Florida Performing Fine Arts Assessment
Item Specifications

0400330_Theatre_3_Honors_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.

Course Title: Theatre 3- Honors (Formerly Drama 3)
Course Number: 0400330
Abbreviated Title: Theatre 4- Honors
Course Length: Year
Course Level: 3
Credit: 1.0
Graduation Requirements: Will meet Performing/Fine Arts (PF) requirement

Course Description: This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher- assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

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	**TH.912.C.1.3**	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
R	**TH.912.C.1.4**	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
R	**TH.912.C.1.6**	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
R	**TH.912.C.1.8**	Apply the components of aesthetics and criticism to a theatrical performance or design.
R	**TH.912.C.2.1**	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

R	TH.912.C.2.3	Analyze different types of stage configurations to determine the effects of each as potential production solutions.
R	TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
R	TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.
R	TH.912.H.2.1	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
R	TH.912.H.2.6	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
R	TH.912.H.2.8	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
R	TH.912.H.2.10	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved.
R	TH.912.H.3.2	Compare the applications of various art forms used in theatre production.
R	TH.912.H.3.4	Create a routine of wellness and care for the actor's physical being as a performance instrument.
R	TH.912.O.1.1	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	TH.912.O.1.2	Compare the conventions of western theatre with eastern theatre practices.
R	TH.912.O.2.6	Deconstruct a play, using an established theory, to understand its dramatic structure.
R	TH.912.O.3.2	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
R	TH.912.O.3.3	Analyze and demonstrate how to use various media to impact theatrical productions.
R	TH.912.S.1.2	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20th century.
R	TH.912.S.1.4	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
R	TH.912.S.3.5	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
R	TH.912.S.3.6	Compare the Stanislavski Method with other acting methods to support development of a personal method.

BENCHMARK #:	TH.912.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:	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology
CLARIFICATION:	Explain a reaction to a performance using correct terminology
ITEM TYPES:	SA (Short Answer) / ER (Extended Response)
CONTENT LIMITS:	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
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	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: • Lighting: The color choices helped define location / time of day • Costume: The design was appropriate for the time period • Characterization: In line with the playwright's intent. • Sets: Created an environment that fits the story and style.
1point	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 of written "I don't know."

BENCHMARK #:	TH.912.C.1.4
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Cognition and reflection are required to appreciate, interpret, and create with artistic intent
BENCHMARK:	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play
CLARIFICATION:	Identify and/or define various elements required to create a realistic depiction of a specific historic or geographic play
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Examples may include but is not limited to: architectural details, period costumes, furnishings, and hair; attire appropriate to climate and time of year, props appropriate to economic level
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter. In addition: Responses should include appropriate theatrical vocabulary

SAMPLE ITEM:

Consider this setting of "Everyman." The action begins in heaven when God sends Death to summon the main character, Everyman. Thereafter, the action takes place on earth and could take place anywhere.

Which element would be needed for a realistically accurate production of this scene?

        A. Fly loft

        B. Crossover

        C. Tiring room

        D. Raised Platform*

    KEY: D

BENCHMARK #:	TH.912.C.1.6
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Cognition and reflection are required to appreciate, interpret, and create with artistic intent
BENCHMARK:	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts
CLARIFICATION:	Identify and/or explain how a historic, social, cultural event affects a theatrical work
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Historical, social, or cultural events should be well known events that can be identified from media, or written documentation. There should be enough information provided in the stem that the student could answer the question even if they have not studied the play
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

Watch the video.

Video
<DW: Create a video of Macbeth 2.2 Line 18-62>

Shakespeare wrote MacBeth after James I became the King of England and there was an unsuccessful plot against his life.
How did those events influence this scene?

A. The scene's action discusses the arrival of the king.

B. The scene's action discusses the murder of the king.*

C. The scene's action discusses cleaning the king's chambers.

D. The scene's action discusses preparation for MacBeth's coronation.

Key: B

BENCHMARK #:	TH.912.C.1.8
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Cognition and reflection are required to appreciate, interpret, and create with artistic intent
BENCHMARK:	Apply the components of aesthetics and criticism to a theatrical performance or design
CLARIFICATION:	Assess a production's level of success by using standard theatrical criticism and/or considering the level of emotion or intellectuality that is produced by the production
ITEM TYPES:	SA (Short Answer) / ER (Extended Response)
CONTENT LIMITS:	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. Examples should provide clear examples for students to describe, interpret, or judge.
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

Compare these two scenes from "The Pirates of Penzance."

What is one performance or design element that makes the second performance more effective than the first performance?

Why is it more effective?

MEDIA:video clip
DESCRIPTION: <DW: Create a video One video performs on a bare stage with only a Cyclorama and no other scenic elements and Pirates standing around. Transition to the second video, which has a beach scene and pirates drinking sherry.

Item Specific Scorer's Rubric:

2-point sample answer: The first video had little to no scenery or props. The second video was more realistic because of the attention to detail. A production with scenery that helps create mood is more successful.

POINTS	SCORING RUBRIC
2 points	Response includes one element that makes the second performance more effective and explains why. Responses may include, but will not be limited to: Elements: • More scenery / props • More attention to detail • More lighting color Why effective: • Helps create mood • Establishes time of day • Establishes character
1 point	Example includes either discussion of the scenery or the success of it on the production.
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.912.C.2.1
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Assessing our own and others' artistic work, through critical thinking, problem-solving, and decision-making, is central to artistic growth
BENCHMARK:	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results
CLARIFICATION:	Identify and/or describe possible solutions to a problem and choose a solution which will most likely achieve the desired results
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Examples should focus on solutions that are common theatrical practices
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

Watch the video.

What is the **most effective** way the actor in this video could create a more realistic performance?

MEDIA- video clip
DESCRIPTION: <DW: Create a video from Much Ado About Nothing, Act 1.5 An actor is rushing through his lines running one line into another without an emphasis on important words or phrases.>

    A. Explore the feeling of aloneness
    B. Use breathing exercises and stretching
    C. Use emotional recall and sense memory
    D. Break the scene into units and objectives*

KEY: D

BENCHMARK #:	TH.912.C.2.3
BIG IDEA:	Critical Thinking and Reflection
ENDURING UNDERSTANDING:	Assessing our own and others' artistic work, through critical thinking, problem-solving, and decision-making, is central to artistic growth
BENCHMARK:	Analyze different types of stage configurations to determine the effects of each as potential production solutions
CLARIFICATION:	Identify and/or describe how the use of different types of stage configurations will be effective as a solution to a production problem
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Examples should focus on set design and layout challenges. Concepts to focus on may include the use of the stage space (proscenium, thrust, arena, black box, theatre in the round, etc.) blocking, lighting, and sound
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Photos/videos of stage spaces may be used to enrich the questions
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

In order to give the illusion of changing spaces, what stage configuration makes the **best** use of drops, flying scenery, and wagon units?

    A. Arena
    B. ¾ Thrust
    C. Proscenium*
    D. Theatre in the round

KEY: C

BENCHMARK #:	TH.912.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:	Explore commonalities between works of theatre and other performance media
CLARIFICATION:	Identify and/or describe areas that theatre has in common with other forms of performing art
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	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
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	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.

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.

POINTS	SCORING RUBRIC

4 points	The response includes two similarities and one detail from the videos to support each similarity. Examples may include, but are not limited to: **Similarity: Detail** • Sets: Establish setting, period, environment. • Lighting: Establish mood or atmosphere. • Costumes: Depict a particular period of time / clarify character, help attach meaning • Audience: Viewers/receivers of the message or idea being communicated. • Movement: Fight scenes / good v. evil, clarifies character, period, emotion. • Music: Clarifies emotion , establishes mood, aids rhythm • Story: Gives shape and meaning to the performance. • Projection: Creates environment, clarifies message, creates symbols.
3 points	The response includes two similarities and one example.
2 points	The response includes one similarity and one example. OR The response includes two similarities.
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."

BENCHMARK #:	TH.912.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:	Assess the skills needed for theatre-related jobs in the community to support career selection
CLARIFICATION:	Identify which skills are vital to theatre-related jobs
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Theatre related jobs might include, but are not limited to, house/stage manager, publicity/marketing, set/technical/lighting/sound/costume design, actor, director, playwright
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Set a real world theatre hiring context
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

What are two skills the house manager of a local theatre would need in order to be successful?

Item Specific Scorer's Rubric

Sample answer: House managers should be organized and good communicators.

POINTS	SCORING CRITERIA
2 points	Response includes two skills a manager would need. Examples may include, but are not limited to: Answer to include but not limited to: • Organization • Communication • Helpfulness • Prestige
1 point	The response contains one correct 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.912.H.2.1**
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:	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre
CLARIFICATION:	Identify how cultural, social, historical and political environment of the time have affected the evolution of theatre
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 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
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Excerpts should have a readily discernible cultural, historical, or political climate from which influences are clearly determinable
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

What are four examples of events and activities taking place in the United States during that time period that inspired the musical "Hair"?

Item Specific Scorer's Rubric:

4-point sample answer: One of the events that inspired the rock opera "Hair" was the sexual revolution. It was a very free time. Illegal drugs were also widely used. The Vietnam War inspired many anti-war protests and Hair's story showed that sentiment. It also dealt with people dodging the draft. All of these events were going on in the U.S. and inspired the rock opera "Hair".

POINTS	SCORING RUBRIC

4 points	The response includes four examples of events and activities taking place in the United States. Examples may include, but are not limited to: • Hippie counterculture • Draft mandate • Sexual revolution • Changing sexuality • Peace movement • Anti-war sentiments • Illegal drug use
3 points	The response includes three correct examples.
2 points	The response includes two correct examples.
1 point	The response includes one correct 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.912.H.2.6
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:	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre
CLARIFICATION:	Identify how various demographics are perceived and/or represented in theatre and how this has changed in the development of the theatre
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	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
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Excerpt must present a specific example of gender, race, or age perceptions
RESPONSE ATTRIBUTES:	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.>

- All are treated as equal
- Men are viewed as superior*
- Women are viewed as superior
- Men are viewed as second class

KEY: B

BENCHMARK #:	TH.912.H.2.8
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:	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling
CLARIFICATION:	Compare productions with historic events to determine the the level of realism and accuracy of the storytelling found in productions in theatre or film
ITEM TYPES:	SA (Short Answer) / ER (Extended Response)
CONTENT LIMITS:	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
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Excerpt must be a clear example of an historic event that is retold through theatre or film
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

Watch the video.

Shakespeare's Macbeth is set around 1050AD. Here the actors use contemporary clothing and props.

How does the clothing change the scene?

How do the props change the scene?

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Video
<DW:Create a video of Macbeth 2.2 Line
18-62 using contemporary clothing and
weapons.>
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Item Specific Scorer's Rubric:

2-point sample answer: The clothing makes the audience connect more with the people because they look familiar.

The props make us understand what the actors are talking about in our words.

POINTS	SCORING RUBRIC
2 points	The response includes two ways the props and the clothing change the scene. Examples may include, but are not limited to: • Provide familiarity • Look more natural • Help to focus on the text • Clarify the text NOTE: The same details may be used for either the props or the clothing.
1 point	The response includes one correct 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.912.H.2.10
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:	Analyze how the history of American musical theatre is tied to events in U.S. history and popular culture, detailing the ways in which theatre evolved
CLARIFICATION:	Identify how U.S. history, as well as popular culture have affected the evolution of musical theater
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
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Excerpts should present readily discernible historical or popular cultural events
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

What are two ways that the music of George M. Cohan, in the vaudeville era, reflects American society in the early 1900s?

Item Specific Scorer's Rubric:

2-point sample answer: George Cohan's music brought out the cultural pride and patriotism early immigrants felt in the 1900s and also embodied the wartime spirit of WWI.

POINTS	SCORING RUBRIC
2 points	Response includes two ways George M. Cohan's music reflects American society in the early 1900s. Examples may include, but are not limited to: • Cultural pride • Patriotism • Ethnic diversity • Wartime spirit
1 point	The response includes one correct 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.912.H.3.2
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:	Compare the applications of various art forms used in theatre production
CLARIFICATION:	Compare and identify a variety of ways different art forms can be used in theatre production.
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Focus on connections with music, visual art, dance and language arts
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: May include a video or photo example of a production with multiple art forms easily observable.
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

A production director has incorporated Italian Architecture into a production of Romeo and Juliet.

What are two other art forms that were common to this time period that can be used to re-create a Renaissance courtyard?

Item Specific Scorer's Rubric:

2-point sample answer: The Director could use strolling music players to play period music. They could also add a street artist as was common during this time period

POINTS	SCORING RUBRIC
2 points	The response should include but not be limited to sculpture, music, painting, or landscape.
1 point	The response includes one of the above elements.
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.912.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:	Create a routine of wellness and care for the actor's physical being as a performance instrument
CLARIFICATION:	Identify the various techniques used to create a wellness routine
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Topics may include nutrition, proper exercise, how to maintain heath during intense rehearsals, vocal heath, etc.
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Sets a real life situation where heath maintenance is critical for wellness
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM: What are two ways health routines have a positive effect on actors?

What are two benefits these routines provide?

Item Specific Scorer's Rubric

Sample answer: To maintain heath as an actor you need proper exercise and effective nutrition. Both of these will help an actor remain fit and aid in the endurance needed while performing.

POINTS	SCORING RUBRIC
4 points	Responses include two examples of health routines and two examples of how health routines can help an actor. **Routines:** - Proper exercise - Effective nutrition - Health maintenance - Vocal health **Benefits:** - Actors stay fit. - Aid in endurance.
3 points	The response includes two routines and one explanation.
2 points	The response includes one routines and one explanation or two routines and no explanation
1 point	The response includes one correct example with no explanation.
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.912.O.1.1
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:	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
CLARIFICATION:	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.
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
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. Focus should be on interpreting directions, characterization, and design
DEPTH OF KNOWLEDGE:	Level Three: Strategic Thinking
STIMULUS ATTRIBUTES:	See Front Matter. In addition: The written or video excerpt must present a scene with readily discernible structural elements
RESPONSE ATTRIBUTES:	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.>

- To show he is remorseful
- To show how masculine he is
- To encourage Juliet to run away
- To convince Juliet to marry Paris*

KEY: D

BENCHMARK #:	TH.912.O.1.2
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:	Compare the conventions of western theatre with eastern theatre practices
CLARIFICATION:	Compare and identify western/eastern theatre concepts and conventions.
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Examples may come from but not limited to: puppetry, masks, stage space, symbolism in western and eastern theatre
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

Which western style of theatre is similar to the Noh theatre convention of wearing masks to help define characters?

    A. Bunraku
    B. Elizabethan
    C. Comedy of Manners
    D. Commedia dell'arte*

KEY: D

BENCHMARK #:	TH.912.O.2.6
BIG IDEA:	Organizational Structure
ENDURING UNDERSTANDING:	The structural rules and conventions of an art form serve as both a foundation and departure point for creativity
BENCHMARK:	Deconstruct a play, using an established theory, to understand its dramatic structure
CLARIFICATION:	Identify various elements in dramatic structure by breaking down the structure of the play
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
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 should contain enough information that if the student is not familiar with the works that they would be able to answer the question. Theories used should be commonly taught in the course
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

In the play "Romeo and Juliet," at what point in the play's plot structure does Romeo meet Juliet?

    A. Climax
    B. Falling action
    C. Initial incident*
    D. Preliminary situation

KEY: C

BENCHMARK #:	TH.912.O.3.2
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:	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response
CLARIFICATION:	Identify various stage configurations to determine their impact on the audience
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	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
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

A theatre is producing an intimate two-person play that focuses on the romance of two characters.

Which stage configuration would help them communicate the ideas of the play?

     A. Arena

     B. Thrust

     C. Proscenium

     D. Black box*

Key: D

BENCHMARK #:	TH.912.O.3.3
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:	Analyze and demonstrate how to use various media to impact theatrical productions
CLARIFICATION:	Identify and/or explain how various media can impact a stage production.
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Focus on media such as projections, digital video, sound, animation, intelligent lighting
DEPTH OF KNOWLEDGE:	Level Three: Strategic Thinking
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Presents one or two examples with readily observable media that are used to enhance the production
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

Compare the two videos of the same scene.

What is the effect of the use of intelligent lighting in the second performance compared to the first?

What is the effect of the use of projections in the second performance compared to the first?

MEDIA: Two video clips
DESCRIPTION: <A video clip of "Romeo and Juliet" 2.1 on bare stage using only
platforms and chairs and a second video clip of "Romeo and Juliet"2.1 that uses intelligent
lighting to follow the actors and projections to shift location.

Item Specific Scorer's Rubric:
2-point sample answer: In the second scene the intelligent lighting focuses on the actor more easily than in the first scene. The second scene also uses projections which leads the audience to the locations more quickly.

POINTS	SCORING RUBRIC

2 points	The response includes one example the effect of intelligent lighting and one example of the effect of projections. Examples may include, but are not limited to:
	
	Intelligent lighting:
	   • Focuses on the actor more easily.
	   • Creates movement during the scene,
	
	Projections:
	   • Leads the audience to the locations more quickly.
	   • Establishes mood graphically.

1 points	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.912.S.1.2
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 Stanislavski Method and its impact on realism in theatrical performance in the 20th century
CLARIFICATION:	Explain what the Method is and its influence on modern technique and performance
ITEM TYPES:	SA (Short Answer) / ER (Extended Response)
CONTENT LIMITS:	N/A
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

In acting realism, what are four examples of how Stanislavski influenced modern techniques in acting, analysis, and performance?

Item Specific Scorer's Rubric:

4-point sample answer: Stanislavski influenced modern techniques by establishing specific guidelines for creation of a character including actors making specific character choices about who they are, where they are, the actions of the character are and the objectives behind the actions.

POINTS	SCORING RUBRIC
4 points	The response includes four examples of how Stanislavski influenced modern techniques. Examples may include, but are not limited to: • Character biography • Character status • Character environment • Characters Wants • Characters actions • Characters relationships
3 points	The response includes three correct examples.
2 points	The response includes two correct examples.

1 point	The response includes one correct 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.912.S.1.4
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:	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria
CLARIFICATION:	Compare and identify a theatrical work with the script and assess how successful the execution is.
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Provide both written and video examples that can be compared to evaluate authenticity in empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues
DEPTH OF KNOWLEDGE:	Level Three: Strategic Thinking
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Excerpts present readily observable components of execution
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

Watch the video of *The Tempest* and compare it to the written description of the storm scene.

What are two ways this production was effective in interpreting the scene?

MEDIA: Video clip and Text
DESCRIPTION: <DW: Create Video clip of The Tempest set in the Arctic where the ship wreck happens inside the radio on stage.>
TEXT: students will read the stage directions of the "Storm scene" from The Tempest.

Item Specific Scorer's Rubric:

2-point sample answer: The description says it is a storm on a boat. The video shows the storm on the boat revealed inside a radio. The actors showed the danger as well. They used sound effects well.

POINTS	SCORING RUBRIC
2 points	The response includes two ways the production was effective. Examples may include, but are not limited to: • Sound • Lighting • Set • Acting
1 point	The response includes one correct 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.912.S.3.5
BIG IDEA:	Skills, Techniques, and Processes
ENDURING UNDERSTANDING:	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques
BENCHMARK:	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting
CLARIFICATION:	Compare acting methods and the developers of the method
ITEM TYPES:	SA (Short Answer) / ER (Extended Response)
CONTENT LIMITS:	Methods might include but are not limited to: Stanislavski system, Method acting, Meisner acting, Strasberg technique, Adler method, Anne Bogard's Viewpoints method, Viola Spolin's improvisation or Tadashi Suzuki physical training
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Presents two well-known techniques or methods
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

What are two differences between Bogart's Viewpoints and Spolin's improvisation techniques?

Item Specific Scorer's Rubric:

2-point sample answer: Bogart's Viewpoints concerns itself with movement and gesture and Spolin's technique focuses on the story and text through on-demand stimulus. Bogart places the importance on the ensemble creating the look of the staging while Spolin places importance on the exchange of ideas between performers for an audience.

POINTS	SCORING RUBRIC

2 points	Response includes two differences between Bogart's Viewpoints and Spolin's improvisation technique. Examples may include, but are not limited to: Bogart • Movement and gesture • Large ensemble created look • Rehearsal technique • Exercises focused on text serious craft Spolin • Story and lines • Performer created exchanges between small groups • Performance style and technique • Improvised situations
1 point	The response includes one correct 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.912.S.3.6
BIG IDEA:	Skills, Techniques, and Processes
ENDURING UNDERSTANDING:	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques
BENCHMARK:	Compare the Stanislavski Method with other acting methods to support development of a personal method
CLARIFICATION:	Compare the Stanislavski method with other acting methods
ITEM TYPES:	SA (Short Answer) / ER (Extended Response)
CONTENT LIMITS:	Methods might include Stanislavski system, Method acting, Meisner acting, Strasberg technique, Adler method, Anne Bogard's Viewpoints method, Viola Spolin's improvisation or Tadashi Suzuki physical training
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Presents one method to compare to the Stanislavski method
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

What are two differences between the Stanislavski system and Spolin's improvisation techniques?

Item Specific Scorer's Rubric:

2-point sample answer: The Stanislavski system is based on text-based work and Spolin's is all improvised. Also, a difference is the actor plans out his performances in the Stanislavski system and in Spolin students improvise unplanned scenarios.

POINTS	SCORING RUBRIC
2 points	Responses include two differences. Examples may include, but are not limited to: • Text vs. non text • Planned vs. non planned • Units vs. free form • Games vs. structured performance
1 point	The response includes one correct 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."