

Name _____

Unit 5 Final Performance Task Rubrics

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.



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 academically 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.



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 slides, or 5-minute podcast or video (or comparable multimedia content).	Reflective synthesis is at least four written pages, twelve PowerPoint 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.

