



**MINISTRY OF
EDUCATION
& YOUTH**



**Grade 5
Language Arts
Sample Items**
Performance Task

Prepared by the Student Assessment Unit
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Introduction

This booklet consists of items originally found on the 2019 administration of the Primary Exit Profile (PEP) Language Arts Performance Task (PT). Four items are contained within this booklet. These items are intended to provide a guide that should support the preparation of students for the 2022 administration of the Language Arts Performance Task.

Grade 6 Performance Task

General Instructions:

This task has two parts: Part 1 has four questions; Part 2 has an essay.

Instructions to Begin:

There are two sources. Read the sources carefully then use them to answer the questions in Part 1A, Part 1B, Part1C, as well as to write your essay in Part 2. Both Sources are articles.

Overall Description of Task

Source 1

Jackfruit

The jackfruit is a large green fruit that is prickly on the outside. When it is ripe it is yellow on the inside. When it is cut open the part that can be eaten is yellow with light brown seeds on the inside. In Jamaica, some persons remove the seeds and eat the yellow, fleshy part of the fruit. Other persons eat the fruit but do not throw away the
5 seeds. They roast the seeds then add a bit of salt to them. They are then eaten like nuts.

The jackfruit has several health benefits including being good for fighting infections, keeping blood pressure at healthy levels, and improving digestion.

The jackfruit is grown mostly in Asia and other tropical regions including Jamaica. It is believed to be originally from India. It is the national fruit of Sri Lanka and
10 Bangladesh. Until recently, perhaps the last ten years, the fruit was not widely eaten in Jamaica. This may have been so because the fruit is sticky and leaves stains on one's fingers. However, many road side vendors have started selling the fruit in bags. In these bags are the parts of the fruit that can be eaten. So buyers are spared the trouble of separating the edible part of the fruit from the sticky portion.

Source: SAU

Source 2

Ackee

Ackee is a unique fruit in that it has a lot of fat, a very unusual feature for a fruit. This has caused many persons to think that eating it may be unhealthy.

False statements like "eating ackees will increase a man's risk of prostate cancer" are still being made, even by health professionals. On the contrary, the fruit is not only delicious, but also a very healthy food choice.

The scientific name for our national fruit, ackee, is *Blighia Sapida*. Ackee was named after Captain William Bligh, an English sailor who took the fruit from Jamaica to England, in 1793. It is originally from West Africa. Jamaica is the only place where the fruit is extremely popular among locals and tourists. However, it has been introduced into most of the other Caribbean islands (for example, Trinidad, Grenada, Antigua and Barbados) as well as Central America and Florida.

The Pan American Health Organization states that the ackee is a good source of healthy fats and an excellent source of good fats in the Jamaican diet.

Traditionally, ackee is cooked with salt fish to produce an often oily meal. Unfortunately, the type of oil used in cooking ackee and salt fish often contains unhealthy fats. These 'bad' fats or excess salt in the salt fish may be responsible for the view that ackee is bad for you. The ackee itself is a very healthy food. Today, there are many ways to prepare healthy and tasty ackee dishes, without using cooking oils that may be harmful.

Ackee contains no cholesterol or unhealthy fat, and I have not found any scientific evidence to suggest that ackee causes prostate cancer.

Source: (Adapted) Dr Tony Vendryes
The Daily Gleaner, October 17, 2017

Part 1A

Instructions:

Read each question carefully then circle your answer from the options given.

1. Which BEST explains what “edible” in Source 1 (line 14) means?

A. can be seen
B. a source of carbohydrate
C. can be eaten
D. a source of fibre

Strand:
Research

Objective:
Summarize and synthesize information from various sources.

Item Description:
Students are required to read the given source and use context clues to explain the word “edible”.

Key Description:
C

2. Which is the most important conclusion being drawn by the writer in Source 2?

A. Ackee is high in cholesterol
B. Eating ackees will increase a man's risk of prostate cancer.
C. Ackee is a good source of healthy fat.
D. Ackee is a unique fruit.

Strand:
Research

Objective:
Summarize and synthesize information from various sources.

Item Description:
Students are required to read **Source 2** and identify the most important conclusion being drawn by the writer.

Key Description:
C

Part 1B

Instructions:

Examine the table carefully. Column A shows a list of words/phrases. Column B shows a list of descriptions.

Match each word/phrase in Column A with its correct description in Column B.

Indicate your answer by writing the number of each word in Column A beside the description it matches in Column B, in the space provided.

Not all descriptions will have a number written beside it.

Column A	Column B	Number
1 jackfruit	locals and tourists	_____
2 India	took the ackee to England	5
3 health professionals	place where jackfruit came from	2
4 ackee	keeps the blood pressure normal	1
5 Captain Bligh	a good source of healthy fats	4
	another name for persons like doctors	3
	The Daily Gleaner	_____

Strand:
Research

Objective:
Begin to organize information located from various sources.

Item Description:
Students are required to read the sources and deduce which word/phrase in **Column A** is described in **Column B**.

Key Description:
5, 2, 1, 4, 3

Part 1C

Instructions:

Write **ONE** detail from **Source 1** and **ONE** detail from **Source 2** that support the statement below.

Some of the fruits we enjoy in Jamaica were brought here from other countries.

Source 1

Source 2

Strand:
Research

Objective:
Summarize important ideas and cite supporting details.

Item Description:
Students are required to read and evaluate both sources. Then cite one piece of evidence from each source that supports the statement in the box.

Key Description:
The answer provided includes **ONE** detail is from **Source 1** and **ONE** detail is from **Source 2**.

Part 2

Instructions:

Read the task below, and the information about what to include in your essay, then begin your work.

Task

The Jamaica Tourist Board is having an essay competition. The purpose of the essay is to help the Jamaica Tourist Board to decide which local foods should be included in the **Jamaica Food Festival** to be held in July this year.

The **Jamaica Food Festival** is used to expose tourists to foods eaten by most Jamaicans.

You are required to write an essay in which you identify three local food items. **Explain why** you have selected each of them to be included in the **Jamaica Food Festival**. Your essay **must** include details from **Source 1** and **Source 2**, as well as **your own experiences**.

When you write your essay remember that it should:

- *have an introduction and conclusion*
- *stay on the topic*
- *use details from the two sources to support your opinion*
- *give details from the sources in your own words*
- *follow rules of writing (spelling, punctuation, and grammar usage)*

Strand:
Writing

Objective:

- Identify and order main ideas and supporting details.
- Use transitional words and phrases to effectively convey ideas.
- Use content area vocabulary effectively in letters and reports.
- Use correctly verb tenses and agreement rules.
- Use the most appropriate noun phrase to complete sentences.

Item Description:

Students are required to read and evaluate the sources, then use evidence gathered from the sources to write an essay explaining why the local foods selected should be included in the Jamaica Food Festival.

Key Description:

- **Effective organization**
Opinion is clearly stated and response is adjusted to the purpose. Physical separation of paragraphs must be present.
- **Effective Elaboration**
The sources are integrated and relevant. (Three local foods are identified and explained)
- **Language Conventions**
Adequate vocabulary usage; correct punctuation, capitalization, grammar, and spelling.

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