

PSSA GRADES 3-5 INFORMATIONAL SCORING GUIDELINES

Score Point	Description	
<p style="text-align: center;">4 Advanced</p>	Focus	Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience
	Content	Substantial and relevant content that demonstrates an understanding of the purpose Thorough elaboration with clearly presented information that is consistently supported with facts, examples, and concrete details
	Organization	Effective order and organizational structure that develop a topic Effective transitions that connect ideas and concepts
	Style	Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*
	Conventions	Consistent control of sentence formation Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
<p style="text-align: center;">3 Proficient</p>	Focus	Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience
	Content	Adequate and relevant content that demonstrates an understanding of the purpose Sufficient elaboration with clearly presented information that is supported with facts, examples, and concrete details
	Organization	Adequate order and organizational structure that develop a topic Clear transitions that connect ideas and concepts
	Style	Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*
	Conventions	Adequate control of sentence formation Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
<p style="text-align: center;">2 Basic</p>	Focus	Vague topic introduced, developed, and concluded with limited awareness of task, purpose, and audience
	Content	Inadequate, vague content that demonstrates a weak understanding of the purpose Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details
	Organization	Inconsistent order and organizational structure that somewhat develop a topic Inconsistent/limited transitions that somewhat connect ideas and concepts
	Style	Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*
	Conventions	Inconsistent control of sentence formation Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
<p style="text-align: center;">1 Below Basic</p>	Focus	Minimal topic introduced, developed, and concluded with limited awareness of task, purpose, and audience
	Content	Minimal content that demonstrates little or no understanding of the purpose Undeveloped writing with little support; may be a bare list
	Organization	Minimal order and organizational structure Minimal transitions that may or may not connect ideas and concepts
	Style	Ineffective formal style with little control of language*
	Conventions	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.