

STATE ASSESSMENT RUBRICS

PSSA Text-Dependent Analysis Scoring Guidelines (Grades 4-8)

Grades 4-8

4 points total

1 criterion

PA

State assessment rubrics

The PA PSSA Text-Dependent Analysis Scoring Guidelines (Grades 4-8) scored out of 4 points across 1 criterion, for text analysis writing at grades 4-8.

READ THIS FIRST

Holistic. The publisher scores the whole response on one scale rather than trait by trait, so the strands listed in each score point are read together, not added up.

SOURCE AND ATTRIBUTION

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<https://www.pa.gov/content/dam/copapwp-pagov/en/education/documents/instruction/assessment-and-accountability/pssa/test-administration-materials/reference-materials/gr%204-08%20ela%20scoring%20guidelines.pdf>

How it is scored

CRITERION	POINTS	LEVELS
Text-Dependent Analysis (holistic)	4	4
Total	4	

The full rubric

Text-Dependent Analysis (holistic) · 4 points

SCORE	WHAT EARNS IT
4 pts	- Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) - Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) - Strong organizational structure that effectively supports the focus and ideas - Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences - Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions - Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose - Skillful use of transitions to link ideas - Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events - Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning

SCORE	WHAT EARNS IT
3 pts	- Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) - Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) - Appropriate organizational structure that adequately supports the focus and ideas - Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences - Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions - Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose - Appropriate use of transitions to link ideas - Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events - Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning
2 pts	- Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) - Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) - Weak organizational structure that inconsistently supports the focus and ideas - Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences - Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions - Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose - Inconsistent use of transitions to link ideas - Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events - Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
1 pt	- Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) - Minimal evidence of an introduction, development, and/or conclusion - Minimal evidence of an organizational structure - Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences - Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions - Minimal reference to the main idea(s) and/or relevant details of the text(s) - Few, if any, transitions to link ideas - Little or no use of precise language or domain-specific vocabulary drawn from the text(s) - Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

Scoring record

Student	Assignment	Date
CRITERION	SCORE	COMMENTS
Text-Dependent Analysis (holistic)	/ 4	
Total	/ 4	

Free to print and share. The readable version, and a grader that scores an essay against this rubric, are at nudgelearn.app/rubrics/pa-pssa-tda-4-8