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 |

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 |
| 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 |