

ASSESSMENT KEYS

PRE AND POST ASSESSMENT: QUANTITATIVE	
PRE ASSESSMENT (2/3/15 15:23)	POST ASSESMENT (2/11/15 14:41)
<p>1. What are two common aspects of creating a character? A) Voice and Physicality; B) Voice and Props; C) Props and Sound Effects; D) Physicality and Line Memorization ANSWER: A</p>	
<p>2. Why do actors need to read the script before creating a character? A) Because they are given the script to memorize; B) So that the actors understand many different aspects of creating a character; C) So that they know what the play is about; D) So that they know what to say and what each word means ANSWER: B</p>	
<p>3. What is blocking? A) Blocking is what actors do with blocks; B) The way that actors move blocks on stage; C) A method of breaking the script up into many pieces; D) Blocking is the movement from one place to the next on stage ANSWER: D</p>	
<p>4. What are character objectives? A) Objectives are what the character wants from another character; B) What the author of the play wants the audience to know; C) Objectives are places to be on the stage; D) Objectives are objects that the actors use like props ANSWER: A</p>	
PRE AND POST ASSESSMENT: QUALITATIVE	
<p>5. What does <u>inner life of the character</u> mean? DESIRED RESPONSE: Inner life includes the thoughts, feelings, and objectives. These things cannot be seen by the audience or other characters until the character acts on them.</p>	
<p>6. What does <u>outer life of the character</u> mean? DESIRED RESPONSE: Outer life includes everything that the character does; this includes everything that the audience and other characters can observe.</p>	
<p>7. What would you do to <u>create a character</u>? DESIRED RESPONSE: Examine the inner and outer life of the character, create acting choices with voice and speech, add objectives and tactics for the character to do on stage.</p>	
<p>8. What types of <u>vocal choices</u> can an actor make? DESIRED RESPONSE: Vocal acting choices can be categorized by pitch, tone, quality, and placement. Examples include a high pitch, a rough quality, a head voice, etc.</p>	
<p>9. What types of <u>physical choices</u> can an actor make? DESIRED RESPONSE: Physical choices include everything that the actor does with their body. This includes gesture, facial expression, body position, blocking (walking), etc.</p>	

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PRE/POST QUANTITATIVE ANSWERS:

1. A
2. B
3. D
4. A

PRE/POST QUALITATIVE RUBRIC, QUESTIONS 5 – 9:

	No Basis for Understanding	Basic Understanding	Proficient Understanding	Advanced Understanding
Question Five (inner life)	Comment has no significance or relevance to the question.	Shows understanding of one element related to inner life (e.g. thoughts of character)	Demonstrates understanding of two elements of inner life (e.g. objectives of the character and their feelings)	Connects two or more elements of inner life (e.g. the feelings and thoughts of the character help to create objectives)
Question Six (outer life)	Comment has no significance or relevance to the question.	Shows understanding of one element to outer life (e.g. movement of the character)	Demonstrates understanding of two elements of outer life (e.g. vocal and physical choices)	Connects two or more elements of outer life (e.g. a character will change their outer life choices such as voice and speech based on the outer life choices of other characters)
Question Seven (create a character – process)	Comment has no significance or relevance to the question.	Shows an understanding of one element of character creation (e.g. create character movements)	Demonstrates an understanding of two elements of character creation (e.g. create vocal choices and understand their thoughts)	Connects two or more elements of character creation to show their inter-relationship (e.g. the objectives of the character will change the vocal and physical choices they make as an actor)
Question Eight (Vocal Choices)	Comment has no significance or relevance to the question.	Shows an understanding of one element of vocal choices (e.g. pitch)	Demonstrates an understanding of two elements of vocal choices (e.g. pitch and quality)	Connects two or more elements of voice by relating them to each other (e.g. the voice of the character should have a pitch and quality that work together to make a unified character)
Question Nine (Physical Choices)	Comment has no significance or relevance to the question.	Shows an understanding of one element of physicality (e.g. facial expression)	Demonstrates an understanding of two elements of character physicality (e.g. gesture and character walk)	Connects two or more elements of physicality by relating them to each other (e.g. the body position and character walk should work together to make a unified character)

ASSESSMENT KEYS

CHARACTER DEVELOPMENT WORKBOOK: ASSESSMENT KEY

FORMATIVE COMPONENTS:

In parts A – H and J, students should receive one of three marks for their formative evaluation: check (meeting expectations), check minus (below expectations), and check plus (exceeding expectations).

In part I students will evaluate a peer performance in another student's workbook. This is not included in the formative evaluation.

In part K, students will self-evaluate their own work on the same rubric used in part L.

SUMMATIVE COMPONENT:

In part L, the teacher will use the same rubric used in parts I and K to determine a summative score for the performance work.

ASSESSMENT KEYS

LESSON ONE: Character Analysis

Goal: I can conceptualize the character of my selected one-act play and generate either a vocal or physical acting choice that demonstrates my concept of my character.

PART A - Opening Question: How do you create a character?

- Talk with the person next to you. Come up with a response.
- Write the response on your white board, share with the class
- Write the response below as well.

Answer: _____ **DESIRED RESPONSE: Includes: - Use voice, speech, physicality, or objectives to build from.**

PART B – WHO AM I? DESIRED RESPONSES: Responses will vary; the responses should match the script.

DISCUSSION QUESTIONS: *(Answer as many of these sub-questions as you can – you may not have the answer to every one.)*

Character Name:	
Character Age:	
Character likes:	
Character dislikes:	
Character occupation:	
Character's friends:	
Character hobbies:	
Character's family:	
Character's enemies:	
Character descriptive adjectives:	

ASSESSMENT KEYS

PART C – Voice and Physical Choices

Because of the answers, in Part B, I will make the following choices with my Voice and/or Physicality.

Voice

Pitch (high, medium, low, etc.): **DESIRED RESPONSE: Should include reference to pitch.**

Quality (nasal, rough, smooth, etc.): **DESIRED RESPONSE: Should include reference to quality. Not limited to the suggested list.**

AND/OR

Physicality

Hand Gesture: **DESIRED RESPONSE: Should include a gesture that can be replicated.**

Character Walk: **DESIRED RESPONSE: Should include a clear description of how the character walks. The response may include: Body lead, tempo, rhythm, path, etc.**

Character Stance: **DESIRED RESPONSE: Should include a clear description of how the character stands or sits. This may be analogous to an archetype or describe how the body stands, e.g. hips out, nose forward, slouching, standing with shoulders high.**

Facial Expressions: **DESIRED RESPONSE: Should include a recognizable expression, e.g. smiles, frowns, raised eyebrow in surprise, etc.**

ASSESSMENT KEYS

PART D – EXIT Ticket

Fill out the questions below.

<p>1) In the box to the right, how would you rate your understanding of the learning target for this lesson: I can conceptualize the character of my selected one-act play and generate either a vocal or physical acting choice that demonstrates my concept of my character.</p> <p>5 – Superior 4 – Advanced 3 – Proficient 2 - Below Standards 1 – Lacking Effort</p>	<p style="text-align: center;">/5</p>
<p>2) In the space below, please give one example of your learning today, something you did that demonstrates your understanding of the lesson.</p>	
<p>DESIRED RESPONSE: Should address student activity that represents the Learning Target.</p>	
<p>3) In the space below, please identify one place or person you could go to get help to increase your understanding of this lesson.</p>	
<p>DESIRED RESPONSE: possible answers include: asking for help from the teacher, a friend, or parent; searching the internet for multiple perspectives; referencing notes from the lesson.</p>	

LESSON ONE: Character Analysis

ASSESSMENT KEYS

Goal: I can organize my artistic ideas into vocal and physical choices that develop the inner and/or outer life of the character.

PART E - Opening Question:

House Left: What do you think inner life of the character means?

DESIRED RESPONSE: Inner life includes the thoughts, objectives, and feelings of the character these are all parts of the character that the audience and other characters do not see.

House Right: What do you think outer life of the character means?

DESIRED RESPONSE: Outer life includes the actions and observable attributes of the character; these are things that the audience and other characters can see.

House Center: How would you define the aspects of voice and physicality?

DESIRED RESPONSE: Voice is the production of sound and can be defined by pitch and quality. (Speech is the shaping of that sound, e.g. enunciation). Physicality is all movement from the actor's body, including gesture, facial expression, blocking, and stance.

- Talk with the person next to you. Come up with a response for Part E the Opening question.

Your answer: _____

ASSESSMENT KEYS

Part F – Pass or Play Idea Discussion

Why do you think this character discovery process is important?

DESIRED RESPONSE: Character discovery helps the actor make choices in performance. These choices are manifested through the physicality and voice of the actor and represent the inner and outer life of the character.

How might you show one of these things in a performance?

DESIRED RESPONSE: Both inner and outer life can be shown through voice and physicality choices. For example, a character that is very confident may puff up their chest and shout; a character that is shy may slowly enter the stage and slump their shoulders while speaking in hushed (yet projected) tones.

Could the inner and outer life of your character be in conflict with each other?

DESIRED RESPONSE: Yes. The inner life of a character may be one that is scared. But, because the character does not want other people to know that they are scared, they may pretend to be confident.

Where do you think objectives and character motivation comes from?

DESIRED RESPONSE: Objectives and character motivation comes from the inner life of the character. These things are based in the thoughts and feelings of the character.

How does the audience see tactics?

DESIRED RESPONSE: The audience sees the actor's tactics through the use of voice and physicality.

Should you build a character from the outside in? or the inside out?

DESIRED RESPONSE: Responses will vary.

ASSESSMENT KEYS

Part G: Building vocal and physical choices

Review your vocal and physical choices from yesterday. Add to them so that you have a description of what you will do for each one. **DESIRED RESPONSE: Responses will vary but should all include repeatable examples within the category, e.g. pitch is high or low.**

1. A pitch for your character voice
2. A quality for your character voice
3. A way to stand in your character physicality
4. A way to walk in your character physicality
5. A gesture or two for your character physicality
6. A facial expression for your character physicality

PART H: Character Introduction:

“My name is _____ One thing you should know about me is that_(inner/outer life)

_____ **DESIRED RESPONSE: Responses will vary and should integrate evidence from the script.**_____.

_(A closing statement) _ **DESIRED RESPONSE: Responses will vary and should integrate evidence from the script.**_.”

ASSESSMENT KEYS

PART I: Rubric: PEER FEEDBACK

	VOICE	PHYSICALITY
Level 2	Actor fully projects to a small room for the entire time.	Actor stands or sits still and looks at one point in space.
Level 3	Actor projects fully to a large room for the entire time.	Actor stands or sits still, looking at one point in space, and uses gestures to add to the physicality of the character.
Level 4	Actor uses one of the following with their character voice: placement, pitch, or quality.	Actor integrates basic blocking, gestures, and facial expressions for most of the time.
Level 5	Actor uses two of the following with their character voice: placement, pitch, or quality	Actor integrates basic blocking, gestures, and facial expressions all of the time.

* Any level includes the ability to perform at the previous levels.

PARTNER NAME:

PARTNER SCORES

VOICE: 2 3 4 5

PHYSICALITY: 2 3 4 5

PARTNER FEEDBACK:

What worked well with the introduction? _____

What could be improved? _____

What is the most memorable aspect of the introduction? _____

ASSESSMENT KEYS

PART J – EXIT Ticket

Fill out the questions below.

<p>1) In the box to the right, how would you rate your understanding of the learning target for this lesson: I can organize my artistic ideas into vocal and physical choices that develop the inner and/or outer life of the character.</p> <p>5 – Superior 4 – Advanced 3 – Proficient 2 - Below Standards 1 – Lacking Effort</p>	<p style="text-align: center;">/5</p>
<p>2) In the space below, please give one example of your learning today, something you did that demonstrates your understanding of the lesson.</p>	
<p>DESIRED RESPONSE: Should address student activity that represents the Learning Target.</p>	
<p>3) In the space below, please identify one place or person you could go to get help to increase your understanding of this lesson.</p>	
<p>DESIRED RESPONSE: possible answers include: asking for help from the teacher, a friend, or parent; searching the internet for multiple perspectives; referencing notes from the lesson.</p>	

ASSESSMENT KEYS

LESSON THREE: Performances

Goal: I can perform my character introduction and convey meaning through my physical and vocal choices.

Part K: Self-Evaluation

Use the rubric below to report your self scores. You will tear off this page and turn it in before you present your character introduction.

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ASSESSMENT KEYS

Part L: Teacher Evaluation

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VOICE:

SPEECH:

COMMENTS:

ASSESSMENT CRITERIA

FORMATIVE COMPONENTS:

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SUMMATIVE COMPONENT:

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SUMMATIVE SCORES: FROM PERFORMANCE		
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VOICE: /5		
PHYSICALITY: /5		
TOTAL:		/10

FOR PEER, SELF, AND PERFORMANCE SCORE DETAILS AND WRITTEN COMMENTS – SEE RUBRIC IN WORKBOOK ON PAGE 10.

FORMATIVE SCORES: FROM WORKBOOK	
KEY: (□-) = below expectations, 1 point; (□) = meeting expectations, 3 points; (□+) = exceeding expectations, 5 points. See expectation detail in workbook key.	
FORMATIVE SCORES:	
PART A:	
PART B:	
PART C:	
PART D:	
PART E:	
PART F:	
PART G:	
PART H:	
PART I:	
PART J:	
PART K:	

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_____ **DESIRED RESPONSE: Responses will vary and should integrate evidence from the script.**_____.

_(A closing statement) _ **DESIRED RESPONSE: Responses will vary and should integrate evidence from the script.**_.”

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PARTNER NAME:

PARTNER SCORES

VOICE: 2 3 4 5

PHYSICALITY: 2 3 4 5

PARTNER FEEDBACK:

What worked well with the introduction? _____

What could be improved? _____

What is the most memorable aspect of the introduction? _____

PART J – EXIT Ticket

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Part L: Teacher Evaluation

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VOICE:

SPEECH:

COMMENTS: