

Grade 7 AVID Proficiency Scale Quarter 1

	1 – Novice	2 = Partially Proficient	3 = Meeting Expectations	4 = Exceeding Expectations
Writing	Participates in the practice of responding to a writing prompt OR engage in the completion of a graphic organizers.	Responds to a writing prompt to write a reflection OR use graphic organizers to show thinking.	Analyzes a writing prompt to write a corresponding reflection including personal experiences AND effectively uses graphic organizers to show knowledge. (7.WRI.A.1, 7.WRI.A.2, 7.WRI.B.5, 7.WRI.B.6, 7.WRI.D.3, 7.WRI.D.4, 7.ORG.B.1)	Analyzes a writing prompt to write a corresponding reflection including personal experiences with revision AND analyzes graphic organizers to show knowledge.
Inquiry	With help and support identifies the Costa's Three levels of Thinking and the 10-Step Tutorial Process can be identified.	Identifies Costa's Three levels of Thinking OR the 10-Step Tutorial Process.	Understands and uses Costa's Three levels of Thinking AND articulates the 10-Step Tutorial Process. (7.INQ.A.1, 7.INQ.B.1)	Develops High Level Questions to deepen understanding AND analyzes the 10 Step Tutorial Process.
Organization for Learning	Participates in the development of a binder and has an agenda OR practices writing academic goals.	Develops a binder, notes and record assignments in an agenda OR develops goals to achieve academic proficiency.	Develops and organizes a binder, focus notetaking, and agenda to successfully meet core class expectations AND analyzes, develops and monitors goals to achieve academic proficiency. (7-ORG.A.1 7-ORG.A.2, 7-ORG.A.3, 7-ORG.A.4, 7-ORG.B.1, 7-CD.B.4 7-CD.B.7, 7-CD.D.1, 7-CD.D.2)	Develops, maintains and reorganizes a binder and utilize an agenda beyond classroom environment AND analyzes, develops and monitors goals to achieve life goals .
Reading	Participates in identifying vocabulary of nonfiction text and read text.	Identifies vocabulary in nonfiction text OR reads various text.	Identifies academic vocabulary to deepen understanding of nonfiction text AND reads and discuss various text. (7.REA.A.1, 7.REA.B.2)	Defines and utilizes academic vocabulary to deepen understanding of nonfiction text and connects various text beyond the classroom.
Communication	Exposed to the difference between hearing and listening skills.	Understands the difference between hearing and listening	Understands the difference between hearing and listening, and practices how to be a "critical listener" by taking focus notetaking and reflecting with class. (7.COMM.B.3)	Understands the difference between hearing and listening, and practices how to be a "critical listener" by taking focus notetaking and reflecting with class and real-life experiences.

Grade 7 AVID Proficiency Scale Quarter 2

	1 – Novice	2 = Partially Proficient	3 = Meeting Expectations	4 = Exceeding Expectations
Writing	Participates in developing a speech OR is exposed to the process of writing a summary.	Develops a speech with an introduction, grade-level appropriate vocabulary, and minimal details to support major points OR composes a summary using ideas from the article.	Develops a speech with a strong introduction, expanded vocabulary, and specific details to support major points for a targeted audience AND composes well-written summaries using the writer's own words. (7.WRI.B.2, 7.WRI.B.3, 7.WRI.B.4, 7.WRI.C.2, 7.WRI.D.1, 7.WRI.D.2)	Develops a speech independently with a strong introduction, expanded vocabulary, and specific details to support major points that engages the audience AND composes well-written summaries using the writer's own words and citation.
Inquiry	Identifies the tutorial request form and participates in tutorials as a bystander.	Understands the tutorial request form including heading, source, academic vocabulary, points of confusion, and level one questions prior to class OR participates as a presenter and participant by taking notes or asking questions.	Completes the tutorial request form including heading, source, academic vocabulary, points of confusion, and level one questions prior to class AND participates as a presenter and participant by taking notes and asking questions. (7.INQ.B.1)	Completes the tutorial request form including heading, source, academic vocabulary, points of confusion, and level two and three questions prior to class AND actively participates as a presenter and participant by taking focus notes and asking level 2 and 3 questions.
Organization	Participates in the development of focus notetaking as a study tool and how to identify points in the notes.	Understands how to utilize focus notetaking as a study tool and identify points in the notes.	Understands how to utilize focus notetaking as a study tool and identify important points using abbreviations and questions in the left column on a weekly basis. (7-ORG.B.5, 7-ORG.C.1, 7-CD.B.4, 7-CD.B.7, 7-CD.D.1, 7-CD.D.2)	Utilize focus notetaking independently as a study tool and identify important points using abbreviations and questions in the left column on a daily basis.
Reading	Exposed to critical reading strategies to deepen comprehension of text.	Identifies critical reading strategies to understand a nonfiction text.	Implements critical reading strategies to deepen understanding of nonfiction text, determine the main idea, and summarize the text. (7.REA.B.3, 7.REA.B.4, 7.REA.B.5, 7.REA.B.6)	Determines and utilizes the most effective critical reading strategies in different classes independently.
Communication	Exposed to the components of verbal and non-verbal speaking and listening skills.	Utilizes components of effective verbal and non-verbal speaking and listening skills.	Utilizes all components of effective verbal and non-verbal speaking and listening skills. (7-COMM.A.1-8, 7.COMM.B.1-3)	Executes all components of effective verbal and non-verbal speaking and listening skills beyond expectations.

Grade 7 AVID Proficiency Scale Quarter 3

	1 – Novice	2 = Partially Proficient	3 = Meeting Expectations	4 = Exceeding Expectations
Writing	Participates in the writing process to write informational essay.	Utilizes parts of the writing process to consider audience, revise and edit drafts, self-assess, expand vocabulary, develop ideas and use specific details to write informational essay AND writes reflections.	Utilizes the writing process to consider audience, revise and edit drafts, self-assess, expand vocabulary, develop ideas and use specific details to write informational essay AND writes detailed reflections. (7.WRI.A.3, 7.WRI.A.4, 7.WRI.A.5, 7.WRI.A.6, 7.WRI.A.7, 7.WRI.B.1, 7.WRI.C.1)	Utilizes the writing process independently to consider audience, revise and edit drafts, self-assess, expand vocabulary, develop ideas and use specific details to write informational essay AND writes specific and detailed reflections.
Inquiry	Participates in the tutorial process.	Completes the tutorial request form including heading, source, academic vocabulary, points of confusion, or questions AND participates as a presenter or participant by developing questions.	Completes the tutorial request form including heading, source, academic vocabulary, points of confusion, and level two or three questions prior to class AND participates as a presenter and participant by developing thought provoking questions at Costa's level two and three. (7.INQ.A.1, 7.INQ.B.2, 7.INQ.B.3, 7.INQ.B.4, 7.INQ.B.5)	Meticulously completes the tutorial request form including heading, source, academic vocabulary, points of confusion, and level two or three questions prior to class AND participate as a presenter and participant by developing thought provoking questions at Costa's level two and three.
Organization for Learning	Participates in maintaining and utilizing a binder, agenda or focus notetaking OR develops goals to achieve academic proficiency.	Maintains and utilizes binder, agenda and focus notetaking OR utilizes technology OR develops goals to achieve academic proficiency.	Maintains and utilizes binder, agenda and focus notetaking to successfully meet core classes expectations AND utilizes technology to enhance organization AND analyzes, develops and monitors goals to achieve academic proficiency. (7-ORG.B2, 7-ORG.B4, 7-ORG.B6, 7-ORG.B7, 7-CD.B.4, 7-CD.B.7, 7-CD.D.1, 7-CD.D.2)	Maintains and utilizes binder, agenda and focus notetaking to successfully meet all classes expectations AND utilizes technology to perfect organization AND analyzes, develops and monitors multi-dimensional goals to achieve academic proficiency.
Reading	Exposed to critical reading strategies to deepen comprehension of text.	Identifies critical reading strategies to understand a nonfiction text.	Implements critical reading strategies to understand nonfiction text form or structures. (7.REA.B.7)	Determines and utilize the most effective critical reading strategies in AVID or core classes.

Communication	Exposed to the components of verbal and non-verbal speaking and listening skills	Utilizes components of effective verbal and non-verbal speaking and listening skills	Utilizes all components of effective verbal and non-verbal speaking and listening skills. (7-COMM.A.1-8, 7.COMM.B.1-3)	Executes all components of effective verbal and non-verbal speaking and listening skills beyond expectations
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Grade 7 AVID Proficiency Scale Quarter 4

	1 – Novice	2 = Partially Proficient	3 = Meeting Expectations	4 = Exceeding Expectations
Writing	Responds to a writing process prompt with structured support.	Reflects on the writing process OR identifies a summary and reflection.	Evaluates and reflects on one's growth in the writing process AND understands the difference between a reflection and summary. (7.WRI.A.8)	Evaluates, reflects, and sets goals to grow in the writing process AND evaluates high quality attributes of reflections and summaries.
Inquiry	Observes the Philosophical Chairs/Socratic Seminar process.	Participates in the Philosophical Chairs/Socratic Seminar process using an author's point of view.	Participates in the Philosophical Chairs/Socratic Seminar process through speaking and listening while analyzing two or more authors points of view using text or multimedia sources. (7.INQ.C.1, 7.INQ.C.2, 7.INQ.C.3)	Participates in and evaluates the Philosophical Chairs/Socratic Seminar process through speaking and listening while analyzing two or more authors points of view using text or multimedia sources.
Organization for Learning	Takes notes in AVID or a core class OR participates in the practice of compiling an academic portfolio.	Identifies the focus notetaking as a tool for academic growth OR compiles an academic portfolio in one area of WICOR.	Composes essential questions and utilizes focus notetaking as a tool for academic growth AND compiles, publishes, and presents an academic portfolio demonstrating academic and personal growth in most areas of WICOR. (7-ORG.A5, 7-ORG.A6, 7-ORG.A7, 7-ORG.B8, 7-ORG.D1, 7-CD.B.4, 7-CD.B.7, 7-CD.D.1, 7-CD.D.2)	Composes essential questions and summary, utilizes focus notetaking as a tool for academic growth AND compiles, publishes, and presents an academic portfolio demonstrating academic and personal growth in all areas of WICOR.
Reading	Identifies with structure support a critical strategy as a tool for reading non-fiction text.	Using one critical reading strategy to understand nonfiction text, determine the main idea, OR summarize the text.	Implements critical reading strategies to deepen understanding of nonfiction text, determine the main idea, and summarize the text. (7.REA.B.2)	Independently implements critical reading strategies to demonstrate understanding of nonfiction text, determine the main idea, and summarize the text.
Communication	Exposed to the components of verbal and non-verbal speaking and listening skills.	Utilizes components of effective verbal and non-verbal speaking and listening skills.	Utilizes all components of effective verbal and non-verbal speaking and listening skills. (7-COMM.A.1-8, 7.COMM.B.1-3)	Executes all components of effective verbal and non-verbal speaking and listening skills beyond expectations.