Rubrics for Final Performance Tasks for Unit 1

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 clear demonstration of enduring understandings
 | * Not always coherent or clear demonstration of enduring understandings
 | * Limited or no relevant demonstration of enduring understandings
 |
| Substance and creativity of presentation | * Not only substantive and creative but also thought provoking and insightful
 | * Substantive and creative
 | * Lacking in substance and creativity
 | * Simplistic and superficial
 |
| Format of presentation | * Professionally presented and well organized
* No errors in spelling, grammar, or diction
 | * Professionally presented and well organized
* One or two errors in spelling, grammar, or diction
 | * Generally well presented but some disorganized elements
* Three or four errors in spelling, grammar, or diction
 | * Disorganized and not well presented
* Five or more errors in spelling, grammar, or diction, which distract from meaning
 |
| Suitability for eighth-graders | * Utilizes language, images, or music that eighth-graders can relate to and understand
 | * Utilizes some language, images, or music that eighth-graders can relate to and understand
 | * Utilizes very little language, images, or music that eighth-graders can relate to and understand
 | * Does not utilize language, images, or music that eighth-graders can relate to and understand
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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 enduring understandings
 | * Sometimes inconsistent but clear demonstration of enduring understandings
 | * Not always coherent or clear demonstration of enduring understandings
 | * Limited or no relevant demonstration of the enduring understandings
 |
| Substance and creativity of display | * Not only substantive and creative but also thought-provoking and insightful
 | * Substantive and creative
 | * Lacking in substance and creativity
 | * Simplistic or superficial
 |
| Use of imagery in display | * Imagery is relevant, visually engaging, and representative of an understanding of the Trinity
 | * Imagery is somewhat relevant, visually interesting, and mostly representative of an understanding of the Trinity
 | * Imagery is lacking in relevance, visual engagement, and an understanding of the Trinity
 | * Imagery is irrelevant, visually dull, and representative of no real understanding of the Trinity
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| Content of summary paper | * Displays a focused, thorough, and creative understanding of the mystery of the Trinity
* No errors in spelling, grammar, or diction
 | * Displays a solid understanding of the mystery of the Trinity
* One or two errors in spelling, grammar, or diction
 | * Displays a minimal understanding of the mystery of the Trinity
* Three or four errors in spelling, grammar, or diction
 | * Disorganized, simplistic, and displays a lack of understanding of the mystery of the Trinity
* Five or more errors in spelling, grammar, or diction, which distract from meaning
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