

# Variety Show Rubric

CATAGORY	4 POINTS	3 POINTS	2 POINTS	1 POINT
<b>RESEARCH</b>	Group researched the subject and integrated three or more facts from their research into their performance.	Group researched the subject and integrated two “tidbits” from their research into their performance.	Group researched the subject and integrated one “tidbit” from their research into their performance.	Either no research was done or it was not clear that the group used it in the performance.
<b>ACCURACY OF FACTS</b>	All facts are reported accurately (3 of 3).	Almost all facts are reported accurately (2 of 3).	One fact is reported accurately.	No facts are reported accurately or no facts were reported.
<b>DURATION OF PRESENTATION</b>	The performance was no more than 2 minutes long and did not seem hurried or too slow.	The performance was no more than 2 minutes long but SLIGHTLY hurried or too slow.	The performance was no more than 90 seconds long but VERY hurried.	The performance was more than 2 minutes long or under 90 seconds.
<b>POINT OF VIEW PURPOSE</b>	Performance establishes a purpose at the beginning and maintains that focus throughout.	Performance establishes a purpose at the beginning, but occasionally wanders from that focus.	The purpose is somewhat clear but many aspects of the performance seem only slightly related.	It was difficult to figure out the purpose of the performance.
<b>DIRECTIONS</b>	Students followed directions and included message, facts, and persuasive technique into their performance.	Students followed mostly all directions and included message, facts and persuasive technique into their performance.	Students did not follow all directions and did not include all parts of the message, facts and persuasive technique into their performance.	Students did not follow directions and did not include message, facts and persuasive technique into their performance.
<b>CONTENT</b>	Students showed understanding of the content and included factual information to educate their audience.	Students showed understanding of the content and included mostly factual information to educate their audience.	Students showed little understanding of the content and included some factual information to educate their audience.	Students showed no understanding of the content and included no factual information to educate their audience.
<b>CREATIVITY</b>	Students were very creative in developing their performance.	Students were creative in developing their performance.	Students were mildly creative in developing their performance.	Students were not creative in developing their performance.

Educator’s Information: This contest addressed learning standard components 4.B.4a and 3C.4b (Grade 8) of the Illinois English Language Arts “Curriculum Framework and Learning Standard – Contributing to the well-being of one’s school and community.”