OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Theatre

Poetry Month

Grade 8

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

This work references the Washington State Learning Standards in The Arts (http://www.k12.wa.us/Arts/Standards/default.aspx).

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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

Poetry Month

An OSPI-Developed Performance Assessment

Overview

This document contains information essential to the administration of *Poetry Month*, 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**
> ***Poetry Month***
>
> Having chosen a poem from a selection provided by the teacher, each student performs the poem vocally, sustaining focus throughout the performance and paying close attention to vocal skills (articulation, pronunciation, breath support, and projection) and vocal expression (including inflection, word emphasis, use of pauses, and rate). The student performs first for a partner, who offers feedback. The student's final performance is recorded by 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. The teacher should record (film) the student's final performance in order to document it and facilitate scoring.

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.
Anchor 6 Grade 8	TH:Pr6.1.8	a. Perform a rehearsed drama/theatre work for an 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 notes page (one for each student)
- ◆ a variety of poems (the teacher should supply an age-appropriate list or selection)
- ◆ 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, notes page, and glossary of terms. Make one set of copies for each student.
- ◆ Props, costumes, and chairs should not be used in this assessment.
- ◆ Provide a variety of poems and allow each student to choose one to perform. This may be done prior to the day of the assessment. Alternatively, you may:
  - • Allow students to use poems that they have written.
  - • Allow students to use poems that they have previously memorized.
  - • Assign a poem to each student, or have all students perform the same assigned poem.
- ◆ Assign to each student a student-partner who will watch the student's performance and provide feedback to the performer.
- ◆ 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.
- ◆ Coach students to face the audience while performing. The performer's face must be seen so that facial expression 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."
- 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.
    - Prompt students to say their names, numbers, and current grade level into the recording device before beginning 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 **two-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.
25 minutes:	Each student selects and memorizes a poem. The student decides how to use vocal skills (projection, articulation, pronunciation, and breath support), as well as vocal expression (through word emphasis, pause, rate, inflection, and use of pauses) to portray the meaning and emotion in the poem. The student develops a performance and rehearses.
10 minutes:	Each student performs the poem for a partner (assigned by the teacher) who provides feedback about the performance.

Day 2

10 minutes:	The students rehearse and refine their performances based on the feedback that they received.
40 minutes:	The students perform their poems for the teacher, who records each performance.

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 *Poetry Month*."

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: *Poetry Month* (Grade 8)
- ☑ Assessment rubric
- ☑ Response sheets (optional)

■ Poetry Month

Your local public library has called for student performers to perform during an evening of poetry to kick off the library's annual Poetry Month. Each student is to perform a vocal presentation of a poem. You will perform your poem in front of a panel of librarians, who will decide which students will be part of the poetry evening.

First, you will select a poem from the variety of poems provided by your teacher. You will then memorize and rehearse your poem, paying close attention to vocal skills: articulation, pronunciation, breath support, and projection; as well as vocal expression (including inflection, word emphasis, use of pauses, and rate). You must sustain your focus throughout the entire performance. You will perform first for a partner (assigned by your teacher), who will give you feedback. You should use this feedback to refine your performance. Once you have rehearsed, you will give your final performance, which will be recorded by your teacher.

Your Task

First, create your performance—

Your teacher explains that you must meet the following requirements when preparing for and giving your performance in front of the librarians:

- ☐ Choose a poem of at least eight lines from the selection provided by your teacher.

- ☐ Memorize the poem and rehearse: Use vocal skills and vocal expression to demonstrate to the audience the emotion and meaning of your poem.

- ☐ Use appropriate voice skills, including the following:
  - o projection
  - o articulation
  - o breath support
  - o pronunciation

- ☐ Use appropriate vocal expressions to show meaning, emotion, and/or character:
  - o rate/cadence
  - o inflection/pitch
  - o use of pause
  - o word emphasis

- ☐ Sustain your vocal skills throughout your entire performance.

Second, rehearse; then give your final performance—

☐ After you select and memorize the poem, develop and rehearse your performance.

☐ Perform your poem for the partner assigned by your teacher and receive your partner's feedback. Then, refine and rehearse your performance based on the 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.)

Poetry Month

	4 Points	3 Points	2 Points	1 Point
Creating (voice skills)	The student meets all four of the following requirements, thereby demonstrating a thorough understanding of voice skills: • Uses appropriate projection, so that the entire audience can hear. • Articulates clearly, so that the audience understands. • Uses adequate breath support. • Uses accurate pronunciation.	The student meets three of the four requirements listed at left, demonstrating an adequate understanding of voice skills	The student meets two of the four requirements listed at left, demonstrating a partial understanding of voice skills	The student meets one of the four requirements listed at left, demonstrating a minimal understanding of voice skills
Creating (vocal expression)	The student meets all four of the following requirements, thereby demonstrating a thorough understanding of how to use vocal expression to show meaning, emotion, and/or character: • Uses a variety of inflections/pitches. • Uses appropriate pauses. • Uses a variety of appropriate rates/cadences. • Emphasizes words appropriately.	The student meets three of the four requirements listed at left, demonstrating an adequate understanding of how to use vocal expression.	The student meets two of the four requirements listed at left, demonstrating a partial understanding of how to use vocal expression.	The student meets one of the four requirements listed at left, demonstrating a minimal understanding of how to use vocal expression.
Performing	The student sustains character with zero interruptions and lapses in the performance.	The student sustains character with one interruption or lapse in the performance.	The student sustains character with two interruptions or lapses in the performance.	The student sustains character with three interruptions or lapses in the performance.

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 (voice skills) Score	**4**	**3**	**2**	**1**
Creating (vocal expression) Score	**4**	**3**	**2**	**1**
Performing Score	**4**	**3**	**2**	**1**

Notes

Use the space below to write notes about your performance, including the feedback that you receive from your partner and how you will use it to refine your performance. (Your notes will not be scored.)

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

breath support: the use of the diaphragm to breath correctly

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

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

pronunciation: the correct way to speak or articulate a word

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

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