

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 10 Theatre
Getting the Part**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre, **Grade 10, Getting the Part**. Prior to administration all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

Test Administration Expectations

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

Description of the Performance Assessment

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be recorded by videotape to facilitate scoring and to document each student's performance.
- Short-answer questions ask the students to supply a response that may be written or verbal. All verbal responses must be videotaped to facilitate scoring and to document each student's performance.

Materials and Resources

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

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of student response sheets,
- a selection of monologues or monologue books,
- one pen per student, and
- video recording device and tape.

Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- Provide a variety of monologue books, such as *The Actor's Scenebook* edited by Michael Schulman and Eva Mekler, *Scenes and Monologues from the New American Theatre* edited by Frank Pike and Thomas G. Dunn, *The Actor's Book of Contemporary Stage Monologues* edited by Nina Shengold, and *Great Monologues for Young Actors* edited by Craig Slight and Jack Sharrar, from which the students can make a selection for their monologues.
- Monologues must be memorized; therefore, students may use a previously memorized monologue.
- Prior to the assessment, allow students time to select a play or monologue to be used in the assessment.
- Students may work outside of class on memorization and research of the play from which the monologue is taken.
- Stools, tables, or chairs may be used in the performance; however, hand props or costumes may not.
- The student performance must be videotaped for this assessment.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teacher to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- Students should be prompted to **clearly** say their name/number, their current grade level, the play title, playwright, and monologue character they are portraying into the recording device before they begin their performance.
- Students who respond in writing must include their name/number on the response sheet.

Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following four-day model is an example of how to administer the task.** This task should be administered in 3 to 4 days. This sample time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

Day One Estimated Time:

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **5 minutes:** The teacher distributes the response sheets to the students.
- **35 minutes:** The students memorize and begin to analyze their monologue based on the questions on the response sheet.
- **5 minutes:** The teacher collects the response sheets from each student.

Day Two Estimated Time:

- **5 minutes:** The teacher distributes material to the students.
- **50 minutes:** The students continue their analysis and develop their performance of the monologue based on the questions on the response sheet.
- **5 minutes:** The teacher collects the response sheets from each student.

Day Three Estimated Time:

- **5 minutes:** The teacher distributes material to the students.
- **15 minutes:** The students rehearse their monologue.
- **35 minutes:** The students perform their monologue, which the teacher records.
- **5 minutes:** The teacher collects the response sheets from each student.

Day Four Estimated Time:

- **5 minutes:** The teacher distributes material to the students.
- **50 minutes:** The students finalize their response sheets and the teacher records the responses of the students who respond verbally.
- **5 minutes:** The teacher collects the response sheets of the students who respond in writing.

Test Administration

Students may have as much time as they need to complete the task. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher’s knowledge of some students’ work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

Say: Today you will take the Grade 10 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre entitled “Getting the Part.”

Getting the Part

You are an actor auditioning for a part in a community theatre production. For the audition, you need to perform a monologue from a published modern (written after 1910) play. After you have selected and memorized your monologue, you will write a character analysis of your monologue character based on the questions on a response sheet.

To be cast in a role for the community theatre production, you must meet the following task requirements:

- Apply a performance process in the arts by:
 - identifying the audience and the purpose of the performance,
 - selecting a **monologue** that is no more than 2 minutes long,
 - analyzing the **character** and the structure of the monologue,
 - preparing your interpretation of the character and the text,
 - **blocking**, memorizing, rehearsing, adjusting, and refining through the rehearsal process,
 - presenting your performance for others, and
 - reflecting and evaluating your character and performance.

Write the character analysis including significant events, physical attributes, and important people in the monologue character's life.

- Create a believable **character** by completing the following:
 - Use a series of **movements** and vocal choices that enhance and bring to life a believable and sustainable character throughout the entire performance.
 - Create a performance with layered emotions (more than one emotion exhibited at the same time).
 - Maintain **focus** throughout the entire performance.

You will have 3 days to select, memorize, analyze, and rehearse your monologue before performing it. You will have 2 minutes to perform your monologue in front of the theatre director and your performance will be videotaped. No props or costumes are allowed during your performance.

Student Name/Number: _____

Grade Level: _____

Answer the following questions using theatre vocabulary correctly.

1) What is the title of this play and who is the playwright? Write a brief summary of the play.

2) Identify any given circumstances in the monologue. (What do you know about the character and environment from the text?)

Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 10
Getting the Part
Theatre Glossary

character—a person, animal, or thing in a scene, story, or play

focus—the actor’s ability to concentrate and keep attention fixed on the matter at hand

given circumstance—the information given in the text by the playwright concerning character, setting, and relationships

monologue—a speech within a play delivered by a single actor alone on stage

movement—physical action used to express and create character including:

facial expression—movements of the face that show feelings or ideas

gestures—movements of the hands, arms, and/or legs that communicate character

blocking—the coordination of the actors’ movements within the space (stage)

whole-body movements—locomotive and non-locomotive use of the body that is not part of blocking

posture/stance—the position of the limbs and the carriage of the body as a whole

objective—the character’s wants, needs, and desires as found in the text

obstacle—the element that stands in the way of the character achieving his/her objectives

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

strategy (tactics)—the possible ways the character can overcome obstacles

voice—vocal qualities used to establish meaning and express and create character including:

articulation—the clear and precise pronunciation of words

projection/volume—the appropriate use of loud and soft sounds

expression—the way the character says words to convey feelings and ideas

inflection/pitch—the use of high and low sounds in speech

rate—the speed with which words are spoken

Grade 10 Getting the Part Rubrics

Responding—Character Analysis Rubric (1.1.1)

4	<p>A 4-point response: The student demonstrates a thorough understanding of character analysis by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none"> • identifying the play and playwright and summarizing the plot of the play, using theatre vocabulary correctly, • identifying any given circumstances in the monologue, using theatre vocabulary correctly, • identifying the character’s objectives, obstacles, and strategies (tactics) within the monologue, using theatre vocabulary correctly, and • evaluating movement work, vocal work, emotional work, and level of focus in the performance, using theatre vocabulary correctly.
3	A 3-point response: The student demonstrates an adequate understanding of character analysis by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of character analysis by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of character analysis by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of character analysis by meeting none of the four task requirements listed above.

Performing—Character Rubric (1.2)

4	<p>A 4-point response: The student demonstrates a thorough understanding of character in a memorized monologue by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none"> • uses a series of movement choices that enhance and bring to life a believable character, • uses a series of vocal choices that enhance and bring to life a believable character, • creates a performance with layered emotions, and • maintains focus throughout the entire performance.
3	A 3-point response: The student demonstrates an adequate understanding of character by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of character by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of character by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of character by meeting none of the four task requirements listed above.