|  |  |  |  |
| --- | --- | --- | --- |
| Group Rubric | | Points 1-5 | |
| Topics | Includes the topics of travel, leisure, weather, cultural events/activities | |  |
| Storyline | Clear beginning. Introduction of characters with a goal, problem, or dilemma. Action and events. Eventual resolution/achievement (or not) of problem/goal. | |  |
| Props | Smooth use of objects, signs, etc. that support understanding of the skit. | |  |
| Cultural Information | Skit accurately reflects information about the francophone world from Ch. 1 & 3. | |  |
| Preparation | Performance reveals a clear level of preparation. Group has rehearsed multiple times. | |  |
|  | Total | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Group Rubric | | Points 1-5 | |
| Topics | Includes the topics of travel, leisure, weather, cultural events/activities | |  |
| Storyline | Clear beginning. Introduction of characters with a goal, problem, or dilemma. Action and events. Eventual resolution/achievement (or not) of problem/goal. | |  |
| Props | Smooth use of objects, signs, etc. that support understanding of the skit. | |  |
| Cultural Information | Skit accurately reflects information about the francophone world from Ch. 1 & 3. | |  |
| Preparation | Performance reveals a clear level of preparation. Group has rehearsed multiple times. | |  |
|  | Total | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Group Rubric | | Points 1-5 | |
| Topics | Includes the topics of travel, leisure, weather, cultural events/activities | |  |
| Storyline | Clear beginning. Introduction of characters with a goal, problem, or dilemma. Action and events. Eventual resolution/achievement (or not) of problem/goal. | |  |
| Props | Smooth use of objects, signs, etc. that support understanding of the skit. | |  |
| Cultural Information | Skit accurately reflects information about the francophone world from Ch. 1 & 3. | |  |
| Preparation | Performance reveals a clear level of preparation. Group has rehearsed multiple times. | |  |
|  | Total | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Group Rubric | | Points 1-5 | |
| Topics | Includes the topics of travel, leisure, weather, cultural events/activities | |  |
| Storyline | Clear beginning. Introduction of characters with a goal, problem, or dilemma. Action and events. Eventual resolution/achievement (or not) of problem/goal. | |  |
| Props | Smooth use of objects, signs, etc. that support understanding of the skit. | |  |
| Cultural Information | Skit accurately reflects information about the francophone world from Ch. 1 & 3. | |  |
| Preparation | Performance reveals a clear level of preparation. Group has rehearsed multiple times. | |  |
|  | Total | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Group Rubric | | Points 1-5 | |
| Topics | Includes the topics of travel, leisure, weather, cultural events/activities | |  |
| Storyline | Clear beginning. Introduction of characters with a goal, problem, or dilemma. Action and events. Eventual resolution/achievement (or not) of problem/goal. | |  |
| Props | Smooth use of objects, signs, etc. that support understanding of the skit. | |  |
| Cultural Information | Skit accurately reflects information about the francophone world from Ch. 1 & 3. | |  |
| Preparation | Performance reveals a clear level of preparation. Group has rehearsed multiple times. | |  |
|  | Total | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Individual Rubric | | | | |
| AREA | Exceeds | Meets | Almost meets | Does not meet |
| Grammar | Uses wide variety tenses, negation, reflexives, etc. with almost no mistakes | Uses wide variety of grammar accurately. A few mistakes, but do not impeded understanding. | Uses limited amount of grammar. Or makes several mistakes that sometimes impeded understanding. | Relies mostly on present tense. Or makes many mistakes that impede understanding. |
| Vocabulary | Extensive vocabulary with appropriate usage. | Uses a wide variety of past and current vocabulary appropriately. | Relies mostly on Fr. 1 & 2 vocabulary. Sometimes inappropriate usage. | Very limited vocabulary. Often inappropriate usage. |
| Overall Comprehensibility | Flows smoothly, excellent pronunciation, easily understood. | Flows with few hesitations.  Good pronunciation.  Understandable with little or no effort. | Several hesitations.  Multiple pronunciation errors  Takes effort to understand. | Long hesitations.  Many pronunciation errors.  Much effort to understand. |
| Acting, Energy, Commitment, Preparation | Are you a professional actor or what? | Becomes the character. Stays present in the scene. Knows lines. Does not break into English. |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Individual Rubric | | | | |
| AREA | Exceeds | Meets | Almost meets | Does not meet |
| Grammar | Uses wide variety tenses, negation, reflexives, etc. with almost no mistakes | Uses wide variety of grammar accurately. A few mistakes, but do not impeded understanding. | Uses limited amount of grammar. Or makes several mistakes that sometimes impeded understanding. | Relies mostly on present tense. Or makes many mistakes that impede understanding. |
| Vocabulary | Extensive vocabulary with appropriate usage. | Uses a wide variety of past and current vocabulary appropriately. | Relies mostly on Fr. 1 & 2 vocabulary. Sometimes inappropriate usage. | Very limited vocabulary. Often inappropriate usage. |
| Overall Comprehensibility | Flows smoothly, excellent pronunciation, easily understood. | Flows with few hesitations.  Good pronunciation.  Understandable with little or no effort. | Several hesitations.  Multiple pronunciation errors  Takes effort to understand. | Long hesitations.  Many pronunciation errors.  Much effort to understand. |
| Acting, Energy, Commitment, Preparation | Are you a professional actor or what? | Becomes the character. Stays present in the scene. Knows lines. Does not break into English. |  |  |