**OSPI-Developed Performance Assessment**

A Component of the

Washington State Assessment System

**The Arts: Theatre**

**Center Stage Star**

Grade 5

Office of Superintendent of Public Instruction

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**OSPI-Developed Performance Assessment for the Arts**

# 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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| Title | Grade Level |
| --- | --- |
| Center Stage Star  An OSPI-Developed Performance Assessment | **Theatre**  **Grade 5** |

# Overview

This document contains information essential to the administration of *Center Stage Star*, 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.

**Synopsis of**

***Center Stage Star***

Each student chooses a character and an event from a fairy tale, folk tale, or fable. The student performs the role of the character in that scene. The student’s voice and movement should express the character, and the student should remain in character throughout the performance. Afterwards, the student must respond to questions about the performance.

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.

# 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.
* 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 | Reference Number | Performance Standard |
| --- | --- | --- |
| **Anchor 3**  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.  c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work. |
| **Anchor 6**  Grade 5 | TH:Pr6.1.5 | a. Present drama/theatre work informally to an audience. |
| **Anchor 7**  Grade 5 | TH:Re7.1.5 | a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation. |

***Note: Literary Connections***

This assessment task relates well to a reading genre-study of folk tales or a general character unit. Analyzing and interpreting a character as a reading comprehension skill directly relates to developing character for performance. For example, see the Washington State English Language Arts (ELA) Learning Standards for Grade 5:

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

# 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)
* a marked performance space
* one pencil per student
* a recording device
* a collection of fairy tales, folk tales, and fables familiar to both the teacher and students
* a performance sign indicating the names of the district and school, the title of the fairy tale, folk tale, fable, or nursery rhyme to be performed, and the student’s name and number (optional)

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.
* Students may NOT use props and costumes in this assessment; however, students may use chairs as “sitting devices.”
* This performance is to be at least 30 seconds in length and not more than one minute in length.
  + Provide copies of a variety of modern and ancient folk tales, fairy tales, and fables:
  + Students may select and memorize folk tales, fairy tales, and fables prior to the start of this assessment, or the teacher may assign a story to each student.
  + All students may perform the same story.
* 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. Place the camera so that it records the scene from the audience’s perspective.
  + Prompt students to state their names/numbers and current grade levels into the recording device before they begin performing. Alternatively, you may prepare a printed sign that displays the names of the district and school, the title of the fairy tale, folk tale, fable, or nursery rhyme to be performed, and the student’s name and number. The performer (or a helper) can then hold up this sign in front of the video recorder prior to the start of the performance.
* Coach the students to face the audience while performing. (The performer’s face must be seen so that facial expression can be assessed.)
* The 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.
* As an alternative to a written response:
  + You may record responses. Coach students to face the recording device. Students must have a copy of the response sheet when being recorded.
  + Students may dictate 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.
* During the assessment, students may ask questions to clarify the process. Encourage students to ask questions at any time throughout the administration of the assessment.

Scoring Notes

The following scoring notes should be used as guidelines when scoring this item.

* The length of a performance is irrelevant to how it will be scored.
* If the student does not state the title of the performance, or if the title cannot clearly be heard, the performance can still be scored.
* The following should be considered when using the performing rubric:
  + To be counted as a lapse, the student must lapse in character.
  + Lack of a clear beginning OR ending to a performance is also considered a lapse; however, a clear ending could simply be a purposeful conclusion to the performance (including a neutral stance), not necessarily a three-second pause.
  + If a student starts the performance, stops, and then re-starts, that is not considered a lapse. That is simply a re-start.

## 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 and Time Allotted | Actions and Tasks |
| --- | --- |
| **Day 1** |  |
| 15 minutes: | The teacher provides the class with the task and reads it aloud (distribute the response sheets at this time). The students may ask questions. The teacher answers any questions. |
| 20 minutes: | Each student selects a fairy tale, folk tale, or fable and then creates a character and rehearses the performance. |
| 20 minutes: | Each student performs for the partner assigned by the teacher; the partner offers feedback. |
| **Day 2** |  |
| 10 minutes: | The students refine and rehearse their characters for a final performance. |
| 40 minutes: | Each student performs for the teacher, who records the performance. |
| **Day 3** |  |
| 5 minutes: | The teacher makes sure all students have response sheets (pass out more if needed). |
| 15 minutes: | Students prepare their verbal or written responses. |
| 5 minutes: | The teacher collects all written responses. |
| 20 minutes: | The teacher records the verbal 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 *Center Stage Star*.”
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: *Center Stage Star* (Grade 5)
* Assessment rubric
* Response sheets (optional)

∙ Student’s Task ∙

⬛ Center Stage Star

**Your school librarian is organizing an assembly for K–2 students. The assembly is called *Celebrate Reading*. As part of this assembly, the librarian has asked you to perform as a character from a familiar fairy tale, folk tale, or fable. Your performance at the assembly should encourage the K–2 students to read familiar stories.**

**The librarian has asked you to choose a character and a single event from a familiar story. Your teacher may help you make your selection. After reading the story, you will perform the role of the character in the event that you chose. The librarian wants you to use your voice and movement to express the character. You should remain in character throughout the entire performance.**

**Your final performance will be recorded. After your final performance, you will respond to questions about it.**

Your Task

First, create your performance—

The librarian explains that you must meet the following requirements to participate in the assembly:

* Choose a character and event from a familiar fairy tale, folk tale, or fable: For example, Goldilocks eating porridge from *Goldilocks and the Three Bears*.
* Tell your teacher which character and event you have chosen.
* Create a performance that uses voice and movement to express character.
* Use four voice skills, including:
  + Projection (the appropriate volume in order to be heard by the audience and to express character).
  + Expression (how the character says words to show meaning and emotions).
  + Articulation (speaking clearly enough to be easily understood).
  + Rate (how slowly or quickly you say words in order to express character).
* Use four different movements, which include:
  + Gestures that express the character’s objectives and emotions.
  + Posture and stance that express the character’s objectives and emotions.
  + Facial expressions that demonstrate the character’s objectives and emotions.
  + Blocking that expresses the character’s objectives and emotions.
* Create a performance that is at least one-minute long.
* Stay in your character during the entire performance.
* Begin your performance when you have been given a signal: Start the performance with a three-second neutral pause to indicate a clear beginning.
* End your performance with a three-second neutral pause to indicate a clear ending. You may end “off stage” or “off camera.”
* Perform for the partner who was assigned by the teacher; receive feedback from this partner.
* Rehearse and refine your performance based on the feedback you received.
* Present your final performance.

You will have time to select your story, create your character, and rehearse before your performance. ***Remember to portray only one character and perform only one event.***

You will have additional time to perform your character for your partner and to receive your partner’s feedback. You will then have time to refine and rehearse your performance based on your partner’s feedback. Your final performance will be recorded. Finally, you will have time to prepare your response.

Second, explain how you fulfilled the librarian’s requirements—

The librarian explains that you must also respond to questions about your performance:

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

∙ Assessment Rubric ∙

***Center Stage Star***

| Artistic Process | **4 Points** | **3 Points** | **2 Points** | **1 Point** |
| --- | --- | --- | --- | --- |
| Creating | The student demon­strates a thorough un­derstanding of *move­ment* for a character by meeting all **four** of the following requirements:   * Uses gestures that express the character’s objectives and emotions. * Adopts posture and stance that express the character’s objectives and emotions. * Uses facial expressions that express the character’s objectives and emotions. * Uses blocking that expresses the character’s objectives and emotions. | The student demonstrates an adequate under­standing of movement for a character by meeting **three** of the four require­ments listed at left. | The student demonstrates a partial under­standing of movement for a character by meeting **two** of the four require­ments listed at left. | The student demonstrates a minimal under­standing of movement for a character by meeting **one** of the four re­quirements listed at left. |
| Creating | The student demonstrates a thorough under­standing of *voice skills* for a character by meeting all **four** of the following requirements:   * Uses appropriate volume for the situation and character (projects appropriately). * Uses expression in a way that is appropriate for the character. * Articulates clearly and in a manner that is appropriate for the character. * Varies the character’s rate of speech in a manner that is appropriate to the action or feelings of the character. | The student demonstrates an adequate under­standing of voice skills for a character by meeting **three** of the four require­ments listed at left. | The student demonstrates a partial under­standing of voice skills for a character by meeting **two** of the four require­ments listed at left. | The student demonstrates a minimal under­standing of voice skills for a character by meeting **one** of the four re­quirements listed at left. |
| Performing | The student uses acting skills to sustain character with **zero** interruptions or lapses in the performance. | The student uses acting skills to sustain charac­ter, but has **one** interruption or lapse in the performance. | The student uses acting skills to sustain charac­ter, but has **two** interruptions or lapses in the performance. | The student uses acting skills to sustain character, but has **three** inter­ruptions or lapses in the performance. |
| Responding | The student explains all four of the following points, thus demonstrating a thorough under­standing of how to apply a responding process:   * How the student used movement to create character. * How the student applied voice skills to create character. * How the student changed the performance based on feedback from a partner. * What the student used to help sustain character throughout the performance. | The student explains **three** of the four points listed at left, demon­strating an ade­quate under­standing of how to apply a responding process | The student explains **two** of the four points listed at left, demon­strating a partial under­standing of how to apply a responding process | The student explains **one** of the four points listed at left, demon­strating a minimal un­der­standing of how to apply a responding process |

***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.

∙ Response Sheets ∙

**Student’s Name/ID#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level\_\_\_\_\_\_\_\_\_**

Circle number:

| Artistic Process Score | 4 | 3 | 2 | 1 |
| --- | --- | --- | --- | --- |
| **Creating Score (movement)** | **4** | **3** | **2** | **1** |
| **Creating Score**  **(voice skills)** | **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 librarian’s requirements.

| Basic Prompts | Student’s Response |
| --- | --- |
| The story that I am using is called: |  |
| The character that I will portray is: |  |
| The event that I will perform is: |  |

1. How did you use voice skills to portray your character in this event in your story?
2. How did you use movement to portray your character in this event in your story?
3. After you received feedback from your partner, what changes did you make for your final performance?
4. Name something that helped you to sustain your character throughout the entire performance:

## Glossary

**acting skills:** the use of voice, movement, improvisation, and characterization

**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

**character:** a person, animal, or thing in a scene, story, or play

**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

**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

**performance:** a structured presentation of a theatrical work in front of an audience

**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

**voice:** vocal qualities that are used to convey meaning and emotion in order to create character

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).