

State of Kansas Multidisciplinary Performance Task - Grades 6-8 Argument

6-8 Argument	Student's Response...			
PL:	4	3	2	1
Focus/Argument	<input type="checkbox"/> States a clear argument related to the resources and prompt, and maintains it throughout the work	<input type="checkbox"/> States a clear argument related to resources and prompt and mostly maintains it throughout the work	<input type="checkbox"/> States a somewhat clear argument, which may lose focus sporadically throughout the work	<input type="checkbox"/> Does not state a clear argument, or stated argument is unrelated to resources or prompt
Evidence	<input type="checkbox"/> Uses relevant and accurate details/evidence from two or more resources to support argument	<input type="checkbox"/> Uses mostly relevant and accurate details/ evidence from two or more resources to support argument	<input type="checkbox"/> Uses some relevant and accurate details/evidence from one or more resources to support argument	<input type="checkbox"/> Does not use relevant and accurate details or evidence from resources to support argument
Argument	<input type="checkbox"/> Consistently uses grade-appropriate strategies to clarify relationships between and among ideas, and to connect evidence to argument <input type="checkbox"/> Consistently and accurately uses domain-specific words to develop and support argument	<input type="checkbox"/> Adequately uses grade-appropriate strategies to clarify relationships between and among ideas and to connect evidence to argument <input type="checkbox"/> Adequately uses domain-specific words to develop and support argument	<input type="checkbox"/> Inconsistently uses grade-appropriate strategies to clarify relationships between and among ideas and to connect evidence to argument <input type="checkbox"/> Inconsistently uses domain-specific words to develop and support argument	<input type="checkbox"/> Shows little or no attempt to clarify relationships between and among ideas or connect evidence to argument <input type="checkbox"/> Uses few or no domain-specific words to develop and support argument
Conventions	<input type="checkbox"/> Is readable with most grade-level conventions used correctly and may use them creatively to enhance the message; minor mistakes do not impede the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is readable with most grade-level conventions used correctly; mistakes do not affect the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is readable but some errors in grade-level conventions negatively impact the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is nearly unreadable due to pervasive errors in grade-level conventions



Career, Standards and Assessment Services

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Sept. 2014

State of Kansas Multidisciplinary Performance Task - Grades 6-8 Informative/Explanatory

6-8 Inf./Expl.	Student's Response...			
PL:	4	3	2	1
Focus	<input type="checkbox"/> States and maintains a clear controlling idea that directly addresses the resources and prompt	<input type="checkbox"/> States and maintains a clear controlling idea that mostly addresses the resources and prompt	<input type="checkbox"/> States a controlling idea somewhat related to the resources and prompt	<input type="checkbox"/> Does not state a clear controlling idea, or stated controlling idea is largely unrelated to resources or prompt
Support	<input type="checkbox"/> Uses relevant and accurate facts, definitions, and details from two or more resources to help explain the controlling idea	<input type="checkbox"/> Uses mostly relevant and accurate facts, definitions, and details from two or more resources to help explain the controlling idea	<input type="checkbox"/> Uses some relevant and accurate facts, definitions, and details from one or more resources to help explain the controlling idea	<input type="checkbox"/> Does not use relevant or accurate facts, definitions, or details from the resources to help explain the controlling idea
Connections and Audience	<input type="checkbox"/> Consistently uses grade-appropriate strategies to clarify relationships between and among ideas, and to help explain the controlling idea <input type="checkbox"/> Consistently and accurately uses domain-specific words to develop and explain ideas	<input type="checkbox"/> Adequately uses grade-appropriate strategies to clarify relationships between and among ideas, and to help explain the controlling idea <input type="checkbox"/> Adequately uses domain-specific words to develop and explain ideas	<input type="checkbox"/> Inconsistently uses grade-appropriate strategies to clarify relationships between and among ideas, and to help explain the controlling idea <input type="checkbox"/> Inconsistently uses domain-specific words to develop and explain ideas	<input type="checkbox"/> Shows little or no attempt to clarify relationships between and among ideas, or to help explain the controlling idea <input type="checkbox"/> Uses few or no domain-specific words to develop and explain ideas
Conventions	<input type="checkbox"/> Is readable with most grade-level conventions used correctly and may use them creatively to enhance the message; minor mistakes do not impede the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is readable with most grade-level conventions used correctly; mistakes do not affect the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is readable but some errors in grade-level conventions negatively impact the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is nearly unreadable due to pervasive errors in grade-level conventions

State of Kansas Multidisciplinary Performance Task - Grades 6-8 Narrative

6-8 Narrative	Student's Response...			
PL:	4	3	2	1
Storyline and Characters	<input type="checkbox"/> Effectively establishes a setting and a narrator/character(s) OR maintains a setting and a narrator/character(s)	<input type="checkbox"/> Adequately establishes a setting and a narrator/character(s) OR maintains a setting and a narrator/character(s)	<input type="checkbox"/> Unevenly or minimally establishes a setting and a narrator/character(s) OR unevenly or minimally maintains a setting and a narrator/character(s)	<input type="checkbox"/> Shows little or no attempt to establish a setting and a narrator/character(s) OR shows little or no attempt to maintain a setting and a narrator/character(s)
Development	<input type="checkbox"/> Effectively uses dialogue and/or descriptions to develop characters and/or situations <input type="checkbox"/> Effectively uses grade-appropriate sensory details to convey experiences and events	<input type="checkbox"/> Adequately uses dialogue and/or descriptions to develop characters and/or situations <input type="checkbox"/> Adequately uses grade-appropriate sensory details to convey experiences and events	<input type="checkbox"/> Unevenly or minimally uses dialogue and/or descriptions to develop character(s) and/or situations <input type="checkbox"/> Unevenly uses grade-appropriate sensory details to convey experiences and events	<input type="checkbox"/> Shows little or no attempt to use dialogue and/or descriptions to develop character(s) and/or situations <input type="checkbox"/> Uses few or no grade-appropriate sensory details to convey experiences and events
Sequencing	<input type="checkbox"/> Purposefully uses grade-appropriate temporal words and phrases to signal event order	<input type="checkbox"/> Uses some grade-appropriate temporal words and phrases to signal event order	<input type="checkbox"/> Uses few grade-appropriate temporal words and phrases to signal event order	<input type="checkbox"/> Does not use any grade-appropriate temporal words or phrases to signal event order
Introduction and Conclusion	<input type="checkbox"/> Includes an effective and grade-appropriate introduction and conclusion	<input type="checkbox"/> Includes an adequate and grade-appropriate introduction and conclusion	<input type="checkbox"/> Might include a grade-appropriate introduction or conclusion, but one or both are weak.	<input type="checkbox"/> Does not include an introduction or a conclusion.
Conventions	<input type="checkbox"/> Is readable with most grade-level conventions used correctly and may use them creatively to enhance the message; minor mistakes do not impede the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is readable with most grade-level conventions used correctly; mistakes do not affect the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is readable but some errors in grade-level conventions negatively impact the reader's ability to understand the writer's meaning	<input type="checkbox"/> Is nearly unreadable due to pervasive errors in grade-level conventions



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