Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 1 Final Performance Task Rubrics

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| Option 1 | | | | | | | |
| Criteria | 4 | 3 | | 2 | | 1 | |
| Presentation demonstrates comprehension of enduring understandings for unit. | Presentation is coherent, insightful, and demonstrates all enduring understandings for unit. | Presentation is coherent and demonstrates three enduring understandings for unit. | | Presentation is not always coherent and demonstrates only two enduring understandings for unit. | | Presentation demonstrates limited comprehension of enduring understandings for unit. | |
| Presentation includes required number of quotes and Scripture passages with proper parenthetical citations, and demonstrates connections to unit content. | * Presentation includes five or more quotes from student book, five or more Scripture references, and use of proper citations. * Quotes and references demonstrate clear connection to content of unit. | * Presentation includes three or four quotes from student book, three or more Scripture references, and proper citations. * Quotes and references demonstrate relationship to unit content. | | * Presentation does not include required number of Scripture passages or a clear connection to unit content. * Citations are not present or are written incorrectly. | | * Presentation includes few references to unit quotes  and Scripture passages, or references do not demonstrate understanding of connection  to unit content. * Citations are not present or are written incorrectly. | |
| Presentation is formatted and organized well. | * Presentation includes well-organized images. * Text is well placed. * Notes clearly explain images and engage audience. * No errors in spelling, grammar, or citations. | * Presentation includes well-organized images. Text is  well placed. * Notes explain images and  are adequate for general presentation. * One to two errors in spelling, grammar, or citations. | | * Presentation includes organized images. Text is too wordy or poorly placed. * Images not clearly explained. * Three or four errors in spelling, grammar, or citations. | | * Presentation includes poor organization of images. * Text is not used or is poorly placed. * Notes are not present or are minimal. * More than five errors in spelling, grammar, or citations. | |
| Presentation is creative. | * Images are varied and engaging, demonstrating more than superficial research. * Presentation includes ten images. * Presentation has extra elements, such as music or animation. | * Images are varied and interesting. * Presentation includes seven to nine images. * Presentation has some extra elements that are likely to keep most audience members’ interested. | | * Images are basic and do not show much diversity or research. * Presentation includes four to seven images. * Presentation lacks extra elements to keep audience’s attention. | | * Images are present but not varied. * Presentation includes less than four images. * Presentation is plain and does not keep audience’s attention. | |
| Option 2 | | | | | | |
| Criteria | 4 | 3 | 2 | | 1 | |
| Script demonstrates comprehension of enduring understandings for unit. | Script demonstrates coherent, insightful, and clear comprehension of one or more enduring understandings for unit. | Script demonstrates inconsistent comprehension of enduring understandings for unit. | Script is not always coherent and does not demonstrate clear comprehension of enduring understandings for unit. | | Script includes limited or  no relevant demonstration  of at least one enduring understanding for unit. | |
| Script includes required number of quotes from unit and Scripture references with proper parenthetical citations, and demonstrates connections to unit content. | * Script includes five or more paraphrased or actual quotes from unit, five or more Scripture references, and proper citations. * Quotes and Scripture references demonstrate  depth of thought and clear connection to visuals and  unit content. | * Script includes three or four paraphrased or actual quotes from unit, three or four Scripture references, and proper citations. * Quotes and Scripture references demonstrate understanding and relationship to unit content. | * Script does not have required number of quotes from unit and/or Scripture references, and citations are not present or are written incorrectly. * Quotes and Scripture references do not demonstrate understanding of connection to unit content. | | * Script includes few or no Scripture quotes from unit, Scripture references are limited or not included, and citations are not present or are written incorrectly. * Quotes and Scripture references do not demonstrate understanding of connection to unit content. | |
| Script is well written and organized. | * Script is well written and organized. * Dialogue flows well. * Instructions to actors are  clear and provide interest. * No errors in spelling, grammar, or citations. | * Script is well written and organized. * Instructions to actors are basic. * One to two errors in spelling, grammar, or citations. | * Script is adequately written but lacks some elements of organization. * Instructions to actors are lacking or uninteresting. * Three or four errors in spelling, grammar, or citations. | | * Script is poorly written and disorganized. * Instructions to actors are missing. * Four or five errors in spelling, grammar, or citations. | |
| Script is creative. | * Script is likely to engage audience with humor, interesting lines, props, and suggestions to actors. | * Script is likely to keep interest of audience. * Script has some elements of humor or interesting lines. * Few or no props; suggestions to actors are adequate. | * Script conveys basic information but not likely to engage or keep interest of audience. * No props; suggestions to actors are lacking. | | * Script does not convey basic information adequately. * Script does not use interesting elements such as humor, props, or suggestions to actors. * Audience is likely to be bored. | |