



# Summit Learning 2016/17

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Year 1 Data Summary Overview



# Variables to consider when analyzing data

## For all Summit Teams:

- Summit Learning - Instructional change
- Voluntary Change for staff and students (grade level, curriculum, instruction)
- 1:1 learning environment w/Chromebooks
- Ongoing professional learning, mentoring & technical support from Summit Learning
- Summit-trained Spec Ed support

## 6th Grade:

- Students/Families opted into the platform - Looping w/previous year's teachers
- Teaming: Humanities/STEM blocks

## 7th/8th Grade:

- No choice to be on platform (different comparison than 6th grade and 17/18 school year)
- 100% kids on PLP for math - no Summit team model/inconsistent mentoring/limited projects
- Multiple levels of math in same room at same time (changed for 17/18)

# Data Suggests...

## 6th Grade:

- Reading (NWEA & MSTEP): Positive change (close to 20 percentile increase), but cannot contribute to a single variable
- Math (NWEA & MSTEP): Positive change but not as strong as reading (about 8 percentile increase), cannot contribute to a single variable

## 7th/8th Grade:

- NWEA compared to prior year increased slightly (2-4 percentile) or stayed the same
  - No drop in achievement for either grade level, 7th grade showed improvement
  - No complete correlation - no control group with which to compare
  - \* Math MSTEP 9th highest in MI for traditional middle schools (7th grade)
  - \* ELA MSTEP 12th highest in MI for traditional middle schools (7th grade)
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- \*Note: NWEA & MSTEP do not assess cognitive skills which is the strength of Summit Learning

# Platform and NWEA data 2015-17

## Summit Platform data (Grades 6-8) June 2017:

- Students completed 99% of Focus areas by the end of the year, except for Math at 8th grade (90%)
- Students completed 98% of projects by the end of the year, except for Math at 8th grade (90%)
- Summer School Math sessions were scheduled for students to catch up before high school

<u>NWEA Math:</u>	MEAN	MEDIAN	Prior Cohort	MEAN	MEDIAN
8th Spring 16/17	241.2	243	Spring 15/16	242.9	245
7th Spring 15/16	237	238	Spring 14/15	239.6	242

## NWEA Math: Current 9th grade

Spring 2016/17:	Lo 10%	Lo/Ave 9%	Ave 18%	HiAve 28%	Hi 36%
Spring 2015/16:	Lo 6%	Lo/Ave 8%	Ave 20%	HiAve 32%	Hi 34%

# M-STEP data 2016/17

## M-Step Dashboard Dexter Community Schools County Rank 2016-2017

Grade	Math	ELA	Science	Social Studies
3	2 <sup>nd</sup> in county 16-17 2 <sup>nd</sup> in county 15-16 score increased by 5%	3 <sup>rd</sup> in county 16-17 4 <sup>th</sup> in county 15-16 score increased		
4	1 <sup>st</sup> in county 16-17 1 <sup>st</sup> in county 15-16 score decreased by 10%	4 <sup>th</sup> in county 16-17 1 <sup>st</sup> in county 15-16 score decreased by 12%	3 <sup>rd</sup> in county 16-17 1 <sup>st</sup> in county 15-16 score decreased	
5	1 <sup>st</sup> in county 16-17 4 <sup>th</sup> in county 15-16 score increased by 10%	3 <sup>rd</sup> in county 16-17 4 <sup>th</sup> in county 15-16 score increased		3 <sup>rd</sup> in county 16-17 4 <sup>th</sup> in county 15-16 score increased
6	1 <sup>st</sup> in county 16-17 1 <sup>st</sup> in county 15-16 score increased	2 <sup>nd</sup> in county 16-17 4 <sup>th</sup> in county 15-16 score increased		
7	1 <sup>st</sup> in county 16-17 4 <sup>th</sup> in county 15-16 score increased	1 <sup>st</sup> in county 16-17 3 <sup>rd</sup> in county 15-16 score increased	1 <sup>st</sup> in county 16-17 2 <sup>nd</sup> in county 15-16 score increased	
8	4 <sup>th</sup> in county 16-17 4 <sup>th</sup> in county 15-16 score decreased by 6%	1 <sup>st</sup> in county 16-17 1 <sup>st</sup> in county 15-16 score decreased by 3%		4 <sup>th</sup> in county 16-17 2 <sup>nd</sup> in county 15-16 score decreased
11	4 <sup>th</sup> in county 16-17 2 <sup>nd</sup> in county 15-16 score decreased by 6%	1 <sup>st</sup> in county 16-17 1 <sup>st</sup> in county 15-16 score decreased by 5%	1 <sup>st</sup> in county 16-17 1 <sup>st</sup> in county 15-16 score decreased by 5%	4 <sup>th</sup> in county 16-17 1 <sup>st</sup> in county 15-16 score decreased by 8%

Key:

1<sup>st</sup> in county

# Survey data 2016/17

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## 6th Grade:

- Parents, Students and Staff responded very positively (more than 90% satisfied) throughout the year

## 7th/8th Grade:

- 7th Grade: Parents, Students and Staff were slightly positive in the fall, more positive in the spring
- 8th Grade: Parents, Student and Staff were generally negative in the fall, but feedback was somewhat better in the spring

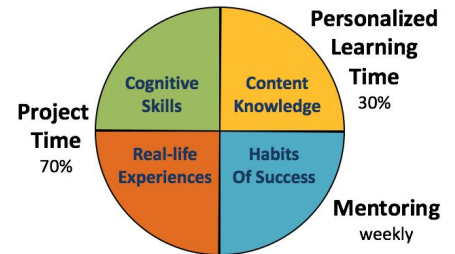
# 17/18: Smoother transition due to the following changes:

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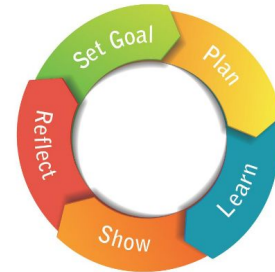
- Family/Student choice to be on platform at both Creekside and Mill Creek
- Streamlined curriculum updates to platform - teachers still able to customize
- Continued support/mentoring/professional development of teachers through Summit Learning
- Math classes are grouped as a single class at Mill Creek
- Second year familiarity with platform and instructional practice

## Summit Learning Program Overview

Dexter Community Schools is piloting a personalized learning model in teams of 6th, 7th, and 8th grade teachers in two buildings. The model has 3 major components:



- Personalized Learning Time (PLT) accounts for about 30% of a student's day. Students work individually, and at their own pace, on "playlists" to master content knowledge (basic facts and skills) from the core subject areas of Math, Science, English, and Social Studies. The teacher monitors the students and guides students toward becoming self-directed learners. Students do not spend time "learning" things they already know and aren't rushed through concepts they need more time and practice to master.
- Project Time accounts for about 70% of a student's day. Students work collaboratively, integrating and applying the content knowledge they learned in PLT, **to develop over 30 cognitive skills valued by colleges and potential employers**. Examples include: point of view, selecting relevant resources, hypothesizing, critiquing reasoning, explaining evidence, active listening, and oral presentation. The teacher guides the work and provides direct instruction either whole group or in small groups as needed. Many of the projects involve real-life experiences.
- Mentoring is when students meet one-on-one with their mentor teacher for about 10 minutes each week to check-in on how the student is doing at setting and meeting both short term and long term goals. Mentoring is generally run concurrently with PLT.



This level of individualized instruction is made possible by 1:1 technology. All of the above components are housed in the PLP (Personalized Learning Platform) which is accessible by students, parents, and teachers.

For more information on the Summit Learning Program visit:  
<https://www.edinnovationlab.com/overview>



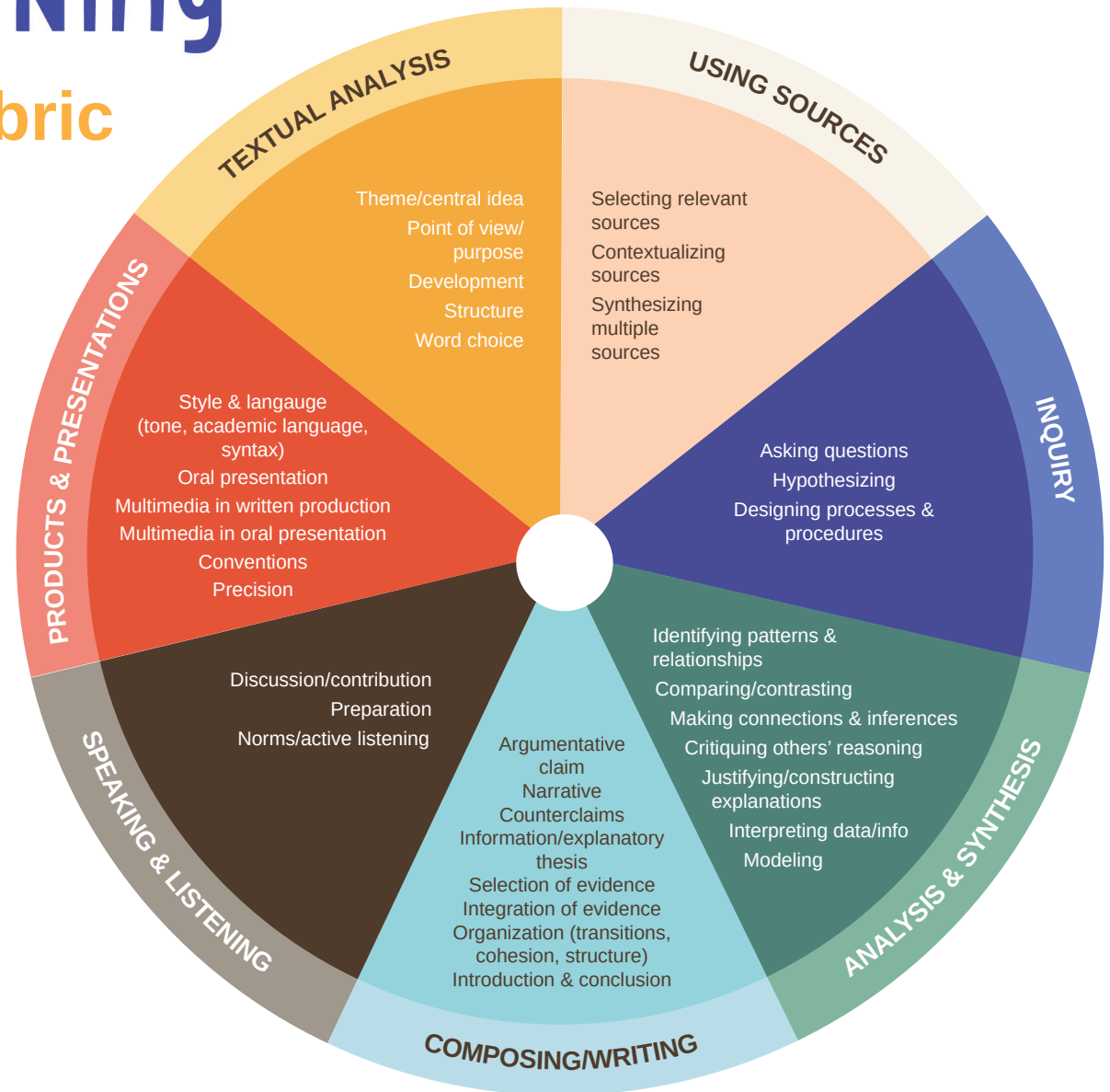


# SUMMIT Learning™

## Cognitive Skills Rubric

The Summit Learning Cognitive Skills Rubric is an assessment and instruction tool that outlines the continuum of 36 interdisciplinary, higher-order thinking skills that are necessary for college and career readiness.

Through Summit Learning, students practice and develop cognitive skills in every subject and in every grade level. For each cognitive skill, students must score a six on a 0-8 point scale to demonstrate college and career readiness. Students progress along a continuum demonstrating competency in a skill as appropriate for their level of development and growth. We prioritize the development of cognitive skills; a student's score on the Cognitive Skills Rubric contributes more to a student's grade than does any other outcome measure.



# Cognitive Skills Standards Alignment

The Summit Cognitive Skills Rubric—developed in partnership with the Stanford Center for Assessment, Learning & Equity (SCALE)—is aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and C3 Social Studies Framework.

Skill Domain	Skill Dimension	High-Level Description	References to Standards
Textual Analysis (Close Reading)	Theme/Central Idea	Determining theme(s)/central idea(s) with details that convey the central idea(s)	CCSS.ELA-LITERACY.CCRA.R.2
	Point of View/Purpose	Analyzing the point of view or purpose of a character, narrator, and/or author/speaker and how that point of view influences the message or meaning of the text	CCSS.ELA-LITERARY.CCRA.R.6 C3 D2.His.4 C3 D2.His.5 C3 D2.His.6
	Development	Explaining the connection between events, ideas or concepts in a text using specific details.	CCSS.ELA-LITERACY.RL.x.3 CCSS.ELA-LITERACY.RI.x.3
	Structure	Analyzing an author's structural writing choices how they (3-5): contribute to the overall structure of the text; (6-12): 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 CCSS.ELA-LITERACY.CCRA.RL.4

Using Sources	Selecting Relevant Sources	Selecting sources that support answering a particular research question with relevant, credible information that distinguishes between fact and opinion	<p>C3 Framework for Social Studies (D2.His.4-13 C3 D3.His.3.1-2</p> <p>CCSS.ELA-LITERACY.RI.7 CCSS.ELA-LITERACY.CCRA.W.1 CCSS.ELA-LITERACY.CCRA.W.7 CCSS.ELA-LITERACY.CCRA.W.8 CCSS.ELA-LITERACY.CCRA.W.9</p> <p>NGSS Science Practice 8: Obtaining, Evaluating, and Communicating Information</p>
	Contextualizing Sources	Identifying how a source is situated within the world of its origin (time period, location, socio-political climate, cultural conditions, etc.) and explaining how the perspectives within the source shape and/or are shaped by those conditions	<p>C3 Framework for Social Studies (D2.His.4-9)</p> <p>NGSS Science Practice 8: Obtaining, Evaluating, and Communicating Information</p>
	Synthesizing Multiple Sources	Integrating information across multiple sources to support an argument or explanation	<p>CCSS.ELA-LITERACY.CCRA.W.8 CCSS.ELA-LITERACY.RI.x.7 CCSS.ELA-LITERACY.RI.x.9</p> <p>C3 D2.His.16</p> <p>NGSS Science Practice 8: Obtaining, Evaluating, and Communicating Information</p>
Inquiry	Asking Questions	Developing focused, answerable inquiry and research questions	<p>NGSS Science Practice 1: Asking Questions and Defining Problems; CCSS.ELA-LITERACY.CCRA.W.7; C3 D1: Constructing Compelling Questions</p>
	Predicting/Hypothesizing	Developing hypotheses and predictions	<p>NGSS Science Practice 1: Asking Questions and 3: Planning and Carrying Out Investigations</p>
	Designing Processes & Procedures	Following and/or developing step-by-step processes to use in the course of answering problems/prompts or conducting inquiries/investigations	<p>NGSS Science Practice 3: Planning and Carrying Out Investigations</p>

Analysis & Synthesis	Identifying Patterns & Relationships	Analyzing and organizing information (including numerical and visual) to identify patterns and/or relationships to answer a question or solve a problem	<p>NGSS Science Practice 4: Analyzing and Interpreting Data</p> <p>NGSS Science Practice 5: Using Mathematics and Computational Thinking</p> <p>C3 D2.His.14 C3 D2.His.15</p> <p>CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.</p> <p>CCSS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.</p>
	Comparing/Contrasting	Identifying and describing similarities and differences and use them to support an argument or explanation	<p>C3 D2.His.9 and 10</p> <p>CCSS.ELA-LITERACY.RL.x.7 CCSS.ELA-LITERACY.RL.x.9</p> <p>NGSS Science Practice 4: Analyzing and Interpreting Data</p> <p>NGSS Science Practice 7: Engaging in Argument from Evidence</p>
	Modeling	<p>Representing concepts** with models, visual representations or symbols</p> <p>AND/OR</p> <p>Using appropriate tools to understand and analyze situations</p> <p>**"Concepts," in this dimension, refers to abstract situations/information, processes, and systems</p>	<p>NGSS Science Practices 2: Developing and Using Models</p> <p>CCSS.MATH.PRACTICE.MP2: Reason abstractly and quantitatively</p> <p>CCSS.MATH.PRACTICE.MP4: Model with Mathematics.</p>
	Interpreting Data/ Information	Interpret data and/or information from sources and draw justifiable conclusions from data	<p>NGSS Science Practice 4: Analyzing and Interpreting Data</p> <p>CCSS.MATH.PRACTICE.MP3 Construct Viable Arguments and Critique the Reasoning of Others</p> <p>CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.</p> <p>CCSS.ELA-LITERACY.CCRA.R.1</p>

<b>Analysis &amp; Synthesis</b>	<b>Making Connections and Inferences</b>	Connecting ideas and making inferences based on evidence or reasoning	CCSS.ELA-LITERACY.CCRA.R.1 NGSS Science Practice 4: Analyzing and Interpreting Data CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.
	<b>Critiquing the Reasoning of Others</b>	Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps	CCSS.ELA-LITERACY.RI.x.8 CCSS.ELA-LITERACY.W.x.9.B CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others C3 D2.His.17 C3 D4.4 C3 D4.5 NGSS Science Practice 7: Engaging in Argument from Evidence
	<b>Justifying/Constructing an Explanation</b>	Using logic and reasoning to justify a response or explain a phenomenon	NGSS Science Practice 6. Construction Explanations and Designing Solutions CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others
<b>Composing/ Writing</b>	<b>Argumentative Claim</b>	Developing a strong opinion/argument through clear, well-sequenced claims	CCSS.ELA-LITERACY.CCRA.W.1 C3 D2.His.16 C3 D3.4 C3 D4.1 NGSS Science Practice 7: Engaging in Argument from Evidence CCSS.MATH.PRACTICE.MP3: Construct viable arguments and critique the reasoning of others.
	<b>Informational/Explanatory Thesis</b>	Constructing explanations or conveying ideas and information through clear, well-organized, relevant ideas	CCSS.ELA-LITERACY.CCRA.W.2 C3 D4.2 CCSS.MATH.PRACTICE.MP3: Construct viable arguments and critique the reasoning of others.

<b>Composing/ Writing</b>	<b>Narrative</b>	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
	<b>Counterclaims</b>	Acknowledging and developing alternate or opposing positions	CCSS.ELA-LITERACY.CCRA.W.1 C3 D3.4
	<b>Selection of Evidence</b>	Using relevant and sufficient evidence to support claims	CCSS.ELA-LITERACY.CCRA.W.1 CCSS.ELA-LITERACY.CCRA.W.2 C3 D3.3
	<b>Explanation of Evidence</b>	Analyzing how the selected evidence support the writer's statements (e.g., claims, controlling ideas)	CCCSS.ELA-LITERACY.W.x.1.B CCSS.ELA-LITERACY.W.x.2.B  CCSS English Language Arts Appendix A, Definitions of the Standards' Three Text Types  CCSS.MATH.PRACTICE.MP3: Construct viable arguments and critique the reasoning of others.  NGSS Science Practice 6: Constructing Explanations and Designing Solutions
	<b>Integration of Evidence</b>	Representing evidence accurately (via notes, summary, and/or paraphrase) and including evidence in text	CCSS.ELA-LITERACY.CCRA.W.8
	<b>Organization (Transitions, Cohesion, Structure)</b>	Using text structure and transitions to communicate with clarity and coherence.	CCSS.ELA-LITERACY.CCRA.W.4
	<b>Introduction and Conclusion</b>	Framing a composition with a relevant introduction and conclusion	CCSS.ELA-LITERACY.CCRA.W.1 and 2
<b>Speaking &amp; Listening</b>	<b>Discussion/Contribution</b>	Communicating ideas and contributing to discussion through questioning, connecting, and probing	CCSS.ELA-LITERACY.CCRA.SL.1; CCSS.ELA-LITERACY.SL.x.1.C
	<b>Preparation</b>	Entering a discussion or presentation with appropriate evidence and relevant details	CCSS.ELA-LITERACY.CCRA.SL.1; CCSS.ELA-LITERACY.SL.x.1.A
	<b>Norms/Active Listening</b>	Using roles and norms to support collegial discussions and completion of group work	CCSS.ELA-LITERACY.CCRA.SL.1; CCSS.ELA-LITERACY.SL.x.1.B CCSS.ELA-LITERACY.SL.x.1.D

<b>Products &amp; Presentations</b>	<b>Style and Language (Tone, Academic Language, Syntax)</b>	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
	<b>Oral Presentation</b>	Using appropriate public speaking strategies, including interaction with presentation mediums, to engage the audience and communicate points	CCSS.ELA-LITERACY.CCRA.SL.4 CCSS.ELA-LITERACY.CCRA.SL.6
	<b>Multimedia in Written Production</b>	Integrating technology to create high-quality written products	CCSS.ELA-LITERACY.CCRA.W.6
	<b>Multimedia in Oral Presentation</b>	Integrating multiple mediums, including technology, to create high-quality spoken presentations	CCSS.ELA-LITERACY.CCRA.SL.5
	<b>Conventions</b>	Using discipline-appropriate conventions to support clear expression of ideas and information	CCSS.ELA-LITERACY.CCRA.L.1, CCSS.ELA-LITERACY.CCRA.L.2
	<b>Precision</b>	Expressing ideas and information with exactness, specificity, correct use of terminology, and refinement	CCSS Math Practice 6: Attend to Precision

# Summit Learning Cognitive Skills Rubric

Domain: Textual Analysis (Close Reading)								
Dimension: Theme/Central Idea								
High-Level Description: Determining theme(s)/central idea(s) with details that convey the central idea(s)								
0	1	2	3	4	5	6	7	8
<p>No evidence of identifying a theme/main idea in a text.</p> <p>OR</p> <p>Identifies a topic and details loosely related to a theme/main idea.</p>	<p>Identifies a theme/main idea in a text and provides a few key details.</p>	<p>Identifies a theme/main idea in a text and uses key details to explain the theme/main idea.</p>	<p>Identifies a theme/main idea in a text using key details and</p> <p>Elaborates on how key details support the main idea</p> <p>OR</p> <p>Uses key details to describe how characters/ speakers view events/topics.</p>	<p>Identifies a theme/central idea in a text and provides a limited explanation of how that theme/ central idea is developed through specific details.</p>	<p>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.</p> <p>Provides some explanation of how the theme/ central idea interacts with supporting ideas or other elements in the text (e.g., setting, plot, character).</p>	<p>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).</p>	<p>Identifies multiple themes/central ideas 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).</p> <p>Where applicable, interprets theme/central idea through a critical lens or framework.</p>	<p>Identifies multiple themes/central ideas 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.</p> <p>Where applicable, persuasively interprets theme/central idea through a critical lens or framework.</p>



Domain: Textual Analysis (Close Reading)

Dimension: Point of View/Purpose

**High-Level Description:** Analyzing the point of view or purpose of a character, narrator, and/or author/speaker and how that point of view influences the message or meaning of the text

0	1	2	3	4	5	6	7	8
No evidence of identifying the point of view of an author/narrator/speaker.	Identifies the author/narrator/speaker's point of view, and distinguishes it from own point of view.	Describes author/narrator/speaker's points of view. Compares and contrasts firsthand and secondhand accounts of the same event or topic OR Compares and contrasts the perspectives in first and third person narratives.	Describes how an author/narrator/speaker's point of view influences how events are described. Compares and contrasts the points of view represented in multiple accounts of the same event or topic.	Describes author's/speaker's point of view 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 point of view 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 point of view, 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 point of view, 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.

Domain: Textual Analysis (Close Reading)

Dimension: Development

**High-Level Description:** Explaining the connection between events, ideas or concepts in a text using specific details.

0	1	2	3	4	5	6	7	8
No evidence of describing how individual actions, events, ideas/concepts, or steps in a procedure are connected to a sequence of events.	Describes characters in a story and explains how their actions contribute to the sequence of events. OR Describes the relationship between a series of events, ideas/ concepts, or steps in a procedure using language that pertains to time sequence or cause/effect.	Uses specific details in a text to... Describe in depth a character, setting, or event in a story. OR Explain events, ideas/concepts, or steps in a procedure in informational text, including what happened and why.	Uses specific details in a text to explain the relationship or interactions between two or more... Characters, settings, or events in a story. OR Events, ideas/ concepts, or steps in a procedure in informational 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 clearly 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 clearly 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 clearly 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.

## Domain: Textual Analysis (Close Reading)

### Dimension: Structure

**High-Level Description:** Analyzing an author’s structural writing choices how they (3-5): contribute to the overall structure of the text; (6-12): affect the clarity and effectiveness of arguments, explanations, or narratives

0	1	2	3	4	5	6	7	8
No evidence of structural analysis.	Identifies the key organizing features of a text. Describes how parts of text relate to or build on earlier sections of the text.	Describes the key organizing features in a text and the overall structure of the text.	Describes the key organizing features and sections in a text. Explains how those organizing features contribute to the overall structure of the text.	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 make 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.

Domain: Textual Analysis (Close Reading)

Dimension: Word Choice

**High-Level Description:** 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 or narratives

0	1	2	3	4	5	6	7	8
No evidence of analysis of author's word choice.	Identifies and defines academic, domain-specific words and phrases in the text relevant to understanding the topic or meaning of the text. (e.g., literal or nonliteral language).	Identifies and explains the meaning of academic, domain-specific words and phrases and/or literary allusions that impact the meaning or tone of the text.	Identifies and accurately explains the meaning of academic, domain-specific words and phrases and/or literary allusions that impact the meaning or tone of the text (e.g., figurative language such as metaphors and similes).	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.

## Domain: Using Sources

### Dimension: Selecting Relevant Sources

**High-Level Description:** Selecting sources that support answering a particular research question with relevant, credible information that distinguishes between fact and opinion

0	1	2	3	4	5	6	7	8
<p>Selects information from provided sources with little to no relevance to a research question or understanding of the text(s).</p>	<p>Selects information from provided sources, including illustrations (e.g., maps, photographs) and the words in a text that are relevant to an understanding of the text (e.g., where, when, why, and how key events occur), but may not be relevant to a research question.</p>	<p>Selects information relevant to the research question from provided sources of varied format (e.g., charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).</p>	<p>Selects multiple sources that provide key evidence relevant to the research question. Where applicable, sources vary in format.</p>	<p>Selects sources that provide sufficient, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.</p>	<p>Selects sources that provide detailed, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.</p>	<p>Selects sources that provide detailed, comprehensive, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.</p>	<p>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.</p>	<p>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.</p>

## Domain: Using Sources

### Dimension: Contextualizing Sources

**High-Level Description:** Identifying how a source is situated within the world of its origin (time period, location, socio-political climate, cultural conditions, etc.) and explaining how the perspectives within the source shape and/or are shaped by those conditions

0	1	2	3	4	5	6	7	8
No evidence of contextualizing sources.	Identifies a source's time and place of origin.	Provides information about a source's time or place of origin. Includes basic information about the maker.	Provides information about a source's time and place of origin. Includes information about the maker, the maker's perspective, and intended audience or purpose.	Provides accurate information about a source's time and place of origin. Includes 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.

## Domain: Using Sources

### Dimension: Synthesizing Multiple Sources

**High-Level Description:** Integrating information across multiple sources to support an argument or explanation

0	1	2	3	4	5	6	7	8
No evidence of synthesizing information from multiple sources. One source dominates the work.	Makes note of key points or details from two sources on the same topic.	Integrates information from two sources on the same topic by comparing information.	Integrates information from several sources on the same topic by sorting and comparing information.	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.

**Domain: Inquiry**

**Dimension: Asking Questions**

**High-Level Description:** Developing focused, answerable inquiry and research questions

0	1	2	3	4	5	6	7	8
Questions do not support understanding of a given topic.	Questions are relevant to a specific topic.	Questions are relevant to a specific topic and are based on the described problem or situation.	Questions are relevant to a specific topic, are testable or researchable, and build on prior knowledge about the topic.	Questions are relevant to a specific topic, are testable or researchable, and build on existing disciplinary knowledge about the topic.	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.



**Domain: Inquiry**

**Dimension: Predicting/Hypothesizing**

**High-Level Description: Developing hypotheses and predictions**

0	1	2	3	4	5	6	7	8
No evidence of hypothesis or prediction.	Makes a prediction that is partially relevant to the inquiry question with little or no reasoning.	Makes a prediction related to the inquiry question. Supports reasoning for prediction with prior observations or experiences.	Makes a reasonable prediction related to the inquiry question that involves changing a variable. Begins to explain reasoning for prediction by relating it to prior knowledge such as cause and effect relationships.	Makes a reasonable prediction related to the inquiry question that involves changing a variable. Hypothesis relates to prior research about the topic.	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.

## Domain: Inquiry

### Dimension: Designing Processes & Procedures

**High-Level Description:** Following and/or developing step-by-step processes to use in the course of answering problems/prompts or conducting inquiries/investigations

0	1	2	3	4	5	6	7	8
No evidence of an action plan to address the problem/prompt.	Identifies a general approach to investigate a question or solve a problem.  OR Follows a recommended set of procedures for investigating a question or solving a problem.	Identifies the first few steps in a specific approach to investigate a question or solve a problem. Identifies specific tools or methods.	Creates a step-by-step plan to investigate a question or solve a problem. Identifies appropriate methods, tools, and/or approaches.	Creates an orderly action plan and addresses most aspects of the problem/prompt. Includes a description of appropriate methods, tools, and/or approaches.	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.

## Domain: Analysis & Synthesis

### Dimension: Identifying Patterns & Relationships

**High-Level Description:** Analyzing and organizing information (including numerical and visual) to identify patterns and/or relationships to answer a question or solve a problem

0	1	2	3	4	5	6	7	8
No evidence of organizing information or identifying patterns.	Makes note of simple connections or patterns from information displayed in structures.	Organizes information into mostly useful structures (tables, concept maps, or other graphical displays), and identifies patterns with some inaccuracies.	Organizes information into useful structures (tables, concept maps, or other graphical displays), and accurately identifies patterns.	Organizes information into useful structures. Accurately identifies patterns and a general relationship among 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.	Organizes information into useful structures. Identifies and explains significant/relevant patterns and the 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).

## Domain: Analysis & Synthesis

### Dimension: Comparing/Contrasting

**High-Level Description:** Identifying and describing similarities and differences and use them to support an argument or explanation

0	1	2	3	4	5	6	7	8
No evidence of comparing/contrasting.	Identifies a similarity or difference relevant to a claim/main idea.	Identifies similarities and differences relevant to a specific claim/main idea.	Identifies significant similarities and differences relevant to a specific claim/main idea.	Describes 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).	Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis. Thoroughly explains why the similarities/differences are meaningful within the frame of reference. Organizes points of comparison in a logical way.	Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis, including an explanation of how the similarities/differences support a specific claim/main idea/thesis. Organizes points of comparison in a way that supports understanding and analysis.	Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis, including an explanation of how the similarities/differences refine or sharpen a specific claim/main idea/thesis. Organizes points of comparison in a way that best highlights and frames similarities and differences for analysis and understanding.

## Domain: Analysis & Synthesis

### Dimension: Modeling

**High-Level Description:** Representing concepts\*\* with models, visual representations or symbols. AND/OR: Using appropriate tools to understand and analyze situations. \*\*"Concepts," in this dimension, refers to abstract situations/information, processes, and systems

0	1	2	3	4	5	6	7	8
No evidence of using models, visuals, or symbols to represent concepts.	Begins to identify general components of a concept and develops an oversimplified and/or incomplete physical, visual and/or abstract model.	Identifies specific components of a concept and develops a simple and partially accurate physical, visual and/or abstract model to represent key features.	Identifies specific components of a concept and develops a simple but accurate physical, visual and/or abstract model to represent key features.	Identifies significant components of a concept and develops an accurate physical, visual, and/or abstract model to represent 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 concept and develops accurate visual(s) and/or model(s) to represent key features.  Visual(s) or model(s) highlight the relationship of the components to the whole and makes visible the relationships among components.	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.

## Domain: Analysis & Synthesis

### Dimension: Interpreting Data/Information

**High-Level Description:** Interpret data and/or information from sources and draw justifiable conclusions from data

0	1	2	3	4	5	6	7	8
No evidence of interpreting data/information.	Description or summary of data/information is incomplete or unsupported.	Provides a reasonable interpretation of data/information. Uses a relevant analytic strategy (e.g., sorting, compare/contrast) to characterize the data/information in a general way.	Provides a reasonable interpretation of data/information. Uses a relevant analytic strategy (e.g., sorting, compare/contrast) or concept (e.g., mean, mode) to characterize the data/information.	Provides an accurate interpretation of data/information. Uses a relevant analytic strategy (e.g., sorting, compare/contrast) or concept (e.g., mean, mode) to characterize the data/information.	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.

## Domain: Analysis & Synthesis

### Dimension: Making Connections & Inferences

**High-Level Description:** Connecting ideas and making inferences based on evidence or reasoning

0	1	2	3	4	5	6	7	8
Reasoning is not evident. Focuses on explicit details, with no reference to implicit or inferred meanings.	Demonstrates a basic understanding of a text based on explicit details in the text.  Refers to a specific example relevant to that understanding.	Makes an inference based on evidence. Refers to a specific example relevant the inference.	Makes relevant inferences based on evidence. Makes clear connections between two or more specific examples relevant to the inferences.	Makes relevant inferences based on evidence and identifies the larger significance of the inference. Connections between a specific example and the larger idea are clear 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 clearly 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.

## Domain: Analysis & Synthesis

### Dimension: Critiquing the Reasoning of Others

**High-Level Description:** Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps

0	1	2	3	4	5	6	7	8
Accepts or rejects argument/explanation with no evaluation of reasons or evidence.	Restates the argument/explanation. Provides an opinion about the argument/explanation, referring to at least one reason or piece of evidence.	Summarizes the argument/explanation or specific claim, and determines whether the reasons/evidence are relevant.	Accurately summarizes the argument/explanation or specific claims, and determines whether the reasoning is logical and evidence is relevant.	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).



## Domain: Analysis & Synthesis

### Dimension: Justifying/Constructing an Explanation

**High-Level Description:** Using logic and reasoning to justify a response or explain a phenomenon

0	1	2	3	4	5	6	7	8
No evidence of justifying or explaining.	Provides a brief description of steps, procedures, or a phenomenon. Explanation or justification is missing or very limited. Explanation of reasoning is limited or incomplete.	Provides some detail in explaining steps, procedures, or a phenomenon. Uses concrete details/ examples to explain reasoning.	Provides a logical chain of reasoning to justify steps or procedures, or to explain a phenomenon. Uses concrete details/ examples and/ or disciplinary ideas to justify reasoning.	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, sufficient detail and examples to develop a sophisticated, persuasive explanation or justification that fully takes into account limitations, tradeoffs, and/ or alternate explanations/ approaches.

**Domain: Composing/Writing**

**Dimension: Argumentative Claim**

**High-Level Description:** Developing a strong opinion/ argument through clear, well-sequenced claims

0	1	2	3	4	5	6	7	8
Opinion/claim is missing or unclear.	Introduces an opinion/claim and provides reasons that support student's point of view.	Introduces a clear opinion/claim and provides reasons that support student's point of view.	Introduces a clear opinion/claim and provides logically ordered reasons that support student's point of view.	Claims and subclaims are clearly introduced throughout writing and organized so that relationships between claims and subclaims are evident.	Claims and subclaims are clearly introduced and organized in a way that makes relationships among claims and 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 clear, precise, 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 clear, precise, and nuanced 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.

**Domain: Composing/Writing**

**Dimension: Informational/Explanatory Thesis**

**High-Level Description:** Constructing explanations or conveying ideas and information through clear, well-organized, relevant ideas

0	1	2	3	4	5	6	7	8
Topic or main idea is unclear.	Topic is evident with an unclear main idea.	Main idea is clear, on-topic, and focused. Some supporting ideas are provided.	Main idea is clear, on-topic, and focused; supporting ideas are relevant to main idea.	Main idea/thesis is clear and focused; supporting ideas are relevant and organized so that relationships between main idea and supporting ideas are evident.	Main idea/thesis is clear, focused, and consistent throughout the writing; supporting ideas are relevant, organized in a way that makes relationships among ideas clear and that supports the reader's understanding.	Main idea/thesis is clear and complex; relevant, sufficient 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.	Main idea/thesis is complex, focused, and consistent; highly relevant supporting ideas are tightly connected to the main idea and with each other to create a complex and coherent structure that builds the reader's understanding throughout the writing.	Main idea/thesis is complex, precise, and consistent; significant, highly relevant supporting ideas build on the main idea and on one another in an elegant progression to create a complex and coherent structure that builds the reader's understanding throughout the writing.

## Domain: Composing/Writing

### Dimension: Narrative

**High-Level Description:** Developing an oral or written narrative that relates connected experiences, events, procedural steps, or the like (whether they are real or imagined)

0	1	2	3	4	5	6	7	8
<p>Describes loosely related events.</p> <p>Does not introduce narrator or characters.</p> <p>Does not provide a sense of closure.</p> <p>Does not include details or does not use narrative technique to develop characters and plot.</p>	<p>Establishes a situation and organizes a sequence of events using temporal words and phrases.</p> <p>Introduces a narrator and/or characters and provides a sense of closure. Uses limited details and a narrow set of narrative techniques such as description of actions, thoughts, and feelings or dialogue to develop characters and plot, but they are unevenly developed.</p>	<p>Establishes a situation and organizes a sequence of events using some transitional words and phrases.</p> <p>Introduces a narrator and/or characters and provides a logical conclusion. Uses concrete words and phrases, sensory details, and some narrative techniques, such as description of actions, thoughts, and feelings and dialogue, to develop characters and plot.</p>	<p>Establishes a situation and organizes a sequence of events using a variety of transitional words, phrases, and clauses.</p> <p>Introduces a narrator and/or characters and provides a logical conclusion. Uses concrete words and phrases, sensory details, and the full range of narrative technique, such as description of actions, thoughts, and feelings, dialogue, and pacing, to develop characters and plot.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>All of Level 7, PLUS: Manipulates pace and other narrative elements to highlight the significance of experience/events/steps or create specific effects.</p>

**Domain: Composing/Writing**

**Dimension: Counterclaims**

**High-Level Description:** Acknowledging and developing alternate or opposing positions

0	1	2	3	4	5	6	7	8
Counterclaims are not acknowledged.	Acknowledges that there is disagreement without identifying a specific counterclaim.	Makes note of a specific counterclaim.	Describes a specific counterclaim.	Describes specific 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.

**Domain: Composing/Writing**

**Dimension: Selection of Evidence**

**High-Level Description:** Using relevant and sufficient evidence to support claims

0	1	2	3	4	5	6	7	8
No evidence or evidence is completely unrelated to statements.	Selects evidence with minimal relevance to main claim(s).	Selects evidence relevant to main claim(s).	Selects relevant evidence that supports main claim(s). Evidence for subclaims is limited or weakly related.	Selects relevant evidence that 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.

**Domain: Composing/Writing**

**Dimension: Explanation of Evidence**

**High-Level Description:** Analyzing how the selected evidence support the writer’s statements (e.g., claims, controlling ideas)

0	1	2	3	4	5	6	7	8
Includes unrelated facts, definitions, and details.	Includes relevant facts, definitions, and/or details (and relevant illustrations when appropriate).	Includes relevant facts, definitions, concrete details, and quotations, and/or examples (as well as illustrations or multimedia when appropriate) that support the main idea.	Explains relevant facts, definitions, concrete details, and/or quotations, and/or examples (as well as illustrations or multimedia when appropriate) that support the opinion/main idea.	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.

**Domain: Composing/Writing**

**Dimension: Integration of Evidence**

**High-Level Description:** Representing evidence accurately (via notes, summary, and/or paraphrase) and including evidence in text

0	1	2	3	4	5	6	7	8
No evidence of including evidence from sources, or evidence is presented inaccurately.	Presents information from experiences or sources in brief notes taken in a provided organizer.	Presents relevant evidence from experiences or sources in notes organized by categories OR at appropriate places in the text.	Presents relevant evidence from experiences or sources through accurate summary or paraphrase at appropriate places 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.



## Domain: Composing/Writing

### Dimension: Organization (Transitions, Cohesion, Structure)

**High-Level Description:** Using text structure and transitions to communicate with clarity and coherence

0	1	2	3	4	5	6	7	8
<p>Lists information about claim or main idea. Uses no linking words.</p>	<p>Groups related information together related to claim/main idea. Uses linking words to connect ideas/claims.</p>	<p>Organizes paragraphs or sections around claim/ideas. Uses words and phrases to link ideas within categories of information/claims</p>	<p>Organizes paragraphs or sections logically to support the main idea or claim. Uses words, phrases, and clauses to link ideas within and across categories/claims.</p>	<p>Paragraphs and/or sections are connected and sequenced to support understanding of ideas. Transitions are varied and are mostly appropriate and effectively used.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

## Domain: Composing/Writing

### Dimension: Introduction & Conclusion

**High-Level Description:** Framing a composition with a relevant introduction and conclusion

0	1	2	3	4	5	6	7	8
Includes introduction but main idea or claim is unclear or missing. Provides no concluding statement or conclusion.	Introduces the topic and includes main idea or claim. Provides a concluding statement or section.	Introduces the topic and a clear main idea or claim; focus on the main idea or claim is mostly maintained. Provides a concluding statement or conclusion that relates to the main idea or claim.	Introduces the topic and a clear main idea or claim; maintains a consistent focus on the main idea or claim. Provides a concluding statement or conclusion that relates to the main idea or claim.	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.

## Domain: Speaking & Listening

### Dimension: Discussion/Contribution

**High-Level Description:** Communicating ideas and contributing to discussion through questioning, connecting, and probing

0	1	2	3	4	5	6	7	8
<p>Does not participate in discussions.</p> <p>Asks questions or provides comments unrelated to discussion or text.</p>	<p>Provides comments that connect to the ideas of others and stay on topic. Asks questions for clarification.</p>	<p>Provides original comments that contribute to the discussion and connect to the ideas of others. Asks and responds to specific questions for clarification.</p>	<p>Provides original comments and/or draw conclusions that contribute to the discussion and elaborate on the ideas of others. Asks and responds to specific questions for clarification.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

## Domain: Speaking & Listening

### Dimension: Preparation

**High-Level Description:** Entering a discussion or presentation with appropriate evidence and relevant details

0	1	2	3	4	5	6	7	8
No evidence of preparation for discussion.	Comes to discussions prepared with ideas related to assigned reading.	Comes to discussions prepared and explicitly draws on ideas from assigned reading and other relevant information.	Comes to discussions prepared and explicitly draws on highly relevant ideas or details from the assigned reading and other relevant information.	Comes to discussions prepared and draws on specific evidence from the assigned reading and other relevant information.	Comes to discussions having read and researched material for teacher-provided questions; explicitly draws on texts and 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).

## Domain: Speaking & Listening

### Dimension: Norms/Active Listening

**High-Level Description:** Using roles and norms to support collegial discussions and completion of group work

0	1	2	3	4	5	6	7	8
Participates in discussions by disrupting others and speaking out of turn or off-topic.	Participates in discussions and follows agreed-upon norms.	Participates in discussions and follows agreed-upon rules. Carries out assigned roles.	Participates in discussions and follows agreed-upon rules and deadlines. Carries out assigned roles.	Mostly adheres to established norms for collegial discussions. Tracks progress toward specific goals and deadlines. Enacts individual roles independently.	Adheres to teacher-enforced collegial discussion norms. Facilitates progress toward specific goals and 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 and deadlines. Establishes appropriate individual roles within the group as needed.	Adheres to and helps enforce collegial discussion norms. Sets clear goals and 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 and decision-making. Sets clear and detailed goals and deadlines and effectively facilitates conversation/ interaction to meet them. Efficiently manages individual roles and partnerships within the group as needed.

## Domain: Products & Presentations

### Dimension: Style & Language (Tone, Academic Language, Syntax)

**High-Level Description:** Using appropriate style in a written product, including academic language, tone, and syntax

0	1	2	3	4	5	6	7	8
<p>Uses general academic or specialized language incorrectly; frequently uses language that is informal or unsuitable for purpose.</p>	<p>Uses general academic or specialized language with minor inaccuracies and recognizes differences between written (formal) and spoken language. Word choice supports purpose.</p>	<p>Uses general academic or specialized language appropriately, and uses formal language when appropriate to purpose. Word choice is precise and supports the purpose.</p>	<p>Uses general academic or specialized language precisely and uses formal language when appropriate to the purpose. Sentences vary in structure; word choice is precise and supports the purpose and reader/listener interest.</p>	<p>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.</p>	<p>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.</p>	<p>Consistently uses a formal style and academic/specialized language when most appropriate but also varies style and language effectively given the purpose, audience &amp; conventions of the writing. Sentence structures are varied and effective.</p>	<p>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 &amp; 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.</p>	<p>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.</p>

## Domain: Products & Presentations

### Dimension: Oral Presentation

**High-Level Description:** Using appropriate public speaking strategies, including interaction with presentation mediums, to engage the audience and communicate points

0	1	2	3	4	5	6	7	8
<p>Makes no eye contact.</p> <p>Speaks in low volume or at a pace that makes the content of the presentation difficult to discern.</p>	<p>Makes irregular eye contact with audience.</p> <p>Speaks in a low volume and/or at a pace that makes the presentation difficult to understand.</p>	<p>Makes eye contact with audience.</p> <p>Shows variable body posture and speaks at a volume and pace that does not interfere with audience understanding of the presentation</p>	<p>Makes regular eye contact with audience.</p> <p>Shows appropriate body posture and speaks at a volume and pace that does not interfere with audience understanding of the presentation.</p>	<p>Makes regular eye contact with audience.</p> <p>Shows confident body posture and speaks at an adequate volume and pace with clear pronunciation.</p>	<p>Uses consistently appropriate eye contact, adequate volume, clear pronunciation, and appropriate body posture (e.g., calm, confident).</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

## Domain: Products & Presentations

### Dimension: Multimedia in Written Production

**High-Level Description:** Integrating technology to create high-quality written products

0	1	2	3	4	5	6	7	8
No evidence of integrating technology into writing products.	Uses technology, to produce and publish writing products, as well as interact and collaborate with others.	Uses technology, including the internet, to produce and publish writing products, as well as interact and collaborate with others.	Uses technology, including the internet, to produce and publish writing products, as well as interact and collaborate with others effectively.	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 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.



**Domain: Products & Presentations**

**Dimension: Multimedia in Oral Presentation**

**High-Level Description:** Integrating multiple mediums, including technology, to create high-quality spoken presentations

0	1	2	3	4	5	6	7	8
Uses technology beyond commonly used tools to explore novel and effective ways of producing writing products.	Multimedia components and/or visual displays emphasize or enhance facts and details relevant to the focus of the presentation.	Multimedia components and/or visual displays illustrate ideas relevant to the focus of the presentation.	Multimedia components and visual displays illustrate relevant information and develop ideas	Multimedia components and visual displays clarify and 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.

## Domain: Products & Presentations

### Dimension: Conventions

**High-Level Description:** Using discipline-appropriate conventions to support clear expression of ideas and information

0	1	2	3	4	5	6	7	8
<p>Uses the conventions of the discipline inconsistently with a pattern of errors that impede understanding</p> <p>Uses the conventions of the discipline inconsistently with a pattern of errors that impede understanding.</p>	<p>Generally uses the conventions of the discipline. Minor errors sometimes impede understanding.</p>	<p>Uses the conventions of the discipline. Errors are few/minor, and do not impede understanding.</p>	<p>Uses the conventions of the discipline with some consistency. Minor errors, while noticeable, do not impede understanding.</p>	<p>Uses the conventions of the discipline with consistency. Minor errors do not impede understanding.</p>	<p>Uses the conventions of the discipline appropriately; some minor errors, while noticeable, do not impede understanding.</p>	<p>Uses the conventions of the discipline appropriately with almost no noticeable errors.</p>	<p>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.</p>	<p>Applies the conventions of the discipline consistently and precisely to support clear, sophisticated expression of ideas and information.</p>

## Domain: Products & Presentations

### Dimension: Precision

**High-Level Description:** Expressing ideas and information with exactness, specificity, correct use of terminology, and refinement

0	1	2	3	4	5	6	7	8
No evidence of precision.	Expresses ideas in broad or general terms. Uses relevant terms, symbols, etc. with minor errors or misconceptions. OR Does not use relevant terms, symbols.	Expresses some ideas with specificity appropriate for the given purpose. Correctly uses relevant terms, symbols, etc.	Expresses ideas with specificity appropriate for the given purpose. Defines key terms, symbols, etc.	Consistently expresses ideas with adequate specificity for the given purpose. Defines 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.