

Tay & Char's Solar Car!

It was a beautiful day at school today. Me and my best friend Charlee decided to build a solar car because we learned about them in class today. In the story Green Transportation Solutions Brooke Harris mentioned in her article that solar power is better for the environment. As we walked home, we talked about what we would use for the solar car. "Hey Char should we buy 10 solar panels or 17 solar panels?" I asked. Charlee responded, "We should actually get 8 solar panels because if we got 10 or 17 of them it would cost way to much money."

When we got home we wrote a list of what we were going to get. "Should we get 8 solar panels, 2 windows, 2 seats, 2 batterys, 2 doors and 4 tires?" I asked. "Ya we should get that but how much would it cost?" Charlee asked. I responded, "It would cost \$2,900 in total." Also we could get some paint from the junkyard." I said. So once we were done writing the list we went to the store to get the parts and to the junkyard to get the paint.

But once we were about to buy all the parts we realized we forgot our credit cards! So we had to go back home to get them and come back to buy them. "Finally we're back!" I said very relieved. Charlee responded, "I know right!" After buying all the parts we went to the junkyard to get the paint. "Were here!" said Charlee. After we got the paint we went home to start building the solar car. "Yay we now get to build the solar car!" I said happily. "Now come on let's start!" Charlee said.

It took the whole night to build the solar car. "Yay we finished!" said Charlee. After we finished, we drove around town in our solar car. "Hey Char." I said. "Ya Tay." Charlee replied. "Do you want starbucks?" I asked. "YA!" she said very excited. After starbucks we went home. The End.

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"> 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 	<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"> 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 	<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"> 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 	<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"> 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 	<ul style="list-style-type: none"> 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	<p>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and description:</p> <ul style="list-style-type: none"> 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 	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description:</p> <ul style="list-style-type: none"> 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 	<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"> 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 	<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"> 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 	<ul style="list-style-type: none"> 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	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p>