

## 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

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| 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

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| 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.                                                                                                                                                         |

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3

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| 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.                                                                                                                                              |

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2

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|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                                                                                     |

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1

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| 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.                                                                                                   |

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## WRITING

### PSSA CONVENTIONS SCORING GUIDELINE

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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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