



Unit VIII The Worlds of Work and Play
Lesson 3 Grown-ups at Play

Adult Play Presentation Rubric

Name: _____

Date: _____

Name of Listener/Scorer: _____

Task: You are a folk culture researcher who has been directed to research one type of adult play or recreation and present your findings. You are expected to share results with students in the school and their parents. You will be assessed on your ability to inform your audience about participants, skills required, equipment, location, and insider terms used in that type of adult play.

Performance Element	Level 3 ____ Points	Level 2 ____ Points	Level 1 ____ Points	Possible	Actual
Identification and Description	<ul style="list-style-type: none"> Independently describes examples of adult play and recreation. 	<ul style="list-style-type: none"> Identifies some of the factors that affected the adult play and recreation; ideas formulated with assistance. 	<ul style="list-style-type: none"> Relies upon someone else to identify factors; still uncertain about purpose of assignment. 		
Preparation	<ul style="list-style-type: none"> Uses interviews, categorizations, Internet research, and prior knowledge to research adult play in Louisiana. 	<ul style="list-style-type: none"> Beginning to use inference skills, life experiences, prior knowledge, and relevant available information to explain the topic. 	<ul style="list-style-type: none"> Inferences have not been formulated; does not use prior knowledge and life experiences. 		
Interpreting and Evaluating Information	<ul style="list-style-type: none"> Interprets, evaluates, and organizes information about participants, skills required, equipment, and insider terms; shows the difference between elite, popular and folk culture entertainment activities. 	<ul style="list-style-type: none"> Is beginning to interpret, evaluate, or organize information around major elements; withholds immediate judgment. 	<ul style="list-style-type: none"> Has no organizational plan or structure; information has not been interpreted or evaluated; jumps to conclusions without comparing and contrasting ideas or assumptions. 		
Disseminating Information	<ul style="list-style-type: none"> Creates a presentation or product that illustrates how adults play; selects appropriate medium and delivers convincing presentation. 	<ul style="list-style-type: none"> Creates a presentation or product that offers some personal insights; offers no reference to social and cultural customs. 	<ul style="list-style-type: none"> Creates a presentation that is based primarily upon the ideas of others. 		



Audience Feedback

The audience evaluates the student's presentation according to how clearly the student can support the student's inferences and conclusions and categorizes them into cultural contexts.

Feedback Statements

Louisiana Content Standards

CL-1-D4 Identifying and describing social, geographic, and historical factors that impact cultural practices. (3,4)

ELA-7-M2 Problem solving by using reasoning skills, life experiences, accumulated knowledge, and relevant available information. (1,2,4)

CL-1-D7 Identifying social customs related to religion, family life, folklore, and holidays. (3,4,5)

H-1A-E2 Recognizing that people in different times and places view the work differently. (1,3,4)