

Student Name: _____

Date: _____

Class: _____

Sanborn Regional School District

Skit Scoring Guide

	Developing and Sequencing	Cultural Behaviors	Delivery	Language Structure	Pronunciation/ Intonation	Vocabulary
6	creatively developed in detail; entertaining; rich, unusual story elements	exhibits obvious and subtle target cultural behaviors	effortless and smooth	employs complex structures and speech; demonstrates a sophistication beyond that which has been studied	approximates native speech	is used accurately with creative variety; reveals breadth of knowledge
5	well developed; many details; holds audience's interest; strong beginning, middle, and end	exhibits many appropriate target cultural behaviors	no unnatural pauses; sounds like natural speech	employs consistent and accurate use of structures; may contain a few minor errors that don't interfere with the communication	is mostly correct with only minor flaws	is varied and accurate
4	adequately developed; includes all required story elements; has beginning, middle, and end	exhibits some target cultural behaviors	fairly smooth with few unnatural pauses; slight choppiness and/or occasional error in intonation	generally uses correct structures with some errors	is influenced by first language	is appropriate
3	partially developed; missing a few required story elements; beginning, middle, and end may be unclear	exhibits only the most obvious target cultural behaviors	occasionally halting and fragmentary with some unnatural pauses, choppiness, or inappropriate intonation	demonstrates an inconsistent use of correct structure	shows strong influence from first language	is simple with some inappropriate use
2	minimal development; missing many required story elements; hard to follow	exhibits little target cultural behavior	halting and fragmentary with many unnatural pauses; speech sounds mechanical	shows many errors in use of structure	is dominated by first language	is limited or incorrect
1	unsatisfactory development; inadequate amount of material; no sequencing	exhibits no target cultural behaviors	very halting and fragmentary with excessive unnatural pauses	has no apparent understanding of structures	interferes with comprehension	is very poor or inaccurate for topic; first language word may be used; speaker may create a target language from first language