

## Performance Task Writing Prompt

Your English class has just finished reading the texts for Unit 1. In this unit, you and your classmates explored the concept of personal and social identity while reading a collection of poems, spoken word, short stories, nonfiction, and a TED Talk. To conclude this unit, you will write an informative essay in which you reflect how the texts from the unit served as a mirror, reflecting back something about your own personal identity, and/or a window offering insight into an unfamiliar experience that, in turn, revealed something about your identity, leading you to a deeper understanding of the first essential question of the unit, "Who are you?"

## Informative/Explanatory Writing Rubric

### 9th Grade English Language Arts

Rubric Scoring Key	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but significant misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
<b>Organization</b> <ul style="list-style-type: none"> <li>Includes an introduction statement/paragraph that hooks the reader, provides essential context or background information, and introduces the topic with an informative thesis</li> <li>Groups together related ideas, concepts, and information, showing connections and distinctions among them</li> <li>Uses transitions to link ideas and sections, clarify relationships between ideas, and create cohesion</li> </ul>	4 3 2 1	
<b>Text Features</b> <ul style="list-style-type: none"> <li>Includes formatting elements (headings, subheadings), graphics (images, illustrations), and multimedia to help the audience understand the topic</li> <li>Integrates text features to support the topic and engage the audience</li> </ul>	4 3 2 1	
<b>Conclusion</b> <ul style="list-style-type: none"> <li>Provides a concluding statement/section that summarizes the main ideas of the topic and briefly addresses the implications/significance of the topic</li> </ul>	4 3 2 1	

<b>Development</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Evidence</b> <ul style="list-style-type: none"> <li>• Develops the topic with information such as facts, concrete details, anecdotes, quotations, or other examples</li> <li>• Selects evidence that shows understanding of the topic and is appropriate for the audience's level of knowledge</li> </ul>	4 3 2 1	
<b>Explanation</b> <ul style="list-style-type: none"> <li>• Explains how the evidence connects to and supports the topic, deepening the audience's understanding</li> </ul>	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Style</b> <ul style="list-style-type: none"> <li>• Maintains formal language and an objective tone while also considering the task, audience, and purpose</li> <li>• Uses precise, domain-specific language to clearly convey complex ideas</li> </ul>	4 3 2 1	
<b>Grammar &amp; Conventions</b> <ul style="list-style-type: none"> <li>• Uses correct spelling, capitalization, and punctuation</li> <li>• Uses proper MLA formatting and citation</li> <li>• Demonstrates consistent use of grade-level grammar and usage</li> </ul>	4 3 2 1	