

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Theatre

Star Power

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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Overview

This document contains information essential to the administration of *Star Power*, 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 *Star Power*

Each student chooses a monologue or receives one from the teacher. The student memorizes and rehearses the monologue, making effective voice and movement choices to clearly portray a believable and sustainable character. The student should also portray emotions that reveal clear character choices. The student uses feedback from a partner to refine the performance, and then gives a final performance for the teacher.

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 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 5 Grade 8	TH:Pr5.1.8	a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.
Anchor 6 Grade 8	TH:Pr6.1.8	a. Perform a rehearsed drama/theatre work for an audience.
Anchor 8 Grade 8	TH:Re8.1.8	a. Recognize and share artistic choices when participating in or observing a drama/theatre work. c. Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

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 student-response sheets and glossary of terms (one set for each student)
- ◆ a variety of modern (written since 1910) monologues from published plays
- ◆ a marked performance space
- ◆ one pencil per student
- ◆ a recording device

Guidelines

This assessment is an individual performance.

- ◆ Copy the student's task, rubric, response sheets, and glossary of terms. Make one set of copies for each student.
- ◆ Students may NOT use props and costumes, but they may use chairs, tables, blocks, and/or benches in the performance. (Students must mime the use of other props.)
- ◆ Make copies of a variety of monologues from modern (since 1910), published plays.
- ◆ Students may select and memorize their monologues prior to the start of the assessment, or the teacher may assign a monologue to each student.
- ◆ Assign to each student a student-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 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 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 individual needs.
- ◆ When preparing their responses, 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.

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.
- 35 minutes: The students select, memorize, and rehearse their one-minute monologues. (Students may select and memorize their monologues prior to the administration of the assessment.)

Day 2

- 5 minutes: The students rehearse their monologues.
- 15 minutes: The students perform their monologues for their assigned partners and receive feedback.
- 10 minutes: The students revise and rehearse their monologues.
- 25 minutes: The students perform their monologues for the teacher, who records each performance.

Day 3

- 5 minutes: The teacher distributes response sheets to the students.
 - 40 minutes: The students prepare their responses, and the teacher records the responses of those students who wish to respond orally.
 - 5 minutes: The teacher collects the papers of the students who respond in writing.
-

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 *Star Power*."
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: *Star Power* (Grade 8)
- Assessment rubric
- Response sheets (optional)

Star Power

The local, public television station wants to feature your theatre department in a special presentation. Your school's theatre department is creating a video featuring individual performances. You have been asked to select and prepare a one-minute monologue from a modern (written since 1910), published play that you can perform on the video. This monologue can be comic or dramatic. Several individual performances will be chosen by the station's director to represent the theatre department.

Your teacher will provide a monologue for you, or you may select a monologue. Memorize your monologue and rehearse it. The station's director wants you to clearly portray a believable and sustainable character through your voice and movement choices. Your character should also express emotions that reveal clear character choices. You will receive feedback from a partner (assigned by your teacher), and you will refine your performance based on your partner's feedback. You will then give your final performance.

Your Task

First, create your performance—

The station's director explains that you must meet the following requirements when you create and perform your monologue:

- Memorize the monologue that you chose or that your teacher assigned to you.
- Use business to portray the character's actions and objectives.
- Use mime to indicate props and costumes. (You may use real chairs, tables, benches and/or blocks; however, you may NOT use actual props and costumes.)
- Create a believable, sustainable, interesting character.
- Create a performance with emotional expression.
- Use appropriate voice skills to show your character in your performance, including the following:
 - projection
 - articulation
 - breath support
 - rate/cadence

- use of pause
- pronunciation
- inflection/pitch
- word emphasis
- Use appropriate movements to show the character, including the following:
 - gestures
 - body movements
 - posture/stance
 - facial expression
 - blocking
 - business
- Select and apply appropriate emotions to demonstrate character choices and/or objectives.
- Sustain your character throughout your entire performance in front of an audience
- 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.”

Second, explain how you fulfilled the television station’s requirements —

The station’s director explains that you must respond to questions about the creative process that you used to prepare and perform your monologue; and you must use the vocabulary of theatre correctly in your response.

DIRECTIONS IN SUMMARY

- Select, memorize, and rehearse your monologue.
- Choose your movement and vocal variations that will show your character.
- Perform for the partner that the teacher assigned to you; receive your partner’s feed-back and revise your performance.
- Give your final performance. (It will be recorded.)
- Prepare your response.

Star Power

	4 Points	3 Points	2 Points	1 Point
Performing	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of how to establish a character:</p> <ul style="list-style-type: none"> ◆ Uses a series of movements that thoroughly enhance and bring to life a believable and sustainable character throughout the entire performance. ◆ Demonstrates a series of vocal choices that thoroughly enhance and bring to life a believable and sustainable character throughout the entire performance. ◆ Selects and applies appropriate emotions that demonstrate the character’s objectives. ◆ Sustains the character fully throughout the entire performance. 	<p>The student meets three of the requirements listed at left, demonstrating an adequate understanding of how to establish a character.</p>	<p>The student meets two of the requirements listed at left, demonstrating a partial understanding of how to establish a character.</p>	<p>The student meets one of the requirements listed at left, demonstrating a minimal understanding of how to establish a character.</p>
Responding	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of the response to the performance:</p> <ul style="list-style-type: none"> ◆ Describes the process used to create a character with movement. ◆ Describes the process used to create a character with voice. ◆ Describes the process used to select and apply emotions that demonstrate the character’s objectives. ◆ Describes the process used to sustain character during a performance. 	<p>The student meets three of the requirements listed at left, demonstrating an adequate understanding of the response to the performance.</p>	<p>The student meets two of the requirements listed at left, demonstrating a partial understanding of the response to the performance.</p>	<p>The student meets one of the requirements listed at left, demonstrating a minimal understanding of the response to the performance.</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:

Performing Score	4	3	2	1
Responding Score	4	3	2	1

Responses

Remember to use the vocabulary of theatre correctly in your responses.

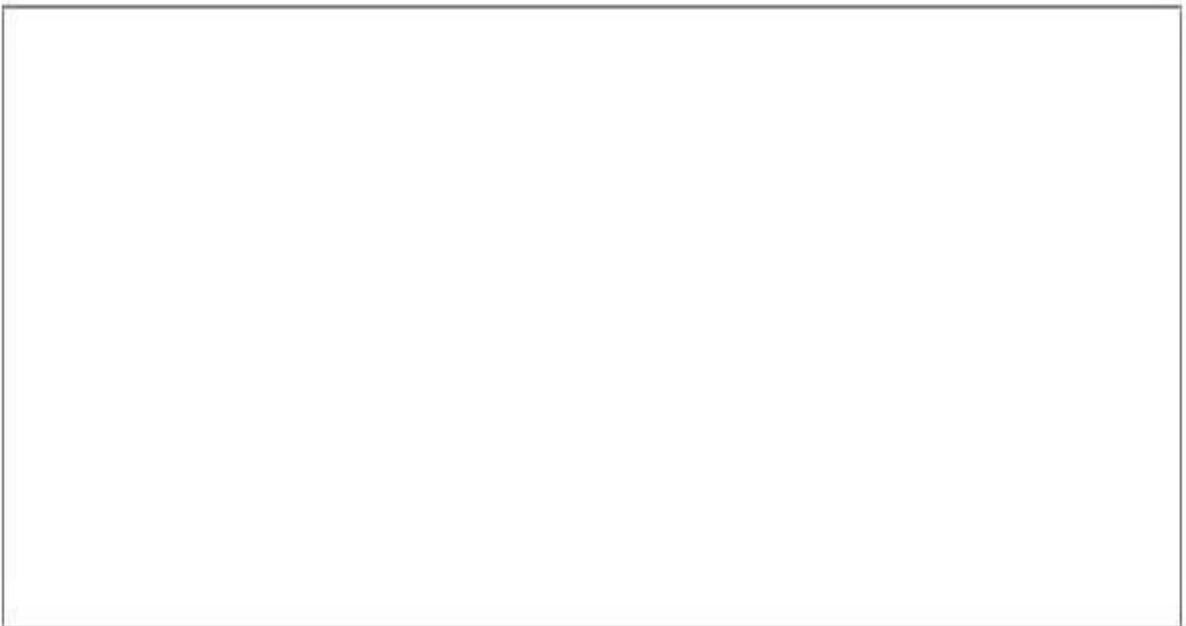
1. How did you use voice to portray your character?

2. How did you use movement to portray your character?

3. How did you select and apply the emotions that you used to demonstrate your character's objectives?



4. What did you do to sustain your character in front of the audience?



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

breath support: the use of the diaphragm to breath correctly

business: movements that mime or make use of props, costumes, and makeup to strengthen the personality of the character the actor is portraying

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

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

mime: to act out movement or portray a character without speaking or using props (totally silent)

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

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

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

pronunciation: the correct way to speak or articulate a word

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

word emphasis: the selection of the most important word or words in each phrase or sentence to create meaning, show emotion, and convey 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).