OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Theatre

Silent Movie

Grade 8

Office of Superintendent of Public Instruction
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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:

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Silent Movie

An OSPI-Developed Performance Assessment

Overview

This document contains information essential to the administration of *Silent Movie*, 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**
> ***Silent Movie***
>
> Each student creates a panto-mime in the silent, storytelling style of Charlie Chaplin, Marcel Marceau, Buster Keaton, or Red Skelton. The student must establish character and setting, develop the conflict or obstacle, and resolve the conflict. The student performs first for a peer, who gives feedback. The teacher records the final performance. The student submits a transcript of the story and responds to prompts about the process used to create it.

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.

- ◆ 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 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 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 7 Grade 8	TH:Re7.1.8	a. Apply criteria to the evaluation of artistic choices 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 set for each student)
- copies of the student-response sheets (one set for each student)
- recordings of famous mime and pantomime artists, such as Charlie Chaplin, Buster Keaton, Red Skelton, and Marcel Marceau (or others), performing pantomime
- a marked performance space
- one pencil per student
- 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 of copies for each student.
- We recommend that you review the glossary and scoring rubrics with the students.
- 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.
- 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. The camera should be placed so as to record the scene from the audience's perspective.
    - Students should be prompted 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 at 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 needs.

- 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.
20 minutes:	The students create and rehearse their pantomimes.
15 minutes:	The students perform for their assigned partners, who provide feedback.

Day 2

10 minutes:	The students review and refine their performances, incorporating the feedback that they received.
35 minutes:	The students perform their pantomimes for the teacher, who records each performance.

Day 3

5 minutes:	The teacher distributes response sheets to the students.
15 minutes:	The students prepare their oral or written responses.
5 minutes:	The teacher collects the response sheets of the students who responded in writing.
20 minutes:	The teacher records the responses of the students who need to respond orally.

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 *Silent Movie*."

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: *Silent Movie* (Grade 8)
- ☑ Assessment rubric
- ☑ Response sheets (optional)

Silent Movie

Your local movie theatre is having its annual silent movie film festival. Because you are a prominent actor in your school, the owner of the movie theatre and your theatre teacher have asked you to create a totally silent pantomime (with a story) to be presented prior to the opening of an evening of silent movies.

Your pantomime should be in the silent storytelling style of Charlie Chaplin, Marcel Marceau, Buster Keaton, or Red Skelton. It should have a clear beginning that establishes character and setting, a middle that develops the conflict or obstacle, and an ending that resolves the conflict. You will be able to perform your pantomime first for a partner (assigned by your teacher). Use your partner's feedback to revise your performance. Your final performance will be recorded.

The owner of the movie theatre requires that you write down the storyline of your pantomime, including the central conflict. You must turn in this synopsis prior to your performance. Finally, you will prepare a response about the process you used to develop and improve your pantomime.

Your Task

First, create your pantomime—

The owner of the movie theatre explains that you must meet the following requirements when you create your pantomime:

☐ Create a pantomime that introduces your character and setting, establishes and develops a conflict, and shows the resolution of the conflict. To do this, you should:

- o Develop a storyline with a clear beginning, a conflict that builds to a climax, a resolution of that conflict, and an ending to the storyline.
- o Begin with an introduction of your character, setting, and conflict.
- o Clearly show your conflict and how the conflict builds to a climax.
- o Show how the conflict will be solved.
- o End with the resolution of the conflict and the storyline.

☐ Make no vocal sounds and include no sound effects.

☐ Use no props or costumes. (You may use a chair as a sitting device ONLY.)

□ Use appropriate movements that portray character, emotion, and meaning:

- o hand gestures
- o body movements
- o facial expressions
- o blocking (movement in space)

□ Write out a full description of your pantomime: Describe your actions, including the beginning, middle, and end of the storyline. In particular, you should provide a complete description of the conflict and how it is resolved. Turn this paper in prior to your performance.

Second, rehearse; then give your final performance—

The owner of the movie theatre explains that you must meet the following requirements when you rehearse and perform your pantomime:

□ 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."

□ Perform first for your partner and receive feedback. Refine and rehearse the pantomime based on the feedback.

Your final performance will be recorded.

Third, explain how you developed your pantomime and your performance—

The owner of the movie theatre explains that you must also respond to questions about your performance and the process you went through to create it:

□ You must respond in writing or verbally following the final performance (see the response sheets).

□ You must use the vocabulary of theatre correctly in your responses.

Silent Movie

	4 Points	3 Points	2 Points	1 Point
Creating	The student meets all four of the following requirements, thereby demonstrating a thorough understanding of story structure in the pantomime: ◆ Creates a clear beginning to the story, which includes character and setting. ◆ Creates a central conflict (obstacle) that builds to a climax. ◆ Creates a clear resolution of the conflict. ◆ Creates a clear ending to the story.	The student meets three of the four requirements listed at left, demonstrating an adequate understanding of story structure in the pantomime.	The student meets two of the four requirements listed at left, demonstrating a partial understanding of story structure in the pantomime.	The student meets one of the four requirements listed at left, demonstrating a minimal understanding of story structure in the pantomime.
Performing	The student meets all four of the following requirements, thereby demonstrating a thorough understanding of movement that portrays character, emotion, and meaning: ◆ Chooses effective and clear facial expressions. ◆ Chooses effective hand gestures. ◆ Chooses effective body movements. ◆ Chooses effective blocking.	The student meets three of the four requirements listed at left, demonstrating an adequate understanding of movement.	The student meets two of the four requirements listed at left, demonstrating a partial understanding of movement.	The student meets one of the four requirements listed at left, demonstrating a minimal understanding of movement.
Responding	In the response, the student demonstrates a thorough understanding of the creative process by meeting all four of the following requirements: ◆ Identifies the conflict. ◆ Describes the process used to develop the pantomime. ◆ Identifies two suggestions for improvement of the performance from the peer feedback. ◆ Gives evidence from the performance to show the changes that were made based on feedback.	In the response, the student demonstrates an adequate understanding of the creative process by meeting three of the four requirements listed at left.	In the response, the student demonstrates a partial understanding of the creative process by meeting two of the four requirements listed at left.	In the response, the student demonstrates a minimal understanding of the creative process by meeting one of the four requirements listed at left.

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	4	3	2	1
Performing Score	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. Remember to use the vocabulary of theatre.

1. What conflict/problem did you pantomime, and how did it build to a climax in the story?

2. Describe the process you used to think up, create, and/or develop the pantomime.

3. Identify two suggestions for improvement that you received from your peer feedback.

    first suggestion:

    second suggestion:

4. What changes did you make to your performance based on the peer feedback?

Glossary

blocking: an actor's traffic pattern on stage

character development: creating from a text a character that uses tactics to overcome obstacles to achieve objectives; portraying this character by choosing and sustaining throughout the performance physical actions, vocal qualities, and believable emotions

conflict: the problem, confrontation, or struggle in a scene or play; conflict may include a character against him or herself, a character in opposition to another character, a character against nature, a character against society, or a character against the supernatural

dramatic structure: the composition of a theatrical work, including a play, scene, or improvisation, that includes:

exposition: the background information included in the beginning of the play that introduces characters, actions, setting, and so on

inciting incident: an action that occurs that sets the conflict of the play in motion

rising action: the intensification and the complication of the inciting event

conflict: the central struggle of the play, either within a character or plot

climax: the moment in the play when all conflict comes to a central and high point

falling action: the actions that occur after the climax, heading towards resolution

resolution/dénouement: the ending action that resolves or concludes the conflicts within the play

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

pantomime: conveying a story by using expressive body and facial movements, but without using speech, props, costumes, or sounds (instrumental music can be used as background)

setting: the time, place, and atmosphere in which the scene or play occurs

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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).