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

Unit 4 Final Performance Task Rubrics

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| 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. |

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| 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. |

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| 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. |