

Florida Performing Fine Arts Assessment Item Specifications

0400380_Acting_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: 0400380 Acting 2

Course Title: Acting 2

Course Number: 0400380

Abbreviated Title: Acting 2

Course Length: Year

Course Level: 2

Credit: 1.0

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

Course Description: Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

RESPONDING Benchmarks

R	<u>TH.912.C.1.3</u>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
R	<u>TH.912.C.2.1</u>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
R	<u>TH.912.C.3.1</u>	Explore commonalities between works of theatre and other performance media.
R	<u>TH.912.F.2.2</u>	Assess the skills needed for theatre-related jobs in the community to support career selection.
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.68.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.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	Response includes identification of one theatrical element and one explanation of how the element helps. Examples may include, but are not limited to: A. Lighting: The color choices helped define location / time of day B. Costume: The design was appropriate for the time period C. Characterization: In line with the playwright's intent. D. Sets: Created an environment that fits the story and style.
1 point	Response includes identification of one theatrical element. OR Response gives one supporting 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.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:

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">• Timing the speech• Planning where to breathe• Adding something physical (which would lend to timing).• Rehearsing the speech according to thought units.
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.”

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.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:

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.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"> • Proper exercise • Effective nutrition • Health maintenance • 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 supporting detail. 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 supporting detail.</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.>

- 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

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:	NA
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
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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 will not be 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>