

## PSSA GRADES 3–5 INFORMATIVE/EXPLANATORY SCORING GUIDELINES

Score Point	Description
<b>4</b>	<ul style="list-style-type: none"> <li>• Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience</li> <li>• Effective order and organizational structure that develop a topic</li> <li>• Substantial and relevant content that demonstrates an understanding of the purpose</li> <li>• Thorough elaboration with clearly presented information that is consistently supported with facts, examples, and concrete details</li> <li>• Effective transitions that connect ideas and concepts</li> <li>• Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</li> <li>• Consistent control of sentence formation</li> <li>• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience</li> <li>• Adequate order and organizational structure that develop a topic</li> <li>• Adequate and relevant content that demonstrates an understanding of the purpose</li> <li>• Sufficient elaboration with clearly presented information that is supported with facts, examples, and concrete details</li> <li>• Clear transitions that connect ideas and concepts</li> <li>• Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</li> <li>• Adequate control of sentence formation</li> <li>• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Vague topic introduced, developed, and concluded with limited awareness of task, purpose, and audience</li> <li>• Inconsistent order and organizational structure that somewhat develop a topic</li> <li>• Inadequate, vague content that demonstrates a weak understanding of the purpose</li> <li>• Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details</li> <li>• Inconsistent/limited transitions that somewhat connect ideas and concepts</li> <li>• Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</li> <li>• Inconsistent control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience</li> <li>• Minimal order and organizational structure</li> <li>• Minimal content that demonstrates little or no understanding of the purpose</li> <li>• Undeveloped writing with little support; may be a bare list</li> <li>• Minimal transitions that may or may not connect ideas and concepts</li> <li>• Ineffective formal style with little control of language*</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

\*This bullet point does not apply at grade 3.