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

Unit 1 Final Performance Task Rubrics

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| Option 1 | | | | |
| Criteria | 4 | 3 | 2 | 1 |
| Work demonstrates comprehension of enduring understandings for unit. | Work presents coherent, insightful, and clear demonstration of enduring understandings for unit. | Work presents a sometimes inconsistent, but clear demonstration of enduring understandings for unit. | Work does not always present coherent or clear demonstration of enduring understandings for unit. | Work presents little or no relevant demonstration of enduring understandings  for unit. |
| Each panel’s ad addresses its required focus. | All three panels clearly address their required focus. | All three panels address their required focus with some lack of clarity. | One or two panels  do not address their  required focus. | None of the panels address their required focus. |
| Panels and essay  contain in-depth, substantive content that demonstrates creativity and attention to detail. | Panels and essay are not only substantive and creative but also thought-provoking and insightful. | Panels and essay are substantive and creative. | Panels and essay are lacking in substance or  in creativity. | Panels and essay are simplistic and superficial. |
| Panels are neatly presented and well organized. | Panels are not only neat  but visually engaging and appealing. | Panels are neatly done. | Panels are generally  neat but contain some disorganized elements. | Panels are not neat. |
| Panels and essay utilize proper spelling, grammar, and diction. | Panels and essay have no errors in spelling, grammar, and diction. | Panels and essay have  one or two errors in spelling, grammar, and diction. | Panels and essay have three or four errors in spelling, grammar, and diction. | Panels and essay have five or more errors in spelling, grammar, and diction. |

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| Option 2 | | | | |
| Criteria | 4 | 3 | 2 | 1 |
| Presentation demonstrates comprehension of enduring understandings for unit. | Presentation presents coherent, insightful, and clear demonstration of enduring understandings for unit. | Presentation presents a sometimes inconsistent, but clear demonstration of enduring understandings for unit. | Presentation does not always present coherent  or clear demonstration of enduring understandings for unit. | Presentation presents  little or no relevant demonstration of enduring understandings for unit. |
| Presentation contains elements that would be appealing and accessible to eighth-grade students. | Presentation is upbeat, entertaining, and makes effective use of stories, real-life situations, and images or music. | Presentation makes some imaginative use of stories, real-life situations, and images or music. | Presentation makes only  a limited use of stories, real-life situations, and images or music. | Presentation is not appealing or accessible  to eighth-grade students. |
| Presentation contains substantive content that demonstrates creativity and attention to detail. | Presentation is not only substantive and creative but also thought-provoking and insightful. | Presentation is substantive and creative but somewhat lacking in creativity or detail. | Presentation is lacking in substance and creativity and shows little attention  to detail. | Presentation is simplistic and superficial. |
| Presentation utilizes proper spelling, grammar, and diction. | Presentation has no errors in spelling, grammar, and diction. | Presentation has one or two errors in spelling, grammar, and diction. | Presentation has three or four errors in spelling, grammar, and diction. | Presentation has five or more errors in spelling, grammar, and diction. |