

## PSSA GRADES 3–5 NARRATIVE SCORING GUIDELINES

Score Point	Description
<b>4</b>	<ul style="list-style-type: none"> <li>• Distinctly established situation/theme that orients the reader and introduces the narrator and/or characters</li> <li>• Effective narrative pattern that sequences events and provides a conclusion</li> <li>• Thorough elaboration that effectively supports the storyline</li> <li>• Effective use of narrative techniques to develop experiences and events</li> <li>• Effective use of transitions</li> <li>• Precise control of language that conveys experiences and events using concrete words, phrases, and sensory details*</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>• Clearly established situation/theme that orients the reader and introduces the narrator and/or characters</li> <li>• Narrative pattern that generally sequences events and provides a conclusion; interruptions to the sequence may occur</li> <li>• Sufficient elaboration that supports the storyline</li> <li>• Adequate use of narrative techniques to develop experiences and events</li> <li>• Clear use of transitions</li> <li>• Adequate control of language that conveys experiences and events using concrete words, phrases, and sensory details*</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 situation/theme that inconsistently orients the reader and introduces the narrator and/or characters</li> <li>• Weak narrative pattern that inconsistently sequences events and may or may not provide a conclusion</li> <li>• Weak elaboration that somewhat supports the storyline</li> <li>• Limited use of narrative techniques to somewhat develop experiences and events</li> <li>• Inconsistent/limited use of transitions</li> <li>• Limited control of language that conveys experiences and events using limited concrete words, phrases, and sensory details*</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 evidence of a situation/theme</li> <li>• Minimal sequencing of events that may or may not establish a narrative pattern</li> <li>• Minimal elaboration that may or may not support the storyline</li> <li>• Minimal use of narrative techniques</li> <li>• Minimal use of transitions</li> <li>• Insufficient control of language (words, phrases, and sensory details)*</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.