

## AVID Elective Standards and Scoring Guides - Summer Work 2021

**Critical Thinking**

**Effective Communication**

**Collaboration**

**Assessing and Analyzing Info**

**Organization**

# Organization (Materials/Time)



Organization ( <a href="#">ORGANIZATION Student Reflection</a> ) 9/10				
Entering (NG)	Emerging (1)	Transitioning (2)	Expanding (3)	Commanding (4)
Insufficient evidence to show my current skill level.	Student can explore various types of organization <i>with support</i> *	Student can explore various types of organizational systems	Student can explore various types of organizational systems and evaluate their effectiveness on their academic and personal success	Student demonstrates consistent and independent application of and reflection on their chosen organizational system

Organization ( <a href="#">ORGANIZATION Student Reflection</a> ) 11/12				
Entering (NG)	Emerging (1)	Transitioning (2)	Expanding (3)	Commanding (4)
Insufficient evidence to show my current skill level.	Student can explore and practice various types of organizational systems	Student can explore and practice various types of organizational systems and evaluate their effectiveness on their academic and personal success	Student demonstrates their consistent and independent application of and reflection on their chosen organizational system	Student can consistently and independently monitor, adjust, and justify a transferrable organizational system that best supports their academic and personal success*  *Personal success includes managing personal activities, employment and extracurriculars.

\*if needed, make additional copies of this table to create multiple scoring guides for different grade levels :)

Weekly overview of the organizational strategy with tutors acting as an organizational coach

- Tutors will ask probing questions and have conversations
  - For upper grades tutors will meet with small groups of students or by appointment with the intention to see all kids by the end of the quarter;
  - Tutors will review the supplies of ALL Freshmen weekly to give more support and feedback while students are doing their fun Friday activity
    - Tutors will have small form to give feedback per student (tutor, student name and date, box for tutor and teacher feedback), hand back to teachers on Friday for review, give back to students on Monday for reflection
    - Practice with this form the first few weeks before tutors arrive, self or peer reflections
- Students will record the feedback from the tutors and do self reflections (Maybe on Mondays?)
- Tutors will have a form that they bring back comments to teachers about students that are still struggling and need additional support

An organizational grade based on the [rubric](#) will occur once a quarter.

# Critical Thinking

Critical Thinking 9/10				
Entering (NG)	Emerging (1)	Transitioning (2)	Expanding (3)	Commanding (4)
Insufficient evidence to show my current skill level.	Student can generate a question based on a concept or problem and can explore processes that may lead to a answer or solution, <b>with support</b>	Student can generate a question based on a concept or problem and can explore processes that may lead to a answer or solution	Student can generate authentic questions based on a concept or problem and can synthesize, analyze, and evaluate information, sources, and/or data to answer the question and/or find solutions to problems	Student can generate authentic questions based on a concept or problem and can synthesize, analyze, and evaluate information, sources, and/or data to answer the question and/or find solutions to problems and reflect/evaluate and refine answers and solutions

Critical Thinking 11/12				
Entering (NG)	Emerging (1)	Transitioning (2)	Expanding (3)	Commanding (4)
Insufficient evidence to show my current skill level.	Student can generate a question based on a concept or problem and can explore processes that may lead to a answer or solution	Student can generate authentic questions based on a concept or problem and can synthesize, analyze, and evaluate information, sources, and/or data to answer the question and/or find solutions to problems	Student can generate authentic questions based on a concept or problem and can synthesize, analyze, and evaluate information, sources, and/or data to answer the question and/or find solutions to problems and reflect/evaluate and refine answers and solutions	Student can generate authentic questions based on a real life scenario and can synthesize, analyze, and evaluate information, sources, and/or data to answer the question and/or find solutions to problems and reflect/evaluate and refine answers and solutions.

# Effective Communication

Effective Communication 9-12				
Entering (NG)	Emerging (1)	Transitioning (2)	Expanding (3)	Commanding (4)
Insufficient evidence to show my current skill level.	Students can communicate their message <b><i>with support</i></b> .	Students can communicate their message with some details.	Students can communicate their message in a clear, focused manner through the use of supporting, relevant details.	Students can effectively communicate their message to move or persuade their audience.

\*Socratics, personal writing and narrative, communicating with staff

# Collaboration

Collaboration 9-12				
Entering (NG)	Emerging (1)	Transitioning (2)	Expanding (3)	Commanding (4)
Insufficient evidence to show my current skill level.	Student participates in the group and takes on minor roles within the group.	Student participates in the group by actively listening and take on roles within the group.	Student takes on a leadership role when working with others. Student sometimes delegates roles within the group. Student encourages some to participate in the group.	Student takes a leadership role when working with others and delegates roles within the group. Student encourages others to participate in the group.

# Accessing and Analyzing Info

Accessing and Analyzing Info 9-12					
Entering (NG)	Emerging (1)	Transitioning (2)	Expanding (3)	Commanding (4)	Commanding Plus (5)
Insufficient evidence to show my current skill level.	Student can access, comprehend, and summarize information <i>with support</i> .	Student can explore various strategies to access, comprehend, and summarize information.	Student can explore various strategies to access and analyze information, e.g., process information, identify key details, and evaluate credibility.	Student can independently identify the best strategies to access, analyze, and synthesize information.	Student can provide evidence of accessing, analyzing, and synthesizing information across disciplines to build and reinforce their academic success.

\*Includes critical reading, writing to learn, and Focused Note Taking (INB).

Thoughts for Student Reflections:

- Have place for students to record evidence of that skill
- Each week choose a skill to have students reflect on from the previous 4 or so weeks