

National Coalition for Core Arts Standards

Theatre Model Cornerstone Assessment: (8th grade)

Discipline: Theatre

Artistic Processes: Creating, Performing, Responding

Title: Creating an original plot and characters through improvisation

Description: Students will collaboratively create, rehearse, and perform an original scene inspired by the concept of a character turning point. The scene will demonstrate good plot structure with exposition, conflict, rising action, climax, and resolution. Following each presentation, students will evaluate/critique the work of another group with specificity and accurateness, citing specific moments from the scene using drama/theatre vocabulary.

Grade: 8th grade

In this MCA you will find: (mark all that apply)

<input checked="" type="checkbox"/> Strategies for Embedding in Instruction	<input checked="" type="checkbox"/> Detailed Assessment Procedures	<input checked="" type="checkbox"/> Knowledge, Skills and Vocabulary	<input checked="" type="checkbox"/> Differentiation Strategies <input checked="" type="checkbox"/> Strategies for Inclusion
<input type="checkbox"/> Suggested Scoring Devices <input checked="" type="checkbox"/> Task Specific Rubrics	<input checked="" type="checkbox"/> Resources needed for task implementation	<input checked="" type="checkbox"/> Assessment Focus Chart	<input type="checkbox"/> Benchmarked Student Work

Estimate Time for Teaching and Assessment: (mark the appropriate box)

(Note: This task will be piloted during the 2014-2015 school year. Once piloted, the estimated time may be revised. If a time is entered below, it is to assist teachers for planning purposes. If a time is not entered, the developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.)

Approximately _____ hours To be determined by the individual teacher

Strategies for Embedding in Instruction *[possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit]*

1. Demonstrate collaboration and ensemble building techniques. (Create/Develop)
2. Use improvisation rules and techniques. (Create/Envision-Conceptualize)
3. Envision, practice and refine vocal and physical character techniques for sustaining a believable character. (Create/Envision-Conceptualize)
4. Explore turning points in other stories and plays. (Respond/Evaluate)
5. Identifying inciting incidents, exposition, conflict rising action, climax and resolution in other student scenes or in a play. (Respond/Evaluate)
6. Build scenes with good plot structure. (Create/Develop)
7. Develop rehearsal techniques and refine a scene. (Create/Rehearse)
8. Explore proper audience behavior and practice focused attention. (Respond/Evaluate)
9. Evaluate a peer's scenes using drama theatre vocabulary and cite specific moments that are successful. (Respond/Evaluate)

Detailed Assessment Procedures

Directions for Administration:

Introduction:

- Prior to using this Model Cornerstone Assessment (MCA), all students should have received scaffolded instruction that would prepare them to be successful in the completion of this assessment.
- When assessing students be sure to read all materials thoroughly and completely to insure that the assessment is used as suggested.
- This Model Cornerstone Assessment may be used in a variety of ways including: lesson planning, instruction, pre or post assessment, formative, intermediate, or summative assessment, data for professional development or in any way that the teacher might find useful.

Assessment Administration Expectations:

- Knowledge and skills assessed in this MCA should be taught in classroom instruction.
- When administering this MCA supervision and safety should be paramount with adherence to all school, district, and state policies and procedures.
- Accommodations based on IEP or 504 plans should be strictly adhered to.
- Consideration of diversity, cultural, and religious mores should be considered when administering this MCA.
- Teachers should review the performance task and scoring rubrics with the students orally and post/display a copy.
- Answer any clarifying questions students may have about the MCA.
- All MCAs may be recorded for scoring, professional development, and documentation purposes.
- Students are to be scored individually on the rubric.
- Students should be allowed all the time they need to complete the assessment as long as they are engaged in the process.

Student Task Prompt:

Today we will take an assessment to see how much you have learned about improvisation, rehearsal, character development, concentration and commitment to a role, plot development, audience etiquette and performance evaluation.

You will create a character and then work in small pre-assigned groups to plan and rehearse a scene. Later, we will share and evaluate the scenes.

First, you are going to work alone to create an interesting character in your imagination.

Imagine a character with a major turning point in his or her life. A turning point is a moment when the event or decision of the character changes the course of the character's life.

You are expected to plan an improvised scene showing your knowledge of plot. As a group, answer these questions:
(Post the questions.)

1. Who is your character?
2. What is the turning point for your character?
3. Where did the turning point take place?
4. Who are the other characters in the scene?
5. What conflict occurs in this scene?
6. What obstacles or complications did your character face?
7. What is the climax of your scene?
8. How will this scene be resolved?

Remember the evaluation will also include your ability to:

- Use your body and voice to establish a believable character.
- Create your character's dialogue and action using improvisation.
- Sustain concentration and commitment throughout the creation and rehearsal.
- Work collaboratively in rehearsal
- Present scenes with exposition, rising action, conflict, climax, and resolution.

After your scene, you will critique your peer's work. In your comments, you should identify areas of strength or directions where you think your peers could make growth in the future. Remember you are expected to critique the work using drama/theatre vocabulary and cite specific examples from the scene. You may either give an oral evaluation of your peers work or you may respond in writing.

Knowledge, Skills and Vocabulary *[focusing on concepts required to successfully complete the task]*

Key Vocabulary

- Blocking
- Projection
- Character motivations
- Character objectives
- Physical characterization
- Vocal characterization
- Ensemble
- Given circumstances
- Turning point
- Exposition
- Rising action
- Conflict
- Climax
- Resolution

Knowledge and Skills [other than Key Vocabulary]

Students will:

- Gain knowledge and apply theatre techniques and conventions
- Demonstrate knowledge of how to create a believable and sustainable original character
- Understand the concept of a turning point in a character's life
- Develop relationships between the characters on stage.
- Develop, select and apply a range of strategies for improvisation
- Understand the structure of a well developed plot
- Apply rehearsal etiquette and process.
- Understand staging and blocking
- Give and apply feedback for refining/revising
- Perform for an audience with concentration and commitment
- Acquire observational and analysis skills as an audience member
- Demonstrate literacy in theatre/drama vocabulary
- Use reasoning and evidence to support inference and observations.

Strategies for Inclusion (*Specially designed instruction and support for students with disabilities to provide equitable learning opportunities. This may be filled in by individual teachers based on their own students' needs.*)

Resource: (sample)

<http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/1229>

Heterogeneous grouping

Partner non-speaking students with verbal students.

Allow students to self select roles at their own ability level.

Differentiation Strategies (*Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.*)

Resource:

(sample) <http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

Allow students to use different modalities to tell the story.

Allow students to evaluate the peer work either orally or in written form.

Resources [*for task implementation*]

Pre-assigned collaboration groups.

Rubrics.

Post scene planning questions.

Post the rubrics

Scoring Devices

Rubrics

Task-specific Rubrics

8th grade-- Original Character and Plot Rubric

	Above Standard	At Standard	Near Standard	Below standard
Planning/Rehearsal	Takes a leadership position in the group, gives original suggestions and accepts suggestions of others, and actively contributes in rehearsal.	Gives suggestions and accepts suggestions of others, and actively contributes in rehearsal.	Offers limited contributions of ideas for scene and passively goes along with group decisions in rehearsal.	Fails to go along with group decisions, does not help generate ideas, and contribution to rehearsal is negligible.

Character	Demonstrates creative use of movement and facial expressions, uses voice expressively and effectively, creates inventive dialogue, and establishes/ maintains a believable character.	Uses movement, facial expression, and voice effectively, creates appropriate dialogue, and establishes a believable character.	Limited use of movement, facial expression, and voice, and minimal dialogue created.	Unable to use the voice or body to communicate character.
Concentration and Commitment	Sustains concentration and commitment throughout the entire scene.	Sustains concentration and commitment with <i>only one minor break</i> .	Sustains concentration and commitment with <i>one major break</i> .	Concentration is not sustained.
Plot	Presents scenes with clear exposition, conflict rising action, climax and resolution.	Presents scenes with clear exposition, conflict, climax, and resolution.	Presents scenes with some development of conflict, climax, and resolution.	Unable to present a coherent plot.
Evaluate	Uses in-depth and accurate comments and identifies areas of strength or areas for future growth, using drama/theatre vocabulary, and cites specific moments from the scene.	Makes a general comment, cites a moment from the scene, using drama/theatre vocabulary	Makes comments about their peer's work but does not apply theatre/drama vocabulary.	Unable to reflect accurately on their peer's work .

Assessment Focus					
Artistic Process or Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards (8 TH grade)
CREATING					
Envision/ Conceptualize	Theatre artists rely on intuition, curiosity, and critical inquiry.	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	Generate and conceptualize artistic ideas and work.	Create a character with a turning point.	Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.
Develop	Theatre artists work to discover different ways of communicating meaning.	How, when, and why do theatre artists' choices change?	Organize and develop artistic ideas and work.	Collaborate to plan a scene with exposition, conflict rising action, climax and resolution.	Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.
Rehearse	Theatre artists refine their work and practice their craft through rehearsal.	How do theatre artists transform and edit their initial ideas?	Refine and complete artistic work.	Develop the movement, voice, objectives and motivations of the characters.	Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.
PERFORMING					
Prepare	Theatre artists develop personal processes and skills for a performance or design.	What can I do to fully prepare a performance or technical design?	Develop and refine artistic techniques and work for presentation.	Plan blocking/ staging. Develop theatrical conventions to use in the scene.	Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.
Share, Present	Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share a creative experience?	Convey meaning through the presentation of artistic work.	Perform with concentration and commitment to the roles.	Perform a rehearsed drama/theatre work for an audience.
RESPONDING					
Evaluate	Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?	Apply criteria to evaluate artistic work.	Evaluate accurately citing specific moments from the scene, using theatre/drama vocabulary.	Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.

Benchmarked Student Work *[Above Standard, At Standard, Near Standard and Below Standard work to illustrate expectations on web site]*
(Anchor work to be collected and scored as MCA is piloted)

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