Seminar Schools' Comprehensive Rubric

47 skills · 188 level descriptions · 8 groups. Agree which rows this task assesses. The whole bank is available across tasks.
Mark the evidence. Highlight supported phrases. Circle a rating for each selected row. Explain mixed evidence. Underline a next step.
Task / subject / demand _____ **Name / date** _____ **Chosen codes / support** _____

SKILL	1 · EMERGING	2 · DEVELOPING	3 · SECURE	4 · ACCOMPLISHED	SOURCE LINKS
Q · INVESTIGATE Questions and evidence. Q6 requires an information gap. **R2 pp. 5-6**					
Q1 Frame a clear question	**1** Names a topic; **question stays unclear.**	**2** Useful question; **scope or terms need clarity.**	**3 Clear, answerable question** fits the task.	**4** Precise question **focuses inquiry on what matters.**	CCSS writing BC critical
Q2 Plan an inquiry	**1** Steps **cannot adequately answer** the question.	**2** Useful steps **leave an important inquiry gap.**	**3** Workable steps **can gather the needed evidence.**	**4** Key steps fit; **likely weaknesses are addressed.**	NGSS BC critical
Q3 Observe and record	**1** Key observations are **inaccurate or missing.**	**2** Useful observations; **relevance or precision varies.**	**3** Relevant observations **meet the required precision.**	**4** Records key detail and variation **precisely and consistently.**	NGSS Harvard studio
Q4 Check sources and information	**1** Accepts information using **irrelevant or misleading checks.**	**2** Useful check **misses a reliability problem.**	**3** Checks establish **suitability and reliability.**	**4** Shows what checks establish **and their limits.**	CCSS writing ISTE UNESCO MIL
Q5 Record an evidence trail	**1** Sources or methods **cannot be traced.**	**2** Some records exist; **key links remain unclear.**	**3** Others can **trace evidence and methods.**	**4** Distinguishes **sources, observations and own additions.**	CCSS writing Ontario English UNESCO MIL
Q6 Investigate missing information	**1** Extra information **misses the identified gap.**	**2** Recognizes the gap; **investigates only part.**	**3** Finds information **directly addressing the gap.**	**4** Targets the gap; **checks whether it is resolved.**	BC critical IB TOK
M · INTERPRET AND MODEL Agree the subject knowledge first. M6 requires a new context. **R2 pp. 7-8**					
M1 Use subject knowledge	**1** Uses key knowledge **inaccurately.**	**2** Some accuracy; **important misconception remains.**	**3** Uses required subject knowledge **accurately.**	**4** Precise knowledge retains **key distinctions and limits.**	NZ English NGSS
M2 Explain relationships	**1** Parts or relationships **misrepresent the material.**	**2** Identifies a link; **how it works stays unclear.**	**3 Accurately explains** relevant relationships.	**4** Relationships **account for the pattern or outcome.**	CCSS maths US arts
M3 Interpret in context	**1** Interpretation **ignores or misuses context.**	**2** Links context to meaning; **key links stay unclear.**	**3** Context supports a **consistent interpretation.**	**4** Context **refines or deepens** the interpretation.	IB language US arts
M4 Represent or model	**1** Representation **distorts a key relationship.**	**2** Some links accurate; **key feature stays unclear.**	**3** Represents relevant links **accurately for its purpose.**	**4** Accurate representation; **necessary simplifications clear.**	CCSS maths NGSS
M5 Connect and synthesize	**1** Puts contributions together **without meaningful links.**	**2** Links contributions; **combined meaning stays unclear.**	**3** Connects contributions into **a consistent whole.**	**4** Shows **each contribution and what combining reveals.**	IB interdisc. AAC&U integr.
M6 Use ideas in a new context	**1** Transfer **misrepresents the idea.**	**2** Transfer **overlooks a key contextual difference.**	**3 Accurately adapts** the idea to the new context.	**4** Explains **why it fits and what depends on context.**	AAC&U integr. CCSS maths
J · EXPLAIN AND JUDGE Claims and reasons. J4 requires an alternative to consider. **R2 pp. 9-10**					
J1 State a clear claim	**1** Claim is **too unclear to examine.**	**2** Claim can be examined but is **unclear or too broad.**	**3** Clear claim **fits the question and its scope.**	**4** Clear claim includes **necessary limits and conditions.**	AP English Harvard claim
J2 Connect evidence to conclusions	**1** Details **do not establish the conclusion.**	**2** Relevant evidence; **reasoning link unexplained.**	**3** Explains **how evidence supports the conclusion.**	**4** Explains the **reasoning chain**, supporting each key step.	AP English CCSS maths
J3 Judge using suitable criteria	**1** Criteria are **unrelated to the purpose.**	**2** Suitable criteria used **unclearly or inconsistently.**	**3** Suitable criteria **consistently guide judgment.**	**4** Explains **why criteria fit and determine judgment.**	BC critical US arts
J4 Consider alternatives	**1 Dismisses or misrepresents** the alternative.	**2** Plausible alternative; **response is incomplete.**	**3** Relevant reasons **address a plausible alternative.**	**4** Answers its **strongest point**; shows what follows.	CCSS maths BC critical
J5 Match certainty to evidence	**1** Certainty or reach **exceeds the evidence.**	**2** Names uncertainty; **effect on conclusion unclear.**	**3** Certainty and scope **fit the evidence.**	**4** Separates **established, conditional and unresolved.**	IB TOK NGSS
J6 Explain consequences	**1** Claims effects **without a plausible explanation.**	**2** Names effects; **key connections unexplained.**	**3** Explains plausible effects **and who or what they affect.**	**4** Traces effects; **separates support from speculation.**	GreenComp UNESCO MIL
D · IMAGINE AND DESIGN Ideas and their consequences. D2 requires alternatives. Fiction follows its own rules. **R2 pp. 11-12**					
D1 Define the purpose	**1** Intention is **too vague to guide the design.**	**2** Purpose identified; **intended result partly unclear.**	**3** Purpose and intended result **guide the design.**	**4** Clear intention **guides key choices throughout.**	IB design US arts
D2 Generate possibilities	**1** Options **repeat one idea or miss the purpose.**	**2** Useful variation; **little difference in how it works.**	**3 Meaningfully different options** fit the purpose.	**4** Explores **how distinct approaches work** toward the purpose.	OECD creative BC creative
D3 Transform and combine	**1** Collects borrowed features **without meaningful change.**	**2** Changes features; **new contribution partly developed.**	**3** Transformed influences form **a connected, new idea.**	**4** Changes interact to form a **distinctive, purposeful idea.**	AAC&U create IB language
D4 Connect the parts coherently	**1** Connections **contradict the work's own rules.**	**2** Meaningful links; **key consequences undeveloped.**	**3** Links and consequences **fit the work's own rules.**	**4** Developed links and key details **strengthen the whole.**	CCSS writing US arts
D5 Work within constraints	**1** Idea **ignores a required constraint.**	**2** Some constraints met; **important mismatch remains.**	**3** Choices **meet the stated constraints.**	**4** Constraints **shape choices**; compromises explained.	ISTE IB design
D6 Make the proposed idea clear	**1** Idea **too unclear to examine or develop.**	**2** Useful features; **key decisions remain unclear.**	**3** Enough detail to **examine how the idea works.**	**4** Precise links let others **examine key choices.**	IB design Harvard studio
P · MAKE AND PERFORM Execution and function. P6 requires changed conditions. Safety checks stay separate. **R2 pp. 13-14**					
P1 Choose tools and techniques	**1** Tools or techniques **poorly fit the operation.**	**2** Workable approach; **important mismatch remains.**	**3** Tools suit **the operation and conditions.**	**4** Close fit to **materials, control and conditions.**	CCSS maths Harvard studio
P2 Execute accurately	**1** Errors **prevent the essential operation.**	**2** Some accurate steps; **key inconsistencies remain.**	**3** Required task meets the **agreed accuracy standard.**	**4** Demanding parts show **consistent precision and control.**	CCSS maths SHAPE PE
P3 Control craft and technique	**1** Limited technical control **obstructs the work.**	**2** Some control; **repeated lapses affect the work.**	**3** Technique **meets the stated standard.**	**4** Sustains control of **the fine details agreed for this task.**	6+1 writing US arts
P4 Meet functional requirements	**1** Result **fails its essential function.**	**2** Partly works; **misses an important requirement.**	**3** Result **does what the task requires.**	**4** Works **reliably and precisely in specified conditions.**	K-12 CS ISTE
P5 Use resources responsibly	**1** Practice **breaches a relevant safeguard.**	**2** Some safeguards; **identifiable risk unmanaged.**	**3** Applies required safeguards **appropriately.**	**4 Precise safeguards**; explains fit if assessed.	Harvard studio ISTE
P6 Adapt technique to change	**1** Technique **no longer fits changed conditions.**	**2** Partly adjusts; **loses important control.**	**3** Adjusts technique **to suit the specified change.**	**4** Adjusts precisely; **retains essential control.**	SHAPE PE AAC&U integr.
E · EXPRESS AND MEDIATE Meaning for an audience. E6 requires evidence of an audience need. **R2 pp. 15-16**					
E1 Fit purpose and audience	**1** Content or form **obstructs the message.**	**2** Partial audience fit; **important mismatch remains.**	**3** Content and form **fit purpose and audience.**	**4** Close audience fit; **sustains purpose throughout.**	CCSS writing Ontario English Cambridge
E2 Organize for meaning	**1** Structure **makes key relationships hard to follow.**	**2** Main sequence clear; **key connections unclear.**	**3** Structure makes relevant links **easy to follow.**	**4 Emphasis and connections** guide intended meaning.	IB language Ontario English 6+1 writing
E3 Choose expressive details	**1** Details **obscure or miss the intended effect.**	**2** Some useful details; **key choices stay imprecise.**	**3** Details **produce the intended meaning or effect.**	**4** Details work together for **a sustained, distinct effect.**	IB language 6+1 writing
E4 Use the medium	**1** Medium choices **obscure essential meaning.**	**2** Some features work; **results stay inconsistent.**	**3** Medium features **support intended meaning.**	**4** Combines features to **strengthen intended effect.**	US arts ISTE
E5 Make meaning accessible	**1** Re-expression **loses or distorts key meaning.**	**2** Some access; **key barriers or distortions remain.**	**3** Makes meaning accessible; **keeps essential content.**	**4** Adapts to recipient; **keeps nuances and conditions.**	CEFR Quebec English
E6 Clarify for the audience	**1** Response **misses the communication problem.**	**2** Useful clarification; **only part of problem addressed.**	**3** Clarifies for **the observed audience need.**	**4** Targets confusion; **checks what was resolved.**	CEFR LifeComp
C · COORDINATE AND CONTRIBUTE Judge the individual contribution. Disagreement is optional. **R2 pp. 17-18**					
C1 Respond to others	**1** Response **misses the other person's key point.**	**2** Takes up part; **misses an important point.**	**3** Responds **accurately to the relevant contribution.**	**4** Accurate response **keeps important distinctions.**	CEFR LifeComp
C2 Build shared understanding	**1** Account **obscures how contributions relate.**	**2** Links contributions; **key difference stays unclear.**	**3** Clarifies how contributions **relate to the shared task.**	**4** Precise relationships **advance shared understanding.**	CEFR K-12 CS
C3 Coordinate contributions	**1** Action **does not fulfil the agreed contribution.**	**2** Partial contribution; **coordination gap remains.**	**3** Fulfils contribution **in line with agreed work.**	**4** Coordinates with **dependent tasks and key decisions.**	ISTE K-12 CS
C4 Use feedback or disagreement	**1** Response **misses the substance of the issue.**	**2** Addresses some substance; **key reasons unclear.**	**3** Reasoned response **addresses issue; allows exchange.**	**4** Explains **agreement, revision or continued difference.**	BC critical CEFR
C5 Credit work; follow permissions	**1 Misattributes work or breaches a permission.**	**2** Gives credit; **attribution or permission gaps remain.**	**3 Accurate credit; follows applicable sharing rules.**	**4** Makes **origins, contributions and sharing limits clear.**	K-12 CS First Peoples
R · MONITOR AND IMPROVE Use process evidence. R3 needs a problem. R5 can find no benefit or a worse result. **R2 pp. 19-20**					
R1 Set a checkable goal	**1** Goal **cannot guide a relevant progress check.**	**2** Useful goal; **success conditions partly unclear.**	**3** Specific goal; **usable evidence of progress.**	**4** Defines **exact improvement and evidence needed.**	BC critical ISTE
R2 Check work against criteria	**1** Checks **do not show progress toward the goal.**	**2** Useful check **misses an important mismatch.**	**3** Checks the criteria and **identifies the current fit.**	**4** Distinguishes **key mismatches from trivial differences.**	CCSS maths BC critical
R3 Locate or explain a problem	**1** Identifies a problem or cause **without evidence.**	**2** Locates problem; **diagnosis partly supported.**	**3** Evidence **locates problem** or **explains cause.**	**4** Precise diagnosis **avoids unsupported assumptions.**	K-12 CS BC critical
R4 Revise deliberately	**1** Change **does not address the identified problem.**	**2** Change **addresses only part of the problem.**	**3** Purposeful change **addresses the identified problem.**	**4** Addresses problem; **preserves what works.**	CCSS writing Ontario English US arts
R5 Evaluate the change	**1** Claims gains **without a relevant comparison.**	**2** Relevant comparison **partly establishes the effect.**	**3** Before/after check **establishes the change's effect.**	**4** Separates **better, unchanged, worse and uncertain.**	IB design Harvard studio
R6 Carry learning forward	**1** Next step **disconnected from experience.**	**2** Useful lesson; **next action or fit unclear.**	**3** Uses experience evidence to **choose a usable next step.**	**4** Clear next-step principle; **explains when it applies.**	AAC&U integr. BC critical

RATING. NA = outside this task. **NE** = insufficient evidence. Neither is zero or automatically level 1. Choose the best-supported band and state why. Levels 1–2 require observed difficulty. Level 4 refines the same skill. Explain uncertain boundaries. Keep each skill's judgment separate. No family totals or automatic school-grade or game-point conversion.

AGREE THE TASK. Specify content, demand, conditions, support and examples first. Select only skills the task can show. New-context, alternative, audience-response, collaboration and process rows require those opportunities. Q6 needs an information gap. R3 needs a problem. R5 may find improvement, no benefit or a worse result.

FAIRNESS. Assess each observable feature once. Equivalent evidence must show the same skill. Writing targets require writing. Length, form choice, confidence or time alone earns no bonus. Approved access support brings no automatic deduction. Record authorship and assistance. Keep safety and permission checks separate.

KEEP AND REVIEW. Record the evidence location, conditions, support and date. Distinguish one sample, repeated evidence and varied evidence from broad mastery. Keep earlier judgments. Explain conflicting evidence and date reassessment. **Evidence / next improvement** _____

REFERENCE. General Synthesized Rubric, Revision 2 (10 November 2026), pp. 1–36. Full levels and source mappings pp. 5–20. Task agreement p. 22. Rules pp. 23–25. Sources pp. 26–35. Design and context references inform rules without adding scored traits. Full wording governs ambiguity. This is a selected, original synthesis, without institutional endorsement or a validated cross-subject scale. It does not replace official Ontario or IB subject criteria.

Full reference, including all cited sources https://chatgpt.com/library?file_id=libfile_932039b156e88191a88fe8048c875b09&account_id=personal

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MY SKILL BANK · 47 skills to grow across many tasks

Circle the **skill codes you and your teacher choose for this task**. After doing the work, use the matching rows on page 1 to circle ratings. Leave other rows blank. You will use different skills across different tasks.

Name _____ Date _____ Task _____

1 STARTING	2 GETTING THERE	3 WORKING WELL	4 STRONG CONTROL
An important part is wrong or not yet working.	Some parts work. An important part needs fixing.	The work meets the goal we agreed for this task.	The same goal is met with the detail and control described on page 1.

These are reminders. Page 1 gives the exact test for each skill. Write **NE** if more evidence is needed. **NA** means this skill is outside the task. Neither is zero.

Q Find and check

		CIRCLE A RATING
Q1	**Ask a clear question** What exactly am I trying to find out?	1 2 3 4
Q2	**Plan the search** Which steps will get the information I need?	1 2 3 4
Q3	**Notice and record** Which useful details did I record accurately?	1 2 3 4
Q4	**Check information** Why can I trust this source for this question?	1 2 3 4
Q5	**Show where it came from** Can someone see my sources and how I found my answer?	1 2 3 4
Q6	**Fill an information gap** What was missing, and did my search answer it?	1 2 3 4

M Understand and connect

		CIRCLE A RATING
M1	**Get the facts and ideas right** Am I using the facts, ideas and terms correctly?	1 2 3 4
M2	**Explain a connection** How are these parts connected, and why?	1 2 3 4
M3	**Use the situation to explain** How does the time, place or situation affect meaning?	1 2 3 4
M4	**Show an idea in a model** Does my map, diagram or model show the links correctly?	1 2 3 4
M5	**Bring ideas together** What does each idea add to my understanding?	1 2 3 4
M6	**Use an idea somewhere new** What must change so the idea fits this new situation?	1 2 3 4

J Explain my thinking

		CIRCLE A RATING
J1	**Say what I think clearly** What is my answer, and where does it apply?	1 2 3 4
J2	**Explain why the evidence fits** How do my examples or facts support my answer?	1 2 3 4
J3	**Choose a fair way to judge** Which standards fit, and did I use them consistently?	1 2 3 4
J4	**Consider another answer** Have I answered its strongest point fairly?	1 2 3 4
J5	**Say how sure I can be** What is supported, and what is still uncertain?	1 2 3 4
J6	**Explain possible effects** What might happen, why, and who could be affected?	1 2 3 4

D Imagine and develop

		CIRCLE A RATING
D1	**Decide what my idea is for** What do I want it to do or make someone feel?	1 2 3 4
D2	**Try different possibilities** Do my options use different ways to reach the goal?	1 2 3 4
D3	**Change and combine ideas** What did I change when I combined my starting ideas?	1 2 3 4
D4	**Make the invented parts fit** Do the details and effects follow my idea's own rules?	1 2 3 4
D5	**Work within the limits** Which limits must I meet, and how does my idea fit?	1 2 3 4
D6	**Show how my idea works** Can someone see how my idea would work?	1 2 3 4

P Make it work

		CIRCLE A RATING
P1	**Choose tools that fit** Why do these tools or methods suit this job?	1 2 3 4
P2	**Carry out the steps accurately** Did I perform the required steps correctly?	1 2 3 4
P3	**Use a technique well** Did I use the technique we agreed to practise well?	1 2 3 4
P4	**Make it do its job** Does the finished work do what the task requires?	1 2 3 4
P5	**Use resources responsibly** Did I follow the rules for these tools and materials?	1 2 3 4
P6	**Adjust when conditions change** What did I change to keep the method working?	1 2 3 4

E Help others understand

		CIRCLE A RATING
E1	**Fit the person and purpose** Will this content and form fit the person and purpose?	1 2 3 4
E2	**Put ideas in a useful order** Can someone follow the order and connections?	1 2 3 4
E3	**Choose details with an effect** Which details create the meaning or feeling I want?	1 2 3 4
E4	**Use words, pictures, sound or layout** Do these choices help someone understand my meaning?	1 2 3 4
E5	**Explain it in another way** Can this person understand it without losing meaning?	1 2 3 4
E6	**Clear up a misunderstanding** What confused someone, and did my reply help?	1 2 3 4

C Work with others

		CIRCLE A RATING
C1	**Respond to what was said** Does my response address the person's actual point?	1 2 3 4
C2	**Connect our ideas** Can I explain how our ideas fit the shared task?	1 2 3 4
C3	**Fit my part with the group's work** Did I do my part and connect it to the others' work?	1 2 3 4
C4	**Think through feedback** Why do I accept, adapt or disagree with the advice?	1 2 3 4
C5	**Give credit and check permission** Have I named contributors and checked sharing rules?	1 2 3 4

R Check and improve

		CIRCLE A RATING
R1	**Set a goal I can check** What will improve, and how will I tell?	1 2 3 4
R2	**Check the work against my goal** Where does my work meet or miss the goal?	1 2 3 4
R3	**Find or explain a problem** What in the work shows the problem or its cause?	1 2 3 4
R4	**Make a useful revision** Did my change address the problem I found?	1 2 3 4
R5	**Compare before and after** What improved, stayed the same or became worse?	1 2 3 4
R6	**Choose my next step** What did I learn that helps me choose what to do next?	1 2 3 4

SHOW THE PROOF · Quote words, name a page or describe what you did.

Skill code	My evidence / where to find it	One next change

Example for E2. “I land. I wait. I jump.” becomes “I wait for the cart to pass, then jump onto the ledge.” The order is clearer. Compare the change with the E2 row before choosing a rating.

MAKE IT FAIR. Agree the goal, examples and allowed help before starting. Show your own contribution. A writing goal needs writing. More words alone earn no bonus. Ask what a word means or ask for an example. Each skill keeps its own rating. Do not add the numbers into a total.

KEEP GROWING. Keep the first version and its date. Bring a revision or new example to discuss a new rating. Record the evidence for any change. Earlier work stays in your learning record.