

# Arts Assessment For Learning

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THEATER - 1<sup>ST</sup> AND 2<sup>ND</sup> GRADES

## HOW TO & TIPS: STORYTELLING

- Students were introduced to practices of peer and self-assessment through a variety of theater games (See RESOURCES).
- Students developed vocal and physical expressive skills and skills at working as an ensemble through a variety of theater games (See RUBRIC).
- Students were introduced to criteria of good storytelling through teacher modeling of skills (See CHECKLIST).
- Students learned several stories. Criteria for successful work were made explicit.
- Students received teacher feedback using an “I like, I wish” format. Positive comments were made first, then a wish for a specific improvement.
- Students were given the opportunity for immediate revision based on feedback.
- Students engaged in peer assessment of storytelling based on the model described above.
- Students were recorded telling their stories. The videos were used for self-assessment, goal setting, and revision.
- Students performed their stories for another class and these performances were videoed and then assessed using the rubric.