

**Directions for Administering the  
Washington Classroom-Based Performance Assessment (WCBPA)  
Arts Performance Assessment  
Grade 8 Theatre  
Lights, Camera, Action!**

**Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Assessment Performance (WCBPA) Arts Performance Assessment of Theatre, **Grade 8, Lights, Camera, Action!** Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Test Administration Expectations**

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

**Description of the Performance Assessment**

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

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

**Materials and Resources**

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

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- one pencil per student, and
- video recording device and tape.

## Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets found from this booklet.
- The student performance must be videotaped for this assessment.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teacher to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance and response.
- Students who respond in writing must include their name/number on the response sheet.

## Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following three-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. 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.
- **30 minutes:** The students create and develop their improvisational monologue and pantomime.

### **Day Two Estimated Time:**

- **5 minutes:** The students rehearse their improvisational monologue and pantomime.
- **35 minutes:** The students perform their improvisational monologue and pantomime, which the teacher records.

**Day Three Estimated Time:**

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

**Test Administration**

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

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

**Say: Today you will take the Grade 8 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre entitled “Lights, Camera, Action!”**

## Lights, Camera, Action!

Your school's theatre department is known in the community for its outreach to elementary schools. The local public television station wants to feature your theatre department in a special presentation. Several students will be chosen by the station director to represent the theatre department by acting in a videotaped public service announcement.

You have been asked to perform a 1-minute improvisational monologue about the importance of eliminating bullying in schools. The station director wants you to clearly portray place, situation, character, and movement. The station director will videotape your improvisation and ask you to prepare a response about the process you used to develop your improvisation.

The station director explains that you must meet the following task requirements when creating your improvisational monologue:

- Choose a setting for the improvisational monologue about bullying (e.g., a classroom, a playground, the bus stop). You may refer to the setting by its common name or by using **pantomime**.
- Pantomime the use of objects to portray the setting for your audience.
- Create a believable, interesting character.
- Create a performance with at least one emotion.
- Use appropriate voice skills in your performance, including the following:
  - **projection**,
  - **expression**,
  - **articulation**, and
  - **rate**.
- Use appropriate **movements** to enhance the character, including the following:
  - **hand gestures**,
  - **body movements**,
  - **facial expression**, and
  - **blocking**.

The station director explains that you must meet the following task requirements when responding about your improvisation:

- Describe how you developed your improvisational monologue and pantomime.
- Explain why you chose your setting.
- Explain why you chose your character.
- Explain how movements enhanced your character.

You will have 10 minutes to create and develop your improvisation. Your performance will be videotaped and should be 1 minute long. You will have 20 minutes to prepare your response.

**Student Name/Number:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**1) How did you develop the idea for your improvisational monologue and pantomime?**

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**2) Why did you choose this setting?**

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**3) Why did you choose this particular character?**

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**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 8**  
**Lights, Camera, Action!**  
**Theatre Glossary**

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

**monologue**—a scene for an actor speaking alone

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

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

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

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

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

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

**pantomime**—communication using movement without speech

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

**articulation**—the clear and precise pronunciation of words

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

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

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

**rate**—the speed with which words are spoken

**Grade 8  
Lights, Camera, Action!  
Rubrics**

**Performing—Voice Skills Rubric (1.2)**

4	A 4-point response: The student demonstrates a thorough understanding of voice skills by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> <li>• uses appropriate projection,</li> <li>• uses appropriate expression,</li> <li>• uses clear articulation, and</li> <li>• uses an appropriate rate.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of voice skills by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of voice skills by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of voice skills by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of voice skills by meeting none of the four task requirements listed above.

**Performing—Character Rubric (1.2)**

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



**Responding Rubric (2.2)**

4	A 4-point response: The student demonstrates a thorough understanding of the response to the performance by meeting all of the four task requirements listed below: <ul style="list-style-type: none"><li>• describes the process used to develop the improvisation,</li><li>• describes the process used to choose the setting,</li><li>• describes the process used to select and develop the character, and</li><li>• describes how movement enhances the character.</li></ul>
3	A 3-point response: The student demonstrates an adequate understanding of the response to the performance by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of the response to the performance by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of the response to the performance by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of the response to the performance by meeting none of the four task requirements listed above.