

## PSSA GRADES 3–5 OPINION SCORING GUIDELINES

| Score Point | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4           | <ul style="list-style-type: none"> <li>• Sharp, distinct opinion introduced, developed, and concluded with evident awareness of task, purpose, and audience</li> <li>• Effective order and organizational structure that support reasons and evidence</li> <li>• Substantial and relevant content that demonstrates a clear understanding of the purpose</li> <li>• Thorough elaboration with clearly presented reasons that are consistently supported with facts and details</li> <li>• Effective transitions that connect opinions and reasons</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> |
| 3           | <ul style="list-style-type: none"> <li>• Clear opinion introduced, developed, and concluded with general awareness of task, purpose, and audience</li> <li>• Logical order and organizational structure that support reasons and evidence</li> <li>• Adequate and relevant content that demonstrates an understanding of the purpose</li> <li>• Sufficient elaboration with clearly presented reasons that are supported with facts and details</li> <li>• Clear transitions that connect opinions and reasons</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>                                                |
| 2           | <ul style="list-style-type: none"> <li>• Vague opinion introduced, developed, and concluded with limited awareness of task, purpose, and audience</li> <li>• Inconsistent order and organizational structure that somewhat support reasons and evidence</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 and details</li> <li>• Inconsistent/limited transitions that somewhat connect opinions and reasons</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>              |
| 1           | <ul style="list-style-type: none"> <li>• Minimal evidence of an opinion 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 opinion with little support; may be a bare list</li> <li>• Minimal transitions that may or may not connect opinions and reasons</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.