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

Unit 2 Final Performance Task Rubrics

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| Option 1 | | | | |
| Criteria | 4 | 3 | 2 | 1 |
| Letter demonstrates comprehension of enduring understandings for unit. | Letter gives coherent, insightful, and clear depiction of enduring understandings for unit. | Letter gives a clear but sometimes inconsistent depiction of enduring understandings for unit. | Letter’s depictions are not always clear or coherent relative to enduring understanding for unit. | Letter has limited or no relevant depiction of enduring understandings  for unit. |
| Letter contains in-depth, creative, substantive content, with attention to detail relative to enduring understandings for unit. | Letter is not only substantive and creative but also thought-provoking and insightful. | Letter is substantive and creative. | Letter is lacking in substance or creativity. | Letter is simplistic or superficial. |
| Letter is neat and well organized. | Letter is not only neat and well organized but also visually engaging and appealing. | Letter is neat and well organized. | Letter is generally neat, but contains some disorganized elements. | Letter is neither neat nor well organized. |
| Letter utilizes proper spelling, grammar, and diction. | Letter has no errors in spelling, grammar, or diction. | Letter has one or two errors in spelling, grammar, or diction. | Letter has three or four errors in spelling, grammar, or diction | Letter has more than four errors in spelling, grammar, or diction. |
| Letter demonstrates comprehension  of enduring understandings for unit. | Letter gives coherent, insightful, and clear depiction of enduring understandings for unit. | Letter gives a clear but sometimes inconsistent depiction of enduring understandings for unit. | Letter’s depictions are not always clear or coherent relative to enduring understanding for unit. | Letter has limited or no relevant depiction of enduring understandings  for unit. |

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| Option 2 | | | | |
| Criteria | 4 | 3 | 2 | 1 |
| Prayer service demonstrates comprehension of enduring understandings for unit. | Prayer service gives coherent, insightful, and clear depiction of enduring understanding for unit. | Prayer service gives clear but sometimes inconsistent depiction of enduring understandings for unit. | Prayer service’s depictions are not always clear or coherent relative to enduring understandings  for unit. | Prayer service has limited or no relevant depiction of enduring understandings  for unit. |
| Prayer service contains in-depth, substantive content that demonstrates creativity. | Prayer service is not only substantive and creative, but also thought-provoking and insightful. | Prayer service is substantive and creative. | Prayer service is lacking in substance or creativity. | Prayer service is simplistic or superficial. |
| Prayer service is well prepared, thoughtful,  and easy to follow. | Prayer service is well prepared, thoughtful and impressive in presentation. | Prayer service is well prepared, and its presentation is good. | Prayer service is generally good but does not appear to be well organized. | Prayer service is unclear and difficult to follow. |
| Script for prayer service utilizes proper spelling, grammar, and diction. | Script for the prayer service has no errors in spelling, grammar, or diction. | Script for prayer service has one or two errors in spelling, grammar, or diction. | Script for prayer service has three or four errors in spelling, grammar, or diction. | Script for prayer service  has five or more errors  in spelling, grammar, or diction. |
| Prayer service demonstrates comprehension of enduring understandings for unit. | Prayer service gives coherent, insightful, and clear depiction of enduring understanding for unit. | Prayer service gives clear but sometimes inconsistent depiction of enduring understandings for unit. | Prayer service’s depictions are not always clear or coherent relative to enduring understandings  for unit. | Prayer service has limited or no relevant depiction of enduring understandings  for unit. |