

Name _____

Unit 4 Final Performance Task Rubrics

Option 1				
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 sometimes demonstrates inconsistent but clear comprehension of enduring understandings for unit.	Work does not always demonstrate a coherent or clear comprehension of enduring understandings for unit.	Work demonstrates little or no relevant comprehension of enduring understandings for unit.
Essay, podcast, or video contains at least three direct quotes from interviewee.	Essay, podcast, or video contains at least three direct quotes from interviewee.	Essay, podcast, or video contains only two direct quotes from interviewee.	Essay, podcast, or video contains only one direct quote from interviewee.	Essay, podcast, or video does not contain direct quotes from interviewee.
Essay, podcast, or video contains in-depth, substantive content that demonstrates creativity and attention to detail.	Essay, podcast, or video is not only substantive and creative but also thought-provoking and insightful.	Essay, podcast, or video is substantive and creative.	Essay, podcast, or video is lacking in substance or in creativity.	Essay, podcast, or video is simplistic and superficial.
Personal reflection that concludes work demonstrates genuine engagement with, and personal appropriation of, unit material.	Personal reflection that concludes work demonstrates genuine engagement with, and personal appropriation of, unit material.	Personal reflection that concludes work demonstrates some genuine engagement with, and personal appropriation of, unit material, but is lacking in one or both areas.	Personal reflection that concludes work demonstrates limited engagement with, and personal appropriation of, unit material.	Personal reflection that concludes work demonstrates neither genuine engagement with, nor personal appropriation of, unit material.
Focus of interview is relevant to academic content of unit.	Focus of interview is relevant to academic content of unit.	Focus of interview is mostly, but not entirely, relevant to academic content of unit.	Focus of interview is relevant to academic content of unit in very limited manner.	Focus of interview is not relevant to academic content of this unit.
Essay, podcast, or video utilizes proper spelling, grammar, and diction.	Essay, podcast, or video has no errors in spelling, grammar, or diction.	Essay, podcast, or video has one or two errors in spelling, grammar, or diction.	Essay, podcast, or video has three or four errors in spelling, grammar, or diction.	Essay, podcast, or video has five or more errors in spelling, grammar, or diction.



Option 2				
Criteria	4	3	2	1
Script demonstrates comprehension of enduring understandings for unit.	Script demonstrates coherent, insightful, and clear comprehension of enduring understandings for unit.	Script demonstrates sometimes inconsistent but clear comprehension of enduring understandings for unit.	Script does not always demonstrate coherent or clear comprehension of enduring understandings for unit.	Script demonstrates little or no relevant comprehension of enduring understandings for unit.
Script features three biblical figures from list and is at least four typed pages long.	Script features three biblical figures from list and is at least four typed pages long.	Script is missing one required element (i.e., is missing one biblical figure or is only three pages long).	Script is missing two required elements.	Script is missing three or more required elements.
Script contains in-depth, substantive content that demonstrates creativity and attention to detail.	Script is not only substantive and creative but also thought-provoking and insightful.	Script is substantive and creative.	Script is lacking in substance or in creativity.	Script is simplistic and superficial.
Personal reflection that concludes work demonstrates genuine engagement with, and personal appropriation of, unit material.	Personal reflection that concludes work demonstrates genuine engagement with, and personal appropriation of, unit material.	Personal reflection that concludes work demonstrates some genuine engagement with, and personal appropriation of, unit material, but is lacking in one or both of these areas.	Personal reflection that concludes work demonstrates limited engagement with, and personal appropriation of, unit material.	Personal reflection that concludes work demonstrates neither genuine engagement with, nor personal appropriation of, unit material.
Focus of script is relevant to academic content of unit.	Focus of script is relevant to academic content of unit.	Focus of the script is mostly, but not entirely, relevant to the academic content of this unit.	Focus of script is relevant to academic content of unit in a limited manner.	Focus of script is not relevant to academic content of unit.
Script and video or live performance demonstrate proper use of spelling, grammar, and diction.	Script and video or live performance have no errors in spelling, grammar, or diction.	Script and video or live performance have one or two errors in spelling, grammar, or diction.	Script and video or live performance have three or four errors in spelling, grammar, or diction.	Script and video or live performance have five or more errors in spelling, grammar, or diction.



Option 3				
Criteria	4	3	2	1
Paper demonstrates comprehension of enduring understandings for unit.	Paper demonstrates coherent, insightful, and clear comprehension of enduring understandings for unit.	Paper demonstrates sometimes inconsistent but clear comprehension of enduring understandings for unit.	Paper does not always demonstrate coherent or clear comprehension of enduring understandings for unit.	Paper demonstrates little or no relevant comprehension of enduring understandings for unit.
Paper clearly utilizes at least five of the seven steps of exegesis.	Paper utilizes at least five of the seven steps of exegesis.	Paper clearly utilizes four of the seven steps of exegesis.	Paper clearly utilizes three of the seven steps of exegesis.	Paper clearly utilizes only one or two of the seven steps of exegesis.
Paper contains in-depth, substantive content that demonstrates creativity and attention to detail.	Paper is not only substantive and creative but also thought-provoking and insightful.	Paper is substantive and creative.	Paper is lacking in substance or in creativity.	Paper is simplistic and superficial.
Paper is professionally presented and well organized.	Paper is not only professionally presented and well organized but also engaging and appealing.	Paper is professionally presented and well organized.	Paper is generally well presented but contains some disorganized elements.	Paper is disorganized and not well presented.
Paper is at least three pages long and includes bibliography with at least three sources (student book plus two others).	Paper is at least three pages long and includes bibliography with at least three sources (student book plus two others).	Paper is missing one required element (i.e., is short one page or missing one source).	Paper is missing two required elements (i.e., is short one or two pages and/or is missing one or two sources).	Paper is missing three or more required elements or is missing entire bibliography.
Paper utilizes proper spelling and grammar.	Paper contains no errors in spelling or grammar.	Paper contains one or two errors in spelling or grammar.	Paper contains three or four errors in spelling or grammar.	Paper contains five or more errors in spelling or grammar.

