**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
* Effective transitions that connect and clarify ideas and concepts
* Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety
* Consistent control of sentence formation, includes appropriate use of conditional tense
* Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
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| **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
* Appropriate transitions that connect and clarify ideas and concepts
* Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety
* Adequate control of sentence formation, includes mostly appropriate use of conditional tense
* Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
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| **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
* Inconsistent/limited transitions that somewhat connect ideas and concepts
* Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety
* Inconsistent control of sentence formation, includes somewhat inappropriate use of conditional tense
* Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
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| **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
* Minimal transitions that may or may not connect ideas and concepts
* Ineffective formal style with little control of language
* Minimal control of sentence formation, includes inappropriate or no use of conditional tense
* Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning
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