

MY SOLAR CAR

"It was a cold day me and my friend sofie my car broke Down". so we had to walk home and I was like why Don't we built a solar car." because I don't have a Car anymore so let's make the solar car lets start With the solar panel's".

So let's make the solar car we already put the solar Panels so now the doors, bottom, trunk, baterie. So now we need to pay for the materials so I only have 4,000 Dollars. I don't know how much it cost. so let's get out I already Paid for the materials.

So now we are finished the solar car so know we just wait For sofie she was in the restroom she is coming back so It's time to show her she is coming out now so She came out she didn't help me do the last part so I basically.

Narrative
Performance Task Writing Rubric (Grades 3–8)

Score	4	3	2	1	NS
Purpose/Organization	The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout: - an effective plot helps to create a sense of unity and completeness - effectively establishes and maintains setting, develops narrator/characters, and maintains point of view* - consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas - natural, logical sequence of events from beginning to end - effective opening and closure for audience and purpose	The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained: - an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected - adequately maintains a setting, develops narrator/characters, and/or maintains point of view* - adequate use of a variety of transitional strategies to clarify the relationships between and among ideas - adequate sequence of events from beginning to end - adequate opening and closure for audience and purpose	The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus: - there may be an inconsistent plot, and/or flaws may be evident - unevenly or minimally maintains a setting, develops narrator and/or characters, and/or maintains point of view* - uneven use of appropriate transitional strategies and/or little variety - weak or uneven sequence of events - opening and closure, if present, are weak	The organization of the narrative, real or imagined, may be maintained but may provide little or no focus: - there is little or no discernible plot or there may just be a series of events - may be brief or there is little to no attempt to establish a setting, narrator and/or characters, and/or point of view* - few or no appropriate transitional strategies may be evident - little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident - opening and/or closure may be missing	- Unintelligible - In a language other than English - Off-topic - Copied text - Off-purpose

*point of view begins at grade 7

Narrative
Performance Task Writing Rubric (Grades 3–8)

Score	4	3	2	1	NS
Development/Elaboration	The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and description: - experiences, characters, setting and events are clearly developed - connections to source materials may enhance the narrative - effective use of a variety of narrative techniques that advance the story or illustrate the experience - effective use of sensory, concrete, and figurative language that clearly advances the purpose - effective, appropriate style enhances the narration	The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description: - experiences, characters, setting, and events are adequately developed - connections to source materials may contribute to the narrative - adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience - adequate use of sensory, concrete, and figurative language that generally advances the purpose - generally appropriate style is evident	The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description: - experiences, characters, setting, and events are unevenly developed - connections to source materials may be ineffective, awkward or vague but do not interfere with the narrative - narrative techniques are uneven and inconsistent - partial or weak use of sensory, concrete, and figurative language that may not advance the purpose - inconsistent or weak attempt to create appropriate style	The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description: - experiences, characters, setting, and events may be vague, lack clarity, or confusing - connections to source materials, if evident, may detract from the narrative - use of narrative techniques may be minimal, absent, incorrect, or irrelevant - may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose - little or no evidence of appropriate style	- Unintelligible - In a language other than English - Off-topic - Copied text - Off-purpose

Narrative
Performance Task Writing Rubric (Grades 3–11)

Score	2	1	0	NS
Conventions	The response demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates a partial command of conventions: limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates little or no command of conventions: infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	- Unintelligible - In a language other than English - Off-topic - Copied text (Off-purpose responses will still receive a score in Conventions.)