
MARKING GUIDELINES

School Year 2021-2022

GRADES 4 – 8

Table of Contents

Introduction	4
Board of Education Policies	4
Students with Disabilities	5
English Learners (ELs)	5
Promotion Policy (as applies to grades 1-8)	6
Policy Statement	6
Policy Procedures	6
Grading Policy	6
General Guidance on Grading	7
Reading	8
STAR Instructional Reading Data and Need for Intervention	8
Writing	9
Mathematics	10
Science	11
Social Studies	11
Digital Literacy and Technology Skills	11
Health	12
Physical Education	13
Visual Arts	14
Music	15
Dance	16
Theater	17
World Language	18
Appendices	19
PSSA Writing Rubrics	20

Note: These Amended Marking Guidelines are the result of feedback from the field regarding subject area grading. No policy changes have been made; however, the content is streamlined to provide quick, relevant information for consistent grading. Additional resources on content areas, Students with Disabilities, and English Learners (EL) are available in the Marking Guidelines Appendices.

Introduction

The School District of Philadelphia has implemented a Common Core Standards-driven curriculum with aligned assessments in all content areas. The purpose of this document is to ensure consistency across the district as teachers calculate report card grades which reflect their classroom data (eg. classwork, homework, projects, classroom assessments) and observations. Ultimately, it is expected that teachers use this guide as a tool in their professional decision-making when assigning marks.

For further guidance on instruction, please refer to the [Academic Framework](#). The Academic Framework is an all-inclusive resource that contains content-specific expectations and essential practices to support educators in making instructional decisions.

According to the Pennsylvania Department of Education’s Chapter 4 regulations, all students are required to be instructed in all core content areas including the arts (visual arts, music, theater, and dance), health, and physical education during the school year. In some cases, schools are not able to provide these instructions in a given Term. If a classroom teacher does not provide the arts, health, or physical education instruction, then no grade will be given during that particular Term.

The Alphanumeric Equivalency Chart below reflects the numeric mark assigned to each letter grade and is applied to all subject areas:

Numeric scores for all content areas should be converted into the following letter grades:
100–90 = A
89–80 = B
79–70 = C
69-60 = D
59-50 = F

Notes:

- Students whose final average falls below a 60 will receive an “F” on the final report card.
- Universal Screening Assessments are not a part of the report card grade. They are used as formative assessments to guide instruction.
- 8th grade courses counting as a HS course: Algebra 1. Students should pass with a “C” or higher and score proficient on Algebra I Keystone.
- Students participation in Online Adaptive Programs are not a part of the report card grade. However, it should be considered as support and progress monitoring of students' performance on tasks aligned to the curriculum.

Board of Education Policies

Definitions

Board Policy – general written statement by the Board defining its expectations or position on a particular matter and authorizing or delegating responsibilities to implement appropriate actions to govern those expectations. Board policies authorize a framework within which the Superintendent and staff can implement assigned duties with positive direction. Policies are broad principles adopted by the Board to chart a course of action. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to school district personnel through administrative procedures.

Administrative Procedures – written documents based on policy that outline and describe the means by which a policy should be implemented, specific responsibilities or action steps, consequences for violations, and could include sample forms or guides.

213 – Assessment of Student Progress

The Board of Education (the “Board”) recognizes that a system of marking student progress and achievement can help the student, teachers, parents, and guardians to better assess the student's progress toward educational goals. The Board also acknowledges the value of a system of computing grade point averages and class ranking for senior high school graduates to inform students, parents, and others of each graduate's relative academic placement among his/her peers.

- [Board Policy](#)
- [Administrative Procedures](#)

215 – Promotion and Retention

The Board of Education (the “Board”) of the School District of Philadelphia is committed to excellence in student achievement and recognizes the importance of a district-wide promotion policy which supports students' grade placement in a setting most appropriate for personal, social, academic, and physical growth.

- [Board Policy](#)
- [Administrative Procedures](#)

217 – Graduation Requirements

The purpose of this policy is to acknowledge each student's successful completion of a School District approved instructional program by an award of a diploma or certificate.

- [Board Policy](#)
- [Administrative Procedure](#)

Students with Disabilities

Grading of students who have Individualized Education Plans (IEPs) should be in collaboration with the special education teacher(s) that service the student. If a student has a 504 Accommodation Plan that requires accommodations in the educational setting, grading should be in collaboration with the 504 team members.

Students who have Individualized Education Plans (IEPs) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards as determined by their IEP team. Students who have IEPs are a heterogeneous group with various disabilities which impact learning.

IEP teams, including the family of the student, determine the accommodations and modifications appropriate for the student. For some students with accommodations, the content of the standard remains the same, but the method of learning and demonstrating mastery of the standard may be adjusted.

Modifications, on the other hand, may mean identifying standards that are fundamentally related to the student's grade level but are also developmentally appropriate, effecting a change in the learning goal for the student. The IEP team makes decisions regarding what content areas, if any, require modifications of the grade level standards. The adaptations should result in grades that communicate clear information to students and their families.

For all students who have an IEP, **a progress monitoring report must be provided with the report card** that states how students are performing on appropriately challenging learning tasks as outlined in the goals and objectives of their IEP.

Students who have IEPs may not be given a failing mark, due to factors directly impacted by their disability. For any failing marks, teachers (special education and classroom) must provide documentation that instruction was provided per the student's IEP. In addition, families must be notified when a student is not making sufficient progress, and it is recommended that the IEP team reconvene an IEP team meeting to discuss failing marks and any lack of progress, as well as any additional supports or services that the student requires to make progress.

A student who has an IEP may have an instructional and independent reading level(s) that is below grade level because of their disability. When this is the case, a below-grade reading level is not sufficient cause to lower the student's reading grade.

English Learners (ELs)

- English Learners may not be given a failing mark based on their level of English proficiency. For any failing marks, teachers (classroom and ESL) must provide documentation that instruction was scaffolded and multiple forms of assessment were utilized.
→ *Documentation may include lesson plans with scaffolded tasks for English Learners and scaffolded assessments.*
- In addition, parents must be notified in their preferred home language when a student is not making sufficient progress.
- An English Learner's instructional and independent reading level(s) may be below grade level because of his/her English language proficiency level. When this is the case, a below-grade reading level is not sufficient cause to lower a student's reading grade.
- The classroom teacher must collaborate with the ESL teacher when determining the reading, writing, and oral communication grades.
- Grading in all subjects must follow the same procedures outlined in the alphanumeric Equivalency Chart. However, teachers must use the WIDA Proficiency Level Descriptors, to inform scaffolded instruction and assessments.
- Grades must be determined based on scaffolded instruction and assessment.
- Students that have been in the country less than 15 school days may be given a NG (No Grade). The reason code is "No grade due to late admission."

Promotion Policy (as applies to grades 1-8)

- In grades 1 and 2, students must pass reading and math.
- In grades 3 through 7, students must pass reading, math, and science.
- In grade 8, students must pass reading, math, science, and social studies.

Policy Statement

The School District requires all students to meet specified requirements for promotion and graduation in accordance with federal, state and local guidelines.

Children with disabilities will be promoted or will graduate if they satisfy the requirements of a program developed by an Individualized Education Program team.

Policy Procedures

Principals are required to monitor all report card grade entries made by teachers.

Grading Policy

All grades will be recorded in the district provided electronic grade book in Infinite Campus, the Student Information System. It is suggested that students receive written feedback twice weekly and that teachers enter at least two (including homework, classwork, classroom based assessments, projects etc. grades) per week.

General Guidance on Grading

Guidance:

Grades are a way to succinctly communicate about students' academic progress. They should not be used to measure, reward, or punish students' attendance or compliance with classroom rules, the resources available to the student outside the classroom, or the timeliness of the submission of the work within the marking period. To that end, students should be given multiple opportunities (through classwork, assessments, homework, projects etc.) to demonstrate their learning in a variety of modalities, and be given chances to revise or re-attempt assignments to show growth in learning.

Assessments:

Summative assessments are meant to demonstrate a students' mastery of standards, it is recommended that students be given the opportunity to retake tests or be given opportunities to demonstrate their knowledge in alternate modalities (e.g. open written response, oral explanation).

Performance-Based Learning:

Performance-Based Learning includes unit-level Performance Assessments, projects, labs, research assignments, learning portfolios, and presentations.

Classwork:

This category should be used to give students the opportunity to demonstrate their learning in a variety of ways during class time; classwork is an opportunity for students to demonstrate their progression of learning. Graded classwork should reflect independent work in which the student demonstrates their learning independently; group work and guided practice are not recommended to be included in a grade. The classwork grade should not be used as a disciplinary tool; absences, latenesses, and violations of class rules should be handled using an appropriate classroom- or school-level consequence.

Homework:

When given, homework assignments should serve as an opportunity to meaningfully connect to learning outside of the classroom. Appropriate purposes for homework include re-engaging with a skill or process that students can do independently but not fluently, choice reading, opportunities for students to connect their learning to their own experiences, and allowing students to explore topics of their own interest.

Students should be able to complete homework assignments independently with relatively high success rates, but still find the assignments challenging enough to be interesting. Family members can be involved in appropriate ways (for example, as a sounding board to help students summarize what they learned from the homework) without requiring family members to act as teachers or to enforce students' homework completion.

Carefully monitor the amount of homework assigned so that it is appropriate to students' age levels and does not take too much time away from other home activities. Subject area teachers should work collaboratively with their colleagues to determine that the total amount of homework students are receiving across content areas is appropriate.

ELA

In adherence with our instructional model based on the Common Core Standards for Reading, the purpose of assessment is to measure students' ability to gather, comprehend, evaluate, synthesize, report on, and interact with an extensive range of print. Teachers evaluate student progress using individual reading assessments, anecdotal records, student-teacher conferences, and observations. Teachers need to determine the reading behaviors students have mastered and the reading behaviors still in development.

1. Administer the reading assessment:

- Renaissance STAR Early Literacy K-2
- Renaissance STAR Reading 3-12

This is a starting point; it is used in conjunction with other data (observations, formative assessments, anecdotal notes).

2. Confirm the accuracy of the assessment data results during small group instruction.

- Students who are not reading on grade level, but no more than a year behind are identified by the marking guidelines as possibly needing strategic intervention.
- Students who are reading more than a year behind grade-level are identified by the marking guidelines as possibly needing intensive intervention.
- Use data collectively to inform instruction. Multiple data points will be considered for the placement of a student into an intervention.
- Data will be used for instructional planning and will not be indicated on report cards.

Note: See Appendix for information regarding Special Education: Students with Disabilities and English Learners (EL)

Grading should be aligned with the Common Core State Standards and the School District of Philadelphia [ELA Instructional Expectations Guide](#).

Writing

Students need to learn to use writing as a way of offering and supporting arguments, demonstrating understanding, and conveying thoughts, feelings, and experiences (real and imaginary).

Students are expected to write for different purposes and audiences. They are expected to write clear and focused text that conveys a well-defined perspective and appropriate content.

The writing grade measures development and growth over time by assessing the following different modes of writing: Informative/Explanatory, Opinion/Argumentative, and Narrative. Writing samples completed by students are scored using the following guidelines:

- PSSA Informative/Explanatory Scoring Guidelines
- PSSA Opinion/Argumentative Scoring Guidelines
- PSSA Narrative Scoring Guidelines

To determine a report card mark, evaluate the collection of scored writing produced by the student.

1. Determine which writing samples to score. Make sure there are enough samples/scores to demonstrate writing across modalities.
2. Each writing sample receives a score according to the PSSA Scoring Guidelines for each specific mode (Informational/ Explanatory, Argumentative/Opinion, Narrative, and Text Dependent Analysis).
3. For each writing sample, determine a score of 4, 3, 2, or 1.
4. Add all the writing samples scores together and divide by the total number of samples to get an overall rubric score for writing.
5. Convert the rubric score into a numerical score and report card grade using the following table to generate a report card grade.

Rubric Score	Numeric Score	Report Card Grade
4.0 - 3.8	100-90	A
3.7 - 3.0	89-80	B
2.9 - 2.0	79-70	C
1.9 - 1.0	69-60	D
0.0 - 0.9	59-50	F

Instructional Factors in Writing 4-8

- Each term students must be exposed to multiple genres/modes of writing. Literature used throughout the school year will serve as an exemplar for content, focus, organization, style and conventions of language as aligned to specific genres/modes of writing.
- Students must be given the opportunity to identify, comprehend, and use effective writing strategies.
- The incorporation of Writer's Workshop and/or use of a writing portfolio allows students to reflect on their growth as writers and provides a view of the student's development and growth over time.
- Writing may serve as a response to reading, as a means to express oneself, as a source of information, as a mechanism to defend arguments, as an instrument to persuade, or as the foundation for a literary work.
- Written pieces should be edited and revised to produce a publishable product that demonstrates a student's ability to appropriately address audience, content, and purpose.
- Writing may occur over extended periods of time as students brainstorm, research, plan, edit, and revise their written work.

Grading should be aligned with the Common Core State Standards and the School District of Philadelphia [ELA Instructional Expectations Guide](#).

Notes:

See Appendix for all Pennsylvania Writing Rubrics.

Mathematics

The goal of mathematics instruction is to promote conceptual understanding while supporting procedural fluency and application. Mathematical proficiency in grades 4-5 includes Numbers and Operations in Base Ten, Numbers and Operations – Fractions, Operations and Algebraic Thinking, Geometry, and Measurement and Data. In grades 6-8, students begin to develop proficiency in the Number System, Systems and Equations, Geometry, and Statistics and Probability. Ratios and Proportional Relationships are unique to grades 6-7. Students begin to study Functions in grade 8.

Teachers should support students consistently as they:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grading is to be aligned with the Common Core State Standards and the School District of Philadelphia [Mathematics Instructional Guide](#).

Science

Science instruction and assessment should be consistent with the guidelines found in the Science section of the [Academic Framework](#) and the [General Guidance on Grading](#) found in this document.

Social Studies

In social studies, focus questions and global themes allow students to understand self, neighborhood, community, city, state, nation and the world.

Teachers have multiple opportunities to evaluate student progress using a variety of assessment strategies (chapter tests, unit exams, journal writing, performance-based assessments, research, etc.).

Digital Literacy and Technology Skills

The purpose of assessing digital literacy and technology skills is to measure levels of proficiency as indicated in Pennsylvania Business, Computers and Informational Technology Standards and the Computer Science Teachers Association Standards.

Teachers are encouraged to use multiple opportunities to evaluate student progress using the following suggested assessment tools: anecdotal records, class participation, finished projects (individual/group), logs, portfolios, presentations, quizzes/tests and reports. **See the Curriculum Engine for additional resources.**

Scoring: Multiple assessments are needed to calculate one report card grade.

Assessments for each marking period should be based on the following Digital Literacy and Technology Strands:

- Computing and Society: Internet Safety
- Digital Tools and Collaboration
- Digital Media and Literacy
- Computer Science Fundamentals and Coding

Teachers are encouraged to use multiple opportunities to evaluate student progress using the following suggested assessment tools: anecdotal records, class participation, finished projects (individual/group), homework, logs, portfolios, presentations, quizzes/tests, reports, and rubrics.

Scoring

At least 4-6 assessments are needed to calculate one report card grade depending upon the number of times the students receive digital literacy instruction per week.

Assessment for each marking period should be based on the student engagement in the following:

- Internet Safety, Digital Citizenship, and Ethics
- Digital Tools (productivity, media and design, and communication and collaboration)
- Media and Information Literacy
- Introduction to Computers and Computer Science

Health

In adherence with our instructional model based on the national, state and local standards, the purpose of assessment is to measure a student's acquisition of knowledge and skills related to health concepts. These concepts include personal health, human growth and sexuality, nutrition and disease prevention. Teachers use a variety of assessment formats to determine skill acquisition as it relates to health concepts.

Instructional Factors in Health

The planned instruction for Health Education is based on the scope and sequence developed around the National, State and Local standards for Health Education. Student progress is based on the acquisition of knowledge and skills related to health concepts.

Health Education **concepts** include:

- personal health
- mental health
- human growth and sexuality
- tobacco, alcohol and other drugs
- consumer health
- environmental health
- nutrition
- physical activity
- injury prevention
- disease prevention

Health Education **skills** include:

- the ability to access accurate health information
- ability to practice health enhancing behaviors
- ability to analyze the influences of culture, media and technology
- the ability to use interpersonal communication skills
- the ability to use goal-setting and decision-making skills to enhance health
- the ability to advocate for personal, family and community health

The goal of the Health Education curriculum is to promote accurate, age-appropriate health-literacy among all children.

Year at a Glance

The Health Education scope and sequence includes the concepts, skills and assessment suggestions necessary to provide rich instruction and to assess knowledge and skills. The Year at a Glance document fully supports standards-based teaching, including multiple opportunities for project-based, interactive activities that promote wellness. The Health Education Year at a Glance can be found on the OCI Instructional Planning Page:<https://sites.google.com/philasd.org/ocidigital> The Year at a Glance defines the concepts to be taught throughout the school year.

Physical Education

In adherence with our instructional model based on the national, state and local standards for physical education, the purpose of assessment is to measure a student's knowledge and skills that will help them maintain an active and healthy lifestyle. Assessment is ongoing and progressive as students practice and improve skills and knowledge in the areas of movement and principles of exercise.. See Appendix for additional information on instruction.

Instructional Factors in Physical Education

The School District of Philadelphia planned instruction for Physical Education is based on a scope and sequence that was developed around the National, State and Local standards for Physical Education. The Physical Education standards are designed to provide students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthy lifestyle. By becoming and remaining physically healthy, students will increase their chances of achieving at their highest academic potential. Student progress is based on the acquisition of knowledge and skills related to physical activity and wellness. It is critical for instructors to assess student progress in the affective, cognitive and physical domains of learning. The goal of the Physical Education curriculum is to develop positive attitudes towards healthy lifestyles, lifelong participation in physical activity and wellness activities.

Year at a Glance

The scope of Physical Education includes the concepts, skills and assessment suggestions necessary to provide rich instruction and to assess students' knowledge and skills. The Year at a Glance fully supports standards based teaching and serves as a vital resource for physical education teachers as they guide students toward self-directed, independent, and cooperative learning and living consistent with real-life experiences. The Physical Education Year at a Glance can be found on the OCI Instructional PLanning Page: <https://sites.google.com/philasd.org/ocidigital> The Year at a Glance document defines the concepts to be taught throughout the school year.

A physically literate person:
1- demonstrates competency in a variety of motor skills and movement patterns
2- applies knowledge of concepts, principles, strategies and tactics related to movement and performance
3- demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
4- exhibits responsible personal and social behavior that respects self and others
5- recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

Visual Arts

Instructional Factors in Visual Arts

The primary purpose of the assessment of visual arts is to measure achievement of students in artistic expression and response, acquisition of art knowledge, skills mastered and attitudes enriched through rigorous investigation of the four major disciplines of art education: art production, art history, art criticism and aesthetics.

Teachers are to use the Core Curriculum in Art Education that describes the standards, content, skills and assessments for each grade K through 12 in four terms. The Core Curriculum is based on an orderly learning sequence of cumulative instruction that allows the student to progress through increasingly complex aspects of the discipline. The document describes what students should know and be able to do at each grade level and encourages the infusion of the visual arts across the curriculum through an interdisciplinary approach to learning. Included in the Core Curriculum are performance examples that illustrate the benchmarks at each grade level and appropriate assessment tools to evaluate student learning in the visual arts.

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress using the following suggested assessment tools: projects (individual/group) that are rubric based, portfolios, journaling/reflective writing, quizzes/tests, anecdotal records, reports, teacher and or peer critiques, oral presentations and class participation.

Assessment for each term should be based on the student engagement in the following:

Art Production	Demonstration of technical skill using variety of media, techniques and processes Understanding and application of elements and principles
Art history and cultural contexts	Responding perceptively to works of art and artifacts from diverse cultures
Art criticism	Describing, analyzing and synthesizing to making informed judgments
Aesthetics	Reflective thinking about the meaning of art and its role in society.
Class participation	Prepared, contributes to discussion, shows interest in and respects others' views, involved in small group activities

Music

Instructional Factors in Music

“Music Education is an aural art form that satisfies the human need to respond to life experiences through singing, listening, and/or playing an instrument.”

The primary purpose of the assessment of vocal and instrumental music is to measure achievement of students in a variety of music experiences that include:

1. performing, listening/responding, and creating;
2. providing multicultural and historical perspectives of music that reflect a wide diversity of peoples, styles, and times; and
3. providing appropriate assessment tools to evaluate student learning in vocal and instrumental music.

Teachers are to use the Core Curriculum in Music Education that describes the standards, content, skills and assessments for each grade K through 12 in four terms. The Core Curriculum is based on a sequential order of cumulative instruction that allows the student to progress through increasingly complex aspects of the discipline. The document describes what students should know and be able to do at each grade level and encourages the integration of music across the curriculum through an interdisciplinary approach to learning. Included in the Core Curriculum are instructional models that illustrate the benchmarks at each grade level and appropriate assessment tools to evaluate student learning in vocal and instrumental music.

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress using the following suggested assessment tools: Student performances (individual/group), portfolios, journal entries, reflective writings, rubrics, quizzes/tests, anecdotal records, reports, peer reviews, oral presentations, checklists, logs, class participation and homework.

Performance: singing, playing an instrument, movement (at least 3 performances – individual/group)
Elements & Principles: rhythm, melody, form, dynamics
Historical and Cultural Contexts
Critical Response
Aesthetic Response
Class Participation

Dance

Instructional Factors in Dance

Dance education develops the knowledge and skills required to create, perform, and understand movement as a means of artistic communication. A comprehensive education includes improvisation, technique, choreography, performance, observation and analysis.

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress using the following suggested assessment tools: projects (individual/group) that are rubric based, portfolios, journaling/reflective writing, quizzes/tests, anecdotal records, reports, teacher and or peer critiques, oral presentations and class participation.

Assessment for each term should be based on the student engagement in the following:

Performance	Demonstration of technical skills using variety of techniques and genres Understanding and application of elements and principles
Historical and Cultural Contexts	Identifies and interprets dance based on ancient and current cultures
Critical Response	Describing, analyzing and synthesizing to making informed judgments of dance performances
Aesthetic Response	Reflective thinking about the meaning of dance and its role in society.
Class Participation	Prepared, contributes to discussion, shows interest in and respects others' views, involved in small group activities

Theater

Instructional Factors in Theater

“Theater Education is an interdisciplinary art form that satisfies the human need to express thoughts and feelings through written text, dramatic interpretation and multimedia production.”

Theater encompasses all of the arts. Theater is a social art that depends on a collaborative group process, builds interpersonal collaboration skills using project-based learning.

Theater courses afford students the opportunity to present uniquely personal representations of text and ideas. It offers students complex problem-solving skills and strengthens communication and social skills. Through performing producing technical skills and script writing.

Theater is an excellent vehicle to create school-based character education programs as well as teach students the discipline of maintaining work timelines and schedules.

Performance	Demonstration of technical skills using variety of techniques and genres
Historical and Cultural Contexts	Identifies and interprets theatre styles based on ancient and current cultural performance genres
Critical Response	Describing, analyzing and synthesizing to making informed judgments of theatrical performances
Aesthetic Response	Reflective thinking regarding the meaning of theatrical performances and its role in society
Class Participation	Prepared, contributes to discussion, shows interest in and respects others' views, involved in small group activities

World Language

In adherence with our instructional model based on the American Council for the Teaching of Foreign Languages National Standards, the purpose of assessment is to evaluate a student's level of communication skills (listening, speaking, reading and writing) in world language. Teachers have multiple opportunities to evaluate student progress by using oral and written tests, and activities such as dialogues and presentations.

Instructional Factors in World Languages

Assessment in World Language classrooms is ongoing with teachers assessing students' communicative skills. Students may initially interact to demonstrate comprehension, as they acquire the language over time, students may engage with longer familiar phrases and, eventually, in more creation of language. Class time should maximize opportunities for students to listen to and interact in the target language.

In World Language the teacher focuses on four major skill areas: Listening, Speaking, Reading, and Writing with the ultimate goal being [proficiency in communication](#). The following assessments may be used to measure performance and achievement levels:

Teacher made oral and written assessments
Class work and participation
Oral and written (individual and group) discussion
Quizzes
Journals
Portfolios

Guidance on proficiency levels and curricular themes, as well as sample rubrics can be found on the Quarterly planning guides and World Languages Site.

STAR Screening Report and Need for Intervention

In grades 6-8, STAR data will be one factor used to determine if a student is in need of intervention. Please see the chart below for the specific breakdown of percentile ranks on the STAR Screening Report.

- **Complete Breakdown of Percentile Ranks on the STAR Screening Report:**
 - 40% and Above = on grade-level and above
 - 39% - 25% = on watch
 - 24% - 10% = Strategic Intervention
 - 9% and Below = Intensive Intervention

The percentile rank a student is placed into is a singular data point. **Teachers must use the STAR data in conjunction with other data points** (observations, anecdotal records, formative assessments, summative assessments, other diagnostics, etc.) **to decide if a student actually requires an intervention.**

Appendices

NOTE: By the End of Grade 3, Students should be exposed to the Grade 4 – 8 Text Dependent Analysis Rubric (below).

PSSA TEXT-DEPENDENT ANALYSIS SCORING GUIDELINES

Score Point	Description	Score Point	Description
4	<ul style="list-style-type: none"> 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 	2	<ul style="list-style-type: none"> 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
3	<ul style="list-style-type: none"> 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 	1	<ul style="list-style-type: none"> 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

Grades 3-5 Opinion Scoring Guidelines

PSSA GRADES 3–5 OPINION SCORING GUIDELINES

Score Point	Description
4	<ul style="list-style-type: none"> • Sharp, distinct opinion introduced, developed, and concluded with evident awareness of task, purpose, and audience • Effective order and organizational structure that support reasons and evidence • Substantial and relevant content that demonstrates a clear understanding of the purpose • Thorough elaboration with clearly presented reasons that are consistently supported with facts and details • Effective transitions that connect opinions and reasons • 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	<ul style="list-style-type: none"> • Clear opinion introduced, developed, and concluded with general awareness of task, purpose, and audience • Logical order and organizational structure that support reasons and evidence • Adequate and relevant content that demonstrates an understanding of the purpose • Sufficient elaboration with clearly presented reasons that are supported with facts and details • Clear transitions that connect opinions and reasons • 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	<ul style="list-style-type: none"> • Vague opinion introduced, developed, and concluded with limited awareness of task, purpose, and audience • Inconsistent order and organizational structure that somewhat support reasons and evidence • Inadequate, vague content that demonstrates a weak understanding of the purpose • Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts and details • Inconsistent/limited transitions that somewhat connect opinions and reasons • 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	<ul style="list-style-type: none"> • Minimal evidence of an opinion introduced, developed, and concluded with little awareness of task, purpose, and audience • Minimal order and organizational structure • Minimal content that demonstrates little or no understanding of the purpose • Underdeveloped opinion with little support; may be a bare list • Minimal transitions that may or may not connect opinions and reasons • 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

*This bullet point does not apply at grade 3.

PSSA GRADES 3–5 INFORMATIVE/EXPLANATORY SCORING GUIDELINES

Score Point	Description
4	<ul style="list-style-type: none"> • Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience • Effective order and organizational structure that develop a topic • 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 • Effective transitions that connect 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	<ul style="list-style-type: none"> • Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience • Adequate order and organizational structure that develop a topic • 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 • Clear transitions that connect 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	<ul style="list-style-type: none"> • Vague topic introduced, developed, and concluded with limited awareness of task, purpose, and audience • Inconsistent order and organizational structure that somewhat develop a topic • 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 • Inconsistent/limited 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	<ul style="list-style-type: none"> • Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience • Minimal order and organizational structure • Minimal content that demonstrates little or no understanding of the purpose • Undeveloped writing 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

*This bullet point does not apply at grade 3.

PSSA GRADES 3–5 NARRATIVE SCORING GUIDELINES

Score Point	Description
4	<ul style="list-style-type: none"> • Distinctly established situation/theme that orients the reader and introduces the narrator and/or characters • Effective narrative pattern that sequences events and provides a conclusion • Thorough elaboration that effectively supports the storyline • Effective use of narrative techniques to develop experiences and events • Effective use of transitions • Precise control of language that conveys experiences and events using concrete words, phrases, and sensory details* • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clearly established situation/theme that orients the reader and introduces the narrator and/or characters • Narrative pattern that generally sequences events and provides a conclusion; interruptions to the sequence may occur • Sufficient elaboration that supports the storyline • Adequate use of narrative techniques to develop experiences and events • Clear use of transitions • Adequate control of language that conveys experiences and events using concrete words, phrases, and sensory details* • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> • Vague situation/theme that inconsistently orients the reader and introduces the narrator and/or characters • Weak narrative pattern that inconsistently sequences events and may or may not provide a conclusion • Weak elaboration that somewhat supports the storyline • Limited use of narrative techniques to somewhat develop experiences and events • Inconsistent/limited use of transitions • Limited control of language that conveys experiences and events using limited concrete words, phrases, and sensory details* • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> • Minimal evidence of a situation/theme • Minimal sequencing of events that may or may not establish a narrative pattern • Minimal elaboration that may or may not support the storyline • Minimal use of narrative techniques • Minimal use of transitions • Insufficient control of language (words, phrases, and sensory details)* • 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.

PSSA 6–8 ARGUMENTATIVE SCORING GUIDELINES

Score Point	Description
4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • Underdeveloped 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.

PSSA GRADES 6–8 NARRATIVE SCORING GUIDELINES

Score Point	Description
4	<ul style="list-style-type: none"> • Distinctly established context and point of view that effectively orient the reader and introduce the narrator and/or characters • Skillful narrative pattern/storyline that clearly sequences events and provides a conclusion • Thorough elaboration that effectively supports the writer's purpose • Effective use of narrative techniques to develop characters, experiences, and/or events • Effective use of a variety of transitional words and phrases • Precise control of literary devices, sensory language, and sentence structure that clearly conveys experiences and events • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clearly established context and point of view that orients the reader and introduces the narrator and/or characters • Adequate narrative pattern/storyline that sequences events; minor interruptions to the sequence may occur • Adequate elaboration that supports the writer's purpose • Adequate use of narrative techniques to develop characters, experiences, and/or events • Appropriate use of transitional words and/or phrases • Appropriate control of literary devices, sensory language, and sentence structure that conveys experiences and events • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> • Weakly established context and point of view that inconsistently orients the reader and introduces the narrator and/or characters • Weak narrative pattern/storyline that inconsistently sequences events; interruptions to the sequence may detract from the story • Weak elaboration that somewhat supports the writer's purpose • Inconsistent/limited use of narrative techniques • Inconsistent/limited use of transitional words and/or phrases • Limited control of literary devices, sensory language, and sentence structure that inconsistently conveys experiences and/or events • Limited control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> • Minimally established context and/or point of view • Minimal narrative pattern/storyline that may or may not sequence events • Minimal elaboration that may or may not support the writer's purpose • Minimal use of narrative techniques • Minimal use of transitional words and/or phrases • Minimal control of literary devices, sensory language, and sentence structure • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning