

# OSPI-Developed Performance Assessment

A Component of the  
Washington State Assessment System

## The Arts: Theatre

# Time for Rhyme

## 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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# Time for Rhyme

An OSPI-Developed Performance Assessment

Theatre  
Grade 5

## Overview

This document contains information essential to the administration of *Time for Rhyme*, 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 *Time for Rhyme*

Each student performs a nursery rhyme. The student will perform the rhyme first in front of a partner (assigned by the teacher); the partner will provide feedback. After using the feedback to refine the performance, the student will perform for the teacher (who will record the performance).

The student must also respond to questions about the 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 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).

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<b>Anchor 3</b> Grade 5	TH:Cr3.1.5	a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review. b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.
<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.

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Depending on how individual teachers build their lesson units, additional Washington State Learning Standards can be addressed.

### **Note: Literacy Connections**

Reading fluency is developed by multiple readings and performances of rhyming and rhythmic languages. The task in this assessment develops an internal sense of prosody, which helps students read poetry and prose with appropriate phrasing and rate. Fluency (phrasing and rate) leads to better reading comprehension.

# 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 books containing nursery rhymes or copies of nursery rhymes
- ◆ a marked performance space
- ◆ 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 for each student.
- ◆ Props and costumes should not be used in this assessment. Chairs may be used as “sitting devices.”
- ◆ Prior to the assessment, provide copies of nursery rhymes or a variety of books containing nursery rhymes; allow each student to choose a rhyme for performance. Alternatively, you may assign a rhyme to each student, or you may ask all students to perform the same rhyme.
- ◆ Assign to each student a student-partner who will watch the student’s performance and provide feedback to the performer.
- ◆ Each student’s final 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 expressions can be assessed.

- The performer should 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 they start to perform.
- ◆ 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.
  - 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 their responses.
  - Coach the students who are being recorded to face the recording device when they are responding.
  - Students must have a copy of the response sheets when being recorded.
  - The teacher’s role during recording is to read questions.
- ◆ If necessary to meet individual needs, students may dictate their response-sheet answers (to be written down by a teacher or aide).
- ◆ 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:

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### 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 selects and memorizes a nursery rhyme, develops a performance, and rehearses.
- 15 minutes: Each student performs 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 nursery-rhyme performances, incorporating their partners' feedback.
- 35 minutes: Each student performs for the teacher, who records the performance.

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### Day 3

- 5 minutes: The teacher distributes response sheets to the students.
  - 20 minutes: The students prepare their responses while the teacher records the remaining performances.
  - 15 minutes: The teacher collects the written responses and records the oral responses if needed.
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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 *Time for Rhyme*."
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: *Time for Rhyme* (Grade 5)
- Assessment rubric
- Response sheets (optional)

# Time for Rhyme

You are auditioning to be an entertainer at the annual preschool festival at your school. The preschool teachers have asked that students perform nursery rhymes for their auditions.

First, you must memorize your audition piece and perform it in front of a partner (assigned by your teacher). You should rehearse and refine your performance based on your partner's feedback. Next, you will perform the piece in front of a panel of preschool teachers. The panel will choose entertainers that include a variety of movements and appropriate vocal techniques in their performances. Your audition will be recorded.

Finally, the panel requires that you respond to questions about your performance.

## Your Task

### First, create your performance—

The preschool teachers explain that you must meet the following requirements when preparing for your audition:

- Choose a nursery rhyme from a collection provided by the preschool teachers.
- Memorize the nursery rhyme that you have selected or been given by your teacher.
- Create a performance that uses four voice skills, including:
  - Appropriate projection, so that you are heard by the entire audience.
  - Appropriate expression, to show meaning and emotion.
  - Clear articulation, so that you can be understood by all who hear you.
  - Appropriate variety of rate.
- Use four different movements in your performance, including:
  - Appropriate gestures.
  - Appropriate body movements (movement made by the body while standing still).
  - Clear and expressive facial expressions.
  - Meaningful blocking (movement through space).

## **Second, rehearse; then give your final performance—**

The preschool teachers explain that you must meet the following requirements when rehearsing and performing:

- Develop and rehearse your nursery rhyme: Your performance should be between 30–seconds and 1–minute long.
- Perform your nursery rhyme for the partner assigned by your teacher and receive your partner’s feedback. Then, refine and rehearse your performance based on the feedback. (Use the response sheets to help you with the rehearsal process: Note that the second sheet helps you incorporate your partner’s 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.)

Please note: You may not use props or costumes in your performance; however, you may use a chair as a “sitting device.”

## **Third, show how you fulfilled the requirements of the preschool teachers—**

The teachers explain that you must also use the response sheets to 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.

*Time for Rhyme*

	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
Creating (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 appropriate gestures.</li> <li>◆ Makes appropriate body movements.</li> <li>◆ Makes clear and expressive facial expressions.</li> <li>◆ Uses meaningful blocking.</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>
Creating (voice skills)	<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>◆ Uses appropriate volume (projects appropriately).</li> <li>◆ Uses clear expression that shows meaning and emotion.</li> <li>◆ Articulates clearly to be understood.</li> <li>◆ Uses appropriate rate of speech.</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>
Responding	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of responding skills:</p> <ul style="list-style-type: none"> <li>◆ Explains the story portrayed in the performance.</li> <li>◆ Explains how movement was used.</li> <li>◆ Explains how vocal skills were used.</li> <li>◆ Explains the changes made to the final performance (based on the partner’s feedback).</li> </ul>	<p>The student meets three of the four requirements listed at left, demonstrating an adequate understanding of responding skills.</p>	<p>The student meets two of the four requirements listed at left, demonstrating a partial understanding of responding skills.</p>	<p>The student meets one of the four requirements listed at left, demonstrating a minimal understanding of responding skills.</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.

1. In your own words, write the story of your nursery rhyme.

2. Describe the specific voice skills that you used during your performance of the nursery rhyme.

projection:

expression:

articulation:

rate:

3. Describe the specific movements that you used in your performance of your nursery rhyme.

gestures:

body movement:

facial expression:

blocking:

4. In the table below, describe the changes that you will make to your final performance based on the feedback that you received from your partner.

*This is what my partner said:*

*This is how I will change my performance:*

<i>This is what my partner said:</i>	<i>This is how I will change my performance:</i>

## 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

**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

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

**nursery rhyme:** a short song or poem for young children

**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

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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).