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

Unit 2 Final Performance Task Rubrics

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| Option 1 | | | | |
| Criteria | 4 | 3 | 2 | 1 |
| Prayer service demonstrates comprehension of enduring understandings for unit. | Prayer service is coherent  and insightful and clearly demonstrates compre-hension of enduring understandings for unit. | Prayer service is sometimes inconsistent  but clearly demonstrates comprehension of enduring understandings for unit. | Prayer service is not always coherent and does not clearly demonstrate comprehension of enduring understandings for unit. | Prayer service is limited and does not demonstrate comprehension of enduring understandings for unit. |
| Prayer service contains required elements. | Prayer service contains  all required elements. | Prayer service is missing  one required element. | Prayer service is missing  two required elements. | Prayer service is missing three or more required elements. |
| Prayer service contains substantive content that  is engaging and creative. | Prayer service is substan-tive and engaging, as well as creative and insightful. | Prayer service is substan-tive and engaging. | Prayer service is lacking  in substance or in  engagement. | Prayer service is simplistic and superficial. |
| Prayer service is relevant  to academic content of unit. | Prayer service is highly relevant to academic content of unit. | Prayer service is mostly, but not entirely, relevant to academic content of unit. | Prayer service is minimally relevant to academic content of unit. | Prayer service is not relevant to academic content of unit. |
| Prayer service utilizes  proper spelling, grammar, and diction. | Prayer service has  no errors in spelling, grammar, or diction. | Prayer service has one  or two errors in spelling, grammar, or diction. | Prayer service has three or four errors in spelling, grammar, or diction. | Prayer service has five  or more errors in spelling, grammar, or diction. |

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| Option 2 | | | | |
| Criteria | 4 | 3 | 2 | 1 |
| Dialogue demonstrates comprehension of enduring understandings for unit. | Dialogue demonstrates coherent, insightful, and clear comprehension of enduring understandings  for unit. | Dialogue is sometimes inconsistent but clearly demonstrates compre-hension of enduring understandings for unit. | Dialogue is not always  coherent and may not clearly demonstrate comprehension of enduring understandings for unit. | Dialogue demonstrates  limited or no relevant comprehension of enduring understandings for unit. |
| Dialogue is easy to follow and of required length. | Dialogue contains minimum of 450 words, and the voices are clearly identified. | Dialogue is between  400 and 450 words,  and the voices are  clearly identified. | Dialogue is between 350 and 400 words, or the voices are unclear. | Dialogue is less than  350 words. |
| Dialogue contains in-depth, substantive content that demonstrates creativity  and insight. | Dialogue is substantive and creative, as well as thought-provoking and insightful. | Dialogue is substantive and creative but lacking  in insight. | Dialogue is lacking in substance or in creativity and has little or no insight. | Dialogue is simplistic  and superficial. |
| Dialogue is relevant to academic content of unit. | Dialogue is relevant to academic content of unit. | Dialogue is mostly, but  not entirely, relevant to academic content of unit. | Dialogue is minimally relevant to academic content of unit. | Dialogue is not relevant to academic content of unit. |
| Dialogue utilizes proper spelling, grammar, and diction. | Dialogue has no errors  in spelling, grammar, or diction. | Dialogue has one or  two errors in spelling, grammar, or diction. | Dialogue has three or  four errors in spelling, grammar, or diction. | Dialogue has five or  more errors in spelling, grammar, or diction. |