

**DRAFT**

# Individual Arts Assessment Pathway

## **Theater**

**Student Booklet**  
Student Directions  
Teacher Scoring Rubrics  
Student Checklist  
Student Worksheets

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

# Theater

## Discipline-Specific Mandatory Portfolio Requirements

Element	Anchor standard	Notes/Concerns
<b>Artist Statement</b>	CR1, CR 2, CN 10	<b>500 words or less (1-3 paragraphs)</b> <ul style="list-style-type: none"> <li>Required elements for statement of goals should mirror the post project reflection criteria</li> </ul>
<b>Evidence of Creative Process/Artifacts ( 5-7)</b>	CR 3, PR 5, RE 7 CN 10, CN11	<b>Evidence of Creative Process and Artifacts could include, but is not limited to:</b> Production Photos, Performance Videos, Research Materials, Journals, Images, Collages, Articles, Sketches, Renderings, Drawings, Drafting, Prompt Book, Annotated Scripts. Programs, Promotional Materials, Mind Maps, Inspiration Boards, Models, Character Analysis, Plot Analysis, Design Analysis
<b>Initial Performance or Presentation:</b> <ul style="list-style-type: none"> <li>Performance</li> <li>Production <i>(Direction, Stage Management, Design, Media)</i></li> <li>Script</li> <li>Dramaturgy</li> <li>Arts Management</li> </ul>	PR 4, PR 6	15 minutes maximum
<b>Evidence of Peer and Teacher Feedback and Student Revision</b>	CR 3 , PR 5, RE 7, RE 8	Written or Recorded
<b>Final Performance or Presentation:</b> <ul style="list-style-type: none"> <li>Performance</li> <li>Production <i>(Direction, Stage Management, Design, Media)</i></li> <li>Script</li> <li>Dramaturgy</li> <li>Arts Management</li> </ul>	PR 4, PR 6, CN10	How do we measure/quantify growth for the young artist?
<b>Post Project Self Reflection</b>	RE 9, CN 11	<ul style="list-style-type: none"> <li>This reflection encompasses all projects</li> <li>Criteria for Reflection mirrors statements of goals</li> </ul>

## **Student Directions**

Part 1 - Overview and Explanation

Part 2 - Statement of Goals/Artist Statements

Part 3 - Artifact Collection

Part 4 - Initial Performance or Presentation

Part 5 - Evidence of Peer and Teacher Feedback and Student Revision

Part 6 - Final Performance or Presentation

### **Part 1: Overview and Explanation**

Through the next 3-4 years, you will build a portfolio showcasing your achievements as a student theater artist. Be careful not to lose this Student Booklet, as it will serve as a communication tool for providing feedback and will be used for the duration of this assessment.

With the understanding that students often specialize in one aspect of theater, you will include quality work demonstrating your best work in your strongest areas. Work should demonstrate an understanding of standards commonly applied to theater education and demonstrate qualities that make your work unique.

You will submit your portfolio in a digital format.

The Initial Performance/Presentation Assessment Focus will be used to evaluate your work after the initial performance/presentation. The Evidence of Learning Rubric will be used to evaluate your final work.

You may use work accumulated during your experience as a Theater arts student. Select your best work. Your writing should be free of spelling and grammatical errors and must be typed. Your teacher will be available to answer questions and provide guidance throughout the duration of the assessment.

Please use the following format for all typed content:

- **Font Type:** Use a professional font such as Times New Roman, Arial, Verdana, Cambria, or Calibri
- **Font Size:** 12 point
- **Margins:** One inch on all sides
- **Line Spacing:** Double

Your portfolio should be organized as follows:

1. Title Page
2. Table of Contents
3. Statement of Goals/Artistic Statements
4. Reflective Practice
5. A minimum of five artifacts carefully selected from the suggestions provided and an accompanying written response for each artifact.
6. A works-cited page using MLA or APA guidelines

A suggested timeline is provided in this booklet. Your teacher will assign specific deadlines as you work throughout the project.

All work must be submitted as a digital portfolio (CD/DVD) or an e-portfolio (online). Your teacher will tell you which of these submissions to use.

### ***Title Page Template***

While your final copy must be typed, you will use this template as a guide to setting up your title page. Please fill in the information as requested: your first and last name, grade in school, home address, phone number, email address, and school name. When you complete the Title Page Template, wait until your teacher tells you to proceed.

### **Part 2 - Statement of Goals/Artist Statement**

To focus the development of your portfolio, you will draft a Statement of Goals/Artist Statement. This will become a typed one-page explanation of your educational and career goals as they relate to your experiences in theater arts. The paper should focus on your experiences as a theater student AND your collegiate and professional goals. Please include an explanation of how these components relate to one another. You should also include a self-reflective statement and an analysis of your personal work ethic. You will have an opportunity to revise your draft as the project progresses.

### **Part 3 - Evidence of Creative Process/Artifact Collection**

As you assemble your portfolio, you will collect five to seven artifacts/pieces of evidence demonstrating your growth as a theater student. You will then write a self-reflective/analytical piece for each artifact.

Because the purpose of a portfolio is to show your development as an artist and highlight your best work, you may use work from your cumulative theater experiences. You may use course work and extracurricular work. Unless noted for artistic reasons, renderings, sketches, and photographs must be in color.

Your portfolio should achieve these goals:

- Demonstrate your growth
- Exhibit a range of abilities
- Illustrate your understanding of theatrical conventions and mastery of theatrical vocabulary
- Demonstrate an ability to critique and reflect upon your work
- Express your unique creative process

Other than the typed-writing and content requirements, you may format these in a way that best expresses your accomplishments and achieves the goals of this portfolio. For each artifact you select, you must include:

1. Title/Label
2. Acknowledgement of producing organizations for each show
3. Appropriate annotations for the use of copyrighted performance materials
4. A  $\frac{3}{4}$ –1 page of writing for each entry that includes:
  - a. a description of the project, grade and location presented
  - b. a detailed description of your precise role in the project
  - c. a description of your process (how you came up with your ideas, the things you may have used for inspiration and what steps you took to create this particular artifact)
  - d. a self-reflection on your areas of success and areas for improvement.

To help provide direction throughout this project, use the **List of Suggested Artifacts** below and take a moment and place a check mark in the boxes next to the ideas you think you would like to include, based on your interests and experiences.

**List of Suggested Artifacts:**

- Production Photos or Photographs of Works in Progress
- Research Materials (with appropriate citations)
- Visual Research (materials) with appropriate citations)
- Journals
- Performance Videos (2 minute maximum)
- Promotional Materials
- Programs
- Character Research & Analysis (with appropriate citations)
- Mind Maps, Collages
- Inspiration Boards
- Costume Sketches and Studies
- Swatched Costume Rendering
- Set Design Drawings or Models
- Examples of Pattern Drafting
- Lighting/Sound Plot and Cue Sheets
- Storyboards and Lighting Study
- Planning Sketches
- Original Manuscripts/Plays/Scenes and Initial and Subsequent Drafts (Annotated)
- Plot Structure Planning Documents
- Organizational Materials (cast lists, charts, rehearsal schedules, crew paperwork)
- Budget Documentation and Reports
- Prompt Book (Annotated)
- Other Demonstrations of Student Work with the Approval of the Teacher

Indicate Idea Here:

## **Part 4 - Final Portfolio (Performance or Presentation)**

In addition to the collection of individual artifacts, you must complete a final performance or presentation. The final performance demonstrates your exploration of the creative process and measures your growth as a young artist by allowing an opportunity for you to document one project from conception to completion. *Your final performance could be a revision of an initial performance or a new piece incorporating feedback from what you have learned in your artistic journey.*

For example, a final presentation for a student interested in costume design might include research on a character, color costume sketches, costume renderings with fabric swatches, photographs of the costume-making process, and final production photographs.

You will also need to document your journey through the creative process by writing a one or two-page reflection discussing challenges you met and overcame while conducting the creative process, reflecting on your successes and areas for improvement, and indicating how you developed the ideas for your original work (where did you get your ideas and what did you use for inspiration?).

You may keep your Student Booklet throughout this assessment for access to the directions. When your portfolio has been turned in, this assessment is complete.

Your teacher will establish deadlines as you progress through the school year. You will be provided some time in class to work on the written elements of this project. A suggested timeline has been provided to help you stay focused.

### **Timeline**

#### **Year 1**

- Introduce Portfolio Project (Teacher)
- Meet with teacher for information, consultation and/or to express interest (Student)
- Discuss and plan out electives/classes (Student/Teacher)
- Select one or two creative works for Portfolio Inclusion (Student)
- Draft Statement of Goals/Artist's Statement (Student)
- Assist student in collecting and storing creative works according to District plan (Teacher)
- Collect and Provide Feedback on Initial Statement of Goals/Artist's Statement (Teacher)
- Return Student Work with Feedback (Teacher)

#### **Year 2**

- Declare intention to continue during second year of study (Student)
- Collect Artifacts (Student)
- Assist students in choosing work for their select portfolio (Teacher)
- Develop (or utilize) tools for peer assessment (Teacher)
- Return Artifacts with Feedback (Teacher)
- Initial Performance/Presentation (Student)
- Write and revise Reflective and Analytical Pieces (Student)
- Submit for Instructor Review and Feedback (Student)
- Review and Provide Feedback on Student Submissions (Teacher)
- Return Submissions with Constructive Feedback (Teacher)

#### **Year 3**

- Revise Writing/Reflections Based on Feedback (Student)
- Organize and Assemble Final Portfolio (Student)

- Submit Completed Portfolio for Assessment (Student)
- Provide Guidance for Students (Teacher)
- Develop Opportunities for Feedback and Reflection (Teacher)
- Assist students in submitting Portfolio for Scoring (Teacher)

## Initial Performance/Presentation Assessment Focus for Teacher and Student

Initial performance/presentation Assessment Focus for Teacher and Student				
CREATING - Performance Indicators	Accomplished	Proficient	Below Standard	Teacher and Peer Feedback
<b>Anchor Standard 1</b> <ul style="list-style-type: none"> <li>a. Investigate historical and cultural conventions and their effect on the visual composition of a drama or theater work.</li> <li>b. Understand and apply technology to design solutions for a drama or theater work</li> <li>c. Use personal experience and knowledge to develop a character who is believable.</li> </ul>				
<b>Anchor Standard 2</b> <ul style="list-style-type: none"> <li>a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences applied to a drama or theater work.</li> <li>b. Cooperate as a creative team to make interpretive choices.</li> </ul>				
<b>Anchor Standard 3</b> <ul style="list-style-type: none"> <li>a. Analyze the dramatic concept and technical design elements of devised or scripted drama or theater work.</li> <li>b. Use research and script analysis to revise physical and vocal choices to enhance the believability and relevance of a drama or theater work.</li> <li>c. Revise technical design choices during a rehearsal process to enhance the story and emotional impact of a devised or scripted work.</li> </ul>				
PERFORMING - Performance Indicators	Accomplished	Proficient	Below Standard	Teacher and Peer Feedback
<b>Anchor Standard 4</b> <ul style="list-style-type: none"> <li>a. Discover how unique choices shape believable and sustainable theatrical experiences.</li> <li>b. Use research to determine choices that influence character.</li> </ul>				
<b>Anchor Standard 5</b> <ul style="list-style-type: none"> <li>a. Refine a range of acting skills to build a believable and sustainable performance.</li> </ul>				



b. Apply research of technical elements to create a design that communicates a theatrical concept.				
<b>Anchor Standard 6</b> a. Present a drama or theater work, using creative processes that shape the production for a specific audience				
<b>RESPONDING - Performance Indicators</b>	Accomplished	Proficient	Below Standard	Teacher and Peer Feedback
<b>Anchor Standard 7</b> a. Explain how multiple interpretations of a drama or theater work can influence future artistic choices.				
<b>Anchor Standard 8</b> a. Provide evidence to support an interpretation of artistic choices. b. Debate and distinguish multiple aesthetics through theatrical experience.				
<b>Anchor Standard 9</b> a. Analyze and assess a drama or theater work by connecting it to art forms, history, culture, and other disciplines, using supporting evidence and criteria. b. Draw on personal aesthetics and technical elements to construct meaning in a drama or theater work. c. Assess how a drama or theater work communicates purpose to a specific audience.				
<b>CONNECTING - Performance Indicators</b>	Accomplished	Proficient	Below Standard	Teacher and Peer Feedback
<b>Anchor Standard 10</b> a. Choose and interpret a drama or theater work to reflect or question personal beliefs.				
<b>Anchor Standard 11.1</b> a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama or theater work.				
<b>Anchor Standard 11.2</b> a. Use theater research to formulate creative choices for a devised or scripted drama or theater work. b. Explore how personal beliefs and biases influence the interpretation of a drama or theater work.				

## Theater IAAP Evidence of Learning

Criteria and Standards	Above Standard	At Standard	Near Standard	Below Standard
<b>Structural Elements</b> Title Page, Table of Contents, Five Artifacts, Works Cited, Font Type and Size, 1-inch Margins, and Double Spacing	All structural elements are included in a professional, comprehensive, accurate, and logically organized manner.	Structural elements are comprehensive, accurate, and logically organized.	Some structural elements are not comprehensive or are inaccurate. Structural elements are organized, but without a logical structure.	Structural elements are not comprehensive or are inaccurate. Structural elements are organized, but without a logical structure.
<b>Statement of Goals/Artist Statements</b>  Anchor Standard 1 Anchor Standard 10	Artist statement demonstrates thoughtfulness and sophistication in its writing style  Project goals are clearly reflected in the final project	Artist statement is clearly written.  Project goals are reflected in the final project	Artist statement is developing and shows some effort, but the piece needs more work.  Project goals somewhat reflect the final outcome.	Artist statement is unclear.  Project goals are not reflected in the final outcome.
<b>Evidence of Creative Process/Artifacts/Critical Understanding</b>  Anchor Standard 2 Anchor Standard 3	Able to demonstrate comprehensive knowledge and sophisticated understanding of the elements of the art form studied.  Able to communicate a well-developed critical understanding of the art form studied, in the context of one's project.	Able to demonstrate knowledge and understanding of the elements of the art form studied.  Able to communicate a level of critical understanding of the art form studied, in the context of one's project..	Able to demonstrate limited knowledge and understanding of the elements of the art form studied.  Able to communicate a limited critical understanding of the art form studied, in the context of one's project.	Does not meet descriptors.  Does not reach a standard described by any of the descriptors.
<b>Initial Performance or Presentation:</b>  Anchor Standard 4 Anchor Standard 5 Anchor Standard 6 Anchor Standard 8	The performance or presentation comes from a strong and clear creative starting point or stimulus and provides a strong baseline for future revisions.	The performance or presentation comes from a clear starting point or stimulus and provides a clear baseline for future revisions.	The performance or presentation comes from an unclear starting point or stimulus and provides an unclear baseline for future revisions.	The performance or presentation does not provide a starting point or stimulus or provide a baseline.
<b>Evidence of Peer and Teacher Feedback and Student Revision</b>  Anchor Standard 7 Anchor Standard 9	Intentionally uses feedback in the artistic development that shows an appropriate consideration of artistic processes.	Uses feedback in the artistic development which informs the artistic development and processes.	Uses some feedback in the artistic development with extensive guidance, which informs the artistic development and processes.	Does not reach a standard described by any of the descriptors.
<b>Final Performance or Presentation:</b>  Anchor Standard 6	Performance thoughtfully integrates individual research and perspectives into a sophisticated and cohesive whole.	Performance integrates individual research and perspectives into a cohesive whole.	Performance somewhat integrates individual research and perspectives into a piece that needs more work.	Performance does not integrate individual research and perspectives into a piece that needs more work.

<p><b>Post Project Reflection</b></p> <p>Anchor Standard 7 Anchor Standard 9 Anchor Standard 10 Anchor Standard 11.1 &amp; 11.2</p>	<p>The reflection provides an insightful and sophisticated analysis of the final work focusing on the guiding question and the artist’s vision</p> <p>Reflects critically and deeply on his or her artistic development and processes at different stages of one’s work.</p>	<p>The reflection provides an accurate analysis of the final work focusing on the guiding question and the artist’s vision.</p> <p>Reflects critically on his or her artistic development and processes at different stages of one’s work.</p>	<p>The reflection provides an unclear analysis of the final work focusing on the guiding question and the artist’s vision</p> <p>Records one’s artistic development and processes with little reflection.</p>	<p>The reflection provides an inaccurate or clear lack of analysis of the final work focusing on the guiding question and the artist’s vision</p> <p>Does not reach a standard described by any of the descriptors.</p>
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**Final Self-Reflection**

(Teacher determines the length and structure of self-reflection.)

**Suggested Questions:**

- What was the guiding question you were trying to answer in your project?
- Why did you choose this project and how does it reflect or question your personal beliefs?
- How did you incorporate different art forms or disciplines to create this work?
- How did you use teacher and peer feedback to revise your work?
- What do you think was the most successful aspect of your project and why?
- What do you think was the most challenging aspect about your project and why?
- What skills learned in this project prepare you for college or career?
- If you were to complete this project/portfolio/research again, what would you change or do differently or why?

## **STUDENT CHECKLISTS**

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### **Format**

- Work is free of spelling and grammatical errors
- Work is typed
- Work appears professional
- Use of professional font (i.e. Times New Roman, Arial, Verdana, etc.) for text
- Use of 10-, 11-, or 12-point font
- Use of 1-inch margins
- All work is double-spaced

### **Comprehensiveness**

- At least five artifacts included
- Each artifact is accompanied by a piece of writing
- All performing organizations are recognized
- Copyrighted page is cited
- A works cited sheet included using MLA or APA style
- Title Page
- Table of Contents
- I am proud of the work I am submitting and believe it highlights my theater knowledge and abilities

### **Artistic Statement**

- Writing reflects desired outcomes for artistic growth for project(s)
- Statement is 500 words or less and 1-3 paragraphs in format

### **Artifacts (Complete for Each Artifact)**

- Artifact demonstrates my best work
- Artifact represents my creative vision for a project
- Artifact (if photographic) is in full color
- Accompanying writing gives credit to the performing organization
- Accompanying writing cites any copyrighted work or research materials
- Accompanying writing explains my precise role in the project
- Accompanying writing addresses areas of success
- Accompanying writing addresses areas for improvement

- Accompanying writing includes a statement of conceptualization
- Accompanying writing discusses the context of the work
- The accompanying writing is  $\frac{3}{4}$ –1 page in length

### **Final Performance**

- Includes several artifacts that document my role in one project from beginning to end
- Represents my creative vision for a project
- Documentation (if photographic) is in full color
- Accompanying writing gives credit to the performing organization
- Accompanying writing cites any copyrighted work or research materials
- Accompanying writing explains my precise role in the project
- Accompanying writing discusses challenges I met as I completed the creative process
- Accompanying writing discusses how I overcame those challenges
- Accompanying writing addresses areas of success
- Accompanying writing addresses areas for improvement
- Accompanying writing demonstrates reflection relative to the statement of goals and initial performance/presentation