Project SAIL - Port Isabel Junior High School
Cognitive Skills

Dimension		High-level Description
Textual Analysis	Theme / Central Idea	Determining theme(s)/central idea(s) and explaining how they develop and interact in a text
	Point of View/Purpose	Understanding the point of view or purpose/intent of an author/speaker and how that point of view or purpose/intent shapes the message or meaning of the text
	Development	Analyzing the development of events, individuals, and ideas/concepts over the course of a text
	Structure	Analyzing an author's structural writing choices and how they affect the clarity and effectiveness of arguments, explanations, or narratives
	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
Using Sources	Selecting Relevant Sources	Selecting sources that support answering a particular research question with relevant, credible information
	Contextualizing Sources	Recognizing how a source is situated within the world of its origin (time period, location, culture, etc.) and explaining how the meaning of the source is shaped by those conditions
	Synthesizing Multiple Sources	Synthesizing information across multiple sources to support an argument or explanation
Inquiry	Asking questions	Developing focused, answerable inquiry and research questions
	Hypothesizing	Developing hypotheses and predictions
	Designing Processes and Procedures	Developing step-by-step processes to follow in the course of answering problems/prompts or conducting inquiries/investigations
Analysis and Synthesis	Identifying Patterns and Relationships	Analyzing and organizing information (including numerical and visual) to answer a question or solve a problem
	Comparing/ Contrasting	Identifying similarities and differences and using them to support, refine, or sharpen an argument or explanation
	Modeling	Representing and translating concepts** with models, visual representations or symbols. OR Using appropriate tools to understand and analyze situations and to improve decisions **"Concepts," in this dimension, refers to abstract situations/information, processes, and systems
	Interpreting Data/Info	Developing justifiable interpretations of data and/or information from sources
	Making Connections & Inferences	Connecting ideas and making inferences based on evidence or reasoning
	Critiquing the Reasoning of Others	Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps
	Justifying / Constructing an Explanation	Using logic and reasoning to justify a response or explain a phenomenon

SCALE
Stanford Center for Assessment, Learning, & Equity

PROJECT S.A.I.L.
blended learning
STUDENT ACHIEVEMENT VIA INDIVIDUALIZED LEARNING
POINT ISABEL INDEPENDENT SCHOOL DISTRICT

Project SAIL - Port Isabel Junior High School
Cognitive Skills

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

Project SAIL - Port Isabel Junior High School
Cognitive Skills

Dimension		High-level Description
Products and Presentations	**Style and Language (Tone, Academic Language, Syntax)**	Using appropriate style in a written product, including academic language, tone, and syntax
	Oral Presentation	Using appropriate public speaking strategies to engage the audience and communicate points
	Multimedia in Written Production	Integrating technology to create high-quality written products
	Multimedia in Oral Presentation	Integrating technology to create high-quality spoken presentations
	Conventions	Using discipline-appropriate conventions to support clear expression of ideas and information
	Precision	Expressing ideas and information with exactness, specificity, and refinement