

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 5 Theatre
Greetings, Sister City!**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre, **Grade 5, Greetings, Sister City!** Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

Test Administration Expectations

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

Description of the Performance Assessment

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be recorded by videotape to facilitate scoring and to document each student's performance.
- Short-answer questions ask the students to supply a response that may be written or verbal. All verbal responses must be recorded to facilitate scoring and to document each student's performance.

Materials and Resources

Teachers will need the following materials and resources to complete this performance assessment:

- a variety of haiku poems (see Teacher Preparation Guidelines),
- classroom set of reproduced student tasks including the glossary of terms,
- classroom set of reproduced student response sheets,
- one pencil per student, and
- video recorder and tape.

Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets found in the Student Task Booklet.

- Provide a variety of haiku poems from which the students can make a selection for their performance. Suggestions for locating appropriate haiku samples include: school library/media centers, age-appropriate websites for children, teacher resource websites, etc
- Prior to the assessment, allow the students time to select a haiku to be used in the assessment.
- Assign to each student a student partner who will watch the student performance and provide feedback to the student performer.
- The student performance must be videotaped for this assessment.
- As an option to a written response, video or audio recording may be used at the teacher’s discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teachers role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Video setup needs to be in a defined space, so the performer can be seen at all times. If the performer’s face cannot be seen, “expression” cannot be evaluated in the rubric.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance and response.
- Performers need to have a three second “neutral” pause at the end of the performance to indicate a clear ending. The student may end “off stage” or “off camera.”
- Students who respond in writing must include their name/number on the response sheet.

Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following three-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. The time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

Day One Estimated Time:

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **15 minutes:** The students have approximately 15 minutes to memorize the haiku, develop a performance, and rehearse.
- **10 minutes:** Each student performs the haiku for their assigned partner, who will provide feedback about their performance.

Day Two Estimated Time:

- **10 minutes:** The students refine and rehearse their haiku performance incorporating feedback received.
- **35 minutes:** Each student performs the haiku while the teacher records.

Day Three Estimated Time:

- **5 minutes:** The teacher distributes response sheets to the students.
- **15 minutes:** The students prepare their verbal or written response.
- **5 minutes:** The teacher collects the papers of the students who respond in writing.
- **20 minutes:** The teacher records the responses of the students who respond verbally.

Test Administration

Students may have as much time as they need to complete the task. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher’s knowledge of some students’ work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

Say: Today you will take the Grade 5 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Theatre entitled “Greetings, Sister City!”

Greetings, Sister City!

Your school has been invited to perform at a cultural exchange program with your town's Japanese sister city. The mayors of your town and its sister city will attend, along with other important city officials. Your theatre teacher has provided a selection of haiku poems and has asked you to choose one to demonstrate a dramatic presentation. You will select one haiku poem, memorize it, create a dramatic presentation, and rehearse your dramatic presentation for a teacher-assigned partner. You will refine your performance based on the feedback received from your partner.

Your theatre teacher and the mayors will decide who will perform at the cultural exchange program based on the dramatic presentation. Your final performance of your dramatic presentation of the haiku will be videotaped. After your final performance, you will respond to questions about your performance.

Your theatre teacher explains that you must meet the following task requirements when performing your haiku:

- Select a haiku from those provided by your teacher.
- Memorize the haiku.
- Use **voice skills** when performing your haiku, including the following:
 - appropriate **expression**,
 - appropriate **projection**,
 - clear **articulation**, and
 - appropriate **rate**.
- Use **movements** to express the ideas of the haiku, including the following:
 - appropriate **hand gestures**,
 - appropriate/effective **body movements**,
 - clear **facial expression**, and
 - accurate **posture/stance**.

Your theatre teacher explains that you must respond in writing or verbally using theatre vocabulary correctly.

You will have 15 minutes to memorize the haiku, develop a performance, and rehearse. You will have 10 minutes to perform the haiku for your partner and receive feedback. Based on the feedback, you will have 10 minutes to refine and rehearse your haiku before being videotaped. Finally, you will have 15 minutes to prepare your response.

Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 5
Greetings, Sister City!
Theatre Glossary

articulation—the clear and precise pronunciation of words

expression—how the character says words to show feeling

facial expression—movements of the face that express emotions or ideas

form—the way the storyline is organized using theatre elements (e.g., action, character, conflict, design, dialogue, plot, setting, and theme)

gesture—a movement of the hands and/or legs that communicates character

haiku—an unrhymed Japanese verse form of three lines containing 5, 7, and 5 syllables, respectively

inflection/pitch—the use of high and low sounds in speech

movement—facial expressions, hand gestures, and whole-body movements that express and create character

posture—the position of the actor’s body

projection/volume—using appropriate loud and soft sounds as a character

rate—how slowly and quickly words are spoken

rehearsal—the period of time used to prepare a play for performance before an audience

voice—an actor’s use of articulation, projection, expression, inflection, and rate to create a character



Scoring Guide
Grade 5
Theatre
Greetings, Sister City! (2005)

Introduction to the Scoring Guide

This booklet includes a training set of exemplar student responses. The responses will be used to instruct teachers how to score student responses using the rubrics provided.

Rubrics

Performing—Voice Skills Rubric (1.2)

4	A 4-point response: The student demonstrates a thorough understanding of voice skills by meeting all of the four task requirements listed below: <ul style="list-style-type: none">• performs the haiku with appropriate expression,• performs the haiku with the appropriate projection,• performs the haiku with clear articulation, and• performs the haiku with the appropriate rate.
3	A 3-point response: The student demonstrates an adequate understanding of voice skills by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of voice skills by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of voice skills by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of voice skills by meeting none of the four task requirements listed above.

Performing—Movement Rubric (1.2)

4	A 4-point response: The student demonstrates a thorough understanding of movement by thoroughly meeting all of the four task requirements listed below: <ul style="list-style-type: none">• uses hand gestures appropriately,• uses body movements effectively,• uses facial expressions clearly, and• uses posture/stance accurately.
3	A 3-point response: The student demonstrates an adequate understanding of movement by partially meeting all of the task requirements listed above, OR thoroughly meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of movement by partially meeting three of the four task requirements listed above, OR thoroughly meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of movement by partially meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of movement by meeting none of the four task requirements listed above.

Responding Rubric (2.1)

4	A 4-point response: The student demonstrates a thorough understanding responding to the performance by meeting all of the four following task requirements listed below: <ul style="list-style-type: none">• describes how the ideas were developed,• describes how the voice skills were used,• describes how movement was used, and• describes how performance was refined based on feedback.
3	A 3-point response: The student demonstrates an adequate understanding responding to the performance by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding responding to the performance by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding responding to the performance by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding responding to the performance by meeting none of the four task requirements listed above.

Scoring Notes

The following scoring notes should be used as guidelines when scoring this item.

- On the Responding Rubric:
 - In order to receive any points on this rubric, the words/ideas must correlate to the actual student performance.
 - The first bullet earns credit by explaining how the idea was developed. In other words, the response should address the inspiration for the idea, not just the results. A response saying “I acted like I was a sloth” would not be credited but one saying “I moved slowly because sloths are slow animals” would be. Discussing the creative process is also acceptable.
 - The second bullet earns credit by discussing voice skills (volume, projection, articulation, etc.) and should include “voice words” to be credited.
 - The third bullet earns credit by discussing movement skills and should include “movement words” to be credited.
 - The fourth bullet earns credit for discussing the changes made to a performance, not just discussing what the partner feedback was.

Exemplar Responses and Annotations

Student Samples Scoring Note

Some of the samples include student work that illustrates how students interpreted the directions. Student responses are authentic and may contain spelling errors in order to demonstrate the type of response a teacher would see and score. Authentic work during scoring training allows scorers to see that grammar and spelling are not considered when a score is given, unless the scorer is unable to interpret its meaning.

Purpose of Exemplar Set

The set of exemplar papers is made up of examples of student responses that represent each score point. Each exemplar paper has been previously scored and includes an annotation that provides an explanation about the rationale for scoring.

1) How did you select your haiku and develop the ideas for your performance?

When I figured out that the animal in my poem was a sloth ideas started popping into my head. Then I knew that a sloth is slow so I needed to speak slow and sloths probably don't have high-pitched voices so I would have to speak in a low-pitched voice.

2) How did you use voice skills in your haiku performance?

Since a sloth is slow I spoke slowly and since a sloth isn't a small animal I used a low-pitched voice. I also tried to be a loud as possible

3) How did you use movement in your haiku performance?

Since a sloth is normally in a tree I decided to act like I was climbing a tree and when I said "In my tree" I pointed up to indicate a tree.

4) Based on feedback received from your partner, what changes did you make in your final performance?

My partner said it was good so I didnt change anything.

Exemplar #1 Annotation

Performing—Voice Skills Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Skills Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. In performing as a sloth, the student uses the appropriate expression (very meticulously pronounced and emoted), projection, articulation, and rate (performed slowly, as a sloth would). Meeting all four of the task requirements earns the performance four points on this rubric.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric for demonstrating a thorough understanding of movement by meeting all four of the task requirements. The student performs with the appropriate hand gestures (pointing to the tree), performs with the appropriate body movements (climbing motions), uses clear facial expressions (slack-jawed, long-faced, like a sloth), and uses posture/stance accurately. Meeting all four task requirements earns the performance four points on this rubric.

Responding Rubric Score: 4

This response earns the score of 4 on the Responding Rubric for demonstrating a thorough understanding of the responding process by meeting all four of the task requirements. The response describes how the ideas were developed (deciding to speak and act slowly, like the animal), describes how voice skills were used (deciding to be slow and low-pitched), describes how movement was used (climbing a tree, pointing up), and describes how the performance was based on feedback (the feedback was positive so there was no need for change). Meeting all four task requirements earns the response four points on this rubric.

1) How did you select your haiku and develop the ideas for your performance?

I thought of my ideas. By thinking of how a merry go round goes around, and a sun would hit the trees.

2) How did you use voice skills in your haiku performance?

I used articulation on the third the most. Because I was getting blocked out by other noises so I got inspiration to project, and articlat

3) How did you use movement in your haiku performance?

I used movement for my mary go round by spinning in circles. For the sun I used a pleay.

4) Based on feedback received from your partner, what changes did you make in your final performance?

The changes I made in my final perforce are instead of the tree on the end, I did a sun, a pleay.

Exemplar #2 Annotation

Performing—Voice Skills Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Skills Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. The student uses the appropriate expression; projection; articulation; and rate (all are particularly good in that the student can be understood even as she spins on the stage). Meeting all four of the task requirements earns the performance four points on this rubric.

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric for demonstrating an adequate understanding of movement by meeting three of the four task requirements. The student performs with the appropriate hand gestures (making a big tree shape), performs with the appropriate body movements (twirling, with arms extended), and uses posture/stance accurately (up on her tip toes). No further credit can be awarded because the student does not perform with clear facial expressions (she does not purposefully use her facial expressions). Meeting three of the four task requirements earns the performance three points on this rubric.

Responding Rubric Score: 4

This response earns the score of 4 on the Responding Rubric for demonstrating a thorough understanding of the responding process by meeting all four of the task requirements. The response describes how the ideas were developed (“thinking of how a merry go round goes around and how the sun would hit the trees”), describes how voice skills were used (emphasizing the need to project and articulate), describes how movement was used (spinning, and doing a *plié*), and describes how the performance was changed based on feedback (changing the tree to a sun). Meeting all four task requirements earns the response four points on this rubric.

Exemplar #3 Annotation

Performing—Voice Skills Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Skills Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. The student does an excellent job with his voice skills, using the appropriate expression, projection, articulation, and rate (good variety). Meeting all four of the task requirements earns the performance four points on this rubric.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric for demonstrating a thorough understanding of movement by meeting all four of the task requirements. The student performs with the appropriate hand gestures, performs with the appropriate body movements (like a poppy flower blowing in the wind), uses clear facial expressions, and uses posture/stance accurately. Meeting all four task requirements earns the performance four points on this rubric.

Responding Rubric Score: 3

This response earns the score of 3 on the Responding Rubric for demonstrating an adequate understanding of the responding process by meeting three of the four task requirements. The response describes how the ideas were developed (basically considering many options before choosing the best), describes how voice skills were used (to be as loud as possible), and describes how the performance was changed based on feedback (decided to emphasize voice by “[blasting] out all articulation possible”). No further credit can be awarded because the response does not describe how movement was used (the response does not incorporate any movement words). Meeting three of the four task requirements earns the response three points on this rubric.

1) **How did you select your haiku and develop the ideas for your performance?**

*Our teacher [name of teacher] randomly handed out
Haikus. For "I turnend out all the lights" I was thinking
of when I turn off the lights in my house.*

2) **How did you use voice skills in your haiku performance?**

I used articulating & speaking up for the hole Haiku.

Exemplar #4 Annotation

Performing—Voice Skills Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Skills Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. The student does an excellent job with her voice skills: using the appropriate expression (“whooshing” like the wind), projection, articulation, and rate. Meeting all four of the task requirements earns the performance four points on this rubric.

Performing—Movement Rubric Score: 4

This performance earns the score of 4 on the Performing—Movement Rubric for demonstrating a thorough understanding of movement by meeting all four of the task requirements. The student performs with the appropriate hand gestures (turning out lights, being blown in the wind), performs with the appropriate body movements (spinning, bending), uses clear facial expressions, and uses posture/stance accurately. Meeting all four task requirements earns the performance four points on this rubric.

Responding Rubric Score: 3

This response earns the score of 3 on the Responding Rubric for demonstrating an adequate understanding of the responding process by meeting three of the four task requirements. The response describes how voice skills were used (by “articulating” and “speaking up”), describes how body movements were used, and describes how the performance was changed based on feedback (changing the way to turn off the lights). No further credit can be awarded because the response does not describe how the ideas were developed (the response is too literal, simply listing steps). Meeting three of the four task requirements earns the response three points on this rubric.

1) How did you select your haiku and develop the ideas for your performance?

I chose my haiku because not a lot of people chose it so I wanted to do something a little different. For my haiku I decided to just make what I was saying believable and not sound to rehearsed. Also I got down in tuck formation and as I was resighting the poem I was emerging into my normal stance because in the haiku it say's "but we emergered as fliers" so I wanted to do that.

2) How did you use voice skills in your haiku performance?

When I was resighting the haiku I just wanted to be prounouncing the words correct and I wanted to be projective because there is no use for saying a haiku if you cant hear that exact person.

3) How did you use movement in your haiku performance?

I wanted to emerge like what the poem was talking about so that's what I tried to incorporate.

4) Based on feedback received from your partner, what changes did you make in your final performance?

My partner told me to do more movement in my final performance instead of just standing still and not doing anything.

Exemplar #5 Annotation

Performing—Voice Skills Rubric Score: 4

This performance earns the score of 4 on the Performing—Voice Skills Rubric for demonstrating a thorough understanding of voice skills by meeting all four of the task requirements. The student does a superb job with voice skills; using the appropriate expression, projection, articulation, and rate. Meeting all four of the task requirements earns the performance four points on this rubric.

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric for demonstrating an adequate understanding of movement by meeting three of the four task requirements. The student performs with the appropriate body movements (changing levels from low to high), performs with clear facial expressions (matching the haiku in seriousness), and uses posture/stance accurately. No further credit can be awarded because the student does not perform with appropriate hand gestures (mostly not moving them). Meeting three of the four task requirements earns the performance three points on this rubric.

Responding Rubric Score: 3

This performance earns the score of 3 on the Responding Rubric for demonstrating an adequate understanding of the responding process by meeting three of the four task requirements. The response describes how voice skills were used (by trying to be “projective”), describes how body movements were used, and describes how the performance was changed based on feedback (attempting to add “more movement”). No further credit can be awarded because the response does not describe how the ideas were developed (it simply describes movements, not ideas). Meeting three of the four task requirements earns the response three points on this rubric.

1) How did you select your haiku and develop the ideas for your performance?

I was thinking about a kid slipping in the snow for "slipping in the snow." For "a child lies there" I was imagining a kid lying in the snow, and for "eating it," I was imagining a kid eating with their hands.

2) How did you use voice skills in your haiku performance?

I projected and articulated pretty good. I think I used a pretty good voice.

3) How did you use movement in your haiku performance?

I faked like I was sliding in the first line. I then fell and was lying in the snow on line two, and for line 3, I was eating the snow like a little kid.

4) Based on feedback received from your partner, what changes did you make in your final performance?

I projected more and articulated more. I also used more facial and body expressions.

Exemplar #6 Annotation

Performing—Voice Skills Rubric Score: 3

This performance earns the score of 3 on the Performing—Voice Skills Rubric for demonstrating an adequate understanding of voice skills by meeting three of the four task requirements. The student uses the appropriate projection (inconsistently, but it is there), articulation, and rate. No further credit can be awarded because the student does not use the appropriate expression. Meeting three of the four task requirements earns the performance three points on this rubric.

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric for demonstrating an adequate understanding of movement by meeting three of the four task requirements. The student performs with the appropriate hand gestures (eating); performs with the appropriate body movements (skipping in the snow); and uses posture/stance accurately. No further credit can be awarded because the student does not perform with clear facial expressions (expressions do not relate to the character). Meeting three of the four task requirements earns the performance three points on this rubric.

Responding Rubric Score: 3

This response earns the score of 3 on the Responding Rubric for demonstrating an adequate understanding of the responding process by meeting three of the four task requirements. The response describes how voice skills were used (“I projected and articulated pretty good”), describes how body movements were used (using movement words), and describes how the performance was changed based on feedback (trying to project more and articulate more). No further credit can be awarded because the response does not describe how the ideas were developed (it simply describes movements, not ideas). Meeting three of the four task requirements earns the response three points on this rubric.

1) How did you select your haiku and develop the ideas for your performance?

I chose this haiku poem because I thought the poet had a very good choice of words in his poem. For my performance I didn't think it all up, I had alot of help from my friends.

2) How did you use voice skills in your haiku performance?

At first I didn't think about the voice skills until after. I finished my movement. After awhile I asked the teacher what animal my poem was describing. I found out that my animal was a eagle so I used a fierce voice.

3) How did you use movement in your haiku performance?

I listened to the words of the poem first to see what I should do. Then I fitted some movements in that went with the words.

4) Based on feedback received from your partner, what changes did you make in your final performance?

The changes I made weren't that big because I didn't have any movement and they just gave me some.

Exemplar #7 Annotation

Performing—Voice Skills Rubric Score: 3

This performance earns the score of 3 on the Performing—Voice Skills Rubric for demonstrating an adequate understanding of voice skills by meeting three of the four task requirements. The student uses the appropriate projection, articulation, and rate. No further credit can be awarded because the student does not use the appropriate expression (the student is simply reciting a story, free from any expression). Meeting three of the four task requirements earns the performance three points on this rubric.

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric for demonstrating an adequate understanding of movement by meeting three of the four task requirements. The student performs with the appropriate hand gestures (using the telescope, surveying, flapping arms), performs with the appropriate body movements (changing levels), and uses posture/stance accurately. No further credit can be awarded because the student does not perform with clear facial expressions (remaining quite neutral throughout). Meeting three of the four task requirements earns the performance three points on this rubric.

Responding Rubric Score: 2

This response earns the score of 2 on the Responding Rubric for demonstrating partial understanding of the responding process by meeting two of the four task requirements. The response describes how body movements were used (fitting the movements to the words), and describes how the performance was changed based on feedback (adding movements based on the feedback he received). No further credit can be awarded because the response does not describe how the ideas were developed (collaboration alone is not acceptable) and does not describe how voice skills were used (that a “fierce voice” was incorporated does not correlate to the performance itself). Meeting two of the four task requirements earns the response two points on this rubric.

1) How did you select your haiku and develop the ideas for your performance?

My teacher gave me my haiku

2) How did you use voice skills in your haiku performance?

I spoke normaly.

3) How did you use movement in your haiku performance?

I just waved.

4) Based on feedback received from your partner, what changes did you make in your final performance?

I made zero

Exemplar #8 Annotation

Performing—Voice Skills Rubric Score: 3

This performance earns the score of 3 on the Performing—Voice Skills Rubric for demonstrating an adequate understanding of voice skills by meeting three of the four task requirements. The student uses the appropriate projection, articulation, and rate. No further credit can be awarded because the student does not use the appropriate expression. Meeting three of the four task requirements earns the performance three points on this rubric.

Performing—Movement Rubric Score: 1

This performance earns the score of 1 on the Performing—Movement Rubric for demonstrating minimal understanding of movement by meeting one of the four task requirements. The student performs with the appropriate hand gestures (waving), earning one point. No further credit can be awarded because the student does not perform with appropriate body movements, facial expressions, or posture/stance. Meeting one of the four task requirements earns the performance one point on this rubric.

Responding Rubric Score: 2

This response earns the score of 2 on the Responding Rubric for demonstrating partial understanding of the responding process by meeting two of the four task requirements. The response describes how voice skills were used (“normaly”) and how body movements were used (“I just waved”). No further credit can be awarded because the response does not describe how the ideas were developed and does not describe how the performance was changed based on feedback (there is no mention of the feedback provided). Meeting two of the four task requirements earns the response two points on this rubric.

1) **How did you select your haiku and develop the ideas for your performance?**

Well for "rowing down stream" I I tesled going right. And for "red leaves blowing" I was terling with my legs apart going to the Left. And for "beihed me" I jumped into a tuck. Bend my legs and pointed to stage left. That what I was thinking of.

2) **How did you use voice skills in your haiku performance?**

Well I articulated really, really well.

3) How did you use movement in your haiku performance?

*I used my movement for mostly turning to left and right.
But tuck and pointed at the last movement.*

4) Based on feedback received from your partner, what changes did you make in your final performance?

Well my partner didn't give me any feed back.

Exemplar #9 Annotation

Performing—Voice Skills Rubric Score: 1

This performance earns the score of 1 on the Performing—Voice Skills Rubric for demonstrating minimal understanding of voice skills by meeting one of the four task requirements. The student uses the appropriate rate (by utilizing purposeful pauses), earning one point. No further credit can be awarded because the student does not use the appropriate expression, projection, or articulation. Meeting one of the four task requirements earns the performance one point on this rubric.

Performing—Movement Rubric Score: 3

This performance earns the score of 3 on the Performing—Movement Rubric for demonstrating an adequate understanding of movement by meeting three of the four task requirements. The student performs with the appropriate hand gestures (pointing with arm), performs with the appropriate body movements (spinning and spinning), and uses posture/stance accurately. No further credit can be awarded because the student does not perform with clear facial expressions (the face is hidden from the camera). Meeting three of the four task requirements earns the performance three points on this rubric.

Responding Rubric Score: 1

This response earns the score of 1 on the Responding Rubric for demonstrating minimal understanding of the responding process by meeting one of the four task requirements. The response describes how body movements were used, earning one point. No further credit can be awarded because the response does not describe how the ideas were developed (it just describes movements), does not describe how the voice skills were used (the claim of articulating “really, really well” does not correlate to the actual performance), and does not describe how the performance was based on feedback. Meeting one of the four task requirements earns the response one point on this rubric.

1) How did you select your haiku and develop the ideas for your performance?

I chose it because it was a soft poem and it just sounded good.

2) How did you use voice skills in your haiku performance?

I used a very soft voice in the recording because I'm a little shy.

3) How did you use movement in your haiku performance?

If I had used movement, I would have first pointed to the sky, then study the sky, last I would of put my hand on my head and stare in to the sky.

4) Based on feedback received from your partner, what changes did you make in your final performance?

I made no changes to final performance.

Exemplar #10 Annotation

Performing—Voice Skills Rubric Score: 1

This performance earns the score of 1 on the Performing—Voice Skills Rubric for demonstrating minimal understanding of voice skills by meeting one of the four task requirements. The student uses the appropriate rate, earning one point. No further credit can be awarded because the student does not use the appropriate expression, projection, or articulation. Meeting one of the four task requirements earns the performance one point on this rubric.

Performing—Movement Rubric Score: 0

This performance earns the score of 0 on the Performing—Movement Rubric for demonstrating no understanding of movement. The student does not incorporate hand gestures, body movements, facial expressions, or posture/stance into the performance (she simply reads). Without doing so, no points can be earned on this rubric.

Responding Rubric Score: 0

This response earns the score of 0 on the Responding Rubric for demonstrating no understanding of the responding process. The student does not describe how she developed her ideas, does not describe how voice skills were used (stating only that she spoke quietly because she was shy, which is unrelated to the content or character), does not describe how body movements were used (admitting she did not use any), and does not describe how she made changes based on feedback. Without doing so, no points can be earned on this rubric.