

# OSPI-Developed Performance Assessment

A Component of the  
Washington State Assessment System

## The Arts: Theatre

# So...What's Your Problem?

Grade 5

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# 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.....	10

# 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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# So...What's Your Problem?

An OSPI-Developed Performance Assessment

Theatre  
Grade 5

## Overview

This document contains information essential to the administration of *So...What's Your Problem?*, 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 *So...What's Your Problem?*

Students work in pairs to create an improvisational scene: One partner plays a peer mediator, while the other plays a character involved in the conflict that the mediator is trying to resolve. The pair must portray a clear conflict and resolution, sustain believable characters, and demonstrate clear, expressive movement and vocal skills. They'll have a chance to refine their scene using feedback from peers.

## 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.
- ◆ Although this assessment requires each student to perform a scene with a partner, each student is assessed separately.

## 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).

<b>Anchor 1</b> 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.
<b>Anchor 2</b> Grade 5	TH:Cr2.1.5	a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.
<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 6</b> Grade 5	TH:Pr6.1.5	a. Present drama/theatre work informally to 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)
- ◆ one pencil per student
- ◆ a list of specific, possible conflicts for students to resolve
- ◆ a marked performance space
- ◆ an audiovisual recording device

### Guidelines

This assessment is an individual performance: Although the students will perform their scenes with partners, you should assess each student's performance individually.

- ◆ Copy the student's task and glossary of terms. Make one set of copies for each student.
- ◆ Props and costumes should not be used in this assessment. Chairs may be used as "sitting devices."
- ◆ You should assign to each student a partner with whom the student will create and perform the scene.
- ◆ You should assign to each pair of partners another pair of partners who will watch the performance and provide feedback to the performers.
- ◆ Create and provide a list of specific, possible conflicts for students to resolve (such as spreading gossip, cheating, bullying others, and so on).
- ◆ Record the final performance of each pair of students.
  - Recording setup must be in a defined space where the performers can be seen at all times. The camera should be placed so as to record the scene from the audience's perspective.
  - Prompt students 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 performers' faces must be seen so that facial expression can be assessed.)

- ◆ Performers must include a three-second neutral pause at the beginning and ending of the performance to indicate a clear start and a clear ending. The students may end off stage or off camera.
- ◆ 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 **two-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: The students create and rehearse their improvisational scenes.
- 15 minutes: Each pair of partners performs the improvisation for another pair of partners (assigned by the teacher); the partners who watch the performance offer feedback.

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### Day 2

- 15 minutes: The partners refine and rehearse their performances, incorporating the feedback that they received.
  - 30 minutes: The students perform their improvisational scenes for the teacher and are recorded.
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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 *So... What's Your Problem?*"
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: *So... What's Your Problem?* (Grade 5)
- Assessment rubric
- Response sheets (optional)

## So...What's Your Problem?

As training for your peer mediation class, your teacher would like you to work with a partner (assigned by the teacher) to create an improvisational scene. In this scene, you must work to solve a problem: One person in the partnership must play the peer mediator, while the other plays a character involved in the conflict. You must establish a situation with a clear conflict and resolution. Your teacher also wants you to sustain a believable character. The teacher has told you that the best way to do this is to use clear and expressive movement and vocal skills, while concentrating on your character throughout the entire performance.

You will perform your scene in front of another pair of partners, who will provide feedback. You will use their feedback to refine the performance. The teacher will record your final performance. If you are successful with your improvisation, you will be selected as a peer mediator for next year.

### Your Task

#### First, create and rehearse your performance—

The teacher explains that you must meet the following requirements when creating your improvisation:

- Create dramatic structure by establishing a clearly defined conflict and resolution in your scene (for example, spreading gossip, cheating, or bullying); use movement and dialogue to convey the conflict and resolution.
- Begin and end your performance with a three-second neutral pause to indicate a clear beginning and ending. You may end “off stage” or “off camera.”
- Work cooperatively with your partner to create mutual understanding of the beginning, middle, and end of the performance, as well as of the conflict and resolution in your scene.
- Maintain focus throughout the entire performance, staying in character the entire time.
- After you create and rehearse your improvisational scene with your partner, perform the scene in front of another pair of partners (assigned by the teacher) and receive their feedback.
- Use the feedback that you received to refine the scene and rehearse it again.

Finally, you will perform the scene before the teacher, who will record it.

*So...What's Your Problem?*

	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
<b>Creating (Movement)</b>	<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 hand gestures appropriately.</li> <li>◆ Uses body movements effectively.</li> <li>◆ Uses facial expressions clearly.</li> <li>◆ Uses posture and stance accurately.</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>
<b>Creating (Story Structure)</b>	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of how to create story structure in an improvisational scene:</p> <ul style="list-style-type: none"> <li>◆ Creates a clear beginning.</li> <li>◆ Creates a clear middle.</li> <li>◆ Creates a clear resolution (end).</li> <li>◆ Includes a central conflict.</li> </ul>	<p>The student meets three of the requirements listed at left, demonstrating an adequate understanding of how to create story structure in an improvisational scene.</p>	<p>The student meets two of the requirements listed at left, demonstrating a partial understanding of how to create story structure in an improvisational scene.</p>	<p>The student meets one of the requirements listed at left, demonstrating a minimal understanding of how to create story structure in an improvisational scene.</p>
<b>Performing</b>	<p>The student uses acting skills to sustain character with zero interruptions or lapses in the performance.</p>	<p>The student uses acting skills to sustain character, but has one interruption or lapse in the performance.</p>	<p>The student uses acting skills to sustain character, but has two interruptions or lapses in the performance.</p>	<p>The student uses acting skills to sustain character, but has three interruptions or lapses in the performance.</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 (Story Structure)	4	3	2	1
Performing Score	4	3	2	1

**Notes**

## Glossary

***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.

**elements of theatre**: setting, character, conflict, dialogue, plot, and theme (see also production elements)

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

***focus***: commitment by a participant (an actor, technician, director) to remain in the scope of the project or to stay within the world of the play

also, the intended point of interest on stage

***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

**posture/stance**: the position of the limbs and the carriage of the body as a whole that communicate 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).