

Summit Public Schools Cognitive Skills Rubric

Dimension		High-level Description	References to Standards
Textual Analysis (Close Reading)	Theme/Central Idea	Determining <u>theme(s)/central idea(s)</u> and explaining how they develop and interact in a text	CCSS.ELA-LITERACY.CCRA.R.2
	Point of View/Purpose	Understanding the <u>point of view</u> or purpose/intent of an author/speaker and how that point of view or purpose/intent shapes the message or meaning of the text	CCSS.ELA-LITERARY.CCRA.R.6
	Development	Analyzing the development of events, individuals, and ideas/concepts over the course of a text	CCSS.ELA-LITERACY.CCRA.RI.3
	Structure	Analyzing an author's structural writing choices and how they affect the clarity and effectiveness of arguments, explanations, or narratives	CCSS.ELA-LITERACY.CCRA.RI.5
	Word Choice	Analyzing the effect of language, specifically word choice, on the meaning, tone, or mood of a text, and explaining how word choice relates to context or medium	CCSS.ELA-LITERACY.CCRA.RI.4
Using Sources	Selecting Relevant Sources	Selecting sources that support answering a particular research question with <u>relevant, credible</u> information	C3 Framework for Social Studies (D2.His.4-9)
	Contextualizing Sources	Recognizing how a source is situated within the world of its origin (time period, location, culture, etc.) and explaining how the meaning of the source is shaped by those conditions	C3 Framework for Social Studies (D2.His.4-9)
	Synthesizing Multiple Sources	Synthesizing information across multiple sources to support an argument or explanation	
Inquiry	Asking questions	Developing focused, answerable inquiry and research questions	NGSS Science Practice 1: Asking Questions and Defining Problems. CCSS.ELA-LITERACY.CCRA.W.7
	Hypothesizing	Developing hypotheses and predictions	NGSS Science Practice 1: Asking Questions and 3: Planning and Carrying Out Investigations
	Designing Processes and Procedures	Developing step-by-step processes to follow in the course of answering problems/prompts or conducting inquiries/investigations	NGSS Science Practice 3: Planning and Carrying Out Investigations

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	Dimension	High-level Description	References to Standards
Analysis & Synthesis	Identifying Patterns and Relationships	Analyzing and organizing information (including numerical and visual) to answer a question or solve a problem	NGSS Science Practice 4: Analyzing and Interpreting Data
	Comparing/Contrasting	Identifying similarities and differences and using them to support, refine, or sharpen an argument or explanation	
	Modeling	Representing and translating concepts** with models, visual representations or symbols. OR Using appropriate tools to understand and analyze situations and to improve decisions ***"Concepts," in this dimension, refers to abstract situations/information, processes, and systems	NGSS Science Practices 2: Developing and Using Models. CCSS Math Practice 4: Model with Mathematics.
	Interpreting Data/Info	Developing justifiable interpretations of data and/or information from sources	NGSS Science Practice 4: Analyzing and Interpreting Data. CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others.
	Making Connections & Inferences	Connecting ideas and making inferences based on evidence or reasoning	CCSS.ELA-LITERACY.CCRA.R.1
	Critiquing the Reasoning of Others	Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps	CCSS.ELA-LITERACY.CCRA.R.8 and CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others
	Justifying / Constructing an Explanation	Using logic and reasoning to justify a response or explain a phenomenon	NGSS Science Practice 6. Construction Explanations and Designing Solutions, and CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others.

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Composing / Writing	Argumentative Claim	Developing a strong argument through clear, well-sequenced claims in argumentative writing or speaking	CCSS.ELA-LITERACY.CCRA.W.1
	Informational / Explanatory Thesis	Constructing explanations or conveying ideas and information through clear, well-organized main and supporting ideas	CCSS.ELA-LITERACY.CCRA.W.2
	Narrative	Developing an oral or written narrative that relates connected experiences, events, procedural steps, or the like (whether they are real or imagined)	CCSS.ELA-LITERACY.CCRA.W.3, CCSS English Language Arts Appendix A
	Counterclaims	Acknowledging and developing alternate or opposing positions	CCSS.ELA-LITERACY.CCRA.W.1
	Selection of Evidence	Using relevant and sufficient <u>evidence</u> to support claims** <i>**In this dimension, which can be applied to both argumentative and explanatory tasks, "claims and subclaims" may also refer to theses/main ideas and supporting ideas.</i>	CCSS.ELA-LITERACY.CCRA.W.1 and 2
	Explanation of Evidence	Analyzing how the selected evidence supports the writer's statements (e.g., claims, subclaims, counterclaims, main ideas, supporting ideas, inferences)	CCSS English Language Arts Appendix A, Definitions of the Standards' Three Text Types
	Integration of Evidence	Representing evidence objectively and accurately (via appropriate quotation, summary, and/or paraphrase) and integrating evidence smoothly and strategically to support an argument, explanation, or analysis	CCSS.ELA-LITERACY.CCRA.W.8
	Organization (Transitions, Cohesion, Structure)	Using paragraph/section structure and transitions to communicate with clarity and coherence	CCSS.ELA-LITERACY.CCRA.W.4
	Introduction and Conclusion	Framing a composition with an effective introduction and conclusion, including using the concluding paragraph(s) to extend ideas	CCSS.ELA-LITERACY.CCRA.W.1 and 2
Speaking & Listening	Discussion / Contribution	Communicating ideas and contributing to discussion through questioning, connecting, and probing	CCSS.ELA-LITERACY.CCRA.SL.1
	Preparation	Entering a discussion or presentation with high-quality evidence (notes, research, connections, questions)	CCSS.ELA-LITERACY.CCRA.SL.1
	Norms / Active Listening	Using roles and norms to support collegial discussions and completion of group work	CCSS.ELA-LITERACY.CCRA.SL.1

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Products & Presentations	Style and Language (Tone, Academic Language, Syntax)	Using appropriate style in a written product, including academic language, tone, and syntax	CCSS.ELA-LITERACY.CCRA.L.3, CCSS.ELA-LITERACY.CCRA.L.6
	Oral Presentation	Using appropriate public speaking strategies to engage the audience and communicate points	
	Multimedia in Written Production	Integrating technology to create high-quality written products	CCSS.ELA-LITERACY.CCRA.W.6
	Multimedia in Oral Presentation	Integrating technology to create high-quality spoken presentations	CCSS.ELA-LITERACY.CCRA.SL.5
	Conventions	Using discipline-appropriate conventions to support clear expression of ideas and information	CCSS.ELA-LITERACY.CCRA.L.1, CCSS.ELA-LITERACY.CCRA.L.2
	Precision	Expressing ideas and information with exactness, specificity, and refinement	CCSS Math Practice 6: Attend to Precision

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Textual Analysis (Close Reading)	Theme / Central Idea	No evidence of identifying a <u>theme</u> or central idea in a text.	Identifies a topic in a text and identifies some details that are relevant to that topic.	Identifies a <u>theme/central idea</u> in a text and identifies some details that are relevant to that <u>theme/central idea</u> .	Identifies a <u>theme/central idea</u> in a text and provides a limited explanation of how that theme/central idea is developed through specific details.	Identifies a major theme/central idea in a text and provides an accurate explanation of how that theme/central idea is developed through specific details. Provides some explanation of how the theme/central idea interacts with supporting ideas or other elements in the text (e.g., setting, plot, character).	Identifies multiple themes/central ideas in a text and provides an accurate analysis of their development and interaction with each other and with supporting ideas or other elements in the text (e.g., setting, plot, character).	Identifies multiple <u>themes/central ideas</u> in a text and provides a thorough, accurate analysis of their development and interaction with each other and with supporting ideas or other elements in the text (e.g., setting, plot, character). Where applicable, interprets theme/central idea through a critical lens or framework.	Identifies multiple <u>themes/central ideas</u> in a text and provides a sophisticated analysis of their development and interaction with each other and with supporting ideas or other elements in the text, including an evaluation of which theme/central idea is the most significant and why. Where applicable, persuasively interprets <u>theme/central idea</u> through a critical lens or framework.
Textual Analysis (Close Reading)	Point of View/Purpose	No evidence of identifying the <u>point of view</u> or purpose or an author/speaker	Describes author's/speaker's point of view or purpose generally or with some inaccuracy.	Accurately describes author's/speaker's <u>point of view</u> or purpose and generally explains how that point of view or purpose/intent is conveyed through details.	Accurately describes author's/speaker's <u>point of view</u> or purpose and clearly explains how that point of view or purpose is conveyed and developed through the use of relevant details in the text. Explains how author's point of view differs from others and, where applicable, how the author acknowledges and responds to conflicting evidence or viewpoints.	Accurately describes author's/speaker's <u>point of view</u> or purpose and analyzes how that point of view or purpose is conveyed and developed through the use of relevant details in the text. Explains how author's point of view differs from others, including the limitations or biases of the author's/speaker's point of view. Where applicable, explains how the author acknowledges and responds to conflicting evidence or viewpoints.	Analyzes author's/speaker's <u>point of view</u> , including its development, limitations, biases, and differences from and responses to other points of view. Explains how author/speaker uses rhetoric or differences in point of view to create specific effects.	Analyzes author's/speaker's <u>point of view</u> , including its development, limitations, biases, and differences from and responses to other points of view. Analyzes author's/speaker's use of rhetoric or differences in point of view to create specific effects. Analyzes the effect of cultural experience on author's/speaker's point of view.	All of Level 7 PLUS: Identifies cases where the rhetoric or the development of point of view is particularly effective and analyzes how the point of view and/or rhetoric contributes to the power, persuasiveness, or beauty of the text.
Textual Analysis (Close Reading)	Development	No evidence of analysis of the development of an event, individual, or idea/concept.	Provides a general outline of the development of the key event(s), individual(s), or idea(s)/concept(s) in a text.	Uses specific information in a text to show how a key event, individual, or idea/concept is introduced, explained, and developed in the text.	Explains how events, individuals, and/or ideas/concepts interact within a text and contribute to the development of the storyline or theme/central idea. Analyzes how the text makes connections and distinctions between or among key events, individuals, and/or ideas/concepts.	Analyzes clearly and accurately the development of a complex event, individual (e.g., someone with conflicting motivations) and/or idea/concept within a text. Analysis includes how the complex event, individual, and/or idea/concept is introduced, explained, and developed, and how it connects, is distinguished from, and interacts with other elements in the text.	Analyzes <u>clearly</u> and accurately how a series of events or ideas/concepts unfolds in a text, including when and how they are introduced and developed, the connections between/among them, and how they contribute to the development of the storyline or theme/central idea of the text.	Analyzes <u>clearly</u> and accurately how a complex series of events or ideas/concepts unfolds in a text, including when and how they are introduced and developed, the connections between/among them, and how they contribute to the development of the storyline or theme/central idea of the text.	Analyzes <u>clearly</u> and accurately the development (e.g., introduction, unfolding, connections, interactions) of a complex event, individual, and/or idea/concept or a series of complex events and/or ideas/concepts within a text. Analysis includes an evaluation of the effectiveness of the development.

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Textual Analysis (Close Reading)	Structure	No evidence of structural analysis.	Describes the key organizing features of a text. Explains, in generalities, how a section of text relates to the whole text OR how sections of text relate to each other.	Accurately describes the key organizing features of a text. Explains how a particular sentence, paragraph, or section fits into the overall structure of a text and how it relates to the central idea/theme.	Accurately and thoroughly describes the key organizing features of a text. Analyzes how a particular sentence, paragraph, or section contributes to the development of the central idea/theme of a text.	Accurately and thoroughly describes the key organizing features and sections in a text. Evaluates the effectiveness of a particular sentence, paragraph, or section in developing the central idea/theme.	Accurately and thoroughly describes the key organizing features and sections in a text. Evaluates the effectiveness of particular sections in developing the central idea/theme of a text, as well as other key ideas/claims or elements (e.g., tone, meaning) of a text.	Efficiently describes the key organizing features and sections in a text. Evaluates the effectiveness of the overall structure of the text in developing the argument, explanation, or narrative.	Efficiently describes the key organizing features and sections in a text. Evaluates the effectiveness of the overall structure of the text in developing the argument, explanation, or narrative. including whether the structure helps makes points clear and/or convincing, and the text engaging. When applicable, proposes structural changes that could improve the development of the argument, explanation, or narrative.
	Word Choice	No evidence of analysis of author's word choice.	Explains the difference between a connotative meaning and a denotative meaning of a word in a text. Describes, with some clarity, why an author would pick one word over another in a text.	Identifies words and phrases that impact the meaning or tone of the text; generally explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and/or technical meanings); provides a limited explanation of how those word choices impact meaning or tone in the text.	Identifies words and phrases that impact the meaning and/or tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings); explains the impact of those word choices on meaning and/or tone in the text.	Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Clearly explains the impact of those specific word choices on the meaning and/or tone of the text. Generally explains how specific word choices relate to context or medium.	Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Explains the cumulative impact of those specific word choices on the meaning and/or tone of the entire text. Clearly explains how specific word choices relate to context or medium.	Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Explains the impact of a pattern of word choices on meaning and/or tone, including how patterns of word choice relate to context or medium. Where applicable, generally explains how an author uses or refines the meaning of a key term/concept over the course of a text.	Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (figurative, connotative, and technical meanings). Analyzes the impact of a pattern of word choices on meaning and tone and the relationship between word choice and context or medium. Where applicable, clearly analyzes how an author uses or refines the meaning of a key term/concept over the course of a text.
Using Sources	Selecting Relevant Sources	Selected sources provide no relevant evidence, or sources lack credibility.	Selects sources that contain some information related to the research topic.	Selects sources that are generally relevant to the research topic and mostly credible but may be too broad or too narrow to fully address the research question. Where applicable, sources have some variety in perspective and/or format.	Selects sources that provide sufficient, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.	Selects sources that provide detailed, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.	Selects sources that provide detailed, comprehensive, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.	Selects sources that provide nuanced, comprehensive, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format. Any gaps or limitations in sources are noted.	Selects sources that provide nuanced, comprehensive, credible information relevant to the research question at a level of detail and complexity appropriate to the audience and purpose of the research. Where applicable, sources vary in perspective and/or format. Any gaps or limitations in sources are noted and the impact of those gaps and limitations is discussed.

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Using Sources	Contextualizing Sources	No evidence of contextualizing sources.	Provides partial or inaccurate information about a source's time and place of origin.	Provides accurate information about a source's time and place of origin.	Provides accurate information about a source's time and place of origin and provides some information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin.	Provides accurate information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin. Makes connections between these conditions and the contents of the source.	Provides accurate, relevant information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Generally explains how these conditions shape the meaning or significance of the source.	Provides accurate, relevant information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Clearly explains how these conditions shape the meaning or significance of the source.	Provides thorough, relevant information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Uses analysis of these conditions to strengthen and refine an argument or explanation.
	Synthesizing Multiple Sources	No evidence of synthesizing information from multiple sources. One source dominates the work.	Information from more than one source is used to support an argument or explanation.	Information from more than one source is used to support an argument or explanation. Sources are described and discussed, but rarely discussed in relation to each other.	Connections among sources are made by comparing information from multiple sources and/or comparing the type of sources (e.g., format, genre, time period, etc.).	Connections among sources are made by grouping similar information/positions from multiple sources or identifying significant differences between sources (in content and/or type).	Information from multiple sources is compared and grouped to deepen or extend an argument or explanation.	Information from multiple sources is compared, grouped, and synthesized with the student's own claims or ideas to form a cohesive, supported argument or explanation.	Significant and nuanced connections are made among the sources and synthesized with the student's own claims or ideas to form a cohesive, supported, compelling argument or explanation.
Inquiry	Asking questions	No evidence of asking questions	Questions are peripheral to a given topic.	Questions are relevant to specific topic.	Questions are relevant to a specific topic and are testable or researchable.	Questions are valid , testable or researchable, and based on patterns or observations.	Questions are valid, focused , testable or researchable, based on patterns/observations, current research, and/or a specific model or theory.	Questions are valid, precise , testable or researchable, and based on patterns/observations, specific evidence from current research, and/or a specific model or theory.	Questions are valid, precise , testable or researchable, based on patterns/observations, specific evidence from current research and/or a specific model or theory, and push standard thinking on a given topic or in a particular discipline.
	Hypothesizing	No evidence of hypothesis or prediction.	Provides a prediction or guess for a hypothesis with limited relationship to the question under investigation.	Provides a prediction or early hypothesis with some relationship to the question under investigation.	Articulates a relevant prediction of the expected results with relation to the question under investigation, but variables are unclearly stated.	Constructs a testable hypothesis about the investigated question, with a basic description of the variables ("if.. then..."). Hypothesis relates to observation, research, or scientific principle.	Constructs a clear , testable hypothesis about the investigated question, with an accurate description of the variables ("if... then..."). Hypothesis is based on observation, research, scientific principle, model, or theory.	Constructs a precise , testable hypothesis about the investigated question, with an accurate explanation of the relationship between variables ("if... then... because... ") Hypothesis is based on observation, research, scientific principle, model, or theory.	Constructs a precise , testable, and insightful hypothesis about the investigated question, with accurate and thorough explanation of the relationship between variables ("if... then... because"). Hypothesis is based on observation, research, scientific principle, model, or theory.

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Inquiry	Designing Processes and Procedures	No evidence of an action plan to address the problem/prompt	Generates one or more steps to approach a problem/prompt; steps may be out of order or may not fully address the prompt.	Identifies a starting point to address a problem/prompt and creates useful follow-up steps, though steps may be out of order or may not fully address the prompt.	Identifies a starting point to address a problem/prompt and organizes useful follow-up steps in a logical, sequential order. May not fully address the prompt.	Creates an orderly action plan that addresses all aspects of a problem/prompt with some inefficiencies.	Creates a clear and orderly action plan that is mostly replicable and addresses all aspects of a problem/prompt in an efficient way. Includes a rationale for some steps or aspects of the plan.	Creates a clear, detailed action plan that is fully replicable and addresses all aspects of a problem/prompt in an efficient way. Includes a rationale for several steps or aspects of the plan. Where applicable, includes some alternate or contingency plans.	Creates a clear, detailed, fully replicable action plan to address a problem/prompt as efficiently as possible. Includes a rationale for the complete plan. Where applicable, acknowledges potential weaknesses or limitations of the plan and includes thorough alternate or contingency plans.	
		Analysis & Synthesis	Identifying Patterns and Relationships	No evidence of analyzing information or identifying patterns.	Information is organized into structures, but structures are not useful. Only simple patterns are identified, or more complex patterns are identified incorrectly.	Organizes information into mostly useful structures. Identifies patterns with some inaccuracies.	Organizes information into mostly useful structures and accurately identifies patterns.	Organizes information into useful structures. Accurately identifies patterns and some relationships among patterns.	Organizes information into useful structures. Accurately identifies significant/relevant patterns and relationships among patterns. Makes note of examples and data that do not fit the pattern(s) or relationship(s).	Organizes information into useful structures. Identifies and explains significant/relevant patterns and relationships among patterns. Identifies and explains examples and data that do not fit the pattern(s) or relationship(s).
				Analysis & Synthesis	Comparing/Contrasting	No evidence of comparing/contrasting.	Identifies minor or surface-level similarities and/or differences.	Identifies significant similarities and differences.	Identifies significant similarities and differences relevant to a specific claim/main idea/thesis.	Identifies significant similarities and differences relevant to a specific claim/main idea/thesis. Explains in a limited way why the similarities/differences are meaningful within the frame of reference (i.e., the claim/main idea/thesis).
Analysis & Synthesis	Modeling	No evidence of using models, visuals, or symbols to represent concepts.	Identifies surface level components of a concept and develops an accurate visual or model; key features of the concept are missing or only partially represented. OR Most key features are represented, with inaccuracies.			Identifies general components of a concept and develops a partially accurate visual and/or model to represent some key features.	Identifies specific components of a concept and develops an accurate visual and/or model to represent most key features.	Identifies significant components of a concept and develops an accurate visual and/or model to represent key features. Visual or model begins to make visible the relationship of the components to the whole.	Identifies significant components of a complex concept and develops accurate visual(s) and/or model(s) to represent key features. Visual(s) or model(s) highlight the relationships of the components to the whole and the relationships among components. Model allows for manipulation and/or testing of a proposed idea, process, or system.	Develops and/or uses multiple types of models to accurately represent and manipulate complex concepts. Visuals or models highlight the relationships of the components to the whole and the relationships among the components. Evaluates the merits and limitations of each model and moves flexibly between model types as appropriate to the purpose.

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Analysis & Synthesis	Interpreting Data/Info	No evidence of interpretation. May describe or summarize empirical data or information from sources with some inaccuracies.	Describes or summarizes empirical data or information from sources.	Provides some partial or general analysis of data/information. May contain errors.	Provides a reasonable interpretation of data/information. May contain minor errors.	Provides an accurate interpretation of data/information. Applies some analytic strategies (e.g., sorting, compare/contrast) or concepts (e.g., mean, mode) to characterize the data/information.	Provides an accurate interpretation of data/information. Applies appropriate analytic strategies or concepts to characterize the data/information. Considers the context from which the data/information arose.	Provides a thorough , accurate interpretation of data/information. Applies multiple analytic strategies or concepts to characterize the data/information. Considers the context from which the data/information arose. Recognizes gaps or outliers in the data/information.	Provides a thorough, accurate interpretation of data/information. Applies multiple analytic strategies/concepts and determines which strategy/concept is best for the purpose of the analysis. Considers the context from which the data/information arose. Explains gaps or outliers in the data/information.
	Making Connections & Inferences	No evidence of inference or making connections.	Makes surface-level inferences that are only generally based on evidence or are too broad, with minimal connection between a specific example and the larger idea.	Makes inferences that are based on evidence but may be partially formed with gaps in explaining the connection of a specific example to the larger idea.	Makes relevant inferences based on evidence and attempts to identify the larger significance of the inference. Connections between a specific example and the larger idea are <u>clear</u> and appropriate.	Makes clear and relevant inferences based on evidence and partially explains the larger significance of the inference. Connections to the larger idea are made through multiple examples but may have some gaps in explanation or may not be fully developed.	Makes clear, relevant, thoughtful inferences and explains their larger significance. Where applicable, identifies limitations of inferences based on gaps in evidence. Connections to the larger idea are <u>clearly</u> made through multiple examples.	Makes clear, highly relevant and thoughtful inferences and thoroughly explains their larger significance. Where applicable, identifies limitations of inferences based on gaps in evidence. Uses inferences as the basis for predictions or broader generalizations. Connections to the larger idea are clearly made through multiple examples, including attempts at non- or counter-examples.	Makes clear, highly relevant, insightful inferences and thoroughly explains their larger significance with sophisticated insight or originality of interpretation. Where applicable, identifies limitations of inferences based on gaps in evidence. Uses inferences as the basis for predictions or broader generalizations. Connections to the larger idea are clearly made through multiple examples, including non- or counter-examples.
	Critiquing the Reasoning of Others	No evidence of evaluation. May summarize or restate argument/explanation.	Traces the general arc of an argument or explanation. Begins to evaluate the argument or explanation by making general quality judgments (e.g., "strong" or "weak").	Traces the argument or explanation and identifies specific claims. Evaluates the strength of the overall argument/explanation and some specific claims. Distinguishes claims that are supported by reasons and evidence from claims that are not.	Traces and evaluates the argument/explanation and specific claims, assessing whether the reasoning is logical and/or the evidence is relevant.	Delineates and evaluates the argument/explanation and specific claims, assessing whether the reasoning is valid and/or the evidence is relevant and sufficient . Where applicable, identifies some false statements and fallacious reasoning (logical fallacies).	Clearly delineates and evaluates the argument/explanation and specific claims, thoroughly assessing in detail whether the reasoning is valid and/or the evidence is relevant and sufficient . Where applicable, identifies false statements and fallacious reasoning (logical fallacies) and considers alternate claims or evidence that would improve the logic of the argument/explanation.	Clearly delineates and evaluates the argument/explanation and specific claims, thoroughly assessing in detail whether the reasoning is valid and the evidence is relevant and sufficient . Identifies false statements and fallacious reasoning and thoroughly explains alternate claims or evidence to improve the logic of the argument/explanation.	All of Level 7 PLUS Identifies and evaluates the appropriateness of the premise(s) or principle(s) on which the argument is constructed, and, where applicable, suggests alternate premise(s) or principle(s).

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Analysis & Synthesis	Justifying / Constructing an Explanation	No evidence of justifying or explaining.	Provides mostly description of steps, procedures, or phenomena. Explanation or justification is missing or very limited.	Provides a description of specific steps, procedures, or phenomena and provides some explanation or justification for those steps, procedures, or phenomena.	Provides a logical chain of reasoning to explain or justify specific steps, procedures, or phenomena. Develops explanation/justification with some detail/examples.	Provides a logical chain of reasoning to explain or justify steps, procedures, or phenomena in support of an overall solution strategy / procedure or a holistic explanation of the phenomenon. Develops explanation/justification with relevant detail/examples.	Applies a specific premise (such as a disciplinary principle, axiom, or theory) to explain or justify a solution, strategy, response, or phenomenon. Fully develops explanation/justification through relevant detail and examples. Acknowledges limitations, tradeoffs, and/or alternate explanations /approaches.	Applies one or more specific premises (such as disciplinary principles, axioms, or theories) to insightfully explain or justify a solution, strategy, response, or phenomenon. Fully develops explanation/justification through detail and examples. Responds to limitations, tradeoffs, and/or alternate explanations/approaches.	Uses a variety of logical strategies and relevant, <u>sufficient</u> detail and examples to develop a sophisticated, persuasive explanation or justification that fully takes into account limitations, tradeoffs, and/or alternate explanations/approaches.		
		Composing/Writing	Argumentative Claim	Claim is <u>unclear</u> or missing.	Main claim is generally introduced; subclaims are limited, unrelated, or unclear.	Main claim is <u>clearly</u> introduced; subclaims are <u>relevant to main claim.</u>	Claims and subclaims are clearly introduced throughout writing and organized so that relationships between claims and subclaims are evident.	Claims and subclaims are <u>clearly</u> introduced and organized in a way that makes relationships among claims & subclaims clear and supports the reader's understanding. Some attention is given to the significance of claims.	Claims and subclaims are clear, focused, and consistent throughout the writing; the sequencing of the claims and subclaims builds the reader's understanding throughout the writing. The significance of the claims is clearly established.	Claims and subclaims are <u>clear, precise</u> , and consistent throughout the writing with some nuance; the sequencing of the claims and subclaims creates a coherent structure that builds the reader's understanding throughout the writing. The significance of the claims is clearly established and developed.	Claims and subclaims are <u>clear, precise, and nuanced</u> throughout the writing; the sequencing of the claims and subclaims creates a complex and coherent structure that builds the reader's understanding throughout the writing. The significance of the claims is clear and persuasive.
				Composing/Writing	Informational / Explanatory Thesis	<u>Topic</u> or main idea of writing or speaking is unclear.	<u>Topic of writing or speaking is clear; main idea/thesis is present but somewhat unclear; supporting ideas are limited, unrelated, or unclear.</u>	<u>Main idea/thesis is clear;</u> supporting ideas are <u>relevant to main idea.</u>	Main idea/thesis is <u>clear and focused;</u> supporting ideas are <u>relevant and organized so that relationships between main idea and supporting ideas are evident.</u>	Main idea/thesis is <u>clear, focused, and consistent throughout the writing;</u> supporting ideas are <u>relevant,</u> organized in a way that makes relationships among ideas <u>clear</u> and that supports the reader's understanding.	Main idea/thesis is <u>clear and complex;</u> <u>relevant, sufficient</u> supporting ideas are explicitly connected to main idea and organized logically to create a coherent structure that builds the reader's understanding throughout the writing.

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Domain	Dimension	1	2	3	4	5	6	7	8
Composing/Writing	Narrative	Orientation, storyline, and/or organization of experiences, events, and/or steps is <u>unclear</u> or missing.	Orientation, storyline, and/or organization of experiences, events, and/or steps are loosely established; experience/event/step sequence may not be logical or unfolds awkwardly; conclusion may be missing.	Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established; organizational sequence is logical or unfolds naturally; narrative techniques are primarily limited to description and/or dialogue ; conclusion may be weak .	Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established ; organizational sequence is logical, coherent, and/or unfolds naturally ; where appropriate, multiple narrative techniques are used (e.g., description, dialogue, pacing, or reflection); description includes some precise vocabulary and some details and/or sensory language ; conclusion generally follows from the narrated experiences/events/steps .	Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established ; organizational sequence is logical, coherent, and/or unfolds naturally and smoothly ; where appropriate, multiple narrative techniques are used effectively (e.g., description, dialogue, pacing, or reflection); description includes precise vocabulary and, where appropriate, vivid details and sensory language; conclusion clearly follows from the narrated experiences/events/steps.	All of Level 5, plus: Uses a variety of techniques to sequence experiences/events/steps so that they build on one another to create a coherent whole, a particular tone and/or mood, and/or a specific outcome.	All of Level 6, plus: Uses narrative techniques to provide deep insight into the content (personalities and motivations, significance of events, etc.) Develops multiple plots, storylines, or sequences of events/steps.	All of Level 7, plus: Manipulates pace and other narrative elements to highlight the significance of experience/events/steps or create specific effects.
		Counterclaims are not acknowledged.	Implicitly acknowledges counterclaims.	Explicitly acknowledges counterclaims.	Explicitly acknowledges counterclaims and clearly distinguishes them from claims.	Develops counterclaims with some evidence or detail and points out their limitations.	Develops counterclaims fairly with sufficient evidence or detail, pointing out their strengths and limitations in a way that anticipates the audience's knowledge level and concerns.	Develops counterclaims fairly and thoroughly with sufficient evidence or detail, pointing out their strengths and limitations in a way that anticipates the audience's knowledge level, concerns, values, and possible biases.	Develops counterclaims fairly and thoroughly with highly relevant evidence or detail; refutes counterclaims thoroughly and strategically, conceding points where appropriate to strengthen the writer's own argument.
		No evidence or evidence is completely unrelated to statements.	Selects evidence that minimally supports claims because it is limited or weakly related.	Selects some relevant evidence that supports main claim(s). Evidence for subclaims is still limited or weakly related.	Selects a variety of relevant evidence that generally supports both main claim(s) and subclaims.	Selects a variety of relevant evidence that is sufficient to support main claim(s); evidence still only generally supports subclaims.	Selects a variety of detailed, relevant evidence that is sufficient to support both main claim(s) and subclaims.	Selects a variety of detailed, significant evidence that is sufficient to support and develop both main claim(s) and subclaims.	Selects the most significant evidence that is highly appropriate to the audience's knowledge of the topic or other concerns to persuasively support and develop both claim(s) and subclaims.
		No evidence of analysis/explanation of selected evidence.	Explanation of how selected evidence supports claims or statements is limited, consisting mostly of repeating, rewording, and/or summarizing the evidence.	Provides mostly relevant analysis that partially explains how selected evidence supports claims or statements ; may still contain some repeating, rewording, and/or summarizing of evidence.	Provides relevant analysis that explains how the selected evidence supports claims or statements; analysis stays rooted in the evidence but at times may be vague, illogical, or overly general.	Provides clear analysis that accurately explains how the selected evidence supports claims or statements.	Provides insightful and clear analysis that thoroughly and accurately explains how the evidence supports claims or statements; where applicable, analysis acknowledges some weakness(es) or gaps in the evidence.	Provides insightful, clear, compelling analysis that thoroughly and accurately explains how the evidence supports claims or statements; where applicable, analysis addresses weakness(es) or gaps the evidence.	Provides insightful, compelling analysis that thoroughly, accurately, and concisely explains how the evidence supports claims or statements; where applicable, analysis clearly addresses weakness(es) or gaps in the evidence; analysis is elegant in its precision and/or sophistication and originality.

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Domain	Dimension	1	2	3	4	5	6	7	8
Composing/Writing	Integration of Evidence	No evidence of integrating evidence from sources	Evidence from sources is presented in an unclear or inaccurate way .	Evidence from sources is presented objectively and accurately . Little attention is given to the placement of evidence within the text.	Evidence from sources is presented objectively and accurately and inserted at appropriate points in the text to support an argument, explanation, or analysis .	Evidence is presented objectively and accurately, positioned appropriately in the text, and contextualized with introductory and/or explanatory phrases or statements .	Evidence is presented objectively and accurately, positioned and contextualized appropriately, and purposefully excerpted, paraphrased, or summarized to highlight the aspects that are most relevant or important to the argument, explanation, or analysis .	Evidence is presented objectively and accurately, positioned and contextualized appropriately, and excerpted, paraphrased, or summarized strategically. Evidence is integrated into the text in a variety of ways (e.g., breakout quotes, combination of summary and direct quote) that support the argument, explanation, or analysis and develop a consistent tone appropriate to the purpose .	Evidence is presented objectively and accurately and integrated seamlessly and strategically into the text in a variety of ways that support the argument, explanation, or analysis and develop a consistent and sophisticated tone appropriate to the purpose.
	Organization (Transitions, Cohesion, Structure)	Individual paragraphs are not organized around one idea. Connections between paragraphs or sections are not evident.	Individual paragraphs are organized around one clear idea or claim; connections between paragraphs or sections are sometimes vague .	Paragraphs or sections are connected around a main idea but do not clearly build on one another. Transition words/phrases are present but are often formulaic .	Paragraphs and/or sections are connected and sequenced to support understanding of ideas . Transitions are varied and are mostly appropriate and effectively used .	Paragraphs and/or sections are connected and logically build upon one another to deepen understanding of ideas and clarify relationships among ideas . Transitions are varied and appropriately and effectively used .	Paragraphs and/or sections are connected and clearly and logically build upon one another to deepen understanding of complex ideas and to clarify relationships among those ideas . Transitions are varied and appropriately and effectively used. Sequencing of paragraphs and use of transitions help build cohesion .	Sequencing of paragraphs and/or sections creates a coherent whole that deepens understanding of the content and builds toward a particular outcome . Transitions are appropriate, effective, and varied in their structure and location.	Sequencing of paragraphs or sections creates a coherent whole that deepens understanding of the content and clearly guides the reader toward a particular outcome . Transitions are appropriate, effective, and varied in their structure and location. Sequencing of ideas and transitions is seamless and fluid, and enhances the purpose of the writing .
	Introduction and Conclusion	Introduction and/or conclusion are not present	Introduction may include some general background or context information about the topic but does not address main idea(s) or claim(s); conclusion is present but does not summarize, restate, or support the main idea(s) or claim(s) .	Introduction includes some background or context information about the topic and generally introduces main idea(s) or claim(s); conclusion restates main idea(s) .	Introduction includes related background or context information about the topic and introduces the main idea(s) or claim(s); conclusion logically follows from the content presented and ties back to main idea(s) or claim(s) .	Introduction includes relevant background or context information about the topic, introduces main idea(s) or claim(s), and establishes purpose for writing . Conclusion summarizes the content presented and pulls multiple ideas together in relation to the main idea(s) or claim(s) .	Introduction includes relevant and sufficient background or context information about the topic, introduces main idea(s) or claim(s), and establishes purpose for writing; introduction is engaging . Conclusion summarizes, pulls ideas together, and highlights important points of the content presented; when appropriate, conclusion considers some implication(s) of the content presented .	Introduction clearly contextualizes the topic , and clearly establishes the main idea(s) or claim(s) and purpose for writing ; introduction is engaging. Conclusion summarizes, highlights, and/or extends ideas as appropriate ; when appropriate, conclusion addresses implications or significance of the content presented .	Introduction clearly and concisely contextualizes the topic and establishes the main idea(s) or claim(s); introduction clearly establishes the purpose and outlines the structure of the content that follows ; introduction is engaging and inviting . Conclusion strongly supports the content presented by clearly summarizing, highlighting, and/or extending ideas as appropriate ; when appropriate, conclusion clearly addresses implications/significance of and/or acknowledges questions that arise from the content presented .

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Domain	Dimension	1	2	3	4	5	6	7	8
Speaking/Listening	Discussion / Contribution	Does not participate in discussions. No evidence of asking questions that elaborate or contribute to conversation.	Mainly restates general points of discussion. Does not connect to the ideas of others. Questions and responses are generally fact-based with minimal use of high-level questioning strategies or higher order thinking.	Expresses some original ideas and makes some connection to the ideas of others. Questions and responses demonstrate some use of high-level questioning strategies and/or higher order thinking.	Expresses original ideas clearly and connects to the ideas of others. Questions and responses are mostly high level. Attempts to move discussion forward by asking and responding to questions.	Expresses original ideas clearly and persuasively; connects to the ideas of others and builds new pathways of discussion. Attempts to deepen discussion by asking connecting questions or building on the responses of others.	Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Propels conversations by relating to broader themes.	Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Uses questions and summarization to preserve focus. Propels conversations by relating to broader themes.	Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Uses questions and summarization to preserve focus. Propels conversations by relating to broader themes, probing reasoning and evidence and/or promoting divergent and creative perspectives.
	Preparation	No evidence of preparation for discussions.	Prepares general notes for discussion. Notes do not include specific connections to key talking points.	Prepares general notes with some specific connections to highlight key talking points.	Prepares specific notes with connections to highlight key areas. Explicitly draws on those notes to probe and reflect on ideas under discussion.	Comes to discussions having read & researched material for teacher-provided questions; explicitly draws on texts & research to stimulate a thoughtful, well-reasoned exchange of ideas.	Come to discussions with responses and evidence generated with peers through studying, research, or inquiry; explicitly draws on texts and research to stimulate a thoughtful, well-reasoned exchange of ideas.	Come to discussions with self-generated questions from studying, research, and/or inquiry. Attempts to move discussion along by using those questions at appropriate moments.	Comes to discussions with self-generated, sequenced, specific questions and evidence to move the discussion along purposefully (i.e., toward an intended outcome or desired understanding).
Speaking/Listening	Norms / Active Listening	Does not adhere to established norms for collegial discussions.	Inconsistently adheres to established norms for collegial discussions.	Generally adheres to established norms for collegial discussions. Follows specific goals & deadlines. Enacts individual roles with help as needed.	Mostly adheres to established norms for collegial discussions. Tracks progress toward specific goals & deadlines. Enacts individual roles independently.	Adheres to teacher-enforced collegial discussion norms. Facilitates progress toward specific goals & deadlines. Attempts to establish individual roles within the group as needed.	Adheres to teacher- and group-enforced collegial discussion norms. Effectively facilitates progress toward specific goals & deadlines. Establishes appropriate individual roles within the group as needed.	Adheres to and helps enforce collegial discussion norms. Sets clear goals & deadline and facilitates conversation and interaction to meet them. Manages individual roles within the group as needed.	Applies collegial discussion norms to promote civil, democratic discussions & decision-making. Sets clear and detailed goals & deadlines and effectively facilitates conversation/interaction to meet them. Efficiently manages individual roles and partnerships within the group as needed.
Products & Presentations	Style and Language (Tone, Academic Language, Syntax)	Does not use formal language.	Begins to use a formal style but includes a significant amount of informal language. Sentence structure frequently obscures meaning.	Uses a formal style most of the time but may include some informal language. Sentence structure is basic and repetitive or uneven and sometimes confusing.	Consistently uses a formal style with some academic or specialized language. Sentence structure is functional; writing may demonstrate strong control over basic sentence structures but limited control over more complex structures.	Consistently uses a formal style with consistently appropriate academic or specialized language. Sentence patterns are somewhat varied, with strong control over basic sentence structures and variable control over more complex structures.	Consistently uses a formal style and academic/specialized language when most appropriate but also varies style and language effectively given the purpose, audience & conventions of the writing. Sentence structures are varied and effective.	Consistently uses a formal style and academic/specialized language when most appropriate but also varies style, language, tone, and voice effectively given the purpose, audience & conventions of the writing. Sentence structures are varied and used strategically to enhance meaning by drawing attention to key ideas or reinforcing relationships among ideas.	Style, language, tone, and voice build ethos and high reader engagement. The style, language, tone, and voice are perfectly appropriate to the audience, and effectively accomplish the author's purpose. Sentence structures are varied, used strategically to enhance meaning, and are often powerful or beautiful.

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Domain	Dimension	1	2	3	4	5	6	7	8
Products & Presentations	Oral Presentation	No evidence of using appropriate eye contact, adequate volume, or clear pronunciation	Uses minimal eye contact, inconsistent or inappropriate volume, inconsistent pronunciation, and inconsistent or inappropriate body posture.	Attempts to control eye contact, volume, pronunciation, and/or body posture to enhance presentation but may lapse into distracting behaviors at times (too much or not enough eye contact, inappropriate volume, inconsistent pronunciation, or inappropriate body posture--e.g., overly stiff, too much gesticulation).	Uses mostly appropriate eye contact, adequate volume, clear pronunciation, and appropriate body posture (e.g., calm, confident).	Uses consistently appropriate eye contact, adequate volume, clear pronunciation, and appropriate body posture (e.g., calm, confident).	Demonstrates consistent control of eye contact, volume, pronunciation, and body posture. Uses some variation in volume and inflection to emphasize key points. Uses some body movements to enhance articulation.	Demonstrates strong control of eye contact, pronunciation, and body posture. Varies volume and inflection to maintain audience interest and emphasize key points. Uses fluid body movements to help audience visualize ideas. May use additional engagement techniques such as humor, anecdotes, rhetorical questions, etc. as appropriate to the context.	Demonstrates strong control of eye contact, pronunciation, and body posture. Varies volume and inflection to maintain audience interest and emphasize key points. Uses fluid body movements to help audience visualize ideas. Demonstrates a particularly engaging voice or style of presentation.
	Multimedia in Written Production	No evidence of integrating technology into writing products.	Uses technology inefficiently or ineffectively to produce/publish writing as well as to interact/collaborate with others.	Uses technology, including the internet, to produce/publish writing, link/cite sources, and interact/collaborate with others.	Uses technology, including the internet, to produce/publish writing, link/cite sources, and interact/collaborate with others effectively and efficiently. Uses technology/media tools to illustrate ideas or show relationships between information/ideas.	Uses technology, including the internet, to effectively and efficiently produce, publish, and update individual or shared writing products. Uses appropriate technology/media tools to illustrate ideas or show relationships among information/ideas effectively.	Uses technology, including the internet, to produce, publish, and update individual or shared writing products. Uses appropriate technology/media tools to illustrate ideas or show relationships among information/ideas by taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Uses technology, including the internet, to produce, publish, and update individual or shared writing products. Uses carefully selected technology/media tools creatively to illustrate ideas or show relationships among information/ideas by taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Uses technology beyond commonly used tools to explore novel and effective ways of producing writing products.
	Multimedia in Oral Presentation	No evidence of integrating technology into presentations.	Multimedia components & visual displays in presentation are limited, detract from presentation, and/or do not clarify information and ideas.	Some multimedia components (graphics, images, music, sound) and visual displays help clarify or illustrate information and ideas.	Most multimedia components and visual displays clarify or illustrate information and ideas.	Most multimedia components and visual displays clarify or illustrate information and ideas and strengthen arguments, explanations, and/or narratives by highlighting significant points.	All multimedia components and visual displays are purposeful and effective (i.e., clarify, illustrate, and strengthen arguments, explanations, and/or narratives) and add interest to the presentation.	Multimedia components and visual displays are purposeful, engaging, effective, and strategically/efficiently used to enhance understanding of arguments, explanations, and narratives.	Multimedia components and visual displays are purposeful, engaging, effective, and strategically/efficiently used to enhance understanding of arguments, explanations, and narratives. Integration of multimedia into presentation is seamless, engaging, and sophisticated.
	Conventions	No evidence of using the conventions of the discipline.	Uses the conventions of the discipline with major errors that severely impede understanding.	Uses the conventions of the discipline with a cumulative pattern of minor errors that impede understanding.	Uses the conventions of the discipline with some minor errors that occasionally impede understanding.	Uses the conventions of the discipline appropriately; some minor errors, while noticeable, do not impede understanding.	Uses the conventions of the discipline appropriately with almost no noticeable errors.	Applies the conventions of the discipline consistently to support clear expression of ideas and information. Errors are so few and so minor that the reader would be unlikely to notice them unless specifically looking for them.	Applies the conventions of the discipline consistently and precisely to support clear, sophisticated expression of ideas and information.

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Domain	Dimension	1	2	3	4	5	6	7	8
Products & Presentations									
	Precision	No evidence of precision.	Express ideas in very broad or general terms. Does not define terms, symbols, etc.	Mostly expresses ideas with adequate specificity for the given purpose. Defines some terms, symbols, etc.	Consistently expresses ideas with adequate specificity for the given purpose. Defines most terms, symbols, etc.	Consistently expresses ideas with clarity and specificity. Consistently defines terms, symbols, etc.	Consistently expresses ideas with clarity and specific, highly relevant detail. Consistently defines terms, symbols, etc.	Expresses ideas with clarity and efficiency, using no more detail than is needed for the given purpose. Consistently defines terms, symbols, etc.	Expresses ideas and information with near-perfect clarity and efficiency, using no more detail than is needed for the given purpose. Consistently defines terms, symbols, etc. Expression is refined and sophisticated.

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Glossary of Terms	
Clear	Easy to perceive, understand, or interpret. Not causing or allowing doubt.
Credible	Students should use the origin, authority, structure, context, and corroborative value of sources to evaluate their credibility and guide the selection of sources for a given purpose (See C3 Framework for Social Studies, D3.1-2). Additionally, they should critique the usefulness of sources for a specific inquiry based on the sources' authorship, date, place of origin, intended audience, and purpose (See C3 Framework for Social Studies, D2.11). If sources used are not credible, they are not truly relevant or appropriate for answering a research question. Therefore, levels 4-8 in the "Selecting Sources" dimension all demand that information from the selected sources be credible. There may be exceptions at higher levels of study wherein students explicitly identify non-credible sources and examine them for specific purposes.
Evidence	"Evidence" may include relevant facts, definitions, concrete details, data, quotations, or other information and examples appropriate to the audience's knowledge of the topic and the purpose for writing (CCSS.ELA-LITERACY.W.2.b).
Orientation	In a narrative, "orientation" refers to establishing a problem, situation, or observation and its significance as the premise for the narrative; it may also include establishing a narrator or perspective/point of view.
Point of View	"Point of view" refers to the opinion, attitude, or judgment an author has about a subject.
Precise	In general, "precise" is treated in this rubric as indicating a higher level specificity than "focused."
Related	This adjective is used in situations to indicate there is some kind of connection between things. It implies a weaker connection than "relevant."
Relevant	A stronger, more distinctive adjective, "relevant" is applied to important or pertinent information, connections, etc.
Specific Effects	"Specific effects" typically refers to effects on the audience that support the author's purpose. In an argument, one example would be invoking the reader's sympathy through emotional appeals in order to persuade them or gain their support. In literature, it may refer to narrative effects such as suspense, irony, or humor.
Sufficient	We use a legalistic definition, which identifies sufficient evidence as adequate to support the verdict of the jury or a finding of fact by the court (or, in our context, to support a student's claim or interpretation). Evidence is sufficient when it satisfies an unprejudiced mind. In other words, sufficient evidence is <i>adequate</i> --it does not leave you wanting more. The word sufficient does not mean <i>conclusive</i> --conclusive evidence is evidence that serves to establish a fact or the absolute truth of something.
Theme/Central Idea	A statement about a topic, expressed or implied by a text, such as "hardship can make or break a friendship" or "dolphins are regarded as one of Earth's most intelligent species."
Topic	A general concept or subject addressed by a text, such as "friendship" or "dolphins."
Unclear	Not easy to see, hear, or understand. Not definite; ambiguous.