

# VIDEO GROUP SKIT

## University of Memphis Language Fair 2024

### GUIDELINES

- The video must be entirely in the target language and should be 3-5 minutes in length; for any video longer than this, only the first five minutes of any submission will be judged.
- The video should clearly relate to the theme. If the video does not adhere to the theme, it will not be judged.
- Maximum of three (3) video entries per class period.
- Groups are to be **no more than 5 students**.
- Submissions will be accepted starting February 1<sup>st</sup> and will close on March 1<sup>st</sup>. All work is to be submitted via the online registration form at [www.memphis.edu/fair/](http://www.memphis.edu/fair/).
- All submissions must be submitted together in one **PDF or Word** file **per level** at the time of registration. The files should be named in this manner: a submission from French 3 at School X would be named "SchoolXFrenchVideoSkitLevel3.pdf" or "SchoolXFrenchVideoSkitLevel3.docx".
- The Video Skit submission should be a document with the following information:
  - Title
  - Students' names
  - School
  - Teacher
  - Language
  - Level (I, II, III, IV)
  - Link to the video on YouTube - no other formats will be accepted.
- Videos may contain captions (in English or the target language), but captions will not be judged.
- Videos must be done solely by the language student(s) who are currently enrolled in or have completed a world language class for the target language used in the video. The students in the class must be earning high school credit.
  - World language students and speakers of cognate languages may participate in this event.
  - Native and heritage speakers may perform in the video but may NOT be involved in any scriptwriting (they may perform a script written by other participants or extemporize their own roles) and may NOT be involved in writing or editing inserted post-production. They must be identified as native or heritage speakers in an accompanying list of credits on the document submitted.
    - **Native Speaker** – the majority of formal education is in the target language
    - **Heritage Speaker/Learner** – the majority of formal education is in English, but the target language is commonly used for communication in the home
    - **Second Language Learner** – little or no experience with the target language outside of formal education
    - **Cognate languages** are ones that closely relate to the language being tested, such as Portuguese speakers in Spanish contests. Speakers of cognate languages are excluded from the vocabulary quiz in the name of fairness and may not participate in this event.

See next page for judging criteria.



## JUDGING

CRITERIA	OUTSTANDING (4)	NOTEWORTHY (3)	FAIR (2)	POOR (1)
Content	The <b>unique</b> organization of content and visual elements creates a <b>striking and memorable work</b> . It has the power to “ <b>wow</b> ” the viewer.	The organization of content and visual elements create a <b>cohesive work</b> . The work has a <b>lasting impact</b> on the viewer.	The organization of content and visual elements is <b>adequate</b> . The work <b>holds the viewer’s attention</b> .	The content is <b>inadequate</b> . There is <b>little or no impact on the viewer</b> .
Creativity	The video shows <b>unique</b> (“ <b>outside of the box</b> ”) and <b>creative</b> interpretation with <b>great attention to detail</b> .	The video shows <b>creative</b> interpretation with <b>attention to detail</b> .	The video shows an <b>attempt at creativity</b> with <b>some attention to detail</b> .	The video is <b>not creative</b> and shows <b>no attention to details</b>
Cultural Relevance	The video displays a <b>significant understanding</b> of the target culture	The video displays <b>adequate understanding</b> of the target culture	The video displays <b>some understanding</b> of the target culture	The video displays <b>little to no understanding</b> of the target culture
Performance and Delivery	The skit is delivered with <b>outstanding pronunciation</b> and flows very naturally. There is <b>no barrier of understanding</b> .	The skit is delivered with good pronunciation and flows naturally. There is little barrier of understanding.	The skit is delivered with a few pronunciation errors. There is a barrier of understanding to some degree.	The skit is <b>difficult to comprehend</b> because of mispronunciations and poor delivery.
Grammar	<b>Correct usage</b> of grammar structures	Occasionally mistakes, but overall <b>understandable</b> content and purpose	Fair number of grammatical mistakes; <b>understandable with some difficulty</b>	<b>Difficult to understand</b> due to multiple grammar mistakes.
Vocabulary	Correct usage of vocabulary related to the theme; demonstrates <b>variation</b> of vocabulary	Some mistakes in vocabulary usage, but <b>understandable</b> content and purpose	Fair amount of incorrect vocabulary applied.	<b>Difficult to understand</b> due to multiple misuses of vocabulary

If teachers have any questions about the video skit category, please contact [flfair@memphis.edu](mailto:flfair@memphis.edu).

Judges will also determine whether the **video skit** has real learning value for the competitor in the event of a tie.