

# Florida Performing Fine Arts Assessment Item Specifications

## 0400310\_Theatre\_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: 0400310 Theatre 1 (Formerly Drama I)

### Course Title: Theatre 1 (Formerly Drama I)

**Course Number:** 0400310

**Abbreviated Title:** Theatre 1

**Course Length:** Year

**Course Level:** 2

**Credit:** 1.0

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

**Course Description:** This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

**General Note:** All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This course may require students to participate in extra rehearsals and performances beyond the school day.

### RESPONDING Benchmarks

R	<a href="#">TH.912.C.1.3</a>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
R	<a href="#">TH.912.C.2.1</a>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
R	<a href="#">TH.912.C.3.1</a>	Explore commonalities between works of theatre and other performance media.
R	<a href="#">TH.912.C.3.3</a>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
R	<a href="#">TH.912.F.2.2</a>	Assess the skills needed for theatre-related jobs in the community to support career selection.
R	<a href="#">TH.912.F.3.4</a>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.

R	<a href="#">TH.912.H.1.1</a>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
R	<a href="#">TH.912.H.2.6</a>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
R	<a href="#">TH.912.O.1.1</a>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
R	<a href="#">TH.912.O.3.2</a>	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
R	<a href="#">TH.912.S.1.1</a>	Describe the interactive effect of audience members and actors on performances.

<b>BENCHMARK #:</b>	<b>TH.912.C.1.3</b>
<b>BIG IDEA:</b>	Critical Thinking and Reflection
<b>ENDURING UNDERSTANDING:</b>	Cognition and reflection are required to appreciate, interpret, and create with artistic intent
<b>BENCHMARK:</b>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology
<b>CLARIFICATION:</b>	Explain a reaction to a performance using correct terminology
<b>ITEM TYPES:</b>	SA (Short Answer) / ER (Extended Response)
<b>CONTENT LIMITS:</b>	Examples should contain elements which elicit clear reactions from the audience which may include but is not limited to: elements that create mood/settings, character development, effects of costume, or set design
<b>DEPTH OF KNOWLEDGE:</b>	Level Two: Skill/Concept
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter

**SAMPLE ITEM:**

Watch the video.

What is one theatrical element that helped create an environment?

How did the element help create the environment?

MEDIA: Video  
 DESCRIPTION: <DW: Create a video that shows an actor performing Act1.V of Hamlet Line1-30 Hamlet, Horatio, and Ghost. Set should have rolling Fog and the lighting should have a blue and green wash to create a mood of otherworldly foreboding>

**Item Specific Scorer’s Rubric:**

2-point sample answer: The color of the lighting was effective at showing when it was day or night time.

POINTS	SCORING CRITERIA
2 points	Response includes identification of one theatrical element and one explanation of how the element helps. Examples may include, but are not limited to: <ul style="list-style-type: none"><li>• Lighting: The color choices helped define location / time of day</li><li>• Costume: The design was appropriate for the time period</li><li>• Characterization: In line with the playwright’s intent.</li><li>• Sets: Created an environment that fits the story and style.</li></ul>
1 point	Response includes identification of one theatrical element. OR Response gives one explanation of how it helps.
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.”

<b>BENCHMARK #:</b>	<b>TH.912.C.2.1</b>
<b>BIG IDEA:</b>	Critical Thinking and Reflection
<b>ENDURING UNDERSTANDING:</b>	Assessing our own and others' artistic work, through critical thinking, problem-solving, and decision-making, is central to artistic growth
<b>BENCHMARK:</b>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results
<b>CLARIFICATION:</b>	Identify and/or describe possible solutions to a problem and choose a solution which will most likely achieve the desired results
<b>ITEM TYPES:</b>	SR (Selected Response) / SA (Short Answer)
<b>CONTENT LIMITS:</b>	Examples should focus on solutions that are common theatrical practices
<b>DEPTH OF KNOWLEDGE:</b>	Level Two: Skill/Concept
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter

**SAMPLE ITEM:**

In this example, the actor is rushing his speech.

What are two acting techniques that could be employed to improve the performance?

MEDIA- video clip  
 DESCRIPTION: <DW: Create a video Actor performing Act 1.5 of Hamlet. The Ghost speech, Lines15-30. Actor should speak with a overly quick rate of utterance.>

**Item Specific Scorer's Rubric**

2-point sample answer: He could identify beats throughout his speech and plan where to breathe.

Points	Scoring Criteria
2 points	Response identifies two techniques. Examples may include, but are not limited to: <ul style="list-style-type: none"> <li>• Timing the speech</li> <li>• Planning where to breathe</li> <li>• Adding something physical (which would lend to timing).</li> <li>• Rehearsing the speech according to thought units.</li> </ul>
1 point	Response identifies one technique.
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.”

<b>BENCHMARK #:</b>	<b>TH.912.C.3.1</b>
<b>BIG IDEA:</b>	Critical Thinking and Reflection
<b>ENDURING UNDERSTANDING:</b>	The processes of critiquing works of art lead to development of critical- thinking skills transferable to other contexts
<b>BENCHMARK:</b>	Explore commonalities between works of theatre and other performance media
<b>CLARIFICATION:</b>	Identify and/or describe areas that theatre has in common with other forms of performing art
<b>ITEM TYPES:</b>	SR (Selected Response) / SA (Short Answer)
<b>CONTENT LIMITS:</b>	Provide examples that feature commonalities in theatre works with those in but not limited to: dance, film, poetry reading, music, etc. Examples should exhibit one common component in a theatre work and one other performing arts example
<b>DEPTH OF KNOWLEDGE:</b>	Level Two: Skill/Concept
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter

**SAMPLE ITEM:**

Look at the videos.

What are two elements of performance and/or production that they have in common?

Provide one example from the videos of each element.

MEDIA: Video  
 DESCRIPTION <DW: Create a video of dancers dancing through FOG with BLUE and GREEN LIGHTING the fog. Video should transition to actors performing Act 1.5 of Hamlet. The Ghost speech, Lines15-30 also in FOG with the same LIGHTING.>

**Item Specific Scorer’s Rubric:**

4-point sample answer: Both clips had stuff happening in fog with lighting. They both used the fog and the lighting to make the mood spooky.

<b>POINTS</b>	<b>SCORING RUBRIC</b>
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4 points	<p>The response includes two similarities and one detail from the videos to support each similarity. Examples may include, but are not limited to:</p> <p><b>Similarity: Detail</b></p> <ul style="list-style-type: none"> <li>• Sets: Establish setting, period, environment.</li> <li>• Lighting: Establish mood or atmosphere.</li> <li>• Costumes: Depict a particular period of time / clarify character, help attach meaning</li> <li>• Audience: Viewers/receivers of the message or idea being communicated.</li> <li>• Movement: Fight scenes / good v. evil, clarifies character, period, emotion.</li> <li>• Music: Clarifies emotion , establishes mood, aids rhythm</li> <li>• Story: Gives shape and meaning to the performance.</li> <li>• Projection: Creates environment, clarifies message, creates symbols.</li> </ul>
3 points	The response includes two similarities and one example.
2 points	<p>The response includes one similarity and one example.</p> <p>OR</p> <p>The response includes two similarities.</p>
1 point	The response includes one similarity.
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.”

<b>BENCHMARK #:</b>	<b>TH.912.C.3.3</b>
<b>BIG IDEA:</b>	Critical Thinking and Reflection
<b>ENDURING UNDERSTANDING:</b>	The processes of critiquing works of art lead to development of critical- thinking skills transferable to other contexts
<b>BENCHMARK:</b>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions
<b>CLARIFICATION:</b>	Identify the factors that determine the effectiveness of a production based on established theatre models and criteria
<b>ITEM TYPES:</b>	SA (Short Answer) / ER (Extended Response)
<b>CONTENT LIMITS:</b>	Examples may be varied from amateur to professional and should include recognizable factors which affect the effectiveness of the production
<b>DEPTH OF KNOWLEDGE:</b>	Level Three: Strategic Thinking
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter. In addition: A segment of a video recorded production
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter

**SAMPLE ITEM:**

Watch the video.

MEDIA: Video clip  
 DESCRIPTION: <DW: Create a video of Romeo and Juliet 3.4. Juliet and Lord Capulet. Lines 158-175.>

What are two techniques used by the actors to clarify their characters' relationship in the scene?

**Item Specific Scorer's Rubric**

2-point sample answer: The actor playing Lord Capulet used a loud projected voice to show how mad he was at Juliet. The actor playing Juliet changed her level and got on her knees to show she was at her father's mercy.

POINTS	SCORING CRITERIA
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2 points	<p>Response identifies two techniques explaining how the actors clarified their characters' relationship. Examples may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Use of physical movement / Change in levels / Manner in which characters stood / Characters using violence</li> <li>• Use of Voice / Change in volume level / Use of hard consonants / Rate of utterance changed</li> </ul>
1 point	Response identifies one technique.
0 point	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."

<b>BENCHMARK #:</b>	<b>TH.912.F.2.2</b>
<b>BIG IDEA:</b>	Innovation, Technology, and the Future
<b>ENDURING UNDERSTANDING:</b>	Careers in and related to the arts significantly and positively impact local and global economies
<b>BENCHMARK:</b>	Assess the skills needed for theatre-related jobs in the community to support career selection
<b>CLARIFICATION:</b>	Identify which skills are vital to theatre-related jobs
<b>ITEM TYPES:</b>	SR (Selected Response) / SA (Short Answer)
<b>CONTENT LIMITS:</b>	Theatre related jobs might include, but are not limited to, house/stage manager, publicity/marketing, set/technical/lighting/sound/costume design, actor, director, playwright
<b>DEPTH OF KNOWLEDGE:</b>	Level Two: Skill/Concept
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter. In addition: Set a real world theatre hiring context
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter

**SAMPLE ITEM:**

A local theatre has been experiencing a decline in attendance rates and a new house manager will be hired.

What skill should the new manager have that will help increase attendance?

- A. Financial expertise
- B. Retention experience\*
- C. Organizational ability
- D. Advertising Background

KEY: B

<b>BENCHMARK #:</b>	<b>TH.912.F.3.4</b>
<b>BIG IDEA:</b>	Innovation, Technology, and the Future
<b>ENDURING UNDERSTANDING:</b>	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts
<b>BENCHMARK:</b>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures
<b>CLARIFICATION:</b>	Identify and/or discuss how theatre participation helps in social development and life skills
<b>ITEM TYPES:</b>	SR (Selected Response) / SA (Short Answer)
<b>CONTENT LIMITS:</b>	Theatre skills that can support life skills: goal setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity, and teamwork
<b>DEPTH OF KNOWLEDGE:</b>	Level One: Recall
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter. In addition: Sets a situation where social skills developed from theatre experience are used
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter

**SAMPLE ITEM:**

What are two skills learned in theatre performance that would aid a student giving a presentation in a social studies class?

What are two examples of how theatre-performance skills would aid a student giving a presentation in social studies class?

**Item Specific Scorer’s Rubric:**

4-point sample answer: In theatre you learn how to make eye contact which would help one gain and keep the attention of classmates during a social studies presentation. You also learn how to prepare what you are going to say which would help the student in the social studies class make the presentation more interesting.

<b>POINTS</b>	<b>SCORING RUBRIC</b>
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4 points	<p>The response includes two skills that would help a student in social studies class and an example of how each skill would help. Examples may include, but are not limited to:</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Gestures</li> <li>• Voice projections</li> <li>• Clarity of speech</li> <li>• Preparation</li> </ul> <p>How:</p> <ul style="list-style-type: none"> <li>• Gain / keep attention</li> <li>• Be interesting</li> <li>• Engage audience</li> </ul>
3 points	<p>The response includes two skills and one example of how it would help. Or The response includes one skill and two examples of how it would help.</p>
2 points	<p>The response includes one skill and one example of how it would help. OR The response includes two skills. OR The response includes two examples of how it would help.</p>
1 point	<p>The response includes one skill. OR The response includes one example of how it would help.</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>

<b>BENCHMARK #:</b>	<b>TH.912.H.1.1</b>
<b>BIG IDEA:</b>	Historical and Global Connections
<b>ENDURING UNDERSTANDING:</b>	Through study in the arts, we learn about and honor others and the world in which they live(d)
<b>BENCHMARK:</b>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created
<b>CLARIFICATION:</b>	Identify how the works of world-known playwright were affected by the cultural and socio-political environment of the time
<b>ITEM TYPES:</b>	SR (Selected Response) / SA (Short Answer)
<b>CONTENT LIMITS:</b>	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 should contain enough information that if the student is not familiar with the works that they would be able to answer the question. Care should be taken to focus of one aspect of the benchmark. Cultural and socio-political events should be well known. Excerpts should present a readily discernible cultural/sociopolitical environment that is associated with a known playwright
<b>DEPTH OF KNOWLEDGE:</b>	Level Two: Skill/Concept
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter

**SAMPLE ITEM:**

Watch the video.

What are two ways the gender roles of Shakespeare's time are shown in this excerpt?

MEDIA: Video clip  
DESCRIPTION: <DW: Create a video of Romeo and Juliet 3.4. Juliet and Lord Capulet. Lines 158-175.>

**Item Specific Scorer's Rubric**

2-point sample answer: Girls had to marry who their parents said. Lord Capulet became physically violent and threatened to make her live on the streets if she didn't marry Paris.

Points	Scoring Criteria
2 points	<p>Response identifies two examples of gender discrimination during Shakespeare's time as demonstrated in the scene. Examples may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Female children were the property of their parents / Juliet had to listen to her parents.</li> <li>• Parents chose and arranged marriages / Lord Capulet was forcing Juliet to marry Paris.</li> <li>• Females were subjected to violence from males / Lord Capulet became physically violent / threatened her.</li> <li>• There were few options for women in society besides marriage / Juliet may end up living on the street.</li> </ul>
1 point	Response identifies 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."



<b>BENCHMARK #:</b>	<b>TH.912.H.2.6</b>
<b>BIG IDEA:</b>	Historical and Global Connections
<b>ENDURING UNDERSTANDING:</b>	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged
<b>BENCHMARK:</b>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre
<b>CLARIFICATION:</b>	Identify how various demographics are perceived and/or represented in theatre and how this has changed in the development of the theatre
<b>ITEM TYPES:</b>	SR (Selected Response) / SA (Short Answer)
<b>CONTENT LIMITS:</b>	Any written or video excerpt selected should contain enough information that if the student is not familiar with the work that they would be able to answer the question. The examples should clearly represent trends in representation and/or the focus of various demographics in plays
<b>DEPTH OF KNOWLEDGE:</b>	Level Two: Skill/Concept
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter. In addition: Excerpt must present a specific example of gender, race, or age perceptions
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter

**SAMPLE ITEM:**

Watch the video.

How are gender issues addressed in this video clip of “Romeo and Juliet”?

MEDIA: Video clip  
 DESCRIPTION: <DW: Create a video of Romeo and Juliet 3.4. Juliet and Lord Capulet. Lines 158-175.>

- A. All are treated as equal
- B. Men are viewed as superior\*
- C. Women are viewed as superior
- D. Men are viewed as second class

KEY: B

<b>BENCHMARK #:</b>	<b>TH.912.O.1.1</b>
<b>BIG IDEA:</b>	Organizational Structure
<b>ENDURING UNDERSTANDING:</b>	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process
<b>BENCHMARK:</b>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design
<b>CLARIFICATION:</b>	Identify, describe and/or explain a script by breaking down the dramatic structure to aid in defining the director's choices, how a character should be played or the thematic design.
<b>ITEM TYPES:</b>	SR (Selected Response) / SA (Short Answer)
<b>CONTENT LIMITS:</b>	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. Focus should be on interpreting directions, characterization, and design
<b>DEPTH OF KNOWLEDGE:</b>	Level Three: Strategic Thinking
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter. In addition: The written or video excerpt must present a scene with readily discernible structural elements
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter

**SAMPLE ITEM:**

Watch this video. What is the objective of Lord Capulet's tirade?

MEDIA: Video clip  
 DESCRIPTION: <DW: Create a video of Romeo and Juliet 3.4. Juliet and Lord Capulet. Lines 158-175.>

- A. To show he is remorseful
- B. To show how masculine he is
- C. To encourage Juliet to run away
- D. To convince Juliet to marry Paris\*

KEY: D

<b>BENCHMARK #:</b>	<b>TH.912.O.3.2</b>
<b>BIG IDEA:</b>	Organizational Structure
<b>ENDURING UNDERSTANDING:</b>	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world
<b>BENCHMARK:</b>	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response
<b>CLARIFICATION:</b>	Identify various stage configurations to determine their impact on the audience
<b>ITEM TYPES:</b>	SR (Selected Response) / SA (Short Answer)
<b>CONTENT LIMITS:</b>	Provide examples that may include but is not limited to: indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round, etc. to understand how they affect the audience experience and response
<b>DEPTH OF KNOWLEDGE:</b>	Level Two: Skill/Concept
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter

**SAMPLE ITEM:**

Which stage lends itself more to experimental theatre than the others?

- A. Arena
- B. Thrust
- C. Black box\*
- D. Proscenium

Key: C

<b>BENCHMARK #:</b>	<b>TH.912.S.1.1</b>
<b>BIG IDEA:</b>	Skills, Techniques, and Processes
<b>ENDURING UNDERSTANDING:</b>	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art
<b>BENCHMARK:</b>	Describe the interactive effect of audience members and actors on performances
<b>CLARIFICATION:</b>	Identify and/or describe how the interaction between performers/audience can/should affect the performance.
<b>ITEM TYPES:</b>	SR (Selected Response) / SA (Short Answer)
<b>CONTENT LIMITS:</b>	N/A
<b>DEPTH OF KNOWLEDGE:</b>	Level One: Recall
<b>STIMULUS ATTRIBUTES:</b>	See Front Matter. In addition: Examples present a clear interaction of the audience and performer
<b>RESPONSE ATTRIBUTES:</b>	See Front Matter

**SAMPLE ITEM:**

What is the audience experiencing when they are “feeling with” a character?

- A. Empathy\*
- B. Endowment
- C. Substitution
- D. Sympathy

KEY: A