

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 8 Theatre
S.O.S.: I Don't Know!**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Assessment (WCBA) Arts Performance Assessment of Theatre, **Grade 8, S.O.S.: I Don't Know!** 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.
- Short-answer questions ask the students to supply a response that may be written or verbal. All verbal responses must be recorded 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,
- classroom set of reproduced student response sheets,
- 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, glossary of terms, and student response sheets from this booklet.
- Assign to each student a student partner who will watch the student's performance and provide feedback to the student performer.
- The student performance must be videotaped for this assessment.
- 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 and their current grade level into the recording device before they begin their performance.
- Students should state their selected problem prior to performing.
- Students who respond in writing must include their name/number on the response sheet.

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 three-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.
- **10 minutes:** The students create and rehearse their pantomime.
- **10 minutes:** The students perform for the teacher-assigned partner who will provide the student with feedback about the performance.
- **5 minutes:** The students refine their performance, incorporating feedback.

Day Two Estimated Time:

- **5 minutes:** The students have 5 minutes to rehearse their pantomime.
- **35 minutes:** The students perform their pantomime, which is videotaped.

Day Three Estimated Time:

- **5 minutes:** The teacher distributes response sheets to the students.
- **15 minutes:** The students prepare their response.
- **20 minutes:** The teacher records the responses of students who respond verbally.

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 “S.O.S.: I Don’t Know!”

S.O.S.: I Don't Know!

You have traveled to another country where no one speaks your language, and you can't understand their language. You have a very pressing problem that you must communicate to one of the local residents without using any spoken language.

Your communication will include a nonverbal greeting, a pantomime of your problem, the solution to it, and a nonverbal thank you. You will perform your pantomime to a person on the street who will be trying to guess your important problem. You will have time for peer feedback to help you refine your pantomime before it is videotaped. Finally, you will prepare a response about the process you used to develop and improve your pantomime.

You will need to meet the following task requirements when you create your pantomime:

- Choose a realistic and appropriate problem a traveler would experience in another country (e.g., how to find/report a lost wallet, how to find a place to eat or sleep, how to get a taxi or train, how to find a doctor).
- Create a **pantomime** to communicate your problem and its solution:
 - Begin with a nonverbal greeting.
 - Pantomime your problem.
 - Show how the problem would be solved.
 - End with a nonverbal thank you.
- Use **no voice** or **sound effects**.
- Use appropriate **movements**:
 - **hand gestures**,
 - **body movements**,
 - **facial expressions**, and
 - **blocking**.
- Maintain **focus** and concentration throughout the pantomime.
- Demonstrate appropriate emotion.

Your written response needs to meet the following task requirements:

- Describe the process you used to develop your pantomime.
- Identify **two** suggestions you received from peer feedback to improve your performance.
- Explain the changes you made to your performance based on the peer feedback.
- Use theatre vocabulary correctly.

You will have 10 minutes to create and rehearse your pantomime. You will have 10 minutes to perform for your partner and receive feedback. You will have 5 minutes to refine and rehearse the pantomime based on the feedback before being videotaped. Finally, you will have 15 minutes to prepare your response.

Student Name/Number: _____

Grade Level: _____

1) What was the problem you pantomimed? _____

2) Describe the process you used to develop the pantomime.

3) Identify two suggestions for improvement you received from your peer feedback.

First suggestion:

Second suggestion:

4) What changes did you make to your performance based on the peer feedback?

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Arts Performance Assessment
Grade 8
S.O.S.: I Don't Know!
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

pantomime—communication using movement without speech

rehearsal—the time used to prepare a play for performance in front of an audience

Grade 8
S.O.S.: I Don't Know!
Rubrics

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"> • uses clear facial expressions, • uses appropriate hand gestures, • uses appropriate body movements, and • uses effective blocking.
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 by meeting none of the task requirements listed above.

Creating—Story Structure Rubric (1.1.2)

4	A 4-point response: The student demonstrates a thorough understanding of story structure in the pantomime by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> • creates a clear beginning (nonverbal greeting), • creates a central conflict (problem), • creates a clear resolution, and • creates a clear ending (nonverbal thank you).
3	A 3-point response: The student demonstrates an adequate understanding of story structure in the pantomime by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of story structure in the pantomime by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of story structure in the pantomime by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of story structure in the pantomime by meeting none of the four task requirements listed above.

Responding Rubric (2.3)

4	<p>A 4-point response: The student demonstrates a thorough understanding of the creative process in the response by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none">• describes the process used to develop the pantomime,• identifies two suggestions for improvement of the performance from the peer feedback,• gives evidence from the performance to show the changes made based on the peer feedback, and• uses theatre vocabulary correctly.
3	<p>A 3-point response: The student demonstrates an adequate understanding of the creative process in the response by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of the creative process in the response by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of the creative process in the response by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of the creative process in the response by meeting none of the four task requirements listed above.</p>