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

Unit 5 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 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 coherent or clear demonstration of enduring understandings  for unit. | Work presents limited or absent demonstration of enduring understandings for unit. |
| Student engaged in three different scripturally-based prayer experiences and submitted one-paragraph reflection for each. | Student engaged in three different scripturally-based prayer experiences and submitted one-paragraph reflection for each. | Student engaged in only  two scripturally-based prayer experiences or submitted only two one-paragraph reflections. | Student engaged in only  one scripturally-based prayer experience or submitted only one one-paragraph reflection. | Student did not engage in scripturally-based prayer experiences or did not submit any of one-paragraph reflections. |
| Reflection paper contains in-depth, substantive content that demonstrates creativity and attention  to detail. | Reflection paper is not only substantive and creative but also thought-provoking and insightful. | Reflection paper is substantive and creative. | Reflection paper is lacking in substance or in creativity. | Reflection paper is simplistic  and superficial. |
| Reflection paper demonstrates genuine engagement with, and personal appropriation  of, material of unit. | Reflection paper demonstrates genuine engagement with, and personal appropriation of, material of unit. | Reflection paper demonstrates some genuine engagement with, and personal appropriation of, material of unit but is lacking in one or both of these areas. | Reflection paper demonstrates very limited engagement with, and personal appropriation of, material of unit. | Reflection paper demonstrates neither genuine engagement with, nor personal appropriation of, material of unit. |
| Content of reflection paper is relevant to academic content of unit. | Content of reflection paper is relevant to academic content  of unit. | Content of reflection paper is mostly, but not entirely, relevant to academic content of unit. | Content of reflection paper is relevant to academic content  of unit in a very limited manner. | Content of reflection paper is  not relevant to academic content of unit. |
| Reflection paper utilizes proper spelling and grammar. | Reflection paper has no errors in spelling or grammar. | Reflection paper has one or two errors in spelling or grammar. | Reflection paper has three  or four errors in spelling or grammar. | Reflection paper has five  or more errors in spelling  or grammar. |

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| Option 2 | | | | |
| Criteria | 4 | 3 | 2 | 1 |
| Work demonstrates comprehension of enduring understandings for unit. | Work presents coherent, insightful, and clear demonstration of enduring understandings for unit. | Work presents sometimes inconsistent but clear demonstration of enduring understandings for unit. | Work does not always present coherent or clear demonstration of enduring understandings for unit. | Work presents limited or absent demonstration of enduring understandings for unit. |
| Liturgy plan includes required elements. | Liturgy plan includes all required elements. | Liturgy plan is missing one required element. | Liturgy plan is missing two required elements. | Liturgy plan is missing three or more required elements. |
| Liturgy plan and reflection paper contain 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 lacks substance and creativity. | Work is simplistic and superficial. |
| One- or two-page reflection on readings is cademically sound and relevant. | One- or two-page reflection on readings is academically sound and relevant. | One- or two-page reflection on readings is mostly, but not entirely, academically sound and relevant. | One- or two-page reflection on readings is academically sound and relevant in very limited manner. | One- or two-page reflection on readings is neither academically sound nor relevant. |
| Two-page reflection paper demonstrates genuine engagement with, and personal appropriation  of, material of unit. | Two-page reflection paper demonstrates genuine engagement with, and personal appropriation of, material of unit. | Two-page reflection paper demonstrates some genuine engagement with, and personal appropriation of, material of unit but is lacking in one or both areas. | Two-page reflection paper demonstrates very limited engagement with, and personal appropriation of, material of unit. | Two-page reflection paper demonstrates neither genuine engagement with, nor personal appropriation of, material of unit. |
| Liturgy plan and reflection paper utilize proper spelling and grammar. | Liturgy plan and reflection paper have no errors in spelling or grammar. | Liturgy plan and reflection paper have one or two errors in spelling or grammar. | Liturgy plan and reflection paper have three or four errors in spelling or grammar. | Liturgy plan and reflection paper have five or more errors in spelling or grammar. |

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| Option 3 | | | | |
| Criteria | 4 | 3 | 2 | 1 |
| Portfolio contains all required elements (copies of three exegetical papers―with grade and teacher comments―and reflective synthesis). | Portfolio contains all required elements. | Portfolio is missing one required element. | Portfolio is missing two required elements. | Portfolio is missing three or more required elements. |
| Reflective synthesis covers all required topics and questions. | Reflective synthesis covers all required topics and questions. | Reflective synthesis is missing one required topic or question. | Reflective synthesis is missing two required topics or questions. | Reflective synthesis is missing three or more required topics or questions. |
| Reflective synthesis is  at least four written  pages, twelve PowerPoint presentation slides,  or 5-minute podcast or video (or comparable multimedia content). | Reflective synthesis is at least four written pages, twelve PowerPoint presentation slides, or 5-minute podcast or video (or comparable multimedia content). | Reflective synthesis is short one page, two slides, or 1 minute. | Reflective synthesis is short  two pages, three slides, or 2 minutes. | Reflective synthesis is short three or more pages, four or more slides, or 3 or more minutes. |
| Reflective synthesis contains in-depth, substantive content that demonstrates creativity and attention to detail. | Reflective synthesis is not only substantive and creative but also thought-provoking and insightful. | Reflective synthesis is substantive and creative. | Reflective synthesis is lacking in substance or in creativity. | Reflective synthesis is simplistic and superficial. |
| Reflective synthesis demonstrates genuine engagement with, and personal appropriation of, course material. | Reflective synthesis demonstrates genuine engagement with, and personal appropriation of, course material. | Reflective synthesis demonstrates some genuine engagement with, and personal appropriation of, course material but lacks in one or both areas. | Reflective synthesis demonstrates very limited engagement with, and personal appropriation of, course material. | Reflective synthesis demonstrates neither genuine engagement with, nor personal appropriation of, course material. |
| Reflective synthesis utilizes proper spelling, grammar, and/or diction. | Reflective synthesis has no errors in spelling, grammar,  or diction. | Reflective synthesis has one or two errors in spelling, grammar, or diction. | Reflective synthesis has three or four errors in spelling, grammar, or diction. | Reflective synthesis has five  or more errors in spelling, grammar, or diction. |