

# Grade 6 Performance Task

**Grade 6 Performance Task Scoring Rubrics**

[Language Arts Performance Task 1 Rubric](#)

ITEM #	Credit for specific aspects of performance should be assigned as follows:	Points	Section Points
Part 1 Ques. 1	<p>Statement 1: Both sources selected</p> <p>Statement 2: Source 2 selected</p> <p>Statement 3: Source 2 selected</p> <p>Statement 4: Source 1 selected</p> <p><b>Partial Credit</b> If only one source is identified for Statement 1 half a point is awarded</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>	4
Part 1 Ques. 2	<p>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.</p> <p>b. Students give evidence of a fact and opinion from source 2. Students give an answer such as:</p> <p><b>Fact:</b></p> <ul style="list-style-type: none"> <li>The plantation owners, by law, had to supply their slaves with salted meat or fish at least once per year.</li> <li>Our fore-bearers who influenced what we eat today include the Taino (more popularly known as Arawak), the Spaniards, British, Africans, Chinese, Indians.</li> </ul> <p><b>Opinion:</b></p> <ul style="list-style-type: none"> <li>The most popular being the 'national' dish ackee and saltfish.</li> <li>Did you know that the Saturday beef soup and the pepper pot Jamaicans all love so much?</li> </ul>	<p>1</p> <p>2</p>	3



Part 1 Ques. 4	<p>a. Source 2 is identified as where the information was found.</p> <p>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.</p>	1  2	3
Part 2	<p><b>Student scores maximum point for:</b></p> <p><input type="checkbox"/> At least two reasons given with full explanation (Max. 6 points)</p> <p><input type="checkbox"/> Referencing and using notes from both sources (1 point each)</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Good use of conventions of written language including proper grammar, spellings and punctuation</p> <p><b>The student will be given partial credit for:</b></p> <p>a. Giving one reason given with full explanation</p> <p>b. Citing evidence from one source</p> <p>c. Having unclear yet an adequate progression of ideas (2 paragraphs or less)</p> <p>d. Fair use of conventions of written language including proper grammar, spellings and punctuation</p> <p><b>Students will be given no credit:</b></p> <p>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.</p>	6  2  2  2  (3) (1) (1)  (1)	12
	<b>Total Marks</b>		<b>25</b>

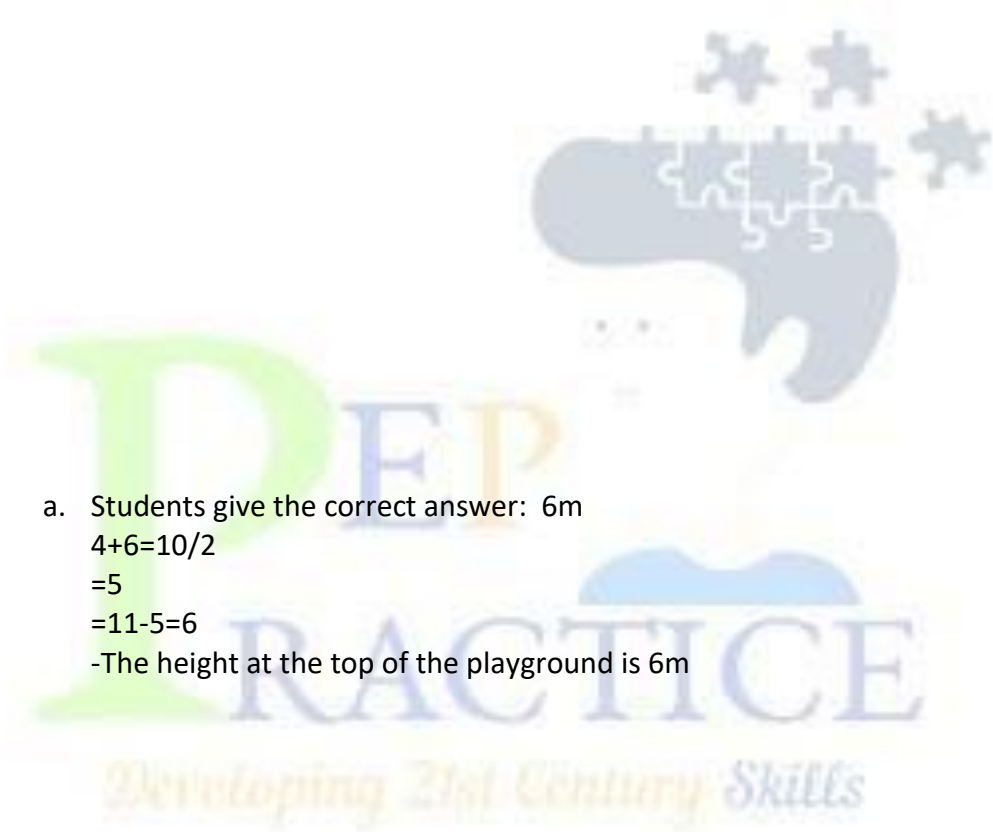
## Language Arts Performance Task 2 Rubric

ITEM #	Credit for specific aspects of performance should be assigned as follows:	Points	Section Points
Part 1 Ques. 1 Or Ques. 2	1. Student gives the correct answer: <b>b OR</b> 2. OR Student gives the correct answer: <b>d</b>	2	2
Part 2	Statement 1: Source 2 selected Statement 2: Neither source selected Statement 3: Source 2 selected Statement 4: Source 1 selected Statement 5: Neither source selected	1 1 1 1 1	5
Part 3	<p><b>Students will be given no credit:</b></p> <p><b>Student scores maximum point for:</b></p> <p>a. At least two significance outlined . (Max. 4 points)</p> <p>b. Two full explanation s are given</p> <p>c. Highlighting at least one noticeable difference.</p> <p>d. Referencing and using notes from both sources ( 2 points each)</p> <p>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.</p> <p>f. Good use of conventions of written language including proper grammar, spellings and punctuation</p> <p><b>The student will be given partial credit for:</b></p> <p>g. Outlining one significance</p> <p>h. Giving one explanation</p> <p>i. Citing evidence from one source</p> <p>j. Having unclear yet an adequate progression of ideas (2 paragraphs or less)</p> <p>k. Fair use of conventions of written language includin g proper grammar, spellings and punctuation</p> <p>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.</p>	<p>4</p> <p>4</p> <p>2</p> <p>4</p> <p>2</p> <p>2</p> <p>(2)</p> <p>(2)</p> <p>)</p> <p>(2)</p> <p>)</p> <p>(1)</p>	18

	<b>Total Marks</b>		<b>25</b>
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### Mathematics Performance Task 1 Rubric

ITEM#	Credit for specific aspects of performance should be assigned as follows:	Points	Section Points
Part 1 Ques. a	a. Students give the correct answer:		4
	Area (m <sup>2</sup> )		
	Perimeter		
	Perimeter of Backyard : 18m+18m+20m+20m=76m Perimeter of Playground : 16m+16m+9m+9m=50m		
Part 1 Ques. b	• Students give the correct answer:		4
	• The length of the backyard is 20m	1	
	• The length of the playground is 16m	1	
	• The width of the backyard is 18m	1	
	• The width of the playground is 9m	1	
Part 1 Diagram	a. Students outlines and labels the playground (the measurement of length and width and area using the correct unit)	3	6
	b. Students outlines and labels the backyard (the measurement of length and width and area using the correct unit)	3	

Part 2 Ques. a	 <p>a. Students give the correct answer: 6m  <math>4+6=10/2</math>  <math>=5</math>  <math>=11-5=6</math>          -The height at the top of the playground is 6m</p>	2	2
Part 2 Ques. b	<p>b. Students gives the correct answer:          The total amount of sand that can hold inside the playground is <math>1300\text{m}^3</math>  <math>20\text{m} \times 13\text{m} \times 5\text{m} = 1300\text{m}^3</math></p>		3
Part 3 Ques. a	<p>a. Student gives the correct answer:          Hardware A.          Students provide the explanation that they would purchase from Hardware A because, the cost per bag of sand is less expensive.          Student gives the working out: <math>2500 \div 5 = \\$500</math> per bag</p>		2
Part 3 Ques. b	<p>b. Student gives the correct answer: \$130, 000  <math>1300 \text{ m}^3 \div 5 \text{ kg} = 260</math> bags of sand          The cost for 260 bags of sand: <math>260 \times 500 = \\$130, 000</math></p>		4
	<b>Total Marks</b>		<b>25</b>

ITEM #	Credit for specific aspects of performance should be assigned as follows:	Points	Section Points
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Part 1 Ques. a	<p>a. Students give the correct answer: Suzie could participate in football, gymnastics and dance.</p> <p>Student give correct working out  <math>\\$20,000 - [(700 \times 3) + \\$8000 + \\$9000]</math>  <math>\\$20,000 = \\$2100 + \\$8000 + \\$9000</math>  <math>\\$20,000 = \\$19,100 = \\$900</math></p> <p><b>Partial Credit</b> Only the working out is given</p>	1  2  (2)	3
Part 1 Ques. b	<p>b. Students give the correct answer: \$16, 000</p> <p>Swimming : <math>\\$12,000 + \\$1000 = \\$15,000</math>  Gymnastics: \$9000  Football: \$8000  <math>\\$13,000 + \\$9000 + \\$8000 = \\$30,000</math>  <math>\\$30,000 \div 2 = \\$15,000</math></p>	1  2	3
Part 1 Ques. c	<p>a. Students give the correct answer : Suzie's cost: <math>\\$19100 \times 3 = \\$57300</math>  <b>Note: There are three (3) terms in a year.</b></p> <p>Amy's cost:  Term 1 = \$15,000  Term 2 and 3: <math>\\$30,000 + \\$30,000</math></p> <p><math>\therefore \\$15,000 + \\$30,000 + \\$30,000</math>  \$75,000</p>	1  2	3



Part 2 Ques. a	<p>a. Students give the correct answer: Yes, the swim team would spend \$43,000 to purchase all the suits Students give the correct working out:</p> <p>Swimsuit for girls: <math>8 \times \\$1800 = \\$14,400</math>  Swimsuit for boys: <math>6 \times \\$1500 = \\$9,000</math>  The total number of goggles: <math>14 \times \\$800 = \\$11,200</math>  The total number of swim cap: <math>14 \times \\$600 = \\$8,400</math>  <math>\\$14,400 + \\$9,000 + \\$11,200 + \\$8,400 = \\$43,000</math>  <math>\\$45,000 - \\$43,000 = \\$2,000</math></p>	1 1 1 1	4
Part 2 Ques. b	<p>Students give the correct answer: 8 kickboard and 12 noodles.</p> <p>Students give correct working out:</p> <p><math>\\$2000 + 10,000 = \\$12,000</math>  Noodles: <math>\\$1800 \times 4 = \\$7200</math>  20% of <math>\\$7200 = \\$1440</math>  <math>\\$7200 - \\$1440 = \\$5760</math>  12 Noodles = <math>\\$5760</math>  <b>Note : 3 noodles are for \$1800</b></p> <p>Kickboard: <math>\\$1250 \times 6 = \\$7500</math>  20% of <math>\\$7500 = \\$1500</math>  <math>\\$7500 - \\$1500 = \\$6000</math>  12 Kickboard = <math>\\$6000</math>  <b>Note : 2 kickboards are for \$1250</b></p>	1  2  2	6

	b. 12 noodles + 12 kickboard = \$5760+\$6000= \$11,760	1																												
Part 3 Ques. a	<p><b>a.</b></p> <table><tr><th>Extra-curricular activities</th><th>Tallies</th><th>Frequency</th></tr><tr><td>Football</td><td>III III</td><td>8</td></tr><tr><td>Swimming</td><td>III III II</td><td>12</td></tr><tr><td>Rugby</td><td>III III III III</td><td>20</td></tr><tr><td>Chess</td><td>IIII</td><td>4</td></tr><tr><td>Dance</td><td>III III</td><td>10</td></tr><tr><td>Gymnastics</td><td>III III II</td><td>12</td></tr><tr><td>Track and Field</td><td>III III III</td><td>14</td></tr><tr><td>Total</td><td></td><td>80</td></tr></table>	Extra-curricular activities	Tallies	Frequency	Football	III III	8	Swimming	III III II	12	Rugby	III III III III	20	Chess	IIII	4	Dance	III III	10	Gymnastics	III III II	12	Track and Field	III III III	14	Total		80	7	7
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Track and Field	III III III	14																												
Total		80																												
Part 3 Ques. b	Students give the correct answer: 12	1	1																											

Part 3 Ques. c	Students give the correct answer: 11.43 $80 \div 7 = 11.43$		1
	Students give correct answer:	5	5
Part 3 Ques. d	<p>Number Of Students Who Liked Sports</p> <p>Frequency</p> <p>Sports</p> <p>Football: 8, Rugby: 20, Chess: 4, Swimming: 12, Dance: 10, Gymnastics: 12, Track &amp; Field: 14</p> <ul style="list-style-type: none"> <li>Students give appropriate axis titles (labels axis) and frequency.</li> <li>Student gives chart (bar graph) a title</li> <li>Correct representation of the students who like each sports using the bars</li> </ul>	3 1 1	
	Total Marks		30

### Language Arts Performance Task 3 (Bonus Task) Rubric

ITEM #	Credit for specific aspects of performance should be assigned as follows:	Points	Section Points
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Part 1 Ques. 1	<p>Statement 1: Both sources selected</p> <p>Statement 2: Source 2 selected</p> <p>Statement 3: Source 1 selected</p> <p>Statement 4: Source 2 selected</p> <p><b>Partial Credit</b> If only one source is identified for Statement 1 half a point is awarded</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>	4
Part 1 Ques. 2	<p>Source 1 is correctly identified.</p> <p>Students give evidence of a comparing and contrasting statement from source 1.</p> <p>Students give an answer such as:</p> <p><b>Comparing examples :</b></p> <ul style="list-style-type: none"> <li>a. Evidence provided that compares the sky back then to the sky today.</li> <li>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) .</li> </ul> <p><b>Contrasting examples :</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>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 .</li> </ul>	<p>1</p> <p>2</p>	3



Part 2	<p><b>Student scores maximum point for:</b></p> <ul style="list-style-type: none"> <li>• Including prompt 1</li> <li>• Way(s) in which light pollution is caused is given with full explanation. 2</li> <li>• Way(s) to prevent light pollution given with full explanation. 2</li> <li>• The element of story observed in writing and the use of transitional words and direct speech. 2</li> <li>• Referencing and using notes from both sources (1 point each) 2</li> <li>• 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. 2</li> <li>• Good use of conventions of written language including proper grammar, spellings and punctuation 2</li> </ul> <p><b>The student will be given partial credit for:</b></p> <ul style="list-style-type: none"> <li>• Citing evidence from one source 2</li> <li>• Having unclear yet, an adequate progression of ideas (2 paragraphs or less) (2)</li> <li>• Fair use of conventions of written language including proper grammar, spellings and punctuation (1)</li> </ul> <p><b>Students will be given no credit:</b></p> <p>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. (1)</p>		13
	<b>Total Marks</b>		<b>25</b>