

Arts Assessment For Learning

THEATER — 3RD GRADE

HOW TO & TIPS: MONOLOGUE PERFORMANCE

- You need to identify what you, the teacher, are looking for in quality work before you ask your students to give you quality work.
- Have a sense of what is appropriate to look for in each grade level. It can change grade by grade. It also changes with the amount of exposure and prior knowledge a child has of the art form....for example, an experienced first grade student might perform on some activities as well as an inexperienced third grader.
- Be ready and open for surprises. A checklist or rubric can change over time. Kids will make mistakes you never dreamt of....and have successes you never anticipated. Success means you might be able to raise the stakes on the criteria.
- Don't wait for perfection before introducing a checklist or rubric. You can develop them as time goes by as you realize what the kids need. In other words, you do not have to have the "perfect" checklist to start this process.
- When generating checklists or rubrics where the child has little or no exposure to Theater, the teacher must provide criteria first. Later when the kids have more experience with the form, they can be asked to provide the criteria.
- ASK your students to contribute to the criteria, even if it is just a single criterion. This way they will have ownership of the assessment tool.
- On all of your assessment tools, leave space for comments or extra categories. This is where students can add on to the criteria and let you know what else they are learning or want to know about.
- Model! Model! and Model again the behavior you are looking for. You should also model the behavior you are NOT looking for.
- When first trying this process, choose ONE class. You can also just try it with a small group (4-5 students). You WILL get overwhelmed if you try this with every class you teach.
- Try the same things many times before you decide on their utility. It takes time - use trial and error. Tweak what you do based on reflection – yours and the

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students. Sometimes a small change in what you do makes all the difference. Be patient!

- Don't make assumptions about what your kids already know. Ask them. They will surprise you.
- Be as explicit as you can be about what is expected. Post visuals in the room so the criteria are CLEAR and ACCESSIBLE to all.
- When self-assessing students will sometimes choose a relatively minor point to focus on and miss a major issue. Accept their assessment, but add your own to it.
- Do your best to give the kids a chance to revise on the spot...even if you sacrifice other instructional time. If time is an issue, students can revise only a small segment (such as one page of a scene, or even just a few lines) so they can experience the improvement. Each group does not need to share in order for revision to take place in every group. If you take the time to revise IMMEDIATELY after feedback, you will see vast improvement in your students' work.
- Have Protocol for "Peer Feedback" posted in your classroom such as prompts for how you want the students to talk to each other during feedback sessions.
- The capacity for giving feedback can be built into almost any activity---try introducing it into a familiar drama warm-up game. It doesn't have to only be for acting and performance tasks.
- We do not suggest using these tools for performances and shows. This is intended to analyze the process, not the product!
- Always remember...CRITERIA - FEEDBACK - REVISION...AGAIN!