Name: _____ Date: _____

Performance Task Writing Prompt

In this unit, you and your classmates have read and studied foundational transcendental texts, as well as contemporary texts that revisit these ideas in today's world. Imagine that you are writing the latest "How To" article for the long-running weekly "Tip" column in *The New York Times*. Using evidence and ideas from both the original and modern texts, write a "How To" article explaining how to be a transcendentalist teenager today within your local community. In keeping with the "Tip" column, your article should:

- Have a title and a relevant image
- Be 350–400 words (not including title or photo citation)
- Provide practical, actionable tips for readers
- Support each tip with at least one "expert" quotation from unit texts
- Use second-person point of view (you/imperative)
- Maintain a conversational but informative tone

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Informative/Explanatory Writing Rubric

11th–12th 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

Structure	Rubric Score	Notes
Organization • Includes an introduction statement/paragraph that introduces the topic with an informative and insightful thesis • Groups together related ideas, concepts, and information logically with elements building on one another to create a unified whole • Uses varied transitions and syntax to link ideas and sections, clarify relationships between ideas, and create cohesion	4 3 2 1	
Text Features • Includes formatting elements (headings, subheadings), graphics (illustrations, figures, tables) and/or multimedia to help audience understand the topic • Integrates text features thoughtfully and effectively, using them to enhance the audience's understanding of the topic	4 3 2 1	
Conclusion • Provides a concluding statement/section that summarizes the main ideas of the topic and thoroughly reflects on the implications/significance of the topic	4 3 2 1	

Development	Rubric Score	Notes
Evidence • Develops the topic with a variety of information such as facts, concrete details, extended definitions, quotations, or other examples • Selects the most significant and relevant evidence that shows deep understanding of the topic and is tailored to the audience's level of knowledge	4 3 2 1	

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Explanation • Thoroughly explains how the evidence connects to and supports the topic, demonstrating sophisticated reasoning and deepening the audience's understanding	4 3 2 1	

Language	**Rubric Score**	**Notes**
Style • Maintains formal language and an objective tone while also considering the task, audience, and purpose • Uses precise, domain-specific language as well as metaphor, simile, and analogy to clearly convey complex ideas	4 3 2 1	
Grammar & Conventions • Uses correct spelling, capitalization, and punctuation • Uses proper MLA formatting and citation • Demonstrates consistent use of grade-level grammar and usage	4 3 2 1	

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