

Rubrics for Final Performance Tasks for Unit 1

Rubric for Option 1

Criteria	4	3	2	1
Comprehension of enduring understandings for unit	<ul style="list-style-type: none">• Coherent, insightful, and clear demonstration of enduring understandings	<ul style="list-style-type: none">• Sometimes inconsistent but clear demonstration of enduring understandings	<ul style="list-style-type: none">• Not always coherent or clear demonstration of enduring understandings	<ul style="list-style-type: none">• Limited or no relevant demonstration of enduring understandings
Substance and creativity of presentation	<ul style="list-style-type: none">• Not only substantive and creative but also thought provoking and insightful	<ul style="list-style-type: none">• Substantive and creative	<ul style="list-style-type: none">• Lacking in substance and creativity	<ul style="list-style-type: none">• Simplistic and superficial
Format of presentation	<ul style="list-style-type: none">• Professionally presented and well organized• No errors in spelling, grammar, or diction	<ul style="list-style-type: none">• Professionally presented and well organized• One or two errors in spelling, grammar, or diction	<ul style="list-style-type: none">• Generally well presented but some disorganized elements• Three or four errors in spelling, grammar, or diction	<ul style="list-style-type: none">• Disorganized and not well presented• Five or more errors in spelling, grammar, or diction, which distract from meaning
Suitability for eighth-graders	<ul style="list-style-type: none">• Utilizes language, images, or music that eighth-graders can relate to and understand	<ul style="list-style-type: none">• Utilizes some language, images, or music that eighth-graders can relate to and understand	<ul style="list-style-type: none">• Utilizes very little language, images, or music that eighth-graders can relate to and understand	<ul style="list-style-type: none">• Does not utilize language, images, or music that eighth-graders can relate to and understand



Rubric for Option 2

Criteria	4	3	2	1
Comprehension of enduring understandings for unit	<ul style="list-style-type: none"> • Coherent, insightful, and clear demonstration of enduring understandings 	<ul style="list-style-type: none"> • Sometimes inconsistent but clear demonstration of enduring understandings 	<ul style="list-style-type: none"> • Not always coherent or clear demonstration of enduring understandings 	<ul style="list-style-type: none"> • Limited or no relevant demonstration of the enduring understandings
Substance and creativity of display	<ul style="list-style-type: none"> • Not only substantive and creative but also thought-provoking and insightful 	<ul style="list-style-type: none"> • Substantive and creative 	<ul style="list-style-type: none"> • Lacking in substance and creativity 	<ul style="list-style-type: none"> • Simplistic or superficial
Use of imagery in display	<ul style="list-style-type: none"> • Imagery is relevant, visually engaging, and representative of an understanding of the Trinity 	<ul style="list-style-type: none"> • Imagery is somewhat relevant, visually interesting, and mostly representative of an understanding of the Trinity 	<ul style="list-style-type: none"> • Imagery is lacking in relevance, visual engagement, and an understanding of the Trinity 	<ul style="list-style-type: none"> • Imagery is irrelevant, visually dull, and representative of no real understanding of the Trinity
Content of summary paper	<ul style="list-style-type: none"> • Displays a focused, thorough, and creative understanding of the mystery of the Trinity • No errors in spelling, grammar, or diction 	<ul style="list-style-type: none"> • Displays a solid understanding of the mystery of the Trinity • One or two errors in spelling, grammar, or diction 	<ul style="list-style-type: none"> • Displays a minimal understanding of the mystery of the Trinity • Three or four errors in spelling, grammar, or diction 	<ul style="list-style-type: none"> • 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

