

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Theatre

The Play's the Thing

High School Proficient

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Introduction

To Washington educators who teach the arts:

Welcome to one of our OSPI-developed performance assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure student skills; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments:

- ♦ Provide immediate information to teachers regarding how well their students have acquired the expected knowledge and skills in their subject areas.
- ♦ Inform future teaching practices.
- ♦ Provide resources that enable students to participate in measuring their achievements as part of the learning experience.

Included in this document are:

- ♦ directions for administration
- ♦ assessment task
- ♦ scoring rubrics
- ♦ additional resources

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

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The Play's the Thing

An OSPI-Developed Performance Assessment

Theatre
Proficient

Overview

This document contains information essential to the administration of *The Play's the Thing*, an OSPI-developed arts performance assessment for theatre (High School Proficient). Prior to administration of this assessment, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

This assessment may be used in several ways:

- ♦ As an integral part of instruction.
- ♦ As a benchmark, interim, or summative assessment.
- ♦ As a culminating project.
- ♦ As an integral part of a unit of study.
- ♦ As a means of accumulating student learning data.
- ♦ As an individual student portfolio item.

Synopsis of *The Play's the Thing*

After analyzing the script of a play, each student uses a central theme as inspiration for a department store's window display. To show how the design will work in the display, the student must describe the design concept and create it on paper (as a mixed-media illustration, a written description, or a drawing) or as a 3-D model. The student must also prepare responses that reveal the student's analysis of the play and justify the design concept.

Test Administration: Expectations

The skills assessed by this task should be authentically incorporated into classroom instruction.

This assessment task is to be administered in a safe, appropriately supervised classroom environment following district policy and procedures.

All industry and district safety policies and standards should be followed in the preparation and administration of OSPI-developed performance assessments in dance, media arts, music, theatre, and visual arts.

Accommodations based upon a student’s individualized education program (IEP) or 504 Plan may require additional modifications to this assessment.

Additional modifications to the administration of this assessment may be required to accommodate cultural differences, diversity, and religious mores/rules.

Description of the Performance Assessment

- ♦ Performance prompts ask each student to create and present a performance or product based on the criteria outlined in the task.
- ♦ The student’s design must be submitted either as a written description, or as a two- or three-dimensional representation.
- ♦ Students must also respond to short-answer questions and prompts. Their answers may be written or oral. All written work must be completed on the response sheets provided. Oral responses may be recorded to facilitate scoring and to document each student’s performance.

Learning Standards

This assessment addresses the following learning standards. For more information, refer to Washington State Learning Standards: *The Arts Learning Standards: Theatre by Grade Level* (2017).

Anchor 1 High School Proficient	TH:Cr1.1.I	a. Apply basic research to construct ideas about the visual composition of a drama/theatre work. b. Explore the impact of technology on design choices in a drama/theatre work.
Anchor 3 High School Proficient	TH:Cr3.1.I	c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work.
Anchor 5 High School Proficient	TH:Pr5.1.I	b. Use researched technical elements to increase the impact of design for a drama/theatre production.
Anchor 8 High School Proficient	TH:Re8.1.I	c. Justify personal aesthetics, preferences, and beliefs through participation in and observation of a drama/theatre work.
Anchor 9 High School Proficient	TH:Re9.1.I	a. Examine a drama/ theatre work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines. b. Consider the aesthetics of the production elements in a drama/theatre work. c. Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

Depending on how individual teachers build their lesson units, additional Washington State Learning Standards can be addressed.

Supporting Materials and Resources for Teachers

Preparation for Administering the Assessment

Tools & Materials

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

- ♦ copies of the task, including the glossary of terms (one set for each student)
- ♦ copies of the student-response sheets (one set for each student)
- ♦ a selection of plays
- ♦ paper, pencils, crayons, markers, magazines to cut up, scissors, tape, glue, gels, scraps, etc. (for use in a 2-D or 3-D design)
- ♦ a marked performance space
- ♦ one pencil per student
- ♦ an audiovisual recording device

Guidelines

This assessment is an individual performance.

- ♦ Copy the student's task, rubric, response sheets, and glossary of terms. Make one set of copies for each student.
- ♦ Provide a variety of plays from which students can make a selection for the assessment. Alternatively, you may assign plays to the students; or all students can do the same play.
- ♦ Prior to the assessment, allow the students time to read the plays that they have chosen (or that you assigned).
- ♦ When you are administering the assessment, students may ask questions to clarify the process. You should encourage students to ask questions at any time throughout the administration of the assessment.
- ♦ As an alternative to a written response:
 - You may permit video or audio recording. Coach the students to face the recording device when responding. Students must have a copy of the response sheets when being recorded. Prompt students to state their names/numbers and current grade level into the recording device before they begin responding.
 - A student may dictate response-sheet answers to a teacher or aide, who will write them down. Students may use resources that are visible in the testing classroom, but you may not prompt or coach students during the assessment.

Using the Glossary

Terms listed in the glossary of this assessment were selected from the glossary of the Washington State Learning Standards for this subject area. When terms that come from other sources may be useful to the student, they are listed at the end of the glossary under the subheading *Additional Vocabulary*. The student's use of this additional vocabulary should not be considered in the scoring of the assessment.

Recommendations for Time Management

Students may have as much time as they need to complete the task. The timeframes suggested here are meant only as a guide, and you may shorten or lengthen them to suit the individual circumstances of the class and students.

The following is a **three-day** suggested timeframe:

Day 1

- | | |
|-------------|---|
| 15 minutes: | The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers questions. |
| 15 minutes: | Each student selects a play. Alternatively, plays may be selected (or assigned), read, and discussed prior to the assessment. |
| 35 minutes: | The students review their plays and complete the interpretation process. |

Day 2

- | | |
|-------------|---|
| 5 minutes: | The teacher answers any clarifying questions. |
| 50 minutes: | Each student creates a design by writing, sketching, or creating a 2-D illustration or 3-D model using materials the teacher or student provides. |

Day 3

- | | |
|-------------|--|
| 5 minutes: | The teacher answers any questions. |
| 40 minutes: | The students respond (in writing or orally) to questions about the technical design aspects. |
| 5 minutes: | The teacher collects written responses and records students who wish to respond orally. |
-

All students who remain productively engaged in the task should be allowed to finish their work. If a few students require considerably more time to complete the task than most students, you may wish to move these few to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Assessment Task

Teacher's Instructions to Students

1. Say: "Today you will take the high school proficient, Washington OSPI-developed arts performance assessment for theatre. This assessment is called *The Play's the Thing*."
2. Provide the class with copies of the student's section of the assessment (which may include the student's task, response sheets, rubrics, templates, and glossary), along with any other required materials.
3. Tell the students that they may highlight and write on these materials during the assessment.
4. Have the students read the directions to themselves as you read them aloud. We also encourage you to review the glossary and scoring rubrics with the students.
5. Answer any clarifying questions the students may have before you instruct them to begin.
6. If this assessment is used for reporting purposes, circle the scoring points on the first page of each student's response sheets.

Accommodations

The following accommodations can be made for students with special needs or whose English language skills are limited:

- ♦ To complete the response sheets, students may dictate their answers to an instructional aide, who will write them down.
- ♦ Students may give the written and/or recorded responses in their first language. We request a written and/or oral English translation for consistency (validity/reliability) in scoring the rubric.

Refer also to the student's individualized education program (IEP) or 504 Plan.

Student's Task

The following section contains these materials for students:

- ☒ The student's task: *The Play's the Thing* (High School Proficient)
- ☒ Assessment rubric
- ☒ Response sheets (optional)

The Play's the Thing

You are a part-time employee at a large department store that has decided to use famous plays as the theme for its upcoming store window displays. The manager is holding a contest for the best window display idea. You will need to select and read the play that you believe will make a great window display. Analyze and interpret the script to develop a design concept around a central theme. Be able to describe the overall concept that you want people to see as they pass by the window. You will then need to create your design on paper (using various materials to make a two-dimensional illustration, writing a description, or drawing a picture) or create a three-dimensional model of the design to show how your design concept will work in the window display. Finally, you will prepare a response that shows your analysis of the play and a justification of your design concept. The employee whose window design is selected for use in a window display will receive a paycheck bonus.

Your Task

First, develop your design concept—

The overall visual theme for a combined theatrical design should include lights, sets, costumes, makeup, props, and sound working together to tell the story. It is a visual way of expressing how the technical elements will illuminate the central theme of the play to others.

The manager of the department store asks that you meet the following requirements when you prepare your entry for the contest:

- ☐ Select a play that you are familiar with and base your window design on it. (It must be a published play; however, it may be a one-act play.)
- ☐ Select a theme that is supported by and developed within the play.
- ☐ Analyze and interpret the script to develop a design concept around your chosen theme.
- ☐ Using aspects of technical design, create your design concept.
- ☐ Consider the set, props, lights, costumes and sound that you can use to create the window display. Ask yourself the following questions:
 - What ideas might be used to express these emotions visually in a window display?
 - What colors might I use?

- What is the time period, season of the year, etc.? How might that be reflected in the lighting and/or use of color?
- What shapes or materials might express the design concept? (burlap, metal, curves, right angles, water, etc.)
- What type of items might be in this window display? (furniture, accessories, architectural pieces, material, etc.)
- What fabrics would be in my window display?
- What sounds might passers-by hear to evoke emotions as they look at the display?

Second, describe your design concept and create a visual representation —

The manager of the department store requires that you:

- ☐ State your design concept fully and concisely.
- ☐ Justify your choice of theme and the design concept that you created.
- ☐ Once you have a picture in your head of your design concept, do one of the following:
 - Describe in writing your design concept (draw a verbal picture).
 - Draw/sketch your design concept.
 - Create a mixed-media (fabric, paper, crayon, paint, pictures, gels, etc.) illustration of your design concept.
 - Create a three-dimensional model that visually demonstrates your design concept.

Remember that your design concept should be clear, represent your stated theme, align with the text of the play, and be fully expressed and unified.

The Play's the Thing

	4 Points	3 Points	2 Points	1 Point
Creating	The student clearly describes all four of the following aspects, thereby demonstrating a thorough understanding of script analysis: ♦ States relevant background information, including the play's title and playwright. ♦ Summarizes the play completely. ♦ Concisely and thoroughly states the selected theme. ♦ Justifies the selected theme using examples or quotations from the text of the play.	The student clearly describes three of the aspects listed at left, demonstrating an adequate understanding of script analysis.	The student clearly describes two of the aspects listed at left, demonstrating a partial understanding of script analysis.	The student clearly describes one of the aspects listed at left, demonstrating a minimal understanding of script analysis.
Performing	The student meets all four of the following requirements, thereby demonstrating a thorough understanding of the design concept through written text, sketches, mixed-media illustration, and/or finished 3-D model: ♦ Clearly states and describes a unified design concept. ♦ Justifies the design concept with selected theme and text of the play. ♦ Describes how the design concept will create a window design. ♦ Uses the vocabulary of theatre correctly.	The student meets three of the requirements listed at left, demonstrating an adequate understanding of the design concept.	The student meets two of the requirements listed at left, demonstrating a partial understanding of the design concept.	The student meets one of the requirements listed at left, demonstrating a minimal understanding of the design concept.
Responding	The student writes a clear description of four of the following six aspects, thereby demonstrating a thorough understanding of technical design: ♦ sets ♦ lighting ♦ props ♦ costumes ♦ makeup ♦ sound	The student writes a clear description of three of the six aspects listed at left, demonstrating an adequate understanding of technical design.	The student writes a clear description of two of the six aspects listed at left, demonstrating a partial understanding of technical design.	The student writes a clear description of one of the six aspects listed at left, demonstrating a minimal understanding of technical design.

No Score: If the student demonstrates no understanding of the concepts indicated, meets none of the requirements listed, or is unable or unwilling to complete the task, the student will earn no score.

Student's Name/ID# _____ Grade Level _____

Circle number:

Creating Score	4	3	2	1
Performing Score	4	3	2	1
Responding Score	4	3	2	1

Script Analysis for Design Concept

1. Name the play and the playwright:

2. Summarize the play completely and concisely:

3. Concisely state the theme that you selected:

4. Use the text of the play to justify your choice of this theme. (Be specific and use quotations and examples from the play to support your statements.)

Responses: Design Concept

1. State your design concept and describe it thoroughly.

2. Use the theme that you selected and the text of the play to justify your design concept.

3. Describe how this design concept will create an attractive, interesting, and aesthetically pleasing window display that people will want to look at.

Responses: Technical Aspects of Design Concept

Describe completely how you used at least four of the following six technical aspects in the creation of your design concept (be specific and give examples):

set

lights

props

costumes

makeup

sound

Glossary

costumes: the clothing an actor wears to create a character.

design concept: the overall visual theme of a combined theatrical design in which features such as lights, sets, costumes, makeup, props, and sound work together to tell the story. A design concept is a visual way of expressing how the technical elements will illuminate the central theme of the play

lighting: the use of a variety of instruments to illuminate both the actors and sets on stage

makeup: cosmetics applied to the face and body to enhance character

props/properties: objects used by an actor on stage

script analysis: the study of a script to understand the underlying structure and themes of the play's story, and the motives and objectives of its characters

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

sound: the process of using music, audio effects, and reinforcement to enhance the setting and mood

technical elements: the elements of spectacle such as sets, sound, costume, lights, music, props, and makeup used to create a unified and meaningful design for a theatrical production

theme: the aspect of the human condition under investigation in the drama; it can be drawn from unifying topics or questions across content areas
the central idea of a play

Terms in italics are reproduced from the glossary of the National Core Arts: Theatre Standards by the National Coalition for Core Arts Standards.

The full glossary for this subject area can be found in the Washington State Learning Standards: *The Arts Learning Standards: Theatre by Grade Level* (2017).