

Skit Rubric

	Knowledge of Content and Quality of Script	Depth of Comprehension, Understanding, and Interpretation	Presentation
1	The skit is unclear and not based on the text. Students did not add or explain information to highlight drama and comprehension.	The actors showed no comprehension of the text. The skit does not explore the text emotively.	Read the entire skit. Addressed the floor or ceiling, rather than the audience. Little or no eye contact. Slouched or leaned against something. Poor use of costumes and props.
2	The skit is somewhat unclear and somewhat based on the text. Students added and explained some little information to highlight drama and comprehension.	The actors showed a basic comprehension of the text. The skit somewhat explores the text emotively.	Read much of the skit. Addressed the audience infrequently. Infrequent eye contact. Voice volume wavered. Some slouching and talking to the floor. Decent use of costumes and props.
3	The skit is generally clear and based fully on the text. Students added and explained some essential information to highlight drama and comprehension.	The actors demonstrated good comprehension of the text. The skit explores the text emotively.	The skit was dramatized, with little or no reading. Addressed the audience most of the time. Occasional eye contact. The voice could be heard most of the time. Good posture. Good use of simple costumes and props.
4	The skit is clear, compelling, and based fully on the text. Students added and explained	The actors showed full comprehension of the text. The skit fully explores the text emotively.	The skit was dramatized, not read. Addressed the audience at all times. Frequent eye contact, loud,



	essential information to highlight drama and comprehension.		excellent posture. Excellent use of simple costumes and props
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Comic Rubric

	Knowledge of Content and Quality of Comic	Depth of Comprehension, Understanding, and Interpretation	Presentation
1	The comic is unclear and not based on the text. Poor use of pertinent pictures which weakly depict the events of the text. Low-quality display of dialogue and non-dialogue text.	Students showed no comprehension of the text. The skit does not explore the text emotively.	Students read the entire comic, with no explanation. Students addressed the floor or ceiling, rather than the audience. There was little or no eye contact. Students slouched or leaned against something.
2	The comic is somewhat unclear and somewhat based on the text. Basic-poor use of pertinent pictures that barely depict the events of the text. Weak display of dialogue and non-dialogue text.	Students showed a basic comprehension of the text. The comic somewhat explores the text emotively.	Students read much of the comic, with little explanation. Students addressed the audience infrequently. Infrequent eye contact. Students' voice volume wavered. There was some slouching and talking to the floor.
3	The comic is generally clear and based fully on the text. Good use of pertinent pictures that depict the events of the	Students demonstrated good comprehension of the text. The comic explores the text emotively.	The comic was explained, with little or no reading. Students addressed the audience most of the time. There was occasional eye



	text. A fine display of dialogue and non-dialogue text.		contact. Students' voices could be heard most of the time. Good posture.
4	The comic is clear, compelling, and based fully on the text. Creative, exceptional pertinent pictures that outstandingly depict the events of the text. High-quality display of dialogue and non-dialogue text.	Students showed full comprehension of the text. The comic fully explores the text emotively.	The comic was explained, not read. Students addressed the audience at all times. There was frequent eye contact, loud, and excellent posture.