

AVID Scoring Rubric for Standards-Based Progress Reports

Essential 5: A strong, relevant writing and reading curriculum provide a basis for instruction in the AVID classroom.

Indicators

Not AVID (Score: 1)	Meets Certification Standards (Score: 2)	Routine Use (Score: 3)	Institutionalization (Score: 4)
Student spends little or no time using writing-to-learn strategies or using the AVID curriculum.	Student spends time each week using writing-to-learn strategies and using the AVID writing curriculum.	Student routinely spends time in using writing-to-learn strategies and uses them in classes other than AVID.	Student routinely spends time in writing-to-learn activities, which are part of a vertically aligned instructional plan, and uses the strategies in all their core subject areas.
Student spends little or no time on the writing process.	Student spends time on the writing process and participates in timed writing activities.	Student spends time each week writing to clarify and organize experiences in essays, letters and reports.	Student uses writing to create permanent documents or records for review, study, analysis, synthesis and evaluation.
Student does not use Cornell notes and does not understand their usefulness for accessing rigorous curriculum.	Cornell notes are a weekly part of the student's activities.	Student routinely takes and uses Cornell notes in the elective class and uses them weekly in classes other than AVID.	Students takes and uses Cornell notes and has integrated the development of effective note-taking skills for understanding rigorous content and for preparing for tests in all core subject areas. Student models Cornell note-taking for other students as a schoolwide strategy for assisting students to access rigorous content.

AVID Scoring Rubric for Standards-Based Progress Reports

Essential 5 (Continued): A strong, relevant writing and reading curriculum provide a basis for instruction in the AVID classroom.

Indicators

Not AVID (Score: 1)	Meets Certification Standards (Score: 2)	Routine Use (Score: 3)	Institutionalization (Score: 4)
Student does not use class time to write reflections of their learning and/or use AVID learning logs at least weekly.	Student writes reflections of their learning weekly as part of their AVID class.	Student writes reflections and/or learning logs weekly and writes them in classes other than AVID.	Student writes reflections and/or learning logs weekly and writes them in all core subject areas.
No evidence exists that the student uses reading strategies in the AVID elective class.	The student spends time each week using reading-to-learn strategies and connects the strategies to prior knowledge and understanding of text structure.	Student uses reading-to-learn and scaffolded reading to increase comprehension.	Student uses reading-to-learn activities as part of a yearlong vertically aligned instructional plan, and student uses these strategies in all core subject areas.

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Essential 6: Inquiry is used as a basis for instruction in the AVID classroom to promote critical thinking.

Indicators

Not AVID (Score: 1)	Meets Certification Standards (Score: 2)	Routine Use (Score: 3)	Institutionalization (Score: 4)
Student does not participate in the tutorial process.	Student develops and practices critical thinking skills through participation in the tutorial process.	Student improves his/her critical thinking skills and takes ownership for their own learning through participation in the tutorial process.	Student routinely demonstrates effective critical thinking skills and takes ownership for the effectiveness of the tutorial process and for other students' learning.
Student's notes do not include questions in the left hand column.	Student's notes include questions in the left hand column and are submitted weekly for grading..	Student's notes include questions in the left hand column and student helps to develop a rubric for grading the questions.	Student consistently uses higher level questions to demonstrate critical thinking and understanding of rigorous curriculum.
There is no evidence that the student develops questions for tutorial group discussions.	There is evidence that the student develops Costa's Level 1 & 2 questions (or Bloom's levels 1-6) for their notes and tutorial group discussions.	Student actively engages in tutorial groups. Student uses the tutorial request forms and writes reflections after the tutorial sessions.	Student demonstrates the inquiry process for critical thinking and models the tutorial problem solving process in all core subject areas.
No evidence exists that the student uses philosophical chairs or Socratic seminar strategies in the elective class.	There is evidence that the student uses philosophical chairs discussions and/or Socratic seminar strategies in the elective class.	There is evidence that the student routinely participates in philosophical chairs discussions and Socratic seminar strategies in the elective class.	There is evidence that the student selects topics and leads discussions during philosophical chairs or Socratic seminar activities in the elective class as well as in other core classes.

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Essential 7: Collaboration is used as a basis for instruction in the AVID classroom.

Indicators

Not AVID (Score: 1)	Meets Certification Standards (Score: 2)	Routine Use (Score: 3)	Institutionalization (Score: 4)
Student does not regularly collaborate to develop and to answer questions in the elective class.	Student collaborates to solve problems each week in the elective class.	Each week the student uses collaboration to solve problems and find solutions in the elective class and in classes other than AVID.	Student demonstrates independent problem solving and collaboration to find solutions during AVID curricular assignments and during classes other than AVID.
Student does not collaborate on projects such as research papers, presentations, and/or community service.	Student collaborates on projects in AVID class such as research papers, presentations and/or community service.	Student regularly collaborates on projects in AVID class.	Student regularly collaborates on projects in AVID class and in other academic core subject areas.
Student does not participate in collaborative study groups.	Student participates in collaborative study groups in the AVID class.	Student participates in and occasionally leads collaborative study groups in the AVID class.	Student regularly leads collaborative study groups in the AVID class and in other classes where teachers us collaborative strategies.