

## Appendix F: Summit Public Schools Cognitive Skills Rubric

The cognitive skills included in Summit Public Schools' Cognitive Skills Rubric are listed below. For more detail about the April 2019 version of the rubric (in the right-hand column below), see <https://cdn.summitlearning.org/assets/marketing/Cognitive-Skills-Documents-Suite.pdf>.

The May 2017 version (in the left-hand column below) had been at that location when we first downloaded it.

| <b>Cognitive Skills Rubric<br/>Dated May 2017</b> | <b>Cognitive Skills Rubric<br/>Dated April 2019</b> |
|---|---|
|---|---|

| <b>Skill Domain: Textual Analysis</b> | <b>Skill Domain: Textual Analysis<br/>(Close Reading)</b> |
|---------------------------------------|---|
| Theme/central idea                    | Theme/central idea  |
| Point of view/purpose                 | Point of view/purpose                                     |
| Development                           | Development   |
| Structure                             | Structure   |
| Word choice                           | Word choice   |

| <b>Skill Domain: Using Sources</b> | <b>Skill Domain: Using Sources</b> |
|------------------------------------|------------------------------------|
| Selecting relevant sources         | Selecting relevant sources         |
| Contextualizing sources            | Contextualizing sources            |
| Synthesizing multiple sources      | Synthesizing multiple sources      |

| <b>Skill Domain: Inquiry</b>       | <b>Skill Domain: Inquiry</b>             |
|------------------------------------|--|
| Asking questions                   | Asking questions                         |
| Hypothesizing                      | Predicting/hypothesizing                 |
| Designing processes and procedures | Defining a design problem                |
|                                    | Planning and carrying out investigations |

| <b>Skill Domain: Analysis &amp; Synthesis</b> | <b>Skill Domain: Analysis &amp; Synthesis</b> |
|---|---|
| Identifying patterns & relationships          | Identifying patterns and relationships        |
| Comparing/contrasting                         | Comparing/contrasting                         |
| Making connections and inferences             | Making connections and inferences             |
| Critiquing others' reasoning                  | Evaluating competing design solutions         |
| Justifying/constructing explanations          | Interpreting data/info to make valid claims   |
| Interpreting data/info                        | Organizing and representing information       |

|          |  |
|----------|--|
| Modeling | Modeling                                   |
|          | Evaluating arguments                       |
|          | Designing a solution                       |
|          | Constructing an evidence-based explanation |

| <b>Skill Domain: Composing/Writing</b>          | <b>Skill Domain: Composition/Writing</b>       |
|---|--|
| Argumentative Claim                             | Argumentative claim                            |
| Narrative                                       | Narrative                                      |
| Counterclaims                                   | Counterclaims                                  |
| Information/explanatory thesis                  | Informational/explanatory thesis               |
| Selection of evidence                           | Selection of evidence                          |
| Integration of evidence                         | Integration of evidence                        |
| Organization (transitions, cohesion, structure) | Organization (transition, cohesion, structure) |
| Introduction and conclusion                     | Introduction and conclusion                    |
| Explanation of evidence                         | Explanation of evidence                        |

| <b>Skill Domain: Speaking &amp; Listening</b> | <b>Skill Domain: Listening &amp; Speaking</b> |
|---|---|
| Discussion/contribution                       | Contributing to evidence-based discussions    |
| Preparation                                   | Norms/active listening                        |
| Norms/active listening                        |   |

| <b>Skill Domain: Products &amp; Presentations</b>  | <b>Skill Domain: Products &amp; Presentations</b> |
|--|---|
| Style & language (tone, academic language, syntax) | Oral presentation                                 |
| Oral presentation                                  | Multimedia in communication                       |
| Multimedia in written production                   | Communicating accurately and precisely            |
| Multimedia in oral presentation                    |   |
| Conventions  |   |
| Precision  |   |

Source: Summit Learning (2017, May). *Cognitive skills rubric*. Retrieved June 20, 2019, from <https://cdn.summitlearning.org/assets/marketing/Cognitive-Skills-Document-Suite.pdf>

Summit Learning (2019, April). *Cognitive skills rubric*. Retrieved June 7, 2020, from <https://cdn.summitlearning.org/assets/marketing/Cognitive-Skills-Document-Suite.pdf>