

**WCBPA–Washington**  
**Classroom-Based Performance Assessment**  
A Component of the Washington State Assessment System

**The ARTS**  
**Directions for Administration**  
**Theatre**  
**Grades 5, 8, & 10**



**Single Task Set**  
**Item Piloted**  
**Spring 2005**



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## Table of Contents

Letter from Greg Hall, Assistant Superintendent, Assessment and Research, and AnnRené Joseph, Program Supervisor, The Arts . . . . .	1
Grade 5 . . . . .	3
Directions for Administration, <i>Be a Good Sport</i> . . . . .	4
Glossary for <i>Be a Good Sport</i> . . . . .	10
Rubrics for <i>Be a Good Sport</i> . . . . .	11
Directions for Administration, <i>Time for Rhyme</i> . . . . .	12
Glossary for <i>Time for Rhyme</i> . . . . .	18
Rubrics for <i>Time for Rhyme</i> . . . . .	19
Grade 8 . . . . .	21
Directions for Administration, <i>Get a Job!</i> . . . . .	22
Glossary for <i>Get a Job!</i> . . . . .	27
Rubrics for <i>Get a Job!</i> . . . . .	28
Directions for Administration, <i>S.O.S.: I Don't Know!</i> . . . . .	30
Glossary for <i>S.O.S.: I Don't Know!</i> . . . . .	37
Rubrics for <i>S.O.S.: I Don't Know!</i> . . . . .	38
Directions for Administration, <i>Lights, Camera, Action!</i> . . . . .	40
Glossary for <i>Lights, Camera, Action!</i> . . . . .	46
Rubrics for <i>Lights, Camera, Action!</i> . . . . .	47
Grade 10 . . . . .	49
Directions for Administration, <i>Getting the Part</i> . . . . .	50
Glossary for <i>Getting the Part</i> . . . . .	57
Rubrics for <i>Getting the Part</i> . . . . .	58
Directions for Administration, <i>Speaking the Speech</i> . . . . .	60
Glossary for <i>Speaking the Speech</i> . . . . .	64
Rubrics for <i>Speaking the Speech</i> . . . . .	65



November 2005

Dear Educator:

Thank you for your interest in using our Arts Classroom-Based Performance Assessments (CBPAs) as an integral part of your arts instruction in dance, music, theatre, and/or visual arts. These items are a part of the Washington Classroom-Based Performance Assessments (WCBPAs) in The Arts (dance, music, theatre, and visual arts).

**Performance Assessments** require students to construct their own answers in some method and form of creating, performing, and responding to the assessment prompt and expectations. The Arts Assessment Leadership Team (AALT) wrote and revised the items included in this booklet between 2003 and 2005 for use by Washington State teachers and other educators under the leadership of The Arts Program, Program Supervisor, and the Office of Superintendent of Public Instruction (OSPI). Sixty total items have been developed for the four arts disciplines of dance, music, theatre, and visual arts. Fifteen items for each arts discipline, which includes five items each at the benchmark levels of Grades 5, 8, and 10 (high school) will be available online for use by educators in January 2006.

The purpose of any of the arts CBPAs is four-fold:

1. Inform teachers immediately if students know and are able to do what is expected of them to demonstrate their understanding of the arts discipline at the benchmark levels of Grades 5, 8, and high school (10 or above).
2. Inform teachers regarding their instruction, i.e., strength, weaknesses, and gaps to be addressed.
3. Enhance and become a part of instruction and a tool to measure if learning has occurred and how well.
4. Model high quality CBPAs aligned with our Arts Essential Academic Learning Requirements (EALRs) by including:
  - a. **Directions for Administration** for all of the items in a selected arts discipline (i.e., dance, music, theatre, or visual arts) for a comprehensive, sequential, standards-based picture of how instruction, over time, occurs and increases in difficulty and expectations.
  - b. **Student Task Booklets** for all of the items in a selected arts discipline (i.e., dance, music, theatre, or visual arts).
  - c. **Rubrics** for scoring each item.
  - d. **Test Coordinator's Manual** to provide information to the test coordinators and/or teachers regarding successful implementation and use of these assessments in their schools and districts. (This document is located on the assessment link under Test Coordinator's Manual).

**Please Note:**

1. Any assessment item is to be incorporated into classroom instruction.
2. Any assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
3. Accommodations based upon student IEP or 504 plan determine the administration of any assessment.

In order to assist you in your efforts in understanding and using these items, please access our OSPI Arts Web site at: <http://www.k12.wa.us/CurriculumInstruct/arts> for helpful information.

We believe that these arts CBPAs will inform, teach, and inspire arts education in each and every classroom, school, and district that has the incentive and vision to use them. We welcome your feedback and look forward to your participation as leaders in your district and participants in our current and future arts assessments and staff development for Washington State. Our efforts are to support, promote, implement, and measure arts instruction in Washington State for all learners. More arts education will occur for students wherever these assessments are given!

Sincerely,



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Assistant Superintendent,  
Assessment and Research



AnnRené Joseph  
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**Grade 5  
Theatre**

**Directions for Administering the  
Washington Classroom-Based Performance Assessment (WCBPA)  
Arts Performance Assessment  
Grade 5 Theatre  
Be a Good Sport**

**Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre, **Grade 5, Be a Good Sport**. Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Test Administration Expectations**

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

**Description of the Performance Assessment**

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be recorded by videotape to facilitate scoring and to document each student's performance.

**Materials and Resources**

Teachers will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced student tasks, including the glossary of terms, and
- video recording device and tape.

**Teacher Preparation Guidelines**

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions and glossary of terms from this booklet.
- Prior to the assessment, allow students time to choose a sport skill to be used in this assessment. The teacher should remind students to consider sounds and facial expressions made by athletes when performing their chosen sport. Teachers can encourage students to watch appropriate sports videos or television to guide them in their performance choices.



- Assign to each student a student partner who will watch the performance and provide feedback to the student performer.
- The student performance must be videotaped for this assessment.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- Students need to be coached by the teacher to face the video recorder while performing. **If the performer’s face cannot be seen, “expression” cannot be assessed.**
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance.

### **Recommendation for Time Management**

Teachers may administer the task in the way that is most practical for their classroom and their allotted time periods. **The following three-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. This sample time frame is based on a 30–45 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

#### **Day One Estimated Time:**

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **10 minutes:** The students plan and create their sports demonstration using the planning sheet.
- **5 minutes:** The students rehearse their performance.

#### **Day Two Estimated Time:**

- **10 minutes:** The students perform the sport skill demonstration for their teacher-assigned partner who will provide the student with feedback about the performance.
- **10 minutes:** The students refine and rehearse their sport skill demonstration, incorporating feedback using the planning sheet.
- **10 minutes:** The students perform the sport skill, which is videotaped.

#### **Day Three Estimated Time:**

- **30 minutes:** Remaining students perform the sport skill, which is videotaped.

## **Test Administration**

**Students may have as much time as they need to complete the task.** All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

**Say: Today you will take the Grade 5 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre entitled "Be a Good Sport."**

## Be a Good Sport

You are in another country and speak a language no one else knows. Your teacher has asked you to **teach** a sport skill that you enjoy, such as jumping rope, hitting a ball, skating, or snowboarding, to your classmates. You will decide how to demonstrate the sport skill using movement and sounds to communicate how to perform the sport skill. You will give clear instructions so that your teacher and classmates are able to understand. Your facial expressions and body movements need to portray your emotions, ideas, and thoughts about your demonstrated sport.

After you have created your performance, you will perform for a teacher-assigned partner. After you receive feedback from your partner, you will refine and rehearse your demonstration before performing for your teacher.

Your teacher explains that you must meet the following task requirements when performing your sport skill:

- Create a performance that is between 30 seconds and 1 minute long.
- Choose a sport skill and decide how to demonstrate the skill using movement.
- Use **all** of the following **movements**:
  - **hand gestures**,
  - **body movements**,
  - **facial expressions**, (e.g., concentration, excitement, determination, pain, tired, hot), and
  - **blocking**.
- Communicate clear instructions by including **all** of the following skills and techniques:
  - clear beginning and ending positions,
  - identifiable actions,
  - a sequence of action, and
  - vocal sounds that help emphasize the action (e.g., grunting, yelling, or using specific words associated with a sport such as fore, hike, hut, strike, yours)

You will have 10 minutes to plan and create your sports demonstration using the planning sheet. You will have 5 minutes to rehearse your demonstration. You will have 10 minutes to perform for the teacher-assigned partner who will provide feedback. You will have 10 minutes to refine and rehearse your performance based on your partner's feedback using your planning sheet. Your final performance will be videotaped. Begin your final performance when you have been given a signal. End your final performance with a 3-second pause.

**Student Name/Number:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**Planning Sheet**

**1) Name the sport skill you are demonstrating:** \_\_\_\_\_

\_\_\_\_\_

**2) Describe your sequence of actions in demonstrating your sport skill. Include at least five actions.**

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**3) Describe the changes you will make to your final performance based on the feedback from the teacher-assigned partner.**

<b>This is what my partner said:</b>	<b>This is how I will change my final performance:</b>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
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**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 5**  
**Be a Good Sport**  
**Theatre Glossary**

**movement**—physical action used to establish meaning and express and create character including:

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

**gestures**—movements of the hands, arms, and/or legs that communicate character

**blocking**—the coordination of the actors' movements within the space (stage)

**whole-body movements**—locomotive and non-locomotive use of the body that is not part of blocking

**posture/stance**—the position of the limbs and the carriage of the body as a whole

**rehearsal**—the time used to prepare a play for performance in front of an audience

**voice**—vocal qualities used to establish meaning and create character including:

**articulation**—the clear and precise pronunciation of words

**projection/volume**—the appropriate use of loud and soft sounds

**expression**—the way the character says words to convey feelings and ideas

**inflection/pitch**—the use of high and low sounds in speech

**rate**—the speed with which words are spoken

**Grade 5  
Be a Good Sport  
Rubrics**

**Creating—Movement Rubric (1.1.1)**

4	A 4-point response: The student demonstrates a thorough understanding of movement by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> <li>• appropriate hand gestures,</li> <li>• appropriate body movements,</li> <li>• clear facial expressions, and</li> <li>• appropriate blocking.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of movement by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of movement by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of movement by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of movement by meeting none of the four task requirements listed above.

**Performing—Performance and Action Rubric (1.2)**

4	A 4-point response: The student demonstrates a thorough understanding of sequence of action by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> <li>• presents a clear beginning and ending position,</li> <li>• presents identifiable actions,</li> <li>• uses a progressive sequence of actions, and</li> <li>• uses vocal sounds that enhance the action.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of sequence of action by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of sequence of action by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of sequence of action by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of sequence of action by meeting none of the four task requirements listed above.

**Directions for Administering the  
Washington Classroom-Based Performance Assessment (WCBPA)  
Arts Performance Assessment  
Grade 5 Theatre  
Time for Rhyme**

**Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre, **Grade 5, Time for Rhyme**. Prior to administration all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Test Administration Expectations**

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

**Description of the Performance Assessment**

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be recorded by videotape to facilitate scoring and to document each student's performance.
- Short-answer questions ask the students to supply a response that may be written or verbal. All verbal responses must be recorded on videotape to facilitate scoring and to document each student's performance.

**Materials and Resources**

Teachers will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- a variety of nursery rhyme books,
- one pencil per student, and
- video recording device and tape.



## Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- The student performance must be videotaped for this assessment.
- Provide a variety of nursery rhyme books from which the students can make a selection for their performance.
- Prior to the assessment, allow the students time to select a nursery rhyme to be used in the assessment.
- Assign to each student a student partner who will watch the performance and provide feedback to the student performer.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teacher to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance.
- Students who respond in writing must include their name/number and the name of the nursery rhyme on the response sheet.

## Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following three-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. This sample time frame is based on a 30–45 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

### Day One Estimated Time:

- **10 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **10 minutes:** The students memorize the nursery rhyme, develop a performance, and rehearse.
- **10 minutes:** The students perform the nursery rhyme for the teacher-assigned partner who will provide feedback about the performance.

**Day Two Estimated Time:**

- **10 minutes:** The students refine and rehearse their nursery rhyme performance, incorporating feedback.
- **20 minutes:** The students perform the nursery rhyme, which is recorded.

**Day Three Estimated Time:**

- **5 minutes:** The teacher distributes response sheets to the students.
- **20 minutes:** The students prepare their response while the teacher records the remaining performances.
- **5 minutes:** The teacher collects the student responses.

**Test Administration**

**Students may have as much time as they need to complete the task.** All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

**Say: Today you will take the Grade 5 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre entitled “Time for Rhyme.”**

## Time for Rhyme

You are auditioning to be an entertainer at an annual preschool festival. The preschool teachers have asked that nursery rhymes be performed for the audition. Your audition piece should be memorized and will be performed before a panel of preschool teachers. The preschool teachers will choose entertainers that include a variety of movements and appropriate vocal techniques in their performance. You will perform for a teacher-assigned partner and refine your performance based on feedback from your partner. Your audition will be videotaped.

After your performance, you will be asked to respond to questions about your performance.

The preschool teachers explain that you must meet the following task requirements when performing the nursery rhyme in order to be selected as an entertainer for the preschool festival:

- Choose a nursery rhyme from a collection provided by the preschool teachers.
- Create a performance that is between 30 seconds and 1 minute long. Use **four voice skills**, including:
  - appropriate **projection**,
  - clear **expression**,
  - clear **articulation**, and
  - appropriate **rate**.
- Use **four different movements**, including:
  - appropriate **gestures**,
  - appropriate **body movements**,
  - clear **facial expression**, and
  - **posture/stance**.

You will have 10 minutes to memorize your nursery rhyme, develop your performance, and rehearse your nursery rhyme. You will have 15 minutes to perform your nursery rhyme for the teacher-assigned partner and receive feedback. You will have 10 minutes to refine and rehearse your nursery rhyme performance before your final performance is videotaped. Begin your performance when you have been given a signal. End your performance with a 3-second pause. You will have 15 minutes to prepare your response.

**Student Name/Number:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**Nursery Rhyme:** \_\_\_\_\_

**1) In your own words, write the story of your nursery rhyme.**

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**2) Describe the voice skills you used during your performance of the nursery rhyme.**

**Projection:** \_\_\_\_\_

**Expression:** \_\_\_\_\_

**Articulation:** \_\_\_\_\_

**Rate:** \_\_\_\_\_

**3) Describe the movements you used during your performance of the nursery rhyme.**

**Gestures:** \_\_\_\_\_

**Body Movements:** \_\_\_\_\_

**Facial expression:** \_\_\_\_\_

**Posture/Stance:** \_\_\_\_\_

- 4) Describe the changes you made to your performance based on the feedback from the teacher-assigned partner.

<b>This is what my partner said:</b>	<b>This is how I changed my final performance:</b>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 5**  
**Time for Rhyme**  
**Theatre Glossary**

**audition**—a tryout for a theatrical position

**movement**—physical action used to establish meaning and express and create character including:

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

**gestures**—movements of the hands, arms, and/or legs that communicate character

**blocking**—the coordination of the actors' movements within the space (stage)

**whole-body movements**—locomotive and non-locomotive use of the body that is not part of blocking

**posture/stance**—the position of the limbs and the carriage of the body as a whole

**rehearsal**—the time used to prepare a play for performance in front of an audience

**voice**—vocal qualities used to establish meaning and create character including:

**articulation**—the clear and precise pronunciation of words

**projection/volume**—the appropriate use of loud and soft sounds

**expression**—the way the character says words to convey feelings and ideas

**inflection/pitch**—the use of high and low sounds in speech

**rate**—the speed with which words are spoken

## Grade 5 Time for Rhyme Rubrics

### Performing—Voice Skills Rubric (1.2)

4	A 4-point response: The student demonstrates a thorough understanding of voice skills by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> <li>• uses appropriate projection,</li> <li>• uses clear expression,</li> <li>• uses clear articulation appropriate to the character, and</li> <li>• uses appropriate rate of speech.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of voice skills by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of voice skills by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of voice skills by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of voice skills by meeting none of the four task requirements listed above.

### Creating—Movement Rubric (1.2)

4	A 4-point response: The student demonstrates a thorough understanding of movement in creating the performance by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> <li>• uses hand gestures appropriately,</li> <li>• uses body movements effectively,</li> <li>• uses facial expressions clearly, and</li> <li>• uses posture/stance accurately.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of movement in creating the performance by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of movement in creating the performance by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of movement in creating the performance by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of movement in creating the performance by meeting none of the four task requirements listed above.

### Responding to the Performance Rubric (2.3)

4	<p>A 4-point response: The student demonstrates a thorough understanding of the response to the performance by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none"><li>• describes the story of the nursery rhyme,</li><li>• describes the voice skills used to perform the nursery rhyme,</li><li>• describes the movements used to perform the nursery rhyme, and</li><li>• describes the changes made to the performance based on the partner's feedback.</li></ul>
3	<p>A 3-point response: The student demonstrates an adequate understanding of the response to the performance by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of the response to the performance by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of the response to the performance by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of the response to the performance by meeting none of the four task requirements listed above.</p>





**Grade 8  
Theatre**

**Directions for Administering  
the Washington Classroom-Based Performance Assessment (WCBPA)  
Arts Performance Assessment  
Grade 8 Theatre  
Get a Job!**

**Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre, **Grade 8, Get a Job!** Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Test Administration Expectations**

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

**Description of the Performance Assessment**

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be recorded by videotape to facilitate scoring and to document each student's performance.

**Materials and Resources**

Teachers will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced student tasks, including the glossary of terms,
- a variety of nursery rhyme books,
- one pencil per student, and
- video recording device and tape.

**Teacher Preparation Guidelines**

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions and glossary of terms from this booklet.

- The student performance must be videotaped for this assessment.
- Provide a variety of nursery rhyme books from which the students can make a selection for their performance.
- Prior to the assessment, allow the students time to select a nursery rhyme to be used in the assessment.
- Assign each student a student partner who will watch the performance and provide feedback to the student performer.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teacher to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Students should be prompted to **clearly** say their name/number, nursery rhyme, and their current grade level into the recording device before they begin their performance.

### **Recommendation for Time Management**

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following two-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. This sample time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

#### **Day One Estimated Time:**

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **20 minutes:** The students memorize the nursery rhyme, choose three emotions to portray, develop a performance, and rehearse.
- **10 minutes:** The students perform the nursery rhyme for the teacher-assigned partner who will provide feedback about the performance.

#### **Day Two Estimated Time:**

- **5 minutes:** The students refine and rehearse their nursery rhyme performance, incorporating feedback.
- **35 minutes:** The students perform the nursery rhyme, which is videotaped.

## **Test Administration**

**Students may have as much time as they need to complete the task.** All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

**Say: Today you will take the Grade 8 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre entitled “Get a Job!”**

## Get a Job!

You have started your own business providing entertainment for children's birthday parties. A local mall is having a New Business in Our Community Day. You have purchased a booth and plan to perform a sample of the type of entertainment you provide for birthday parties.

You will perform a three- to four-line nursery rhyme at the mall. You will choose three distinct emotions (surprise, anger, worry, hope, etc.) to portray as you perform the nursery rhyme. You will perform the nursery rhyme three times, portraying one emotion during each performance. After performing for a teacher-assigned partner, you will receive feedback, refine, and rehearse your nursery rhyme before your final performance, which will be videotaped.

Your teacher explains that you must meet the following task requirements when performing your nursery rhyme:

- Choose a three- to four-line nursery rhyme from the selection provided by your teacher.
- Memorize the nursery rhyme.
- Choose **three distinct emotions** to portray in your performance (surprise, anger, worry, hope, etc.)
- Use the appropriate **voice skills** to express each emotion in your performance including the following:
  - **projection**,
  - **expression**,
  - **articulation**, and
  - **rate**.
- Use appropriate **movement** to express each emotion in your performance, including the following:
  - **facial expression**,
  - **hand gestures**,
  - **body movements**, and
  - **blocking**.
- Create a believable **character** by demonstrating the following:
  - Use a series of movement choices that enhance and bring to life a believable and sustainable character throughout the entire performance.
  - Use a series of voice choices that enhance and bring to life a believable and sustainable character throughout the entire performance.
  - Create a performance with distinct emotions.
  - Maintain **focus** throughout the performance.
- Perform the nursery rhyme for a teacher-assigned partner in order to receive feedback.
- Refine and rehearse the nursery rhyme based on the feedback you received.
- Perform the nursery rhyme three times, using one emotion during each performance.

You will have 10 minutes to choose and memorize your nursery rhyme. You will have 10 minutes to rehearse your nursery rhyme. You will have 10 minutes to perform for the teacher-assigned partner and 5 minutes to refine your performance based on the feedback you receive. Your final performance should be 2 minutes long and will be videotaped.

**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 8**  
**Get a Job!**  
**Theatre Glossary**

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

**focus**—the actor’s ability to concentrate and keep attention fixed on the matter at hand

**movement**—physical action used to establish meaning and express and create character including:

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

**gestures**—movements of the hands, arms, and/or legs that communicate character

**blocking**—the coordination of the actors’ movements within the space (stage)

**whole-body movements**—locomotive and non-locomotive use of the body that is not part of blocking

**posture/stance**—the position of the limbs and the carriage of the body as a whole

**rehearsal**—the time used to prepare a play for performance in front of an audience

**voice**—vocal qualities used to establish meaning and create character including:

**articulation**—the clear and precise pronunciation of words

**projection/volume**—the appropriate use of loud and soft sounds

**expression**—the way the character says words to convey feelings and ideas

**inflection/pitch**—the use of high and low sounds in speech

**rate**—the speed with which words are spoken

**Grade 8  
Get a Job!  
Rubrics**

**Creating—Character Rubric (1.1)**

4	A 4-point response: The student demonstrates thorough understanding of character by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> <li>• uses a series of movement choices that enhance and bring to life a believable and sustainable character throughout the entire performance,</li> <li>• uses a series of voice choices that enhance and bring to life a believable and sustainable character throughout the entire performance,</li> <li>• creates a performance with distinct emotions, and</li> <li>• maintains focus throughout the performance.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of character by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of character by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of character by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of character by meeting none of the four task requirements listed above.

**Performing—Voice Skills Rubric (1.2)**

4	A 4-point response: The student demonstrates a thorough understanding of voice skills by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> <li>• uses appropriate projection,</li> <li>• uses appropriate expression,</li> <li>• uses clear articulation, and</li> <li>• uses an appropriate rate.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of voice skills by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of voice skills by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of voice skills by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of voice skills by meeting none of the four task requirements listed above.



**Creating—Movement Rubric (1.2)**

4	A 4-point response: The student demonstrates a thorough understanding of movement by meeting all of the four task requirements listed below: <ul style="list-style-type: none"><li>• uses clear facial expressions,</li><li>• uses appropriate hand gestures,</li><li>• uses appropriate body movement, and</li><li>• uses effective blocking.</li></ul>
3	A 3-point response: The student demonstrates an adequate understanding of movement by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of movement by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of movement by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of movement meeting none of the task requirements listed above.

**Directions for Administering the  
Washington Classroom-Based Performance Assessment (WCBPA)  
Arts Performance Assessment  
Grade 8 Theatre  
S.O.S.: I Don't Know!**

### **Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Assessment (WCBA) Arts Performance Assessment of Theatre, **Grade 8, S.O.S.: I Don't Know!** Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

### **Test Administration Expectations**

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

### **Description of the Performance Assessment**

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be recorded by videotape to facilitate scoring and to document each student's performance.
- Short-answer questions ask the students to supply a response that may be written or verbal. All verbal responses must be recorded to facilitate scoring and to document each student's performance.

### **Materials and Resources**

Teachers will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- one pencil per student, and
- video recording device and tape.

## Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- Assign to each student a student partner who will watch the student's performance and provide feedback to the student performer.
- The student performance must be videotaped for this assessment.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teacher to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance.
- Students should state their selected problem prior to performing.
- Students who respond in writing must include their name/number on the response sheet.

## Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following three-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. This sample time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

### Day One Estimated Time:

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **10 minutes:** The students create and rehearse their pantomime.
- **10 minutes:** The students perform for the teacher-assigned partner who will provide the student with feedback about the performance.
- **5 minutes:** The students refine their performance, incorporating feedback.

### Day Two Estimated Time:

- **5 minutes:** The students have 5 minutes to rehearse their pantomime.
- **35 minutes:** The students perform their pantomime, which is videotaped.

**Day Three Estimated Time:**

- **5 minutes:** The teacher distributes response sheets to the students.
- **15 minutes:** The students prepare their response.
- **20 minutes:** The teacher records the responses of students who respond verbally.

**Test Administration**

**Students may have as much time as they need to complete the task.** All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

Say: **Today you will take the Grade 8 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre entitled “S.O.S.: I Don’t Know!”**

## S.O.S.: I Don't Know!

You have traveled to another country where no one speaks your language, and you can't understand their language. You have a very pressing problem that you must communicate to one of the local residents without using any spoken language.

Your communication will include a nonverbal greeting, a pantomime of your problem, the solution to it, and a nonverbal thank you. You will perform your pantomime to a person on the street who will be trying to guess your important problem. You will have time for peer feedback to help you refine your pantomime before it is videotaped. Finally, you will prepare a response about the process you used to develop and improve your pantomime.

You will need to meet the following task requirements when you create your pantomime:

- Choose a realistic and appropriate problem a traveler would experience in another country (e.g., how to find/report a lost wallet, how to find a place to eat or sleep, how to get a taxi or train, how to find a doctor).
- Create a **pantomime** to communicate your problem and its solution:
  - Begin with a nonverbal greeting.
  - Pantomime your problem.
  - Show how the problem would be solved.
  - End with a nonverbal thank you.
- Use **no voice** or **sound effects**.
- Use appropriate **movements**:
  - **hand gestures**,
  - **body movements**,
  - **facial expressions**, and
  - **blocking**.
- Maintain **focus** and concentration throughout the pantomime.
- Demonstrate appropriate emotion.

Your written response needs to meet the following task requirements:

- Describe the process you used to develop your pantomime.
- Identify **two** suggestions you received from peer feedback to improve your performance.
- Explain the changes you made to your performance based on the peer feedback.
- Use theatre vocabulary correctly.

You will have 10 minutes to create and rehearse your pantomime. You will have 10 minutes to perform for your partner and receive feedback. You will have 5 minutes to refine and rehearse the pantomime based on the feedback before being videotaped. Finally, you will have 15 minutes to prepare your response.

**Student Name/Number:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**1) What was the problem you pantomimed?** \_\_\_\_\_

**2) Describe the process you used to develop the pantomime.**

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

**First suggestion:**

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**Second suggestion:**

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

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**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 8**  
**S.O.S.: I Don't Know!**  
**Theatre Glossary**

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

**focus**—the actor's ability to concentrate and keep attention fixed on the matter at hand

**movement**—physical action used to establish meaning and express and create character including:

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

**gestures**—movements of the hands, arms, and/or legs that communicate character

**blocking**—the coordination of the actors' movements within the space (stage)

**whole-body movements**—locomotive and non-locomotive use of the body that is not part of blocking

**posture/stance**—the position of the limbs and the carriage of the body as a whole

**pantomime**—communication using movement without speech

**rehearsal**—the time used to prepare a play for performance in front of an audience

**Grade 8**  
**S.O.S.: I Don't Know!**  
**Rubrics**

**Creating—Movement Rubric (1.2)**

4	A 4-point response: The student demonstrates a thorough understanding of movement by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> <li>• uses clear facial expressions,</li> <li>• uses appropriate hand gestures,</li> <li>• uses appropriate body movements, and</li> <li>• uses effective blocking.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of movement by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of movement by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of movement by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of movement by meeting none of the task requirements listed above.

**Creating—Story Structure Rubric (1.1.2)**

4	A 4-point response: The student demonstrates a thorough understanding of story structure in the pantomime by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> <li>• creates a clear beginning (nonverbal greeting),</li> <li>• creates a central conflict (problem),</li> <li>• creates a clear resolution, and</li> <li>• creates a clear ending (nonverbal thank you).</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of story structure in the pantomime by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of story structure in the pantomime by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of story structure in the pantomime by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of story structure in the pantomime by meeting none of the four task requirements listed above.

### Responding Rubric (2.3)

4	<p>A 4-point response: The student demonstrates a thorough understanding of the creative process in the response by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none"><li>• describes the process used to develop the pantomime,</li><li>• identifies two suggestions for improvement of the performance from the peer feedback,</li><li>• gives evidence from the performance to show the changes made based on the peer feedback, and</li><li>• uses theatre vocabulary correctly.</li></ul>
3	<p>A 3-point response: The student demonstrates an adequate understanding of the creative process in the response by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of the creative process in the response by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of the creative process in the response by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of the creative process in the response by meeting none of the four task requirements listed above.</p>

**Directions for Administering the  
Washington Classroom-Based Performance Assessment (WCBPA)  
Arts Performance Assessment  
Grade 8 Theatre  
Lights, Camera, Action!**

**Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Assessment Performance (WCBPA) Arts Performance Assessment of Theatre, **Grade 8, Lights, Camera, Action!** Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Test Administration Expectations**

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

**Description of the Performance Assessment**

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be recorded by videotape to facilitate scoring and to document each student's performance.
- Short-answer questions ask the students to supply a response that may be written or verbal. All verbal responses must be recorded to facilitate scoring and to document each student's performance.

**Materials and Resources**

Teachers will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- one pencil per student, and
- video recording device and tape.

## Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets found from this booklet.
- The student performance must be videotaped for this assessment.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teacher to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance and response.
- Students who respond in writing must include their name/number on the response sheet.

## Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following three-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. The time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

### **Day One Estimated Time:**

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **30 minutes:** The students create and develop their improvisational monologue and pantomime.

### **Day Two Estimated Time:**

- **5 minutes:** The students rehearse their improvisational monologue and pantomime.
- **35 minutes:** The students perform their improvisational monologue and pantomime, which the teacher records.

**Day Three Estimated Time:**

- **5 minutes:** The teacher distributes response sheets to the students.
- **40 minutes:** The students prepare their response and the teacher records the responses of the students who respond verbally.
- **5 minutes:** The teacher collects the papers of the students who respond in writing.

**Test Administration**

**Students may have as much time as they need to complete the task.** All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

**Say: Today you will take the Grade 8 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre entitled “Lights, Camera, Action!”**

## Lights, Camera, Action!

Your school's theatre department is known in the community for its outreach to elementary schools. The local public television station wants to feature your theatre department in a special presentation. Several students will be chosen by the station director to represent the theatre department by acting in a videotaped public service announcement.

You have been asked to perform a 1-minute improvisational monologue about the importance of eliminating bullying in schools. The station director wants you to clearly portray place, situation, character, and movement. The station director will videotape your improvisation and ask you to prepare a response about the process you used to develop your improvisation.

The station director explains that you must meet the following task requirements when creating your improvisational monologue:

- Choose a setting for the improvisational monologue about bullying (e.g., a classroom, a playground, the bus stop). You may refer to the setting by its common name or by using **pantomime**.
- Pantomime the use of objects to portray the setting for your audience.
- Create a believable, interesting character.
- Create a performance with at least one emotion.
- Use appropriate voice skills in your performance, including the following:
  - **projection**,
  - **expression**,
  - **articulation**, and
  - **rate**.
- Use appropriate **movements** to enhance the character, including the following:
  - **hand gestures**,
  - **body movements**,
  - **facial expression**, and
  - **blocking**.

The station director explains that you must meet the following task requirements when responding about your improvisation:

- Describe how you developed your improvisational monologue and pantomime.
- Explain why you chose your setting.
- Explain why you chose your character.
- Explain how movements enhanced your character.

You will have 10 minutes to create and develop your improvisation. Your performance will be videotaped and should be 1 minute long. You will have 20 minutes to prepare your response.

**Student Name/Number:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**1) How did you develop the idea for your improvisational monologue and pantomime?**

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**2) Why did you choose this setting?**

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**3) Why did you choose this particular character?**

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**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 8**  
**Lights, Camera, Action!**  
**Theatre Glossary**

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

**monologue**—a scene for an actor speaking alone

**movement**—physical action used to establish meaning and express and create character including:

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

**gestures**—movements of the hands, arms, and/or legs that communicate character

**blocking**—the coordination of the actors' movements within the space (stage)

**whole-body movements**—locomotive and non-locomotive use of the body that is not part of blocking

**posture/stance**—the position of the limbs and the carriage of the body as a whole

**pantomime**—communication using movement without speech

**voice**—vocal qualities used to establish meaning and create character including:

**articulation**—the clear and precise pronunciation of words

**projection/volume**—the appropriate use of loud and soft sounds

**expression**—the way the character says words to convey feelings and ideas

**inflection/pitch**—the use of high and low sounds in speech

**rate**—the speed with which words are spoken

**Grade 8  
Lights, Camera, Action!  
Rubrics**

**Performing—Voice Skills Rubric (1.2)**

4	A 4-point response: The student demonstrates a thorough understanding of voice skills by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> <li>• uses appropriate projection,</li> <li>• uses appropriate expression,</li> <li>• uses clear articulation, and</li> <li>• uses an appropriate rate.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of voice skills by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of voice skills by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of voice skills by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of voice skills by meeting none of the four task requirements listed above.

**Performing—Character Rubric (1.2)**

4	A 4-point response: The student demonstrates a thorough understanding of establishing a character in the improvisation by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> <li>• uses a series of movements that thoroughly enhance and bring to life a believable and sustainable character throughout the entire performance,</li> <li>• uses a series of vocal choices that thoroughly enhance and bring to life a believable and sustainable character throughout the entire performance,</li> <li>• creates a performance with at least one emotion, and</li> <li>• maintains focus fully throughout the entire performance.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of establishing a character in the improvisation by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of establishing a character in the improvisation by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of establishing a character in the improvisation by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of establishing a character in the improvisation by meeting none of the four task requirements listed above.

**Responding Rubric (2.2)**

4	A 4-point response: The student demonstrates a thorough understanding of the response to the performance by meeting all of the four task requirements listed below: <ul style="list-style-type: none"><li>• describes the process used to develop the improvisation,</li><li>• describes the process used to choose the setting,</li><li>• describes the process used to select and develop the character, and</li><li>• describes how movement enhances the character.</li></ul>
3	A 3-point response: The student demonstrates an adequate understanding of the response to the performance by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of the response to the performance by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of the response to the performance by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of the response to the performance by meeting none of the four task requirements listed above.



**Grade 10  
Theatre**

**Directions for Administering the  
Washington Classroom-Based Performance Assessment (WCBPA)  
Arts Performance Assessment  
Grade 10 Theatre  
Getting the Part**

**Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre, **Grade 10, Getting the Part**. Prior to administration all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Test Administration Expectations**

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

**Description of the Performance Assessment**

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be recorded by videotape to facilitate scoring and to document each student's performance.
- Short-answer questions ask the students to supply a response that may be written or verbal. All verbal responses must be videotaped to facilitate scoring and to document each student's performance.

**Materials and Resources**

Teachers will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of student response sheets,
- a selection of monologues or monologue books,
- one pen per student, and
- video recording device and tape.

## Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- Provide a variety of monologue books, such as *The Actor's Scenebook* edited by Michael Schulman and Eva Mekler, *Scenes and Monologues from the New American Theatre* edited by Frank Pike and Thomas G. Dunn, *The Actor's Book of Contemporary Stage Monologues* edited by Nina Shengold, and *Great Monologues for Young Actors* edited by Craig Slight and Jack Sharrar, from which the students can make a selection for their monologues.
- Monologues must be memorized; therefore, students may use a previously memorized monologue.
- Prior to the assessment, allow students time to select a play or monologue to be used in the assessment.
- Students may work outside of class on memorization and research of the play from which the monologue is taken.
- Stools, tables, or chairs may be used in the performance; however, hand props or costumes may not.
- The student performance must be videotaped for this assessment.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teacher to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- Students should be prompted to **clearly** say their name/number, their current grade level, the play title, playwright, and monologue character they are portraying into the recording device before they begin their performance.
- Students who respond in writing must include their name/number on the response sheet.

## **Recommendation for Time Management**

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following four-day model is an example of how to administer the task.** This task should be administered in 3 to 4 days. This sample time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

### **Day One Estimated Time:**

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **5 minutes:** The teacher distributes the response sheets to the students.
- **35 minutes:** The students memorize and begin to analyze their monologue based on the questions on the response sheet.
- **5 minutes:** The teacher collects the response sheets from each student.

### **Day Two Estimated Time:**

- **5 minutes:** The teacher distributes material to the students.
- **50 minutes:** The students continue their analysis and develop their performance of the monologue based on the questions on the response sheet.
- **5 minutes:** The teacher collects the response sheets from each student.

### **Day Three Estimated Time:**

- **5 minutes:** The teacher distributes material to the students.
- **15 minutes:** The students rehearse their monologue.
- **35 minutes:** The students perform their monologue, which the teacher records.
- **5 minutes:** The teacher collects the response sheets from each student.

### **Day Four Estimated Time:**

- **5 minutes:** The teacher distributes material to the students.
- **50 minutes:** The students finalize their response sheets and the teacher records the responses of the students who respond verbally.
- **5 minutes:** The teacher collects the response sheets of the students who respond in writing.



## **Test Administration**

**Students may have as much time as they need to complete the task.** All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

**Say: Today you will take the Grade 10 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre entitled “Getting the Part.”**

## Getting the Part

You are an actor auditioning for a part in a community theatre production. For the audition, you need to perform a monologue from a published modern (written after 1910) play. After you have selected and memorized your monologue, you will write a character analysis of your monologue character based on the questions on a response sheet.

To be cast in a role for the community theatre production, you must meet the following task requirements:

- Apply a performance process in the arts by:
  - identifying the audience and the purpose of the performance,
  - selecting a **monologue** that is no more than 2 minutes long,
  - analyzing the **character** and the structure of the monologue,
  - preparing your interpretation of the character and the text,
  - **blocking**, memorizing, rehearsing, adjusting, and refining through the rehearsal process,
  - presenting your performance for others, and
  - reflecting and evaluating your character and performance.

Write the character analysis including significant events, physical attributes, and important people in the monologue character's life.

- Create a believable **character** by completing the following:
  - Use a series of **movements** and vocal choices that enhance and bring to life a believable and sustainable character throughout the entire performance.
  - Create a performance with layered emotions (more than one emotion exhibited at the same time).
  - Maintain **focus** throughout the entire performance.

You will have 3 days to select, memorize, analyze, and rehearse your monologue before performing it. You will have 2 minutes to perform your monologue in front of the theatre director and your performance will be videotaped. No props or costumes are allowed during your performance.

**Student Name/Number:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**Answer the following questions using theatre vocabulary correctly.**

**1) What is the title of this play and who is the playwright? Write a brief summary of the play.**

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**2) Identify any given circumstances in the monologue. (What do you know about the character and environment from the text?)**

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**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 10**  
**Getting the Part**  
**Theatre Glossary**

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

**focus**—the actor’s ability to concentrate and keep attention fixed on the matter at hand

**given circumstance**—the information given in the text by the playwright concerning character, setting, and relationships

**monologue**—a speech within a play delivered by a single actor alone on stage

**movement**—physical action used to express and create character including:

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

**gestures**—movements of the hands, arms, and/or legs that communicate character

**blocking**—the coordination of the actors’ movements within the space (stage)

**whole-body movements**—locomotive and non-locomotive use of the body that is not part of blocking

**posture/stance**—the position of the limbs and the carriage of the body as a whole

**objective**—the character’s wants, needs, and desires as found in the text

**obstacle**—the element that stands in the way of the character achieving his/her objectives

**rehearsal**—the time used to prepare for performance in front of an audience

**strategy (tactics)**—the possible ways the character can overcome obstacles

**voice**—vocal qualities used to establish meaning and express and create character including:

**articulation**—the clear and precise pronunciation of words

**projection/volume**—the appropriate use of loud and soft sounds

**expression**—the way the character says words to convey feelings and ideas

**inflection/pitch**—the use of high and low sounds in speech

**rate**—the speed with which words are spoken

## Grade 10 Getting the Part Rubrics

### Responding—Character Analysis Rubric (1.1.1)

4	<p>A 4-point response: The student demonstrates a thorough understanding of character analysis by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none"> <li>• identifying the play and playwright and summarizing the plot of the play, using theatre vocabulary correctly,</li> <li>• identifying any given circumstances in the monologue, using theatre vocabulary correctly,</li> <li>• identifying the character’s objectives, obstacles, and strategies (tactics) within the monologue, using theatre vocabulary correctly, and</li> <li>• evaluating movement work, vocal work, emotional work, and level of focus in the performance, using theatre vocabulary correctly.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of character analysis by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of character analysis by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of character analysis by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of character analysis by meeting none of the four task requirements listed above.

### Performing—Character Rubric (1.2)

4	<p>A 4-point response: The student demonstrates a thorough understanding of character in a memorized monologue by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none"> <li>• uses a series of movement choices that enhance and bring to life a believable character,</li> <li>• uses a series of vocal choices that enhance and bring to life a believable character,</li> <li>• creates a performance with layered emotions, and</li> <li>• maintains focus throughout the entire performance.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of character by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of character by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of character by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of character by meeting none of the four task requirements listed above.



**Directions for Administering the  
Washington Classroom-Based Performance Assessment (WCBPA)  
Arts Performance Assessment  
Grade 10 Theatre  
Speaking the Speech**

**Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre, **Grade 10, Speaking the Speech**. Prior to administration all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Test Administration Expectations**

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

**Description of the Performance Assessment**

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be recorded by videotape to facilitate scoring and to document each student's performance.

**Materials and Resources**

Teachers will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced student tasks, including the glossary of terms,
- a collection of speeches (may be located in literature anthologies at <http://www.historyplace.com/speeches/previous.htm>, or at <http://www.quotes2u.com/histdocs.htm>), and
- video recording device and tape.

**Teacher Preparation Guidelines**

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions and glossary of terms from this booklet.



- Provide a variety of speeches from which the students can make a selection for the assessment. Speeches may be in dialect. (It is acceptable for the teacher to assign speeches to be performed and to select speeches of appropriate reading ability for the students.)
- Prior to the assessment, allow the students time to select a speech to be used in the assessment.
- Since most speeches are longer than a minute, the students may choose a portion of a published speech.
- Students may rehearse with a partner.
- Students may seek assistance in pronunciation and reading during the rehearsal process.
- Students may use a printed copy of the speech that has been augmented in any way that provides assistance for the student's delivery.
- A podium without live microphone is acceptable.
- The student performance must be videotaped for this assessment.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teacher to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Non-performing students may be an audience for the student giving the speech.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance. Students will not be assessed on their introduction.

### **Recommendation for Time Management**

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following two-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. This sample time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

#### **Day One Estimated Time:**

- **10 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **15 minutes:** The students select a speech to perform.
- **30 minutes:** The students rehearse their vocal performance.
- **5 minutes:** The teacher collects the speeches.

**Day Two Estimated Time:**

- **5 minutes:** The teacher distributes the speeches.
- **10 minutes:** The students rehearse their vocal performance.
- **35 minutes:** The students perform their 1 minute speech which is videotaped.

**Test Administration**

**Students may have as much time as they need to complete the task.** All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

**Say: Today you will take the Grade 10 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre entitled “Speaking the Speech.”**

## Speaking the Speech

You are a vocal coach for politicians in your state. A politician is having trouble capturing the audience during her speeches. She is worried that her vocal techniques are not good enough, so she has hired you to teach her how to be a more effective speaker.

As the politician's vocal coach, you will select a speech from samples provided and fully demonstrate the techniques the politician needs to use in order to become a more effective speaker. Your performance will be videotaped so she can study your vocal techniques later and improve her own effectiveness.

You will need to follow these task requirements in preparing your speech:

- Select a speech from the samples provided. The selection should take no longer than 1 minute to present. If the speech you have chosen to present is longer than 1 minute, choose a portion of it to use.
  - Use the following theatrical vocal techniques:
    - appropriate **projection**,
      - speak in a **resonant voice**,
      - speak in a consistently audible voice,
      - use correct **vocal placement**, and
      - use **diaphragmatic breath support** fully.
    - appropriate expression,
      - use **expression** thoroughly,
      - use **phrasing** meaningfully including pause, punctuation, and emphasis,
      - use **inflection/pitch** effectively, and
      - use **rate** appropriately.
    - appropriate articulation
      - use correct pronunciation of words,
      - use **articulators** (such as lips and tongue) correctly,
      - use a clear **enunciation** of words, and
      - deliver separate and distinct words within a sentence.
  - Demonstrate for the politician the way that she should use her voice to communicate her ideas and engage the audience fully.

You will have 10 minutes to choose the written selection and time to rehearse your vocal performance before being recorded.

**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 10**  
**Speaking the Speech**  
**Theatre Glossary**

**diaphragmatic breathing**—breathing from the diaphragm (a muscle in the torso)

**enunciation**—the clear and precise pronunciation of words, letters, and sounds

**phrasing**—the use of punctuation, pause, and word or phrase emphasis to create meaning and emotion

**resonance**—fullness of voice created by vocal vibrations

**vocal placement**—resonating the voice in different parts of the body (e.g., chest, head, nose)

**voice**—vocal qualities used to establish meaning and create character including:

**articulation**—the clear and precise pronunciation of words

**projection/volume**—the appropriate use of loud and soft sounds

**expression**—the way the character says words to convey feelings and ideas

**inflection/pitch**—the use of high and low sounds in speech

**rate**—the speed with which words are spoken

## Grade 10 Speaking the Speech Rubrics

### Performing—Projection Rubric (1.2)

4	A 4-point response: The student demonstrates a thorough understanding of projection in the speech by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> <li>• speaks in a resonant voice,</li> <li>• speaks in a consistently audible voice,</li> <li>• uses correct vocal placement, and</li> <li>• uses diaphragmatic breath support fully.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of projection in the speech by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of projection in the speech by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of projection in the speech by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of projection in the speech by meeting none of the four task requirements listed above.

### Performing—Expressive Voice Rubric (1.2)

4	A 4-point response: The student demonstrates a thorough understanding of expressive voice in the speech by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> <li>• uses expression thoroughly,</li> <li>• uses phrasing meaningfully and consistently (including pause, punctuation, and emphasis),</li> <li>• uses inflection (pitch) effectively, and</li> <li>• uses rate appropriately.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of expressive voice in the speech by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of expressive voice in the speech by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of expressive voice in the speech by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of expressive voice in the speech by meeting none of the four task requirements listed above.

**Performing—Articulation Rubric (1.2)**

4	A 4-point response: The student demonstrates a thorough understanding of articulation in the speech by meeting all of the four task requirements listed below: <ul style="list-style-type: none"><li>• uses correct pronunciation of all words, excluding the introduction,</li><li>• uses articulators (such as lips and tongue) correctly,</li><li>• uses a clear enunciation of words, and</li><li>• delivers separate and distinct words within a sentence.</li></ul>
3	A 3-point response: The student demonstrates an adequate understanding of articulation in the speech by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of articulation in the speech by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of articulation in the speech by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of articulation in the speech by meeting none of the four task requirements listed above.



