

# Arts Assessment For Learning

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THEATER —2<sup>ND</sup> GRADE

## REFLECTION: HOW-TO PRESENTATIONS: VIDEOS

### **Without judgment, describe what you did. Just the facts:**

See Action Plan.

### **What went well?**

This was a high interest project for the students. The teams worked well together. The division of labor seemed to draw on each student's talents. Many of the finished videos were very well done. Every child showed improvement on the criteria set as goals. The invited audience (students and teachers) found the videos very entertaining. On subsequent script writing projects the children showed knowledge of how to format a script.

### **What was so-so?**

I was surprised how difficult the students found scriptwriting. In previous years, the second graders took much more readily to this work. In those years, we began with narrative scripts based on folktales. Perhaps the non-fiction framework is more difficult? In retrospect, I wish I had been able to challenge the students to write more personal pieces, most of the scripts are very simple, lacking personal voice. With some experience now as to what the most capable students are capable of, and what mistakes are likely to be made, I feel I can better offer them a lesson that will encourage personal voice.

The peer and self-assessment discussions varied from class to class. The students seemed to have some difficulty with self-assessment and goal setting. It took prompting from the teacher for them to set goals. It was wonderful to see that our small special-education class excelled in this area.

Peer assessment of script writing proved very difficult. Self-assessment, where the students reviewed their own script using a criteria checklist, was most challenging for students who needed the most help. The more capable students were able to use the checklist profitably, but the less capable students either did not see their mistakes, could not understand the checklist, or could not realize the connection between the checklist and their own writing. In the end, I paired the children by ability levels, more capable children checked the work of less capable students. They were mostly accurate in their assessment, but the students still needed guidance from the teacher when correcting their work.

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## **What was the most challenging part of trying this?**

It's very detailed work. There's a lot of modeling and classroom management that is necessary for both the cooking and the videotaping.

## **What was the impact of this strategy on student learning?**

The videotaping makes it very clear to the children where they are successful and where they need to improve....at least this is true in the gross measures where the students need improvement.

## **What new insights or understandings are forming as a result of this experience?**

Questions raised and new insights: These proved to be related questions.

Working on this project showed me that developing the students ability to function as directors in small group rehearsals would be critical to their successful independent group work in theater class. There was no way I could manage many small rehearsals happening simultaneously. We would have to depend on the children themselves to monitor their rehearsals with an eye to developing quality work. Though the directors in this project had limited roles, basically helping to keep their teams focused on the script, overall, the directors and camera operators were able to give constructive feedback to their teams. In future projects we would have to define the role of director better and train the students in understanding criteria and giving actionable feedback to their peers. And indeed we did this the following year.

## **How do the results of your action plan inform your inquiry question?**

There is marked difference between the early script attempts and the finished scripts. The development of performance skills on the videotapes is clearly seen. The goal settings sheets and the writers' checklist are self-evident.