

## PSSA GRADES 6–8 NARRATIVE SCORING GUIDELINES

Score Point	Description
<b>4</b>	<ul style="list-style-type: none"> <li>• Distinctly established context and point of view that effectively orient the reader and introduce the narrator and/or characters</li> <li>• Skillful narrative pattern/storyline that clearly sequences events and provides a conclusion</li> <li>• Thorough elaboration that effectively supports the writer's purpose</li> <li>• Effective use of narrative techniques to develop characters, experiences, and/or events</li> <li>• Effective use of a variety of transitional words and phrases</li> <li>• Precise control of literary devices, sensory language, and sentence structure that clearly conveys experiences and events</li> <li>• Consistent control of sentence formation</li> <li>• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Clearly established context and point of view that orients the reader and introduces the narrator and/or characters</li> <li>• Adequate narrative pattern/storyline that sequences events; minor interruptions to the sequence may occur</li> <li>• Adequate elaboration that supports the writer's purpose</li> <li>• Adequate use of narrative techniques to develop characters, experiences, and/or events</li> <li>• Appropriate use of transitional words and/or phrases</li> <li>• Appropriate control of literary devices, sensory language, and sentence structure that conveys experiences and events</li> <li>• Adequate control of sentence formation</li> <li>• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Weakly established context and point of view that inconsistently orients the reader and introduces the narrator and/or characters</li> <li>• Weak narrative pattern/storyline that inconsistently sequences events; interruptions to the sequence may detract from the story</li> <li>• Weak elaboration that somewhat supports the writer's purpose</li> <li>• Inconsistent/limited use of narrative techniques</li> <li>• Inconsistent/limited use of transitional words and/or phrases</li> <li>• Limited control of literary devices, sensory language, and sentence structure that inconsistently conveys experiences and/or events</li> <li>• Limited control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Minimally established context and/or point of view</li> <li>• Minimal narrative pattern/storyline that may or may not sequence events</li> <li>• Minimal elaboration that may or may not support the writer's purpose</li> <li>• Minimal use of narrative techniques</li> <li>• Minimal use of transitional words and/or phrases</li> <li>• Minimal control of literary devices, sensory language, and sentence structure</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

## PSSA 6–8 ARGUMENTATIVE SCORING GUIDELINES

Score Point	Description
<b>4</b>	<ul style="list-style-type: none"> <li>• Sharp, distinct claim made convincing through a thoughtful and substantiated argument with evident awareness of task, purpose, counterargument,* and audience</li> <li>• Effective organizational strategies and structures that logically support reasons and evidence</li> <li>• Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose</li> <li>• Thorough elaboration that includes a clear position that is consistently supported with precise and relevant evidence</li> <li>• Effective transitions that connect and clarify ideas and concepts</li> <li>• Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Consistent control of sentence formation</li> <li>• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Clear claim made convincing through a credible and substantiated argument with general awareness of task, purpose, counterargument,* and audience</li> <li>• Adequate organizational strategies and structures that support reasons and evidence</li> <li>• Adequate and relevant content that demonstrates an understanding of the purpose</li> <li>• Sufficient elaboration that includes a clear position that is supported with relevant evidence</li> <li>• Appropriate transitions that connect and clarify ideas and concepts</li> <li>• Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Adequate control of sentence formation</li> <li>• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Claim may lack a credible and/or substantiated argument; limited awareness of task, purpose, counterargument,* and audience</li> <li>• Inadequate organizational strategies and structures that ineffectively support reasons and evidence</li> <li>• Inadequate, vague content that demonstrates a weak understanding of the purpose</li> <li>• Insufficient elaboration that includes an underdeveloped position supported with little relevant evidence</li> <li>• Inconsistent transitions that somewhat connect ideas and concepts</li> <li>• Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Inconsistent control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Minimal evidence of a claim that lacks a credible and/or substantiated argument with little awareness of task, purpose, counterargument,* and audience</li> <li>• Minimal organizational strategies and structures</li> <li>• Minimal content that demonstrates little or no understanding of the purpose</li> <li>• Undeveloped position with little support; may be a bare list</li> <li>• Minimal transitions that may or may not connect ideas and concepts</li> <li>• Ineffective formal style with little control of language</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

\* Counterargument is not required at grade 6.

## PSSA GRADES 6–8 INFORMATIVE/EXPLANATORY SCORING GUIDELINES

Score Point	Description
<b>4</b>	<ul style="list-style-type: none"> <li>• Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience</li> <li>• Effective organizational strategies and structures that develop a topic</li> <li>• Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose</li> <li>• Thorough elaboration with clearly presented information that is consistently supported with well-chosen facts, examples, and concrete details</li> <li>• Effective transitions that connect and clarify ideas and concepts</li> <li>• Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Consistent control of sentence formation</li> <li>• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience</li> <li>• Adequate organizational strategies and structures that develop a topic</li> <li>• Adequate and relevant content that demonstrates an understanding of the purpose</li> <li>• Sufficient elaboration with clearly presented information that is supported with well-chosen facts, examples, and concrete details</li> <li>• Appropriate transitions that connect and clarify ideas and concepts</li> <li>• Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Adequate control of sentence formation</li> <li>• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Incomplete topic introduced, developed, and concluded with limited awareness of task, purpose, and audience</li> <li>• Inadequate organizational strategies and structures that somewhat develop a topic</li> <li>• Inadequate, vague content that demonstrates a weak understanding of the purpose</li> <li>• Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details</li> <li>• Inconsistent/limited transitions that somewhat connect ideas and concepts</li> <li>• Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Inconsistent control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience</li> <li>• Minimal organizational strategies and structures</li> <li>• Minimal content that demonstrates little or no understanding of the purpose</li> <li>• Undeveloped writing with little support; may be a bare list</li> <li>• Minimal transitions that may or may not connect ideas and concepts</li> <li>• Ineffective formal style with little control of language</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>