

Developing 21st Century Skills

## Grade 6 Performance

 TaskGrade 6 Performance Task Scoring Rubrics

Language Arts Performance Task 1 Rubric

\begin{tabular}{|c|c|c|c|}
\hline \begin{tabular}{l}
ITEM \\
\#
\end{tabular} \& Credit for specific aspects of performance should be assigned as follows: \& Point s \& \begin{tabular}{l}
Sectio \\
n \\
Points
\end{tabular} \\
\hline \begin{tabular}{l}
Part 1 Ques. \\
1
\end{tabular} \& \begin{tabular}{l}
Statement 1: Both sources selected \\
Statement 2: Source 2 selected \\
Statement 3: Source 2 selected \\
Statement 4: Source 1 selected \\
Partial Credit \\
If only one source is identified for Statement 1 half a point is awarded
\end{tabular} \& \[
\begin{aligned}
\& 1 \\
\& 1 \\
\& 1 \\
\& 1
\end{aligned}
\] \& 4 \\
\hline \begin{tabular}{l}
Part 1 Ques. \\
2
\end{tabular} \& \begin{tabular}{l}
a. Definition of fact and opinion-fact is known or proven to be true and an opinion is a view or judgement formed about something that is not necessarily based on knowledge. \\
b. Students give evidence of a fact and opinion from source 2. \\
Students give an answer such as: \\
Fact: \\
- The plantation owners, by law, had to supply their slaves with salted meat or fish at least once per year. \\
- Our fore-bearers who influenced what we eat today include the Taino (more popularly known as Arawak), the Spaniards, British, Africans, Chinese, Indians. \\
Opinion: \\
- The most popular being the 'national' dish ackee and saltfish. \\
- Did you know that the Saturday beef soup and the pepper pot Jamaicans all love so much?
\end{tabular} \& 1
2 \& 3 \\
\hline \begin{tabular}{l}
Part 1 Ques. \\
3
\end{tabular} \& \begin{tabular}{l}
a. Gives attribution to local Jamaican foods, what are they or what they include and how they are prepared or how they originated. \\
Example: \\
i. How local Jamaican foods are prepared. \\
ii. Local Jamaican foods and how they originated. \\
b. Cites 2 details from source 1 .
\end{tabular} \& 1

2 \& 3 <br>
\hline
\end{tabular}

| Part 1 Ques. 4 | a. Source 2 is identified as where the information was found. <br> b. Student gives evidence that the British brought Easter bun to Jamaica and makes reference that Easter bun is the main food eaten by Jamaicans during Easter. |  |  | 3 |
| :---: | :---: | :---: | :---: | :---: |
| Part 2 | Student scores maximum point for: <br> $\square \quad$ At least two reasons given with full explanation (Max. 6 points) <br> Referencing and using notes from both sources (1 point each) <br> Having a clear and logical progression of ideas (No more than 4 paragraphs and no less than 3). Half mark off for each paragraph over or under the limit. <br> Good use of conventions of written language including proper grammar, spellings and punctuation <br> The student will be given partial credit for: <br> a. Giving one reason given with full explanation <br> b. Citing evidence from one source <br> c. Having unclear yet an adequate progression of ideas (2 paragraphs or less) <br> d. Fair use of conventions of written language including proper grammar, spellings and punctuation <br> Students will be given no credit: <br> a. If the response demonstrates little or no command of the conventions of written language as well as no evidence of the ability to cite and elaborate on sources. | 6 <br> 2 <br> 2 <br> 2 <br> (3) <br> (1) | 12 |  |
|  | Total Marks |  | 25 |  |


| ITEM <br> \# | Credit for specific aspects of performance should be assigned as follows: | Points | Sectio $n$ Points |
| :---: | :---: | :---: | :---: |
| Part 1 <br> Ques. <br> 1 Or <br> Ques. <br> 2 | 1. Student gives the correct answer: b OR <br> 2. OR Student gives the correct answer: d | 2 | 2 |
| Part 2 | Statement 1: Source 2 selected <br> Statement 2: Source 2 selected <br> Statement 3: Source 2 selected <br> Statement 4: Source 1 selected <br> Statement 5: Neither source selected | $\begin{aligned} & 1 \\ & 1 \\ & 1 \\ & 1 \\ & 1 \end{aligned}$ | 5 |
| Part 3 | Students will be given no credit: <br> Student scores maximum point for: <br> a. At least two significance outlined. (Max. 4 points) <br> b. Two full explanations are given <br> c. Highlighting at least one noticeable difference. <br> d. Referencing and using notes from both sources (2 points each) <br> e. Having a clear and logical progression of ideas (No more than 4 paragraphs and no less than 3). Half mark off for each paragraph over or under the limit. <br> f. Good use of conventions of written language including proper grammar, spellings and punctuation <br> The student will be given partial credit for: <br> g. Outlining one significance <br> h. Giving one explanation <br> i. Citing evidence from one source <br> j. Having unclear yet an adequate progression of ideas (2 paragraphs or less) <br> k. Fair use of conventions of written language including proper grammar, spellings and punctuation <br> a. If the response demonstrates little or no command of the conventions of written language as well as no evidence of the ability to cite and elaborate on sources. | 4 <br> 4 <br> 2 <br> 4 <br> 2 <br> 2 <br> (2) <br> (2 <br> ) <br> (2 <br> ) <br> (1) | 18 |
|  | Total Marks |  | 25 |

## Mathematics Performance Task 1 Rubric

| ITEM\# | Credit for specific aspects of performance should be assigned as follows: | Point | Section Points |
| :---: | :---: | :---: | :---: |
| Part 1 Ques.a | a. Students give the correct answer: | 2 | 4 |
|  | Playground ${ }^{\text {a }}$ ( Back yard |  |  |
|  | Area $\left(\mathrm{m}^{2}\right)$ 144 360 |  |  |
|  | Perimeter 48 m ( ${ }^{\text {a }}$ |  |  |
|  | Perimeter of Backyard: $18 m+18 m+20 m+20 m=76 m$ <br> Perimeter of Playground : $16 m+16 m+9 m+9 m=18 m$ |  |  |
| Part 1 <br> Ques. b | - Students give the correct answer: <br> - The length of the backyard is 20 m <br> - The length of the playground is 16 m <br> - The width of the backyard is 18 m <br> - The width of the playground is 9 m | 1 1 1 1 | 4 |
| Part 1 Diagram | a. Students outlines and labels the playground (the measurement of length and width and area using the correct unit) <br> b. Students outlines and labels the backyard (the measurement of length and width and area using the correct unit) | 3 | 6 |
|  |  | 3 |  |


| Part 2 <br> Ques. a |  | 2 |
| :--- | :--- | :--- | :--- |


| ITEM <br> $\#$ | Credit for specific aspects of performance should be assigned as follows: | Point <br> s | Sectio <br> $n$ <br> Points |
| :--- | :--- | :--- | :--- |


| Part 1 <br> Ques. <br> a | a. Students give the correct answer: <br> Suzie could participate in football, gymnastics and dance. <br> Student give correct working out <br> $\$ 20,000-[(700 \times 3)+\$ 8000+\$ 9000]$ <br> $\$ 20,000=\$ 2100+\$ 8000+\$ 9000$ <br> $\$ 20,000=\$ 19,000=\$ 900$ <br> Partial Credit <br> Only the working out is given | 1 | 3 |
| :---: | :--- | :---: | :---: |
| Part 1 <br> Ques. <br> b | Students give the correct answer: $\$ 16,000$ <br> Gymnastics: $\$ 9000$ <br> Football: $\$ 8000$ <br> $\$ 15,000+\$ 9000+\$ 8000=\$ 32,000$ <br> $\$ 32,000 \div 2=\$ 16,000$ | 2 |  |
| Part 1 <br> Ques. <br> c | (2) |  |  |


| Part 2 | a. Students give the correct answer: Yes, the swim team would spend <br> Ques. <br> Q 43,000 to purchase all the suits |  | 4 |
| :---: | :--- | :---: | :---: |
| a | Students give the correct working out: <br> Swimsuit for girls: $8 \times \$ 1800=\$ 14,400$ <br> Swimsuit for boys: $6 \times \$ 1500=\$ 9,000$ <br> The total amount of goggle: $14 \times \$ 800=\$ 11,200$ <br> The total amount of swim cap: $14 \times \$ 600=\$ 8,400$ <br> $\$ 14,400+\$ 9,000+\$ 11,200+\$ 8,400=\$ 43,000$ <br> $\$ 45,000-\$ 43000=\$ 2000$ | 1 |  |
| Part 2 <br> Ques. <br> $b$ | Students give the correct answer: 8 kickboard and 12 noodles. <br> Students give correct working out: <br> $\$ 2000+10,000=\$ 12,000$ <br> Noodles: $\$ 1800 \times 4=\$ 7200$ <br> $20 \%$ of $\$ 7200=\$ 1440$ <br> $\$ 7200-\$ 1440=\$ 5760$ <br> 12 Noodles $=\$ 5760$ <br> Note $: 3$ noodles are for $\$ 1800$ <br> Kickboard: $\$ 1400 \times 4=\$ 5600$ <br> 8 Kickboard $=\$ 5600$ <br> Note $: 2$ kickboards are for $\$ 1400$ | 1 |  |




Language Arts Performance Task 3 (Bonus Task) Rubric

| ITEM <br> $\#$ | Credit for specific aspects of performance should be assigned as follows: | Points | Sectio <br> $n$ <br> Points |
| :--- | :--- | :---: | :---: |

\begin{tabular}{|c|c|c|c|}
\hline Part 1 Ques. 1 \& \begin{tabular}{l}
Statement 1: Both sources selected \\
Statement 2: Source 2 selected \\
Statement 3: Source 1 selected Statement 4: Source 2 selected \\
Partial Credit \\
If only one source is identified for Statement 1 half a point is awarded
\end{tabular} \& 1 \& 4 \\
\hline \begin{tabular}{l}
Part 1 Ques. \\
2
\end{tabular} \& \begin{tabular}{l}
Source 1 is correctly identified. \\
Students give evidence of a comparing and a contrasting statement from source 1. \\
Students give an answer such as: \\
Comparing examples: \\
a. Evidence provided that compares the sky back then to the sky today. \\
b. Evidence provided that compares the brightness of the lights in the building (artificial lights) versus that of the lights in the sky (natural lights). \\
Contrasting examples: \\
a. Evidence provided that alludes to the fact that businesses must have lighting, however, these lights contributes to light pollution (makes it hard to see the stars) \\
b. Evidence provided that shows that even though light pollution is the effect of the artificial lights on the sky, artificial light also affect the animals and plants.
\end{tabular} \& 1 \& 3 \\
\hline Part 1 Ques. 3 \& \begin{tabular}{l}
Main idea: \\
a. Gives attribution to light pollution and its negative effects Example: \\
a. The negative effects of light pollution. \\
b. How light pollution affects the environment. \\
Supporting details: \\
a. Gives evidence that light pollution makes it difficult to stargaze. \\
b. Gives evidence that light pollution affects animal and plants.
\end{tabular} \& 1

2 \& 3 <br>
\hline
\end{tabular}

\begin{tabular}{|c|c|c|c|}
\hline Part 1 Ques. 4 \& \begin{tabular}{l}
- Source 2 is identified. Student gives evidence that: \\
- Air pollution causes light pollution \\
Cause: Air pollution, Effect: Light pollution \\
- Full cut-off lights reduce light pollution Cause: Full cut-off lights, \\
Effect: light pollution reduction
\end{tabular} \& 1
2 \& 3 \\
\hline \[
\begin{gathered}
\text { Part } \\
2
\end{gathered}
\] \& \begin{tabular}{l}
Student scores maximum point for: \\
- Including prompt \\
- Way(s) in which light pollution is caused is given with full explanation. \\
- Way(s) to prevent light pollution given with full explanation. \\
- The element of story observed in writing and the use of transitional words and direct speech. \\
- Referencing and using notes from both sources (1 point each) \\
- Having a clear and logical progression of ideas (No more than 4 paragraphs and no less than 3). Half mark off for each paragraph over or under the limit. \\
- Good use of conventions of written language including proper grammar, spellings and punctuation \\
The student will be given partial credit for: \\
- Citing evidence from one source \\
- Having unclear yet, an adequate progression of ideas (2 paragraphs or less) \\
- Fair use of conventions of written language including proper grammar, spellings and punctuation \\
Students will be given no credit: \\
a. If the response demonstrates little or no command of the conventions of written language as well as no evidence of the ability to cite and elaborate on sources.
\end{tabular} \& 1
2
2
2
2

2
2
2

2
2

(2)
(1)
(1) \& 13 <br>
\hline \& Total Marks \& \& 25 <br>
\hline
\end{tabular}

