

# OSPI-Developed Performance Assessment

A Component of the  
Washington State Assessment System

## The Arts: Theatre

# Greetings, Sister City!

Grade 5

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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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# Greetings, Sister City!

An OSPI-Developed Performance Assessment

Theatre  
Grade 5

## Overview

This document contains information essential to the administration of *Greetings, Sister City!*, an OSPI-developed arts performance assessment for theatre (Grade 5). 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 *Greetings, Sister City!*

Each student gives a vocal presentation of a haiku poem that the student has either written, or chosen from a selection offered by the teacher. The student memorizes the poem, rehearses it, and performs it for a partner, who offers feedback. The student uses the feedback to refine the poem. The student's final performance will be recorded. Students must also respond to questions about their performances.

## 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 will record (film) the student’s final performance in order to document it and 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).

<b>Anchor 1</b> Grade 5	TH:Cr1.1.5	a. Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work.
<b>Anchor 3</b> Grade 5	TH:Cr3.1.5	b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.
<b>Anchor 6</b> Grade 5	TH:Pr6.1.5	a. Present drama/theatre work informally to an audience.
<b>Anchor 7</b> Grade 5	TH:Re7.1.5	a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.
<b>Anchor 8</b> Grade 5	TH:Re8.1.5	a. Justify responses based on personal experiences when participating in or observing a drama/theatre work. c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in 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 the glossary of terms (one for each student)
- ◆ copies of the student-response sheets (one set for each student)
- ◆ one pencil per student
- ◆ a variety of haiku poems
- ◆ a marked performance space
- ◆ an audiovisual recording device

### Guidelines

This assessment is an individual performance.

- ◆ Copy the student’s task, rubric, response sheets, and glossary. Make one set for each student.
- ◆ Props and costumes should not be used in this assessment. Chairs may be used as “sitting devices.”
- ◆ Provide copies of a variety of haiku poems.
  - Each student may select and memorize one of the poems that you provide, or write an original haiku poem prior to the start of the assessment.
  - Alternatively, you may assign a haiku poem to each student.
  - Sources of appropriate haiku samples include school library/media centers, age-appropriate websites for children, and teacher resource websites.
- ◆ You may permit students to write haiku poems for this assessment ahead of time.
- ◆ Assign to each student a student-partner who will watch the student rehearse the performance and provide feedback to the performer.
- ◆ Each student’s performance must be recorded for this assessment.
  - Video set up should be in a defined space so that the performer can be seen at all times. Place the camera so that it records the performance from the audience’s point of view.
  - Coach students to face the audience while performing. The performer’s face must be seen so that facial expression can be assessed.

- Performers must have a three-second neutral pause at the beginning and ending of the performance to indicate a clear start and clear end. The student may end “off stage” or “off camera.”
- Prompt students to say their names, numbers, and current grade level into the recording device before beginning the performance.
- ◆ Students who respond in writing must include their names/numbers on their response sheets.
- ◆ If necessary to meet individual needs, students may dictate their response-sheet answers (to be written down by a teacher or aide).
- ◆ As an alternative to a written response, you may permit video or audio recording:
  - Video set up should be in a defined space so that the performer can be seen at all times.
  - Prompt students to say their names, numbers, and current grade level into the recording device before beginning the response.
  - Coach the students who are being recorded to face the recording device.
  - Students must have a copy of the response sheet when they are being recorded.
  - The teacher’s role during recording is to read questions.
- ◆ 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.

- ◆ For the responding rubric:
  - In order to receive any points, the words/ideas must correlate to the student’s actual performance.
  - First bullet: The student earns credit by explaining how the idea was developed. In other words, the student’s response should address the inspiration for the idea, not just the results. A response in which the student says “I acted like I was a sloth” would not be credited, but one in which the student says “I moved slowly, because sloths are slow animals” would be. Discussing the creative process is also acceptable.
  - Second bullet: The student earns credit by discussing voice skills (volume, projection, articulation, etc.) and should include “voice words.”



- Third bullet: The student earns credit by discussing movement skills and should include “movement words.”
- Fourth bullet: The student earns credit for discussing the changes made to a performance, not just for relating what the partner’s feedback was.

### **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:

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### 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 haiku, memorizes it, and develops and rehearses a performance. (Students may have previously selected, been assigned, or have written their haiku poems; they may also have memorized the haiku prior to the assessment.)
- 15 minutes: Each student performs the haiku for the partner assigned by the teacher; the partner offers feedback.

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### Day 2

- 10 minutes: The students refine and rehearse their performances, applying the feedback that they received from their partners.
- 35 minutes: Each student performs for the teacher, who records the performance.

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### Day 3

- 5 minutes: The teacher distributes the response sheets to the students.
  - 15 minutes: The students prepare their oral or written responses.
  - 5 minutes: The teacher collects all written responses.
  - 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-5 Washington OSPI-developed arts performance assessment for theatre. This assessment is called *Greetings, Sister City!*"
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: *Greetings, Sister City!* (Grade 5)
- Assessment rubric
- Response sheets (optional)

# Greetings, Sister City!

Your school has been invited to perform at a cultural exchange program with your town's Japanese sister city. The mayors of your town and its sister city will attend, along with other important city officials.

Your theatre teacher has provided a selection of haiku poems: You may choose one of these poems for your vocal presentation, or you may use a haiku that you have written. You will memorize and create a vocal presentation of the haiku. You will rehearse your vocal presentation for a partner assigned by the teacher. Using the feedback that you receive from your partner, you will refine your performance.

Your theatre teacher and the mayors will decide who will perform at the cultural exchange program based on the vocal presentations. Your final performance of your vocal presentation of the haiku will be recorded. After your final performance, you will respond to questions about your performance.

## Your Task

### First, create your performance—

Your teacher explains that you must meet the following requirements when performing your haiku:

- Select a haiku from those provided by your teacher or use an original haiku that you have written.
- Memorize the haiku.
- Use voice skills when performing your haiku, including the following:
  - appropriate expression (how the character says words to show meaning and emotion)
  - appropriate projection (so that you can be heard by the entire audience)
  - clear articulation (speak clearly enough to be easily understood)
  - appropriate variety of rate (the variety of speeds at which you speak words to show character)

- Use movements to express the ideas of the haiku, including the following:
  - appropriate hand gestures
  - appropriate/effective body movements
  - clear facial expression
  - accurate posture/stance

After you select and memorize the haiku, you will develop and rehearse a performance. You will perform the haiku first in front of the partner assigned by your teacher; the partner will give you feedback. You will then have time both to refine your performance based on the feedback that you received, and to rehearse your haiku again before your final performance in front of the teacher. Your final performance will be recorded.

You must 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, show how you fulfilled the requirements —**

Your teacher explains that you must also respond to questions about your performance:

- You must respond in writing or orally following the final performance.
- You must use the vocabulary of theatre correctly in your responses.

*Greetings, Sister City!*

	4 Points	3 Points	2 Points	1 Point
Creating/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"> <li>◆ Performs the haiku with appropriate expression.</li> <li>◆ Performs with appropriate projection to be heard by the entire audience.</li> <li>◆ Articulates clearly when performing the haiku.</li> <li>◆ Varies rate of speech appropriately when performing the haiku.</li> </ul>	<p>The student demonstrates an adequate understanding of voice skills by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of voice skills by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of voice skills by meeting one of the four requirements listed at left.</p>
Creating/Performing (movement)	<p>The student demonstrates a thorough understanding of movement by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> <li>◆ Uses hand gestures appropriately.</li> <li>◆ Uses body movements effectively.</li> <li>◆ Uses facial expressions clearly.</li> <li>◆ Uses posture/stance accurately.</li> </ul>	<p>The student demonstrates an adequate understanding of movement by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of movement by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of movement by meeting one of the four requirements listed at left.</p>
Responding	<p>The student meets four or five of the following requirements, thereby demonstrating a thorough understanding of how to apply a responding process to a performance:</p> <ul style="list-style-type: none"> <li>◆ Explains how ideas were developed to create the haiku performance.</li> <li>◆ Explains use of vocal skills in the performance.</li> <li>◆ Explains use of movement in the performance.</li> <li>◆ Explains how the performance was refined based on feedback.</li> <li>◆ Uses the vocabulary of theatre correctly.</li> </ul>	<p>The student meets three of the five requirements listed at left, demonstrating an adequate understanding of how to apply a responding process to a performance.</p>	<p>The student meets two of the five requirements listed at left, demonstrating a partial understanding of how to apply a responding process to a performance.</p>	<p>The student meets one of the five requirements listed at left, demonstrating a minimal understanding of how to apply a responding process to a 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:

Creating/Performing (voice) Score	4	3	2	1
Creating/Performing (movement) Score	4	3	2	1
Responding Score	4	3	2	1

## Responses

Respond to the following questions to explain how you met your teacher's requirements.

1. What did you think about and do to create your haiku performance?

2. What vocal skills did you use in your haiku performance and how did you use them?

3. How did you use movement in your haiku performance?

4. After you received feedback from your partner, what changes did you make for your final 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

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

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

**haiku:** an unrhymed form of Japanese verse that consists of three lines, the first containing five syllables, the second containing seven syllables, and the third containing five syllables

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

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

**responding process:** the approach that an artist or artistically literate person uses to respond to a work of theatre, including:

Engaging the senses actively and purposefully while experiencing a theatrical performance

Describing what is seen, felt, and/or heard (perceived/experienced) in a performance

Analyzing the use and organization of the elements, foundations, skills, and/or techniques of theatre in a performance

Interpreting the meaning of a theatrical performance based upon personal experience and knowledge

Evaluating and justifying, using supportive evidence and aesthetic criteria

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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).