

## Educational Theatre Association Model Cornerstone Assessment Theatre - HS Proficient

**Model Cornerstone Assessments focus on performance tasks linked to examples of student work and guidance for replicating the assessment in your own classroom.**

**Discipline:** Acting

**Artistic Processes:** Creating, Performing, Responding

**Title:** The Power of the Word

**Assessment Task Description:** This unit will teach students how to develop a character by engaging with the text to find the actions and intentions behind the words; then exploring performance choices to communicate those intentions. By digging into the text as a character, students will set clear and meaningful intentions to bring the text to life.

For the assessment, students will analyze a monologue from a published play, then develop their characters by performing their monologue for others as a work in progress, reflecting on each performance and noting discoveries and areas for growth. The emphasis is not on a finished performance, but rather on developing the ability to reflect on and refine a performance. Guided reflection is a vital formative assessment for this MCA and student performances should be captured over time to show growth.

**Grade:** HS Proficient

**In this MCA you will find:**

- Guidelines for instruction prior to the assessment
- Related knowledge, skills and suggested vocabulary
- Suggested formative assessments
- Summative assessment rubrics specific to the assessment task
- Strategies for differentiation and inclusion
- List of materials and resources needed to carry out the assessment
- Assessment focus chart

**Estimate Time for Teaching and Assessment:**

4 sessions, each around 60 minutes in length

## Instruction and Assessment Procedures

### Learning goals:

- Becoming comfortable playing with and exploring the text of a play.
- Demonstrating an understanding of character development.
- Help w/ memorization skills and ways to memorize - understand the text that assists with memorization from a natural, authentic state
- Learning to memorize text from a natural, authentic state to demonstrate appropriate tactics.
- Having a clear understanding of how to read a play from an actor's perspective.
- Building confidence as a performer.
- Building confidence in self-reflection.

### Suggested sequence:

1. Investigate giving text meaning and intention using an open scene.
2. Analyze a small section of text together as a guided experience.
3. Investigate adding movement and physicalization to text which has been analyzed.
4. Share work in progress and reflect:  
What did you accomplish? What would you like to try next time? What did you discover about the character?
5. Choose a monologue and analyze using Uta Hagen's "Character Questions"
6. Practice and perform the monologue several times, reflecting based on feedback:  
What did you feel was successful? What is a discovery you made about your character through this process? What would you improve?  
Emphasize that understanding character motivation helps in memorization. Encourage students to memorize the monologue, and if the student gets stuck, teacher may side coach: What is the character trying to do in this moment?
7. Repeat the performance reflection cycle, capturing student growth with reflections and video taped performances. Place the emphasis for the student on the actor's craft of reflecting and refining a performance and developing a character through exploration and analysis.

### Assessment details:

Provide formative assessment through guided reflection for each student performance.  
Create a reflection rubric to help build student reflection skills.  
Utilize a performance rubric at several points and as a summative assessment.

## Knowledge, Skills and Vocabulary *[Indicate any knowledge, skill or vocabulary taught and/or listed which should be prior knowledge)]*

- Character Analysis
- Commitment
- Constructive Criticism/Critique
- Gestures
- Intentions
- Motivations
- Objectives
- Obstacles
- Unbiased Feedback

**Strategies for Inclusion** (*Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.*)

Resource:

<http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/1229>

**Differentiation Strategies** (*Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.*)

Resource:

<http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

**Resources and materials needed** [for task implementation]

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

- a selection to perform.
- a way to journal.
- a marked performance space.
- a performance before an audience.
- a method of videotaping student performances/capturing growth

The following books are good resources in teaching this unit:

- Respect for Acting by Uta Hagen
- The Actor and the Target by Declan Donnellan

**Suggested Assessment Tools** (list suggestions for teacher designed formative assessments)

- Performance Rubric
- Reflection Worksheet
- Reflection Rubric

## Summative Assessment Rubrics (include summative assessment rubrics used to score student work samples)

### Performance Rubric

	Above	At	Near	Below
<b>Analyzing the Text</b>	<ul style="list-style-type: none"> <li>Text analysis is thorough and detailed</li> <li>Analysis displays understanding of the play</li> </ul>	<ul style="list-style-type: none"> <li>Text analysis is complete and accurate</li> <li>Analysis reflects knowledge of the scene</li> </ul>	<ul style="list-style-type: none"> <li>Text analysis is cursory and/or simplistic</li> <li>Analysis is logical within the context of the monologue</li> </ul>	<ul style="list-style-type: none"> <li>Text analysis is sketchy and/or incomplete</li> <li>Analysis seems unrelated to the given circumstances</li> </ul>
<b>Analyzing the Character</b>	<ul style="list-style-type: none"> <li>Character analysis is thorough and detailed</li> <li>Analysis displays understanding of the play</li> </ul>	<ul style="list-style-type: none"> <li>Character analysis is complete and accurate</li> <li>Analysis reflects knowledge of the scene</li> </ul>	<ul style="list-style-type: none"> <li>Character analysis is cursory and/or simplistic</li> <li>Analysis is logical within the context of the monologue</li> </ul>	<ul style="list-style-type: none"> <li>Character analysis is sketchy and/or incomplete</li> <li>Analysis seems unrelated to the given circumstances</li> </ul>
<b>Making Acting Choices</b>	<ul style="list-style-type: none"> <li>Performance demonstrates mastery of the character's objectives/intentions and obstacles</li> <li>Choices made are enlightening, highly detailed and observable.</li> <li>Interpretation is insightful and illuminates the text</li> </ul>	<ul style="list-style-type: none"> <li>Performance demonstrates understanding of the character's objectives/intentions and obstacles</li> <li>Choices made are relevant, specific and observable.</li> <li>Interpretation is purposeful and works with the text</li> </ul>	<ul style="list-style-type: none"> <li>Performance demonstrates awareness of most of the character's objectives/intentions and obstacles</li> <li>Choices made are mostly relevant, more-or-less specific and usually observable.</li> <li>Interpretation is inconsistent but mostly works with the text</li> </ul>	<ul style="list-style-type: none"> <li>Performance demonstrates little comprehension of the character's objectives/intentions and/or obstacles</li> <li>Choices made are irrelevant, non-specific and/or unobservable.</li> <li>Interpretation is unclear and/or disconnected from the text</li> </ul>
<b>Performing with Confidence</b>	<ul style="list-style-type: none"> <li>Actor is comfortable and authentic in character</li> <li>Actor internalizes adjustments</li> <li>Actor can explain/defend the choices made</li> <li>Actor speaks with authority</li> </ul>	<ul style="list-style-type: none"> <li>Actor is comfortable and authentic in character</li> <li>Actor takes and applies adjustments</li> <li>Actor can explain and defend the choices made</li> <li>Actor speaks with clarity and honesty</li> </ul>	<ul style="list-style-type: none"> <li>Actor is mostly comfortable in character</li> <li>Actor attempts to apply adjustments</li> <li>Actor can explain or defend some of the choices made</li> <li>Actor speaks occasional assurance</li> </ul>	<ul style="list-style-type: none"> <li>Actor is uncomfortable in character</li> <li>Actor has difficulty with adjustments</li> <li>Actor unclear about the choices made</li> <li>Actor speaks without conviction</li> </ul>

## Assessment Focus

click [here](#) to learn more about the components of the standards listed

(complete one row for each performance standard aligned to this MCA)

Artistic Process	Anchor Standard	Grade Level Performance Standard	What is the Enduring Understanding connected to this standard?	What is the Essential Question connected to this standard?	Assessment Tool
Creating: Envision/Conceptualize	TH:Cr1.1.1.c Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.	HS Proficient	Theatre artists rely on intuition, curiosity, and critical inquiry.	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?	In-class participation evaluation, character worksheets
Performing: Share, Present	TH:Pr6.1.1.a Perform a scripted drama/theatre work for a specific audience.	HS Proficient	Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.	What happens when theatre artists and audiences share a creative experience?	Performance Rubric, guided reflection
Performing: Prepare	TH:Pr5.1.1.a Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	HS Proficient	Theatre artists make strong choices to effectively convey meaning.	Why are strong choices essential to interpreting a drama or theatre piece?	Performance Rubric, guided reflection
Responding: Evaluate	TH:Re9.1.1.c Formulate a deeper understanding and appreciation of a drama/theatre work by considering its specific purpose or intended audience.	HS Proficient	Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	How are theatre artist's processes and audience's perspectives impacted by analysis and synthesis?	Performance Rubric, guided reflection

[Click to view student work samples](#)

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