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

Unit 5 Final Performance Task Rubrics

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| Option 1 | | | | |
| Criteria | 4 | 3 | 2 | 1 |
| Video demonstrates comprehension of enduring understandings for unit. | Video is coherent, insightful, and clearly demonstrates compre-hension of enduring understandings for unit. | Video is sometimes inconsistent but clearly demonstrates compre-hension of enduring understandings for unit. | Video is not always coherent and does not clearly demonstrate comprehension of enduring understandings for unit. | Video is limited and does not demonstrate comprehension of enduring understandings for unit. |
| Video meets time requirement. | Video is at least 8 but not more than 10 minutes long. | Video is at least 7 minutes long but less than 8 minutes. | Video is at least 5 minutes long but less than 7 minutes. | Video is less than 5 minutes long. |
| Video contains in-depth, substantive content that demonstrates creativity and attention to detail. | Video is not only substantive and creative but also thought-provoking and insightful. | Video is substantive and creative but lacking in insight. | Video is lacking in substance, creativity, and insight. | Video is simplistic and superficial. |
| Content of video is relevant to academic content of unit. | Content of video is relevant to academic content of unit. | Content of video is mostly, but not entirely, relevant to academic content of unit. | Content of video is relevant to academic content of unit  in a limited manner. | Content of video is not relevant to academic content of unit. |
| Video utilizes proper grammar and diction. | Video has no errors in grammar or diction. | Video has one or two errors in grammar or diction. | Video has three or four errors in grammar or diction. | Video has five or more errors in grammar or diction. |

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| Option 2 | | | | |
| Criteria | 4 | 3 | 2 | 1 |
| Brochure demonstrates comprehension of enduring understandings for unit. | Brochure demonstrates coherent, insightful, and clear comprehension of enduring understandings for unit. | Brochure is sometimes inconsistent but clearly demonstrates compre-hension of enduring understandings for unit. | Brochure is not always coherent and may not clearly demonstrate comprehension of enduring understandings for unit. | Brochure demonstrates limited or no relevant comprehension of enduring understandings for unit. |
| Individual panels of brochure show insightful development of theme of moral choices. | Panels are appropriate, showing thought-provoking and insightful development of theme. | Panels are appropriate and thought-provoking but lacking in insightful development of theme. | Panels are appropriate but are not thought-provoking or insightful in development of theme. | Panels are simplistic and superficial. |
| Panels of brochure are well organized and neatly presented. | Panels are well organized and not only neat but also visually engaging and appealing. | Panels are organized and neatly done. | Panels are generally neat but contain some disorganized elements. | Panels are not organized or neat. |
| Brochure utilizes proper spelling, grammar, and diction. | Brochure has no errors in spelling, grammar, or diction. | Brochure has one or two errors in spelling, grammar, or diction. | Brochure has three or four errors in spelling, grammar, or diction. | Brochure has five or more errors in spelling, grammar, or diction. |

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| Option 3 | | | | |
| 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 compre-hension of enduring understandings for unit. | Work is not always coherent and may not clearly demonstrate comprehension of enduring understandings for unit. | Work demonstrates limited or no relevant comprehension of enduring understandings for unit. |
| All four songs have specific focus as identified in directions. | All four songs have correct focus. | Three songs have correct focus. | Two songs have correct focus. | One or none of the songs have correct focus. |
| Songs have inspiring lyrics and create engaging mix when listened to together. | All four songs have inspiring lyrics and create engaging mix when listened to together. | Three songs have inspiring lyrics and create engaging mix. | Two songs have inspiring lyrics and create engaging mix. | Songs do not have inspiring lyrics and do not create engaging mix. |
| Detailed playlist utilizes proper spelling, grammar, and diction. | Detailed playlist has no errors in spelling, grammar, or diction. | Detailed playlist has one  or two errors in spelling, grammar, or diction. | Detailed playlist has three  or four errors in spelling, grammar, or diction. | Detailed playlist has five  or more errors in spelling, grammar, or diction. |