

WRITING

PSSA NARRATIVE SCORING GUIDELINE

4	FOCUS	Sharp, distinct controlling point or theme with evident awareness of the narrative.
	CONTENT DEVELOPMENT	Strong story line with illustrative details that addresses a complex idea or examines a complex experience. Thoroughly elaborated narrative sequence that employs narrative elements as appropriate.
	ORGANIZATION	Skillful narrative pattern with clear and consistent sequencing of events, employing a beginning, a middle, and an end. Minor interruptions to the sequence may occur.
	STYLE	Precise control of language, literary devices, and sentence structures that creates a consistent and effective point of view and tone.

3	FOCUS	Clear controlling point or theme with general awareness of the narrative.
	CONTENT DEVELOPMENT	Story line with details that addresses an idea or examines an experience. Sufficiently elaborated narrative sequence that employs narrative elements as appropriate.
	ORGANIZATION	Narrative pattern with generally consistent sequencing of events, employing a beginning, a middle, and an end. Interruptions to the sequence may occur.
	STYLE	Appropriate control of language, literary devices, and sentence structures that creates a consistent point of view and tone.

2	FOCUS	Vague evidence of a controlling point or theme with inconsistent awareness of the narrative.
	CONTENT DEVELOPMENT	Inconsistent story line that inadequately addresses an idea or examines an experience. Insufficiently elaborated narrative sequence that may employ narrative elements.
	ORGANIZATION	Narrative pattern with generally inconsistent sequencing of events that may employ a beginning, a middle, and an end. Interruptions to the sequence may interfere with meaning.
	STYLE	Limited control of language and sentence structures that creates interference with point of view and tone.

1	FOCUS	Little or no evidence of a controlling point or theme with minimal awareness of the narrative.
	CONTENT DEVELOPMENT	Insufficient story line that minimally addresses an idea or examines an experience. Unelaborated narrative that may employ narrative elements.
	ORGANIZATION	Narrative pattern with little or no sequencing of events. Interruptions to the sequence interfere with meaning.
	STYLE	Minimal control of language and sentence structures that creates an inconsistent point of view and tone.

WRITING

PSSA INFORMATIONAL SCORING GUIDELINE

4	FOCUS	Sharp, distinct controlling point made about a single topic with evident awareness of task and audience.
	CONTENT DEVELOPMENT	Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thorough elaboration with effectively presented information consistently supported with well-chosen details.
	ORGANIZATION	Effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.
	STYLE	Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.

3	FOCUS	Clear controlling point made about a single topic with general awareness of task and audience.
	CONTENT DEVELOPMENT	Adequate, specific, and/or illustrative content that demonstrates an understanding of the purpose. Sufficient elaboration with clearly presented information supported with well-chosen details.
	ORGANIZATION	Organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.
	STYLE	Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.

2	FOCUS	Vague evidence of a controlling point made about a single topic with an inconsistent awareness of task and audience.
	CONTENT DEVELOPMENT	Inadequate, vague content that demonstrates a weak understanding of the purpose. Underdeveloped and/or repetitive elaboration with inconsistently supported information. May be an extended list.
	ORGANIZATION	Inconsistent organizational strategies and structures, such as logical order and transitions, which ineffectively develop a controlling idea.
	STYLE	Limited control of language and sentence structures that creates interference with tone.

1	FOCUS	Little or no evidence of a controlling point made about a single topic with a minimal awareness of task and audience.
	CONTENT DEVELOPMENT	Minimal evidence of content that demonstrates a lack of understanding of the purpose. Superficial, undeveloped writing with little or no support. May be a bare list.
	ORGANIZATION	Little or no evidence of organizational strategies and structures, such as logical order and transitions, which inadequately develop a controlling idea.
	STYLE	Minimal control of language and sentence structures that creates an inconsistent tone.

WRITING

PSSA PERSUASIVE SCORING GUIDELINE

4	FOCUS	Sharp, distinct controlling point presented as a position and made convincing through a clear, thoughtful, and substantiated argument with evident awareness of task and audience.
	CONTENT DEVELOPMENT	Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence. Rhetorical (persuasive) strategies are evident.
	ORGANIZATION	Effective organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content.
	STYLE	Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.

3	FOCUS	Clear controlling point presented as a position and made convincing through a credible and substantiated argument with general awareness of task and audience.
	CONTENT DEVELOPMENT	Adequate, specific and/or illustrative content that demonstrates an understanding of the purpose. Sufficiently elaborated argument that includes a clear position supported with some relevant evidence. Rhetorical (persuasive) strategies may be evident.
	ORGANIZATION	Organizational strategies and structures, such as logical order and transitions, to develop a position supported with sufficient presentation of content.
	STYLE	Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone.

2	FOCUS	Vague evidence of a controlling point presented as a position that may lack a credible and/or substantiated argument with an inconsistent awareness of task and audience.
	CONTENT DEVELOPMENT	Inadequate, vague content that demonstrates a weak understanding of the purpose. Insufficiently elaborated argument that includes an underdeveloped position supported with little evidence.
	ORGANIZATION	Inconsistent organizational strategies and structures, such as logical order and transitions, to develop a position with inadequate presentation of content.
	STYLE	Limited control of language and sentence structures that creates interference with tone.

1	FOCUS	Little or no evidence of a controlling point presented as a position that lacks a credible and/or substantiated argument with minimal awareness of task and audience.
	CONTENT DEVELOPMENT	Minimal evidence of content that demonstrates a lack of understanding of the purpose. Unelaborated argument that includes an undeveloped position supported with minimal or no evidence.
	ORGANIZATION	Little or no evidence of organizational strategies and structures, such as logical order and transitions, to develop a position with insufficient presentation of content.
	STYLE	Minimal control of language and sentence structures that creates an inconsistent tone.

WRITING

PSSA CONVENTIONS SCORING GUIDELINE

4

- | Thorough control of sentence formation.
 - | Few errors, if any, are present in grammar, usage, spelling, and punctuation, but the errors that are present do not interfere with meaning.
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3

- | Adequate control of sentence formation.
 - | Some errors may be present in grammar, usage, spelling, and punctuation, but few, if any, of the errors that are present may interfere with meaning.
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2

- | Limited and/or inconsistent control of sentence formation. Some sentences may be awkward or fragmented
 - | Many errors may be present in grammar, usage, spelling, and punctuation, and some of those errors may interfere with meaning.
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1

- | Minimal control of sentence formation. Many sentences are awkward and fragmented.
 - | Many errors may be present in grammar, usage, spelling, and punctuation, and many of those errors may interfere with meaning.
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