

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 10 Theatre
You're History!**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre, **Grade 10, You're History!** 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, tripod (optional), 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.

- Students will choose a partner to whom they will perform and from whom they will receive feedback. If there is an odd number of students in a class, you may have a group of three students working together.
- The student performance must be videotaped for this assessment.
- The teacher may choose to read the questions for each student's performance in order to maintain consistency and validity. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment. In this instance, the teacher will need a tripod or assistance with videotaping.
- The students will submit their created historic figure questions which are also a part of their performance.
- Video "setup" needs to be in a defined space, so the performer can be seen at all times.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance and response.

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 3 to 4 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 select and research the historical figure chosen to perform. (Internet research must be monitored.)

Day Two Estimated Time:

- **5 minutes:** The teacher distributes the response sheets to the students.
- **15 minutes:** The students compose 5 questions that the judges will ask them as their chosen historical figure.
- **20 minutes:** The students create their performance/portrayal of their chosen historical figure by practicing answering the questions they created in character.

Day Three Estimated Time:

- **5 minutes:** The teacher returns the response sheets to the students.
- **10 minutes:** Each student performs for another student, who will provide the student with feedback about the performance.
- **10 minutes:** The students refine and rehearse their performance incorporating feedback received (This may occur while other students are performing for the teacher.)
- **35 minutes:** Each student performs their portrayal of the chosen historical figure by answering the questions they created for their historical figure to answer. This performance will be recorded by the teacher using a tripod or an assistant.

Test Administration

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

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

Say: Today you will take the Grade 10 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre entitled "You're History!"

You're History!

Your theatre teacher has asked you to be part of the upcoming History Day Competition. You are to select a historical figure and perform as he or she would speak and act if he or she were alive.

You will need to understand the background for your historical figure by researching his or her life. Create a series of questions and research the answers to the questions using resources in your school's library. Be prepared to perform as your chosen historical figure by answering your questions for the judges at the History Day Competition. To prepare for your performance, you will present it to a partner to receive feedback so you can refine your work. The History Day Competition judges want to see your ability to use your voice and movement skills to perform and act as a believable historical figure while answering the questions you created for the judges. Your 2-minute interview with the judges will be videotaped.

Your theatre teacher explains that you must meet all of the following task requirements when you create your performance:

- Select a historical figure.
- Compose and research five questions that you want the judges to ask you about this historical figure.
- Prepare to respond to these questions as the historical figure.
- Present your performance to another student.
- Receive feedback on your performance from this student.
- Refine your performance.

Your theatre teacher explains that you must meet all of the following task requirements when performing:

- Use appropriate **voice skills** to perform as your historical figure:
 - **projection**,
 - **expression**,
 - **articulation**, and
 - **rate**.
- Use appropriate **movements** to perform as your historical figure:
 - **hand gestures**,
 - **body movements**,
 - **facial expression**, and
 - **blocking**.

- Create a believable historical figure:
 - use a series of movement and vocal choices that enhance and bring to life your chosen historical figure throughout the entire performance,
 - create a performance with layered emotions (more than one emotion exhibited at the same time), and
 - maintain focus throughout the entire performance.

You will have 30 minutes to select and research your historical figure. Then, you will have 15 minutes to compose questions and answers and 20 minutes to create your performance as your chosen historical figure. You will have 10 minutes to perform for another student and receive feedback. After receiving this feedback, you will have 10 minutes to refine and rehearse your performance before performing for the History Day Competition judges. Your videotaped performance for the judges will be 2 minutes long.

1) Who is the historical figure you have chosen to characterize?

2) What is the historical context of this historical figure?

3) List 5 questions and answers you have researched about your historical figure.

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Question 4:

Answer:

Question 5:

Answer:

Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 10
You're History!
Theatre Glossary

articulation—the clear and precise pronunciation of words

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

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

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

monologue—a scene for an actor speaking alone

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 10
Theatre
You're History! (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—Voice Skills Rubric (1.2)

4	A 4-point response: The student demonstrates a thorough understanding of voice skills in performing as the chosen historical figure by meeting all of the four task requirements listed below: <ul style="list-style-type: none">• uses projection appropriately,• uses expression accurately,• uses articulation clearly, and• uses rate effectively.
3	A 3-point response: The student demonstrates an adequate understanding of voice skills in performing as the chosen historical figure 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 performing as the chosen historical figure 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 performing as the chosen historical figure by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of voice skills in performing as the chosen historical figure by meeting none of the four task requirements listed above.

Performing—Movement Rubric (1.2)

4	A 4-point response: The student demonstrates a thorough understanding of movement in performing as the chosen historical figure by meeting all of the four task requirements listed below: <ul style="list-style-type: none">• uses hand gestures effectively,• uses body movement appropriately,• uses facial expression effectively, and• uses blocking effectively.
3	A 3-point response: The student demonstrates an adequate understanding of movement in performing as the chosen historical figure 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 as the chosen historical figure 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 as the chosen historical figure by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of movement in performing as the chosen historical figure by meeting none of the four task requirements listed above.

Performing—Character Rubric (1.1.1)

4	<p>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:</p> <ul style="list-style-type: none">• uses a series of movements that thoroughly enhance and bring to life a believable and sustainable character throughout the entire performance,• uses a series of vocal choices that thoroughly enhance and bring to life a believable and sustainable character throughout the entire performance,• creates a performance with clearly layered emotions (more than one emotion exhibited at the same time), and• maintains focus throughout the entire performance.
3	<p>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.</p>
2	<p>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.</p>
1	<p>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.</p>
0	<p>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.</p>

Scoring Notes

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

- Only historical figures are accepted for this item—fictional characters cannot be credited and will earn the score of 0 on all rubrics.
- On the Performing—Movement Rubric, the movements need to be purposeful to be credited. Random movements are not acceptable.
- The first two rubrics (Performing—Voice Skills and Performing—Movement) award points based on the mastery of those skills. The first two bullets of the Performing—Character Development rubric award points based on voice skills and movement skills only in relation to furthering the development of character.
- The student is not scored on the written response sheet. It is included only as an example of student work that a scorer may encounter.

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) Who is the historical figure you have chosen to characterize?

Harriet Tubman

2) What is the historical context of this historical figure?

Harriet Tubman was a slave who made a lot of trips back South to free her people.

3) List 5 questions and answers you have researched about your historical figure.

Question 1: Why do you have Memory loss & sleep spells

Answer: Because when I was 12 My Master wanted me to help him tie up one of my people for trying to escape and I wouldn't do it so he threw a brick at me and it hit me in the head.

Question 2: What did you do if people got scared and wanted to turn back

Answer: I would pull out my rifle & threaten to shoot them because I knew we could make it but I knew it was scary for us all. I never lost one passenger. Everyone who wanted to be free would be free with me.

Question 3: How did you feel when you saw wanted posters with your picture on it

Answer: I felt scared that someone would see me and cut my head off. I was always afraid when I saw white folks coming close to me. And It was harder because I couldn't read or write

Question 4: If you can't read how did you know when you were in a free state

Answer: My friend gave me some paper that had Pennsylvania written on it & when I reached in my pocket & saw it was the sign I felt so happy like I was walking to heaven

Question 5: How many people did you bring free

Answer: lets see....I brought my parents sisters brothers friends and some people I didn't know. I'd say about 300 I just went back & forth back & forth until the war started. I never went off track of the underground railroad and I never lost a passenger.

Exemplar #1 Annotation

Performing—Voice Skills Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Skills Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. In her presentation of Harriet Tubman, the student uses projection appropriately, expression accurately (excellent accent, good word choices), articulation clearly, and rate effectively. Meeting all four task requirements earns the performance four points on this rubric.

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric for demonstrating an adequate understanding of movement in performance by meeting three of the four task requirements. The student uses hand gestures effectively (holding her hand to her chest, pointing, moving her arms in and out, extricating a piece of imaginary paper from her pocket), body movement appropriately, and facial expression effectively (including a glorious smile when she talks about reaching the “free states”). No further credit can be awarded because the student does not incorporate blocking into the performance—because she remains seated the whole time, blocking is not used. Meeting three of the four task requirements earns the performance three points on this rubric.

Performing—Character Development Rubric Score: 4

This performance earns the score of 4 on the Performing—Character Development Rubric for demonstrating a thorough understanding of establishing a character by meeting all four of the task requirements. The student uses a series of movements to establish character (as noted above), uses vocal choices to establish character (notably the accent and vocabulary choices), creates a performance with layered emotion (switching from pride to fear, among others), and maintains focus throughout the scene. Meeting all four task requirements earns the performance four points on this rubric.

1) Who is the historical figure you have chosen to characterize?

"Shoeless" Joe Jackson

2) What is the historical context of this historical figure?

Baseball player in 1912. Caught Cheating in the World Series.

3) List 5 questions and answers you have researched about your historical figure.

Question 1: So you were caught cheating in the World Series...Were you alone?

Answer: No...I was caught along with 11 other players on the team... We couldn't get everyone to cheat, but enough of us did to get us dubbed the "Black Sox"...

Question 2: How did you and the others cheat?

Answer: We threw the game... But I didn't do it so bad! I still hit a .375 average for the series! But everybody pointed a finger at me so they threw me in with the lot of them...

Question 3: Were you even any good at baseball?

Answer: Well... Some say that if I hadn't been banned from baseball I woulda been the best. I could hit, I could field... hell, I ran so fast they called me "Shoeless Joe"!

Question 4: How did you get to be so good?

Answer: I loved the game. I played it as much as I could all my life. All my friends used to get mad that all I ever wanted to do was play ball. I even used to look directly into a candles flame to help me focus on the ball! My life was all about baseball... until they banned me...

Question 5: What was the hardest part of getting caught?

Answer: Prolly never gettin to play the game again. Baseball was my life. And when they took that away... I had nothin left. I dissapeared into the shadows. Some say I still played in minor leagues. But you didn't hear that from me... But prolly what hurt the most was that kid... "Say it ain't so Joe... Say it ain't so..."

Exemplar #2 Annotation

Performing—Voice Skills Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Skills Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. In his presentation of Shoeless Joe Jackson, the student uses projection appropriately, expression accurately (in his quiet, resigned voice, and the “say it ain’t so, Joe” quote at the end), articulation clearly, and rate effectively (talking excitedly and speedily when speaking of baseball, slowly and sadly when talking about the Black Sox scandal). Meeting all four task requirements earns the performance four points on this rubric.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric for demonstrating a thorough understanding of movement in performance by meeting all four of the task requirements. The student uses hand gestures effectively (holding and removing his ball cap), body movement appropriately, facial expression effectively (anguish over his cheating, joy for his love of the game), and blocking effectively (sitting, standing, pacing with nerves). Meeting all four of the task requirements earns the performance four points on this rubric.

Performing—Character Development Rubric Score: 4

This performance earns the score of 4 on the Performing—Character Development Rubric for demonstrating a thorough understanding of establishing a character by meeting all four of the task requirements. The student uses a series of movements to establish character (as noted above), uses vocal choices to establish character (through the use of accent, word choices, and volume), creates a performance with layered emotion (switching back and forth between anguish and joy), and maintains focus throughout the scene. Meeting all four task requirements earns the performance four points on this rubric.

1) Who is the historical figure you have chosen to characterize?

Calamity Jane;

2) What is the historical context of this historical figure?

An American boarn in 1852 who was the first "offical" cross dresser.

3) List 5 questions and answers you have researched about your historical figure.

Question 1: What is it that made you a historical figure?

Answer: Well, I guess all the tabaco, wisky, rifle shooten, and being the first girl to dress like a guy. I fooled all of them. because I didn't feel wemen got a fair shair in life being a womem. I drank like a guy, shoot like a guy, and voted like a guy

Question 2: How did you get your nickname "Calamity Jane"?

Answer: A huge fight broke out, and Captain of our company was stuck in the middel. I got him out of it w/o a scratch. So he called me that and it stuck.

Question 3: Who took care of you?

Answer: Me and my sisters and mama were abandoned by my brothers and Pa, so I was raised by the indians.

Question 4: When did people start to respect you morer

Answer: When I saved 6 sissy men from a run away stage coach. As a girl.

Question 5: Who was your best friend?

Answer: That'd been Buffalo Bill. He took me in as a scout befor the age of 20.

Exemplar #3 Annotation

Performing—Voice Skills Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Skills Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. In her presentation of Calamity Jane, the student used projection appropriately, expression accurately (most notably in the accent), articulation clearly, and rate effectively. Meeting all four task requirements earns the performance four points on this rubric.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric for demonstrating a thorough understanding of movement in performance by meeting all four of the task requirements. The student uses hand gestures effectively, body movement appropriately (her foot up on a chair, her hands jauntily in pockets), facial expression effectively, and blocking effectively. Meeting all four of the task requirements earns the performance four points on this rubric.

Performing—Character Development Rubric Score: 4

This performance earns the score of 4 on the Performing—Character Development Rubric for demonstrating a thorough understanding of establishing a character by meeting all four of the task requirements. The student uses a series of movements to establish character; uses vocal choices to establish character (through the use of accent and word choices), creates a performance with layered emotion (sadness when talking of her father leaving, and yet always a sense of abiding toughness), and maintains focus throughout the scene. Meeting all four task requirements earns the performance four points on this rubric.

1) Who is the historical figure you have chosen to characterize?

Emily Post

2) What is the historical context of this historical figure?

Post was born in 1873 and was famous for her book "Etiquette" as well as her short stories. She was a "working woman" in an uncommon time the 1800's

3) List 5 questions and answers you have researched about your historical figure.

Question 1: *Where did you receive Education?*

Answer: *I received fine private education in both a home setting, my governesses saw to that, and at the best private schools in Baltimore & New York.*

Question 2: *You come from a well bred upbringing, and yet you are now a working woman despite the objections that wellbred women can't work how do you feel about that?*

Answer: *It's simply ridiculous. Why waste a perfectly good intellect simply because I happen to be female. What was the point of my education if I can't do anything with it?*

Question 3: Do you feel that your childhood shaped your career?

Answer: Most certainly. If I had not been taught to cross my legs at the ankle and never slurp my soup I wouldn't possess the grace which gave me the ability to discuss good manners.

Question 4: You once said "Manner is personality" what do you mean?

Answer: Manners are a good deal more than treading light. They are how one presents themselves. If I were to slump in my chair & constantly frown you wouldn't think very much of me now would you?

Question 5: Do you believe beauty can be found anywhere.

Answer: Oh yes. Even in a pile of weeds. One just has to know how to look. Believe!

Exemplar #4 Annotation

Performing—Voice Skills Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Skills Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. In her presentation of Emily Post, the student uses projection appropriately, expression accurately (very particularly giving meaning to words, making them relevant and important), articulation clearly (extremely so), and rate effectively. Meeting all four task requirements earns the performance four points on this rubric.

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric for demonstrating an adequate understanding of movement in performance by meeting three of the four task requirements. The student uses hand gestures effectively (counting on her fingers, making pointing motions), body movement appropriately (her posture is very exact, her body parts placed perfectly), and facial expression effectively. No further credit can be awarded because the student does not incorporate blocking into the performance—because she remains seated the whole time, blocking is not used. Meeting three of the four task requirements earns the performance three points on this rubric.

Performing—Character Development Rubric Score: 4

This performance earns the score of 4 on the Performing—Character Development Rubric for demonstrating a thorough understanding of establishing a character by meeting all four of the task requirements. The student does an excellent job of using a series of movements to establish character (as noted above), does an excellent job of using vocal choices to establish character (notably the clipped accent and precise vocabulary choices), creates a performance with layered emotion (at times strong, at times defensive, sometimes disdainful), and maintains focus throughout the scene. Meeting all four task requirements earns the performance four points on this rubric.

1) Who is the historical figure you have chosen to characterize?

Napoleon

2) What is the historical context of this historical figure?

The emperor of the French.

3) List 5 questions and answers you have researched about your historical figure.

Question 1: *"Were and When were you born?"*

Answer: *"August 15 1769 in Ajaccib."*

Question 2: *"Why did you Decide to Join the Military?"*

Answer: *"When I was a child I won a scholarship to French Military Academy."*

Question 3: "What is your role in the French Army?"

Answer: "Why I am the Emperor of the French."

Question 4: "What were you Doing in france?"

Answer: "I am building a federation of Free peoples."

Question 5: "OK, Final Question Do you have a saying to threaten people?"

Answer: "Yes I do, The most Dangerous Moment Comes with Victory."

Exemplar #5 Annotation

Performing—Voice Skills Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Skills Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. In his presentation of the Emperor Napoleon, the student uses projection appropriately, expression accurately (an occasional accent, a constant haughtiness), articulation clearly, and rate effectively (nicely paced). Meeting all four task requirements earns the performance four points on this rubric.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric for demonstrating a thorough understanding of movement in performance by meeting all four of the task requirements. The student uses hand gestures effectively (holding out his arms to claim himself emperor, places his hand in his shirt in a classic Napoleon pose), body movement appropriately (sitting and pacing), facial expression effectively (haughty again), and blocking effectively. Meeting all four of the task requirements earns the performance four points on this rubric.

Performing—Character Development Rubric Score: 2

This performance earns the score of 2 on the Performing—Character Development Rubric for demonstrating a partial understanding of establishing a character by meeting two of the four task requirements. The student uses a series of movements to establish character (including taking on the mannerisms of a leader, swinging his arms and tucking in his hand) and uses vocal choices to establish character (through the use of accent and arrogance). No further credit can be awarded because the performance does not include layered emotions (Napoleon is arrogant throughout) and the performer does not maintain focus on the scene (the student loses character between each question, becoming a student before reappearing as the French leader after each question is posed). Meeting two of the four task requirements earns the performance two points on this rubric.

Student did not submit the written questions and answers.

1) Who is the historical figure you have chosen to characterize?

2) What is the historical context of this historical figure?

3) List 5 questions and answers you have researched about your historical figure.

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Question 4:

Answer:

Question 5:

Answer:

Exemplar #6 Annotation

Performing—Voice Skills Rubric Score: 3

This performance earns the score of 3 on the Performing—Voice Skills Rubric for demonstrating an adequate understanding of voice skills by meeting three of the four task requirements. In his presentation of Elvis Presley, the student used projection appropriately, expression accurately (with his thick, Elvis accent), and rate effectively. No further credit can be awarded because the student does not use articulation clearly (although the dialect is itself sometimes hard to comprehend, the lack of articulation hinders the listener’s ability to understand). Meeting three of the four task requirements earns the performance three points on this rubric.

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric for demonstrating an adequate understanding of movement in performance by meeting three of the four task requirements. The student uses hand gestures effectively (using his hands in very grandiose ways), body movement appropriately (bending, leaning, singing, swaying, and dancing), and facial expression effectively (exuding a coolness even behind glasses). No further credit can be awarded because the student does not incorporate blocking into the performance. Meeting three of the four task requirements earns the performance three points on this rubric.

Performing—Character Development Rubric Score: 3

This performance earns the score of 3 on the Performing—Character Development Rubric for demonstrating an adequate understanding of establishing a character by meeting three of the four task requirements. The student uses a series of movements to establish character (as noted above), uses vocal choices to establish character (notably the accent and vocabulary choices), and maintains focus throughout the scene. No further credit can be awarded because the performance does not include layered emotion (the only emotion obvious in the scene is Elvis’ abundant cool). Meeting three of the four task requirements earns the performance three points on this rubric.

1) Who is the historical figure you have chosen to characterize?

Betsy Ross - Women who made first American flag

2) What is the historical context of this historical figure?

Ross was approached by George Washington to make the 1st American flag. Became official flagmaker. She talked George into using 5-pointed stars rather than 6. Born in 1752

3) List 5 questions and answers you have researched about your historical figure.

Question 1: How did you get adopted into the upholstery business?

Answer: Her husband John Ross married in (1773-1776) died in a militia gun powder accident and that's when she inherited it. She was always a good seamstress so she took the business under her "corset" to make it succeed. Started upholstering after her schooling then two years after 1st marriage started upholstery business.

Question 2: How did each of your husbands die?

Answer: John Ross (1st) eloped with him, died in militia gunpowder accident; Joseph Ashburn (1777-1782) captured by British and sent to old Mill Prison there to die; and finally John Claypode (1783-1817) died of bad health

Question 3: Why did you become a Quaker?

Answer: Her father was a Quaker so she returned to the business after she was widowed the 2nd time. Quakers were against the bearing of arms and she joined when the supporters of the war banded together. It was easy for her to get there because home was nearby.

Question 4: How did she become acquainted with George Washington?

Answer: Betsy frequently embroidered his shirt ruffles and other things, she sat next to him in the pews at the Christ Church in Philadelphia, and he visited her with friendly visits and as well as business related visits.

Question 5: What did she do after the war?

Answer: never remarried, stayed with the Quakers as a widow. I died at my home in 1853 with the closing of a door meaning the end of an era.

Exemplar #7 Annotation

Performing—Voice Skills Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Skills Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. In her presentation of Betsy Ross, the student uses projection appropriately, expression accurately (especially in discussing the various deaths of her husbands or her sense of pride at accomplishments), articulation clearly, and rate effectively. Meeting all four task requirements earns the performance four points on this rubric.

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric for demonstrating an adequate understanding of movement in performance by meeting three of the four task requirements. The student uses hand gestures effectively, body movement appropriately, and facial expression effectively (looking sad and lost, with her head down, when discussing a lost husband). No further credit can be awarded because the student does not incorporate blocking into the performance (although she does pace during the performance, that seems like nervous energy more than a purposeful choice). Meeting three of the four task requirements earns the performance three points on this rubric.

Performing—Character Development Rubric Score: 2

This performance earns the score of 2 on the Performing—Character Development Rubric for demonstrating a partial understanding of establishing a character by meeting two of the four task requirements. The student uses vocal choices to establish character (through particular word choices and purposeful pauses) and maintains focus throughout the scene. No further credit can be awarded because the student does not use a series of movements to establish character (while there is movement, it does not seem to be character driven) and the performance does not include layered emotions (the performance is more a recital of facts than a performance of emotions). Meeting two of the four task requirements earns the performance two points on this rubric.

1) Who is the historical figure you have chosen to characterize?

Molly Brown (Margaret Tobin Brown)

2) What is the historical context of this historical figure?

"The unsinkable Molly Brown" surviving the sinking of the Titanic. Also actress, activist and philanthropist.

3) List 5 questions and answers you have researched about your historical figure.

Question 1: *Where were you born and what was your family like?*

Answer: *Hannibal, Missouri. Oct. 26. My parents were Irish immigrants. I have one brother named Daniel. As a teenager I moved to Colorado where my brother became a minor and me a clerk at a local store. I took trips together as I got older after I was married.*

Question 2: *Who was your husband?*

Answer: *James Brown in 1886*

We moved to a nearby town and started a soup kitchen for minors. My husband was minor so it was a way of giving back.

Question 3: *Your husband was a minor?*

Answer: *He started that way then became famous and got good money for his new way of getting gold at the bottom of mines.*

Question 4: *What was the Denver Women's Club*

Answer: *An organization that I helped found that helps women + children. it worked to start the first juvenile courts as well.*

Question 5: *Why were you on the Titanic + what did you do after hearing it was sinking?*

Answer: *My grandson was ill while I was in egypt with my husband so I had to go to him. My fluent language abilities helped with people on the ship as it was going down. My education allowed me to help others as well as myself.*

Exemplar #8 Annotation

Performing—Voice Skills Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Skills Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. In her presentation of the Unsinkable Molly Brown, the student used projection appropriately, expression accurately, articulation clearly, and rate effectively. Meeting all four task requirements earns the performance four points on this rubric.

Performing—Movement Rubric Score: 2

This performance earns the score of 2 on the Performing—Movement Rubric for demonstrating a partial understanding of movement in performance by meeting two of the four task requirements. The student uses hand gestures and facial expression in her performance. No further credit can be awarded because the student does not use body movement (the only movement being the unintended shifting of feet) and does not incorporate blocking into the performance (remaining in one place throughout). Meeting two of the four task requirements earns the performance two points on this rubric.

Performing—Character Development Rubric Score: 1

This performance earns the score of 1 on the Performing—Character Development Rubric for demonstrating minimal understanding of establishing a character by meeting one of the four task requirements. The student does maintain focus throughout the performance, earning one point. No further credit can be awarded because the student does not use a series of movements or vocal choices to establish character (she remains herself throughout the scene) and the performance does not include layered emotions (the performance is more a recital of facts than a performance of emotions). Meeting one of the four task requirements earns the performance one point on this rubric.

1) Who is the historical figure you have chosen to characterize?

Tom Waits

2) What is the historical context of this historical figure?

A Blues Musician from the 1970's. he is a favorite musician of mine. he is an old time street smart greasy blues style guy

3) List 5 questions and answers you have researched about your historical figure.

Question 1: How would you describe your music?

Answer: My music is that of a back alley, street style blues. I tended to sing about girls, love loss, travel and work in the early 1970's. however in 1974 I changed my style using more worldly istruments and utilizing spoken word.

Question 2: Is that what caused you to change record labels.

Answer: Yes, Asylum didn't like my new style, so I took my album, swordfishtrombones to Island Records who happily produced it. by changing my style like this I attracted a new generation of listeners.

Question 3: Are you married?

Answer: yes, to Kathleen Brennen, I met her while she was a script editor. We fell in love and decided to be married. to pick a chappel I opend the yellow pages and picked one. We were married that nigh.

Question 4: Have you ever done any acting?

Answer: Yes, I starred in the musical Franks Wild Years, in Nashville tenn. for 6 months. I have also written the score for numerous plays and movies.

Question 5: Did you Idolize any musicians as a kid?

Answer: yes, I greatly Idolized Bob Dylan. In fact I was so amazed with him that I tacked up his song lyrics in my bedroom and Framed others and hung them as Art in my house.

Exemplar #9 Annotation

Performing—Voice Skills Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Skills Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. In his presentation of the singer Tom Waits, the student uses projection appropriately, expression accurately (a smoky, slow voice); articulation clearly, and rate effectively (nicely varied). Meeting all four task requirements earns the performance four points on this rubric.

Performing—Movement Rubric Score: 0

This performance earns the score of 0 on the Performing—Movement Rubric because it does not demonstrate movement skills. The student does not incorporate hand gestures, body movement, facial expressions, or blocking into his performance. Without these elements, no points can be earned on this rubric.

Performing—Character Development Rubric Score: 2

This performance earns the score of 2 on the Performing—Character Development Rubric for demonstrating a partial understanding of establishing a character by meeting two of the four task requirements. The student uses vocal choices to establish character (sounding very much like a blues musician), and maintains focus throughout the scene. No further credit can be awarded because the student does not use a series of movements to establish character (there is virtually no movement in the scene) and the performance does not include layered emotions (the performance is largely devoid of emotions). Meeting two of the four task requirements earns the performance two points on this rubric.

1) Who is the historical figure you have chosen to characterize?

Billy the Kid

2) What is the historical context of this historical figure?

His dad died when Billy was around 5 years old his mom died when he was 14.

3) List 5 questions and answers you have researched about your historical figure.

Question 1: *What are you most known for?*

Answer: *I guess for being the great escape artist that I am or maybe for my great ability to live through everything probably both yeah both 2.*

Question 2: *Where are your parents?*

Answer: *They both died my dad when I was five and my mom when I was fourteen.*

Question 3: *Is it hard with out Parents*

Answer: *It wasn't untill I got arrestid for a Practicle joke then I had to exscape And Become a fugitive.*

Question 4: *Was It hard on the run*

Answer: *not untill I killed some one then I it was hard*

Question 5: *How did you die*

Answer: *Well I went to see my girl and when I walked In the house and The sherrif shot me*

Exemplar #10 Annotation

Performing—Voice Skills Rubric Score: 2

This performance earns the score of 2 on the Performing—Voice Skills Rubric for demonstrating a partial understanding of voice skills by meeting two of the four task requirements. In his presentation of Billy the Kid, the student used expression accurately; and articulation clearly. No further credit can be awarded because he did not use either projection (his low voice being very hard to understand) or rate (unvaried, rather monotonous) effectively. Meeting two of the four task requirements earns the performance two points on this rubric.

Performing—Movement Rubric Score: 1

This performance earns the score of 1 on the Performing—Movement Rubric for demonstrating a minimal understanding of movement in performance by meeting one of the four task requirements. The student does use hand gestures (using his hand to punctuate thoughts, though somewhat weakly), earning one point. No further credit can be awarded because the student does not incorporate body movement (just teetering back and forth), facial expression (blank look on the face), or blocking into the performance. Meeting one of the four task requirements earns the performance one point on this rubric.

Performing—Character Development Rubric Score: 0

This performance earns the score of 0 on the Performing—Character Development Rubric for demonstrating no understanding of establishing a character. The student does not use either movements or vocal choices to establish character, does not create a performance with layered emotions (the scene is virtually free of emotion), and does not maintain focus throughout (looking into the audience and making a face). Without doing so, no points can be earned on this rubric.