AVID PORTFOLIO

This portfolio will be used as a tool that provides you an ongoing opportunity to evaluate your progress toward the ultimate goal of success in college. This portfolio will allow you to evaluate your achievement relative to earlier performance, recognize patterns in your work, pinpoint areas of improvement, and target areas of challenge for future focus. Ultimately, this portfolio will document your growth and aid you in becoming a self-directed learner.

YEAR to YEAR FOCUS

Your AVID final is a continuation from your previous AVID portfolio. *It is a work in progress*. You will continue to build your portfolio as you progress through the high school AVID college readiness system. Please **KEEP THIS PORTFOLIO** and its contents so that you can build and develop it as you progress through AVID. Please note that your former portfolio will be needed to complete this evaluation; be sure you *keep ALL portfolio contents*. ALL Portfolio contents should be placed in a 3-ring binder. Loose papers (such as a 2-pocket folder) will NOT be graded.

The following checklist will be used to assess your work. *Please do NOT put the narrative portion of your portfolio in plastic sleeves.* For each section **type** the answers to the series of questions THOROUGHLY on a separate sheet of paper. Responses should be:

- ☐ double-spaced,

- ☐ 12 point, legible/professional font, and

- ☐ 1-inch margins.

- ☐ Use complete sentences, thoughts and ideas.

- ☐ Answer each set of questions (indicated in *italics*) thoroughly and completely.

- ☐ All papers and responses should be inserted in the order listed below.

- ☐ Select artifacts that support your responses.

PORTFOLIO DIVIDERS

1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

AVID PORTFOLIO

1. Format/Design/Appearance   200 points

_____ A typed cover sheet on/in the front of your portfolio that includes your name, grade, and AVID class period. You may decorate your cover sheet and make it unique to you, though remember your purpose, in other words **be appropriate**! *(10 pts)*

_____Neatly typed work *(10 pts)*

_____Narratives that are well written using complete sentences, thoughts, and ideas. *(80 pts)*

_____Narratives are mechanically and grammatically correct. *(40 pts)*

_____A table of contents page, typed, and accurately corresponds to each section *(40 pts)*

_____ Sections are divided, well organized and neatly labeled in the order listed below. *(20 pts)*

2. AVID (divider)   200 points

I. <u>COVER LETTER</u> *(60 pts)*

A. The letter should acknowledge improvements and developing strengths. It should indicate target areas for future improvement. *(20 pts)*

B. It should report on achievement with respect to prior goals and introduce new goals for the ensuing year. *(20 pts)*

C. The writer should reference specific pieces of work, and compare work early in the year to more recent pieces in the portfolio. *(20 pts)*

II. <u>AVID and YOU</u> *(70 pts)*

A. How do you feel about your performance in AVID? *(20 pts)*

B. How has AVID contributed to your growth as a student and how does your work demonstrate this? *(20 pts)*

C. Did you truly take advantage of the opportunities presented to you? Why or why not? *(20 pts)*

D. Did you follow through on your commitment of the AVID contract? *(10 pts)*

   i. Please make reference to the AVID contract. If you were on an Academic Intervention Plan, you MUST make reference to your performance in terms of follow through and the success/failure of the plan. ALL must make reference to the AVID contract. ***Be specific with details to support your answer***. **(pg.10)**

AVID PORTFOLIO

I.   <u>**WICOR and ME**</u>   *(70 pts)*

     A.   AVID is built around WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies. Describe at least one activity for **EACH** strategy that you did in your classes this year.

         i.   Writing strategy example   *(5 pts)*

         ii.   Inquiry strategy example   *(5 pts)*

         iii.   Collaboration strategy example   *(5 pts)*

         iv.   Organization strategy example   *(5 pts)*

         v.   Reading strategy example   *(5 pts)*

     B.   How did these strategies help you in your classes? *(20 pts)*

     C.   Include five **(5)** pieces of work from this school year that support your response. The Five items should represent the WICOR items that you discussed. Things to consider include: *(5 pts each)*

➢ TRF/T.A.G/3 Column Notes	➢ Cornell Notes	➢ Binder grade sheets
➢ AVID Assignments/Activities	➢ Quickwrites	➢ Calendars
➢ SAT/ACT preparation	➢ Timed writes	➢ ETC…

I.   **ACADEMIC REFLECTION #1**

     A.   What seems to be your greatest ACADEMIC strength as indicated by your work? *(25 pts)*

     B.   What is your greatest academic weakness? *(25 pts)*

     C.   What have you done to overcome or address your weakness(es)? *(25 pts)*

     D.   What were the highlights of your learning experiences for ANY of your classes? *(25 pts)*

         i.   Choose at least 2 work samples from two different subjects that support your strengths and weaknesses and completely explain why you chose those assignments. *(10pts Bonus)*

AVID PORTFOLIO

II.   ACADEMIC REFLECTION #2

A. Complete the following reflection question based on your grade level. *(100 pts)*

i.   *9th Grade*

1. What electives will I seek out in the next three years? Why? How do they align with my goals and interests?

2. What service organizations and/or clubs can I commit to through high school? How do these commitments fit into my plan to reach college? How are they aligned with my goals and interests?

3. What academic areas will I seek out tutoring for?

4. What academic areas might I be able to help my peers in?

ii.   *10th Grade*

1. How has my course of study lead me to continue to select Honors and/or Advanced Placement courses for my junior year?

2. How has my opinion, attitude, and/or perspective of Honors and Advanced Placement(AP) courses shifted from to beginning of the year until now?

3. Discuss the importance of rigor in the classroom. How can you ensure that your classes are rigorous?

iii.   *11th Grade*

1. What career goals do I have that embrace my interests and strengths?

2. What colleges will I seek admission to, based upon these areas of interest and strength, and my college research thus far?

3. What goals do I have for my senior year

AVID PORTFOLIO

iv. 12th Grade

➢ **Student presents a completed AVID portfolio, narrating a growth experience through the AVID college readiness system, utilizing student work and portfolio items to document progress toward the college goal.**

1. What milestone(s) in your academic life shows how much you have matured since you began your AVID journey?

2. Describe the milestone(s) and explain how it shows your growth as an AVID student.

➢ **Student will highlight areas of marked improvement, areas of clear strengths, and areas of continued focus for improvement.**

1. How has my AVID experience prepared me for college?

2. What academic areas am I considering for future focus in a major, minor or pre-professional course of college study?

3. How does my plan for college success take advantage of my areas of strength and account for my areas of challenge?

4. Activities & Awards (divider)   200 points

A. What were the highlights of your community involvement and extra-curricular activities? *(60 pts)*

B. How were you able to balance your time between academics and activities? *(60 pts)*

C. What will you continue with and what changes would you like to make for next year? *(60 pts)*

D. EVIDENCE *(20 pts)*
- Community service log sheet
- Extracurricular log
- Any awards or recognition you have received in high school

5. Goals & Future Planning (divider)   200 points

We spent a lot of time writing goals and reflecting on your focus towards achieving your goals.

A. Discuss how your goals changed or stayed the same throughout the semester. *(40 pts)*

B. What did you to do help you move closer to your graduation, college and career goals? *(40 pts)*

C. What would you change and what would you keep the same? *(40 pts)*

D. How did the college activities influence your decisions for the future? *(40 pts)*

E. What did you learn that can help you be successful today but also apply to helping you accomplish your future goals? *(40 pts)*

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6. AVID ESSENTIALS (divider)

One of the foundations of the AVID College Readiness System is the 11 Essential Standards. Throughout the year, students must collect evidence based on the 11 AVID Essentials.

DIRECTIONS:

For each category,students MUST

- Submit at least 2 samples of evidence for each essential
- Include samples that are of high quality and complete
- Include original work
- Label each assignment in the top left corner according to the Essential Standard

Students may include electronic copies (i.e. pictures) when and where appropriate.

Please see the *Chart* on *(pgs. 7-9)*.

7. *PARENT REFLECTION LETTER (divider)   100 points

II.   AVID and YOU

A. How do you feel about your child's performance in AVID? *(50 pts)*

B. Did you follow through on your commitment of the AVID contract? *(50 pts)*

   i.   Please make reference to the AVID contract. *Be specific with details to support your answer. (pg.10)*

AVID PORTFOLIO

SAMPLE COVER LETTER

John Doe
123 Main St.
Buffalo, NY 14215

Phone: 716-123-4567   **Email:** JohnDoe24@gmail.com

Date

Recipient's Name
Recipient's Title
Name of Organization
Street Address
City, State, Zip Code

Dear Ms. or Mr. Last Name: ←**Note:** If you don't know the recipient's gender, write Dear First Last. If a name is not provided, write "Dear Hiring Manager:"

Opening Paragraph: Introduce yourself to your reader (**NOT**, "*Hi, my name is John Doe*", rather something like: "I am a senior at West Mecklenburg high school writing to apply for _____"). Specify which **"Portfolio Guiding Questions"** that you will be addressing. You might briefly summarize your responses to those questions.

Middle Paragraph(s): You should acknowledge improvements and developing strengths. You should also indicate target areas for future improvement. You should report on achievement with respect to prior goals and introduce new goals for the ensuing year. The writer should reference specific pieces of work, and compare work early in the year to more recent pieces in the portfolio.

Closing Paragraph: Draw conclusions about the quality of your work and the progress you made in the course of the school year

Sincerely,   ← ← ← **Note**: Not "Best", "Yours" or anything too casual

                              ←**Note:** If postal letter, leave four spaces; sign your name in dark ink. If email attachment, either double space between closing and name without a signature OR insert an electronic signature.

John Doe

AVĪD **PORTFOLIO**

AVID ESSENTIALS # 1 - 11

AVID Essentials:	Examples of Evidence Sources and Resources
No. 1: *Student Selection* **AVID student selection must focus on students in the middle, with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation**	☐ Recommendation letter/form ☐ AVID Recruitment ☐ AVID Intent form ☐ AVID application ☐ Other _____
No. 2: *Voluntary Participation* **AVID program participants, both students and staff, must choose to participate in the AVID program.**	☐ AVID Contract ☐ AVID Events ☐ AVID Surveys completion ☐ Other_____
No. 3: *AVID Elective* **The school must be committed to full implementation of AVID, with students enrolled in the AVID year-long academic class(es) available within the regular academic school day.**	☐ Projects ☐ College Research ☐ Career Research ☐ College Website Accounts (CFNC.org, Triumph, SAT, ACT, etc) ☐ AVID T-Shirts ☐ College-going environment (e.g. college pennants, banners, college posters, AVID posters, college apparel, student acceptance letters, student work) ☐ Recognition of AVID Students AVID Alerts! ☐ Reports for AVID students ☐ Use of AVID Website/Website Training Modules ☐ Other_____
No. 4: *Enrollment in Rigorous Curriculum* **AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for university requirements.**	☐ Current 4 Year A-G Plan ☐ Progress Reports ☐ Report cards for each grading period ☐ List of Honor / AP / IB classes taken ☐ College Testing / Test Prep. Activities ☐ Class Schedule ☐ Modules ☐ College Research Binder ☐ Documentation of teacher recommendations (AP, Honors) ☐ Registration Cards ☐ Schedules ☐ Documentation of rigorous curriculum (Standard, Honors, **and** AP) ☐ SAT, ACT, PSAT, PLAN practice work ☐ Student Sample Work (Standard, Honors **and** AP) ☐ Other_____

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No. 5 *Organizational Skills* **Instructional strategies are taught in the AVID elective class to develop students' organizational skills that promote academic self-management.**	☐ Timed Writing ☐ Writing samples documenting all steps of the writing process ☐ Interdisciplinary Writing ☐ Cornell Note samples from each subject area ☐ Learning Logs and Reflections ☐ Binder Checks ☐ Reading Strategies ☐ student use of Daybook or Interactive Notebook ☐ student use of Cornell Notes demonstrating increase of organized thought ☐ Graphic organizers ☐ Critical Reading Strategies ☐ Use of time management skills (agendas, planning calendars, digital or print) ☐ Portfolios (digital or analog) ☐ Other_____
No. 6: *Writing and Reading to Learn* **A strong, relevant writing and reading curriculum provides for instruction.**	☐ Cornell Note samples from each subject area ☐ Graded Tutorial Request Forms with Feedback ☐ Inquiry Activity Samples (i.e. gallery walk, one pagers, etc) ☐ Socratic Seminar Activities ☐ Philosophical Chair Activities ☐ Reflective Writing (Mandala, Autobiographical Incident, Biography, College Admissions Essay, etc) ☐ AVID Weekly ☐ Use of Cornell Notes (The Cornell Way/*Focused Note-Taking System*) ☐ Classroom observations of teachers and students using WICOR strategies ☐ Student work samples of assignments over extended time reflecting students' use of higher level questions and critical thinking ☐ A selection of students' timed-writing essays ☐ Cornell Notes demonstrating higher level questions and critical thinking ☐ Evidence of student, student/student collaboration ☐ Written reflections of student learning (Quickwrites, AVID Learning Logs, INB, Daybook) ☐ Other_____
No. 7: Inquiry and Collaboration **Inquiry and collaboration are used as a basis for instruction and to promote critical thinking**	☐ Samples of collaborative problem-solving activities not including Tutorial Request Forms ☐ Collaborative projects, papers, presentations, or community services ☐ Expository Writing(Life Goals, Career Research, Description of a Place, Explanation of a Process) ☐ Persuasive Writing(Character Analysis, Problem-Solution Analysis, Argument) ☐ Use of current Cornell Note Taking System/Focused -Note-Taking System ☐ Classroom observations using WICOR strategies ☐ Student work samples of assignments demonstrating Expectations and strategies for using higher level questions and deeper thinking ☐ Students' Cornell Notes, Daybooks, INB ☐ Documentation of Socratic Seminars/Philosophical Chairs/Literary Circles/ Videos/pictures of students' presentations and academic work ☐ Students' metacognitive reflections ☐ Scripting of students' discussions highlighting critical thinking ☐ Evidence of community service or service learning projects ☐ Other _____

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No. 8: _Tutorials_ **A sufficient number of tutors must be available in the AVID academic elective class(es) to facilitate access to rigorous curriculum.** ***Tutors must be students enrolled in colleges and universities, who can mentor students and facilitate tutorials, and they must be trained to implement the methodologies used in AVID.**	☐ Graded Tutorial Request Forms with Feedback ☐ Sample of student activities completed from the Tutorial Support Curriculum Resource Guide ☐ Recruit College Tutors ☐ student training in AVID Tutorial component ☐ Tutorial Request Form ☐ Assist AVID Elective teachers with completion of AVID student TAG (Tutorial Analysis Grade Activity) ☐ Three Column Notes ☐ Keep grades current (for TAG) ☐ Other _____
No. 9: _Data Collection and Analysis_ **AVID Program Implementation and student progress must monitored through AVID Center Data System, and results must be analyzed to ensure success.**	☐ Daybook/INB student work samples showing WICOR strategies ☐ Disaggregated reports ☐ Copy of data collection forms ☐ Discussing/evaluating student data ☐ Test data ☐ Grades, Attendance, Discipline Records ☐ Data Grids ☐ Student Honors, AP protocols, class schedules, and teacher recommendations ☐ Test Scores ☐ Other _____
No. 10: _School and District Resources Committed_ **The school or district has identified resources for program costs, has agreed to implement all AVID Implementation Essentials and to participate in AVID Certification. It has committed to ongoing participation in AVID Professional learning.**	☐ College Field Trips ☐ Community Service/Volunteer log ☐ AVID Professional Development training (continual, year-long) ☐ Student sample work from AVID PD trainings ☐ Reflections from Community Activities ☐ Other _____
No. 11: Interdisciplinary Site Team **An active, Interdisciplinary AVID site team collaborates on issues of student access to and success in rigorous college preparatory courses.**	☐ AVID Workshops ☐ AVID Family Nights ☐ AVID Club participation ☐ AVID House System ☐ Panel Discussions ☐ Collaboration with site team members ☐ Utilizing site team member initiatives (i.e. Daybook, Interactive Notebook) ☐ Participation in site team activities (i.e. ISS, CSS, AVID Alert Form, AVID Website, Senior Data) ☐ Other _____

NOTE: **You do not have to provide all the examples listed for each category.**

AVID PORTFOLIO

A V I D   C O N T R A C T

STUDENT GOALS:
1. Academic success in college preparatory courses.
2. Successful completion of four-year college entrance requirements.
3. Enrollment in four-year college or university after high school graduation.

STUDENT RESPONSIBILITIES:
1. Maintain satisfactory citizenship and attendance in all classes.
2. Maintaining an organized notebook of all my work.
3. *Complete* all homework assignments and *commit to at least two hours* to studying each night.
4. Maintain enrollment in college preparatory courses.
5. Discussing my school work with my parents/guardians.
6. No one has the right to disrupt the learning of another student.
7. *STUDENTS ARE RESPONSIBLE FOR ALL TECHNOLOGY THEY BRING TO SCHOOL*

PARENT/GUARDIAN RESPONSIBILITIES:
1. Discussing school (assignments, projects, etc…) with your child.
2. **Checking** and discussing your child's **"progress reports"** and report cards. *Please do not wait until the end of the quarter or semester to try to discuss your child's grade.*
3. Contacting teachers/administration if there is a problem/concern with your child.

Classroom Procedures
- ALL students are expected to participate in class and to do their best.
- Students are expected to follow school and classroom rules and policies.
- TEACHER SAY! STUDENT DO! - this is not a democracy, the teacher is in control. Students will do what is asked of them. No one can refuse the right to learn in my classroom.

Make-up & Late Assignments
- It is the students responsibility to make up any work missed.
- Students will have 5 days to make up any missed assignment.

Classwork
- Cornell Notes are MANDATORY. Students will lose 15% of their total grade for not *completing* their notes.
- Homework should be completed and handed in the next class period.
- Pens **(BLUE/BLACK ink only)**

STUDENT AGREEMENT:

I agree to accept enrollment into the AVID elective class, which will offer me academic support. I want to succeed, and **I understand that I must take individual responsibility for my own success**. I understand that in order to give fair consideration to my involvement with AVID, I must commit to remaining enrolled in the AVID elective for at least one year, and that I will be allowed to remain in the program only if I meet the student responsibilities outlined above. I also understand that studies show that I will be most likely to demonstrate academic improvement if I remain in the AVID elective at least three years and most likely to meet my goal of four-year college enrollment if I remain in AVID my senior year of high school. I agree to the terms of this contract; I believe that it is fair and I will adhere to all the terms listed above.

WEST MECKLENBURG AVID PORTFOLIO

AVID PORTFOLIO GRADING RUBRIC

DIVIDERS	180-200 Very Effective	165-179 Effective	140-164 Somewhat Effective	120-139 Ineffective	0-119 Incomplete	TOTAL
1.Format/Design/ Appearance	-Has clearly stated objective; is organized according to required categories ;has few mechanical errors	-Has objective; all required categories are present, but are not in the correct order; has some mechanical errors but none that interfere with understanding	-Objective is present but is unclear; one required category is missing; as some mechanical errors that interfere with understanding	-Objective is missing; two or more categories are missing; has numerous mechanical errors that interfere with understanding	Assignment was not done	
2. AVID						
3. Academics Grades 9-11						
3a. Academics SENIORS						
4. Activities & Awards						
5.Goals & Future Planning						
POINTS AVAILABLE						1000 pts
TOTAL						
	16-20 Essentials	11-15 Essentials	6-10 Essentials	1-5 Essentials	0 Essentials	
6. *AVID ESSENTIALS						
	93-100pts	85-92pts	77-84pts	70-76pts	0-69pts	
7.*PARENT REFLECTION LETTER						
MAX POINTS AVAILABLE						1200 pts
GRAND TOTAL						

FOCUS on what matters