

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Theatre

You're History!

High School Proficient

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Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

For more information about the contents of this document, please contact:

Anne Banks, The Arts Program Supervisor
Phone: 360-725-4966
email: anne.banks@k12.wa.us

Or contact the Resource Center at 888-595-3276, TTY 360-664-3631

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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:

Anne Banks, Program Supervisor, The Arts
360-725-4966, anne.banks@k12.wa.us

You're History!

An OSPI-Developed Performance Assessment

Theatre
Proficient

Overview

This document contains information essential to the administration of *You're History!*, 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 *You're History!*

Each student selects a historical figure and speaks and acts as that person would if alive. The student first creates a set of questions about the life of the person and then researches the answers. The student will perform the role of the person by answering these questions before an audience. Students perform first for partners, who will offer feedback. The assessment focuses particularly on voice and movement skills.

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 in order to document it and facilitate scoring.
- ◆ The student must also research a historical figure and prepare interview questions and answers for use in the 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 High School Proficient	TH:Cr3.1.1	a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions. b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
Anchor 4 High School Proficient	TH:Pr4.1.1	b. Shape character choices using given circumstances in a drama/theatre work.
Anchor 5 High School Proficient	TH:Pr5.1.1	a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.

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 preparation sheets (one set for each student)
- ◆ library research sources on historical figures
- ◆ a marked performance space
- ◆ one pencil per student
- ◆ an audiovisual recording device

Guidelines

This assessment is an individual performance.

- ◆ Copy the student's task, rubric, preparation sheets, and glossary of terms. Make one set of copies for each student.
- ◆ Reserve time in your school library so that students can research the historical figures that they've chosen. Internet research must be monitored.
- ◆ Tell students that they should choose interview questions that will reveal character and information about the time period.
- ◆ Students may NOT use props and costumes in this assessment; however, students may use chairs as "sitting devices."
- ◆ Assign to each student a partner who will watch the student's performance and provide feedback to the performer.
- ◆ Instruct the students to submit the interview questions that they have created (the preparation sheets); the student's questions are part of the student's performance.
- ◆ 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.

- ◆ Each student’s final 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 you can record the scene from the audience’s perspective.
 - Prompt students to state their names/numbers and current grade levels into the recording device before they begin performing.
- ◆ 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.

- ◆ Only historical figures are accepted for this assessment task—fictional characters cannot be credited and will earn no score (NS) on all rubrics.
- ◆ For the Performing (movement) rubric: The movements need to be purposeful to be credited. Random movements are not acceptable.
- ◆ For the Performing (voice skills) and Performing (movement) rubrics: Points should be awarded based on the student’s mastery of the skills indicated.
- ◆ For the Performing & Creating rubric: In the case of the first two bullets, points should be awarded based on voice skills and movement skills only in relation to furthering the development of character.
- ◆ The interview questions that the student creates for the historical character are considered part of the performance.

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

- 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 historical figure and writes interview questions that will reveal that person's character.
- 20 minutes: The students research the answers to their questions.

Day 2

- 20 minutes: Each student creates a performance of the historical character answering the interview questions.
- 20 minutes: Each student performs for the partner assigned by the teacher and receives feedback.
- 10 minutes: The students refine and rehearse their performances, incorporating the feedback that they received.

Day 3

- 10 minutes: The students review their historical characters.
 - 25 minutes: The teacher records the performance of each student.
-

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 *You're History!*"
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 preparation sheets.

Accommodations

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

- ◆ To complete the preparation sheets, students may dictate their responses 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: *You're History!* (High School Proficient)
- Assessment rubric
- Preparation sheets (optional)

You're History!

Your theatre teacher has asked you to be part of the upcoming History Day Competition. You are to select a historical figure and perform as that person would speak and act if still alive.

You will need to research the life of your historical figure in order to understand the person's background. Begin by creating a series of questions; then, research the answers to the questions using resources in your school's library. Be prepared to perform as your chosen historical figure by answering your questions for the judges at the History Day Competition.

To prepare for your performance, you will present it first to a partner, who will give you feedback. Use this feedback to refine your work. The judges at the History Day Competition want to see your ability to use your voice and movement skills to perform and act as a historical figure when you are answering the questions that you created for the judges. Your interview with the judges will be recorded.

Your Task

First, create your performance—

The judges at the History Day Competition expect you to meet the following requirements when preparing for your performance:

- Select a historical figure. (A historical figure is defined as a person who was alive and is now dead. You may not choose a fictional character.)
- Compose and research five interview questions that you want the judges to ask you about this historical figure. (The questions should help you reveal your character fully.)
- Prepare to respond to these interview questions as the historical figure.
- Present your performance to another student.
- Receive feedback on your performance from this student.
- Refine your performance.

Second, perform as the historical figure—

Your theatre teacher explains that you must meet all of the following requirements when you perform as the historical figure responding to the interview questions:

- Use appropriate voice skills to perform as your historical figure:
 - projection
 - expression
 - articulation
 - rate/cadence
- Use appropriate movements to perform as your historical figure:
 - hand gestures
 - body movements
 - facial expression
 - blocking
- Use both voice and movement skills to reveal your character fully.
- Create a believable historical figure:
 - Use a series of movement and vocal choices that enhance and bring to life your chosen historical figure throughout the entire performance.
 - Create a performance with layered emotions (more than one emotion exhibited at the same time).
 - Maintain focus throughout the entire performance.
- 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.)

You're History!

	4 Points	3 Points	2 Points	1 Point
Performing (movement)	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of movement when performing as the historical figure:</p> <ul style="list-style-type: none"> ◆ Uses effective hand gestures. ◆ Uses appropriate facial expressions. ◆ Uses appropriate body movements. ◆ Uses effective blocking. 	<p>The student meets three of the requirements listed at left, demonstrating an adequate understanding of movement when performing as the historical figure.</p>	<p>The student meets two of the requirements listed at left, demonstrating a partial understanding of movement when performing as the historical figure.</p>	<p>The student meets one of the requirements listed at left, demonstrating a minimal understanding of movement when performing as the historical figure.</p>
Performing (voice skills)	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of voice skills when performing as the historical figure:</p> <ul style="list-style-type: none"> ◆ Uses projection appropriately. ◆ Uses expression effectively. ◆ Uses articulation clearly. ◆ Varies the rate effectively. 	<p>The student meets three of the requirements listed at left, demonstrating an adequate understanding of voice skills when performing as the historical figure.</p>	<p>The student meets two of the requirements listed at left, demonstrating a partial understanding of voice skills when performing as the historical figure.</p>	<p>The student meets one of the requirements listed at left, demonstrating a minimal understanding of voice skills when performing as the historical figure.</p>
Creating & Performing	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of how to establish a historical character in the interview:</p> <ul style="list-style-type: none"> ◆ Uses a series of movements that demonstrate believable objectives for the character. ◆ Makes vocal choices that demonstrate believable objectives for the character. ◆ Creates a performance with clearly layered emotions (more than one emotion exhibited at the same time). ◆ Sustains character throughout the entire performance. 	<p>The student meets three of the requirements listed at left, demonstrating an adequate understanding of how to establish a historical character in the interview.</p>	<p>The student meets two of the requirements listed at left, demonstrating a partial understanding of how to establish a historical character in the interview.</p>	<p>The student meets one of the requirements listed at left, demonstrating a minimal understanding of how to establish a historical character in the interview.</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 (movement) Score	4	3	2	1
Performing (voice skills) Score	4	3	2	1
Creating & Performing Score	4	3	2	1

Interview Questions and Answers

Use these preparation sheets to prepare for your performance. (Your interview questions will be considered part of your performance.)

1. Who is the historical figure that you have chosen to characterize?

2. What is the general background (historical context) of this figure?

3. List five interview questions and answers that you have researched about your historical figure. (Be sure that these questions will help you reveal your character fully through voice and movement.)

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Question 4:

Answer:

Question 5:

Answer:

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

believability: theatrical choices thought to be “true” based upon an understanding of any given fictional moment, interpretation of text, and/or human interaction

blocking: an actor’s traffic pattern on stage

character traits: observable embodied actions that illustrate a character’s personality, values, beliefs, and history

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

objective: a goal or particular need or want that a character has within a scene or play

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).