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 a 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 a coherent or clear demonstration of enduring understandings for unit. | Work presents little or no relevant demonstration of enduring understandings for unit. |
| All required questions are addressed. | Work addresses all required questions. | Work is missing material that addresses one of the required questions. | Work is missing material that addresses two of the required questions. | Work is missing material that addresses three or more of the required questions. |
| Work contains  in-depth, substantive content that demonstrates creativity and attention to detail. | Work is not only substantive  and creative but also thought-provoking and insightful. | Work is substantive and creative. | Work is lacking in substance or in creativity. | Work is simplistic and superficial. |
| Work is neatly presented and well organized. | Work is not only neat but also visually engaging and appealing. | Work is neatly done. | Work is generally neat but contains some disorganized elements. | Work is not neat. |
| Work utilizes proper spelling, grammar, and/or diction. | Work has no errors in spelling, grammar, or diction. | Work has one or two errors in spelling, grammar, or diction. | Work has three or four errors in spelling, grammar, or diction. | Work has five or more errors in spelling, grammar, or diction. |

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| Option 2 | | | | |
| Criteria | 4 | 3 | 2 | 1 |
| Video demonstrates comprehension of enduring understandings for unit. | Video presents a coherent, insightful, and clear demonstration of enduring understandings for unit. | Video presents a sometimes inconsistent but clear demonstration of enduring understandings for unit. | Video does not always present a coherent or clear demonstration of enduring understandings for unit. | Video presents little or no relevant demonstration of enduring understandings for unit. |
| Video contains elements that would be appealing and accessible to young adolescents. | Video is upbeat, entertaining, and makes imaginative use of music and/or images. | Video makes some imaginative use of music and/or images. | Video makes only a limited use of music and/or images. | Video is not appealing or accessible to young adolescents. |
| 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. | Video is lacking in substance or in creativity. | Video is simplistic and superficial. |
| Video is professionally presented and well organized. | Video is not only professionally presented and well organized but also engaging and appealing. | Video is professionally presented and well organized. | Video is generally well presented but contains some disorganized elements. | Video is disorganized and not well presented. |
| Vsideo utilizes proper spelling, grammar, and/or diction. | Video contains no errors in spelling, grammar, or diction. | Video contains one or two errors in spelling, grammar, or diction. | Video contains three or four errors in spelling, grammar, or diction. | Video contains five or more errors in spelling, grammar, or diction. |