

## Essential Standards Chart: What is it we expect students to learn?

Grade:		Subject:		Semester		Team Members:		Dean Gadway	Melissa Jones
12		AVID 12		Fall Term					
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?	What will we do when students have learned the essential standard(s)?
I can write a Narrative Personal Statement		Choose a prompt and write at least three drafts of a 500 word personal statement to either a U.C. or Common Application topic		Narration, Conflict, Dialogue, Imagery, Action Verbs, Avoiding Clichés, The writing process, peer editing.		The initial draft - evaluated by the teacher. The second draft - evaluated by the peers. The final draft - evaluated by the teacher		October	Continual revision to improve the statements and a presentation by the students of the completed drafts.
I can narrow down my potential college choices by creating a selection matrix.		Complete a college selection matrix of his or her own design. The qualities may include attributes such as: location, size, student-teacher ratio, average test scores, average GPA, majors offered, etc.		Microsoft Word (creating tables), College selection criteria (sheet as example from AVID Preparing for College book), Websites (californiacolleges.edu, collegeboard.com, csumentor.com)		Teacher evaluation of each student's matrix		Sept-November	Allow the student to begin applying for colleges??
I can engage in and complete the college application process.		Apply to at least two colleges, one of which must be CSUS or UNR.		The students must have completed their college selection matrix and have reviewed the paper applications.		Acceptance of the applications by the colleges and eventual admittance to the schools.		Sept-November -- The CSU / U.C. Deadline is November 30th	A letter of acceptance would indicate that the students had correctly completed the application, but the teacher will accept the application submission confirmation page.
I can prepare for, sign up for, and complete a college entrance exam.		Register for and complete at least one college entrance exam (ACT or SAT)		In Sophomore AVID, students would have taken the PLAN and PSAT Tests. During the Junior year they would have prepared for and possible taken the ACT or SAT tests.;		In AVID 12, the expectation is that the student will take at least one of the college entrance exams during their first term. There is no mastery other than completing the test and, hopefully,		We will continue to review and practice college entrance test questions right up until the end of the first term.	The students will be required to show verifications that the scores have been sent to colleges. This will earn them a sticker on the board.

			improving the score.		
I can search for and apply for relevant national scholarships.	Demonstrate registration on Fastweb.com and submit completion of one scholarship application per month.	Brief review of the national scholarship websites as well as a review of some of the scams.	The students will submit evidence of submission at least once a month.	Beginning in October and continuing through May	The students will tabulate and celebrate their awards at the end of the year.
I can effectively contribute and collaborate in various group settings, including tutorials and Socratic seminars	a.Using higher level questions b.Referring to resources (notes, texts, etc.) c.Questioning peers to seek higher understanding d.Reteaching peers using summary and reflection of new understanding	The students need to review the tutorial and socratic guidelines and expectations.	Tutorials are scored each Tuesday and Thursday and returned to the students soon thereafter. For socratics, the students complete an evaluation form after each event.	Ongoing throughout the year.	We will continue to refine and improve.
I am able to demonstrate critical reading skills with advanced texts from the mainstream media, AVID Weekly, and Touchstones.	Examples: Can the student capture the most important ideas and details of a text in their Cornell Notes or learning log? Can the student annotate an advanced AVID Weekly or Touchstones Socratic Seminar article and explain the main points during a seminar?	Skills: Effective critical reading, note-taking, and synthesis skills.	Cornell Notes Learning Logs Socratic Seminars Tutorials Essays	Ongoing	Provide more challenging texts Encourage rigorous course selection Provide leadership opportunities in the classroom setting
I am able to demonstrate critical thinking skills when I complete my Tutorial Request Forms.	Examples: Can the student write proficient questions in the left-hand margin of their notes and synthesize the lesson in a summary? Can the student ask thought-provoking questions of the student presenter during a tutorial to help lead the presenter to solutions/conclusions about her point of confusion?	Skills: Effective questioning strategies	Cornell Notes Learning Logs Socratic Seminars Tutorials Essays	Ongoing	Provide more challenging texts Encourage rigorous course selection Provide leadership opportunities in the classroom setting
I am able to recognize and	Achieve at least an 80% on a	The students will need a list of	Fill in the blank (with word	December	The students will get multiple

define financial aid terminology.	test of common terms from glossary at Finaid.org.	terms and multiple opportunities to practice and apply these terms.	bank) objective test.		opportunities to get an 80% before they can begin working on their FAFSA Form.