

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

The ARTS
Grade 5 Theatre
Center Stage Star



Full Training Set
Item Piloted Fall 2003



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

Performance Assessments require students to construct their own answers in some method and form of creating, performing, and responding to the assessment task and expectations. The sample task and supplemental materials included in this booklet were selected from 12 tasks developed by the Arts Assessment Leadership Team (AALT) from January 2002 to October 2003. These tasks 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 task was piloted across Washington State in remote, 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 task is four-fold. The CBPA student 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; and
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 tasks, please do not hesitate to access our Website at www.k12.wa.us/curriculumInstruct/arts for contact information and sample tasks for viewing. We believe that these arts CBPAs 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 statewide efforts to promote, implement, and measure arts instruction in WA State for all learners.

Most sincerely,



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**Grade 5 Theatre
Center Stage Star
(2005)**

**Directions for Administering
the Washington Classroom-Based Assessment (WCBA)
Arts Performance Assessment,
Grade 5 Theatre
Center Stage Star**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Assessment (WCBA) Arts Performance Assessment of Theatre, **Grade 5, Center Stage Star**. 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.

Materials and Resources

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

- a collection of fairy tales, folk tales, fables, and nursery rhymes familiar to both you and students,
- classroom set of reproduced student prompts,
- classroom set of reproduced student response sheets,
- video recorder and VHS tape,
- marked performance space, and
- a performance sign indicating the district name, school name, the familiar fairy tale, folk tale, fable, or nursery rhyme to be performed, and the student's number.

Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Performer must commit to a specific character from a familiar fairy tale, folk tale, fable, or nursery rhyme before performing the assessment.
- This performance is to be at least 30 seconds in length and not more than one minute in length.
- Props and costumes should not be used in this assessment. Chairs may be used as a "sitting device."
- The video "setup" needs to be in a defined space so the performance and performer can be seen for a clear recording at all times.

- The performance space needs to be in a clearly defined space. The teacher will clearly communicate and identify the performance area in a classroom, stage, etc. to the student performers.
- 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,” depending upon the performance area logistics.
- Student performers should be prompted to say their full name and their current grade level for the video recording before they begin their performance.
- It is recommended that the teachers prepare a printed sign with the district name, the school name, the familiar fairy tale, folk tale, fable, or nursery rhyme to be performed, and the student’s number. Student performers and/or a student helper will hold up this sign prior to the student performance for the video recording.

Recommendations for Time Management

Teachers may administer the item in the way that is most practical for their classroom and the allotted time periods. The following three-day model is an example of how to administer the 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:

- **15 minutes:** The teacher provides the class with the item and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **15 minutes:** The students have approximately 15 minutes to create their characters and rehearse their performances.

Day Two:

- **10 minutes:** The students have approximately 10 minutes to review and rehearse their character performances.
- **25 minutes:** Each student performs for the teacher. Following each performance, the teacher will provide the student with feedback.

Day Three:

- **10 minutes:** The students have approximately 10 minutes to refine and rehearse their characters for final performance.
- **25 minutes:** Each student performs his or her character for the teacher individually.

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.

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 5 Washington Classroom-Based Assessment (WCBA) Arts Performance Assessment of Theatre entitled "Center Stage Star."

Center Stage Star

Your school librarian is organizing an assembly for K–2 students called “Celebrate Reading.” As part of the assembly, your school librarian has asked you to perform as a character from a familiar fairy tale, folk tale, fable, or nursery rhyme. Your performance at the assembly should encourage the K–2 students to read familiar stories.

Your school librarian asks you to choose a character and a specific event from the familiar stories. Your teacher may help you with your selection. After reading the story, you will prepare at least a one-minute performance that will eventually be performed at the assembly. As you perform the event you choose, you should act as the character. Your school librarian has asked that you use your voice and movement to express the character and to remain in character throughout your performance.

Your school librarian requires that you meet the following guidelines in order to participate in the assembly:

- Choose a character and event from a familiar story. For example, Goldilocks eating porridge from *Goldilocks and the Three Bears*.
- Tell your teacher which character and event you chose.
- Create a performance that is at least one minute long.
- Use **four** voice skills, including:
 - projection (appropriate volume),
 - expression (how the character says words to show feelings),
 - articulation (speaking clearly), and
 - rate (how slowly or quickly words are spoken).
- Use **four** different movements, which may include:
 - gestures,
 - body movements, and
 - facial expressions.
- Begin your performance when you have been given a signal.
- End your performance with a three-second pause.
- Stay in your character during the entire performance.
- Perform your event for your teacher to receive feedback.
- Rehearse and refine your performance based on the feedback you received.
- Present your final performance.

You will have approximately 20 minutes to create and rehearse before your performance.

After you receive feedback you will have 10 minutes to rehearse and refine your presentation prior to your final performance.

Washington Classroom-Based Assessment (WCBA)
Arts Performance Assessment
Center Stage Star
Grade 5 Theatre Glossary

articulation—the clear and precise pronunciation of words

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

expression—the way words are said to show the emotions of a character

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

focus—the intended point of interest on stage

gesture—a movement of the arms that communicates feelings or ideas

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

projection/volume—a voice loud enough to be heard by the audience

rate—how slowly or quickly words are spoken

voice—an actor's use of articulation, projection, expression, inflection, and rate to create character



**Scoring Guide
Grade 5 Theatre
Center Stage Star
(2005)**

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

Performing—Voice Rubric

4	A 4-point response: The student demonstrates all of the following voice skills: <ul style="list-style-type: none">• uses appropriate volume for the situation and character,• performs the character through appropriate use of expression,• speaks using articulation appropriate to the character, and• uses a rate of speech appropriate to the action or feelings of the character.
3	A 3-point response: The student demonstrates three of the four voice skills listed above.
2	A 2-point response: The student demonstrates two of the four voice skills listed above.
1	A 1-point response: The student demonstrates one of the four voice skills listed above.
0	A 0-point response: The student demonstrates none of the four voice skills listed above.

Performing—Movement Rubric

4	A 4-point response: The student uses movements in four or more ways to support his or her character, which may include: <ul style="list-style-type: none">• gestures,• body movements, and/or• facial expressions.
3	A 3-point response: The student uses movements in three ways to support his or her character, which may include all or some of the movement choices listed above.
2	A 2-point response: The student uses movements in two ways to support his or her character, which may include all or some of the movement choices listed above.
1	A 1-point response: The student uses movements in one way to support his or her character, which may include all or some of the movement choices listed above.
0	A 0-point response: The student does not use movement to support his or her character.

Performing—Sustaining Character Rubric

4	A 4-point response: The student uses acting skills to sustain character with zero interruptions or lapses in the performance.
3	A 3-point response: The student uses acting skills to sustain character but has one interruption or lapse in the performance.
2	A 2-point response: The student uses acting skills to sustain character but has two interruptions or lapses in the performance.
1	A 1-point response: The student uses acting skills to sustain character but has three interruptions or lapses in the performance.
0	A 0-point response: The student uses acting skills to sustain character but has four or more interruptions or lapses in the performance.

Scoring Notes

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

- The length of a performance is irrelevant to how it will be scored.
- If the student does not state the title of his/her performance, or if the title cannot clearly be heard, the performance can still be scored.
- The use of onomatopoeia, words that imitate the sound of the objector actions referred to (e.g., “buzz”) is credited on the Performing—Voice Rubric as either voice or expression. Modulations/singing is also normally credited on the Performing—Voice Rubric as either voice or expression.
- Points are awarded on the Performing—Movement Rubric based on the number of gestures, body movements, and/or facial expressions the student uses to support his/her character. The student, however, does NOT have to use each of these to earn full credit; full credit could be earned by using just four gestures OR four body movements OR four facial expressions, or any combination thereof.
- The Performing—Sustaining Character Rubric discusses the number of lapses in a performance; to be counted as lapse, the student must lapse *in character*.
- If there is no clear beginning OR ending to a performance, that is also considered a lapse; however, a clear ending just has to be a purposeful conclusion to the performance (including a neutral stance), not necessarily a three-second pause.
- If a student starts his/her performance, stops, and then re-starts, that is not considered a lapse. That is simply a re-start.

Anchor Responses and Annotations

Student Samples Scoring Note (there are no written responses with this task.)

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.

The student samples in this training set reflect the response sheet that was originally piloted with this classroom-based performance assessment. The response sheet has since been updated and can be found in the Directions for Administration at the front of this booklet.

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.

Note: All student responses are video recorded.

Anchor #1 Annotation

Performing—Voice Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Rubric because the student demonstrates all four of the required voice skills. The student does an excellent job in this performance of Cinderella by speaking at the appropriate volume, with the appropriate articulation, and at the appropriate rate of speech. Additionally, the student incorporates the use of expression into the performance by using a British accent at times and by expressing emotions (such as sadness or need) through the voice. Demonstrating all four of these voice skills earns the performance full credit for this rubric.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four (or more) ways to support his or her character. In this performance, there are more than four examples of movements supporting character, including scrubbing, opening the door, acting shocked, walking, and chasing after the mother. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character with zero interruptions or lapses in the performance. The performance flows steadily from beginning to end without interruption (with a three-second hold to conclude), earning full credit on this rubric.

Anchor #2 Annotation

Performing—Voice Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Rubric because the student demonstrates all four of the required voice skills. The student does an excellent job in this performance of Jack Be Nimble by speaking at the appropriate volume (in this case, loud enough to be heard), with the appropriate expression, and with the appropriate articulation. Additionally, the student speaks at the appropriate rate of speed, which is made clear with the variations in rate and purposeful pauses throughout the performance. Demonstrating all four of these voice skills earns the performance full credit for this rubric.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four (or more) ways to support his character. In this performance, there are more than four examples of movements supporting character, including foot movements, hand movements, the use of different levels (starting upright and bending low to the ground before the leap), arm movements, and a big, happy grin. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character with zero interruptions or lapses in the performance. The performance flows steadily from beginning to end without interruption, earning full credit on this rubric. The fact the student ends his performance by leaping dramatically off-stage is certainly credited as a clear ending, even if it is not a three-second hold.

Anchor #3 Annotation

Performing—Voice Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Rubric because the student demonstrates all four of the required voice skills. The student does an excellent job in this performance of Little Miss Muffet by speaking at the appropriate volume, with the appropriate expression (including an emotional scream to conclude), and with the appropriate articulation. Additionally, the student speaks at the appropriate rate of speed, most notably when she slowed down her speech to watch the spider rappel and then sped it up as she fled the scene. Demonstrating all four of these voice skills earns the performance full credit for this rubric.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four (or more) ways to support his or her character. In this performance, there are more than four examples of movements supporting character, including sitting, spooning in the curds and whey, eyeing the spider, moving the head to follow the spider, and fleeing the scene. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 3

This performance earns the score of 3 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but has one lapse in the performance. While there is a clear beginning and ending to the piece (again, the dramatic exit from the stage is a clear and purposeful ending), there is one lapse in the beginning of the performance when the student repeats herself. One lapse in a performance earns the performance a 3 for this rubric.

Anchor #4 Annotation

Performing—Voice Rubric Score: 3

This performance earns the score of 3 on the Performing—Voice Rubric because the student demonstrates three of the four required voice skills. The student's performance of the Three Little Pigs is credited for its appropriate volume, appropriate expression, and appropriate rate of speech (the expression and rate are most noticeable when the student uses different voices for different characters), earning three points. However, no further credit is awarded because the student does not speak with the appropriate articulation, as many of the words are run together and because the consonants and syllables are not always distinctly enunciated.

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric because the student uses movements in three ways to support his or her character. In this performance, there are three examples of movements supporting character, including knocking on the door, rubbing the chin, and huffing and puffing the door down. Three movements in support of character earn three points on this rubric.

Performing—Sustaining Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character with zero interruptions or lapses in the performance. The performance flows steadily from beginning to end without interruption, earning full credit on this rubric (although there is a stutter in the performance, that is a physical stutter which is not a lapse in character; also, the conclusion is considered a clear ending because the student obviously ceases being in character).

Anchor #5 Annotation

Performing—Voice Rubric Score: 2

This performance earns the score of 2 on the Performing—Voice Rubric because the student demonstrates two of the four required voice skills. The student’s performance of Cinderella is credited for its appropriate volume and appropriate articulation, earning two points.

However, no further credit is awarded because the performance does not demonstrate the use of either expression or rate of speech to further the performance, as in each case a lack of variety in emotion or speed shows little student understanding of that voice skill.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four ways to support her character. In this performance, there are four examples of movements supporting character, including running, falling, dancing, and the rolling of eyes. Using four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 3

This performance earns the score of 3 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but has one lapse in the performance. While there is a clear beginning and ending to the piece (leaving the stage is a clear ending), there is one lapse in the performance when the student grimaces and clearly falls out of character. One lapse in a performance earns the performance a 3 for this rubric.

Anchor #6 Annotation

Performing—Voice Rubric Score: 1

This performance earns the score of 1 on the Performing—Voice Rubric because the student demonstrates one of the four required voice skills. The student’s performance of the Wizard of Oz is credited for its appropriate rate of speech (there is some small variety in rate, although not a lot), earning one point. However, no further credit is awarded because the performance does not demonstrate the use of either the appropriate volume or articulation (the words were all too hard to hear to be credited) or the appropriate use of expression (there was little emotion in the performance).

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four (or more) ways to support her character. In this performance, there are more than four examples of movements supporting character, including walking, reaching, pointing with the wand, and melting. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character with zero interruptions or lapses in the performance. The performance flows steadily from beginning to end without interruption, earning full credit on this rubric. Although the student stops and then re-starts the performance, that is not considered a lapse, just a re-start.

Anchor #7 Annotation

Performing—Voice Rubric Score: 3

This performance earns the score of 3 on the Performing—Voice Rubric because the student demonstrates three of the four required voice skills. The student’s performance of Goldilocks is credited for its appropriate volume, appropriate expression (“I *like* this porridge”) and appropriate articulation (although not great, the words can be understood), earning three points. However, no further credit is awarded because the student does not show an understanding of speaking at the appropriate rate of speech, as there is never any variation in the tempo.

Performing—Movement Rubric Score: 1

This performance earns the score of 1 on the Performing—Movement Rubric because the student uses movements in one way to support her character. In this performance, there is only one example of movement supporting character, which occurs when the student spoons food into her mouth (sitting for the duration of the performance is not considered a movement). One movement in support of character earns one point on this rubric.

Performing—Sustaining Character Rubric Score: 3

This performance earns the score of 3 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but has one lapse in the performance. While there is a clear beginning and ending to the piece, there is one lapse in the performance when the student, after first spooning in her food, briefly falls out of character by looking away and running her hand through her hair. One lapse in a performance earns the performance a 3 for this rubric.

Anchor #8 Annotation

Performing—Voice Rubric Score: 2

This performance earns the score of 2 on the Performing—Voice Rubric because the student demonstrates two of the four required voice skills. The student’s performance of Jack Be Nimble is credited for its appropriate volume and appropriate articulation, earning two points. However, no further credit is awarded because the performance does not demonstrate the use of either expression or rate of speech to further the performance; although there may be a tiny example of expression in one syllable, that is not sustained throughout, and the rate of speech remained constant, never changing.

Performing—Movement Rubric Score: 1

This performance earns the score of 1 on the Performing—Movement Rubric because the student uses movements in one way to support his character. In this performance, there is only one example of movement supporting character, which occurs when the boy jumps around (the jumping, while continual, can still only be counted as one movement). One movement in support of character earns one point on this rubric.

Performing—Sustaining Character Rubric Score: 2

This performance earns the score of 2 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but has two lapses in the performance. While there is a clear beginning to the piece, there is no clear ending as the student simply walks out of his performance, which is considered a lapse; additionally, another lapse occurs during the performance itself when the student runs into a desk and clearly comes out of character. Two lapses in a performance earn the performance a 2 for this rubric.

Anchor #9 Annotation

Performing—Voice Rubric Score: 1

This performance earns the score of 1 on the Performing—Voice Rubric because the student demonstrates one of the four required voice skills. The student’s performance of Rumpelstiltskin is credited for its appropriate volume, earning one point. However, no further credit is awarded because the performance does not demonstrate the use of either the appropriate expression, articulation (the words couldn’t be clearly understood), or rate of speech.

Performing—Movement Rubric Score: 1

This performance earns the score of 1 on the Performing—Movement Rubric because the student uses movements in one way to support his character. In this performance, there is only one example of movement supporting character, which occurs when the student concludes dramatically by opening his arms to the audience. One movement in support of character earns one point on this rubric. (Neither reading from his script nor redistributing his weight back and forth were credited as movements as neither were performed to support the character.)

Performing—Sustaining Character Rubric Score: 1

This performance earns the score of 1 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but has three lapses in the performance. While there is a clear beginning and ending to the piece, there are also three distinct lapses in character when the student pauses to look down. Three lapses in a performance earn the performance a 1 for this rubric.

Anchor #10 Annotation

Performing—Voice Rubric Score: 0

This performance earns the score of 0 on the Performing—Voice Rubric because the student demonstrates none of the four required voice skills. The performance of Goldilocks is too quiet to be heard, so it cannot be credited for either volume or articulation; additionally, the performance expresses virtually no emotion and no variety in tempo, so it cannot be credited for expression or rate.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four (or more) ways to support her character. In this performance, there are more than four examples of movements supporting character, including knocking, sitting, sleeping, walking, eating, and drinking. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 0

This performance earns the score of 0 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but also has four or more lapses in the performance. The performance does have a clear beginning but there is no clear ending (which is one lapse), at one point the student clearly loses her place, and twice she breaks out of character to engage in conversations with her teacher. Four lapses in a performance earn the performance a 0 for this rubric.

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.

Note: All student responses are video recorded.

	Performing— Voice Score	Performing— Movement Score	Performing— Sustaining Character Score
Practice #1			
Practice #2			
Practice #3			
Practice #4			
Practice #5			
Practice #6			
Practice #7			
Practice #8			
Practice #9			
Practice #10			

Rubrics

Performing—Voice Rubric

4	A 4-point response: The student demonstrates all of the following voice skills: <ul style="list-style-type: none">• uses appropriate volume for the situation and character,• performs the character through appropriate use of expression,• speaks using articulation appropriate to the character, and• uses a rate of speech appropriate to the action or feelings of the character.
3	A 3-point response: The student demonstrates three of the four voice skills listed above.
2	A 2-point response: The student demonstrates two of the four voice skills listed above.
1	A 1-point response: The student demonstrates one of the four voice skills listed above.
0	A 0-point response: The student demonstrates none of the four voice skills listed above.

Performing—Movement Rubric

4	A 4-point response: The student uses movements in four or more ways to support his or her character, which may include: <ul style="list-style-type: none">• gestures,• body movements, and/or• facial expressions.
3	A 3-point response: The student uses movements in three ways to support his or her character, which may include all or some of the movement choices listed above.
2	A 2-point response: The student uses movements in two ways to support his or her character, which may include all or some of the movement choices listed above.
1	A 1-point response: The student uses movements in one way to support his or her character, which may include all or some of the movement choices listed above.
0	A 0-point response: The student does not use movement to support his or her character.

Performing—Sustaining Character Rubric

4	A 4-point response: The student uses acting skills to sustain character with zero interruptions or lapses in the performance.
3	A 3-point response: The student uses acting skills to sustain character but has one interruption or lapse in the performance.
2	A 2-point response: The student uses acting skills to sustain character but has two interruptions or lapses in the performance.
1	A 1-point response: The student uses acting skills to sustain character but has three interruptions or lapses in the performance.
0	A 0-point response: The student uses acting skills to sustain character but has four or more interruptions or lapses in the performance.

Training Notes (space available for teacher to take notes)

All student responses are video recorded.

Practice #1 Training Notes

Practice #2 Training Notes

Practice #3 Training Notes

Practice #4 Training Notes

Practice #5 Training Notes

Practice #6 Training Notes

Practice #7 Training Notes

Practice #8 Training Notes

Practice #9 Training Notes

Practice #10 Training 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.

Note: All student responses are video recorded.

	Performing— Voice Score	Performing— Movement Score	Performing— Sustaining Character Score
Qualifying #1			
Qualifying #2			
Qualifying #3			
Qualifying #4			
Qualifying #5			
Qualifying #6			
Qualifying #7			
Qualifying #8			
Qualifying #9			
Qualifying #10			

Rubrics

Performing—Voice Rubric

4	A 4-point response: The student demonstrates all of the following voice skills: <ul style="list-style-type: none">• uses appropriate volume for the situation and character,• performs the character through appropriate use of expression,• speaks using articulation appropriate to the character, and• uses a rate of speech appropriate to the action or feelings of the character.
3	A 3-point response: The student demonstrates three of the four voice skills listed above.
2	A 2-point response: The student demonstrates two of the four voice skills listed above.
1	A 1-point response: The student demonstrates one of the four voice skills listed above.
0	A 0-point response: The student demonstrates none of the four voice skills listed above.

Performing—Movement Rubric

4	A 4-point response: The student uses movements in four or more ways to support his or her character, which may include: <ul style="list-style-type: none">• gestures,• body movements, and/or• facial expressions.
3	A 3-point response: The student uses movements in three ways to support his or her character, which may include all or some of the movement choices listed above.
2	A 2-point response: The student uses movements in two ways to support his or her character, which may include all or some of the movement choices listed above.
1	A 1-point response: The student uses movements in one way to support his or her character, which may include all or some of the movement choices listed above.
0	A 0-point response: The student does not use movement to support his or her character.

Performing—Sustaining Character Rubric

4	A 4-point response: The student uses acting skills to sustain character with zero interruptions or lapses in the performance.
3	A 3-point response: The student uses acting skills to sustain character but has one interruption or lapse in the performance.
2	A 2-point response: The student uses acting skills to sustain character but has two interruptions or lapses in the performance.
1	A 1-point response: The student uses acting skills to sustain character but has three interruptions or lapses in the performance.
0	A 0-point response: The student uses acting skills to sustain character but has four or more interruptions or lapses in the performance.

Training Notes (space available for teacher to take notes)

All student responses are video recorded.

Qualifying #1 Training Notes

Qualifying #2 Training Notes

Qualifying #3 Training Notes

Qualifying #4 Training Notes

Qualifying #5 Training Notes

Qualifying #6 Training Notes

Qualifying #7 Training Notes

Qualifying #8 Training Notes

Qualifying #9 Training Notes

Qualifying #10 Training Notes

Answer Key for Practice Set

	Performing— Voice Score	Performing— Movement Score	Performing— Sustaining Character Score
Practice #1	4	4	4
Practice #2	1	3	3
Practice #3	2	3	4
Practice #4	1	4	0
Practice #5	3	4	4
Practice #6	3	0	3
Practice #7	2	2	4
Practice #8	0	4	0
Practice #9	4	4	3
Practice #10	1	4	3

Annotations to Practice Set

Practice #1 Annotation

Performing—Voice Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Rubric because the student demonstrates all four of the required voice skills. The student does an excellent job in this performance of Hey Diddle Diddle by speaking at the appropriate volume, with the appropriate expression, and with the appropriate articulation. Additionally, the student speaks at the appropriate rate of speed, which is made clear with the variations in tempo throughout the performance. Demonstrating all four of these voice skills earns the performance full credit for this rubric.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four (or more) ways to support his character. In this performance, there are more than four examples of movements supporting character, including fiddling, jumping over the moon, laughing (both a gesture and a facial expression), arm movements, movements through space, and the use of the fourth wall when looking up at the moon. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character with zero interruptions or lapses in the performance. The performance flows steadily from beginning to end without interruption, earning full credit on this rubric. Although the performance does not end with a three-second hold, there is clearly a purposeful ending.

Practice #2 Annotation

Performing—Voice Rubric Score: 1

This performance earns the score of 1 on the Performing—Voice Rubric because the student demonstrates one of the four required voice skills. The student’s performance of Little Jack Horner is credited for its appropriate volume, earning one point. However, no further credit is awarded because the performance does not demonstrate the use of appropriate expression (no change in emotion), articulation (the words couldn’t be clearly understood), or rate of speech (no variety in tempo).

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric because the student uses movements in three ways to support his character. In this performance, there are three examples of movements supporting character, including putting a thumb in the pie, taking a thumb out, and sitting in the corner (the shuffling of feet is not credited as a movement as it is not intended to support character development). Three movements in support of character earn three points on this rubric.

Performing—Sustaining Character Rubric Score: 3

This performance earns the score of 3 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but has one lapse in the performance. While there is a clear beginning and ending to the piece, there is one lapse in the performance when the student falls out of character when he forgets his lines and has to repeat himself. One lapse in a performance earns the performance a 3 for this rubric.

Practice #3 Annotation

Performing—Voice Rubric Score: 2

This performance earns the score of 2 on the Performing—Voice Rubric because the student demonstrates two of the four required voice skills. The student’s performance of the Three Little Pigs is credited for its appropriate volume and appropriate articulation, earning two points. However, no further credit is awarded because the performance does not demonstrate the use of either expression or rate of speech to further the performance; although the performer may be charming, he does not bring any emotion to his voice, and his rate of speech remained constant, never changing.

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric because the student uses movements in three ways to support his character. In this performance, there are three examples of movements supporting character, including knocking on the door, rubbing the chin, and huffing and puffing the door down. Three movements in support of character earn three points on this rubric.

Performing—Sustaining Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character with zero interruptions or lapses in the performance. The performance flows steadily from beginning to end without interruption, earning full credit on this rubric (although there is a stutter in the performance, that is a physical stutter, which is not a lapse in character).

Practice #4 Annotation

Performing—Voice Rubric Score: 1

This performance earns the score of 1 on the Performing—Voice Rubric because the student demonstrates one of the four required voice skills. The student’s performance is credited for its appropriate volume, earning one point. However, no further credit is awarded because the performance does not demonstrate the use of either the appropriate expression (no difference even between characters), articulation (the words couldn’t consistently be understood), or rate of speech (too fast throughout the performance).

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four (or more) ways to support his or her character. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 0

This performance earns the score of 0 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but also has four or more lapses in the performance. The continued lapses that occur throughout this performance earn the performance a 0 for this rubric.

Practice #5 Annotation

Performing—Voice Rubric Score: 3

This performance earns the score of 3 on the Performing—Voice Rubric because the student demonstrates three of the four required voice skills. The student’s performance of the mouse in Cinderella is credited for its appropriate volume (just barely audible, but enough to be credited), expression (good for the mouse), and articulation, earning three points. However, no further credit is awarded because the student does not speak at the appropriate rate of speed, as there is no variety at all in tempo.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four ways to support his or her character. In this performance, there are four examples of movements supporting character, including walking, poking, knocking on the door, and the simulated use of mouse paws. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character with zero interruptions or lapses in the performance. The performance flows steadily from beginning to end without interruption, earning full credit on this rubric.

Practice #6 Annotation

Performing—Voice Rubric Score: 3

This performance earns the score of 3 on the Performing—Voice Rubric because the student demonstrates three of the four required voice skills. The student's performance of Goldilocks is credited for its appropriate volume, expression (great changes in pitch and volume), and rate of speech, earning three points. However, no further credit is awarded because the student was not credited for articulation, as it was difficult at times to fully understand what was being said.

Performing—Movement Rubric Score: 0

This performance earns the score of 0 on the Performing—Movement Rubric because the student does not use movement to support his character. In this performance, the only movement is the shifting of weight or shaking of arms that occurs, but neither is done to support character development; those are simply the movements of a jittery student. No movement in support of character means no points can be earned for this rubric.

Performing—Sustaining Character Rubric Score: 3

This performance earns the score of 3 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but has one lapse in the performance. While there is a clear beginning to the piece and the tape cuts off before the ending, there is nonetheless still one lapse in the performance when the student obviously loses his place (and his character) after saying, "who's been in my bed?" One lapse in a performance earns the performance a 3 for this rubric.

Practice #7 Annotation

Performing—Voice Rubric Score: 2

This performance earns the score of 2 on the Performing—Voice Rubric because the student demonstrates two of the four required voice skills. The student's performance of the Three Little Pigs is credited for its appropriate volume and appropriate articulation, earning two points. However, no further credit is awarded because the performance does not demonstrate the use of either expression or rate of speech to further the performance.

Performing—Movement Rubric Score: 2

This performance earns the score of 2 on the Performing—Movement Rubric because the student uses movements in two ways to support his or her character. In this performance, there are two examples of movements supporting character, including blowing on the house and then crossing the arms to gather momentum to blow again. Two movements in support of character earn two points on this rubric.

Performing—Sustaining Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character with zero interruptions or lapses in the performance. The performance flows steadily from beginning to end without interruption, earning full credit on this rubric.

Practice #8 Annotation

Performing—Voice Rubric Score: 0

This performance earns the score of 0 on the Performing—Voice Rubric because the student demonstrates none of the four required voice skills. The performance of the tortoise from the Tortoise and the Hare cannot be given any credit on the Performing—Voice Rubric because the student never speaks as the tortoise; the only speaking done is by the boy as narrator, so he never demonstrates the use of voice to express character.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four (or more) ways to support his character. In this performance, there are more than four examples of physical movements supporting character, including eating, picking flowers, squatting, walking, and crying. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 0

This performance earns the score of 0 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but also has four or more lapses in the performance. The performance does have a clear beginning and ending, but every time the student changes from the narrator to the tortoise, there is an obvious break in character and an obvious lapse in the performance. Four lapses in a performance earn the performance a 0 for this rubric.

Practice #9 Annotation

Performing—Voice Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Rubric because the student demonstrates all four of the required voice skills. The student does an excellent job in this performance of the Three Little Kittens by speaking at the appropriate volume, with the appropriate expression (different voices for different characters) and articulation, and at the appropriate rate of speech. Demonstrating all four of these voice skills earns the performance full credit for this rubric.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four (or more) ways to support her character. In this performance, there are more than four examples of movements supporting character, including getting up and down, shaking a fist, and crawling like a kitten. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 3

This performance earns the score of 3 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but has one lapse in the performance. While there is a clear beginning and ending to the piece, there is one lapse in the performance when the student says “kitten” instead of “mitten,” subsequently looks into the camera and briefly loses her character. One lapse in a performance earns the performance a 3 for this rubric.

Practice #10 Annotation

Performing—Voice Rubric Score: 1

This performance earns the score of 1 on the Performing—Voice Rubric because the student demonstrates one of the four required voice skills. The student’s performance of Goldilocks is credited for its appropriate volume, earning one point. However, no further credit is awarded because the performance does not demonstrate the use of appropriate expression, articulation (the words couldn’t consistently be understood), or rate of speech (unchanged).

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four (or more) ways to support his or her character. In this performance, there are more than four examples of movements supporting character, including walking, knocking, kneeling, and spooning food. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 3

This performance earns the score of 3 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but has one lapse in the performance. While there is a clear beginning to the piece and no interruptions during the performance, at the end the student falls down and falls out of character completely, never to recover. This is considered either no clear ending or a substantial interruption, but it is certainly one lapse. One lapse in a performance earns the performance a 3 for this rubric.

Answer Key for Qualifying Set

	Performing— Voice Score	Performing— Movement Score	Performing— Sustaining Character Score
Qualifying #1	2	2	4
Qualifying #2	4	4	4
Qualifying #3	0	4	2
Qualifying #4	1	4	4
Qualifying #5	1	1	2
Qualifying #6	4	4	4
Qualifying #7	1	1	1
Qualifying #8	1	1	4
Qualifying #9	4	4	4
Qualifying #10	4	3	2

Annotations to Qualifying Set

Qualifying #1 Annotation

Performing—Voice Rubric Score: 2

This performance earns the score of 2 on the Performing—Voice Rubric because the student demonstrates two of the four required voice skills. The student’s performance of Humpty Dumpty is credited for its appropriate volume and appropriate articulation, earning two points. However, no further credit is awarded because the performance does not demonstrate the use of either expression or rate of speech to further the performance.

Performing—Movement Rubric Score: 2

This performance earns the score of 2 on the Performing—Movement Rubric because the student uses movements in two ways to support his or her character. In this performance, there are two examples of movements supporting character, including sitting on a wall and falling off of it. Two movements in support of character earn two points on this rubric.

Performing—Sustaining Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character with zero interruptions or lapses in the performance. The performance flows steadily from beginning to end without interruption, earning full credit on this rubric.

Qualifying #2 Annotation

Performing—Voice Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Rubric because the student demonstrates all four of the required voice skills. The student does an excellent job in this performance of the Three Little Pigs by speaking at the appropriate volume, with the appropriate expression (high and low voices for different characters) and articulation, and at the appropriate rate of speech. Demonstrating all four of these voice skills earns the performance full credit for this rubric.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four (or more) ways to support his character. In this performance, there are more than four examples of movements supporting character, including knocking on the door, stomping, huffing and puffing, and rubbing his chin. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character with zero interruptions or lapses in the performance. The performance flows steadily from beginning to end without interruption, earning full credit on this rubric; the neutral stance that ends the performance is credited as a clear ending.

Qualifying #3 Annotation

Performing—Voice Rubric Score: 0

This performance earns the score of 0 on the Performing—Voice Rubric because the student demonstrates none of the four required voice skills. The performance of Sleeping Beauty is too quiet to be heard, so it cannot be credited for either volume or articulation; additionally, the performance expresses virtually no emotion and no variety in tempo, so it cannot be credited for expression or rate.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four (or more) ways to support his or her character. In this performance, there are more than four examples of physical movements supporting character, including spinning, kneeling, standing, walking in a circle, and walking up the stairs. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 2

This performance earns the score of 2 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but has two lapses in the performance. While there is a clear beginning and ending to the piece, there are two different places (before climbing the stairs and after acting like the princess) where the student comes out of character. Two lapses in a performance earn the performance a 2 for this rubric.

Qualifying #4 Annotation

Performing—Voice Rubric Score: 1

This performance earns the score of 1 on the Performing—Voice Rubric because the student demonstrates one of the four required voice skills. The student’s performance of the Tortoise and the Hare is credited for its appropriate volume (just loud enough to be heard), earning one point. However, no further credit is awarded because the performance does not demonstrate the use of either the appropriate expression (it is flat), articulation (words are not fully pronounced), or rate (no change in tempo).

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four (or more) ways to support her character. In this performance, there are more than four examples of movements supporting character, including running, sleeping, yawning, touching the face, and looking over the shoulder. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character with zero interruptions or lapses in the performance. The performance flows steadily from beginning to end without interruption, earning full credit on this rubric. By standing at the end, the student has established a clear ending.

Qualifying #5 Annotation

Performing—Voice Rubric Score: 1

This performance earns the score of 1 on the Performing—Voice Rubric because the student demonstrates one of the four required voice skills. The student’s performance of Little Miss Muffet is credited for its appropriate volume, earning one point. However, no further credit is awarded because the performance does not demonstrate the use of appropriate expression (it is a monotone), articulation (the consonants couldn’t be clearly understood), or rate of speech.

Performing—Movement Rubric Score: 1

This performance earns the score of 1 on the Performing—Movement Rubric because the student uses movements in one way to support her character. In this performance, there is only one example of movement supporting character, which occurs when the student gets up. One movement in support of character earns one point on this rubric.

Performing—Sustaining Character Rubric Score: 2

This performance earns the score of 2 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but has two lapses in the performance. While there is a clear beginning to the piece, there is a lapse before the student sits down and another lapse when she gets up before finishing the performance. Two lapses in a performance earn the performance a 2 for this rubric.

Qualifying #6 Annotation

Performing—Voice Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Rubric because the student demonstrates all four of the required voice skills. The student does an excellent job in this performance of the Boy Who Cried Wolf by speaking at the appropriate volume, with the appropriate expression (yelling “wolf” was dramatically done through voice, the word “boring” was made to be boring) and articulation, and at the appropriate rate of speech (by showing some variety in tempo). Demonstrating all four of these voice skills earns the performance full credit for this rubric.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four (or more) ways to support his or her character. In this performance, there are more than four examples of movements supporting character, including sitting, playing the flute, hands to mouth, pointing, and laughing. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character with zero interruptions or lapses in the performance. The performance flows steadily from beginning to end without interruption, earning full credit on this rubric; the three-second hold at the end made for a clear ending.

Qualifying #7 Annotation

Performing—Voice Rubric Score: 1

This performance earns the score of 1 on the Performing—Voice Rubric because the student demonstrates one of the four required voice skills. The student’s performance is credited for its appropriate volume, earning one point. However, no further credit is awarded because the performance does not demonstrate the use of appropriate expression (shows no emotion or character), articulation (the words couldn’t be clearly understood), or rate of speech.

Performing—Movement Rubric Score: 1

This performance earns the score of 1 on the Performing—Movement Rubric because the student uses movements in one way to support his character. In this performance, there is only one example of movement supporting character, which occurs when the student is blowing; all other movement that occurs in this performance is related to the major lapse in the performance, when the student falls into giggling. One movement *in support of character* earns one point on this rubric.

Performing—Sustaining Character Rubric Score: 1

This performance earns the score of 1 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but has three lapses in the performance. While there is a clear beginning to the piece, there are also three distinct lapses in character when the student flubs a line, gets confused at “blow your house down,” and breaks character at the end. Three lapses in a performance earn the performance a 1 for this rubric.

Qualifying #8 Annotation

Performing—Voice Rubric Score: 1

This performance earns the score of 1 on the Performing—Voice Rubric because the student demonstrates one of the four required voice skills. The student’s performance of Goldilocks is credited for its appropriate volume, earning one point. However, no further credit is awarded because the performance does not demonstrate the use of appropriate expression (no rising or falling of pitch), articulation (consonants run together), or rate of speech.

Performing—Movement Rubric Score: 1

This performance earns the score of 1 on the Performing—Movement Rubric because the student uses movements in one way to support her character. In this performance, there is only one example of movement supporting character, which occurs when the student is spooning in food. One movement in support of character earns one point on this rubric.

Performing—Sustaining Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character with zero interruptions or lapses in the performance. The performance flows steadily from beginning to end without interruption, earning full credit on this rubric; the three-second hold at the end made for a clear ending.

Qualifying #9 Annotation

Performing—Voice Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Rubric because the student demonstrates all four of the required voice skills. The student does an excellent job in this performance of Hey Diddle Diddle by speaking at the appropriate volume, with the appropriate expression and articulation, and at the appropriate rate of speech (varying tempo during the song). Demonstrating all four of these voice skills earns the performance full credit for this rubric.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric because the student uses movements in four (or more) ways to support his or her character. In this performance, there are more than four examples of movements supporting character, including fiddling, running, jumping, laughing, and escaping with the spoon. Using at least four movements earns the performance full credit for this rubric.

Performing—Sustaining Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character with zero interruptions or lapses in the performance. The performance flows steadily from beginning to end without interruption, earning full credit on this rubric.

Qualifying #10 Annotation

Performing—Voice Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Rubric because the student demonstrates all four of the required voice skills. The student does an excellent job in this performance of Goldilocks by speaking at the appropriate volume, with the appropriate expression (changing pitch at some point) and articulation, and at the appropriate rate of speech. Demonstrating all four of these voice skills earns the performance full credit for this rubric.

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric because the student uses movements in three ways to support his or her character. In this performance, there are three examples of movements supporting character, including placing the hand on chin, placing the hands on hips, and walking. Three movements in support of character earn three points on this rubric.

Performing—Sustaining Character Rubric Score: 2

This performance earns the score of 2 on the Performing—Sustaining Character Rubric because the student uses acting skills to sustain character but has two lapses in the performance. While there is a clear beginning to the piece, there is a lapse in character after the student eats the porridge and another lapse in that the performance does not have an obvious ending. Two lapses in a performance earn the performance a 2 for this rubric.

