**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.
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| **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.
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| **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.
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| **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.
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\* Counterargument is not required at grade 6.