

Grade 8 AVID Proficiency Scale Quarter 1

	1 – Novice	2 = Partially Proficient	3 = Meeting Expectations	4 = Exceeding Expectations
Writing	Participates in the practice of writing summaries or self-reflections.	Uses voice in writing, compose summaries and self-reflections.	Uses active voice in writing, compose well-written summaries and self-reflections based on real-world experience. (8.WRI.B.5 ,8.WRI.D.1, 8.WRI.D.2, 8.WRI.D.4, 8.WRI.E.1, 8.WRI.E.2, 8.WRI.E.3)	Independently uses active voice in writing, compose well-written summaries and self-reflections based on real-world experience.
Inquiry	With help and support identifies Costa's Three levels of Thinking OR the 10-Step Tutorial Process.	Identifies Costa's Three levels of Thinking OR the 10-Step Tutorial Process.	Understands and uses Costa's Three levels of Thinking AND articulate the 10-Step Tutorial Process. (8.INQ.A.1, 8.INQ.A.2, 8.INQ.B.1)	Develops High Level Questions to deepen understanding AND analyzes the 10 Step Tutorial Process.
Organization for Learning and Character Development	Participates in the development of a binder and has an agenda OR practices writing academic goals or taking notes.	Develops a binder, utilize an agenda OR develops goals to achieve academic proficiency OR selects a focus notetaking format to take notes.	Develops and maintains a binder, utilize an agenda, AND develops and monitors goals to achieve academic proficiency and be a positive role model AND selects focus notetaking formats to take notes for deeper learning. (8-ORG.A.1, 8-ORG.A.3, 8-ORG.A.4, 8-CD.8.A.1 ,8-CD.8.A. 2 ,8-CD.8.A.3, 8-CD.8.B.5, 8-CD.8.D. 1, 8-CD.8.D.3)	Develops, maintains and reorganizes a binder and utilize an agenda beyond classroom environment AND analyzes, develops and monitors goals to achieve life goals AND independently selects focus notetaking formats to take notes for deeper learning.
Reading	Participates in identifying vocabulary of nonfiction text and read text.	Identifies new academic vocabulary in nonfiction text OR reads various text.	Understands contextual clues to interpret new academic vocabulary AND reads and discusses various texts to deepen understanding. (8.REA.A.1, 8.REA.B.2)	Defines and utilizes academic vocabulary to deepen understanding of nonfiction text and connects various text beyond the classroom.
Communication	Identifies ways to communicate with my teachers regarding academic performance with help and support.	Describes ways to communicate with my teachers regarding academic performance.	Utilizes speaking skills in communicating with teachers regarding academic performance. (8.COMM.A.8)	Utilizes speaking skills in communicating with teachers regarding academic performance and articulates next learning steps independently.

Grade 8 AVID Proficiency Scale Quarter 2

	1 – Novice	2 = Partially Proficient	3 = Meeting Expectations	4 = Exceeding Expectations
Writing	Participates in developing a speech OR identifies the focus notetaking processes.	Develops a speech with textual evidence OR describes the focus notetaking processes.	Develops a speech with textual evidence, strong word choice, and voice. (8.WRI.A.4, 8.WRI.B.1, 8.WRI.B.2, 8.WRI.B.3, 8.WRI.B.4, 8.WRI.B.6, 8.WRI.E.4, 8.WRI.E.5)	Develops a speech independently with a strong textual evidence, word choice, and voice that engages the audience AND utilizes independently focus notetaking processes for deeper learning.
Inquiry	Identifies with help and support 10 Steps in the Tutorial Process with help and support.	Describes 10 Steps in the Tutorial Process OR participates in the Philosophical Chairs/Socratic Seminar.	Utilize the tutorial process AND participates in the Philosophical Chairs/Socratic Seminar. (8.INQ.B.2, 8.INQ.B.3, 8.INQ.C.1, 8.INQ.C.2)	Utilizes the tutorial process independently AND participates in the Philosophical Chairs/Socratic Seminar while analyzing multiple points of view using text.
Organization for Learning & Character Development	Practices using a test taking strategies to demonstrate understanding OR revisiting goals for academic improvement OR identifies the focus notetaking processes.	Uses a test taking strategies to demonstrate understanding OR revisits goals for academic improvement OR describes the focus notetaking processes.	Uses test taking strategies to demonstrate understanding of core content AND revisits and analyze goals for academic improvement AND utilizes focus notetaking processes for deeper learning. (8-ORG.C.5, 8-CD.8.A.4, 8-CD.8.A.5, 8-CD.8.B.1, 8-CD.8.B.2, 8-CD.8.B.3, 8-CD.8.B.4, 8-CD.8.B.7, 8-CD.8.D.2)	Uses independently test taking strategies to demonstrate understanding of core content AND revisits and analyze goals for academic and life improvement AND utilizes independently focus notetaking processes for deeper learning.
Reading	Identifies pre-reading and critical reading strategies with help and support.	Describes pre-reading and critical reading strategies to understand a nonfiction text OR and identify author's purpose.	Uses pre-reading strategies to build background knowledge and critical reading strategies and identify author's purpose to deepen understanding of various text structures. (8.REA.B.1, 8.REA.B.4, 8.REA.B.5, 8.REA.B.10)	Determines and utilize the most effective pre-reading and critical reading strategies in different classes independently and utilizes text structures to describe the author's purpose.
Communication	Identifies the components of verbal and non-verbal speaking with help and support.	Utilizes components of effective verbal and non-verbal speaking.	Utilizes components of effective verbal and non-verbal speaking. (8.COMM.A.1, 8.COMM.A.2, 8.COMM.A.3, 8.COMM.A.5, 8.COMM.A.6, 8.COMM.A.7)	Executes effectively and polished all components of effective verbal and non-verbal speaking.

Grade 8 AVID Proficiency Scale Quarter 3

	1 – Novice	2 = Partially Proficient	3 = Meeting Expectations	4 = Exceeding Expectations
Writing	Participates in the writing argumentative essay.	Utilizes parts the writing process to consider audience, revise and edit drafts, self-assess, expand vocabulary, develop ideas and use specific details to write argumentative essay AND writes self-reflections based.	Utilizes the writing process to consider audience, revise and edit drafts, self-assess, expand vocabulary, develop ideas and use specific details to write argumentative essay AND writes self-reflections based on personal learning experiences. (8.WRI.A.1, 8.WRI.A.2, 8.WRI.A.3, 8.WRI.C.1, 8.WRI.D.4)	Utilizes the writing process independently to consider audience, revise and edit drafts, self-assess, expand vocabulary, develop ideas and use specific details to write argumentative essay AND writes specific and detailed self-reflections based on personal learning experiences.
Inquiry	Participates in parts of the tutorial process OR participates in the Philosophical Chairs/Socratic Seminar.	Utilizes the tutorial process OR participates in the Philosophical Chairs/Socratic Seminar while using a single point of view.	Utilizes the tutorial process independently AND analyzing multiple points of view using text AND participates in the Philosophical Chairs/Socratic Seminar. (8.INQ.B.4, 8.INQ.B.5, 8.INQ.C.3)	Utilizes and reflects on the tutorial process independently AND reflects on ones participation in the Philosophical Chairs/Socratic Seminar while analyzing multiple points of view using text and other forms of media.
Organization for Learning and Character Development	Participates in completing an academic portfolio with structured support.	Completes an academic portfolio AND uses the technology to organize AND utilizes a focus notetaking process.	Completes an academic portfolio demonstrating growth through written reflection AND uses the technology to organize AND utilizes focus notetaking processes for deeper learning. (8-ORG.A.5, 8-ORG.A.6, 8-ORG.A.7)	Completes an academic portfolio demonstrating growth through detailed written reflection AND uses technology independently to organize AND independently utilizes focus notetaking processes for deeper learning.
Reading	Exposed to critical reading strategies to understanding of text.	Builds understanding of a text by identifying persuasive techniques.	Builds understanding by drawing inferences and identifying persuasive techniques in various forms to deepen understanding of text. (8.REA.B.3, 8.REA.B.7, 8.REA.B.9)	Builds a deep understanding of a text by drawing inferences and describes persuasive techniques in various forms
Communication	Participates in scholarly discourse with help and support.	Participates in scholarly discourse by posing low-level questions.	Participates in scholarly discourse by posing questions that elicit elaboration. (8.COMM.A.9, 8.COMM.B.2)	Participates in discourse by posing questions that elicit elaboration independently .

Grade 8 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.	Utilizes some writing skills to produce descriptive writing or respond to a prompt under timed circumstance.	Utilizes the writing skills to produce descriptive writing and respond to a prompt under timed circumstance. (8.WRI.A.5, 8.WRI.C.2, 8.WRI.C.3, 8.WRI.D.3, 8.WRI.E.6, 8.WRI.E.7)	Demonstrates refined writing skills to produce descriptive writing and respond to a prompt under timed circumstance.
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 while analyzing multiple points of view using text and multimedia sources. (8.INQ.C.4)	Participates in and evaluates the Philosophical Chairs/Socratic Seminar process while analyzing two or more authors points of view using text or multimedia sources.
Organization for Learning and Character Development	Identifies a challenge to improve on test taking skills OR prepares for the rigorous coursework in high school with structure support.	Identifies challenges to improve on test taking skills OR prepares for the rigorous coursework in high school OR utilizes the note-taking phases.	Identifies and reflects on personal challenges to improve on test taking skills AND prepares for the rigorous coursework in high school AND independently utilizes the note-taking phases for deeper learning. (8-ORG.C.1, 8-CD.8.A.6)	Analyzes and reflects on personal challenges to improve on test taking skills AND prepares for the rigorous coursework in high school AND independently utilizes the note-taking phases for deeper learning for all academic classes.
Reading	Identifies with structure support a critical strategy as a tool for reading non-fictions text.	Uses one critical reading strategy to understand nonfiction text.	Implements critical reading strategies to understand nonfiction text. (8.REA.B.6)	Independently implements critical reading strategies to demonstrate understanding of nonfiction text.
Communication	Participates in discourse by responding simple questions with structured support.	Participates in discourse by posing simple questions.	Participates in discourse by posing questions that elicit elaboration independently. (8.COMM.A.9, 8.COMM.B.2)	Participates in discourse by posing high-level questions that elicit elaboration independently.