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

Unit 1 Final Performance Task Rubrics

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| Option 1 | | | | | | | | |
| Criteria | 4 | | 3 | | 2 | | 1 | |
| **Film demonstrates comprehension of enduring understandings for unit.** | Film gives insightful and clear depiction of enduring understandings for unit. | | Film gives clear but sometimes inconsistent depiction of enduring understandings for unit. | | Film’s depictions of enduring understandings for unit are not always clear or coherent. | | Film has limited or no relevant depiction of enduring understandings  for unit. | |
| **Scripture passages are used responsibly and accurately.** | Film utilizes at least two Scripture passages not only responsibly and accurately but also in a creative and insightful manner. | | Film utilizes at least two Scripture passages responsibly and accurately. | | Film utilizes only one Scripture passage responsibly and accurately. | | Film does not utilize Scripture or does so inaccurately or superficially. | |
| **Film is both substantive and creative.** | Film is not only substantive and creative but also thought-provoking and insightful. | | Film is substantive and creative. | | Film is lacking in substance or creativity. | | Film is simplistic or superficial. | |
| **Film is well organized  and appealing.** | Film is not only well organized but also visually engaging and appealing. | | Film is well organized. | | Film contains some disorganized elements. | | Film is not well organized. | |
| Film utilizes proper spelling, grammar, or diction. | Film has no errors in spelling, grammar, or diction. | | Film has one or two errors  in spelling, grammar, or diction. | | Film has three or four errors in spelling, grammar, or diction. | | Film has errors in spelling, grammar, or diction. | |
| Option 2 | | | | | | | | |
| Criteria | | 4 | | 3 | | 2 | | 1 |
| **Art demonstrates comprehension  of enduring understandings  for unit.** | | Art and explanations give coherent, insightful, and clear depiction of enduring understandings for unit. | | Art and explanations give clear but sometimes inconsistent depiction of enduring understandings  for unit. | | Art and explanations are not always clear or coherent relative to enduring understandings for unit. | | Art and explanations give limited or no relevant demonstration of enduring understanding for unit. |
| **Art demonstrates skillful, accurate, and creative reflection on,  and/or interpretation of, enduring understanding  for unit.** | | Art is not only substantive and creative but also thought-provoking and insightful. | | Art is substantive and creative. | | Art is lacking in substance or creativity. | | Art is superficial and does not display level of skill appropriate for high school student. |
| **Written explanation is both substantive and creative.** | | Work is not only substantive and creative but also thought-provoking and insightful. | | Work is substantive and creative. | | Work is lacking in substance or creativity. | | Work is simplistic or superficial. |
| **Presentation is neat and well organized.** | | Presentation is not only  neat and well organized  but also visually engaging and appealing. | | Presentation is neat and well organized. | | Presentation is generally neat but contains some disorganized elements. | | Presentation is neither neat nor well organized. |
| Work utilizes proper spelling, grammar, or diction. | | Work has no errors in spelling, grammar, or diction. | | Work has one or two errors in spelling, grammar, or diction. | | Work has three or four errors in spelling, grammar, or diction | | Work has five or more errors in spelling, grammar, or diction. |