

Arts Assessment For Learning

THEATER — 3RD GRADE

ACTION PLAN: PLAYWRITING-TRAGEDY

Who (the class or group I will focus on):

24 students from a 3rd grade CTT class

Inquiry question:

Does self-assessment improve student's skills in playwriting when creating a tragic ending scene?

Student learning goals:

This strategy will help my students achieve or improve the following learning goals:

BASIC SKILLS (Playwriting):

1. To understand the dramatic components of a two-character scene, and the introduction of the third character.
2. To tell a story through dialogue (beginning, middle and end).
3. To write three scenes with two or more characters each.
4. To insert informational text in a script (stage directions and playwright's notes).
5. To explore character development before and during writing.

SPECIFIC SKILLS (Tragedy):

1. To creatively respond to a given conflict that encompasses a moral issue by
2. analyzing various possibilities to solve it.
3. To understand what a change of fortune means in a character's life.
4. To understand how and when to use the role reversal and aside playwriting
5. techniques.
6. To identify the difference between a happy and a tragic ending, and write a
7. scene with a tragic ending.

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ACADEMIC SKILLS (Identity):

1. To reflect on playwriting, assess their learning and monitor their progress.
2. To think of themselves as playwrights.

Identify indicators from the Blueprint aligned with the student learning goals:

Theater-Making: *PLAYWRITING*: Understanding Dramatic Structure

- Students will recognize and understand the dramatic elements of a story prior to putting pen to page.

Developing Theater Literacy: Understanding Dramatic Texts

- Students will develop an understanding of dramatic structure and theater traditions.

What formative assessment strategy I will put into practice:

SELF-ASSESSMENT: All students will revise their work using a checklist and reflect on their playwriting skills by responding to guided questions.

TEACHER ASSESSMENT: I will use the Teacher's Assessment Tool to assess each student's work and introduce the criteria for the Student's Self-Assessment Tool. The Teacher's Assessment Tool consists of an easy-to-read checklist and a bulleted feedback section for recommendations. This same tool will be slightly modified for the Self-Assessment Tool.

Why this strategy will help my students achieve or improve the above goals:

These same students learned to write a two-character scene with a strong conflict and improved their playwriting skills through peer assessment a year before, in 2nd grade. Now, in 3rd grade, with a complex playwriting assignment, self-assessment and teacher assessment are more adequate strategies, considering the learning targets and expected goals are much more specific. Also, modeling the self-assessment strategies and tools from teacher assessment helped save time when introducing them. (The Student's Self-Assessment Tool is an adaptation of the Teacher's Assessment Tool). Even though peer assessment has not been included in this research project, it can easily be added to Unit 3 (sessions 6, 7 and 8).

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How and when I plan to implement this assessment strategy in my practice and/or lessons:

I divided this playwriting project into four units. Each unit focuses on specific learning targets. Both teacher and self-assessment are used at different stages in the process.

[See RESOURCES for Units 1-4].

Included below are the two units in which we used the Self-Assessment and Teacher Checklists. [Both Checklists are in CHECKLISTS.]

Unit 2

- Focuses on the teaching and learning of writing a scene using different playwriting techniques. The **Teacher Assessment Tool** is used to provide students with feedback and to introduce the **Self-Assessment Tool**. This unit consists of three playwriting exercises. The first and second exercises consist in writing a scene with a tragic ending while using the role reversal and change of fortune playwriting techniques. The third and last exercise consists in writing a scene that demonstrate a moral issue or dilemma (conflict) and the aside technique.
- The **Teacher's Assessment Tool** is used immediately after each playwriting exercise (after sessions 1, 7 and 18). The students received the Teacher's Assessment Tool on sessions 2, 8 and 17. This tool includes a checklist and recommendations for how to achieve the learning targets.
- The 2nd time the students write their scenes, on sessions 4, 9 and 16, the students self-assess their playwriting skills using the **Student's Self-Assessment Tool**. This tool is almost identical to the Teacher's Assessment Tool, and includes a checklist and a reflection on achieving the learning targets.

ROLE REVERSAL & TRAGIC ENDING

Session 1 (teaching and learning): The students write a scene with a tragic ending using the role reversal playwriting technique.

Session 2 and 3 (revision): The students receive their scenes and the Teacher's Assessment Tool. The students rewrite their scenes while implementing the teacher's recommendations.

Session 4, 5 and 6 (revision, sharing, and use of technology): The students receive their revised scenes and the Self-Assessment Tool, and fill out their Progress Tracking Tool if

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they have reached the learning target(s). Select scenes will be read to the whole class and videotaped.

CHANGE OF FORTUNE & TRAGIC ENDING

Session 7 (teaching and learning): The students write a scene with a tragic ending using the change of fortune (in a character's life) playwriting technique.

Session 8 and 9 (revision): The students receive their scenes and the Teacher's Assessment Tool. The students rewrite their scenes while implementing the teacher's recommendations.

Session 10, 11 and 12 (revision, sharing and use of technology): The students receive their revised scenes and the Self-Assessment Tool, and fill out their Progress Tracking Tool if they have achieved the learning target(s). Select scenes will be read to the whole class and videotaped.

THE ASIDE & MORAL ISSUE

Session 18 (teaching and learning): The students write a scene that demonstrates a moral issue or dilemma (conflict) while using the aside playwriting technique.

Session 19, 20 and 21 (revision): The students receive their scenes and the Teacher's Assessment Tool. The students rewrite their scenes while implementing the teacher's recommendations.

Session 22 and 23 (revision, sharing and use of technology): The students receive their revised scenes and the Self-Assessment Tool, and fill out their Progress Tracking Tool if they have reached the learning target(s). Select scenes will be read to the class and videotaped.

Unit 3:

- Focuses on writing a three-scene play with a tragic ending while applying the playwriting techniques the students learned in the second unit.
- The students use their previous work (scenes) to tell a story with a beginning-middle-end structure. Even though the students will work with the same story elements from *The Queen of O*, two new characters that affect the main conflict are introduced.

Session 1: Students revise all the possible playwriting techniques and their Progress Tracking Sheet. Two new characters are introduced.

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Session 2: The At-A-Glance Planning Tool is introduced. The students plan out their four scenes. They choose characters, settings and dramatic techniques for each scene. Also, they provide a brief description of each scene.

Session 3 – 5: Students write scene 1, 2 and 3 per session

Session 6-8: Students revise scenes 1-3 each session using the Student's Self-Assessment Tool.

Session 9: Students read their 3 scenes and complete a short reflection (Final Reflection). They also check and note their progress in the Progress Tracking Tool.

Evidence of effectiveness of this assessment strategy:

I will know my students have or have not met the learning goals when they are able to:

1. Write a scene using dialogue and monologue
2. Write a scene with a tragic ending using various playwriting techniques
3. Creatively respond to a given conflict
4. Include stage directions (informational text) in their scenes
5. Self-asses their learning and monitor their progress
6. Reflect on the process of writing a play (playwriting)