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

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| **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 |