

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Theatre

Speaking the Speech

High School Proficient

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Introduction

To Washington educators who teach the arts:

Welcome to one of our OSPI-developed performance assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure student skills; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments:

- ◆ Provide immediate information to teachers regarding how well their students have acquired the expected knowledge and skills in their subject areas.
- ◆ Inform future teaching practices.
- ◆ Provide resources that enable students to participate in measuring their achievements as part of the learning experience.

Included in this document are:

- ◆ directions for administration
- ◆ assessment task
- ◆ scoring rubrics
- ◆ additional resources

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

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Speaking the Speech

An OSPI-Developed Performance Assessment

Theatre
Proficient

Overview

This document contains information essential to the administration of *Speaking the Speech*, an OSPI-developed arts performance assessment for theatre (High School Proficient). Prior to administration of this assessment, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

This assessment may be used in several ways:

- ◆ As an integral part of instruction.
- ◆ As a benchmark, interim, or summative assessment.
- ◆ As a culminating project.
- ◆ As an integral part of a unit of study.
- ◆ As a means of accumulating student learning data.
- ◆ As an individual student portfolio item.

Synopsis of *Speaking the Speech*

Each student selects a speech from the samples provided by the teacher (alternatively, the teacher may assign a speech). The student must then perform the speech in a way that captures the attention of the audience and demonstrates the vocal techniques of an effective speaker, including appropriate expression and articulation. The teacher will record each student's final performance.

Test Administration: Expectations

The skills assessed by this task should be authentically incorporated into classroom instruction.

This assessment task is to be administered in a safe, appropriately supervised classroom environment following district policy and procedures.

All industry and district safety policies and standards should be followed in the preparation and administration of OSPI-developed performance assessments in dance, media arts, music, theatre, and visual arts.

Accommodations based upon a student’s individualized education program (IEP) or 504 Plan may require additional modifications to this assessment.

Additional modifications to the administration of this assessment may be required to accommodate cultural differences, diversity, and religious mores/rules.

Description of the Performance Assessment

Performance prompts ask each student to create and present a performance or product based on the criteria outlined in the task. The student’s final performance should be recorded (filmed) in order to document it and facilitate scoring.

Learning Standards

This assessment addresses the following learning standards. For more information, refer to Washington State Learning Standards: *The Arts Learning Standards: Theatre by Grade Level* (2017).

Anchor 3 High School Proficient	TH:Cr3.1.I	b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
Anchor 6 High School Proficient	TH:Pr6.1.I	a. Perform a scripted drama/theatre work for a specific audience.

Depending on how individual teachers build their lesson units, additional Washington State Learning Standards can be addressed.

Supporting Materials and Resources for Teachers

Preparation for Administering the Assessment

Tools & Materials

Teachers will need the following materials and resources to administer this performance assessment:

- ◆ copies of the task, including the glossary of terms (one set for each student)
- ◆ copies of the student's notes sheet (one for each student)
- ◆ a selection of speeches
- ◆ a marked performance space
- ◆ one pencil per student
- ◆ a podium (optional)
- ◆ an audiovisual recording device

Guidelines

This assessment is an individual performance.

- ◆ Copy the student's task, glossary of terms, and notes sheet. Make one set of copies for each student.
- ◆ Provide a selection of speeches:
 - Speeches should not be in a dialect.
 - You may allow students to choose a speech from the selection provided, or you may assign a speech to each student (suited to the student's reading ability). Alternatively, you may require all students to perform the same speech.
 - If you allow students to choose a speech, give the students time prior to the assessment to make a selection.
 - Since most speeches are longer than a minute, the students may choose a portion of a published speech, or you may cut the speech until it is about one minute.
 - You may choose speeches from anthologies or online sites, such as The History Place (www.historyplace.com/speeches/previous.htm).

- ◆ Students may seek assistance in pronunciation and reading during the rehearsal process.
- ◆ Students are not required to memorize their speeches: They may use printed copies during the performance.
- ◆ Students may augment the printed copies of their speeches in any way that assists their delivery.
- ◆ The use of a podium (without a microphone) is acceptable, but not necessary.
- ◆ Assign to each student a partner who will watch the student's performance and provide feedback to the performer.
- ◆ Each student's performance must be recorded for this assessment.
 - Recording setup must be in a defined space where the performer can be seen at all times. Place the camera so as to record the scene from the audience's perspective.
 - Prompt the students to state their names/numbers and current grade level into the recording device before they begin performing.
- ◆ Coach the students to face the audience while performing. (The performer's face must be seen so that facial expression can be assessed.)
- ◆ Each performer must include a three-second neutral pause at the beginning and at the ending of the performance to indicate a clear start and a clear ending. The student may end off stage or off camera.
- ◆ When you are administering the assessment, students may ask questions to clarify the process. You should encourage students to ask questions at any time throughout the administration of the assessment.

Using the Glossary

Terms listed in the glossary of this assessment were selected from the glossary of the Washington State Learning Standards for this subject area. When terms that come from other sources may be useful to the student, they are listed at the end of the glossary under the subheading *Additional Vocabulary*. The student's use of this additional vocabulary should not be considered in the scoring of the assessment.

Recommendations for Time Management

Students may have as much time as they need to complete the task. The timeframes suggested here are meant only as a guide, and you may shorten or lengthen them to suit the individual circumstances of the class and students.

The following is a **two-day** suggested timeframe:

Day 1

- 10 minutes: The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers questions.
- 15 minutes: Each student selects a speech or reviews the speech that was assigned.
- 30 minutes: The students rehearse their vocal performances.
- 5 minutes: The teacher collects all materials (including speeches) from the students.

Day 2

- 5 minutes: The teacher distributes the materials.
 - 10 minutes: The students review and rehearse their vocal performances.
 - 35 minutes: Each student performs for the teacher, who records the performance. (Each student's speech should be 1-minute long.)
-

All students who remain productively engaged in the task should be allowed to finish their work. If a few students require considerably more time to complete the task than most students, you may wish to move these few to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Assessment Task

Teacher's Instructions to Students

1. Say: "Today you will take the high school proficient, Washington OSPI-developed arts performance assessment for theatre. This assessment is called *Speaking the Speech*."
2. Provide the class with copies of the student's section of the assessment (which may include the student's task, response sheets, rubrics, templates, and glossary), along with any other required materials.
3. Tell the students that they may highlight and write on these materials during the assessment.
4. Have the students read the directions to themselves as you read them aloud. We also encourage you to review the glossary and scoring rubrics with the students.
5. Answer any clarifying questions the students may have before you instruct them to begin.
6. If this assessment is used for reporting purposes, circle the scoring points on the first page of each student's response sheets.

Accommodations

The following accommodations can be made for students with special needs or whose English language skills are limited:

- ◆ To complete the response sheets, students may dictate their answers to an instructional aide, who will write them down.
- ◆ Students may give the written and/or recorded responses in their first language. We request a written and/or oral English translation for consistency (validity/reliability) in scoring the rubric.

Refer also to the student's individualized education program (IEP) or 504 Plan.

Student's Task

The following section contains these materials for students:

- The student's task: *Speaking the Speech* (High School Proficient)
- Assessment rubric
- Response sheets (optional)

Speaking the Speech

You are a vocal coach for politicians in your state. A politician is having trouble capturing the audience during her speeches and has hired you to teach her how to be a more effective speaker.

As the politician's vocal coach, you will select a speech from the samples provided and fully demonstrate the techniques the politician needs to use in order to become a more effective speaker. Your performance will be recorded so that she can study your vocal techniques later and improve her own effectiveness.

Your Task

First, select a speech—

Select a speech from the samples provided (or review the speech assigned by the teacher). The speech should take no longer than one minute to present. If the speech you have chosen is longer than one minute, present only a portion of it.

Second, prepare and deliver the speech—

You will demonstrate for the politician how she should use her voice to communicate her ideas and engage the audience fully. To do this, you must use the following theatrical vocal techniques when you rehearse and perform the speech:

- Use appropriate projection:
 - Speak with a resonant and consistently audible voice.
 - Use correct vocal placement.
 - Use diaphragmatic breath support fully.
- Use appropriate expression:
 - Use expression throughout to create meaning and express emotion.
 - Use phrasing—including pause, punctuation, and emphasis—that creates meaning and emotion.
 - Vary the inflection/pitch effectively.
 - Vary the rate appropriately.

- Articulate appropriately:
 - Pronounce words correctly.
 - Use articulators (such as lips and tongue) correctly.
 - Enunciate words clearly.
 - Deliver separate and distinct words clearly within a sentence (for example, “What’s up?” rather than “W’zup?”).

You will perform the speech first for a partner (assigned by the teacher). Use the feedback that you receive from your partner to refine your performance. Your final performance will be recorded.

Speaking the Speech

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of expressive voice in the speech:</p> <ul style="list-style-type: none"> ◆ Uses expression throughout to create meaning and express emotion. ◆ Uses phrasing meaningfully and consistently (including pause, punctuation, and emphasis). ◆ Varies inflection (pitch) effectively. ◆ Varies rate appropriately. 	<p>The student meets three of the requirements listed at left, demonstrating an adequate understanding of expressive voice in the speech.</p>	<p>The student meets two of the requirements listed at left, demonstrating a partial understanding of expressive voice in the speech.</p>	<p>The student meets one of the requirements listed at left, demonstrating a minimal understanding of expressive voice in the speech.</p>
Performing (projection)	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of projection in the speech:</p> <ul style="list-style-type: none"> ◆ Speaks in a resonant voice. ◆ Speaks in a consistently audible voice. ◆ Uses correct vocal placement. ◆ Uses diaphragmatic breath support fully. 	<p>The student meets three of the requirements listed at left, demonstrating an adequate understanding of projection in the speech.</p>	<p>The student meets two of the requirements listed at left, demonstrating a partial understanding of projection in the speech.</p>	<p>The student meets one of the requirements listed at left, demonstrating a minimal understanding of projection in the speech.</p>
Performing (articulation)	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of articulation in the speech:</p> <ul style="list-style-type: none"> ◆ Uses correct pronunciation of all words, excluding the introduction. ◆ Uses articulators (such as lips and tongue) correctly. ◆ Enunciates words clearly. ◆ Delivers separate and distinct words clearly within a sentence. 	<p>The student meets three of the requirements listed at left, demonstrating an adequate understanding of articulation in the speech.</p>	<p>The student meets two of the requirements listed at left, demonstrating a partial understanding of articulation in the speech.</p>	<p>The student meets one of the requirements listed at left, demonstrating a minimal understanding of articulation in the speech.</p>

No Score: If the student demonstrates no understanding of the concepts indicated, meets none of the requirements listed, or is unable or unwilling to complete the task, the student will earn no score.

Student's Name/ID# _____ Grade Level _____

Circle number:

Creating Score	4	3	2	1
Performing Score (projection)	4	3	2	1
Performing Score (articulation)	4	3	2	1

Notes

Use the following space to write notes as you develop your performance of the speech and receive feedback from your partner. (Your notes will not be scored.)

Glossary

articulation: the use of all of the articulators (lips, teeth, tongue, soft and hard palettes, larynx, and glottis) to deliver speech or language clearly

diaphragmatic breathing: the use of the diaphragm muscle to support the breath

enunciation: saying the vowels and consonants correctly

expression: the way a character says words to convey meaning and emotion

inflection/pitch: the use of high and low sounds in speech to convey meaning and emotion

pause: within a speech, a moment of silence that is used to show meaning and emotion and/or to develop a character

phrasing: the use of punctuation, pause, and word- or phrase-emphasis to create meaning and emotion

projection/volume: the appropriate use of loud and soft sounds to convey meaning and emotion to the entire audience

rate/cadence: the speed with which words are spoken to convey meaning and emotion

resonance: the fullness of voice created by vocal vibrations

vocal placement: resonating the voice in different parts of the body, such as the nose, chest, and sinuses

Terms in italics are reproduced from the glossary of the National Core Arts: Theatre Standards by the National Coalition for Core Arts Standards.

The full glossary for this subject area can be found in the Washington State Learning Standards: *The Arts Learning Standards: Theatre by Grade Level* (2017).