

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Theatre

Be a Good Sport

Grade 5

Office of Superintendent of Public Instruction
December 2018



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

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.



Except where otherwise noted, this Washington Arts K–12 assessment by the Office of Superintendent of Public Instruction is licensed under a Creative Commons Attribution 4.0 International License. All logos and trademarks are property of their respective owners.

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

All standards designations are from the National Core Arts Standards (<http://nationalartsstandards.org/>). Copyright © 2015 National Coalition for Core Arts Standards/All Rights Reserved—Rights Administered by SEADAE.

Table of Contents

Introduction	ii
Overview	1
Test Administration: Expectations.....	1
Description of the Performance Assessment	2
Learning Standards	2
Supporting Materials and Resources for Teachers.....	3
Preparation for Administering the Assessment.....	3
Recommendations for Time Management.....	5
Assessment Task	6
Teacher’s Instructions to Students	6
Accommodations	6
Student’s Task.....	6
Glossary.....	12

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

Be a Good Sport

An OSPI-Developed Performance Assessment

Theatre
Grade 5

Overview

This document contains information essential to the administration of *Be a Good Sport*, 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 *Be a Good Sport*

Each student performs a sequence of mimed actions that demonstrate a sports skill (such as snowboarding, jumping rope, or skating). The student's gestures, facial expressions, body movement, and blocking must portray the sports skill and the athlete's attitude or feelings. The student will refine the performance based on a partner's feedback. The teacher will record the student's final 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.
- ◆ Each student will use the planning sheets (in the student’s copy of the assessment) to plan and make notes about the performance being developed.

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 1 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.
Anchor 3 Grade 5	TH:Cr3.1.5	b. Use physical and vocal exploration for character development in an improvised or scripted 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 planning sheets (one set for each student)
- ◆ one pencil per student
- ◆ sports recordings for use as examples (optional)
- ◆ a marked performance space
- ◆ an audiovisual recording device

Guidelines

This assessment is an individual performance.

- ◆ Copy the student’s task, glossary of terms, and planning 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, allow students time to choose the sports skills that they want to demonstrate for this assessment.
- ◆ Remind students to consider the body movements, gestures, blocking, and facial expressions made by athletes; the students should apply these when they are performing their chosen sports skills.
- ◆ You may encourage students to watch appropriate sports recordings or television to guide them in their performance choices. (Such recordings may be shown in class.)
- ◆ 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.

- ◆ 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 the students to face the audience while performing. The performer’s face must be seen so that the performer’s facial expression can be assessed.
 - Performers 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 begin to perform.

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

- 10 minutes: The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions.
- 10 minutes: The students use the planning sheets to plan and create their sports demonstrations.
- 10 minutes: The students rehearse their performances.
- 20 minutes: Each student performs for the partner assigned by the teacher; the partner offers feedback.

Day 2

- 15 minutes: Using their planning sheets to help them incorporate feedback from their partners, the students refine and rehearse their demonstrations.
 - 35 minutes: Each student performs for the teacher, who records the 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-5 Washington OSPI-developed arts performance assessment for theatre. This assessment is called *Be a Good Sport*."
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: *Be a Good Sport* (Grade 5)
- Assessment rubric
- Response sheets (optional)

Be a Good Sport

Your teacher has asked you to demonstrate a sports skill to a new student who does not understand your native language. You must demonstrate the sports skill—such as jumping rope, hitting a ball, skating, or snowboarding—by performing a sequence of mimed actions. While you may decide how to demonstrate the sports skill, you must use movements only: Your facial expressions, gestures, body movement (whole body movement in place), and movement in space (blocking) must clearly portray not only the sports skill, but also the athlete's attitude or feelings about the sport.

Once you have created your mime, you will perform it for the partner that the teacher assigns to you. Your partner will give you feedback, which you will then use to refine your performance. After you rehearse your mime, you will perform it for your teacher. Your final performance will be recorded.

Your Task

First, create your performance—

Your teacher explains that you must meet the following requirements when preparing and performing your mime:

- Choose a sports skill and decide how to use a sequence of mimed movements to demonstrate the skill and the athlete's attitude or feelings about the sport.
- Use all of the following movements:
 - gestures
 - body movements (whole body movement in place)
 - facial expressions
 - blocking (movement in space)
- Create a performance that is between 30 seconds and 1 minute long.
- Use all of the following skills and techniques to clearly communicate to your audience how the sports skill should be done:
 - clear beginning and ending positions
 - identifiable actions
 - a sequence of actions

You will have time to plan, create, and rehearse your sports demonstration. (Use the planning sheets to help with this process.) You will then have additional time to perform the mime for the partner assigned by your teacher: Your partner will give you feedback. Finally, you will have time to use your planning sheets and your partner's feedback to refine and rehearse your mime.

Your final performance will be recorded. Begin your final performance of the mime when you have been given a signal. End your final performance with a three second pause.

Be a Good Sport

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student demonstrates a thorough understanding of movement by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Uses appropriate gestures. ◆ Uses appropriate body movements. ◆ Uses clear facial expressions. ◆ Uses appropriate blocking. 	<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>

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

Plan Your Performance

1. Name the sports skill that you are demonstrating:

2. Describe the sequence of actions that you used to demonstrate your sports skill and the athlete's attitude or feelings. Include at least five actions. (Remember that you need to use facial expressions, gestures, blocking, and whole-body movements.)

Action 1:

Action 2:

Action 3:

Action 4:

Action 5:

3. Use the table below to describe the feedback that you received from your partner and the changes that will you make for your final performance:

This is what my partner said:	This is how I will change my performance:

Glossary

action: the events within the play that move the plot along

blocking: an actor's traffic pattern on stage

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

gesture: an expressive and planned movement of the body or limbs

mime: to act out movement or portray a character without speaking or using props (totally silent)

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)

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).