

### The Flying Solar Car

CarOne Sunday morning my Dad's work buddy picked him up and they went to the airport because they needed to go to China for a business meeting. At 1:24 PM I called my friend Louis and asked "Do you want to come over?" he said, "Yes but after I eat." I hung up but fifteen minutes later he called and said "I will be there in five minutes."

At first we just watched movies then we got an idea to build a solar car. We used the solar panels on the roof to power the car and money to buy human sized models of a plane and a helicopter which were actually drones. We used the wings and propellers to make the solar car a flying solar car.

When my Dad came back on Friday we presented the car to him and he loved it! On Saturday we told my Dad that there is a TV on the inside and it could fly but he still had questions like "How does the TV work?" and "How do the wings and propellers not hit other cars?" then we told him that there is an antenna on the outside and the wings and propellers are adjustable. Then we test drove the car and everything worked even the microwave.

**Narrative**  
**Performance Task Writing Rubric (Grades 3–8)**

| Score                | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | NS                                                                                                                                                                      |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose/Organization | <p>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</p> <ul style="list-style-type: none"> <li>an effective plot helps to create a sense of unity and completeness</li> <li>effectively establishes and maintains setting, develops narrator/characters, and maintains point of view*</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas</li> <li>natural, logical sequence of events from beginning to end</li> <li>effective opening and closure for audience and purpose</li> </ul> | <p>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</p> <ul style="list-style-type: none"> <li>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</li> <li>adequately maintains a setting, develops narrator/characters, and/or maintains point of view*</li> <li>adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>adequate sequence of events from beginning to end</li> <li>adequate opening and closure for audience and purpose</li> </ul> | <p>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</p> <ul style="list-style-type: none"> <li>there may be an inconsistent plot, and/or flaws may be evident</li> <li>unevenly or minimally maintains a setting, develops narrator and/or characters, and/or maintains point of view*</li> <li>uneven use of appropriate transitional strategies and/or little variety</li> <li>weak or uneven sequence of events</li> <li>opening and closure, if present, are weak</li> </ul> | <p>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>there is little or no discernible plot or there may just be a series of events</li> <li>may be brief or there is little to no attempt to establish a setting, narrator and/or characters, and/or point of view*</li> <li>few or no appropriate transitional strategies may be evident</li> <li>little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident</li> <li>opening and/or closure may be missing</li> </ul> | <ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul> |

\*point of view begins at grade 7

**Narrative**  
**Performance Task Writing Rubric (Grades 3–8)**

| Score                   | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | NS                                                                                                                                                                      |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Development/Elaboration | <p>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting and events are clearly developed</li> <li>connections to source materials may enhance the narrative</li> <li>effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> <li>effective use of sensory, concrete, and figurative language that clearly advances the purpose</li> <li>effective, appropriate style enhances the narration</li> </ul> | <p>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting, and events are adequately developed</li> <li>connections to source materials may contribute to the narrative</li> <li>adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</li> <li>adequate use of sensory, concrete, and figurative language that generally advances the purpose</li> <li>generally appropriate style is evident</li> </ul> | <p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting, and events are unevenly developed</li> <li>connections to source materials may be ineffective, awkward or vague but do not interfere with the narrative</li> <li>narrative techniques are uneven and inconsistent</li> <li>partial or weak use of sensory, concrete, and figurative language that may not advance the purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul> | <p>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting, and events may be vague, lack clarity, or confusing</li> <li>connections to source materials, if evident, may detract from the narrative</li> <li>use of narrative techniques may be minimal, absent, incorrect, or irrelevant</li> <li>may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose</li> <li>little or no evidence of appropriate style</li> </ul> | <ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul> |

**Narrative**  
**Performance Task Writing Rubric (Grades 3–11)**

| Score       | 2                                                                                                                                                                                                                           | 1                                                                                                                                                                                                                        | 0                                                                                                                                                                                                                              | NS                                                                                                                                                                                                                           |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conventions | <p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul> | <p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul> | <p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul> | <ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul> <p>(Off-purpose responses will still receive a score in Conventions.)</p> |