

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 8 Theatre
Campfire Story: It's Your Night!**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre, **Grade 8, Campfire Story: It's Your Night!** 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 recorder 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 in the Student Task Booklet.
- Assign to each student a student partner who will watch the performance and provide feedback to the student performer.

- Students should obtain teacher approval for their storyline prior to creating the performance.
- The student performance must be videotaped for this assessment.
- As an option to a written response, video or audio recording may be used at the teacher’s discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teachers role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Video setup needs to be in a defined space, so the performer can be seen at all times. 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 and their current grade level into the recording device before they begin their performance and response.
- Performers need to have a three second “neutral” pause at the end of the performance to indicate a clear ending.
- 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 have approximately 30 minutes to create the story, develop a performance, and rehearse.

Day Two Estimated Time:

- **10 minutes:** Each student performs the story for their assigned partner, who will provide feedback about their performance.
- **5 minutes:** The students refine and rehearse their performance incorporating feedback received.
- **35 minutes:** Each student performs their story, which the teacher records.

Day Three Estimated Time:

- **5 minutes:** The teacher distributes response sheets to the students.
- **10 minutes:** The students prepare their verbal or written response.
- **5 minutes:** The teacher collects the papers of the students who respond in writing.
- **20 minutes:** The teacher records the responses of the students.

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 “Campfire Story: It’s Your Night!”

Campfire Story: It's Your Night!

You are a camper at a summer theatre camp. Every camper gets a chance to tell a story around the campfire. Your acting coach has told you that tonight is your night to tell a story. As you prepare your story, you will identify the situation, the conflict, and the character. Allow for an exciting beginning and a surprise ending. After performing for an assigned partner, you will receive feedback from your partner and refine and rehearse your story before your final performance.

Your teacher will videotape your final performance and you will be asked to prepare a response about your story development and final performance.

Your acting coach explains that you must meet the following task requirements when you create your story:

- Apply the **creative process** in the arts:
 - conceptualize the context or purpose,
 - gather information from diverse sources,
 - develop ideas and techniques,
 - organize arts elements,
 - reflect for the purpose of elaboration and self-evaluation, and
 - present the work to others.
- Create a story with an effective story line.
- Use all of the following **voice skills**:
 - appropriate **projection**,
 - effective **expression**,
 - clear **articulation**, and
 - appropriate **rate**.
- Use all of the following **movements**:
 - clear and expressive **facial expression**,
 - appropriate **hand gestures**,
 - appropriate **body movement**, and
 - effective **blocking**.
- Create a believable character:
 - use a series of movements and vocal choices that enhance and bring to life a credible and sustainable character throughout the entire performance,
 - create a performance with layered emotions (more than one emotion exhibited), and
 - maintain focus throughout the entire performance.

Your acting coach explains that you must meet the following task requirements when you perform your story:

- Perform the story for your assigned partner in order to receive feedback about your character and movement choices.
- Refine and rehearse your story based on the feedback you received from your partner.

Your acting coach explains that you must meet the following requirements when responding about your story:

- Describe the creative process you used to develop your story.
- State **two** goals for improvement of your performance.
- Give evidence from your performance to support the improvements you made to your performance.
- Use theatre vocabulary correctly.

You will have 30 minutes to create, develop, and rehearse your story. You will have 15 minutes to perform for your partner, receive feedback, and refine your story. Your final performance will be videotaped. You will have 10 minutes to prepare your response.

1) Describe the creative process you used to develop your story.

2) State two goals for improvement of your performance.

Goal 1:

Goal 2:

3) Give evidence from your performance to support the improvements you made to your performance.

Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 8
Campfire Story: It's Your Night!
Theatre Glossary

articulation—the clear and precise pronunciation of words

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

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

creative process—the creating, performing, and responding processes that occur to create, share, and analyze the arts

expression—how the character says words to show feeling

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

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

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

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

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

projection/volume—using appropriate loud and soft sounds as a character

rate—how slowly and quickly words are spoken

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

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



Scoring Guide
Grade 8 Theatre
Campfire Story: It's Your Night!
(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 fully demonstrates a thorough understanding of art skills and techniques by meeting all of the four task requirements listed below: <ul style="list-style-type: none">• clear facial expression,• appropriate hand gestures,• appropriate body movement, and• effective blocking.
3	A 3-point response: The student demonstrates an adequate understanding of art skills and techniques by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of art skills and techniques by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of art skills and techniques by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of art skills and techniques by meeting none of the four task requirements listed above.

Performing—Voice Rubric (1.2)

4	A 4-point response: The student demonstrates a thorough understanding of voice skills in the audition by meeting all of the four task requirements listed below: <ul style="list-style-type: none">• uses projection effectively,• uses expression consistently,• uses articulation proficiently, and• uses rate accurately.
3	A 3-point response: The student demonstrates an adequate understanding of voice skills in the audition by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of voice skills in the audition by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of voice skills in the audition by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of voice skills in the audition by meeting none of the 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 by meeting all of the four task requirements listed below: <ul style="list-style-type: none">• creates a clear beginning,• creates a clear middle,• includes a central conflict and resolution, and• creates a clear ending.
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.

Responding Rubric (2.2)

4	A 4-point response: The student demonstrates a thorough understanding of the responding process by meeting all of the four task requirements listed below: <ul style="list-style-type: none">• describes the process used to develop the story,• states two goals for improvement of his or her performance,• gives evidence from the performance to support the improvement plan, and• uses theatre vocabulary correctly.
3	A 3-point response: The student demonstrates adequate understanding of the creative process by responding to three of the four task requirements listed above.
2	A 2-point response: The student demonstrates partial understanding of the creative process by responding to two of the four task requirements listed above.
1	A 1-point response: The student demonstrates minimal understanding of the creative process by responding to one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of the creative process by responding to none of the four task requirements listed above.

Scoring Notes

The following scoring notes should be used as guidelines when scoring this item.

- On the Voice Rubric, expression and rate must be character-related to earn credit.

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.

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.

1) Describe the creative process you used to develop your story.

First I had thought well what would make a good story.
then I say the story to myself a few times to see if I like
it and it sounds good. Then I pick my favorite and go
with it.

2) State two goals for improvement of your performance.

Goal 1: I try to talk evenly and fluently. I try to use volume
to enhance my Proformance.

Goal 2: I try to enhance my preformance by using
appropriate gestures and movements

3) Give evidence from your performance to support the improvements you made to your performance.

I talked fluently and evenly and used good voice
expression. I used apprite gesture and movements that I
think made the story better

Exemplar #1 Annotation

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric for demonstrating an adequate understanding of arts skills and techniques by meeting three of the four task requirements. In recounting the story of a trip to the beach, the storyteller uses clear facial expressions (animated, smiling, smirking), appropriate hand gestures (many of them, including scratching his chin), and appropriate body movements (moving arms about, leaning forward and back, looking left and right). No further credit can be awarded because the storyteller does not incorporate blocking into the presentation—the student remains seated and does not move from the spot. Meeting three of the four task requirements earns the performance three points on this rubric.

Performing—Voice Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. The storyteller uses projection effectively, uses expression consistently, uses articulation proficiently, and uses rate accurately. 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 story structure by meeting all four of the task requirements. The storyteller creates a story with a central problem (the pursuit of jellyfish while at the beach) and the story has a clear beginning, middle, and ending. Meeting all four task requirements earns the performance four points on this rubric.

Responding Rubric Score: 4

This response earns the score of 4 on the Responding Rubric for demonstrating a thorough understanding of the creative process by fully responding to the four task requirements. The response describes the process used to develop the story (the student thought of it, told it, and practiced), states two goals for improvement (talking evenly, using gestures), gives evidence from the performance in support of the improvement plan, and uses theatre vocabulary correctly. Meeting all four task requirements earns the response four points on this rubric.

1) Describe the creative process you used to develop your story.

I used Imagination to create my story. With great creativity.

2) State two goals for improvement of your performance.

Goal 1: *To face the camrea at all times*

Goal 2: *To have good facial and body expressions*

3) Give evidence from your performance to support the improvements you made to your performance.

I practiced at home + rewrote my story. I tried And I Think I stade with my face to the camrea at all times

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 arts skills and techniques by meeting all four of the task requirements. In recounting the story of a cookie-eating brother being mistaken as a burglar, the storyteller uses clear facial expressions (fear and excitement), appropriate hand gestures (holding the flashlight), appropriate body movements (sitting, standing, sneaking about), and blocking (moving around the stage). Meeting all four of the task requirements earns the performance four points on this rubric.

Performing—Voice Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. The storyteller uses projection effectively, uses expression consistently, uses articulation proficiently, and uses rate accurately. 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 story structure by meeting three of the four task requirements. The storyteller creates a story with a clear beginning, middle, and ending. No further credit can be awarded because the story does not have a clear central problem and resolution—there really is not a resolution, just an end to the story. Meeting three of the four task requirements earns the performance three points on this rubric.

Responding Rubric Score: 3

This response earns the score of 3 on the Responding Rubric for demonstrating an adequate understanding of the creative process by fully responding to three of the four task requirements. The response states two goals for improvement (facing the camera, using good expressions), gives evidence from the performance in support of the improvement plan (practiced, rewrote, and was sure to then face the camera), and uses theatre vocabulary correctly. No further credit can be awarded because the response does not describe the process used to develop the story. Meeting three of the four task requirements earns the response three points on this rubric.

1) Describe the creative process you used to develop your story.

um, its about a 17 year old boy that needs a Job, and he is desprate. So he Joins the Mafia. So a long time ago his dad died so his mother died. so he was alone.

2) State two goals for improvement of your performance.

Goal 1: I need to use more facial expressions, I need to try to be more funny. And I have to consentrate.

Goal 2: I need to have more fun in what I'm doing in a scene.

3) Give evidence from your performance to support the improvements you made to your performance.

I tryed at home on my improvement. I aked my mom what I could do to better my preformance. And [my partner] said I did well in when I showed him.

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 arts skills and techniques by meeting all four of the task requirements. In recounting the story of how he tried to join the mafia, the storyteller uses clear facial expressions (very animated), appropriate hand gestures (smoking, pointing, wild talking gestures), appropriate body movements (prancing and preening, cocky), and blocking (moving around the stage). Meeting all four of the task requirements earns the performance four points on this rubric.

Performing—Voice Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. The storyteller does an excellent job vocally, including using different voices for different characters. He uses projection effectively, expression consistently, articulation proficiently, and rate accurately. 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 partial understanding of creating story structure by meeting two of the four task requirements. The storyteller creates a story with a clear beginning (a guy needing money, fleeing from the police) and a clear middle (being offered a job). No further credit can be awarded because the story does not have a clear ending (it has a very abrupt conclusion: “You’re now in the mafia!”) and it does not have a central problem and resolution—exactly what the problem is and how it is resolved remains unclear. Meeting two of the four task requirements earns the performance two points on this rubric.

Responding Rubric Score: 3

This response earns the score of 3 on the Responding Rubric for demonstrating an adequate understanding of the creative process by fully responding to three of the four task requirements. The response states two goals for improvement (concentrate on facial expressions, be funny), gives evidence from the performance in support of the improvement plan, and uses theatre vocabulary correctly (scene, improvement, performance). No further credit can be awarded because the response does not describe the process used to develop the story (it gives facts about the story, but not the process used to develop it). Meeting three of the four task requirements earns the response three points on this rubric.

1) Describe the creative process you used to develop your story.

I thought about smores. Because I was hungry. And I like smores

2) State two goals for improvement of your performance.

Goal 1: *Not to talk about smores because people might be hungry and it would make there mouth water*

Goal 2: *To tell what type of chocolate I was talking about. By the way it was milk choclate.*

3) Give evidence from your performance to support the improvements you made to your performance.

Not talk as fast.

Exemplar #4 Annotation

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric for demonstrating a thorough understanding of arts skills and techniques by meeting all four of the task requirements. In recounting the story of how he tried to make smores, the storyteller uses clear facial expressions (very animated, making eye contact with audience), appropriate hand gestures, appropriate body movements, and blocking (although he did not move far, the student did use the stage). Meeting all four of the task requirements earns the performance four points on this rubric.

Performing—Voice Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. The storyteller uses projection effectively, expression consistently (very animated and funny), articulation proficiently, and rate accurately. 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 story structure by meeting all four of the task requirements. The storyteller creates a story with a central problem and resolution (how to glue broken graham crackers together by inventing smores), and the story has a clear beginning, middle, and ending. Meeting all four task requirements earns the performance four points on this rubric.

Responding Rubric Score: 0

This response earns the score of 0 on the Responding Rubric for demonstrating no understanding of the creative process. Although the response attempts to answer the questions, it is unsuccessful in doing so. The process used to develop the story is not provided (“thought about smores” is not specific enough), only one goal for improvement is given (considering the type of chocolate, but “not to talk about smores” would ruin the story and cannot be credited), does not give evidence from the performance to support the improvement plan (too vague), and does not incorporate theatre vocabulary into the response. Without doing so, no points can be earned on this rubric.

1) Describe the creative process you used to develop your story.

I was watching a movie about time travel which helped me with the idea

2) State two goals for improvement of your performance.

Goal 1: *remember to say "I'm in 7th grade."*

Goal 2: *do not stutter or to pace.*

3) Give evidence from your performance to support the improvements you made to your performance.

I practiced in the car, drama room, and at home. on my performance "the day I invented time travel"

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 arts skills and techniques by meeting three of the four task requirements. In recounting his invention of time travel, the storyteller uses appropriate hand gestures (making a phone call, pointing, reaching, and holding directions), appropriate body movements (walking), and effective blocking. No further credit can be awarded because the storyteller does not incorporate facial expressions into the presentation—the student’s face remains neutral throughout the scene. Meeting three of the four task requirements earns the performance three points on this rubric.

Performing—Voice Rubric Score: 2

This performance earns the score of 2 on the Performing—Voice Rubric for demonstrating partial understanding of voice skills by meeting two of the four task requirements. The storyteller uses projection effectively and articulation proficiently. No further credit can be awarded because he does not use expression consistently (he does so only at certain times) and does not use rate accurately (there is no variation in rate). Meeting two of the four task requirements earns the performance two 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 story structure by meeting all four of the task requirements. The storyteller creates a story with a central problem (inventing and then fixing the broken time-travel machine) and the story has a clear beginning, middle, and ending. Meeting all four task requirements earns the performance four points on this rubric.

Responding Rubric Score: 1

This response earns the score of 1 on the Responding Rubric for demonstrating minimal understanding of the creative process by meeting one of the four task requirements. The response does state two goals for improvement (including not stuttering or pacing), earning one point. No further credit can be awarded because the process of developing the story is not provided (ideas are given, but not the process), evidence from the performance to support the improvement plan is not given (practicing a lot is not specific to the goals) and theatre vocabulary is not used. Meeting one of the four task requirements earns the response one point on this rubric.

1) Describe the creative process you used to develop your story.

*-I thought of a regular person who grows a unicorn horn.
I am the person who bumps into a swinging door. I have a date with gorgeous Floyd that same day. She saw a horrid pimple on her head but still went. At dinner she went to the bathroom and saw a unicorn horn! She went back and ordered, but all she could say was neigh. That taught her to watch out for those doors.*

2) State two goals for improvement of your performance.

Goal 1: different voices for different people. Doctor, waiter, and Frieda.

Goal 2: when I say gorgeous, put my hands over my heart, and sort of fall

3) Give evidence from your performance to support the improvements you made to your performance.

When I was saying "what is this" I stuttered then went on. I fell back when I said gorgeous as if I day dream about "Floyd" all the time.

Exemplar #6 Annotation

Performing—Movement Rubric Score: 2

This performance earns the score of 2 on the Performing—Movement Rubric for demonstrating partial understanding of arts skills and techniques by meeting two of the four task requirements. In recounting the story of an accident with the door and a subsequent date with Floyd, the storyteller uses clear facial expressions and appropriate hand gestures. No further credit can be awarded because the storyteller does not use body movement appropriately (mostly she just shifts feet and walks nervously) and does not use blocking effectively. Meeting two of the four task requirements earns the performance two points on this rubric.

Performing—Voice Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. The storyteller uses projection effectively, expression consistently, articulation proficiently, and rate accurately. 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 partial understanding of creating story structure by meeting two of the four task requirements. The storyteller creates a story with a clear beginning and a clear middle. No further credit can be awarded because the story does not have a clear ending and it does not have a clear resolution—exactly how the problem is resolved remains unclear. Meeting two of the four task requirements earns the performance two points on this rubric.

Responding Rubric Score: 2

This response earns the score of 2 on the Responding Rubric for demonstrating partial understanding of the creative process by fully responding to two of the four task requirements. The response states two goals for improvement (use different voices and add blocking elements) and gives evidence from the performance to support the improvement plan. No further credit can be awarded because the response does not describe the process used to develop the story (it gives facts about the story, but not the process used to develop it) and does not incorporate theatre vocabulary. Meeting two of the four task requirements earns the response two points on this rubric.

1) Describe the creative process you used to develop your story.

I told all the little details of my surroundings and of what happened. + I thought of all my memories + chose the story that would be most entertaining but not too short

2) State two goals for improvement of your performance.

Goal 1: *Eye contact with the audience.*

Goal 2: *fluency*

3) Give evidence from your performance to support the improvements you made to your performance.

I kept my eyes on the floor + studded

Exemplar #7 Annotation

Performing—Movement Rubric Score: 1

This performance earns the score of 1 on the Performing—Movement Rubric for demonstrating minimal understanding of arts skills and techniques by meeting one of the four task requirements. In recounting the story of a family trip to Arizona, the storyteller uses appropriate hand gestures, earning one point. No further credit can be awarded because the storyteller does not use clear facial expressions (he remains neutral throughout, even when talking about death or fear), does not use body movement appropriately, and does not use blocking effectively (remaining seated the whole time). Meeting one of the four task requirements earns the performance one point on this rubric.

Performing—Voice Rubric Score: 2

This performance earns the score of 2 on the Performing—Voice Rubric for demonstrating partial understanding of voice skills by meeting two of the four task requirements. The storyteller uses projection effectively and articulation proficiently. No further credit can be awarded because he does not use expression consistently (he does not take on the voice of any character, simply talking as himself) and does not use rate accurately (there is no variation in rate). Meeting two of the four task requirements earns the performance two 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 story structure by meeting all four of the task requirements. The storyteller creates a story with a central problem (the central problem of the story seems to be the scorpions) and the story has a clear beginning, middle, and ending (when the uncle saves the day by defeating the scourge of scorpions). Meeting all four task requirements earns the performance four points on this rubric.

Responding Rubric Score: 2

This response earns the score of 2 on the Responding Rubric for demonstrating partial understanding of the creative process by fully responding to two of the four task requirements. The response describes the process used to develop the story and states two goals for improvement (keeping eye contact with the audience, and maintaining fluency). No further credit can be awarded because the response does not give evidence from the performance to support the improvement plan (it points out errors, not improvements) and does not incorporate theatre vocabulary. Meeting two of the four task requirements earns the response two points on this rubric.

1) Describe the creative process you used to develop your story.

I didnt really have a creative process I just thought of a story that people would want to here. I used a piece of paper wrote down my storys and pick one I liked.

2) State two goals for improvement of your performance.

Goal 1: *My first goal is to make my story longer.*

Goal 2: *Second goal is to have more movement.*

3) Give evidence from your performance to support the improvements you made to your performance.

Ummm.....My story was very short and that I had no movement. I made my story a little longer and added movement

Exemplar #8 Annotation

Performing—Movement Rubric Score: 1

This performance earns the score of 1 on the Performing—Movement Rubric for demonstrating minimal understanding of arts skills and techniques by meeting one of the four task requirements. In recounting the story of his history with hamsters, the storyteller uses appropriate hand gestures, earning one point. No further credit can be awarded because the storyteller does not use clear facial expressions (he remains neutral throughout, does not use body movement appropriately, and does not use blocking effectively (remaining seated the whole time). Meeting one of the four task requirements earns the performance one point on this rubric.

Performing—Voice Rubric Score: 2

This performance earns the score of 2 on the Performing—Voice Rubric for demonstrating partial understanding of voice skills by meeting two of the four task requirements. The storyteller uses projection effectively, and articulation proficiently. No further credit can be awarded because he does not use expression consistently (any expression is unrelated to the character) and does not use rate accurately (again, unrelated to 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 partial understanding of creating story structure by meeting two of the four task requirements. The storyteller creates a story with a clear beginning and a clear middle. No further credit can be awarded because the story does not have a clear ending (concluding with the abrupt and unrelated “then we went camping”) and it does not have a central problem and resolution—it is simply a recital of the story of how his hamsters died. Meeting two of the four task requirements earns the performance two points on this rubric.

Responding Rubric Score: 3

This response earns the score of 3 on the Responding Rubric for demonstrating an adequate understanding of the creative process by fully responding to three of the four task requirements. The response describes the process used to develop the story (thought it up and wrote it down), states two goals for improvement (make it longer, add movement), and gives evidence from the performance in support of the improvement plan. No further credit can be awarded because the response does not incorporate theatre vocabulary (“movement” alone is not enough). Meeting three of the four task requirements earns the response three points on this rubric.

1) Describe the creative process you used to develop your story.

it's about the time I invented fire I was rubbing two sticks to gether and fire came because I have always wanted to invent something.

2) State two goals for improvement of your performance.

Goal 1: *I didn't Laugh so much like I use to*

Goal 2: *I wasn't nervouse like I thought I would be.*

3) Give evidence from your performance to support the improvements you made to your performance.

I got up and did my play without figiting or a dead face and I had confidence in my self.

Exemplar #9 Annotation

Performing—Movement Rubric Score: 2

This performance earns the score of 2 on the Performing—Movement Rubric for demonstrating partial understanding of arts skills and techniques by meeting two of the four task requirements. In recounting the story of trying to start a fire, the storyteller uses appropriate hand gestures (making fire, rubbing sticks) and appropriate body movements (squatting, standing). No further credit can be awarded because the storyteller does not use clear facial expressions (minimal) and does not use blocking effectively. Meeting two of the four task requirements earns the performance two points on this rubric.

Performing—Voice Rubric Score: 1

This performance earns the score of 1 on the Performing—Voice Rubric for demonstrating minimal understanding of voice skills by meeting one of the four task requirements. The storyteller uses projection effectively, earning one point. No further credit can be awarded because the student does not use expression consistently (the tone largely does not change), does not use articulation proficiently, and does not use rate accurately (no variation). 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 story structure by meeting one of the four task requirements. The storyteller creates a story with a clear beginning, earning one point. No further credit can be awarded because the story does not have a clear middle, a clear ending, and it does not have a clear problem (the situation is not presented as a problem, simply a reality). Meeting one of the four task requirements earns the performance one point on this rubric.

Responding Rubric Score: 2

This response earns the score of 2 on the Responding Rubric for demonstrating partial understanding of the creative process by fully responding to two of the four task requirements. The response states two goals for improvement (not to laugh or get nervous) and gives evidence from the performance to support the improvement plan. No further credit can be awarded because the response does not describe the process used to develop the story (it gives facts about fire, but not the process used to develop the story) and does not incorporate theatre vocabulary. Meeting two of the four task requirements earns the response two points on this rubric.

1) Describe the creative process you used to develop your story.

2) State two goals for improvement of your performance.

Goal 1:

Goal 2:

3) Give evidence from your performance to support the improvements you made to your performance.

Exemplar #10 Annotation

Performing—Movement Rubric Score: 0

This performance earns the score of 0 on the Performing—Movement Rubric for demonstrating no understanding of arts skills and techniques. Instead of taking on the persona of a character, the storyteller simply recites her tale. Because there is very little movement and no movement related to a character, no points can be earned on this rubric.

Performing—Voice Rubric Score: 1

This performance earns the score of 1 on the Performing—Voice Rubric for demonstrating minimal understanding of voice skills by meeting one of the four task requirements. The storyteller uses projection effectively, earning one point. No further credit can be awarded because the student does not use expression consistently (there is no character), does not use articulation proficiently, and does not use rate accurately (no variation). Meeting one of the four task requirements earns the performance one point 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 story structure by meeting three of the four task requirements. The storyteller creates a story with a central problem (getting lost on a family vacation to Oregon) that includes a clear beginning (putting the directions in the car) and a clear middle (not being able to find them). No further credit can be awarded because the story does not have a clear resolution. Meeting three of the four task requirements earns the performance three points on this rubric.

Responding Rubric Score: 0

This response earns the score of 0 on the Responding Rubric because it is left blank.