Rubrics for Final Performance Tasks for Unit 5

Rubric for Option 1

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| **Criteria** | **4** | **3** | **2** | **1** |
| **Comprehension of enduring understandings for unit** | * Coherent, insightful, and clear demonstration of enduring understandings
 | * Sometimes inconsistent but mostly clear demonstration of enduring understandings
 | * Not always coherent or clear demonstration of enduring understandings
 | * Limited or no relevant demonstration of enduring understandings
 |
| **Coverage of unit concepts in game creation** | * Unit concepts are covered in an in-depth, substantive, and creative manner
 | * Unit concepts are given adequate but creative coverage
 | * Unit concepts are covered in a limited and uncreative manner
 | * Unit concepts are covered in an overly simplistic manner without consideration of creativity or substance
 |
| **Quality of design and presentation** | * Engaging, fun, and clearly conveys unit content
 | * Visually interesting and mostly conveys unit content
 | * Not engaging and minimally conveys unit content
 | * Hasty, visually unappealing, and does not clearly convey unit content
 |
| **Content and format of game** | * Clear and concise rules
* No errors in spelling, grammar, or diction
 | * Organized well and rules adequately explained
* One or two errors in spelling, grammar, or diction
 | * Mostly clear rules but some disorganized elements
* Three or four errors in spelling, grammar, or diction
 | * Unclear rules that lack substance
* Five or more errors in spelling, grammar, or diction, which distract from meaning
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Rubric for Option 2

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| **Criteria** | **4** | **3** | **2** | **1** |
| **Comprehension of enduring understandings for unit** | * Coherent, insightful, and clear demonstration of the enduring understanding
 | * Sometimes inconsistent but mostly clear demonstration of the enduring understanding
 | * Not always coherent or clear demonstration of enduring understanding
 | * Limited or no relevant demonstration of the enduring understanding
 |
| **Quality of outline presentation** | * Complete coverage of unit content and demonstrates clear, readable, and understandable structure
 | * Adequate coverage of unit content and demonstrates understandable structure
 | * Limited coverage of unit content and demonstrates basic and somewhat confusing structure
 | * No coverage of unit content and demonstrates simplistic, unreadable, or completely unclear structure
 |
| **Quality of reflection paper** | * Demonstrates excellent and thorough understanding and use of unit content
 | * Demonstrates good grasp of unit content
 | * Demonstrates fair understanding of unit content but lacks depth
 | * Demonstrates lack of understanding of unit content, and use of unit content is minimal or nonexistent
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| **Content and format of reflection paper** | * Writing is thought-provoking, meaningful, and relevant
* No errors in spelling, grammar, or diction
 | * Writing is generally relevant and insightful
* One or two errors in spelling, grammar, or diction
 | * Writing lacks some originality and is only partially relevant
* Three or four errors in spelling, grammar, or diction
 | * Writing lacks substance and relevance
* Five or more errors in spelling, grammar, or diction, which distract from meaning
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