

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Theatre

Animal Crackers

Grade 8

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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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Animal Crackers

An OSPI-Developed Performance Assessment

Theatre
Grade 8

Overview

This document contains information essential to the administration of *Animal Crackers*, an OSPI-developed arts performance assessment for theatre (Grade 8). 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 *Animal Crackers*

Each student chooses an animal and performs the role of that animal in a scene for a commercial. The performance must include realistic animal movements and a convincing animal voice. After rehearsing, students perform for assigned partners, who offer feedback. The teacher records the students' final performances. Students must also describe how they used feedback to improve their performances and promote the product.

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.
- ◆ Students must also respond to short-answer questions and prompts. Their answers may be written or oral. All written work must be completed on the response sheets provided. Oral responses may be recorded to facilitate scoring and to document each student’s performance.

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 Grade 8	TH:Cr3.1.8	b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/theatre work.
Anchor 7 Grade 8	TH:Re7.1.8	a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.

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-response sheets (one set for each student)
- ◆ a marked performance space
- ◆ one pencil per student
- ◆ a recording device

Guidelines

This assessment is an individual performance.

- ◆ Copy the student’s task, glossary of terms, and response sheets. Make one set of copies for each student.
- ◆ Students may NOT use props and costumes in this assessment; however, students may use chairs as “sitting devices.”
- ◆ Do NOT use a real animal-cracker box or cracker as a prop.
- ◆ 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 that it records the scene from the audience’s perspective.
 - Prompt students to say their names, numbers, and current grade level into the recording device before beginning the performance.
- ◆ Coach the students to face the audience while performing. (The performer’s face must be seen so that facial expression can be assessed.)
- ◆ The 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.

- ◆ Students who respond in writing must include their names/numbers on their response sheets.
- ◆ As an alternative to a written response:
 - You may record responses. Coach students to face the recording device. Students must have a copy of the response sheet when being recorded.
 - Students may dictate response-sheet answers as necessary to meet their needs. Students may use resources that are visible in the testing classroom, but you may not prompt or coach students during the assessment.
- ◆ During the assessment, students may ask questions to clarify the process. Encourage students to ask questions at any time throughout the administration of the assessment.

Scoring Notes

The following scoring notes should be used as guidelines when scoring this item.

- ◆ For the responding rubric:
 - The student can meet these criteria by describing improvements and offering specific examples anywhere on the written response page.
 - Second bullet: The identification of the two improvements does not necessarily need to correlate to the performance to be credited; whether or not it correlates will be assessed under the third bullet.
 - Third bullet: To be credited, the student's response must include examples (drawn from the audition) of the student's attempts to improve.

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 **three-day** suggested timeframe:

Day 1

- 15 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 chooses an animal character to be the mascot and develops an audition.
- 15 minutes: Each student performs for an assigned partner, who will provide the student with feedback about the performance.
- 10 minutes: The students refine their performances based on the feedback that they received.

Day 2

- 10 minutes: The students rehearse for their auditions.
- 35 minutes: The students perform their scenes for the teacher, who records each performance.

Day 3

- 5 minutes: The teacher distributes response sheets to the students.
 - 15 minutes: The students prepare their oral or written responses.
 - 5 minutes: The teacher collects the response sheets of the students who responded in writing.
 - 20 minutes: The teacher records the oral responses.
-

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 Grade-8 Washington OSPI-developed arts performance assessment for theatre. This assessment is called *Animal Crackers*."
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: *Animal Crackers* (Grade 8)
- Assessment rubric
- Response sheets (optional)

Animal Crackers

The Crispy Animal Cracker Company is looking for an exciting animal character to be the mascot for its new product. The mascot will appear in commercials. You want to be chosen as the mascot and will need to audition. After watching the auditions, the company's president will decide which animal character will be the new mascot.

First, you must choose an animal; then you must portray the animal in a scene for a commercial: In the scene, the animal tastes a new cracker and describes its qualities. The company's president is looking for a mascot with realistic animal movements and a convincing animal voice.

You will have time to perform your scene for a partner assigned by your teacher. You should use the feedback that you receive from your partner to improve your audition before you have to perform it in front of the camera.

When you finish your audition, you will be asked to describe the choices that you made to improve your performance and promote the product. If your audition is successful, you will be chosen as the mascot and will star in the new advertising campaign.

Your Task

First, create your performance—

The company's president explains that you must meet the following requirements when preparing for and giving your performance:

- Choose an animal character to be the mascot and create an audition:
 - Introduce your character and the cracker-product by name.
 - Describe the benefits of the new cracker.
 - End by reminding your audience to buy the new cracker.
- Use appropriate, realistic movements that reveal what type of animal you are and that serve to advertise the product. Your movements should include:
 - Gestures that tell the audience who your animal character is.
 - Posture/stance that shows the audience who your animal character is.
 - Facial expressions that show the ideas and emotions of your character.
 - Blocking that moves your character through space using realistic movements.

- Use your character’s voice to catch the audience’s attention and encourage them to buy the new cracker. You can use interesting animal sounds as well as words. You will need to use the following voice skills:
 - projection (so that the entire audience can hear you)
 - expression (to show your animal character’s emotion and meaning)
 - articulation (so that your animal can be understood)
 - rate (that varies to show your animal character)
- Stay in character throughout the audition.

Second, rehearse; then give your final performance—

- After you select an animal to be the mascot, develop your performance and rehearse for your audition. Your performance should be about two minutes long.
- Perform your audition for the partner assigned by your teacher and receive your partner’s feedback. Then, refine and rehearse your performance based on the feedback.
- Begin and end your performance with a three-second neutral pause to indicate a clear beginning and a clear ending. You may end “off stage” or “off camera.” (Your final performance will be recorded.)

Third, show how you fulfilled the company’s requirements—

The company’s president explains that you must also respond to questions about your performance:

- You must respond in writing or orally following the final performance (see the response sheets):
 - Describe the process that you used to develop your audition.
 - Identify two ways that you improved your performance.
 - Give evidence from the performance to support your description of the improvements that you made.
- You must use the vocabulary of theatre correctly in your responses.

Animal Crackers

	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 movement skills in the audition:</p> <ul style="list-style-type: none"> ◆ Makes effective choices when selecting gestures to portray an animal character. ◆ Makes effective choices when portraying the posture/stance of the character. ◆ Uses clear facial expression to portray the character. ◆ Makes appropriate choices when deciding on blocking to portray the character. 	<p>The student meets three of the four requirements listed at left, demonstrating an adequate understanding of movement skills.</p>	<p>The student meets two of the four requirements listed at left, demonstrating a partial understanding of movement skills.</p>	<p>The student meets one of the four requirements listed at left, demonstrating a minimal understanding of movement skills.</p>
Creating	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of voice skills:</p> <ul style="list-style-type: none"> ◆ Uses projection effectively to be heard by the entire audience. ◆ Uses expression effectively and consistently to create an animal character. ◆ Uses articulation proficiently to be understood by an audience. ◆ Uses variety of rate accurately to portray an animal character. 	<p>The student meets three of the four requirements listed at left, demonstrating an adequate understanding of voice skills.</p>	<p>The student meets two of the four requirements listed at left, demonstrating a partial understanding of voice skills.</p>	<p>The student meets one of the four requirements listed at left, demonstrating a minimal understanding of voice skills.</p>
Responding	<p>In the response, the student demonstrates a thorough understanding of the creative process by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Describes the process used to develop the audition. ◆ Identifies clearly two ways that the performance was improved after feedback. ◆ Gives evidence from the audition to support the improvements. ◆ Uses the vocabulary of theatre correctly. 	<p>In the response, the student demonstrates an adequate understanding of the creative process by meeting three of the four requirements listed at left.</p>	<p>In the response, the student demonstrates a partial understanding of the creative process by meeting two of the four requirements listed at left.</p>	<p>In the response, the student demonstrates a minimal understanding of the creative process by meeting one of the four requirements listed at left.</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 (movement)	4	3	2	1
Creating Score (voice skills)	4	3	2	1
Responding Score	4	3	2	1

Responses

Respond to the following prompts and questions to explain how you met the requirements. Remember to use the vocabulary of theatre.

1. Describe the process that you used to develop your audition. (For example: Why are you creating this character and audition? Where did you gather information to create this animal character? How did you develop ideas for your animal character? How did you create your character or your audition? When you did your audition for your partner, how did you think it went? What did your partner say? How did you feel about your partner's feedback? How did you feel when you gave your final performance for the audience?)

2. In what two ways did you improve your performance after receiving feedback?

- first way:

- second way:

3. How were these improvements demonstrated in your final performance? (Be specific.)

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

blocking: an actor's traffic pattern on stage

creative processes: the application of production and technical elements (see the definitions) to a theatrical production

also, the process by means of which an artist creates a work of theatre; the steps include:

Identifying the audience and purpose of a theatrical performance

Exploring the elements of character, plot, setting, conflict, and dialogue to create a work of theatre

Gathering and interpreting information from diverse sources to create a work of theatre

Using ideas, skills, foundations, and techniques to create a work of theatre through guided exploration

Implementing choices of elements, principles, and skills to create a work of theatre

Reflecting for the purposes of self-evaluation and improvement

Refining a work of theatre through feedback and self-reflection

Performing a work of theatre in front of others

enunciation: saying the vowels and consonants correctly

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

facial expression: movements of the face that show feelings or ideas

gesture: an expressive and planned movement of the body or limbs

posture/stance: the position of the limbs and the carriage of the body as a whole that communicate character

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

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).