**Performance Assessment Development Process**

The work of the Colorado Content Collaboratives is intended to support effective instructional practice by providing high quality examples of assessment and how assessment information is used to promote student learning.

The new Colorado Academic Standards require students to apply content knowledge using extended conceptual thinking and 21st century skills. Performance assessments have the highest capacity to not only measure student mastery of the standards but also provide the most instructionally relevant information to educators. Further, performance assessments can integrate multiple standards within and across content areas, providing educators a comprehensive perspective of student knowledge and giving students the opportunity to demonstrate the degree to which they understand and transfer their knowledge.

*Performance Assessment - An assessment based on observation and judgment. It has two parts: the task and the criteria for judging quality. Students complete a task (give a demonstration or create a product) and it is evaluated by judging the level of quality using a rubric. Examples of demonstrations include playing a musical instrument, carrying out the steps in a scientific experiment, speaking a foreign language, reading aloud with fluency, repairing an engine, or working productively in a group. Examples of products can include writing an essay, producing a work of art, writing a lab report, etc. (Pearson Training Institute, 2011)*

The Content Collaboratives worked closely with the [Center for Educational Testing and Evaluation from the University of Kansas](http://cete.ku.edu/) to establish protocols for the development of performance assessments and to use those protocols to develop performance assessments that include scoring rubrics. The Performance Assessment Development Process includes a collection of resources to aid schools and districts that choose to engage in locally developing performance assessments.

**The Performance Assessment Development Process** is best utilized when intending to create an assessment for culminating assessment purposes such as a unit, end of course, end of semester, or end of year summative assessment. Additionally, a district, BOCES, or school may wish to create a common performance assessment that can be used across multiple classrooms. Engaging in the Performance Assessment Development Process serves as evidence that an educator is participating in valuable assessment work that aligns to the Colorado Academic Standards, district curriculum, and district goals.

The performance assessments developed by the Content Collaboratives serve as high-quality examples of performance assessments that can be used for a variety of purposes. Scores from these performance assessments are used at the discretion of the district or school.

**Performance Assessment Development Template**

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| **Who is developing this assessment?** | | | | |
| **Name:**  Colorado Content Collaborative in Drama & Theatre Arts | | | **Position/Affiliation:**  Colorado Content Collaborative in Drama & Theatre Arts | |
| 1. **CONTENT STANDARDS** | | | | |
| **Content Area: Drama and Theatre Arts** | | | | |
| **Colorado Academic Standards**  Specify the Colorado Academic Standard(s) that will be evaluated by the performance tasks.  [Colorado Academic Standards Online](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=0&stid2=3&glid2=0)  [Colorado Career and Technical Education](http://coctestandards.cccs.edu/) | | | **Fundamental:**  DTA09-GR.HSFP-S.1-GLE.2  DTA09-GR.HSFP-S.2-GLE.2  **Extended:**  **DTA09-** **GR.HSEP-S.1-GLE.1,3,4**  **DTA09-** **GR.HSEP-S.2-GLE.1,3**  **DTA09-** **GR.HSEP-S.3-GLE.1,2,3** | |
| **Grade Level(s)** | | | High School Fundamental and Extended | |
| **Indicate the intended Depth of Knowledge (DOK) for this assessment.** | | | **☑DOK 1 ☑DOK 2**  **☑DOK 3 ☑DOK 4** | |
| **What are some real-world situations that relate to the content standards above? Some examples are included in the Colorado standards under “Relevance and Application.”** | | | * Use a variety of methods, new media, and technology to create theatrical works through the use of the creative process for performance, directing, design, construction, choreography, playwriting, scriptwriting, and dramaturgy * Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research * Demonstrate the evolution of rehearsal and product through performance and/or production teamwork while simultaneously validating both as essential to the theatre making process | |
| **Summary.** Provide a brief summary describing the task in the boxes below. | | | | |
| **Performance Task Name**  Foundations of Technical Theatre | | **Brief Description of the Task**  Allowing a group of students to collaborate and create a technical theatre production. | | |
| 1. **Claims, Skills, Knowledge & Evidence** | | | | |
| **Claims.** *What claim(s) do you wish to make about the student? In other words, what inferences do you wish to make about what a student knows or can do? Define any key concepts in these claims.* | **Successful completion of this task would indicate…**  *Fundamental*  DTA09-GR.HSFP-S.1-GLE.2-EO.a  Demonstrate how to run a sound board and light board (DOK 1-2)  DTA09-GR.HSFP-S.1-GLE.2-EO.b  Show how to build simple pieces of scenery, and apply several different painting techniques (DOK 1-2)  DTA09-GR.HSFP-S.1-GLE.2-EO.c  Apply basic makeup techniques for the stage (DOK 1-2)  DTA09-GR.HSFP-S.1-GLE.2-EO.d  Identify appropriate stage properties and costumes for a given production (DOK 1-3)  DTA09-GR.HSFP-S.1-GLE.2-EO.e  Create a publicity campaign for a given production (DOK 1-3)  DTA09-GR.HSFP-S.1-GLE.2-EO.f  Understand and use technology to enhance activities and dramatizations  DTA09-GR.HSFP-S.1-GLE.2-EO.g  Create a project that uses electronic media to present a dramatic form in a new or enhanced way (DOK 2-3)  DTA09-GR.HSFP-S.1-GLE.2-EO.h  Practice safety procedures for working with tools, paints, electrical equipment, and scene-shifting equipment (DOK 1-2)  DTA09-GR.HSFP-S.1-GLE.3-EO.a  Create scenes and narrative structures to convey a dramatic intention (DOK 1-3)  DTA09-GR.HSFP-S.1-GLE.4-EO.b  Articulate the rationale for all artistic choices concerning historical periods, genres, and relevant playwrights (DOK 1-4)  DTA09-GR.HSFP-S.1-GLE.4-EO.c  Determine casting, staging, and technical requirements (DOK 1-3)  DTA09-GR.HSEP-S.2-GLE.2-EO.a  Lead a technical crew in a production (DOK 3-4)  DTA09-GR.HSEP-S.2-GLE.2-EO.b  Implement a major design element, scenic light, sound, or makeup while using complex technologies to enhance theatrical productions (DOK 2-4)  DTA09-GR.HSEP-S.2-GLE.2-EO.c  Assume responsibility for the coordination of all aspects of a production by stage managing a theatrical event (DOK 3-4)  DTA09-GR.HSEP-S.2-GLE.2-EO.d  Apply technical knowledge of safety procedures and practices in the use of theatre equipment, tools, and raw materials (DOK 1-2)  DTA09-GR.HSEP-S.2-GLE.3-EO.b  Arrange the performance space, and coordinate the technical elements of the production (DOK 2-3)  DTA09-GR.HSEP-S.2-GLE.3-EO.c  Manage the rehearsal process while creating a productive ensemble (DOK 2-4)  DTA09-GR.HSEP-S.2-GLE.3-EO.d  Fully realize a director’s vision (DOK 4)  DTA09-GR.HSFP-S.3-GLE.1-EO.b  Identify and describe orally and in writing the influence of other artists on the development of their own artistic work (DOK 1-2)  DTA09-GR.HSFP-S.3-GLE.1-EO.c  Demonstrate knowledge of conventional theatre vocabulary (DOK 1)  DTA09-GR.HSFP-S.3-GLE.1-EO.d  Research the cultural and historical background of a specific play (DOK 1-2)  DTA09-GR.HSFP-S.3-GLE.1-EO.e  Communicate individual research to a collaborative team (DOK 1-2)  DTA09-GR.HSFP-S.3-GLE.2-EO.a  Critique and evaluate artistic choices and personal reactions to dramatic presentations using guidelines for evaluating a theatrical production (DOK 2-4)  DTA09-GR.HSFP-S.3-GLE.2-EO.b  Investigate and compare common themes among theatre, various art forms, and content areas (DOK 1-3)  DTA09-GR.HSFP-S.3-GLE.3-EO.e  Demonstrate a respect for copyright laws (DOK 2-4)  DTA09-GR.HSFP-S.3-GLE.3-EO.f  Address the importance of timelines and personal responsibility as a member of a production ensemble (DOK 1-2)  *Extended*:  DTA09-GR.HSEP-S.1-GLE.2-EO.a  Analyze, research, and design scenery, lighting, makeup, costumes, stage properties, sound, film, and cinema or electronic media (DOK 3-4)  DTA09-GR.HSEP-S.1-GLE.2-EO.b  Employ a publicity campaign for a given production (DOK 2-3)  DTA09-GR.HSEP-S.1-GLE.2-EO.c  Describe and demonstrate artistic choices in the use of technology pertaining to technical elements of production (DOK 1-2)  DTA09-GR.HSEP-S.1-GLE.2-EO.d  Develop theatrical production concepts through collaboration with directors, designers, and actors (DOK 2-4)  DTA09-GR.HSEP-S.1-GLE.2-EO.e  Employ a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions, and technologies to create dramatic meaning (DOK 2-4)  DTA09-GR.HSEP-S.1-GLE.4-EO.b  Develop a plan for the audition casting process, and create and implement a complete rehearsal production schedule (DOK 2-3)  DTA09-GR.HSEP-S.1-GLE.4-EO.c  Prepare a director’s promptbook to record blocking and other notation, while maintaining a journal of approaches to coaching actors and solving artistic problems (DOK 2-4)  DTA09-GR.HSEP-S.2-GLE.2-EO.a  Lead a technical crew in a production (DOK 3-4)  DTA09-GR.HSEP-S.2-GLE.2-EO.b  Implement a major design element, scenic light, sound, or makeup while using complex technologies to enhance theatrical productions (DOK 2-4)  DTA09-GR.HSEP-S.2-GLE.2-EO.c  Assume responsibility for the coordination of all aspects of a production by stage managing a theatrical event (DOK 3-4)  DTA09-GR.HSEP-S.2-GLE.2-EO.d  Apply technical knowledge of safety procedures and practices in the use of theatre equipment, tools, and raw materials (DOK 1-2)  DTA09-GR.HSEP-S.2-GLE.3-EO.b  Arrange the performance space, and coordinate the technical elements of the production (DOK 2-3)  DTA09-GR.HSEP-S.2-GLE.3-EO.c  Manage the rehearsal process while creating a productive ensemble (DOK 2-4)  DTA09-GR.HSEP-S.2-GLE.3-EO.d  Fully realize a director’s vision (DOK 4)  DTA09-GR.HSEP-S.3-GLE.1-EO.b  Research, evaluate, and synthesize cultural and historical information to support artistic choices (DOK 2-4)  DTA09-GR.HSEP-S.3-GLE.3-EO.d  Demonstrate awareness of professional ethics as an audience, cast, or crew member (DOK 1-2)  DTA09-GR.HSEP-S.3-GLE.3-EO.e  Demonstrate how to secure rights and royalties for a production (DOK 1) | | | |
| **(1c.) Skills.** *Refer to the standard(s), grade level, and DOK levels you listed in Section I. Given this information, what skills should be assessed? All skills should align with the above claims.* | * Communicate with professional practitioners in a theatrical setting (DTA09-GR.HSFP-S.1-GLE.2) and (DTA09- GR.HSFP-S2-GLE.2) * Communicate using technical theater terms(DTA09- GR.HSFP-S.1-GLE.2) and (DTA09- GR.HSFP-S2-GLE.2) * Problem solve in a technical theater setting. (DTA09- GR.HSFP-S.1-GLE.2) and (DTA09- GR.HSFP-S2-GLE.2) * Work effectively in group collaboration setting (DTA09- GR.HSFP-S.1-GLE.2) and (DTA09- GR.HSFP-S2-GLE.2) * Implement a design plan (DTA09- GR.HSFP-S.1-GLE.2) and (DTA09- GR.HSFP-S2-GLE.2) * Utilize skills learned from other relevant content areas to execute a design (DTA09- GR.HSFP-S.1-GLE.2) and (DTA09- GR.HSFP-S2-GLE.2) * Collaborate with a design team on the specific needs of a production. (DTA09- GR.HSEP-S.1-GLE.2) and (DTA09- GR.HSEP-S2-GLE.2) and (DTA09- GR.HSEP-S.3-GLE.1,2,3) * Articulate cultural/historical influences of particular eras/genres to a design team and/or concept (DTA09- GR.HSEP-S.1-GLE.2) and (DTA09- GR.HSEP-S2-GLE.2) and (DTA09-GR.HSEP-S.3-GLE.1,2,3) * Implement artistic expressions within a specific cultural/historical setting (DTA09- GR.HSEP-S.1-GLE.2) and (DTA09- GR.HSEP-S2-GLE.2) and (DTA09- GR.HSEP-S.3-GLE.1,2,3) | | |
| **(1b.) Knowledge.** *Refer to the standard(s), grade level, and DOK level you listed in Section I. Given this information, what knowledge/concepts should be assessed? All knowledge should align with the above claims.* | **Students should know and understand…**   * How to collaborate to mount a production * How a student’s knowledge of theater vocabulary can impact their understanding of technical theater * How flexibility within the dynamics of the team allow for creative problem solving | | |
| **Evidence.** *What can the student do/produce to show evidence of the above knowledge and skills?* | **The student…**  Interpretation and Design…   * Student produce designs for production in collaboration within the director’s vision and design team * Student demonstrates organizational skills in project development, providing scope and sequence of project * Students evidence of justification of choices in the design process   Aesthetics and Execution   * Student implements scope and sequence within the design process   Safety   * Students meets and exceeds all safety requirements for space, production, and peers   Presentation   * Student incorporates feedback to improve quality of work * Student engages in a reflective process for self and ensemble cohesiveness and improvement | | |
| **III.A. PERFORMANCE TASKS:**  **Instructions to the Student** | | | |
| ***Think about the assessment process from a student’s perspective. What instructions does the student need? Make sure the instructions are fair and unbiased. Instructions should be detailed, clear, and written at the appropriate grade level. For more detailed guidelines on writing instructions, please refer to the “Performance Task Review” sheet.*** | | | |
| ***Give the student an overview of the assessment (i.e., purpose of the assessment, tasks the student will need to complete, etc.).***  **Fundamental:** To fully assess your abilities as a technical theatre student, you will be given a technical theatre position for a production. It is your responsibility to fully realize the duties, responsibilities, and concepts of that position to the final product, including justification for all choices within the director’s vision.  **Extended:** Take on a leadership role of a team, i.e. the construction team, the props team, costume team, and coordinate schedules and duties for your team, in addition to completing your fundamental position. | | | |
| **Stimulus Material*.******Describe what stimulus material the student will receive. For example, the stimulus might be a story or scenario that the student reads, analyzes, and to which the student provides a response.***  Full access to the technical theatre departments tools, depending on the facility budget, show, and venue, this may vary greatly. Teacher, please do not assign any roles or responsibilities that may be outside the reach of your department. Teacher may also want to create a check-list for each theatre role. | | | |
| ***Explain to the student what documents/materials they have for the assessment. Explain what the student should do with those documents/materials.***  Technical Portfoliomay includerubric, designs, calendars, evidence to completion of their task and responsibilities, research, renderings, notes, prompt book, sound effects, programs, posters, etc. | | | |
| ***Describe in detail any safety equipment that is required. Is safety equipment provided onsite, or are students expected to bring their own safety equipment?***  Refer to guidelines as stipulated by MDF Report, OSHA guidelines, School District safety plan and guidelines, professional industry practices. | | | |
| ***Explain what students need to do when they complete each task (e.g., submit work to the evaluator, move on to the next task, etc.).***  Submit their portfolio, either electronically or manually, Presentation with justification of choices made. | | | |
| ***Provide any other relevant information for the students’ instructions.***  N/A | | | |
| **III.B. PERFORMANCE TASKS:**  **Instructions to the Evaluator** | | | |
| ***Think about the assessment process from an evaluator’s perspective. What instructions do the evaluators need? Instructions to the evaluator should be clear and concise.*** | | | |
| **Before the Testing Period**  ***How should the evaluator prepare the test site? Be as specific as possible.***  Instructor should provide to the student:   * Supervision * Safe and secure environment, allow access to space * Material to fulfill their plans * Time to present and execute their plan * Group the students utilizing varied strategies for ability/readiness * Mini lessons on the responsibilities and the specific skills for each job that coordinates to a position checklist   ***What materials should be provided to students? Be as specific as possible.***  Student should be provided with:   * Access to theatre technology and the internet, i.e. light board, sound board, technical theatre tools, costumes, prop room   ***What materials should the student bring to the testing site? Be as specific as possible.***  Students should bring to their presentation:   * Portfolio * Rubric * URL for electronic formats   ***What materials should not be available to the student during the testing session (e.g., cell phones, calculators, etc.)?***  N/A | | | |
| ***Should the evaluator keep track of time? If so, specify how much time the student will have to complete the assessment. Explain how the evaluator should keep track of and record time.***  Presentations can be timed, instructor choice | | | |
| ***Will the evaluator need to video/audio record the testing session? If so, provide detailed instructions on how to set up the recording equipment.***  Internet access for students using electronic portfolio design | | | |
| **During the Testing Period**  ***How should the evaluator respond to students’ questions?***  Treat like a real world situation, facilitate presentation, rather than instruct.  ***What should the evaluator do while the student is completing the tasks (e.g., should the evaluator make notes about the student’s process, mark scores on rubrics, etc.)?***   * Formative corrections on checklist * Allow time and gentle guidance to get their tasks completed on time * In-depth discussions and guidance on real world situations applicable to the jobs being fulfilled and attained * During portfolio presentation, evaluator should use the rubric and question student choices, providing an opportunity for student to defend and justify choices made. | | | |
| **Upon Completion of the Assessment**  ***What does the evaluator need to collect from the student?***  Portfolio, URL for electronic portfolio  ***What information should the evaluator give the student at the end of the testing session?***  Copy of the rubric to create a goal sheet  ***Who is responsible for cleaning/resetting the workstation (if necessary)—the student or the evaluator? How should the workstation be cleaned?***  Team responsibility, daily activity at the end of each class period, and at the end of their presentations. | | | |
| **Other relevant information for the evaluator’s instructions:**  Production does not have to be fully manifested in all access, but can be show cased in a classroom setting. Allow for flexibility for groups that accomplish their task at a quicker pace to then join other groups to assist with their task. Encourage collaboration and communication between group leaders. | | | |
| **III.C. PERFORMANCE TASKS:**  **Other Considerations** | | | |
| **How will students’ responses be recorded? *Describe how evidence will be collected about each student’s performance (e.g., student submits a work product, evaluator records information about the student’s process, etc.)***  The rubric. | | | |
| **What needs to be built for this assessment? *Refer to the materials list above. Think about what materials must be created for this assessment. Some examples include: worksheets, instruction sheets for the evaluators, videos, websites, etc.***  Dependent on production choice and space limitations. | | | |
| **III.D. PERFORMANCE TASKS:**  **Accommodations** | | | |
| ***What are the requirements for this set of tasks? What accommodations might be needed? List all accommodations that might apply (e.g., accommodations for language, timing, setting, etc.).***  Accommodations are handled through the technical roles selected. The teacher should be aware of the specific needs of all students within the classroom and distribute materials appropriately (i.e. Length of show, responsibilities and duties of roles, and the readiness of the participant.) | | | |
| **IV. EVALUATOR INFORMATION** | | | |
| ***What are the requirements to be an evaluator for this assessment? Please provide your recommendations below.***  Comprehensive understanding of technical theatre performance, endorsement in teaching theatre in Colorado and/or theatre degree. | | | |