

Name: _____ Date: _____

Performance Task Writing Prompt

You and your classmates have just finished reading Azar Nafisi's memoir *Reading Lolita in Tehran*, in which she recounts her experiences living and teaching in Tehran during and after the Iranian revolution, as well as the experiences of her female students in the reading group. Drawing inspiration from Nafisi, you will embark on your own journey of storytelling and reflection by crafting a 600–800-word personal narrative around a significant moment in your life.

Choose one of the following prompts to respond to:

- Write about a time in your life when one of your beliefs was challenged by a person or event and underwent a change.
- Write about a time when you did not have the power to change a situation, and the only option was to remove yourself from it.
- Write about a time when you moved to a new place or a new school.
- Write about a time when a friend or group of friends (or other group) made you realize something about yourself or the world, or helped you through a difficult time.
- Write about a time when you turned to a teacher, coach, or mentor for advice.

Criteria for Success

- Is written in the first-person point of view
- Stays focused on one moment or a small snapshot in time
- Uses vivid, sensory details to bring the moment to life
- Includes a beginning, middle, and end with transitions between scenes
- Includes a meaningful reflection on the significance of the experience

Narrative Writing Rubric

9th–10th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but significant misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Introduction • Starts with an engaging opening that hooks the reader • Introduces narrator/characters and sets up the problem, situation, or observation • Establishes a consistent narrative point of view	4 3 2 1	
Event Sequence • Includes a clear sequence of events following a logical narrative arc (exposition, rising action, climax, falling action, and resolution) • Uses transitions to link events and create a coherent whole • Uses paragraphs to signal shifts in time, setting, perspective, and speaker, and helps to manage the sequence of events	4 3 2 1	

Conclusion - Provides a logical and satisfying ending that shows character growth, resolves the conflict, and/or reveals the story's meaning (fiction) - Provides a reflection that explains the significance of the experience or event and leaves the reader with a clear sense of its impact (nonfiction)	4 3 2 1	
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Development	Rubric Score	Notes
Character(s) - Develops character(s) using indirect and direct characterization - Shows how the character responds to events and changes over time in ways that support events, conflict, or theme	4 3 2 1	
Setting - Describes setting with enough sensory and/or figurative details to create a clear sense of time and place - Uses setting to support mood, plot, or character actions	4 3 2 1	
Plot - Develops a clear conflict, including internal and/or external struggles - Events build towards a climax, and the resolution reflects the consequences of the conflict - Subplots, if present, connect to and enhance the main plot	4 3 2 1	
Narrative Techniques - Balances dialogue, description, and/or reflection to develop experiences, events, and/or characters - Uses dialogue to advance the plot, reveal character, and/or build conflict - Uses pacing to speed up or slow down the narrative in order to control the reader's experience of events or details	4 3 2 1	

Language	Rubric Score	Notes
Writer's Craft - Uses precise words and vivid details to create a clear picture of events, settings, and/or characters - Incorporates sensory and/or figurative language to help the reader better understand characters, settings, and events	4 3 2 1	
Grammar and Conventions - Uses correct spelling, capitalization, and punctuation, including in dialogue - Demonstrates consistent use of grade-level grammar and usage, breaking conventions for effect	4 3 2 1	