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| **LANGUAGE USAGE** |  |  |  |  |  |  |
| **Construct Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |  |
| *Clarity of Language* | The student response establishes and maintains an **effective style\***, while attending to the norms and conventions\* of the discipline. The response uses **precise** language\* **consistently**, including descriptive and **vivid** words and phrases, and sensory detail. | The student response establishes and maintains an **effective style\***, while attending to the norms and conventions\* of the discipline. The response uses **mostly precise** language\*, including descriptive and **vivid** words and phrases, and sensory details. | The student response establishes and maintains a **mostly effective style\***, while attending to the norms and conventions\* of the discipline. The response uses **some precise** language\*, including **some** descriptive words and phrases, and sensory details. | The student response has a style\* that has **limited effectiveness**, with **limited awareness** of the norms of the discipline. The response includes **limited** descriptions, and sensory details. | The student response has an **inappropriate style\***. The student writing **shows little to no awareness** of the norms of the discipline. The response includes **little to no details**. | **Language Score**    *Comments*: |
| *Knowledge of*  *Language and*  *Conventions* | The student response demonstrates **command** of the conventions\* of standard English consistent with **effectively edited\* writing**. Though there may be a **few minor errors** in grammar and usage, **meaning is clear** throughout the response. | The student response demonstrates **command** of the conventions\* of standard English consistent with **edited\* writing**. There may be a **few distracting errors** in grammar and usage, but **meaning is clear**. | The student response demonstrates **inconsistent command** of the conventions\* of standard English. There are a **few patterns of errors** in grammar and usage that may **occasionally impede understanding**. | The student response demonstrates **limited command** of the conventions\* of standard English. There are **multiple errors** in grammar and usage demonstrating minimal control over language. There are **multiple distracting errors** in grammar and usage that **sometimes impede understanding**. | The student response demonstrates **little to no command** of the conventions\* of standard English. There are **frequent and varied errors** in grammar and usage, demonstrating little or no control over language. There are **frequent distracting errors** in grammar and usage that **often impede understanding**. |  |

**A Moment in Time Rubric**

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| **WRITING** |  |  |  |  |  |  |
| **Construct Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |  |
| *Development of Ideas* | The student response addresses the prompt and provides **effective and comprehensive development** of the narrative by using **clear and convincing** reasoning, details, text-based evidence\*, and/or description; the development is **consistently appropriate** to the task, purpose, and audience. | The student response addresses the prompt and provides **effective development** of the narrative by using **clear** reasoning, details, text-based evidence\*, and/or description; the development is **largely appropriate** to the task, purpose, and audience. | The student response addresses the prompt and provides **some development** of the narrative by using **some** reasoning, details, text-based evidence\*, and/or description; the development is **somewhat appropriate** to the task, purpose, and audience. | The student response addresses the prompt and provides **minimal development** of the narrative by using **limited** reasoning, details, text-based evidence\* and/or description; the development is **limited in its appropriateness** to the task, purpose, and/or audience. | The student response is **underdeveloped** and therefore **inappropriate** to the task, purpose, and/or audience. | **Writing Score**      *Comments*: |
| *Organization* | The student response demonstrates **purposeful** coherence\*, clarity, **and** cohesion, and includes a **logical, well-executed** progression of ideas, making it **easy** to follow the progression of ideas. | The student response demonstrates **a** **great deal of** coherence\*, clarity, **and** cohesion, and includes a **logical** progression of ideas, making it **fairly easy** to follow the progression of ideas. | The student response demonstrates **some** coherence\*, clarity, **and/or** cohesion, and includes logically grouped ideas, making the progression of ideas **usually discernible** but **not obvious**. | The student response demonstrates **limited** coherence\*, clarity, **and/or** cohesion, making the progression of ideas **somewhat unclear**. | The student response demonstrates **a lack of** coherence\*, clarity **and** cohesion. |  |