

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

www.ksde.org

Career, Standards and Assessment Services | Kansas State Department of Education | Landon State Office Building | 900 SW Jackson Street, Suite 653 | Topeka, KS 66612-1212 | (785) 296-5060

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201

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



Career, Standards and Assessment Services

www.ksde.org

Career, Standards and Assessment Services | Kansas State Department of Education | Landon State Office Building | 900 SW Jackson Street, Suite 653 | Topeka, KS 66612-1212 | (785) 296-5060

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201

Sept. 2014

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



Career, Standards
and Assessment
Services

www.ksde.org

Career, Standards and Assessment Services | Kansas State Department of Education | Landon State Office Building | 900 SW Jackson Street, Suite 653 | Topeka, KS 66612-1212 | (785) 296-5060

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201

Sept. 2014