

PSSA GRADES 3–5 NARRATIVE SCORING GUIDELINES

Score Point	Description
4	<ul style="list-style-type: none"> • Distinctly established situation/theme that orients the reader and introduces the narrator and/or characters • Effective narrative pattern that sequences events and provides a conclusion • Thorough elaboration that effectively supports the storyline • Effective use of narrative techniques to develop experiences and events • Effective use of transitions • Precise control of language that conveys experiences and events using concrete words, phrases, and sensory details* • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clearly established situation/theme that orients the reader and introduces the narrator and/or characters • Narrative pattern that generally sequences events and provides a conclusion; interruptions to the sequence may occur • Sufficient elaboration that supports the storyline • Adequate use of narrative techniques to develop experiences and events • Clear use of transitions • Adequate control of language that conveys experiences and events using concrete words, phrases, and sensory details* • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> • Vague situation/theme that inconsistently orients the reader and introduces the narrator and/or characters • Weak narrative pattern that inconsistently sequences events and may or may not provide a conclusion • Weak elaboration that somewhat supports the storyline • Limited use of narrative techniques to somewhat develop experiences and events • Inconsistent/limited use of transitions • Limited control of language that conveys experiences and events using limited concrete words, phrases, and sensory details* • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> • Minimal evidence of a situation/theme • Minimal sequencing of events that may or may not establish a narrative pattern • Minimal elaboration that may or may not support the storyline • Minimal use of narrative techniques • Minimal use of transitions • Insufficient control of language (words, phrases, and sensory details)* • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

*This bullet point does not apply at grade 3.