### PSSA 6–8 ARGUMENTATIVE SCORING GUIDELINES

<table>
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<th>Score Point</th>
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| **4**       | - Sharp, distinct claim made convincing through a thoughtful and substantiated argument with evident awareness of task, purpose, counterargument,* and audience  
- Effective organizational strategies and structures that logically support reasons and evidence  
- Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose  
- Thorough elaboration that includes a clear position that is consistently supported with precise and relevant evidence  
- Effective transitions that connect and clarify ideas and concepts  
- Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety  
- Consistent control of sentence formation  
- Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning |
| **3**       | - Clear claim made convincing through a credible and substantiated argument with general awareness of task, purpose, counterargument,* and audience  
- Adequate organizational strategies and structures that support reasons and evidence  
- Adequate and relevant content that demonstrates an understanding of the purpose  
- Sufficient elaboration that includes a clear position that is supported with relevant evidence  
- Appropriate transitions that connect and clarify ideas and concepts  
- Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety  
- Adequate control of sentence formation  
- Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning |
| **2**       | - Claim may lack a credible and/or substantiated argument; limited awareness of task, purpose, counterargument,* and audience  
- Inadequate organizational strategies and structures that ineffectively support reasons and evidence  
- Inadequate, vague content that demonstrates a weak understanding of the purpose  
- Insufficient elaboration that includes an underdeveloped position supported with little relevant evidence  
- Inconsistent transitions that somewhat connect ideas and concepts  
- Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety  
- Inconsistent control of sentence formation  
- Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning |
| **1**       | - Minimal evidence of a claim that lacks a credible and/or substantiated argument with little awareness of task, purpose, counterargument,* and audience  
- Minimal organizational strategies and structures  
- Minimal content that demonstrates little or no understanding of the purpose  
- Undeveloped position with little support; may be a bare list  
- Minimal transitions that may or may not connect ideas and concepts  
- Ineffective formal style with little control of language  
- Minimal control of sentence formation  
- Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning |

* Counterargument is not required at grade 6.