State of Kansas Multidisciplinary Performance Task - High School Argument

High School Argument	Student's Response…			
PL:	**4**	**3**	**2**	**1**
Focus/Argument	☐ States a clear argument related to the resources and prompt and maintains it throughout the work ☐ Effectively distinguishes main argument from alternate or opposing arguments	☐ States a clear argument related to resources and prompt and mostly maintains it throughout the work ☐ Attempts to distinguish main argument from alternate or opposing arguments	☐ States a somewhat clear argument, which may lose focus from time to time throughout the work ☐ Recognizes alternate or opposing arguments, but does not adequately distinguish them from the main argument	☐ Does not state a clear argument, or stated argument is unrelated to resources or prompt ☐ Does not recognize or distinguish main argument from alternate or opposing arguments
Evidence	☐ Uses relevant and accurate details/evidence from two or more resources to support argument	☐ Uses mostly relevant and accurate details/ evidence from two or more resources to support argument	☐ Uses some relevant and accurate details/evidence from one or more resources to support argument	☐ Does not use relevant and accurate details or evidence from resources to support argument
Argument	☐ Consistently uses grade-appropriate strategies to clarify relationships between and among ideas, and to connect evidence to argument ☐ Consistently and accurately uses domain-specific words to develop and support argument	☐ Adequately uses grade-appropriate strategies to clarify relationships between and among ideas and to connect evidence to argument ☐ Adequately uses domain-specific words to develop and support argument	☐ Inconsistently uses grade-appropriate strategies to clarify relationships between and among ideas and to connect evidence to argument ☐ Inconsistently uses domain-specific words to develop and support argument	☐ Shows little or no attempt to clarify relationships between and among ideas or connect evidence to argument ☐ Uses few or no domain-specific words to develop and support argument
Introduction and Conclusion	☐ Includes an effective and grade-appropriate introduction and conclusion	☐ Includes an adequate and grade-appropriate introduction and conclusion	☐ Might include a grade-appropriate introduction or conclusion, but one or both are weak.	☐ Does not include an introduction or a conclusion.
Conventions	☐ Is readable and uses almost all grade-level conventions 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	☐ Is readable with most grade-level conventions used correctly; mistakes do not affect the reader's ability to understand the writer's meaning	☐ Is readable but some errors negatively impact the reader's ability to understand the writer's meaning	☐ Is nearly unreadable due to pervasive errors in standard conventions

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State of Kansas Multidisciplinary Performance Task - High School Informative/Explanatory

High School Inf./Expl.	Student's Response…			
PL:	**4**	**3**	**2**	**1**
Focus	☐ States a clear controlling idea related to the resources and prompt, and maintains it throughout the work ☐ Effectively organizes complex ideas, concepts, and information to increase understanding of controlling idea	☐ States a clear controlling idea related to resources and prompt and mostly maintains it throughout the work ☐ Attempts to organize complex ideas, concepts, and information to increase understanding of controlling idea	☐ States a somewhat clear controlling idea, which may lose focus sporadically throughout the work ☐ Inconsistently organizes complex ideas, concepts, and information	☐ Does not state a clear controlling idea, or stated argument is unrelated to resources or prompt ☐ Shows little or no attempt to organize complex ideas, concepts, and information
Support	☐ Uses relevant and accurate details/evidence from two or more resources to support argument	☐ Uses mostly relevant details/evidence from two or more resources to support argument	☐ Uses some details/evidence from one or more resources to support argument	☐ Does not use details or evidence from resources to support argument
Connections and Audience	☐ Consistently uses grade-appropriate strategies to clarify relationships between and among ideas ☐ Consistently and accurately uses domain-specific words to develop and explain ideas	☐ Adequately uses grade-appropriate strategies to clarify relationships between and among ideas ☐ Adequately uses domain-specific words to develop and explain ideas	☐ Inconsistently uses grade-appropriate strategies to clarify relationships between and among ideas ☐ Inconsistently uses domain-specific words to develop and explain ideas	☐ Shows little or no attempt to clarify relationships between and among ideas ☐ Uses few or no domain-specific words to develop and explain ideas
Introduction and Conclusion	☐ Includes an effective and grade-appropriate introduction and conclusion	☐ Includes an adequate and grade-appropriate introduction and conclusion	☐ Might include a grade-appropriate introduction or conclusion, but one or both are weak.	☐ Does not include an introduction or a conclusion.
Conventions	☐ Is readable and uses almost all grade-level conventions 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	☐ Is readable with most grade-level conventions used correctly; mistakes do not affect the reader's ability to understand the writer's meaning	☐ Is readable but some errors negatively impact the reader's ability to understand the writer's meaning	☐ Is nearly unreadable due to pervasive errors in standard conventions

State of Kansas Multidisciplinary Performance Task - High School Narrative

High School Narrative	Student's Response…			
PL:	**4**	**3**	**2**	**1**
Plot and Characters	☐ Effectively establishes a setting and a narrator/character(s) OR maintains a setting and a narrator/character(s)	☐ Adequately establishes a setting and a narrator/character(s) OR maintains a setting and a narrator/character(s)	☐ Unevenly or minimally establishes a setting and a narrator/character(s) OR unevenly or minimally maintains a setting and a narrator/character(s)	☐ 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)
	☐ Effectively establishes or maintains a point of view	☐ Adequately establishes or maintains a point of view	☐ Unevenly or minimally establishes or maintain a point of view	☐ Shows little or no attempt to establish or maintain a point of view
Development	☐ Effectively uses dialogue and/or descriptions to develop characters and/or situations	☐ Adequately uses dialogue and/or descriptions to develop characters and/or situations	☐ Unevenly or minimally uses dialogue and/or descriptions to develop character(s) and/or situations	☐ Shows little or no attempt to use dialogue and/or descriptions to develop character(s) and/or situations
	☐ Effectively uses precise words and phrases, details, and sensory language to convey vivid pictures of characters, events, and setting	☐ Adequately uses precise words and phrases, details, and sensory language to convey vivid pictures of characters, events, and setting experiences and events	☐ Unevenly or minimally uses precise words and phrases, details, and sensory language to convey vivid pictures of characters, events, and setting	☐ Uses few or no precise words and phrases, details, and sensory language to convey vivid pictures of characters, events, and setting
Sequencing	☐ Purposefully uses grade-appropriate temporal words and phrases to signal event order	☐ Uses some grade-appropriate temporal words and phrases to signal event order	☐ Uses few grade-appropriate temporal words and phrases to signal event order	☐ Does not use any grade-appropriate temporal words or phrases to signal event order
Introduction and Conclusion	☐ Includes an effective and grade-appropriate introduction and conclusion	☐ Includes an adequate and grade-appropriate introduction and conclusion	☐ Might include a grade-appropriate introduction or conclusion, but one or both are weak	☐ Does not include an introduction or a conclusion
Conventions	☐ 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	☐ Is readable with most grade-level conventions used correctly; mistakes do not affect the reader's ability to understand the writer's meaning	☐ Is readable but some errors in grade-level conventions negatively impact the reader's ability to understand the writer's meaning	☐ Is nearly unreadable due to pervasive errors in grade-level conventions