

Arts Assessment For Learning

THEATRE — 3RD GRADE

REFLECTION: SCENE WRITING

What went well?

The students were very excited to begin the process. They wanted to create characters and write plays of their own. The students took to giving feedback well as we have been working on their protocol for the last 2 years. They were able to make changes to their work based on peer feedback.

What was so-so?

The students sometimes got off task while working with a partner, especially if I was engrossed with another partnership. The feedback they gave, though relevant to the process, sometimes lacked specificity. In addition, the students tended to get overly excited when writing, so naturally the volume in the room was sometimes an issue. Also, my peer assessment tool didn't quite do what I intended it to, and was a little confusing for students to use. I plan on revising this for the future. I ended up grading the pieces based on a rubric I created but in the end I know it wasn't as strong as I hoped it would be and will also revise it for the coming school year.

What was the most challenging part of trying this?

Time! Originally I started out with the idea of doing 4 students in a playwriting group, but when it came down to time management and producing a product, I modified it to being a 2-person play instead of 4. I was often pulled to do other things toward the end of the year so often I missed seeing them and had someone else covering the class. That was a challenge because they sometimes didn't understand the process fully and sent mixed signals to the children and I had to go back over things.

What was the impact of this strategy on student learning?

The students were able to apply the peer feedback and make changes to their scripts. Over time their feedback became more specific, addressed the criteria, and they were able to offer suggestions that were meaningful to both their peer's work and their own work as well. My role changed from their only source of information to another resource/facilitator available to them. One day I was walking around the room observing their interactions and I realized that I was not needed, such a strange feeling... but I was

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so grateful to see that they grasped the concepts and were able to use each other as resources.

What questions were raised for you as you implemented the assessment practice?

- Did the students enjoy the process of giving and getting feedback?
- What part of this process was most challenging for the students?
- How can I better support my students through the peer assessment process?
- How can I use my time effectively so the formative assessment process can benefit my students and me?

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

My newest insight based on this work is that it really does work! I have seen it carry over from year to year and I am amazed at how much more the students retain as a result. They are also able to access prior knowledge and make conclusions based on experiences.

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

How does peer assessment help to inform student learning and improve playwriting? :

My inquiry taught me that using peer assessment in the theatre classroom is an effective way for the students to take ownership of their own learning, and using each other as a resource gave them a clearer picture of what young audiences want to see.

Documentation to bring (student work, photos, writing, teacher journal, etc):

I have photos, video, and the original drafts and final student plays as evidence of the work.