

**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.