

**The Arabic program
University of Texas, Austin**

**Skit Guidelines & Evaluation Rubric
1st Year Arabic**

Ahlan yaa shabaab!

As part of your Quiz II (for units 1-8) you all will perform a skit in class for your classmates. This skit represents the oral part of the quiz, so be sure to prepare it well. You must perform the skit with a partner. If the number of students in the class is an odd number, there may be one skit only with 3 people. Your skits will be videotaped so that the instructors can review them in order to evaluate them. (The videotaping will only be used for the purpose of evaluation.)

Here are some general expectations and guidelines to keep in mind as you prepare your project:

1. The goal of this activity is for you to use the language you have learned thus far in a conversational setting. Thus **no reading** is allowed.
2. The performance should last for **4 minutes** (2 people) or **6 minutes** (3 people) in which you should produce as much language as you possibly can.
3. You are required to use the vocabulary and grammatical structures you have studied thus far.
4. Keep your audience in mind. The language of your presentation should be accessible to any student of ARA 601C.
5. You are expected to incorporate Colloquial Arabic (Egyptian or Syrian) using the phrases, words, and grammatical structures you have learned in class.

A detailed rubric which we will be using to evaluate your skits is included below.

Name of student: _____

Evaluation: /16 Points

Area	4	3	2	1
Use of Vocabulary / Expressions	Incorporates a wide variety of the vocabulary and expressions studied in <i>Alif Baa</i> . Creative and appropriate use of vocabulary with colloquial pronunciation.	Communication is successful, but some words and expressions are used incorrectly. Occasional use of vocabulary or expressions not studied in class.	Communication is hampered by frequent incorrect use of new vocabulary and expressions.	Limited use of vocabulary overall and vocabulary and expressions frequently used incorrectly.
Accuracy in Pronunciation	Pronunciation is excellent with short and long vowels, deep and frontal sounds of <i>Haa'</i> , <i>khaa'</i> , <i>ghayn</i> , <i>'ayn</i> etc. clearly and accurately produced.	Inaccuracy in pronunciation does not impede comprehensibility but production is marked by some inaccuracy, sometimes patterned.	Inaccurate pronunciation is frequent and production has regular patterned errors that impede comprehensibility.	Pronunciation inaccuracy is extensive and frequently impedes comprehensibility.
Accuracy in Language Form	Excellent control of structure and morphology with rare errors in gender agreement, verb conjugation, word order and structure.	Inaccurate language form does not impede comprehensibility but shows regular and/or patterned errors in gender agreement, verb conjugation and/or structure.	Inaccuracy in form is frequent and production has regular patterned errors that impede comprehensibility.	Form inaccuracy is extensive and frequently impedes comprehensibility.
Fluency / Preparation	Performance shows evidence of excellent preparation. Skit is coherent and lines have been well learned. Production is fluent without long pauses between sentences and with phrases "strung together" as opposed to word for word production.	Preparation and delivery of skit is good. Skit is occasionally not coherent and/or characterized by non-fluent delivery. More effort needed to create and deliver an excellent skit.	Preparation and delivery of skit is weak. Skit itself is not coherent and/or fluency of delivery indicates lack of preparation. Delivery of skit is characterized by frequent word for word delivery.	Preparation and delivery of skit is very weak. Skit itself is not coherent and fluency of delivery indicates lack of preparation. Delivery of skit is characterized almost exclusively by word for word delivery and long pauses.