Rubrics for Final Performance Tasks for Unit 2

Rubric for Option 1

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| Criteria | 4 | 3 | 2 | 1 |
| Comprehension  of enduring understandings  for unit | Coherent, insightful, and clear demonstration of enduring understandings | Sometimes inconsistent but mostly clear demonstration of enduring understandings | Not always coherent or clear demonstration of enduring understandings | Limited or no relevant demonstration of enduring understandings |
| Creativity and substance of video | Creative, visually engaging, and substantive | Creative and substantive | Lacking in creativity and substance | Dull and uninformative |
| Format of video | Not only polished and put together well but also engaging and visually appealing | Organized and presented effectively | Generally put together well but contains some confusing or disorganized elements | Not put together well, lacks visual appeal, and is disorganized |
| Content of video | Engaging and inviting for youth  No errors in grammar, diction, or syntax | Somewhat engaging for youth  One or two errors in spoken grammar, diction, or syntax | Only slightly engaging, not inviting to youth  Three or four errors in spoken grammar, diction, or syntax | Not engaging or inviting to youth  Five or more errors in spoken grammar, diction, or syntax, which distract from meaning |

Rubric for Option 2

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| --- | --- | --- | --- | --- |
| Criteria | 4 | 3 | 2 | 1 |
| Comprehension of enduring understandings for unit | Coherent, insightful, and clear demonstration of enduring understandings | Sometimes inconsistent but clear demonstration of enduring understandings | Not always coherent or clear demonstration of enduring understandings | Limited or no relevant demonstration of enduring understandings |
| Creativity and substance of presentation | Creative and substantive | Creative but lacking in substance | Lacking in creativity and substance | Lacking in creativity and substance; overly simplistic |
| Choice of media for presentation | * Varied, visually engaging, and clearly representative of key concepts of unit | * Organized and representative of key concepts of unit | * Unorganized and unclear | * Confusing and unengaging |
| Content and format of project | * No errors in spelling, grammar, or diction | * One or two errors in spelling, grammar, or diction | * Three of four errors in spelling, grammar, or diction | * Five or more errors in spelling, grammar, or diction, which distract from meaning |