

**WCBPA–Washington**  
**Classroom-Based Performance Assessment**  
A Component of the Washington State Assessment System

**The ARTS**  
**Grade 10 Theatre**  
**Auditioning With Pantomime**



**Full Training Set**  
**Item Piloted Fall 2003**



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Welcome to **The Classroom-Based Performance Assessment (CBPA) Sample Items for the Arts** training and implementation booklet. These items are part of the Washington Classroom-Based Assessment System (WCBA) at the Office of Superintendent of Public Instruction.

**Performance Assessments** require students to construct their own answers in some method and form of creating, performing, and responding to the assessment prompt and expectations. The sample item and supplemental materials included in this booklet were selected from 12 items developed by the Arts Assessment Leadership Team (AALT) from January 2002 to October 2003. These items have been developed for the four arts disciplines of dance, music, theatre, and visual arts at each of the benchmark levels of Grades 5, 8, and 10 (high school).

This CBPA Arts item was piloted across Washington State in rural, suburban, and urban school districts in all nine Educational Service Districts in November and December 2003. The resulting student samples went through Rangefinding where student samples were selected for the Anchor, Practice, and Qualifying Sets from over 16,000 samples during February and March 2004.

The purpose of this student sample assessment item is four-fold. The CBPA samples do the following:

1. Inform teachers immediately if students know and are able to do what is expected of them to demonstrate their understanding at the benchmark;
2. Inform teachers regarding their instruction, i.e., strengths, weaknesses, and gaps to be addressed;
3. Enhance and become a part of instruction, and a tool to measure if learning has occurred and how well;
4. Model high quality classroom-based performance assessments by including:
  - a. Directions for Administration
  - b. Rubrics for Scoring
  - c. Exemplars as samples for future development in classrooms and districts.

In order to assist you in your efforts in understanding and using these items, please do not hesitate to access our Website at [www.k12.wa.us/curriculumInstruct/arts](http://www.k12.wa.us/curriculumInstruct/arts) for contact information and sample items for viewing. We believe that these assessments will inform, teach, inspire, and promote arts education in each and every classroom, school, and district that has the incentive and vision to use them. We welcome your feedback, and look forward to your participation as leaders in your district and participants in our 2005–2006 statewide pilot for the Arts.

Most sincerely,



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**Grade 10 Theatre  
Auditioning With Pantomime  
(2004)**

# **Directions for Administering the Washington Classroom-Based Assessment (WCBA) Arts Performance Assessment, Grade 10 Theatre Auditioning With Pantomime**

## **Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Assessment (WCBA) Arts Performance Assessment of Theatre, **Grade 10 Auditioning With Pantomime**. Please read this information carefully before administering the performance assessment.

## **Description of the Performance Assessment**

Students taking this performance assessment will respond to a performance prompt and to a series of short-answer questions.

- Performance prompts ask the students to individually create and perform a solo performance based on the criteria outlined in the prompt. 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 oral. All oral responses must be recorded to facilitate scoring and to document each student's performance.

## **Materials and Resources**

Students will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced student prompts
- classroom set of reproduced student response sheets
- video recorder and VHS tape.

## **Teacher Preparation Guidelines**

- Props and costumes should not be used in this assessment. Chairs may be used as a "sitting device."
- The student performers must have a copy of the response sheet when responding on the video.
- If the performer's face cannot be seen, "expression" cannot be evaluated in the rubric. Video "setup" needs to be in a defined space, so the performance and performer can be seen at all times.
- This assessment is a solo/individual performance.

- Performers need to have a three-second “neutral” pause at the end of the performance to indicate a “clear ending.” The student may end “off stage” or “off camera.”
- Students should be prompted to say their full name and their current grade level into the recording device before they begin their performance.
- Both the student performance and response are to be videotaped for this assessment.

### **Recommendations for Time Management**

Teachers may administer the item in the way that is most practical for their classrooms and the allotted time periods. The following three-day model is an example of how to administer the item. This task should be administered in 2 to 3 days. The time frame is based on a 45–60 minute class session for specialists and classroom teachers.

#### **Day One:**

- **10 minutes:** The teacher provides the class with the item and reads it aloud. The students may ask relevant questions. The teacher answers any questions asked.
- **20 minutes:** The students have approximately 20 minutes to create a storyline and pantomime.
- **15 minutes:** Each student performs the pantomime for another student who will provide the student with feedback about his or her performance.

#### **Day Two:**

- **10 minutes:** The students refine and rehearse their pantomimes incorporating feedback received.
- **35 minutes:** Each student performs his or her pantomime for the teacher individually.

#### **Day Three:**

- **20 minutes:** The students prepare their oral or written response.
- **25 minutes:** The teacher records the responses of the students who choose to verbally respond.

### **Test Administration**

Students may have as much time as they need to complete the task. All students who remain productively engaged in the test 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. Students may ask the teacher questions at any time.

The following is the prompt that students will receive. Instruct the students to look at the prompt. 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 10 Washington Classroom-Based Assessment (WCBA) Arts Performance Assessment of Theatre entitled “Auditioning With Pantomime.”**

Read the following student directions aloud.

## **Auditioning With Pantomime**

Your school is holding auditions for the play “Our Town,” which requires all of the characters to use pantomime in their performances. As part of your audition, the director requires you to complete the following task. The results of this task will be used to determine whether you will be cast in the school play.

The director reminds you that **pantomime** is the art of non-verbal communication, or using your body to communicate. You will use the creative process to develop a pantomime. You will create a story line with a beginning, middle, and end and central conflict that is clearly resolved. Your pantomime should not be based upon any character or event in the play. The director will evaluate you on your ability to use emotion and movement to accurately portray the story line that you choose. Your pantomime should be less than two minutes long.

The director requires you to verbally describe the story line and central conflict you developed prior to your audition in one minute or less. After your performance, you will respond and reflect about how you used the creative process to develop your pantomime.

The director wants to see your ability to create an interesting pantomime. In order to be considered for a role in the school play, you must meet the following requirements:

- apply the creative process in the arts:
  - conceptualize the context or purpose;
  - gather information from diverse sources;
  - develop ideas and techniques;
  - organize arts elements, forms, and/or principles into a creative work;
  - reflect for the purpose of elaboration and self-evaluation;
  - refine work based on feedback; and
  - present work to others.
  
- use all of the following movements:
  - gestures;
  - body movements;
  - facial expressions; and
  - posture or stance (how you express the character in the way you stand).



- choose a story line with these elements:
  - a central conflict that is clearly resolved; and
  - a clear beginning, middle, and end.
- create a pantomime of the story line that is less than two minutes long;
- verbally describe the story line you chose to the panel of judges prior to the audition in less than one minute; and
- describe in detail how you developed your pantomime using the creative process.

The director wants you to be able to do the following as a character in the play:

- demonstrate pantomime skills; and
- demonstrate your ability to create new and interesting story lines through the creative process.

Before your audition, you will have 20 minutes to create and develop your pantomime. Once you have created your pantomime, you will share your performance with another person for the purpose of receiving feedback. After receiving feedback, you will have 10 minutes to refine and rehearse your pantomime. After your audition, you will have 20 minutes to respond about your personal creative process.

As you respond to the following instructions, convince the director that you understand and can use the creative process to develop a pantomime. You may choose to respond verbally or in writing. If you choose to respond in writing, you will answer the questions on the response sheet. If you choose to respond verbally, you will answer the questions from the response sheet while being videotaped, and may use notes if you wish. You must include appropriate theatre vocabulary in your response.

**Washington Classroom-Based Assessment (WCBA)**  
**Arts Performance Assessment**  
**Auditioning With Pantomime**  
**Grade 10**  
**Theatre Glossary**

**conflict**—a struggle between two or more opposing forces in a scene or play

**facial expression**—movements of the face that express emotions and/or ideas

**gesture**—an expressive movement of the arms that communicates emotions and/or ideas

**movement**—facial expressions, gestures, and whole-body movements that express and create character

**pantomime**—non-verbal communication; using the body to communicate

**posture/stance**—the position of the limbs and the carriage of the body as a whole while standing or sitting that communicates emotions and/or ideas

## Auditioning With Pantomime

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The director requires you to verbally describe the story line and central conflict you developed prior to your audition in one minute or less. After your performance, you will respond and reflect about how you used the creative process to develop your pantomime.

The director wants to see your ability to create an interesting pantomime. In order to be considered for a role in the school play, you must meet the following requirements:

- apply the creative process in the arts:
  - conceptualize the context or purpose;
  - gather information from diverse sources;
  - develop ideas and techniques;
  - organize arts elements, forms, and/or principles into a creative work;
  - reflect for the purpose of elaboration and self-evaluation;
  - refine work based on feedback; and
  - present work to others.
- use all of the following movements:
  - gestures;
  - body movements;
  - facial expressions; and
  - posture or stance (how you express the character in the way you stand).
- choose a story line with these elements:
  - a central conflict that is clearly resolved; and
  - a clear beginning, middle, and end.

- create a pantomime of the story line that is less than two minutes long;
- verbally describe the story line you chose to the panel of judges prior to the audition in less than one minute; and
- describe in detail how you developed your pantomime using the creative process.

The director wants you to be able to do the following as a character in the play:

- demonstrate pantomime skills; and
- demonstrate your ability to create new and interesting story lines through the creative process.

Before your audition, you will have 20 minutes to create and develop your pantomime. Once you have created your pantomime, you will share your performance with another person for the purpose of receiving feedback. After receiving feedback, you will have 10 minutes to refine and rehearse your pantomime. After your audition, you will have 20 minutes to respond about your personal creative process.

As you respond to the following instructions, convince the director that you understand and can use the creative process to develop a pantomime. You may choose to respond verbally or in writing. If you choose to respond in writing, you will answer the questions on the response sheet. If you choose to respond verbally, you will answer the questions from the response sheet while being videotaped, and may use notes if you wish. You must include appropriate theatre vocabulary in your response.

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

**Conceptualize the context or purpose:**

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**Gather information from diverse sources:**

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**Develop ideas and techniques:**

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**Organize arts elements, forms, and/or principles into creative work:**

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**Reflect for the purpose of elaboration and self-evaluation:**

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**Refine work based on feedback:**

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**Present work to others:**

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**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

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**Second way:**

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**Scoring Guide  
Grade 10 Theatre  
Auditioning With Pantomime  
(2004)**



## Introduction to the Scoring Guide

This booklet includes training sets of anchor, practice, and qualifying sample responses. The responses will be used to instruct teachers how to score student responses using the rubrics provided.

### Rubrics

#### Pantomime Rubric

4	A 4-point response: The student effectively creates a compelling pantomime performance by integrating the following four aspects to clarify the story line: <ul style="list-style-type: none"><li>• gestures,</li><li>• body movements,</li><li>• facial expressions, and</li><li>• posture.</li></ul>
3	A 3-point response: The student meets three of the four criteria above.
2	A 2-point response: The student meets two of the four criteria above.
1	A 1-point response: The student meets one of the four criteria above.
0	A 0-point response: The student meets none of the four criteria above. If the central story line involves a prop, then the score is a zero.

#### Story Structure Rubric

4	A 4-point response: The student's story line contains a clear beginning, middle, and end with a central conflict that is clearly resolved.
3	A 3-point response: The student's story line contains a clear beginning, middle, and end, and a central conflict that is not resolved.
2	A 2-point response: The student's story line contains a central conflict, but does not have a clear beginning, middle, or end.
1	A 1-point response: The student's story line does not contain a central conflict.
0	A 0-point response: The student has no conflict and no story.

#### Response Rubric

4	A 4-point response: The student demonstrates all of the criteria listed below: <ul style="list-style-type: none"><li>• describes a process used to create the pantomime,</li><li>• states two goals for improvement for his or her performance,</li><li>• gives evidence from the performance to support the improvement plan, and</li><li>• uses theatre vocabulary correctly.</li></ul>
3	A 3-point response: The student demonstrates three of the four criteria listed above.
2	A 2-point response: The student demonstrates two of the four criteria listed above.
1	A 1-point response: The student demonstrates one of the four criteria listed above.
0	A 0-point response: The student demonstrates none of the four criteria listed above.

## Scoring Notes

The following Scoring Notes should be used as a guideline when scoring this item.

1. For the Pantomime Rubric, students will be scored only if they follow rules of pantomime. In other words, if a student incorporates a prop into their pantomime *as a part of the central conflict*, the performance is no longer pantomime and no points will be earned for this rubric. If a prop is only superficially used, however, that will be ignored and the student will be scored normally based on the merits of gestures, body movements, facial expressions, and posture.
2. For the Story Structure Rubric, in order for the performance to be considered a story, the student must establish *both* character and setting in order for the performance to be considered a story. Until the viewer can ascertain who the character is (a student *or* someone taking a walk *or* a gardener, etc.) and where he or she is, no credit will be given on this rubric.
3. For the Story Structure Rubric, the main event in a pantomime is not necessarily a conflict; every insignificant event will not automatically be considered a conflict.
4. For the Response Rubric 1st bullet (describing the creative process in the developing of the pantomime), the student does not need to describe the use of all seven steps to earn credit. Credit is earned for discussing whichever of the steps he or she may have used.
5. For the Response Rubric 3rd bullet (giving evidence *from the performance* to support the improvement plan), the student needs only to give evidence for *one* of the improvement ideas, not both, to be credited for this point. Also, the evidence has to get at “how” the performance would be improved, not just when or where it would be.

## **Anchor Responses and Annotations**

### **Student Samples Scoring Note**

Some of the samples include student work, which illustrate how students interpreted the directions. Student responses are authentic and may contain spelling errors in order to demonstrate the type of response a teacher would see and score. Authentic work during scoring training allows scorers to see that grammar and spelling are not considered when a score is given, unless the scorer is unable to interpret its meaning.

### **Purpose of Anchor Set**

The set of anchor responses is made up of exemplars, examples of student responses at each score point. Each anchor response has been previously scored and includes an annotation that provides an explanation about the rationale for scoring.

## Anchor #1

### Sample response for “Auditioning With Pantomime”:

#### A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.

The conflict is the anxiety that is love. I am a nervous wreck about proposing to my boyfriend. I would past his house I'm so stressed out. I hesitate at the door and finally decide to knock. He tares and takes a while to answer, but he finally does. I get on one knee a propose my undying love and longing. He accepts.

##### 1) **Conceptualize the context or purpose**

The concept is to show how you can over come the anxiety of love. The concept of the piece is to show the anxiety in love and how it is overcome.

##### 2) **Gather information from diverse sources**

The idea of proposing to an ex of mine. I got this idea from putting many thoughts together and combing them as one. I gathered information from my thoughts. I first thought of proposing and them my ideas flowed form there.

##### 3) **Develop ideas and techniques**

I used sense work in this pantomine. (the rug, door knocker ect. . . ) I used the sense work in the piece for the ring box and the door knob. Also I visualize the steps and the door, making them part of my given circumstances. I developed the idea of proposing from and ex-boyfriend of mine.

##### 4) **Organize arts elements, forms, and/or principles into a creative work**

I started w/the idea of a proposal and worked from there. Many elements grew from that. I use the principles of acting, sense work, personalization, and creative ideas.

##### 5) **Reflect for the purpose of elaboration and self-evaluation**

show nervous energy in relationships. The purpose is to show nervous energy in relationships

##### 6) **Refine work based on feedback**

More facial nervousness and expressions. I developed more nervous feeling, that produced more facial expressions.

##### 7) **Present work to others**

Presenting to my partner helped me b/c she gave my great feedback

#### B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.

First, I would have taken a longer time to fully put myself into the given circumstances. Even though I was nervous about proposing I could have slowed down a bit and had more expression of anxiety. Also, I could have felt more releif at the end.

## **Anchor #1 Annotation**

### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture. Although this student does put her hand into her real pocket at some point, that tiny mistake (student shouldn't have used her actual pocket but simply pantomimed the use of a pocket) does not take away from the overall effectiveness of her performance.

### **Story Structure Rubric Score: 4**

This response earns the score of 4 on the Story Structure Rubric for performing a story with a clear beginning, middle, and end that also includes an obvious conflict and clear resolution.

### **Response Rubric Score: 4**

This response earns the score of 4 on the Response Rubric for explaining the student's use of the creative process (this student clearly explains her use of all seven steps) and for correctly using theatre vocabulary. Additionally, the response earns full credit as it includes the student's idea for at least two improvements in her performance (she actually includes three: "take more time...slow down...show more relief at the end") with evidence from the performance to support her improvement plan.

**Anchor #2**

**Sample response for “Auditioning With Pantomime”:**

*Note: Student provided oral response.*

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

- 1) Conceptualize the context or purpose**
- 2) Gather information from diverse sources**
- 3) Develop ideas and techniques**
- 4) Organize arts elements, forms, and/or principles into a creative work**
- 5) Reflect for the purpose of elaboration and self-evaluation**
- 6) Refine work based on feedback**
- 7) Present work to others**

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

## **Anchor #2 Annotation**

### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture.

### **Story Structure Rubric Score: 4**

This response earns the score of 4 on the Story Structure Rubric for performing a story with a clear beginning, middle, and end that also includes an obvious conflict and clear resolution.

### **Response Rubric Score: 4**

This response earns the score of 4 on the Response Rubric for explaining the student's use of the creative process and for correctly using theatre vocabulary (including "movement," "focus," "constancy of object," "facial expression"). Additionally, the response earns full credit as it includes the student's idea for at least two improvements in her performance ("more reaction," "more facial expression") with evidence from the performance to support her improvement plan.

### **Anchor #3**

#### **Sample response for “Auditioning With Pantomime”:**

#### **A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

##### **1) Conceptualize the context or purpose**

I developed any idea for the purpose of discovering any instincts of Pantomime. My conflict that resulted from that development was something that I could easily relate to—missing the bus. From this project, pantomime skills prove to be very useful in keeping you focused & concentrated on you work.

##### **2) Gather information from diverse sources**

I decided to take on a conflict that would have very natural physical actions—so I could first get a feel for the style of pantomime. As I got used to the work, I was able to add on more ideas & concepts.

##### **3) Develop ideas and techniques**

My ideas stayed small—so any work could stay focused & natural. My technique stayed to concentration of the action.

##### **4) Organize arts elements, forms, and/or principles into a creative work**

I used focus, concentration, & sense-work to develop any pantomime.

##### **5) Reflect for the purpose of elaboration and self-evaluation**

I noticed which problem areas seemed awkward for me, & I was able to apply that information the second time through as I relaxed into those moments.

##### **6) Refine work based on feedback**

The feedback given was slowing down. I applied that feedback & was able to stay more focused.

##### **7) Present work to others**

I worked with Alexis

#### **B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

1. I would take more time to focus on my reactions to each circumstance.
2. I would use the physical actions to become more natural in my work. (i.e., putting on makeup, ect...) This would help any focus as well as any instincts in the work.



### **Anchor #3 Annotation**

#### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture. Although this student simply plays herself as a character, she nonetheless performs a precise pantomime. The small mistake of her miming talking, however, does not take away from the overall effectiveness of her pantomime performance.

#### **Story Structure Rubric Score: 4**

This response earns the score of 4 on the Story Structure Rubric for performing a story with a clear beginning, middle, and end that also includes an obvious conflict and clear resolution. It should be noted that although this story is not particularly exciting, it is clear and well-organized and hence earns full credit.

#### **Response Rubric Score: 3**

This response earns the score of 3 on the Response Rubric for explaining the student's use of the creative process and for correctly using theatre vocabulary (including "focus," "technique," "concentration," "sense-work") and for including the student's idea for at least two improvements in her performance (including incorporating more reaction time in her movements and more natural physical actions). However, the response does not earn full credit as the student does not give evidence from the performance to support her improvement plan.

## **Anchor #4**

### **Sample response for “Auditioning With Pantomime”:**

#### **A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

##### **1) Conceptualize the context or purpose**

My scene was about a woman going frantically around the house with a newborn baby. I chose this context of purpose because I felt that it was a typical day of actions that happens to a mother and I also felt that it had a good beginning middle and end.

##### **2) Gather information from diverse sources**

Gathering information from diverse sources was seeing it happen to Mothers in movies and I thought that it would be a good conflict.

##### **3) Develop ideas and techniques**

I developed ideas and techniques by showing what certain ways should the mother show the reasons why she is getting frantic. Which was by the phone, the doorbell, cooking, kids upstairs, and feeding the baby.

##### **4) Organize arts elements, forms, and/or principles into a creative work**

Organizing art elements, forms, etc., I first decided to use a lot of expression because it went with my pantomime and how explain the situation.

##### **5) Reflect for the purpose of elaboration and self-evaluation**

I think that I did well on thinking about my pantomime scene and my different conflicts, but I did not so well acting it because I went to fast and freaked out.

##### **6) Refine work based on feedback**

I refined my work after I performed it to a class member by changing some of my facial expressions and making them a little more obvious.

##### **7) Present work to others**

When I presented my work to the class I felt that I didn't focus enough and went to fast.

#### **B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

If I were going to present my pantomime again I would focus more on main points I wanted to show the audience and I would also not be so intimidated when I went up to perform.

## **Anchor #4 Annotation**

### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture. Although it is somewhat difficult to see the student's facial expressions due to the poor video quality, the response is credited for facial expressions as the student did seem to be incorporating them.

### **Story Structure Rubric Score: 3**

This response earns the score of 3 on the Story Structure Rubric for performing a story with a clear beginning, middle, and end that also includes an obvious conflict (a woman overwhelmed with her duties around the house). However, full credit is not awarded for this response as a resolution to the conflict is never made clear.

### **Response Rubric Score: 3**

This response earns the score of 3 on the Response Rubric for explaining the student's use of the creative process and for the correct use of theatre vocabulary (including "focus," "expression," "pantomime"), and for including the student's idea for at least two improvements in her performance (to "focus more" and be "less intimidated"). However, the response does not earn full credit as the student does not give evidence from the performance to support her improvement plan.

## **Anchor #5**

### **Sample response for “Auditioning With Pantomime”:**

#### **A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

**1) Conceptualize the context or purpose**

I displayed the anger & emotion of hatred & confusion

**2) Gather information from diverse sources**

The school and the activities that take place within it were my source

**3) Develop ideas and techniques**

I mixed my ideas with looking for the object by showing half cartoon half real life situations.

**4) Organize arts elements, forms, and/or principles into a creative work**

I put them all together at the last second and prayed it worked.

**5) Reflect for the purpose of elaboration and self-evaluation**

I think I did a darn good job with most of the pantomime

**6) Refine work based on feedback**

See above statement

**7) Present work to others**

I was a little nervous but that's to be expected basically I think that this can work.

#### **B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

I would take a bit more time searching under benches and I would talk louder at the beginning

## **Anchor #5 Annotation**

### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture. Although this student uses his pocket as a pocket and uses the wall behind him, those instances are not significant enough parts of the central conflict to take away from the overall effectiveness of the performance.

### **Story Structure Rubric Score: 4**

This response earns the score of 4 on the Story Structure Rubric for performing a story with a clear beginning, middle, and end that also includes an obvious conflict and clear resolution.

### **Response Rubric Score: 1**

This response earns the score of 1 on the Response Rubric for explaining the student's use of the creative process. However, no further points are awarded as the student does not use theatre vocabulary in his response (simply saying "pantomime," which is part of the prompt, is not enough to earn this point). The student does not provide two goals for improvement (only "more time" would be credited as "talking louder" is not a reasonable goal for *pantomime*). In addition, the response does not include evidence from the performance to support his improvement plan.

**Anchor #6**

**Sample response for “Auditioning With Pantomime”:**

*Note: Student provided oral response.*

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

- 1) Conceptualize the context or purpose**
- 2) Gather information from diverse sources**
- 3) Develop ideas and techniques**
- 4) Organize arts elements, forms, and/or principles into a creative work**
- 5) Reflect for the purpose of elaboration and self-evaluation**
- 6) Refine work based on feedback**
- 7) Present work to others**

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

## **Anchor #6 Annotation**

### **Pantomime Rubric Score: 3**

This response earns the score of 3 on the Pantomime Rubric for creating a pantomime through the use of the following three elements: gestures, body movements, and facial expressions. The response is not awarded full credit, however, as the student does not clearly incorporate posture in the performance. This student simply seems to play himself without using posture to enhance the pantomime.

### **Story Structure Rubric Score: 1**

This response earns the score of 1 on the Story Structure Rubric for performing a story with a clear beginning, which becomes obvious when character and setting are established (a boy is sitting, distracted, at his desk). However, no further points are awarded as the story remains unclear, and what happens next is not obvious to the viewer. There is not a clear conflict or resolution, and the unclear events mean that the viewer doesn't know what is happening throughout the middle and end of the performance.

### **Response Rubric Score: 4**

This response earns the score of 4 on the Response Rubric for explaining the student's use of the creative process and for correctly using theatre vocabulary (including "focus," "character," "facial expression"). Additionally, the response earns full credit as it includes the student's idea for at least two improvements in his performance (including adding more expression and actions, as well as slowing down) with evidence from the performance to support his improvement plan.

## **Anchor #7**

### **Sample response for “Auditioning With Pantomime”:**

#### **A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

##### **1) Conceptualize the context or purpose**

I did a pantomime of something we do everyday. I picked cooking and what I was cooking caught on fire. I tried to put it out and my sleeve caught on fire.

##### **2) Gather information from diverse sources**

I had Katie watch my pantomime and at first she told me to make my pantomime shorter. Next I did it in front of Nichole who said what I did was good. I need to handle objects more. And some people didn't tell me what they thought about it.

##### **3) Develop ideas and techniques**

With every comment I took out things and improved on techniques. You have to pay attention where everything is if you don't you could walk through it. To hold on to all sides of an object as if it was in front of you.

##### **4) Organize arts elements, forms, and/or principles into a creative work**

Which has a beginning, middle, and an end. I saw my sister cooking and she always burns what she was cooking. So I thought to my sister when doing my pantomime. First get something cooking without paying attention to what she is doing. Then it catches on fire and I try to put it out and instead I catch on fire. I roll around to put the fire out.

##### **5) Reflect for the purpose of elaboration and self-evaluation**

I practiced the pantomime a few times. Changed it with every practice. I changed it and tried to make it a little more realistic.

##### **6) Refine work based on feedback**

I cut my pantomime in half because someone said it was too long. They also said I need a problem so it had to do with cooking and the only thing I could think of was something to catch on fire.

##### **7) Present work to others**

#### **B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

I would take more time and pay attention to what I'm doing. The few objects that I do handle I should 'handle' them as if they were those objects instead of air.



## **Anchor #7 Annotation**

### **Pantomime Rubric Score: 2**

This response earns the score of 2 on the Pantomime Rubric for creating a pantomime through the use of the following two elements: gestures and body movements. The response is not awarded further credit, however, as the student does not clearly incorporate facial expressions (the student maintains a neutral expression throughout) or posture (not using whole body movement to create character) into the performance.

### **Story Structure Rubric Score: 2**

This response earns the score of 2 on the Story Structure Rubric for performing a story with an obvious beginning and middle, but that becomes confusing as the story progresses. Although there is also a clear conflict in the story, the somewhat confusing events at the end of the performance means that the response is not credited for either having a clear ending *or* a resolution to the conflict.

### **Response Rubric Score: 2**

This response earns the score of 2 on the Response Rubric for explaining the student's use of the creative process and for correctly describing two ways to improve the performance ("take my time more" and handling the objects like they were objects "instead of air"). The response, however, earns no further credit as it does not give evidence from the performance to support that improvement plan and it does not incorporate the correct use of theatre vocabulary.

**Anchor #8**

**Sample response for “Auditioning With Pantomime”:**

*Note: Student provided oral response.*

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

- 1) Conceptualize the context or purpose**
- 2) Gather information from diverse sources**
- 3) Develop ideas and techniques**
- 4) Organize arts elements, forms, and/or principles into a creative work**
- 5) Reflect for the purpose of elaboration and self-evaluation**
- 6) Refine work based on feedback**
- 7) Present work to others**

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

## **Anchor #8 Annotation**

### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture.

### **Story Structure Rubric Score: 1**

This response earns the score of 1 on the Story Structure Rubric for performing a story with a clear beginning and a clear ending. However, no further points are awarded as the middle of the story remains unclear and because there is not an obvious conflict in the story.

### **Response Rubric Score: 1**

This response earns the score of 1 on the Response Rubric for correctly describing two ways to improve the performance (by making “clearer transitions” between the sleep and dream, and by showing more emotion). The response, however, earns no further credit as its description of the creative process is too vague to be credited. The response does not incorporate the use of theatre vocabulary, and no evidence is given in support of the improvement plan.

## **Anchor #9**

### **Sample response for “Auditioning With Pantomime”:**

#### **A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

##### **1) Conceptualize the context or purpose**

I applied the creative process in this pantomime project in several ways. I was asked to pantomime something with a beginning, middle, and end. It also had to have a conflict that had to be resolved. I had to keep it under two minutes as well.

##### **2) Gather information from diverse sources**

I gathered information from past experiences. I know from experience if you fall asleep with gum in your mouth you usually wake up with it in your hair. I also know you probably won't realize their's gum in you hair unless your brushing it out.

##### **3) Develop ideas and techniques**

I developed my techniques by changing my pantomime a little.

##### **4) Organize arts elements, forms, and/or principles into a creative work**

I first did my pantomime having the conflict be having a knot in my hair. This I changed it to having gum stuck in my hair instead. I the beginning of this pantomime I'm brushing my air. During the middle of it I realize I have gum stuck in it. At the end of my pantomime I get the gum out of my hair and fix it up a bit.

##### **5) Reflect for the purpose of elaboration and self-evaluation**

I thought I could have picked something a little more exciting to do for this project. But, I picked to do this because it's something I do everyday. Another reason I chose to brush my hair is because I'm not that great at pantomiming, so I wanted to keep it simple. When I had my friend watch my pantomime before presenting it she made the suggestion of having gum stuck in my hair. She also thought I should get the gum out b using scissors to cut it out. I used her idea to have gum in my hair, but I didn't think it was a good idea to cut it out with scissors.

##### **6) Refine work based on feedback**

When I did my pantomime in front of the class I felt really dumb. I didn't like how I did my pantomime at all, but some people thought it was good. So then I didn't feel so bad about it.

##### **7) Present work to others**

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

If I were to do my pantomime again I would improve a couple of things. One thing I would improve would be to act more mad about finding gum in my hair. Instead of being kind of nonchalant about it. Another thing I would improve upon would be how I threw away the gum I got out of my hair. I think I would make it harder for the gum to get off of my fingers when I'm throwing it in the trash. Those are two ways I would improve my pantomime if I did it again.

**Anchor #9 Annotation**

**Pantomime Rubric Score: 0**

This response earns the score of 0 on the Pantomime Rubric because its central conflict (getting gum in hair) includes the use of a prop (the hair). Using a prop as part of the central conflict means the performance is not actually a pantomime, and therefore no credit can be awarded.

**Story Structure Rubric Score: 1**

This response earns the score of 1 on the Story Structure Rubric for performing a story that may include a beginning, middle, and end but does not include a clear conflict. Although, something negative does happen in the story, a single event is not necessarily considered a conflict. Therefore, no further points are awarded because there is not an obvious conflict in the story.

**Response Rubric Score: 3**

This response earns the score of 3 on the Response Rubric for explaining the student's use of the creative process, for including her idea for at least two improvements in the performance (acting more emotional and doing more with the gum detail), and for giving evidence from the performance to support the improvement plan. However, the response does not earn full credit as the student does not incorporate the use of theatre vocabulary into her response (just saying "pantomime," which is in the prompt, is not enough to earn this point).

## **Anchor #10**

### **Sample response for “Auditioning With Pantomime”:**

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

**1) Conceptualize the context or purpose**

To wipe off your hands before you drum

**2) Gather information from diverse sources**

Thought of from past experiences

**3) Develop ideas and techniques**

I developed my techniques by changing my pantomime a little.

**4) Organize arts elements, forms, and/or principles into a creative work**

Playing the drums

**5) Reflect for the purpose of elaboration and self-evaluation**

practice and good ideas

**6) Refine work based on feedback**

I did O.K. could have done better

**7) Present work to others**

Presented to the teacher

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

If I were to put more time into it, it would be more successful.

## **Anchor #10 Annotation**

### **Pantomime Rubric Score: 2**

This response earns the score of 2 on the Pantomime Rubric for creating a pantomime through the use of the following two elements: gestures and facial expressions. The response is not awarded further credit, however, as the student does not clearly incorporate body movements (no change of levels, no locomotor movement) or posture (little is done physically to create character) into the performance.

### **Story Structure Rubric Score: 1**

This response earns the score of 1 on the Story Structure Rubric for performing a story that may include a beginning, middle, and end but does not include a clear conflict; although something does happen in the story, an undeveloped single event is not necessarily considered a conflict. Therefore, no further points are awarded because there is not an obvious conflict in the story.

### **Response Rubric Score: 0**

This response earns the score of 0 on the Response Rubric as it does not clearly describe the creative process, does not incorporate the use of theatre vocabulary, and provides only one goal for improvement (“put more time into it”) which is not supported with evidence from the performance.

## Purpose of Practice Set and Scoring Table

The practice set of responses is used during scoring practice. Teachers will score the practice responses before comparing their scores to the Answer Key in the back of the booklet. Annotations are provided after the Answer Key to explain the rationale for scoring. After scoring items using the rubrics provided, scores should be entered into the table below.

	<b>Pantomime Score</b>	<b>Story Structure Score</b>	<b>Response Score</b>
<b>Practice #1</b>			
<b>Practice #2</b>			
<b>Practice #3</b>			
<b>Practice #4</b>			
<b>Practice #5</b>			
<b>Practice #6</b>			
<b>Practice #7</b>			
<b>Practice #8</b>			
<b>Practice #9</b>			
<b>Practice #10</b>			
<b>Practice #11</b>			
<b>Practice #12</b>			



## Rubrics

### Pantomime Rubric

4	A 4-point response: The student effectively creates a compelling pantomime performance by integrating the following four aspects to clarify the story line: <ul style="list-style-type: none"><li>• gestures,</li><li>• body movements,</li><li>• facial expressions, and</li><li>• posture.</li></ul>
3	A 3-point response: The student meets three of the four criteria above.
2	A 2-point response: The student meets two of the four criteria above.
1	A 1-point response: The student meets one of the four criteria above.
0	A 0-point response: The student meets none of the four criteria above. If the central story line involves a prop, then the score is a zero.

### Story Structure Rubric

4	A 4-point response: The student's story line contains a clear beginning, middle, and end with a central conflict that is clearly resolved.
3	A 3-point response: The student's story line contains a clear beginning, middle, and end, and a central conflict that is not resolved.
2	A 2-point response: The student's story line contains a central conflict, but does not have a clear beginning, middle, or end.
1	A 1-point response: The student's story line does not contain a central conflict.
0	A 0-point response: The student has no conflict and no story.

### Response Rubric

4	A 4-point response: The student demonstrates all of the criteria listed below: <ul style="list-style-type: none"><li>• describes a process used to create the pantomime,</li><li>• states two goals for improvement for his or her performance,</li><li>• gives evidence from the performance to support the improvement plan, and</li><li>• uses theatre vocabulary correctly.</li></ul>
3	A 3-point response: The student demonstrates three of the four criteria listed above.
2	A 2-point response: The student demonstrates two of the four criteria listed above.
1	A 1-point response: The student demonstrates one of the four criteria listed above.
0	A 0-point response: The student demonstrates none of the four criteria listed above.

## Practice Set

### Practice #1

**Example of a sample response for “Auditioning With Pantomime”:**

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

*Note: Student provided oral response.*

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

- 1) **Conceptualize the context or purpose**
- 2) **Gather information from diverse sources**
- 3) **Develop ideas and techniques**
- 4) **Organize arts elements, forms, and/or principles into a creative work**
- 5) **Reflect for the purpose of elaboration and self-evaluation**
- 6) **Refine work based on feedback**
- 7) **Present work to others**

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

**Training Notes** (space available for teacher to take notes):

## **Practice #2**

**Example of a sample response for “Auditioning With Pantomime”:**

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

**1) Conceptualize the context or purpose**

I showed the problem

**2) Gather information from diverse sources**

**3) Develop ideas and techniques**

**4) Organize arts elements, forms, and/or principles into a creative work**

**5) Reflect for the purpose of elaboration and self-evaluation**

**6) Refine work based on feedback**

**7) Present work to others**

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

**Training Notes** (space available for teacher to take notes):

### **Practice #3**

**Example of a sample response for “Auditioning With Pantomime”:**

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

*Note: Student provided oral response.*

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

- 1) Conceptualize the context or purpose**
- 2) Gather information from diverse sources**
- 3) Develop ideas and techniques**
- 4) Organize arts elements, forms, and/or principles into a creative work**
- 5) Reflect for the purpose of elaboration and self-evaluation**
- 6) Refine work based on feedback**
- 7) Present work to others**

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

**Training Notes** (space available for teacher to take notes):

## Practice #4

### Example of a sample response for “Auditioning With Pantomime”:

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

#### A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.

##### 1) Conceptualize the context or purpose

I was putting on makeup, and I put on the complete wrong color of lipstick. I can't get it off, and in the process I ruin all of my makeup. I re-do it.

##### 2) Gather information from diverse sources

I have often done my makeup wrong and then had to re-do it.

##### 3) Develop ideas and techniques

I took the exact way I normally respond to things, and exemplified it without words.

##### 4) Organize arts elements, forms, and/or principles into a creative work

I have been told to be more clear with my technique, so I made it clear. I used what I know about sensory work.

##### 5) Reflect for the purpose of elaboration and self-evaluation

I didn't do that.

##### 6) Refine work based on feedback

I was told to make everything bigger. I did that.

##### 7) Present work to others

I did it for my partner.

#### B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.

I would try not to laugh as much, and I would slow down. I would also use more expression.

**Training Notes** (space available for teacher to take notes):

## Practice #5

### Example of a sample response for “Auditioning With Pantomime”:

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

#### A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.

**1) Conceptualize the context or purpose**

I did this to express the adaptation of rage in the human psyche.

**2) Gather information from diverse sources**

I used information from stories I have heard from others.

**3) Develop ideas and techniques**

I did things in front of a mirror to find out what I liked.

**4) Organize arts elements, forms, and/or principles into a creative work**

I took all of my accumulated experience and turned it into a piece of art.

**5) Reflect for the purpose of elaboration and self-evaluation**

I took the basic movements I liked, then I tried to create a dynamic character.

**6) Refine work based on feedback**

I had people tell me what they thought. Things like unclear movements were fixed.

**7) Present work to others**

I presented it on video.

#### B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.

would have been more precise about things like the money and door. I would have clarifies my hand gestures

**Training Notes** (space available for teacher to take notes):

## Practice #6

### Example of a sample response for “Auditioning With Pantomime”:

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

#### A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.

**1) Conceptualize the context or purpose**

It was a situation that at one point of time everyone is in.

**2) Gather information from diverse sources**

I got information from a monologue, and movies in which people had an interview.

**3) Develop ideas and techniques**

I was nervous then embarrassed after I ate my dessert.

**4) Organize arts elements, forms, and/or principles into a creative work**

I shook my employer's hand and behaved appropriately in that situation.

**5) Reflect for the purpose of elaboration and self-evaluation**

mine should have been longer

**6) Refine work based on feedback**

Make everything bigger

**7) Present work to others**

#### B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.

1. Make it longer, decide exactly what I was saying to my employer. Add perhaps another conflict.
2. Make everything bigger—Exaggerate movements to make what was going on and the purpose more clear.

**Training Notes** (space available for teacher to take notes):

## **Practice #7**

**Example of a sample response for “Auditioning With Pantomime”:**

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

- 1) Conceptualize the context or purpose**
- 2) Gather information from diverse sources**
- 3) Develop ideas and techniques**
- 4) Organize arts elements, forms, and/or principles into a creative work**
- 5) Reflect for the purpose of elaboration and self-evaluation**
- 6) Refine work based on feedback**
- 7) Present work to others**

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

I would get some props + practice more

**Training Notes** (space available for teacher to take notes):



## **Practice #8**

**Example of a sample response for “Auditioning With Pantomime”:**

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

*Note: Student provided oral response.*

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

- 1) Conceptualize the context or purpose**
- 2) Gather information from diverse sources**
- 3) Develop ideas and techniques**
- 4) Organize arts elements, forms, and/or principles into a creative work**
- 5) Reflect for the purpose of elaboration and self-evaluation**
- 6) Refine work based on feedback**
- 7) Present work to others**

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

**Training Notes** (space available for teacher to take notes):

## Practice #9

### Example of a sample response for “Auditioning With Pantomime”:

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

#### A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.

**1) Conceptualize the context or purpose**

Searching for the perfect present for my boyfriend.

**2) Gather information from diverse sources**

I looked at many thing I saw as very simple to potray.

**3) Develop ideas and techniques**

I thought of how I'd act in different situations.

**4) Organize arts elements, forms, and/or principles into a creative work**

I imagined out mall and the different stores to make a layout.

**5) Reflect for the purpose of elaboration and self-evaluation**

I think that is was an okay performance but maybe to rushed

**6) Refine work based on feedback**

I would have been more precise in my movement.

**7) Present work to others**

I presented it and made to sure enough get my story across.

#### B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.

If I presented my pantomime again I would be more realistic in the Walking frantically down the halls looking for my wallet. I would also make more obstacles to have more of a realistic thought to it.

**Training Notes** (space available for teacher to take notes):

## **Practice #10**

**Example of a sample response for “Auditioning With Pantomime”:**

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

*Note: Student provided oral response.*

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

- 1) Conceptualize the context or purpose**
- 2) Gather information from diverse sources**
- 3) Develop ideas and techniques**
- 4) Organize arts elements, forms, and/or principles into a creative work**
- 5) Reflect for the purpose of elaboration and self-evaluation**
- 6) Refine work based on feedback**
- 7) Present work to others**

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

**Training Notes** (space available for teacher to take notes):

## Practice #11

### Example of a sample response for “Auditioning With Pantomime”:

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

#### A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.

##### 1) **Conceptualize the context or purpose**

In my pantomime I put my socks and shoes on and my right sock ripped. I got up and got new socks. I sat back down and put the new sock on. Then, I put my shoes on.

##### 2) **Gather information from diverse sources**

The way that I found out what I was going to do was I thought about everyday things that I do. I thought about that, and then I thought about things that wouldn't be “that” easy to, but they looked like. I came up with the sock rip thing.

##### 3) **Develop ideas and techniques**

I had one idea and it was the sock one. The only thing that took me a while was creating a conflict. Thought about my shoe being too small, but I couldn't think of how to express that.

##### 4) **Organize arts elements, forms, and/or principles into a creative work**

I organized the plot by thinking of the order that I wanted to do things. Like if how I wanted to get my shoes after I put my socks on.

##### 5) **Reflect for the purpose of elaboration and self-evaluation**

I emphasized a main part in my pantomime. It was my conflict. When I ripped my sock I think I did that okay. I think that I could of went slower, or add another beginning.

##### 6) **Refine work based on feedback**

Some people told me that it was kind of hard to understand what I was doing when I ripped my sock. So I fixed that.

##### 7) **Present work to others**

I showed my work to Lee to practice and get his opinion of how he thought I did. I also presented my work to the video camera and the class.

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

If I were to present my pantomime again, I would have done it slower and maybe add another part. I would add more time to make it more interesting and I would maybe add another part so I could also make it more interesting. I think that I might of add a time rush, to make me go faster or something.

**Training Notes** (space available for teacher to take notes):

## **Practice #12**

### **Example of a sample response for “Auditioning With Pantomime”:**

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

#### **A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

**1) Conceptualize the context or purpose**

The purpose is to learn a lesson

**2) Gather information from diverse sources**

My mom helped me think of it.

**3) Develop ideas and techniques**

Banana peels

**4) Organize arts elements, forms, and/or principles into a creative work**

Try hard and practice.

**5) Reflect for the purpose of elaboration and self-evaluation**

My pantomime wasn't very good, but I tried to.

**6) Refine work based on feedback**

I don't know what this means, but I think I did okay, but not too well.

**7) Present work to others**

I presented my work to the teacher and her camera

#### **B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

Practicing more, and being more enthusiastic

**Training Notes** (space available for teacher to take notes):

## Purpose of Qualifying Set and Scoring Table

The qualifying set of responses is used to determine a scorer's consistency with scores provided by scoring experts. Teachers will score the qualifying responses before comparing their scores to the Answer Key in the back of the booklet. Annotations are provided after the Answer Key to explain the rationale for scoring. After scoring items using the rubrics provided, scores should be entered into the table below.

	<b>Pantomime Score</b>	<b>Story Structure Score</b>	<b>Response Score</b>
<b>Qualifying #1</b>			
<b>Qualifying #2</b>			
<b>Qualifying #3</b>			
<b>Qualifying #4</b>			
<b>Qualifying #5</b>			
<b>Qualifying #6</b>			
<b>Qualifying #7</b>			
<b>Qualifying #8</b>			
<b>Qualifying #9</b>			
<b>Qualifying #10</b>			

## Rubrics

### Pantomime Rubric

4	A 4-point response: The student effectively creates a compelling pantomime performance by integrating the following four aspects to clarify the story line: <ul style="list-style-type: none"><li>• gestures,</li><li>• body movements,</li><li>• facial expressions, and</li><li>• posture.</li></ul>
3	A 3-point response: The student meets three of the four criteria above.
2	A 2-point response: The student meets two of the four criteria above.
1	A 1-point response: The student meets one of the four criteria above.
0	A 0-point response: The student meets none of the four criteria above. If the central story line involves a prop, then the score is a zero.

### Story Structure Rubric

4	A 4-point response: The student's story line contains a clear beginning, middle, and end with a central conflict that is clearly resolved.
3	A 3-point response: The student's story line contains a clear beginning, middle, and end, and a central conflict that is not resolved.
2	A 2-point response: The student's story line contains a central conflict, but does not have a clear beginning, middle, or end.
1	A 1-point response: The student's story line does not contain a central conflict.
0	A 0-point response: The student has no conflict and no story.

### Response Rubric

4	A 4-point response: The student demonstrates all of the criteria listed below: <ul style="list-style-type: none"><li>• describes a process used to create the pantomime,</li><li>• states two goals for improvement for his or her performance,</li><li>• gives evidence from the performance to support the improvement plan, and</li><li>• uses theatre vocabulary correctly.</li></ul>
3	A 3-point response: The student demonstrates three of the four criteria listed above.
2	A 2-point response: The student demonstrates two of the four criteria listed above.
1	A 1-point response: The student demonstrates one of the four criteria listed above.
0	A 0-point response: The student demonstrates none of the four criteria listed above.



## Qualifying Set

### Qualifying #1

**Example of a sample response for “Auditioning With Pantomime”:**

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

**1) Conceptualize the context or purpose**

I wanted to find something with a conflict and resolution.

**2) Gather information from diverse sources**

I had to ask boys how to play catch

**3) Develop ideas and techniques**

I had to play catch to play it in my pantomime.

**4) Organize arts elements, forms, and/or principles into a creative work**

figure out how to solve it

**5) Reflect for the purpose of elaboration and self-evaluation**

I felt catch wasn't working

**6) Refine work based on feedback**

I got comments on playing catch

**7) Present work to others**

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

I would have worked on catch even more. Throwing a ball is really hard my resolution might be different

**Training Notes** (space available for teacher to take notes):

## **Qualifying #2**

**Example of a sample response for “Auditioning With Pantomime”:**

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

*Note: Student provided oral response.*

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

- 1) Conceptualize the context or purpose**
- 2) Gather information from diverse sources**
- 3) Develop ideas and techniques**
- 4) Organize arts elements, forms, and/or principles into a creative work**
- 5) Reflect for the purpose of elaboration and self-evaluation**
- 6) Refine work based on feedback**
- 7) Present work to others**

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

**Training Notes** (space available for teacher to take notes):

### **Qualifying #3**

**Example of a sample response for “Auditioning With Pantomime”:**

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

*Note: Student provided oral response.*

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

- 1) Conceptualize the context or purpose**
- 2) Gather information from diverse sources**
- 3) Develop ideas and techniques**
- 4) Organize arts elements, forms, and/or principles into a creative work**
- 5) Reflect for the purpose of elaboration and self-evaluation**
- 6) Refine work based on feedback**
- 7) Present work to others**

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

**Training Notes** (space available for teacher to take notes):

## Qualifying #4

### Example of a sample response for “Auditioning With Pantomime”:

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

#### **A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

**1) Conceptualize the context or purpose**

I came up with 3 ideas, this one seemed to make more sense out of the 3

**2) Gather information from diverse sources**

I always have trouble deciding what to wear, that's how I came up with my idea

**3) Develop ideas and techniques**

One technique I used was scenes work

**4) Organize arts elements, forms, and/or principles into a creative work**

When I was brain storming my Ideas

**5) Reflect for the purpose of elaboration and self-evaluation**

**6) Refine work based on feedback**

**7) Present work to others**

#### **B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

I would have a beginning middle and end, which I failed to have, I would chose a more interesting conflict.

**Training Notes** (space available for teacher to take notes):

## Qualifying #5

### Example of a sample response for “Auditioning With Pantomime”:

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

#### A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.

**1) Conceptualize the context or purpose**

My purpose was stealthfully carrying out my mission (baking cookies) w/o the knowledge of my parents & babysitter.

**2) Gather information from diverse sources**

Character movements—gradeschool children—kitchen layout based on my own

**3) Develop ideas and techniques**

order of baking cookies—personal recall

**4) Organize arts elements, forms, and/or principles into a creative work**

Creative use of ordinary events in a suspenseful sequence in the eyes of a child

**5) Reflect for the purpose of elaboration and self-evaluation**

I could have been more child-like perhaps

**6) Refine work based on feedback**

I used feedback to define my movements

**7) Present work to others**

done

#### B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.

I would give more information about the sleeping babysitter—possible panicked glances when I made noise etc.

**Training Notes** (space available for teacher to take notes):

## **Qualifying #6**

**Example of a sample response for “Auditioning With Pantomime”:**

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

*Note: Student provided oral response.*

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

- 1) Conceptualize the context or purpose**
- 2) Gather information from diverse sources**
- 3) Develop ideas and techniques**
- 4) Organize arts elements, forms, and/or principles into a creative work**
- 5) Reflect for the purpose of elaboration and self-evaluation**
- 6) Refine work based on feedback**
- 7) Present work to others**

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

**Training Notes** (space available for teacher to take notes):

## Qualifying #7

### Example of a sample response for “Auditioning With Pantomime”:

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

#### A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.

**1) Conceptualize the context or purpose**

How I used the concept of the purpose was I really enjoy what I’m doing and I do it because I love it.

**2) Gather information from diverse sources**

I gathered my information from all different sources by getting ideas from all over +/using what I had learned in my acting class.

**3) Develop ideas and techniques**

My ideas came from all over the place + I tried to use the technique of using mimed using some sensework.

**4) Organize arts elements, forms, and/or principles into a creative work**

I organized arts, forms, + principles by combining what I learned in my acting class to my ideas to what I know about miming.

**5) Reflect for the purpose of elaboration and self-evaluation**

I reflected by explaining what it was about and after them explaining how I used the creative process.

**6) Refine work based on feedback**

Well, since my feedback was to make it more real I then tried my piece again trying to make it more real for myself.

**7) Present work to others**

I presented my work to a partner.

#### B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.

1) I would not have reacted so much to the audience when they thought something was funny.

2) I would have liked to have a little more time to rehearse my miming

**Training Notes** (space available for teacher to take notes):

## Qualifying #8

### Example of a sample response for “Auditioning With Pantomime”:

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

#### A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.

##### 1) Conceptualize the context or purpose

I had to make a pantomime for a fake auditiun. I chose to do a pantomime about making a sandwich.

##### 2) Gather information from diverse sources

To gather information I thought about what I do in my daily life. I also thought about what about someone else would do. Then I asked my peers about it.

##### 3) Develop ideas and techniques

I talked to people around me for techniques. I also observed others doing pantomimes.

##### 4) Organize arts elements, forms, and/or principles into a creative work

I organized elements, forms, and principals also from watching my peers. I also watched my teacher do several pantomimes.

##### 5) Reflect for the purpose of elaboration and self-evaluation

I thought I did a pretty good working and performing by pantomime and I finished all my goals I wanted to complete.

##### 6) Refine work based on feedback

I was told to hold the jar different. So I did and had a much better performance.

##### 7) Present work to others

I got on stage and I did my pantomime for my class.

#### B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.

First Id spend more time working on my pantomime. Next I wouldn't talk as much

**Training Notes** (space available for teacher to take notes):



## Qualifying #9

### Example of a sample response for “Auditioning With Pantomime”:

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

#### A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.

**1) Conceptualize the context or purpose**

I used an event in my life I could easily relate to and be able to develop sense work easily for.

**2) Gather information from diverse sources**

I gathered information from physical aspects, my bed, the bathroom.

**3) Develop ideas and techniques**

I went through my spawning ideas until I had them set.

**4) Organize arts elements, forms, and/or principles into a creative work**

I used sense work

**5) Reflect for the purpose of elaboration and self-evaluation**

I asked myself if I felt honest, and if I was relying on instinct

**6) Refine work based on feedback**

I took my partners notes seriously.

**7) Present work to others**

I tried to focus on my skills

#### B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.

If I was able to do it again I would focus more on the relationship I was having with my mother and much less on the audience.

**Training Notes** (space available for teacher to take notes):

## **Qualifying #10**

**Example of a sample response for “Auditioning With Pantomime”:**

Pantomime Score: \_\_\_\_ Story Structure Score: \_\_\_\_ Response Score: \_\_\_\_

*Note: Student provided oral response.*

**A. How did you apply the creative process in this pantomime project? The seven steps are listed. Explain how you applied each one.**

- 1) Conceptualize the context or purpose**
- 2) Gather information from diverse sources**
- 3) Develop ideas and techniques**
- 4) Organize arts elements, forms, and/or principles into a creative work**
- 5) Reflect for the purpose of elaboration and self-evaluation**
- 6) Refine work based on feedback**
- 7) Present work to others**

**B. If you were to present your pantomime again, explain two ways you would improve your performance. Use specific details about your pantomime.**

**Training Notes** (space available for teacher to take notes):

### Answer Key for Practice Set

	Pantomime Score	Story Structure Score	Response Score
Practice #1	4	4	2
Practice #2	2	1	0
Practice #3	4	4	4
Practice #4	3	2	2
Practice #5	4	2	3
Practice #6	4	4	4
Practice #7	1	1	2
Practice #8	4	1	2
Practice #9	3	2	3
Practice #10	4	4	3
Practice #11	2	1	3
Practice #12	2	1	1

## **Annotations to Practice Set**

### **Practice #1 Annotation**

#### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture.

#### **Story Structure Rubric Score: 4**

This response earns the score of 4 on the Story Structure Rubric for performing a story with a clear beginning, middle, and end that also includes an obvious conflict and clear resolution.

#### **Response Rubric Score: 2**

This response earns the score of 2 on the Response Rubric for explaining the student's use of the creative process and for correctly describing at least two ways to improve the performance (add wider action, interact more with other players, create more conflict); the response, however, earns no further credit as it does not give evidence from the performance to support that improvement plan and it does not incorporate the correct use of theatre vocabulary. It should be noted that this student did not earn the point for supporting his improvement plan because he was never asked the question; whether or not he could have answered cannot be known since he was not given the opportunity to answer.

### **Practice #2 Annotation**

#### **Pantomime Rubric Score: 2**

This response earns the score of 2 on the Pantomime Rubric for creating a pantomime through the use of the following two elements: gestures and facial expressions. The response is not awarded further credit, however, as the student does not clearly incorporate body movements (he is stationary, makes no large muscle movements) or posture (no establishment of character through whole body movement) into the performance.

#### **Story Structure Rubric Score: 1**

This response earns the score of 1 on the Story Structure Rubric for performing a story that may include a beginning, middle, and end but does not include a clear conflict; although something does happen in the story, an undeveloped single event is not necessarily considered a conflict. Therefore, no further points are awarded because there is not an obvious conflict in the story.

#### **Response Rubric Score: 0**

This response earns the score of 0 on the Response Rubric as it only minimally responds; it does not clearly describe the creative process, does not incorporate the use of theatre vocabulary, and provides neither goals for improvement nor any support for that plan.

### **Practice #3 Annotation**

#### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture.

#### **Story Structure Rubric Score: 4**

This response earns the score of 4 on the Story Structure Rubric for performing a story with a clear beginning, middle, and end that also includes an obvious conflict and clear resolution.

#### **Response Rubric Score: 4**

This response earns the score of 4 on the Response Rubric as the student clearly (and completely) explains his use of the creative process (actually explaining each of the seven steps) and correctly uses theatre vocabulary; additionally, he earns full credit for including two possible improvements to his performance, as well as giving evidence from the performance to support that improvement plan.

### **Practice #4 Annotation**

#### **Pantomime Rubric Score: 3**

This response earns the score of 3 on the Pantomime Rubric for creating a pantomime through the use of the following three elements: gestures, facial expressions, and posture. However, the response is not awarded full credit because the student does not clearly incorporate body movements into the performance (she never leaves the sitting position, and makes no large movements or level changes).

#### **Story Structure Rubric Score: 2**

This response earns the score of 2 on the Story Structure Rubric for performing a story with an obvious beginning and ending but becomes confusing as the story progresses; although there is also a clear conflict and resolution in the story, the somewhat confusing events in the middle (is she taking off the makeup, and if so, why?) means the story earns no further points.

#### **Response Rubric Score: 2**

This response earns the score of 2 on the Response Rubric for correctly describing at least two ways to improve the performance (“laugh less,” “slow down,” “more expression”) and for correctly using theatre vocabulary (including “sensory work,” “expression,” “technique”); the response, however, earns no further credit as it does not give evidence from the performance to support the improvement plan and it does not clearly describe the student’s use of the creative process (the response never clearly addresses what the student actually did).

## **Practice #5 Annotation**

### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture.

### **Story Structure Rubric Score: 2**

This response earns the score of 2 on the Story Structure Rubric for performing a story with an obvious beginning but becomes confusing as the story progresses; although there is also a clear conflict and resolution in the story, the somewhat confusing events in the middle means the story earns no further points.

### **Response Rubric Score: 3**

This response earns the score of 3 on the Response Rubric for explaining the student's use of the creative process, for correctly using theatre vocabulary (including "movements" and "dynamic character"), and for including the student's idea for at least two improvements in the performance (be more "precise" and "clarify hand gestures"); however, the response does not earn full credit as the student does not give evidence from the performance on how to support that improvement plan.

## **Practice #6 Annotation**

### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture. Although this student does sit on a chair during the performance, this is not considered a prop, just a sitting device; it does not take away from the overall effectiveness of the piece.

### **Story Structure Rubric Score: 4**

This response earns the score of 4 on the Story Structure Rubric for performing a story with a clear beginning, middle, and end that also includes an obvious conflict and clear resolution.

### **Response Rubric Score: 4**

This response earns the score of 4 on the Response Rubric for explaining the student's use of the creative process and for correctly using theatre vocabulary ("monologue," "movements," "exaggerated"); additionally, the response earns full credit as it includes the student's idea for at least two improvements in the performance (making it "longer" and "bigger") with evidence from the performance to support her improvement plan.

## **Practice #7 Annotation**

### **Pantomime Rubric Score: 1**

This response earns the score of 1 on the Pantomime Rubric for creating a pantomime through the use of only one element: gestures. The response is not awarded further credit, however, as the student does not clearly incorporate body movements (no change of position or levels), facial expressions, or posture (no physical establishment of character) into the performance.

### **Story Structure Rubric Score: 1**

This response earns the score of 1 on the Story Structure Rubric for performing a story that may include a beginning but does not include a clear conflict; although something does happen in the story (the boy is fishing), an undeveloped single event is not necessarily considered a conflict. Therefore, only one point is awarded overall because there is not an obvious conflict in the story.

### **Response Rubric Score: 2**

This response earns the score of 2 on the Response Rubric for correctly describing at least two ways to improve the performance (get some props and “practice” more) and for correctly using theatre vocabulary (the term “props” is used and understood, even though it is not appropriate for *pantomime*); the response, however, earns no further credit as it does not give evidence from the performance to support the improvement plan and it does not describe the student’s use of the creative process.

## **Practice #8 Annotation**

### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture.

### **Story Structure Rubric Score: 1**

This response earns the score of 1 on the Story Structure Rubric for performing a story with a clear beginning which does not progress significantly. No further points are awarded as the story does not have a clear conflict or resolution.

### **Response Rubric Score: 2**

This response earns the score of 2 on the Response Rubric for explaining the student’s use of the creative process and for correctly describing at least two ways to improve the performance (be “more prepared” and add more actions/facial expressions); the response, however, earns no further credit as it does not give evidence from the performance to support the improvement plan and it does not correctly use theatre vocabulary (simply saying “facial expression,” which is in the prompt, is not enough to earn this point).

## **Practice #9 Annotation**

### **Pantomime Rubric Score: 3**

This response earns the score of 3 on the Pantomime Rubric for creating a pantomime through the use of the following three elements: gestures, body movements, and facial expressions. The response is not awarded full credit, however, as the student does not clearly incorporate posture into the performance; rather, this student simply seems to play herself without using posture to enhance the character in the pantomime.

### **Story Structure Rubric Score: 2**

This response earns the score of 2 on the Story Structure Rubric for performing a story with an obvious beginning, but that becomes confusing as the story progresses (for instance, where did the money go, where did it come from?); although there is a clear conflict in the story, the somewhat confusing events in the middle means the story is left unresolved and hence earns no further points.

### **Response Rubric Score: 3**

This response earns the score of 3 on the Response Rubric for explaining the student's use of the creative process, for correctly using theatre vocabulary (including "obstacles"), and for including the student's idea for at least two improvements in the performance (be more "realistic" and add "obstacles"); however, the response does not earn full credit as the student does not give evidence from the performance on how to support the improvement plan.

## **Practice #10 Annotation**

### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture.

### **Story Structure Rubric Score: 4**

This response earns the score of 4 on the Story Structure Rubric for performing a story with a clear beginning, middle, and end. It also includes an obvious conflict and clear resolution.

### **Response Rubric Score: 3**

This response earns the score of 3 on the Response Rubric for explaining the student's use of the creative process, for including the student's idea for at least two improvements in his performance (including incorporating more time with the dog and spending more time at the window and door), and for giving evidence from the performance to support those improvement ideas; however, the response does not earn full credit as the student does not correctly use theatre vocabulary (although the term "motive" is used, it is not theatre vocabulary).



## **Practice #11 Annotation**

### **Pantomime Rubric Score: 2**

This response earns the score of 2 on the Pantomime Rubric for creating a pantomime through the use of the following two elements: gestures and body movements. The response is not awarded further credit, however, as the student does not clearly incorporate facial expressions (no change) or posture (little is done physically to create character) into the performance.

### **Story Structure Rubric Score: 1**

This response earns the score of 1 on the Story Structure Rubric for performing a story that may include a beginning, middle, and end but does not include a clear conflict; although something does happen in the story (boy putting on his socks and shoes), an undeveloped single event is not necessarily considered a conflict. Therefore, no further points are awarded because there is not an obvious conflict in the story.

### **Response Rubric Score: 3**

This response earns the score of 3 on the Response Rubric for explaining the student's use of the creative process, for including the student's idea for at least two improvements in his performance (adding more time, changing the pacing), and for giving evidence from the performance to support those improvement ideas. However, the response does not earn full credit as the student does not correctly use theatre vocabulary.

## **Practice #12 Annotation**

### **Pantomime Rubric Score: 2**

This response earns the score of 2 on the Pantomime Rubric for creating a pantomime through the use of the following two elements: gestures and body movements. The response is not awarded further credit, however, as the student does not clearly incorporate facial expressions (no change of expression) or posture (no use of whole body to create setting or character) into the performance.

### **Story Structure Rubric Score: 1**

This response earns the score of 1 on the Story Structure Rubric for performing a story that may include a beginning, middle, and end but does not include a clear conflict; although something does happen in the story, an undeveloped single event is not necessarily considered a conflict. Therefore, no further points are awarded because there is not an obvious conflict in the story.

### **Response Rubric Score: 1**

This response earns the score of 1 on the Response Rubric for correctly describing two ways to improve the performance ("practicing more" and "being more enthusiastic"). The response, however, earns no further credit as its description of the creative process does not show clear understanding. The response does not incorporate the use of theatre vocabulary, and no evidence is given in support of the improvement plan.

### Answer Key for Qualifying Set

	Pantomime Score	Story Structure Score	Response Score
Qualifying #1	4	4	2
Qualifying #2	4	4	4
Qualifying #3	4	1	2
Qualifying #4	1	1	2
Qualifying #5	4	2	3
Qualifying #6	4	4	3
Qualifying #7	2	2	2
Qualifying #8	2	1	1
Qualifying #9	4	2	2
Qualifying #10	4	4	4

## **Annotations to Qualifying Set**

### **Qualifying #1 Annotation**

#### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture.

#### **Story Structure Rubric Score: 4**

This response earns the score of 4 on the Story Structure Rubric for performing a story with a clear beginning, middle, and end that also includes an obvious conflict and clear resolution.

#### **Response Rubric Score: 2**

This response earns the score of 2 on the Response Rubric for explaining the student's use of the creative process and for correctly describing at least two ways to improve the performance (change the resolution, practice the art of catching and throwing). The response, however, earns no further credit as it does not give evidence from the performance to support that improvement plan and it does not incorporate the correct use of theatre vocabulary.

### **Qualifying #2 Annotation**

#### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture.

#### **Story Structure Rubric Score: 4**

This response earns the score of 4 on the Story Structure Rubric for performing a story with a clear beginning, middle, and end that also includes an obvious conflict and clear resolution.

#### **Response Rubric Score: 4**

This response earns the score of 4 on the Response Rubric for explaining the student's use of the creative process and for correctly using theatre vocabulary ("expression," "size/placement"). Additionally, the response earns full credit as it includes the student's idea for at least two improvements in her performance (be more "consistent" regarding size and shape, find more creative solutions) with evidence from the performance to support her improvement plan.

### **Qualifying #3 Annotation**

#### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture.

#### **Story Structure Rubric Score: 1**

This response earns the score of 1 on the Story Structure Rubric for performing a story that may include a beginning, middle, and end but does not include a clear conflict. Although something does happen in the story, an undeveloped single event is not necessarily considered a conflict. Therefore, no further points are awarded because there is not an obvious conflict in the story.

#### **Response Rubric Score: 2**

This response earns the score of 2 on the Response Rubric for correctly describing at least two ways to improve the performance (making it longer, adding more defined details) and for giving evidence from the performance to support the improvement plan. The response, however, earns no further credit as it does not adequately describe the student's use of the creative process and does not use any theatre vocabulary.

### **Qualifying #4 Annotation**

#### **Pantomime Rubric Score: 1**

This response earns the score of 1 on the Pantomime Rubric for creating a pantomime through the use of only one element: gestures. The response is not awarded further credit, however, as the student does not clearly incorporate body movements (no change of position of levels), facial expressions, or posture (no physical establishment of setting or character) into the performance.

#### **Story Structure Rubric Score: 1**

This response earns the score of 1 on the Story Structure Rubric for performing a story that may include a beginning but does not include a clear conflict. Although something does happen in the story (the girl is choosing her clothes), an undeveloped single event is not necessarily considered a conflict. Therefore, no further points are awarded because there is not an obvious conflict in the story.

#### **Response Rubric Score: 2**

This response earns the score of 2 on the Response Rubric for correctly describing at least two ways to improve the performance (having a beginning, middle, and end, and using a more interesting conflict) and for giving evidence from the performance to support the improvement plan (she realized that she "failed" to have a beginning, middle, and end in her original performance). The response, however, earns no further credit as it does not adequately describe the student's use of the creative process and does not use any theatre vocabulary correctly.

### **Qualifying #5 Annotation**

#### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture.

#### **Story Structure Rubric Score: 2**

This response earns the score of 2 on the Story Structure Rubric for performing a story with an obvious beginning but that becomes confusing as the story progresses. Although there is also a clear conflict in the story, the somewhat confusing events in the middle means the story is left unresolved and earns no further points.

#### **Response Rubric Score: 3**

This response earns the score of 3 on the Response Rubric for explaining the student's use of the creative process, for correctly using theater vocabulary ("suspense," "movement"), and for giving evidence from the performance to support the one improvement idea the student gave. However, the response does not earn full credit as it only provides one idea for improving the performance ("giving more information about the sleeping babysitter"), not the two required.

### **Qualifying #6 Annotation**

#### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture.

#### **Story Structure Rubric Score: 4**

This response earns the score of 4 on the Story Structure Rubric for performing a story with a clear beginning, middle, and end that also includes an obvious conflict and clear resolution.

#### **Response Rubric Score: 3**

This response earns the score of 3 on the Response Rubric for explaining the student's use of the creative process, for including the student's idea for at least two improvements in his performance (add actions and establish scene), and for giving evidence from the performance to support those improvement ideas. However, the response does not earn full credit as the student does not correctly use theatre vocabulary.

## **Qualifying #7 Annotation**

### **Pantomime Rubric Score: 2**

This response earns the score of 2 on the Pantomime Rubric for creating a pantomime through the use of the following two elements: gestures and facial expressions. The response is not awarded further credit, however, as the student does not clearly incorporate body movements (no change of levels or major movements) or posture (not using whole body movement to create character or setting) into the performance.

### **Story Structure Rubric Score: 2**

This response earns the score of 2 on the Story Structure Rubric for performing a story with an obvious conflict and resolution (the girl is lost, she looks at a map). However, neither the beginning, middle, nor end of the story is clear, and therefore can earn no further credit.

### **Response Rubric Score: 2**

This response earns the score of 2 on the Response Rubric for correctly describing two ways to improve the performance (don't react to the audience and rehearse more) and for correctly using theater vocabulary ("sense work," "rehearsal"). The response, however, earns no further credit as it does not give evidence from the performance to support that improvement plan and it does not adequately explain how the student used the creative process. The description is basically a paraphrasing of the questions that does not show any understanding.

## **Qualifying #8 Annotation**

### **Pantomime Rubric Score: 2**

This response earns the score of 2 on the Pantomime Rubric for creating a pantomime through the use of the following two elements: gestures and body movements. The response is not awarded further credit, however, as the student does not clearly incorporate facial expressions (no change of expression), or posture (no use of physicality to create setting or character) into the performance.

### **Story Structure Rubric Score: 1**

This response earns the score of 1 on the Story Structure Rubric for performing a story that includes a clear end but does not include an obvious conflict. Although something does happen in the story, the events are not clear in the beginning and middle of the story, and this confusion—along with the lack of a clear conflict—means the response can earn no further points.

### **Response Rubric Score: 1**

This response earns the score of 1 on the Response Rubric for explaining the student's use of the creative process. However, no further points are awarded as the student does not use theatre vocabulary in his response, does not provide two goals for improvement (only "more time" would be credited, as "talking less" is not a reasonable goal for a *pantomime*), and does not include evidence from the performance in support of his improvement plan.

### **Qualifying #9 Annotation**

#### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture.

#### **Story Structure Rubric Score: 2**

This response earns the score of 2 on the Story Structure Rubric for performing a story with an obvious beginning and middle, but that becomes confusing as the story nears its conclusion. Furthermore, there is not necessarily a clear conflict established (waking up? the bathroom scene?) nor a resolution, so no further credit is awarded.

#### **Response Rubric Score: 2**

This response earns the score of 2 on the Response Rubric for explaining the student's use of the creative process and for correctly using theatre vocabulary ("sense work"). The response, however, earns no further credit as it does not describe two goals for improvement and gives no evidence from the performance to support that improvement plan.

### **Qualifying #10 Annotation**

#### **Pantomime Rubric Score: 4**

This response earns the score of 4 on the Pantomime Rubric for effectively creating a pantomime through the use of all four of the following: gestures, body movements, facial expressions, and posture.

#### **Story Structure Rubric Score: 4**

This response earns the score of 4 on the Story Structure Rubric for performing a story with a clear beginning, middle, and end that also includes an obvious conflict and clear resolution. This response is a good example of how conflict can be established by a series of events, not just a single event.

#### **Response Rubric Score: 4**

This response earns the score of 4 on the Response Rubric for explaining the student's use of the creative process (including an excellent explanation of the reason for creating a series of events) and for correctly using theatre vocabulary. Additionally, the response earns full credit as it includes the student's idea for at least two improvements in her performance (spend more time on the conflict, change the beginning) with evidence from the performance to support her improvement plan.











