

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Theatre

Campfire Story

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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Campfire Story

An OSPI-Developed Performance Assessment

Theatre
Grade 8

Overview

This document contains information essential to the administration of *Campfire Story*, 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 *Campfire Story*

Each student prepares and tells a story. The student must identify the situation, conflict, and character and include an exciting beginning and surprise ending. The student performs the story first for a partner, who gives feedback. The student uses the feedback to refine the story before finally performing for the teacher. The student must also prepare a response explaining how the student developed the story and 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 teacher should record (film) the student’s performance both to document it and to facilitate scoring.
- ◆ 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 4 Grade 8	TH:Pr4.1.8	a. Explore different pacing to better communicate the story in a drama/theatre work. b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.
Anchor 9 Grade 8	TH:Re9.1.8	a. Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria. b. Apply the production elements used in a drama/theatre work to assess aesthetic choices. c. Assess the impact of a drama/theatre work on 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-response sheets (one set for each student)
- ◆ a marked performance space
- ◆ one pencil per student
- ◆ an audiovisual 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.
- ◆ Assign to each student a student-partner who will watch the performance and provide feedback to the performer.
- ◆ Each student should obtain your approval of the storyline prior to creating the performance.
- ◆ 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. The camera should be placed so as to record the scene from the audience's perspective.
 - Prompt 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.
- ◆ Students who respond in writing must include their names/numbers on their response sheets.

- ◆ As an alternative to a written response:
 - You may permit video or audio recording. Coach the students who are being recorded to face the recording device when responding. Students must have a copy of the response sheet when being recorded. The teacher’s role during recording is to read questions.
 - Students may dictate their 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.
- ◆ 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.

Scoring Notes

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

- ◆ Performing rubric (voice): Expression and rate must be character-related to earn credit.

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 **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.
- 30 minutes: Each student creates a story, develops a performance, and rehearses.

Day 2

- 10 minutes: Students perform their stories for their assigned partners, who provide feedback.
- 5 minutes: The students refine and rehearse their performances, incorporating the feedback that they've received.
- 35 minutes: Each student performs for the teacher, who records the performance.

Day 3

- 5 minutes: The teacher distributes response sheets to the students.
 - 10 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 responses of the students who need to respond orally.
-

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 *Campfire Story*."
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: *Campfire Story* (Grade 8)
- Assessment rubric
- Response sheets (optional)

Campfire Story

You are a camper at a summer theatre camp. Every camper gets a chance to tell a story around the campfire. Your acting coach has told you that tonight is your night to tell a story.

As you prepare your story, identify the situation, the conflict, and the character. Allow for an exciting beginning and a surprise ending. You will perform the story first for an assigned partner, who will give you feedback. Use the feedback to refine and rehearse your story before your final performance.

Your teacher will record your final performance. You will also be asked to prepare a response explaining how you developed the story and your final performance.

Your Task

First, create your story—

Your acting coach explains that you must meet the following requirements when you create your story:

- Apply the creative process in the arts:
 - Conceptualize the context or purpose.
 - Gather information from diverse sources.
 - Develop ideas and techniques.
 - Organize arts elements.
 - Reflect for the purpose of elaboration and self-evaluation.
 - Present the work to others.
- Create a story with an effective story line.
- Use all of the following voice skills:
 - appropriate projection
 - effective expression
 - clear articulation
 - appropriate rate
- Use all of the following movements:
 - clear and expressive facial expression
 - appropriate hand gestures
 - appropriate body movement
 - effective blocking

- Create a believable character:
 - Use a series of movements and vocal choices that enhance and bring to life a credible and sustainable character throughout the entire performance.
 - Create a performance with layered emotions (more than one emotion exhibited).
 - Maintain focus throughout the entire performance.

Second, perform your story—

Your acting coach explains that you must meet the following requirements when you create your story:

- Perform the story for your partner in order to receive feedback about your character and choice of movement.
- Refine and rehearse your story based on the feedback you received from your partner.

Third, respond to prompts about your performance—

Your acting coach explains that you must meet the following requirements when responding to prompts about your performance and the process you went through to create it:

- Describe the creative process that you used to develop your story.
- State two goals that you had for improving your performance.
- Give evidence from your performance to demonstrate how you improved your performance.
- Use the vocabulary of theatre correctly.

Campfire Story

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student demonstrates a thorough understanding of arts skills and techniques by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Uses clear facial expression. ◆ Uses appropriate hand gestures. ◆ Uses appropriate body movement. ◆ Uses effective blocking. 	<p>The student demonstrates an adequate understanding of arts skills and techniques by meeting three of the requirements listed at left.</p>	<p>The student demonstrates a partial understanding of arts skills and techniques by meeting two of the requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of arts skills and techniques by meeting one of the requirements listed at left.</p>
Performing (voice)	<p>The student demonstrates a thorough understanding of voice skills by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Uses projection effectively. ◆ Uses expression consistently. ◆ Uses articulation proficiently. ◆ Uses rate accurately. 	<p>The student demonstrates an adequate understanding of voice skills by meeting three of the requirements listed at left.</p>	<p>The student demonstrates a partial understanding of voice skills by meeting two of the requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of voice skills by meeting one of the requirements listed at left.</p>
Performing	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of how to create story structure in a performance:</p> <ul style="list-style-type: none"> ◆ Creates a clear beginning. ◆ Creates a clear middle. ◆ Includes a central conflict and resolution. ◆ Creates a clear ending. 	<p>The student meets three of the requirements listed at left, demonstrating an adequate understanding of how to create story structure in a performance.</p>	<p>The student meets two of the requirements listed at left, demonstrating a partial understanding of how to create story structure in a performance.</p>	<p>The student meets one of the requirements listed at left, demonstrating a minimal understanding of how to create story structure in a performance.</p>
Responding	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of the responding process:</p> <ul style="list-style-type: none"> ◆ Explains the process used to develop the story. ◆ States two goals for improving the performance. ◆ Gives evidence from the performance to show that the plan for improvement was followed. ◆ Uses the vocabulary of theatre correctly. 	<p>The student meets three of the requirements listed at left, demonstrating an adequate understanding of the responding process.</p>	<p>The student meets two of the requirements listed at left, demonstrating a partial understanding of the responding process.</p>	<p>The student meets one of the requirements listed at left, demonstrating a minimal understanding of the responding process.</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 (voice) Score	4	3	2	1
Performing Score	4	3	2	1
Responding Score	4	3	2	1

Responses

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

1. Describe the creative process that you used to develop your story:

2. State two goals for improving your performance:

Goal 1:

Goal 2:

3. Give evidence from your performance to demonstrate that you made improvements to your performance:

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

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

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

focus: commitment by a participant (an actor, technician, director) to remain in the scope of the project or to stay within the world of the play

also, the intended point of interest on stage

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

locomotor movement: movement that travels through space

movement: a physical action used to establish meaning and emotion in order to create a character

non-locomotor movement: the movement that is performed "in place" around the axis of the body; non-locomotor movement does not travel through space

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

voice: vocal qualities that are used to convey meaning and emotion in order to create character

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).