

# Arts Assessment For Learning

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THEATRE — 5<sup>TH</sup> GRADE

## PEER ASSESSMENT SHEET: MONOLOGUE CREATION

I used this sheet when the students were providing each other feedback on their original monologues. The students generated criteria together that day to focus their feedback. I guided the students toward looking at the character on a deeper level, rather than a superficial one. The criteria they co-created for the day was listed in the space provided, examples of this were: not to break character, blocking/movement etc.

### Peer Assessment Feedback Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

### Today's Criteria:

- 1.
- 2.
- 3.
- 4.

### Reflections:

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### What can your partner improve on:

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This task sheet was used to help students during the rehearsal process of their monologues; it includes a checklist for students to monitor their own progress while rehearsing their original work. Students monitored where they were at this point of the process using this sheet.

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## Self-Assessment Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Class: \_\_\_\_\_ Name of Performance: \_\_\_\_\_

Did I... (Please check all that apply)

- Show expression that suited my character and the mood of the piece.
- Stay in character.
- Have a clear point of view and focus.
- Speak loud and clearly.
- Keep the audience engaged.
- Memorize my piece.
- Have a strong opening and closing.

My reflections about my performance are...

Some things I would like to work on for future performances are...

Here is how to set-up a protocol for verbal feedback in the elementary theatre classroom:

How to Create Feedback Protocol, Using "I Liked" and "I Wish"

- **How can actors help one another get better at acting?** Chart student responses. Explain to the class that when they are viewing their classmates' work, they are active participants in an acting ensemble.
- While viewing, actors should be looking for things they value in their classmates' work, as well as looking for ways to help them make the work even stronger.
- Provide students with 2-3 criteria they should focus on in their work.
- After viewing student work [scene, monologue or improvisation] we tell our peers:
  1. **What we liked** about their work by having several volunteers speak about what they liked about the performance.
    - These comments must: ONLY be positive, be specific, and **reference criteria on our checklists.**
  2. **I wish...**After all the positive feedback, students may try to help their classmates by wording constructive criticism in the form of "I wish". For example "I wish you were facing the audience the whole time so I could see your facial expressions" rather than "You had your back to the audience. You need to turn around".

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## Tips:

- This takes time and practice! Don't be discouraged if it doesn't happen right away.
- Make the day's criteria visible and let the criteria focus the feedback.
- Even though this protocol was designed for elementary students – it is effective with both middle and high school students.