

Florida Performing Fine Arts Assessment Item Specifications

0400000_MJ_Theater_1_Responding

FRONT MATTER - SECONDARY	
Stimulus Attributes	Written questions should be at grade level readability. Written and aural musical excerpts should provide enough information for the student to answer the question keeping in mind the student might not be familiar with the work. Unless noted in a benchmark specification, aural musical excerpts should be a minimum of 30 to 45 seconds. Short answer or extended responses should specify limitations (e.g., length of the desired answer), clearly define the task, and include a clear and concise rubric for grading. Research and identify copyright information for each visual and aural example. Writers are encouraged to review public domain sources and/or compose/arrange musical examples based on the benchmarks.
Response Attributes	Selected response choices should be at grade level readability and approximately the same length. Selected response items must contain only one correct answer. All distractors must be plausible. If aural distractors are used, they should be 5-10 seconds in length.

NOTE: The contents of these item specifications documents were developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.



Florida Performing Fine Arts Assessment

Item Specifications for Benchmarks in Course: 0400000 M/J Theatre 1

Course Title: M/J Theatre 1

Course Number: 0400000

Abbreviated Title: M/J Theatre 1

Course Length: Year

Course Level: 2

Credit: 1.0

Graduation Requirements: Will meet Performing/Fine Arts (PF) requirement

Course Description: Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

RESPONDING Benchmarks

R	TH.68.C.1.3	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
R	TH.68.C.3.1	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
R	TH.68.F.2.2	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
R	TH.68.H.2.4	Discuss the differences between presentational and representational theatre styles.
R	TH.68.H.3.1	Identify principles and techniques that are shared between the arts and other content areas.
R	TH.68.H.3.4	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
R	TH.68.H.3.5	Describe how social skills learned through play participation are used in other classroom and extracurricular activities.
R	TH.68.H.3.6	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.

R	<u>TH.68.O.1.3</u>	Explain the impact of choices made by directors, designers, and actors on audience understanding.
R	<u>TH.68.O.3.1</u>	Compare theatre and its elements and vocabulary to other art forms.
R	<u>TH.68.S.1.1</u>	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.

BENCHMARK #:	TH.68.C.1.3
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Cognition and reflection are required to appreciate, interpret, and create with artistic intent
BENCHMARK:	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards
CLARIFICATION:	Identify the meaning of, elements in, and/or value of a theatrical work based on the historical or cultural values surrounding the work
ITEM TYPES:	SA (Short Answer) / ER (Extended Response)
CONTENT LIMITS:	Works selected should be within the reading level of the class and should avoid inappropriate themes or topics for this grade level. The written or video excerpt selected should contain enough information that if the student is not familiar with the works that they would be able to answer the question. Works should be typical of what is studied in this course. Care should be taken to focus on one aspect of the benchmark
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: A grade level appropriate play/production that shows the meaning, elements, and/or value of a theatrical work
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

Read the excerpt from “The Diary of Anne Frank.”

What are two ways the excerpt reflects the European Anti-Semitism of the period?

MEDIA: Written
DESCRIPTION: “The Diary of Anne Frank”. Scene where Anne states “When I can go home” or scene where Anne says to Peter “I wish you believed”

Item Specific Scorer’s Rubric:

2 point sample answer: Anne and her family have to hide in the attic because they are Jewish and the Germans are looking for Jewish people.

POINTS	SCORING RUBRIC
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2 points	<p>The response includes two examples of how the excerpt reflects European Anti-Semitism of the period. Examples may include, but will not be limited to:</p> <ul style="list-style-type: none">• They had to live in the attic• They had to hide from the Germans / Germans were searching for Jewish people• They are afraid of what the Germans will do to them.• They are afraid they will die.
1 points	<p>The response includes one example.</p>
0 points	<p>The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know."</p>

BENCHMARK #:	TH.68.C.3.1
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	The processes of critiquing works of art lead to development of critical- thinking skills transferable to other contexts
BENCHMARK:	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation
CLARIFICATION:	Identify and/or explain how the presence of specific aural and visual elements of a production affects the play’s atmosphere.
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Audio and Visual representation (pictures or video) will be representative of atmosphere, mood, and theme and may include elements of color, texture, shape, form, and sound. Works should be typical of what is studied in this course
DEPTH OF KNOWLEDGE:	Level Three: Strategic Thinking
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Excerpt should not exceed 45 seconds
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

Compare the sets portrayed in these photographs.

What are four ways the sets convey a different sense of atmosphere?

MEDIA: photo/digital images
 DESCRIPTION: DW: Create photos of two sets of Romeo and Juliet One should be set in Venice Beach, California and one in Italian Renaissance Verona.

Item Specific Scorer’s Rubric:

4-point sample answer: The first set is set now, at an American Beach town. The second set is set in Italy in the past. They use different color palettes, and the sounds are different.

POINTS	SCORING RUBRIC
4 points	<p>The response includes four ways the sets convey a different sense of atmosphere. Examples may include, but are not limited to:</p> <ul style="list-style-type: none">• Time period / one is in the past and the other is in the future• Location / one is an American beach town and the other is in Italy• They use different color palettes.• They use different shapes.• They use different forms.• They use different sounds.
3 point	The response includes three ways.
2 points	The response includes two ways.
1 point	The response includes one ways.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written "I don't know."

BENCHMARK #:	TH.68.F.2.2
BIG IDEA:	Innovation, Technology, and the Future
ENDURING UNDERSTANDING:	Careers in and related to the arts significantly and positively impact local and global economies
BENCHMARK:	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success
CLARIFICATION:	Identify businesses in Florida whose success is directly or indirectly related to their involvement with the Arts
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Examples may include but are not limited to: theme parks, community and professional theaters, television, radio, etc., or may include jobs/businesses that support the theatre and the arts in general such as parking, food vendors, lighting, sound etc
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

What are two examples of industries that benefit from association with the Arts?

Item Specific Scorer’s Rubric:

2-point sample answer: Law Enforcement agencies and training companies can benefit from associations with the arts.

POINTS	SCORING RUBRIC
2 points	Response includes two examples of industries that benefit from association with the Arts. Examples may include, but are not limited to: <ul style="list-style-type: none"> • Law enforcement agencies • Human Resources organizations • Training organizations • Training and development teams in the Hospitality Industry. • Entertainment venues • Hospitality venues • Tourist attractions
1 point	The response includes one example.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic of written “I don’t know.”

BENCHMARK #:	TH.68.H.2.4
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged
BENCHMARK:	Discuss the differences between presentational and representational theatre styles
CLARIFICATION:	Identify the differences between two different performance styles
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Examples should clearly demonstrate characteristics of presentational and representational styles
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

Which action is an example of presentational acting technique?

- A. Large gestures*
- B. Intimate speech
- C. Realistic movements
- D. Maintaining Fourth wall

KEY: A

BENCHMARK #:	TH.68.H.3.1
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields
BENCHMARK:	Identify principles and techniques that are shared between the arts and other content areas
CLARIFICATION:	Identify similarities between the art skills and skills required in other content areas
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Examples may cover but is not limited to: language arts concepts such as perspectives, theme, conflict. Science: spatial concepts, sound, lighting. Math: angles, visual perspectives, area, perimeter, etc.
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Response set should include vocabulary that is shared by the phenomena/disciplines

SAMPLE ITEM:

Which theatrical convention is used by both novelists and playwrights?

- A. Set Diagram
- B. Scene Descriptions
- C. Classical Plot structure*
- D. Character Description Page

Key C

BENCHMARK #:	TH.68.H.3.4
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields
BENCHMARK:	Describe the importance of wellness and care for the actor’s physical being as a performance instrument
CLARIFICATION:	Identify the elements of physical well-being which affect the development of his/her physical instrument
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Focus should be on physical health including concepts such as good nutrition, proper exercise, warm ups, safe execution of physical demands of the theatre
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Response choices should present physical health components that support performance

SAMPLE ITEM:

What are two types of physical conditioning that help actors stay in shape for performing?

Item Specific Scorer’s Rubric:

2-point sample answer: Actors need to work on muscular and cardiovascular conditioning.

POINTS	SCORING RUBRIC
2points	Response includes two types of physical conditioning. Examples may include, but are not limited to: <ul style="list-style-type: none"> • Muscular conditioning • Cardiovascular condition • Diaphragmatic development • Limbering • Extension • Warm-ups • Voice work • Dance training
1 point	The response includes one example.
0 points	The response indicates inadequate or no understanding of the concept needed to answer the item. The student may have written on a different topic or written “I don’t know.”

BENCHMARK #:	TH.68.H.3.5
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields
BENCHMARK:	Describe how social skills learned through play participation are used in other classroom and extracurricular activities
CLARIFICATION:	Identify and/or explain social skills used/learned during the production of a play and used in other activities
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Examples should focus on skills such as cooperation, communication and collaboration
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

What theatre skill would be **most helpful** when presenting in a class?

- A. Character Development
- B. Action selection
- C. Projected voice*
- D. Quick Change

Key C

BENCHMARK #:	TH.68.H.3.6
BIG IDEA:	Historical and Global Connections
ENDURING UNDERSTANDING:	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields
BENCHMARK:	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations
CLARIFICATION:	Identify and/or explain how other art forms can help the overall theatrical production
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Examples should provide visual and aural examples showing the effects of dance, music, and visual arts in theatrical productions
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Examples should be clear and compelling, with readily observable contributions of art, music, and dance to a production.
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

What skill would be the **most helpful** for a rehearsing a production of Oklahoma?

- A. Painting Corn
- B. Sculpting Cows
- C. Modern Dancing
- D. Piano performance *

Key: D

BENCHMARK #:	TH.68.O.1.3
BIG IDEA:	Organizational Structure
ENDURING UNDERSTANDING:	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process
BENCHMARK:	Explain the impact of choices made by directors, designers, and actors on audience understanding
CLARIFICATION:	Identify and/or explain how an artistic choice can impact a design, performance, or the audience's understanding
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Examples may focus on comparing set design, actor directions, character development and their potential impact on comprehension of the plot of scene
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Examples of two performances of the same work with different interpretations that present readily observable differences in order to discuss the effect of choices
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

How could changing the clothing of *Julius Caesar* from Roman Togas to Modern Military uniforms aid a production?

- A. It would define the locale.
- B. It would explain the relationships.
- C. It would clarify the language of the text.
- D. It would connect themes to modern times*

Key A

BENCHMARK #:	TH.68.O.3.1
BIG IDEA:	Organizational Structure
ENDURING UNDERSTANDING:	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world
BENCHMARK:	Compare theatre and its elements and vocabulary to other art forms
CLARIFICATION:	Identify and/or explain similarities and differences of theater and other performing arts as it pertains to in vocabulary and theatrical elements
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Comparison of theatre concepts and vocabulary with commonly known elements or vocabulary in dance, music and visual art
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Reference to specific vocabulary in theatre and another art form
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

What is a blocking term shared by theater and dance?

- A. Turnout
- B. Battement
- C. Pas De Trois
- D. Upstage Center*

Key D

BENCHMARK #:	TH.68.S.1.1
BIG IDEA:	Skills, Techniques, and Processes
ENDURING UNDERSTANDING:	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art
BENCHMARK:	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior
CLARIFICATION:	Identify good/bad etiquette of audience members
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Focus should be on etiquette and respect for others
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

Watch the video.

Which area of theatre etiquette needs to be improved in the video?

MEDIA: Video

DESCRIPTION: DW: Create a video showing bad examples of audience behavior specifically not remaining in seats during performance.

- A. Turn off electronic devices.
- B. Do not talk during the show.
- C. Stay seated during the performance.*
- D. Arrive before the performance starts.

KEY: C