

Florida Performing Fine Arts Assessment Item Specifications

0400320_Theatre_2_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: 0400320 Theatre 2 (Formerly Drama 2)

Course Title: Theatre 2 (Formerly Drama 2)

Course Number: 0400320

Abbreviated Title: Theatre 2

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 a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

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.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
R	TH.912.C.3.1	Explore commonalities between works of theatre and other performance media.
R	TH.912.C.3.3	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
R	TH.912.F.2.2	Assess the skills needed for theatre-related jobs in the community to support career selection.
R	TH.912.F.3.4	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
D	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	<u>TH.912.H.2.11</u>	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
R	<u>TH.912.H.3.4</u>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
R	<u>TH.912.H.3.5</u>	Explain how the social interactions of daily life are manifested in theatre.
R	<u>TH.912.O.1.1</u>	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	<u>TH.912.O.3.2</u>	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
R	<u>TH.912.O.3.3</u>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
R	<u>TH.912.S.1.1</u>	Describe the interactive effect of audience members and actors on performances.

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	<p>Response includes identification of one theatrical element and one explanation of how the element helps. Examples may include, but are not limited to:</p> <ul style="list-style-type: none"> • 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.
1 point	<p>Response includes identification of one theatrical element. OR Response gives one explanation of how it helps.</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.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.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.

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.

POINTS	SCORING RUBRIC
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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>Similarity: Detail</p> <ul style="list-style-type: none"> • 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	<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.”

BENCHMARK #:	TH.912.C.3.3
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:	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions
CLARIFICATION:	Identify the factors that determine the effectiveness of a production based on established theatre models and criteria
ITEM TYPES:	SA (Short Answer) / ER (Extended Response)
CONTENT LIMITS:	Examples may be varied from amateur to professional and should include recognizable factors which affect the effectiveness of the production
DEPTH OF KNOWLEDGE:	Level Three: Strategic Thinking
STIMULUS ATTRIBUTES:	See Front Matter. In addition: A segment of a video recorded production
RESPONSE ATTRIBUTES:	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	Response identifies two techniques explaining how the actors clarified their characters' relationship. Examples may include, but are not limited to: <ul style="list-style-type: none">• Use of physical movement / Change in levels / Manner in which characters stood / Characters using violence• Use of Voice / Change in volume level / Use of hard consonants / Rate of utterance changed
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."

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, and 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:

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

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

POINTS	SCORING RUBRIC
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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"> • Eye contact • Gestures • Voice projections • Clarity of speech • Preparation <p>How:</p> <ul style="list-style-type: none"> • Gain / keep attention • Be interesting • Engage audience
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>

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:	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. 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 culture, 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
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4 points	<p>The response includes four examples of events and activities taking place in the United States. Examples may include, but are not limited to:</p> <ul style="list-style-type: none">• Hippie counterculture• Draft mandate• Sexual revolution• Changing sexuality• Peace movement• Anti-war sentiments• Illegal drug use
3 points	<p>The response includes three correct examples.</p>
2 points	<p>The response includes two correct examples.</p>
1 point	<p>The response includes one correct 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.912.H.2.11
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:	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
CLARIFICATION:	Identify and/or describe the contributions of major playwrights, performers, designers, directors, and producers in American musical theatre
ITEM TYPES:	SA (Short Answer) / ER (Extended Response)
CONTENT LIMITS:	Examples should focus on major playwrights, performers, designers, directors, and producers in American musical theatre
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

Choose two of the following musicals.

Oklahoma! / South Pacific / Carousel

What is one way each musical made a significant contribution to American musical theatre?

Item Specific Scorer's Rubric

2-point Sample answer:

OKLAHOMA!, the first Rodgers & Hammerstein musical, was also the first of a new genre, the musical play, representing a unique fusion of Rodgers' musical comedy and Hammerstein's operetta. Carousel introduced an entire scene underscored by music that transitioned from song to scene to song.

POINTS	SCORING CRITERIA
2 points	<p>Response includes one significant contributions made to American musical theatre for each musical selected. Examples may include, but are not limited to:</p> <p>South Pacific:</p> <ul style="list-style-type: none"> • Discussions about racism. • Discussion about mixed relationships. • Discussions about life during war time. <p>Oklahoma!:</p> <ul style="list-style-type: none"> • It was the first of a new genre (the musical play) • It was a unique fusion of Rodgers’ musical comedy and Hammerstein’s operetta • Integrated Musical • Dream Ballet <p>Carousel</p> <ul style="list-style-type: none"> • Song scene where music seamlessly transitions. • Overture with action set to music. • Soliloquy with a character change by the end of the song.
1 point	The response contains one contribution.
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 health during intense rehearsals, vocal health, etc.
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Sets a real life situation where health 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 health 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
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4 points	<p>Responses include two examples of health routines and two examples of how health routines can help an actor.</p> <p>Routines:</p> <ul style="list-style-type: none"> E. Proper exercise F. Effective nutrition G. Health maintenance H. Vocal health <p>Benefits:</p> <ul style="list-style-type: none"> • 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.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:	Explain how the social interactions of daily life are manifested in theatre
CLARIFICATION:	Identify and/or explain how theatre reflects the real world and our interactions with it.
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	Topics may include but are not limited to: love, hate, anger, humor, conflict, cooperation, communication, consensus, self-esteem, taking risks, sympathy, and empathy, current events. Students may be asked to extract these from a specific theatrical example but this is not required to meet the benchmark
DEPTH OF KNOWLEDGE:	Level Two: Skill/Concept
STIMULUS ATTRIBUTES:	See Front Matter
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

What is one example of a real-life social interaction that is evident in theatrical productions?

What is one example of how this interaction helps real-life social situations?

Item Specific Scorer's Rubric:

2-point Sample answer: Good communication is important in theatre and real life. It helps everything run more smoothly.

POINTS	SCORING RUBRIC
2 points	<p>The response includes one real life social interaction and one example of how it helps. Examples may include, but are not limited to:</p> <p>Social Interaction:</p> <ul style="list-style-type: none"> • Cooperation • Communication • Consensus • Self-esteem • Taking risks • Sympathy • Empathy <p>How it helps:</p> <ul style="list-style-type: none"> • Things run more smoothly • People get along better • People grow from their experiences • People learn more about themselves
1 point	<p>The response includes one real life social interaction. OR Response includes one example of how it helps..</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.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.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:

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

- A. Black box*
- B. Thrust stage
- C. Arena theatre
- D. Proscenium arch

Key: A

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 how playwrights' work reflects the cultural and socio-political framework in which it was created
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	<p>The response includes one example the effect of intelligent lighting and one example of the effect of projections.</p> <p>Examples may include, but are not limited to:</p> <p>Intelligent lighting:</p> <ul style="list-style-type: none">• Focuses on the actor more easily.• Creates movement during the scene, <p>Projections:</p> <ul style="list-style-type: none">• 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.1.1
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 interactive effect of audience members and actors on performances
CLARIFICATION:	Identify and/or describe how the interaction between performers/audience can/should affect the performance.
ITEM TYPES:	SR (Selected Response) / SA (Short Answer)
CONTENT LIMITS:	N/A
DEPTH OF KNOWLEDGE:	Level One: Recall
STIMULUS ATTRIBUTES:	See Front Matter. In addition: Examples present a clear interaction of the audience and performer
RESPONSE ATTRIBUTES:	See Front Matter

SAMPLE ITEM:

The Phrase “break the fourth wall” is used in theatre.

What does this phrase mean?

What is one possible effect of breaking the fourth wall?

Item Specific Scorer’s Rubric:

2-point sample answer: When an actor speaks directly to the audience, he is breaking the fourth wall. Audience members feel as if they are a part of the world of the characters when this happens.

POINTS	SCORING RUBRIC
2 points	<p>The response includes a definition of the term and one example of how this can affect the performance. Examples may include, but are not limited to:</p> <p>Meaning of the term:</p> <ul style="list-style-type: none"> • The actor speaks directly to the audience. • The actor steps out of his or her role. <p>Effect :</p> <ul style="list-style-type: none"> • The audience feels like part of the show. • The audience feels a better connection with the script. • The actor might lose their focus / concentration. • The actor might be able to draw more on the audience's reaction.
1 point	<p>The response includes a definition of the term OR The response includes one example of how it can affect the performance.</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>