**PSSA GRADES 6–8 INFORMATIONAL SCORING GUIDELINES**

|  |  |
| --- | --- |
| **Score Point** | **Description** |
| **4** | * Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience
* Effective organizational strategies and structures that develop a topic
* Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose
* Thorough elaboration with clearly presented information that is consistently supported with well-chosen facts, examples, and concrete details from at least three sources that are accurately cited on a works-cited page
* Effective transitions that connect and clarify ideas and concepts
* Established and consistently maintained style appropriate for intended audience with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety
* Consistent control of sentence formation
* Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
 |
| **3****DRAFT** | * Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience
* Adequate organizational strategies and structures that develop a topic
* Adequate and relevant content that demonstrates an understanding of the purpose
* Sufficient elaboration with clearly presented information that is supported with well-chosen facts, examples, and concrete details from at least two sources that are mostly accurately cited on a works-cited page
* Appropriate transitions that connect and clarify ideas and concepts
* Established and maintained style mostly appropriate for intended audience with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety
* Adequate control of sentence formation
* Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
 |
| **2** | * Incomplete topic introduced, developed, and concluded with limited awareness of task, purpose, and audience
* Inadequate organizational strategies and structures that somewhat develop a topic
* Inadequate, vague content that demonstrates a weak understanding of the purpose
* Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details from at least one source that are somewhat accurately cited on a works-cited page
* Inconsistent/limited transitions that somewhat connect ideas and concepts
* Inconsistently maintained style somewhat appropriate for intended audience with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety
* Inconsistent control of sentence formation
* Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
 |
| **1** | * Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience
* Minimal organizational strategies and structures
* Minimal content that demonstrates little or no understanding of the purpose
* Undeveloped writing with little support; may be a bare list whose sources are inaccurately cited on a works-cited page, or not cited at all
* Minimal transitions that may or may not connect ideas and concepts
* Ineffective style inappropriate for intended audience with little control of language
* Minimal control of sentence formation
* Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning
 |