**PSSA 6–8 ARGUMENTATIVE SCORING GUIDELINES**

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| **Score Point** | **Description** |
| **4** | * Sharp, distinct claim made convincing through a thoughtful and substantiated argument with evident awareness of task, purpose, counterargument,\* and audience * Effective organizational strategies and structures that logically support reasons and evidence * Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose * Thorough elaboration that includes a clear position that is consistently supported with precise and relevant evidence * 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 * Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning. |
| **3**  **DRAFT** | * Clear claim made convincing through a credible and substantiated argument with general awareness of task, purpose, counterargument,\* and audience * Adequate organizational strategies and structures that support reasons and evidence * Adequate and relevant content that demonstrates an understanding of the purpose * Sufficient elaboration that includes a clear position that is supported with relevant evidence * 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 * Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning. |
| **2** | * Claim may lack a credible and/or substantiated argument; limited awareness of task, purpose, counterargument,\* and audience * Inadequate organizational strategies and structures that ineffectively support reasons and evidence * Inadequate, vague content that demonstrates a weak understanding of the purpose * Insufficient elaboration that includes an underdeveloped position supported with little relevant evidence * Inconsistent 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 * Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning. |
| **1** | * Minimal evidence of a claim that lacks a credible and/or substantiated argument with little awareness of task, purpose, counterargument,\* and audience * Minimal organizational strategies and structures * Minimal content that demonstrates little or no understanding of the purpose * Undeveloped position 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 * Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning. |

\* Counterargument is not required at grade 6.