing, revising, clustering, webbing, self-evaluation, audience, purpose, form, pre-writing, drafting, feedback, reader response, writing topic,* and/or *the writing process* may be used*.* |
| Stimulus Attributes | An AVID document, text, rubric, chart, graph, and/or diagram may be used. |
| Content Focus | The practices and protocols of applying organizational tools to writing will be explored. |
| Sample Item | You created a graphic organizer to brainstorm for a particular essay and then you created a draft of the paper itself. What is your next step? A. Edit the paper yourself to determine grammatical errors. \*B. Share your writing with peers to get feedback for revisions.  C. Complete the essay and submit it to your teacher. D. Use the scoring rubric to help you complete the final draft. |

**Benchmark AV.9.WRI.1.2**

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| Domain | Writing  |
| Reporting Category | Language Development |
| Standard/Cluster | The Writing Process |
| Benchmark # | AV.9.WRI.1.2 |
| Benchmark | Understand and identify the audience, purpose and form for writing arguments. |
| Also Assesses |  |
| Benchmark Clarification  | Students will identify, explain, and analyze the format of writing arguments that connect to the audience, purpose and form of the prompt. |
| Content Limits | Items may include identifying the audience, purpose and form of the prompt.Items may include identifying the *argument* within the essay. Items may include the application of *argument* within the essay.Items may include an analysis of *argument* used within an essay.Items will not include students writing an essay.Terms and concepts such as *argument, audience, purpose, form, logical reasoning, persuade/persuasive, analysis of the argument, identifying pros and cons, position statement, appeals, claims,* and/or *research* may be used. |
| Stimulus Attributes | An AVID document, text, rubric, chart, and/or diagram may be used. |
| Content Focus | The process and application for writing an argument will be explored. |
| Sample Item | A classmate wrote a scholarship essay to a company looking to give financial aid to a worthy student majoring in the field of advertising. Your classmate did not receive the scholarship. Carefully read the excerpt below and consider how this student met the requirements of the essay. *For as long as I can remember I’ve known the career path that would make me happy for the rest of my life. English has always been a passion of mine, and with a career in journalism I could inform people all over the world. While receiving my degree at Ohio State, I plan on obtaining an internship with the New York Times. Here I could work in the advertising department to learn different avenues of the news business before becoming a reporter. I believe this opportunity will offer me valuable skills that cannot be taught in the classroom.*What advice should you give this student before writing the next essay for financial aid? A. The vocabulary needs to focus on the topic. B. Decrease the sentence variety. C. Focus on the format and write in paragraph structure.  \*D. Focus on the audience and purpose of the essay. |

**Benchmark AV.9.WRI.2.1**

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| Domain | Writing  |
| Reporting Category | Language Development |
| Standard/Cluster | Writing Skills |
| Benchmark # | AV.9.WRI.2.1 |
| Benchmark | Understand strategies to write effective three-part essays. |
| Also Assess | AV.9.WRI.2.2 – Develop a clear and concise thesis for expository writing.AV.9.WRI.2.3 – Write with a focus on grammar, punctuation, and comma usage.AV.9.WRI.2.4 – Include descriptive sentences in pieces of writing.AV.9.WRI.2.5 – Use appropriate and varied transitions to link major sections of the text, in order to create cohesion and clarify the relationships among complex ideas and concepts. |
| Benchmark Clarification  | Students will identify, explain, apply and analyze writing elements that create effective three-part essays. |
| Content Limits | Items may include explaining and/or applying strategies used to write effective three-part essays.Items may include identifying various writing elements.Items may include applying various writing elements.Items may include analyzing writing pieces for their use of effective writing elements. Items will not include students writing three-part essays.Terms and concepts such as *thesis statements, descriptive writing, transitions, complex ideas, body, conclusion, mechanics, edit, revise,* and/or *expository* may be used. |
| Stimulus Attributes | An AVID document, text, student essay samples, rubric, and/or editing marks may be used. |
| Content Focus | Writing elements that enhance essays will be explored. |
| Sample Item | Examine the topic and thesis statements below. Which thesis statement will allow the writer to develop a multi-paragraph persuasive essay while maintaining a strong position for or against the topic?***Topic: The legal driving age should be 18.*** A. It is with certainty that I will prove why the legal driving age should be 18 – there are too many reckless people on the road! \*B. The reporter said, “*Eight high school football players crammed into a van where the 17 year-old driver took the ramp at too high a speed and went off the bridge; there were no survivors.*” Immaturity, inexperience and poor training are important reasons to consider making the legal driving age 18.  C. It is my opinion that the legal driving age should not be raised to 18 because I know many 17 year old drivers who are very capable and the lawmakers should not decide when young people are ready to drive. That is a personal decision. D. Getting a driver’s license is every teenager’s dream- come- true, and the law should not delay that dream.  |

**Benchmark AV.9.WRI.4.2**

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| Domain | Writing |
| Reporting Category | Language Development  |
| Standard/Cluster | Writing to Learn |
| Benchmark # | AV.9.WRI.4.2 |
| Benchmark | Differentiate between a summary and a reflection. |
| Also Assess |  |
| Benchmark Clarification  | The student will identify, clarify, compare, explain, apply and analyze summaries and reflections. |
| Content Limits | Items may include identifying a summary and/or reflection.Items may include an application of 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 or reflection. |
| Stimulus Attributes | An AVID document, text, student samples, and/or diagram may be used. |
| Content Focus | The attributes of summaries and reflections will be explored. |
| Sample Item | The following reflection paragraph did **NOT** receive full credit. Read the paragraph carefully to determine why it did **NOT** receive full credit. *We learn from Ebbinghaus’s Curve of Forgetting and Pauk’s research the rationale for taking notes, writing questions, and writing summaries. We will retain the information we receive if we process it by reviewing our notes within 10 minutes, 24 hours, and 7 days of learning it. We should review our notes, questions and summaries for 2-4 minutes during days 7 – 30 to best prepare for our tests. The Cornell Way has 4 stages of note-taking that will help us do that.*Why did the student **NOT** receive full credit? \*A. The student did not include any of their own thoughts into the paragraph.  B. The student did not include enough details on the topic in the paragraph. C. The student did not use enough varied vocabulary throughout the paragraph. D. The student did not fully explain the *Curve of Forgetting* and its impact.  |

**Benchmark AV.9.REA.1.1**

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| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Vocabulary |
| Benchmark # | AV.9.REA.1.1 |
| Benchmark | Understand how to use context clues in interpreting new vocabulary. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, explain, apply and analyze the use of context clues to interpret new vocabulary. |
| Content Limits | Items may include an explanation and/or an analysis of how to use context clues to identify new vocabulary.Items may include explaining new vocabulary in context.Items may include applying context clues.Items may include a comparison or contrast of new vocabulary.Terms and concepts such as *synonyms, antonyms, definitions,* and/or *context clues* may be used.  |
| Stimulus Attributes | An AVID document, text, and /or diagram may be used. |
| Content Focus | The protocols and practices of using context clues while reading will be explored. |
| Sample Item | Using context clues from the sentence below, what is the meaning of the word *wayward*?*The young mother cried over her wayward son’s behavior.* A. well-mannered \*B. disobedient C. respectful D. polite |

**Benchmark AV.9.REA.2.2**

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| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.9.REA.2.2 |
| Benchmark | Identify genre of text. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, explain, compare, and analyze genre of various texts. |
| Content Limits | Items may include identifying and/or explaining types of genre.Items may include comparing various types of genre.Items may include applying various types of genre.Items may include analyzing various types of genre.Terms and concepts such as *fiction, non-fiction, historical, romantic, adventure, mystery, coming of age, personal memoir, horror, spiritual, comedy,* and/or *drama* may be used.  |
| Stimulus Attributes | An AVID document, text, and/or essay may be used. |
| Content Focus | The attributes of text genre will be explored. |
| Sample Item | Shakespeare’s tragic story of the teenage couple, *Romeo and Juliet*, is an example of what genre?  A. comedy \*B. drama C. mystery D. non-fiction |

**Benchmark AV.9.REA.2.4**

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| Domain | Reading |
| Reporting Category | Language Development |
| Standard/Cluster | Textual Analysis |
| Benchmark # | AV.9.REA.2.4 |
| Benchmark | Use multiple reading strategies, including *Marking the Text* and annotating text to identify claims and connect ideas. |
| Also Assess |  |
| Benchmark Clarification  | Students will explain, apply, and analyze reading strategies to identify author’s claims and connect ideas within text. |
| Content Limits | Items may include an explanation of the process for *Marking the Text.*Items may include an application of *Marking the Text*.Items may include an analysis of marked text.Items may include an explanation of annotating text.Items may include an application of annotating text.Items may include an analysis of annotated text.Items may include a comparison of reading strategies.Terms and concepts such as *Marking the Text, annotating, author’s claims,* and/or *reading* *strategies* may be used. |
| Stimulus Attributes | An AVID document, text, essay, chart and/or diagram may be used. |
| Content Focus | The purpose and use of reading strategies will be explored. |
| Sample Item | When assigned a text to read, which reading strategy below would help you understand the organization of the text, as well as what the author is claiming in the text? \*A. marking the text B. numbering the paragraphs  C. pre-reading the text D. summarizing the reading |

**Benchmark AV.9.INQ.1.2**

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| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Levels of Thinking |
| Benchmark # | AV.9.INQ.1.2 |
| Benchmark | Focus on drawing connections between ideas, using compare and contrast questions. |
| Also Assess | AV.9.COMM.2.2 – Pose questions that ask for clarification.  |
| Benchmark Clarification  | Students will identify, explain, apply, and analyze compare and contrast questions to draw connections between ideas. |
| Content Limits | Items may include identifying and/or explaining compare and contrast questions.Items may include an analysis of compare and contrast questions.Items may include an application of drawing connections between ideas using compare and contrast questions.Terms and concepts of the academic language used in Bloom’s Taxonomy and/or Costa’s Levels of Thinking will be used. |
| Stimulus Attributes | An AVID document, text, graphic organizer, and/or chart may be used. |
| Content Focus | Levels of thinking will be explored through the application of drawing connections between ideas within text. |
| Sample Item | According to Costa’s Levels of Thinking, which of the following is a level 2, compare/contrast example?  A. Identify the location of the battles fought in Western Europe during World War I. \*B. Explain the differences between the causes of World War I and World War II. C. What was the effect on the economy in the United States during World War II? D. What was the total number of lives lost during World War I and World War II? |

**Benchmark AV.9.INQ.2.2**

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| Domain | Inquiry |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Tutorials |
| Benchmark # | AV.9.INQ.2.2 |
| Benchmark | As a presenter, initiate discussions by explaining the question (what strategies have been previously attempted and where they became confused in answering the question).  |
| Also Assess |  |
| Benchmark Clarification  | Students will explain and apply the protocols of the point of confusion (POC) process. |
| Content Limits | Items may include identifying and/or explaining tutorial presentation protocols including the aspects of the 30 – Second Speech.Items may include an application and/or an analysis of the POC.Items may include an application of initiating discussions.Items may include an analysis of the presenter’s three-column notes during tutorials.Items may include an analysis of tutorial discussions based on the student presentation.Terms and concepts such as *Tutorial Request Form (TRF), point of confusion, 30-second speech, levels of thinking,* and/or *three-column notes* may be used. |
| Stimulus Attributes | An AVID document, TRF, Cornell notes, three-column notes, scenario, and/or text may be used. |
| Content Focus | The application of the presenter’s role during tutorials will be explored. |
| Sample Item | Which of the following is a consequence when a presenter is **NOT** prepared with an accurate Point of Confusion question? \*A. The group will be unable to assist learning. B. The group will take learning to a higher level. C. The presenter has his/her question answered correctly. D. The presenter feels prepared to return to his/her content classroom. |

**Benchmark AV.9.INQ.2.3**

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| Domain | Inquiry  |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Tutorials |
| Benchmark # | AV.9.INQ.2.3 |
| Benchmark | Utilize resources such as Cornell notes and textbooks to gather information. |
| Also Assess | AV.9.ORG.2.3 – Utilize notes during the tutorial process to support questioning and gathering of key learning. |
| Benchmark Clarification  | Students will explain, apply and analyze the use of resources during tutorials. |
| Content Limits | Items may include an explanation of the resources used during tutorials.Items may include an application of utilizing resources during tutorials.Items may include an analysis of the resources used during tutorials.Terms and concepts such as *Cornell notes, binder, textbook, three-column notes,* and/or *Tutorial Request Form (TRF)* may be used. |
| Stimulus Attributes | An AVID document, text, student examples of the TRF, Cornell notes, three-column notes, scenario, chart and/or diagram may be used. |
| Content Focus | The application of utilizing resources to enhance the tutorial process will be explored. |
| Sample Item | Why is it important for students to have resources during tutorial groups? A. The students will be working harder as they use their textbooks and Cornell notes. B. The students can increase their AVID binder grades by using their Cornell notes. C. The students can reread important sections from their textbooks as needed.   \*D. The students can access information in textbooks and Cornell notes to assist learning.  |

**Benchmark AV.9.INQ.3.3**

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| Domain | Inquiry  |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Socratic Seminar and Philosophical Chairs |
| Benchmark # | AV.9.INQ.3.3 |
| Benchmark | Utilize critical reading strategies to identify author’s claims and formulate questions to explore meaning as preparation for a Socratic Seminar. |
| Also Assess |  |
| Benchmark Clarification  | Students will explain and apply critical reading strategies to identify author’s claims, as they formulate questions to prepare for a Socratic Seminar. |
| Content Limits | Items may include an application of a critical reading strategy to identify author’s claims.Items may include an application of formulating questions for a Socratic Seminar.Items may include an analysis of questions based on author’s claims.Terms and concepts such as *levels of thinking, Marking the Text,* and/or *annotating text*, may be used or implied. |
| Stimulus Attributes | An AVID document, text, chart, graphic organizer and/or scenario may be used. |
| Content Focus | The practices of identifying author’s claims and formulating higher level questions that explore meaning during a Socratic Seminar will be explored. |
| Sample Item | When reading to prepare for a Socratic Seminar, which critical reading strategy helps students to identify the author’s claims? A. charting the text \*B. marking the text C. rereading the text D. summarizing the text  |

**Benchmark AV.9.INQ.3.4**

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| Domain | Inquiry |
| Reporting Category | Critical thinking |
| Standard/Cluster | Socratic Seminar and Philosophical Chairs |
| Benchmark # | AV.9.INQ.3.4 |
| Benchmark | During the Socratic Seminar, ask additional questions to continue deeper exploration of the text and one another’s thinking and expressions. |
| Also Assess | AV.9.INQ.1.1 – Use Costa’s Levels of Thinking words in assignments, discussions and notes. |
| Benchmark Clarification  | Students will apply the protocols of Socratic Seminar to create questions that deepen the meaning of text and enhance discussion. |
| Content Limits | Items may include an application of Costa’s Levels of Thinking during Socratic Seminar.Items may include an analysis of questions asked during Socratic Seminar.Terms and concepts used in Costa’s Levels of Thinking and/or Bloom’s Taxonomy will be used. |
| Stimulus Attributes | An AVID document, text, chart, and/or diagram may be used. |
| Content Focus | The application of levels of thinking during Socratic Seminar will be explored. |
| Sample Item | Which of the following would help to continue deeper exploration of the text during a Socratic Seminar? A. What ideas does the author use to make his point? \*B. Which claim most supports the author’s point of view? C. What is the closing argument the author makes? D. Summarize the main idea of the article. |

**Benchmark AV.9.COLL.1.1**

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| Domain | Collaboration |
| Reporting Category | Critical Thinking |
| Standard/Cluster | Collaborative Skills |
| Benchmark # | AV.9.COLL.1.1 |
| Benchmark | Develop positive peer interaction skills through establishing group norms before, and reflective discussions following collaborative activities. |
| Also Assess |  |
| Benchmark Clarification  | Students will explain, apply and analyze positive interactions that support and enhance collaborative groups. |
| Content Limits | Items may include an explanation of positive peer interactions.Items may include an analysis of positive peer interactions.Items may include an analysis of reflective discussions.Items may include an application of positive peer interactions during collaborative activities. Terms and concepts regarding positive peer interactions, group norms, and collaborative activities will be used.  |
| Stimulus Attributes | An AVID document, text, scenario, chart, and/or picture may be used. |
| Content Focus | The practices and protocols of forming positive collaborative groups will be explored. |
| Sample Item | A heated exchange occurred during a Philosophical Chair on *“The Death* *Penalty.”* The teacher thoughtit was necessary to debrief with a reflection reviewing the norms of positive interaction. What should the review of the norms and guidelines include? A. They should include how you can make your argument stronger. B. They should include how to decide which side has the final word. C. They should include the reading strategies you can use to prepare, such as *marking the text.* \*D. They should include the expectations for participants from the document, *Dialogue vs. Debate.* |

**Benchmark AV.9.ORG.1.1**

|  |  |
| --- | --- |
| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Organization and Time Management  |
| Benchmark # | AV.9.ORG.1.1 |
| Benchmark | Refine organization and neatness of binder through ongoing course support, peer discussion, and personal reflection and goal setting. |
| Also Assess |  |
| Benchmark Clarification  | Students will explain, apply and analyze the purpose of the AVID binder and its impact on academic growth. |
| Content Limits | Items may include an explanation of the binder use.Items may include an application of the binder.Items may include an analysis of the binder maintenance, revision, and/or impact on goal setting.Items may include an analysis of the impact on academic growth by correctly maintaining the binder.Items may include a cause/effect interaction regarding the application of the binder.Terms and concepts such as *binder requirements, learning logs, Cornell notes, binder set-up, binder supplies, binder contents, binder checks, goal setting, self-reflection,* and/or *notebook grades* may be used. |
| Stimulus Attributes | An AVID document, chart, diagram, and/or scenario may be used. |
| Content Focus | The utilization of the AVID binder and its impact on organization, and goal setting will be explored. |
| Sample Item | What is the purpose of the AVID binder? \*A. to teach the skill of organization B. to teach the skill of note-taking C. to teach the skill of writing summaries D. to teach the skill of goal-setting |

**Benchmark AV.9.ORG.2.2**

|  |  |
| --- | --- |
| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Note Taking |
| Benchmark # | AV.9.ORG.2.2 |
| Benchmark | Understand how to use notes to study, including the fold-over method. |
| Also Assess |  |
| Benchmark Clarification  | Students will explain, apply, and analyze the process of using notes as a study guide.  |
| Content Limits | Items may include an explanation of the process of using notes as a study tool.Items may include an application of using notes as a study tool.Items may include an analysis of the notes to be used as a study tool. |
| Stimulus Attributes | An AVID document, Cornell note sample, text, graph, and/or diagram, may be used. |
| Content Focus | The process and application of using notes to study will be explored. |
| Sample Item | There are many ways to study for a test. Which explanation below describes the “fold-over” method? A. Using your learning logs, fold over the heading and try to guess the topic. B. Using your Tutorial Request Form, fold over the reflection and try to guess the point of confusion. \*C. Using your Cornell notes, fold over the left-side column to quiz yourself with the questions. Next, check your answers by turning the paper to review the right-side of the notes.  D. Using your Cornell notes, fold over the summary section. Read the summary section and then list all of the details on a separate sheet of paper.  |

**Benchmark AV.9.ORG.3.3**

|  |  |
| --- | --- |
| Domain | Organization |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Research and Technology |
| Benchmark # | AV.9.ORG.3.3 |
| Benchmark | Establish a professionally structured email address (e.g., first initial last name @ email provider).  |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, apply and analyze professional email addresses.  |
| Content Limits | Items may include identifying a professional email address.Items may include applying a professional email address.Items may include comparing professional email addresses.Items may include analyzing the use and purpose of the professional email address. |
| Stimulus Attributes | An AVID document, text, scenario, diagram, and/or chart may be used. |
| Content Focus | The practice of creating and using a professional email address will be explored. |
| Sample Item | Which of the following email addresses would be considered professional? A. Imn2u@emailprovider.com  B. Gogators@emailprovider.com \*C. Jramirez@emailprovider.com D. Browneyes4u@emailprovider.com |

**Benchmark AV.9.ORG.4.1**

|  |  |
| --- | --- |
| Domain | Organization  |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Test Preparation and Test-Taking |
| Benchmark # | AV.9.ORG.4.1 |
| Benchmark | Identify and reflect on areas of academic weakness and determine study and test-taking strategies that will aid in test preparation.  |
| Also Assess | AV.9.ORG.4.4 – Learn to effectively manage test anxiety. |
| Benchmark Clarification  | Students will identify, explain, apply and analyze test-taking strategies that will strengthen academic areas of weakness. |
| Content Limits | Items may include an analysis of identifying and reflecting on academic weaknesses.Items may include an explanation and/or application of test-taking strategies based on academic weaknesses.Items may include an application and/or analysis of managing test-taking anxiety.Terms and concepts used in test-taking strategies will be used. |
| Stimulus Attributes | An AVID document, text, chart, and/or scenario may be used. |
| Content Focus | Test-taking strategies to increase academic weaknesses will be explored. |
| Sample Item | An AVID student with a “C” average in math wants to prepare for an upcoming math test next week. Which test-prep strategy should this student use to improve his/her grade?  A. Reread the summaries in the notes. B. Reread the questions in the notes. \*C. Reread the notes each day, then quiz yourself using the notes. D. Go back and highlight all the notes again, then look at the questions.   |

**Benchmark AV.9.CR.1.1**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | Guest Speakers |
| Benchmark # | AV.9.CR.1.1 |
| Benchmark | Prepare for guest speaker presentations by creating questions for the speaker prior to their visit. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, apply and analyze questions for guest speakers. |
| Content Limits | Items may include identifying appropriate questions for various guest speakers.Items may include an application of question design for a speaker from a particular career field.Items may include analyzing questions designed for various guest speakers.Terms and concepts regarding inquiry may be used. |
| Stimulus Attributes | An AVID document, text, chart, diagram, and/or scenario may be used. |
| Content Focus | Preparing for guest speakers will be explored. |
| Sample Item | Your AVID teacher announced Monday that a guest speaker will be visiting at the end of the week. Your assignment is to create questions for the speaker whose description is listed below. Read the information and then select the question that will allow the speaker to elaborate on her career experience.

|  |  |
| --- | --- |
| Occupation | Lawyer  |
| Education | University of Virginia, Harvard University |
| Age/Sex | 43/Female |
| Born | New York City, NY |
| Personal Fact | Crippled as a child; uses a wheel chair |

Which question below will allow the speaker to elaborate on her career experience?  A. What high school courses helped you prepare for your career? \*B. What is the toughest law case that you ever worked on? C. What were some differences between the two universities? D. Did your physical challenge have an impact on your career? |

**Benchmark AV.9.CR.3.2**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation |
| Standard/Cluster | College and Career Knowledge |
| Benchmark # | AV.9.CR.3.2 |
| Benchmark | Continue developing a basic understanding of college vocabulary. |
| Also Assess |  |
| Benchmark Clarification  | Students will identify, explain, apply and analyze college vocabulary. |
| Content Limits | Items may include identifying and/or explaining college vocabulary.Items may include applying college vocabulary.Items may include analyzing college vocabulary.Terms and concepts such as *college admissions, college entrance exams, college credits, scholarships, FAFSA, college applications, private colleges, public colleges, college majors,* and/or *cost of living* may be used or implied. |
| Stimulus Attributes | An AVID document, text, chart, and/or scenario may be used. |
| Content Focus | The importance of understanding and utilizing college vocabulary will be explored. |
| Sample Item | If a student attends a private college and wants to transfer to a public college, which critical information does the student need to know before making the decision to transfer?  A. Can I attend part-time? B. How can I register for classes? C. Will the dorm rooms at the public college be as large as the dorm rooms at the private college? \*D. Will my private college credits be able to transfer to the public college? |

**Benchmark AV.9.CR.5.1**

|  |  |
| --- | --- |
| Domain | College Readiness |
| Reporting Category | Postsecondary Preparation  |
| Standard/Cluster | College Admissions and Financial Aid |
| Benchmark # | AV.9.CR.5.1 |
| Benchmark | Understand the importance of community service and grades as a requirement for college scholarships.  |
| Also Assess |  |
| Benchmark Clarification  | Students will identify and analyze the impact of community service and grades to receive college scholarships.  |
| Content Limits | Items may include identifying requirements for college scholarships.Items may include an analysis of community service accomplishments.Items may include a cause/effect relationship between scholarships, grades and/or community service.Items may include an analysis of grades/community service and the impact on college scholarships. |
| Stimulus Attributes | An AVID document, text, scenario, chart, list, and/or graphic organizer may be used. |
| Content Focus | The impact of grades and community service on college scholarships will be explored. |
| Sample Item | What is the relationship between community service hours and applying for college scholarships? \*A. Most scholarships require community service hours.  B. Most colleges require community service hours for admission. C. Community service hours guarantee you getting a college scholarship.  D. You get paid for community service hours and that money is put toward your scholarship.  |

**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 9 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 9 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***

|  |  |
| --- | --- |
| ***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 9 AVID Elective**

**End-of-Course Assessment**

|  |  |
| --- | --- |
| **Domain/Cluster 1** | **Character Development/Self-Awareness** |
| **Benchmark #** | **The student will:** |
| AV.9.CD.1.2 | Understand the role of the AVID student and display characteristics on a regular basis. Also assesses AV.9.CD.1.1. |
| AV.9.CD.1.4 | Develop understanding about personal learning styles. |
| AV.9.CD.1.6 | Apply conflict management skills, aligning with the expectations of an AVID student. |
| **Domain/Cluster 2** | **Character Development/Goals** |
| **Benchmark #** | **The student will:** |
| AV.9.CD.2.1 | Calculate grade point average and set academic and personal goals for success, being sure to monitor goals at the end of each grading period. Also assesses AV.9.CD. 2.5. |
| AV.9.CD.2.2 | Revisit academic six-year plan to understand college entrance requirements and learn AP/IB honors course options. Also assesses AV.9.CD.2.3 and AV.9.CD.2.4.  |
| **Domain/Cluster** | **Communication/Speaking** |
| **Benchmark #** | **The student will:** |
| AV.9.COMM.1.3 | Practice purposeful movement during speeches. |
| AV.9.COMM.1.6 | Use factually reliable evidence to support topic. Also assesses AV.9.COMM.1.7. |
| **Domain/Cluster** | **Communication/Listening** |
| **Benchmark #** | **The student will:** |
| AV.9.COMM.2.1 | Give feedback on student presentations and delivery. |
| **Domain/Cluster** | **Writing/The Writing Process** |
| **Benchmark #** | **The student will:** |
| AV.9.WRI.1.1 | Use organizational strategies and tools to aid in the development of essays. |
| AV.9.WRI.1.2 | Understand and identify the audience, purpose and form for the writing assignment. |
| **Domain/Cluster** | **Writing/Writing Skills**  |
| **Benchmark #** | **The student will:** |
| AV.9.WRI.2.1 | Understand strategies to write effective three-part essays. Also assesses AV.9.WRI.2.2, AV.9.WRI.2.3, AV.9.WRI.2.4, and AV.9.WRI.2.5. |
| **Domain/Cluster** | **Writing/Writing To Learn** |
| **Benchmark #** | **The student will:** |
| AV.9.WRI.4.2 | Differentiate between a summary and a reflection.  |

**Appendix B: Content Assessed by Grade 9 AVID Elective**

**End-of-Course Assessment**

|  |  |
| --- | --- |
| **Domain/Cluster** | **Inquiry/Levels of Thinking** |
| **Benchmark #** | **The student will:** |
| AV.9.INQ.1.2 | Focus on drawing connections between ideas, using compare and contrast questions. Also assesses AV.9.COMM.2.2. |
| **Domain/Cluster** | **Inquiry/Tutorials** |
| **Benchmark #** | **The student will:** |
| AV.9.INQ.2.2 | As a presenter initiate discussions by explaining the question (POC) (What strategies have been previously attempted and where they became confused in answering the question). |
| AV.9.INQ.2.3 | Utilize resources (such as Cornell notes and textbook) to gather information. Also assesses AV.9.ORG.2.3.  |
| **Domain/Cluster** | **Inquiry/Socratic Seminar and Philosophical Chairs** |
| **Benchmark #** | **The student will:** |
| AV.9.INQ.3.3 | Utilize critical reading strategies to identify author’s claims and formulate questions to explore meaning as preparation for a Socratic Seminar.  |
| AV.9.INQ.3.4 | During the Socratic Seminar, ask additional questions to continue deeper exploration of the text and one another’s thinking and expressions. Also assesses AV.9.INQ.1.1. |
| **Domain/Cluster** | **Collaboration/Collaborative Skills** |
| **Benchmark #** | **The student will:** |
| AV.9.COLL.1.1 | Develop positive peer interaction skills through establishing group norms before, and reflective discussions following collaborative activities.  |
| **Domain/Cluster** | **Organization/Organization and Time Management**  |
| **Benchmark #** | **The student will:** |
| AV.9.ORG.1.1 | Refine organization and neatness of binder through ongoing course support, peer discussion, and personal reflection and goal setting. |
| **Domain/Cluster** | **Organization/Note-Taking** |
| **Benchmark #** | **The student will:** |
| AV.9.ORG.2.2 | Understand how to use notes to study, including the fold-over method.  |

**Appendix B: Content Assessed by Grade 9 AVID Elective**

**End-of-Course Assessment**

|  |  |
| --- | --- |
| **Domain/Cluster** | **Organization/Research and Technology** |
| **Benchmark #** | **The student will:** |
| AV.9.ORG.3.3 | Establish a professionally structured email address (e.g., first initial last name @emailprovider.com).  |
| **Domain/Cluster** | **Organization/Test Preparation and Test-Taking** |
| **Benchmark #** | **The student will:** |
| AV.9.ORG.4.1 | Identify and reflect on areas of academic weaknesses and determine study and test-taking strategies that will aid in test preparation. Also assesses AV.9.ORG.4.4.  |
| **Domain/Cluster** | **Reading/Vocabulary** |
| **Benchmark #** | **The student will:** |
| AV.9.REA.1.1 | Understand how to use context clues in interpreting new vocabulary.  |
| **Domain/Cluster** | **Reading/Textual Analysis** |
| **Benchmark #** | **The student will:** |
| AV.9.REA.2.2 | Identify genre of text. |
| AV.9.REA.2.4 | Use multiple reading strategies, including Marking the Text and annotating text to identify claims and connect ideas.  |
| **Domain/Cluster** | **College Readiness/Guest Speakers** |
| **Benchmark #** | **The student will:** |
| AV.9.CR.1.1 | Prepare for guest speaker presentations by creating questions for the speakers prior to their visit.  |
| **Domain/Cluster** | **College Readiness/College and Career Knowledge** |
| **Benchmark #** | **The student will:** |
| AV.9.CR.3.2 | Continue developing a basic understanding of college vocabulary.  |
| **Domain/Cluster** | **College Readiness/College Admissions and Financial Aid** |
| **Benchmark #** | **The student will:** |
| AV.9.CR.5.1 | Understand the importance of community service and grades as a requirement for scholarships.  |

**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 minutesTwo Sessions: 45 minutes eachOne Session: 80 minutesTwo Sessions: 40 minutes each |

**Length of Test**

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

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

**Appendix D: Reporting Categories Grade 9 AVID Elective**

|  |  |
| --- | --- |
| **Reporting Categories** | **Benchmark** |
| **Self Actualization (25%)**(Character Development and Communication) | AV.9.CD.1.2AV.9.CD.1.4AV.9.CD.1.6AV.9.CD.2.1AV.9.CD.2.2AV.9.COMM.1.3AV.9.COMM.1.6AV.9.COMM.2.1 |
| **Language Development (25%)**(Writing and Reading) | AV.9.WRI.1.1AV.9.WRI.1.2AV.9.WRI.2.1AV.9.WRI.4.2AV.9.REA.1.1AV.9.REA.2.2AV.9.REA.2.4 |
| **Critical Thinking (25%)**(Inquiry and Collaboration) | AV.9.INQ.1.2AV.9.INQ.2.2AV.9.INQ.2.3AV.9.INQ.3.3AV.9.INQ.3.4AV.9.COLL.1.1 |
| **Postsecondary Preparation (25%)**(Organization and College Readiness) | AV.9.ORG.1.1AV.9.ORG.2.2AV.9.ORG.3.3AV.9.ORG.4.1AV.9.CR.1.1AV.9.CR.3.2AV.9.CR.5.1 |

**Appendix E: Course Description for Grade 9 AVID Elective**

**A. Major Concepts/Content.** AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course 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. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

For students new to AVID, or for those with previous experience from middle grades, the ninth grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test‐taking, note‐taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

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 1 (AVID elective grade 9) 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 for grades 10, 11 and 12. 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 9 AVID Standards.**

**Scheme Descriptor**

LACC.910.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.910.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LACC.910.RI.2.4 Determine the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

LACC.910.RI.2.5 Analyze in detail how an author’s ideas and claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

LACC.910.RI.2.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LACC.910.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.910.RL.2.4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

LACC.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LACC.910.SL.1.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LACC.910.SL.2.4 Present information, findings and supportive evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LACC.910.SL.2.6 Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate.

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

 (Calculating the mean grade)

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

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

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

MACC.8.EE.3.7 Solve linear equations in one variable.