

Grade 9: Expository/Informational Writing Common Benchmark Assessment

This Benchmark Assessment and Rubric are meant to connect with the content, standards, and work of the unit. The assessment will be given during the course of the unit and is meant to take 1-2 class periods. The purpose of this Benchmark is to assess students' response to an Expository/Informational Writing task in order to inform instruction before the end of the unit. The common assessment also provides an opportunity for teachers to examine student work—the essay and planning work—in PLCs. In addition, the assessment provides students the opportunity to self-assess and strengthen their writing

Writing Task

Students are asked to interpret, analyze, and incorporate information and ideas, and to design and construct a written response that addresses the benchmark writing prompt.

Materials needed for Task 1 and Task 2:

Unit Texts, notebook paper, Reader/Writer Notebook

Task 1: Prewriting, Planning, Organizing

- Quickly make a plan to organize your essay.
- Apply what you have learned about planning and prewriting—graphic organizers, outlines, notes, diagrams, lists, etc.—to plan your essay.
- Use notebook paper for your planning. You will hand in your planning sheet(s) with your essay.

Task 2: Write an Informational Essay

Throughout this unit we have been examining the forces that shape our identity through reading, writing about, and discussing stories, articles, films and a novel. We have also been learning about writing essays.

Essential Question: What do we learn from these texts about the nature of identity?

Essential Question: What are the characteristics of an effective expository essay?

For this essay:

- Choose one character or speaker/narrator from one of the unit texts we have worked with to this point.
- Write an essay that examines the major influences that have shaped her/his identity according to information contained in the text.
- You may refer to your Reader/Writer notebook as you plan and write your essay.

- Use notebook paper for your essay. Hand in your completed essay along with your planning sheet(s).

Assessment Rubric – Grade 9 Expository Writing Rubric

Teaching/Learning Note: See Grade 9 Write Source text and Teacher Edition (pp. 144-199) as a resource for teaching and learning about Expository Writing—planning, writing, and revising. Write Source Teacher Edition resources contain suggestions for scaffolding and extending learning for English Learners, Advanced Learners, and Struggling Learners.

MN ELA Common Core Standards /Benchmark Alignment—Learning Targets

- I can write an essay that examines and conveys complex ideas clearly and accurately through the effective selection, organization, and analysis of content. 9.7.2.2
- I can write so that the development, organization, and style of the piece are appropriate to the task, purpose, and audience. 9.7.2.2
- I can demonstrate my command of academic English when writing. 9.11.1.1
- I can demonstrate my command of academic English conventions when writing. 9.11.1.1