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

Unit 4 Final Performance Task Rubrics

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| Option 1 | | | | |
| Criteria | 4 | 3 | 2 | 1 |
| Paper demonstrates comprehension of enduring understandings for unit. | Paper demonstrates  clear and insightful comprehension of enduring understandings for unit. | Paper demonstrates clear comprehension of enduring understandings for unit. | Paper demonstrates unclear or incoherent comprehension of enduring understandings for unit. | Paper demonstrates limited or no comprehension of enduring understandings  for unit. |
| Paper is of required length with points clearly made. | Paper is five or more pages in length and main points are clearly and effectively presented. | Paper is four pages in length and main points  are clearly presented. | Paper is less than four pages in length and main points lack some clarity. | Paper is less than three pages in length and main points are unclear. |
| Paper includes information from several reliable sources. | Paper includes facts from five or more reliable sources. | Paper includes facts from four reliable sources. | Paper includes facts from three reliable sources. | Paper includes facts from fewer than three reliable sources. |
| Paper effectively presents Catholic teaching on issue. | Paper presents substantial Catholic teaching on issue, with references from *Catechism* and Church documents. | Paper presents adequate Catholic teaching on issue, with references from *Catechism* and Church documents. | Paper presents limited Catholic teaching on issue, with few references from *Catechism* and Church documents. | Paper fails to present Catholic teaching on issue. |
| Paper shows clarity of thought and written expression and uses correct spelling, grammar, and diction. | Paper shows outstanding written expression and  has no errors in spelling, grammar, or diction. | Paper shows good written expression and has one  or two errors in spelling, grammar, or diction. | Paper shows adequate written expression and  has three or four errors  in spelling, grammar, or diction. | Paper shows poor written expression and has five  or more errors in spelling, grammar, or diction. |

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| Option 2 | | | | |
| Criteria | 4 | 3 | 2 | 1 |
| Work demonstrates comprehension of enduring understandings for unit. | Work demonstrates coherent, insightful, and clear comprehension of enduring understandings  for unit. | Work is sometimes inconsistent but  clearly demonstrates comprehension of enduring understandings for unit. | Work is not always  coherent and does not clearly demonstrate comprehension of enduring understandings for unit. | Work demonstrates  limited or no relevant comprehension of enduring understandings for unit. |
| Project overview plan and individual plans for each day show insightful development of overall theme. | Plans are appropriate, showing thought-provoking and insightful development of project’s overall theme. | Plans are appropriate  and thought-provoking  but lacking in insightful development of project’s overall theme. | Plans are appropriate  but are not thought-provoking or insightful in development of project’s overall theme. | Plans are simplistic and superficial. |
| Activities planned for  each day are creative and engaging for whole school. | Planned activities demonstrate substantial creativity and will engage interest of most students. | Planned activities demonstrate creativity  and will engage interest  of many students. | Planned activities lack creativity and will engage interest of few students. | Planned activities are  not creative and will  not engage interest  of students. |
| Written work utilizes proper spelling, grammar, and diction. | Written work has no errors in spelling, grammar, or diction. | Written work has one or two errors in spelling, grammar, or diction. | Written work has three or four errors in spelling, grammar, or diction. | Written work has five  or more errors in spelling, grammar, or diction. |