

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 5 Theatre
So...What's Your Problem?**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre, **Grade 5, So...What's Your Problem?** Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

Test Administration Expectations

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

Description of the Performance Assessment

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

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be recorded by videotape to facilitate scoring and to document each student's performance.

Materials and Resources

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

- classroom set of reproduced student tasks including the glossary of terms,
- one pencil per student, and
- video recorder and tape.

Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions and glossary of terms found in the Student Task Booklet.
- Assign to each student a student partner who will watch the student performance and provide feedback to the student performer.
- The student performance must be videotaped for this assessment.
- Video setup needs to be in a defined space, so the performer can be seen at all times. If the performer's face cannot be seen, "expression" cannot be evaluated in the rubric.

- Students should be prompted to **clearly** say their name/number, their current grade level, and situation being pantomimed into the recording device before they begin their 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.”

Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following two-day model is an example of how to administer the task.** This task should be administered in 1 to 2 days. The 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.
- **15 minutes:** The students have approximately 15 minutes to create and rehearse their pantomime.
- **10 minutes:** Each student performs the pantomime for their assigned partner, who will provide feedback about their performance.

Day Two Estimated Time:

- **10 minutes:** The students refine and rehearse their performance incorporating feedback received.
- **35 minutes:** Each student performs the pantomime, which the teacher records.

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 5 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre entitled “So...What’s Your Problem?”

So...What's Your Problem?

You have a nasty cold and have lost your voice. Your doctor has ordered you not to talk, but you have a very important problem to solve. You must get help from one of your family members without using any spoken language.

You will need to create a pantomime showing the problem and a solution using an imaginary person's help. Your pantomime should communicate a scene or story without using words. You will be given time to create and rehearse your pantomime. Next, you will perform it for your teacher-assigned partner to receive feedback. Then, you will be given time to adjust your performance, using this feedback. Finally, you will perform your pantomime again for your teacher and classmates while being videotaped.

Your teacher explains that you must meet the following task requirements when creating your **pantomime**:

- Create a performance that is between 15 seconds and 1 minute long.
- Show a realistic, household problem that a person who could not speak might experience:
 - taking your medication on time,
 - letting the dog out or feeding the dog,
 - finding your needed homework,
 - fixing the computer,
 - getting a ride to the library,
 - finding your pajamas, or
 - any other problem you select.
- Use all the following **movements**:
 - **hand gestures**,
 - **body movements**,
 - **facial expressions**, and
 - **posture or stance**.
- Create a scene or story that contains a clear beginning, middle, and end with a central problem with clear resolution.
- Do not use any voice or sound effects.

Your teacher requires that you meet the following task requirements in your performance:

- Stay in character throughout the performance.
- Begin your performance when you have been given a signal.
- End your performance with a 3-second pause.
- Perform your pantomime for your teacher-assigned partner to receive feedback.
- Adjust your performance based on the feedback you receive.
- Present your final performance.

You will have 15 minutes to create and rehearse your pantomime before you perform it for your teacher-assigned partner to receive feedback. Then, you will have 10 minutes to adjust your performance based on the feedback you received before your second performance, which will be videotaped.

Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 5
So...What's Your Problem?
Theatre Glossary

expression—how the character says words to show feeling

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

gesture—a movement of the hands and/or legs that communicates character

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

pantomime—communication using movement without speech

posture—the position of the actor's body

rehearsal—the period of time used to prepare a play for performance before an audience

storyline—a scene or story that contains a clear beginning, middle, and end with a central problem



Scoring Guide
Grade 5
Theatre
So...What's Your Problem? (2005)

Introduction to the Scoring Guide

This booklet includes a training set of exemplar student responses. The responses will be used to instruct teachers how to score student responses using the rubrics provided.

Rubrics

Performing—Movement Rubric (1.2)

4	A 4-point response: The student demonstrates a thorough understanding of movement in performing the pantomime by meeting all of the four task requirements listed below: <ul style="list-style-type: none">• uses hand gestures appropriately,• uses body movements effectively,• uses facial expressions clearly, and• uses posture/stance accurately.
3	A 3-point response: The student demonstrates an adequate understanding of movement in performing the pantomime by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of movement in performing the pantomime by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of movement in performing the pantomime by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of movement in performing the pantomime by meeting none of the four task requirements listed above.

Creating—Story Structure Rubric (2.1)

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

Performing—Sustains Character Rubric (1.2)

4	A 4-point response: The student sustains character by performing without any interruptions or lapses.
3	A 3-point response: The student sustains character by performing with one interruption or lapse.
2	A 2-point response: The student sustains character by performing with two interruptions or lapses.
1	A 1-point response: The student sustains character by performing with three interruptions or lapses.
0	A 0-point response: The student performs with four or more interruptions or lapses, OR does not establish a believable character.

Exemplar Responses and Annotations

Student Samples Scoring Note

Some of the samples include student work that illustrates 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.

During training for scoring of this item, teachers should read the scoring annotation prior to viewing each exemplar.

Purpose of Exemplar Set

The set of exemplar papers is made up of examples of student responses that represent each score point. Each exemplar paper has been previously scored and includes an annotation that provides an explanation about the rationale for scoring.

Exemplar #1 Annotation

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric for demonstrating a thorough understanding of movement by meeting all four of the task requirements. In the performance the student uses hand gestures appropriately (knocking on the door), uses body movements effectively (shrugging shoulders, moving from door and kicking, pushing), uses facial expression clearly (an obviously exasperated look), and uses posture/stance accurately (slumping the shoulders to show disappointment). Meeting all four task requirements earns the performance four points on this rubric.

Creating—Story Structure Rubric Score: 4

This performance earns the score of 4 on the Creating—Story Structure Rubric for demonstrating a thorough understanding of creating a story structure by meeting all four of the task requirements. The performance includes a central problem (being locked out of the house), with a clear beginning (being unable to enter the house), a clear middle (trying to solve that problem by kicking, going to other doors), and a clear resolution (finding a key to unlock the door). Meeting all four task requirements earns the performance four points on this rubric.

Performing—Sustains Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustains Character Rubric for performing without any interruptions or lapses. Because the performance is without interruptions, the full credit of four points is earned.

Exemplar #2 Annotation

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric for demonstrating a thorough understanding of movement by meeting all four of the task requirements. In the performance, the student uses hand gestures appropriately (picking up the mouse, showing fear), uses body movements effectively (moves at different levels, establishes a bedroom), uses facial expression clearly (a full range of expressions), and uses posture/stance accurately (an angry stance, a scared/screaming stance). Meeting all four task requirements earns the performance four points on this rubric.

Creating—Story Structure Rubric Score: 3

This performance earns the score of 3 on the Creating—Story Structure Rubric for demonstrating an adequate understanding of creating a story structure by meeting three of the four task requirements. The performance includes a central problem (a mouse in the bedroom), with a clear beginning (a sleeping child awakened), and a clear middle (trying to get the attention of the parents). No further credit can be awarded because there is no clear resolution to the story—how the scene is resolved remains unclear. Meeting three of the four task requirements earns the performance three points on this rubric.

Performing—Sustains Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustains Character Rubric for performing without any interruptions or lapses. Because the performance is without interruptions, the full credit of four points is earned.

Exemplar #3 Annotation

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric for demonstrating a thorough understanding of movement by meeting all four of the task requirements. In the performance, the student uses hand gestures appropriately (batting a ball, looking with his hand over his eyes), uses body movements effectively (running around the bases), uses facial expression clearly (gazing into space at ball, opening mouth when running and squinting), and uses posture/stance accurately (a baseball stance, when batting or returning to home plate). Meeting all four task requirements earns the performance four points on this rubric.

Creating—Story Structure Rubric Score: 2

This performance earns the score of 2 on the Creating—Story Structure Rubric for demonstrating a partial understanding of creating a story structure by meeting two of the four task requirements. The performance includes a clear beginning (at the baseball field with a ball player) and a clear middle (hitting the baseball). No further credit can be awarded because there is no clear resolution to the story and because there is no central problem that needs to be resolved. Meeting two of the four task requirements earns the performance two points on this rubric.

Performing—Sustains Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustains Character Rubric for performing without any interruptions or lapses. Because the performance is without interruptions, the full credit of four points is earned.

Exemplar #4 Annotation

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric for demonstrating an adequate understanding of movement by meeting three of the four task requirements. In the performance, the student uses hand gestures appropriately (mops brow, holds map, eats lunch), uses body movements effectively (using levels, bending and digging), and uses posture/stance accurately (sloping shoulders to shovel, a fatigued stance). No further credit can be awarded because the performer does not use facial expressions clearly (he remains neutral throughout). Meeting three of the four task requirements earns the performance three points on this rubric.

Creating—Story Structure Rubric Score: 4

This performance earns the score of 4 on the Creating—Story Structure Rubric for demonstrating a thorough understanding of creating a story structure by meeting all four of the task requirements. The performance includes a central problem (searching for treasure), with a clear beginning (a treasure hunter is prowling with a map), a clear middle (following the map, eating lunch, continually searching), and a clear resolution (returning the treasure and getting a reward). Meeting all four task requirements earns the performance four points on this rubric.

Performing—Sustains Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustains Character Rubric for performing without any interruptions or lapses. Because the performance is without interruptions, the full credit of four points is earned.

Exemplar #5 Annotation

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric for demonstrating an adequate understanding of movement by meeting three of the four task requirements. In the performance, the student uses hand gestures appropriately (typing at keyboard, pounding at it), uses body movements effectively (rides bike, throws), and uses posture/stance accurately (minimally, but does lean forward in frustration). No further credit can be awarded because the performer does not use facial expressions clearly (he smiles constantly, regardless of emotion). Meeting three of the four task requirements earns the performance three points on this rubric.

Creating—Story Structure Rubric Score: 3

This performance earns the score of 3 on the Creating—Story Structure Rubric for demonstrating an adequate understanding of creating a story structure by meeting three of the four task requirements. The performance includes a central problem (computer troubles), with a clear beginning (typing at the keyboard) and a clear middle (trying to fix it, then throwing it). No further credit can be awarded because there is no clear resolution to the story—how the scene is resolved remains unclear. Meeting three of the four task requirements earns the performance three points on this rubric.

Performing—Sustains Character Rubric Score: 4

This performance earns the score of 4 on the Performing—Sustains Character Rubric for performing without any interruptions or lapses. Because the performance is without interruptions, the full credit of four points is earned.

Exemplar #6 Annotation

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric for demonstrating an adequate understanding of movement by meeting three of the four task requirements. In the performance, the student uses hand gestures appropriately (opens cage, pets animals), uses body movements effectively (crawls and bends), and uses posture/stance accurately (stooping). No further credit can be awarded because the performer does not use facial expressions clearly (he smiles when he should be frustrated). Meeting three of the four task requirements earns the performance three points on this rubric.

Creating—Story Structure Rubric Score: 4

This performance earns the score of 4 on the Creating—Story Structure Rubric for demonstrating a thorough understanding of creating a story structure by meeting all four of the task requirements. The performance includes a central problem (a lost animal), with a clear beginning (letting the rodent out of the cage), a clear middle (searching for the lost critter, asking for help), and a clear resolution (happily finding the animal, even if it makes an unexpected deposit into his hand). Meeting all four task requirements earns the performance four points on this rubric.

Performing—Sustains Character Rubric Score: 2

This performance earns the score of 2 on the Performing—Sustains Character Rubric for performing with two interruptions. The student loses his focus when he attempts to pull the sweater over his head and when the animal defecates in his hand. In both cases the student interrupts the performance of the scene. Performing with two interruptions earns the performance two points on this rubric.

Exemplar #7 Annotation

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric for demonstrating an adequate understanding of movement by meeting three of the four task requirements. In the performance, the student uses hand gestures appropriately (looking at watch, unscrewing bottle, swallowing pills), uses body movements effectively (crosses to sink), and uses posture/stance accurately (changed posture to denote watching television). No further credit can be awarded because the performer does not use facial expressions clearly (she smiles inappropriately). Meeting three of the four task requirements earns the performance three points on this rubric.

Creating—Story Structure Rubric Score: 2

This performance earns the score of 2 on the Creating—Story Structure Rubric for demonstrating a partial understanding of creating a story structure by meeting two of the four task requirements. The performance includes a clear beginning (a person in bed) and a clear middle (taking pills or medication). No further credit can be awarded because there is no clear resolution to the story (in fact, the pills lead to another problem, the stomach ache) and because there is no central problem that needs to be resolved (there is not a central problem but two distinct problems: the pills and the stomach ache). Meeting two of the four task requirements earns the performance two points on this rubric.

Performing—Sustains Character Rubric Score: 2

This performance earns the score of 2 on the Performing—Sustains Character Rubric for performing with two interruptions. The student loses her focus by looking off into space at the wrong time and by grinning inappropriately. In both cases, the student interrupts the performance of the scene. Performing with two interruptions earns the performance two points on this rubric.

Exemplar #8 Annotation

Performing—Movement Rubric Score: 2

This performance earns the score of 2 on the Performing—Movement Rubric for demonstrating a partial understanding of movement by meeting two of the four task requirements. In the performance, the student uses hand gestures appropriately (starts car, makes foot pedal actions) and uses posture/stance accurately (driving stance, “under car” posture). No further credit can be awarded because the performer does not use body movements effectively (neglects to establish car in space, entering it without opening door) and does not use facial expressions clearly (he smiles inappropriately). Meeting two of the four task requirements earns the performance two points on this rubric.

Creating—Story Structure Rubric Score: 2

This performance earns the score of 2 on the Creating—Story Structure Rubric for demonstrating a partial understanding of creating a story structure by meeting two of the four task requirements. The performance includes a central problem (automobile troubles) with a clear beginning (a driver in a car). No further credit can be awarded because there is no clear middle to the story (that he is attempting to fix the car is not quite clear) and no clear resolution to the story (it is too rushed to establish a resolution, with the hand toss being confusing). Meeting two of the four task requirements earns the performance two points on this rubric.

Performing—Sustains Character Rubric Score: 2

This response earns the score of 2 on the Performing—Sustains Character Rubric for performing with two interruptions. The student interrupts the performance of the scene by constantly shaking his hair and falling out of character at the end of the scene. Performing with two interruptions earns the performance two points on this rubric.

Exemplar #9 Annotation

Performing—Movement Rubric Score: 2

This performance earns the score of 2 on the Performing—Movement Rubric for demonstrating a partial understanding of movement by meeting two of the four task requirements. In the response, the student uses hand gestures appropriately (putting on foot gear) and uses body movements effectively (climbing and pulling). No further credit can be awarded because the performer does not use facial expressions clearly (no change in emotions as effort of climbing increases) and does not use posture/stance accurately (posture is unrelated to the character). Meeting two of the four task requirements earns the performance two points on this rubric.

Creating—Story Structure Rubric Score: 2

This performance earns the score of 2 on the Creating—Story Structure Rubric for demonstrating a partial understanding of creating a story structure by meeting two of the four task requirements. The performance includes a clear beginning (mountain climbing) and a clear middle (the series of actions to get to the top of the hill). No further credit can be awarded because there is no clear resolution to the story (the ending is confusing) and because there is no central problem that needs to be resolved. Meeting two of the four task requirements earns the performance two points on this rubric.

Performing—Sustains Character Rubric Score: 0

This performance earns the score of 0 on the Performing—Sustains Character Rubric because the student performs with four or more interruptions. The student continually looks into the audience, smiles throughout the performance, and does not maintain focus. Performing with at least four interruptions means the performance earns no points on this rubric.

Exemplar #10 Annotation

Performing—Movement Rubric Score: 1

This performance earns the score of 1 on the Performing—Movement Rubric for demonstrating minimal understanding of movement by meeting one of the four task requirements. In the performance, the student uses facial expressions clearly (providing obvious surprise and remorse). No further credit can be awarded because the performer does not use hand gestures appropriately (not clear, other than the brief tying of shoes), does not use body movements effectively, and does not use posture/stance accurately (the baseball position is weak). Meeting one of the four task requirements earns the performance one point on this rubric.

Creating—Story Structure Rubric Score: 1

This performance earns the score of 1 on the Creating—Story Structure Rubric for demonstrating minimal understanding of creating a story structure by meeting one of the four task requirements. The performance includes a central problem (a broken window). No further credit can be awarded because there is no clear beginning to the story (the setting is not communicated), no clear middle (the events are muddled), and no clear resolution (not clear what she is throwing). Meeting one of the four task requirements earns the performance one point on this rubric.

Performing—Sustains Character Rubric Score: 3

This performance earns the score of 3 on the Performing—Sustains Character Rubric for performing with one interruption. There is an awkward pause in the scene after the student breaks the window, and this interruption means the performance earns three points on this rubric.