



## Performing Arts Performance Assessment

---

The **Performing Arts Performance Assessment** will consist of three parts:

- I. Prepared Piece
- II. Improvisational Piece
- III. Interview

Performance assessment, as defined by the Colorado Department of Education (CDE), is “an assessment based on **observation** and **judgment**. It has two parts: the **task** and the **criteria** for judging quality. Students complete a task, which is evaluated by judging the level of quality using a rubric.”

A performance assessment is evaluated by experts, often referred to as **adjudicators**. A juried or adjudicated performance involves bringing together experts in the field to evaluate a student’s presentation and/or portfolio. Adjudicators use research-based **rubrics** to evaluate the performance assessment. The Performance Assessment Rubrics have been developed by the Colorado Department of Education (CDE) to support identification in the arts. Data from the rubrics are used by the district/school to build a student’s body of evidence for possible talent pool designation or gifted identification. Rubrics are not confidential and are made available to the student to understand the criteria used for scoring a performance. The improvisational and interview components of the assessment process are **confidential** and are not shared with the student until the assessment day. The assessment document completed by an adjudicator is considered a confidential protocol like a cognitive or state assessment. It is not shared with the student, parent, teacher or community member nor placed in the student’s cumulative record. Data results collected as part of the assessment process **are** shared with the student and parent and recorded in the student’s profile described in a body of evidence.

The performance assessment rubric contains the following rating scale:

RATING SCALE DESCRIPTORS			
EMERGENT	PROFICIENT	MASTERFUL	ADVANCED SUPERIOR
Simplistic yet accurate and clear in application.	Concrete skill delivery with little to no errors. Evident student is able to meet the grade level standards.	Enhanced skill delivery inclusive of attention to detail and expressive elements. Consistently meets the end of year standards for the grade level.	Insightful and expansive in application. Consistently exceeds the end of year standards for the grade level.



## Assessment Rubric Example Grades K - 2

### PREPARED PIECE

The student will perform a short, prepared monologue. The monologue needs to be 30 seconds - 2 minutes in length. The student may decide if the monologue will be comedic or dramatic.

<b>PREPARED PIECE</b>	<b>Evidence</b> (please comment briefly)	<b>Emergent</b>	<b>Proficient</b>	<b>Masterful</b>	<b>Advanced Superior</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>PERFORMANCE SKILL</b>					
The student performs with confidence/stage presence.		1	2	3	4
The student performs effectively/memorized lines and blocking.		1	2	3	4
The student can identify and/or demonstrate understanding of a “quality” level of theatrical presentation.		1	2	3	4
The student performs from memory using voice, body and expression.		1	2	3	4
<b>CREATIVE INTERPRETATION</b>					
The student interprets the character/scene from a specific point of view.		1	2	3	4
The student can discuss and/or demonstrate basic aesthetic elements (setting, period, and style).		1	2	3	4
The student shows originality and unique, imaginative theatrical ideas.		1	2	3	4
The student demonstrates noteworthy qualities when performing.		1	2	3	4



**IMPROVISATIONAL PIECE**

The student will create and perform a short-improvised piece. The improvised selection will be chosen by the adjudicators before the assessment performance begins. Instructions for the improvisation will be given to the student after the performance of their prepared monologue.

<b>IMPROVISATIONAL PIECE</b>	<b>Evidence</b> (please comment briefly)	<b>Emergent</b>	<b>Proficient</b>	<b>Masterful</b>	<b>Advanced Superior</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>PERFORMANCE SKILL</b>					
The student performs with confidence/stage presence.		1	2	3	4
The student quickly “thinks on their feet” and effectively integrates appropriate, innovative, improvised characterizations.		1	2	3	4
The student can describe and/or demonstrate understanding of a “quality” level of theatrical presentation.		1	2	3	4
The student demonstrates an appropriate use of space and movement (kinesthetic awareness).		1	2	3	4
<b>CREATIVE INTERPRETATION</b>					
The student interprets the character/scene from a specific point of view.		1	2	3	4
The student can discuss and/or demonstrate basic aesthetic elements (setting, period, and style).		1	2	3	4
The student shows originality and unique, imaginative theatrical ideas.		1	2	3	4
The student performs with artistic expression.		1	2	3	4



## Interview Rubric Example

### INTERVIEW

The adjudicator(s) will engage the student in an open-ended, interactive discussion. Questions are designed to elicit a student's critical and creative thinking about performing arts. These questions are confidential and are not shared with the student prior to the assessment performance. Responses to the specific interview questions are scored using the Interview Rubric.

<b>INTERVIEW RATING SCALE DESCRIPTORS</b>			
<b>Simplistic</b>	<b>Descriptive</b>	<b>Complete</b>	<b>Complex</b>
Lacks details and/or examples	Concrete details and examples	Highly detailed and/or broader examples	Insightful, conceptual details and examples