



Individual Arts Assessment Pathway

Theater

Student Booklet
Student Directions



Student Directions

Part 1 - Overview and Explanation

Part 2 - Statement of Goals/Artist Statements

Part 3 - Artifact Collection

Part 4 - Initial Performance or Presentation

Part 5 - Evidence of Peer and Teacher Feedback and Student Revision

Part 6 - Final Performance or Presentation

Part 1: Overview and Explanation

Through the next 3-4 years, you will build a portfolio showcasing your achievements as a student theater artist. Be careful not to lose this Student Booklet, as it will serve as a communication tool for providing feedback and will be used for the duration of this assessment.

With the understanding that students often specialize in one aspect of theater, you will include quality work demonstrating your best work in your strongest areas. Work should demonstrate an understanding of standards commonly applied to theater education and demonstrate qualities that make your work unique.

You will submit your portfolio in a digital format.

The Initial Performance/Presentation Assessment Focus will be used to evaluate your work after the initial performance/presentation. The Evidence of Learning Rubric will be used to evaluate your final work.

You may use work accumulated during your experience as a Theater arts student. Select your best work. Your writing should be free of spelling and grammatical errors and must be typed. Your teacher will be available to answer questions and provide guidance throughout the duration of the assessment.

Please use the following format for all typed content:

Font Type: Use a professional font such as Times New Roman, Arial, Verdana, Cambria, or Calibri

Font Size: 12 point

Margins: One inch on all sides


Line Spacing: Double

Your portfolio should be organized as follows:

1. Title Page
2. Table of Contents
3. Statement of Goals/Artistic Statements
4. Reflective Practice
5. A minimum of five artifacts carefully selected from the suggestions provided and an accompanying written response for each artifact.
6. A works-cited page using MLA or APA guidelines

A suggested timeline is provided in this booklet. Your teacher will assign specific deadlines as you work throughout the project.

All work must be submitted as a digital portfolio (CD/DVD) or an e-portfolio (online). Your teacher will tell you which of these submissions to use.



Title Page Template

While your final copy must be typed, you will use this template as a guide to setting up your title page. Please fill in the information as requested: your first and last name, grade in school, home address, phone number, email address, and school name. When you complete the Title Page Template, wait until your teacher tells you to proceed.

Part 2 - Statement of Goals/Artist Statement

To focus the development of your portfolio, you will draft a Statement of Goals/Artist Statement. This will become a typed one-page explanation of your educational and career goals as they relate to your experiences in theater arts. The paper should focus on your experiences as a theater student AND your collegiate and professional goals. Please include an explanation of how these components relate to one another. You should also include a self-reflective statement and an analysis of your personal work ethic. You will have an opportunity to revise your draft as the project progresses.

Part 3 - Evidence of Creative Process/Artifact Collection

As you assemble your portfolio, you will collect five to seven artifacts/pieces of evidence demonstrating your growth as a theater student. You will then write a self-reflective/analytical piece for each artifact.


Because the purpose of a portfolio is to show your development as an artist and highlight your best work, you may use work from your cumulative theater experiences. You may use course work and extracurricular work. Unless noted for artistic reasons, renderings, sketches, and photographs must be in color.

Your portfolio should achieve these goals:

- Demonstrate your growth
- Exhibit a range of abilities
- Illustrate your understanding of theatrical conventions and mastery of theatrical vocabulary
- Demonstrate an ability to critique and reflect upon your work
- Express your unique creative process

Other than the typed-writing and content requirements, you may format these in a way that best expresses your accomplishments and achieves the goals of this portfolio. For each artifact you select, you must include:

1. Title/Label
2. Acknowledgement of producing organizations for each show
3. Appropriate annotations for the use of copyrighted performance materials
4. A $\frac{3}{4}$ –1 page of writing for each entry that includes:
 - a. a description of the project, grade and location presented
 - b. a detailed description of your precise role in the project
 - c. a description of your process (how you came up with your ideas, the things you may have used for inspiration and what steps you took to create this particular artifact)
 - d. a self-reflection on your areas of success and areas for improvement.



To help provide direction throughout this project, use the **List of Suggested Artifacts** below and take a moment and place a check mark in the boxes next to the ideas you think you would like to include, based on your interests and experiences.

List of Suggested Artifacts:


- Production Photos or Photographs of Works in Progress
- Research Materials (with appropriate citations)
- Visual Research (materials) with appropriate citations)
- Journals
- Performance Videos (2 minute maximum)
- Promotional Materials
- Programs
- Character Research & Analysis (with appropriate citations)
- Mind Maps, Collages
- Inspiration Boards
- Costume Sketches and Studies
- Swatched Costume Rendering
- Set Design Drawings or Models
- Examples of Pattern Drafting
- Lighting/Sound Plot and Cue Sheets
- Storyboards and Lighting Study
- Planning Sketches
- Original Manuscripts/Plays/Scenes and Initial and Subsequent Drafts (Annotated)
- Plot Structure Planning Documents
- Organizational Materials (cast lists, charts, rehearsal schedules, crew paperwork)
- Budget Documentation and Reports
- Prompt Book (Annotated)
- Other Demonstrations of Student Work with the Approval of the Teacher

Indicate Idea Here:



Part 4 - Final Portfolio (Performance or Presentation)

In addition to the collection of individual artifacts, you must complete a final performance or presentation.



Submit Completed Portfolio for Assessment (Student)
Provide Guidance for Students (Teacher)
Develop Opportunities for Feedback and Reflection (Teacher)



| | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------|----------------|---------------------------|
| b. Apply research of technical elements to create a design that communicates a theatrical concept. | | | | |
| Anchor Standard 6 a. Present a drama or theater work, using creative processes that shape the production for a specific audience | | | | |
| RESPONDING - Performance Indicators | Accomplished | Proficient | Below Standard | Teacher and Peer Feedback |



Theater IAAP Evidence of Learning

| Criteria and Standards | Above Standard | At Standard | Near Standard | Below Standard |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------|
| Structural Elements Title Page, Table of Contents, Five Artifacts, Works Cited, Font Type and Size, 1-inch Margins, and Double Spacing | All structural elements are included in a professional, comprehensive, accurate, and logically organized manner. | Structural elements are comprehensive, accurate, and logically organized. | Some structural elements are not comprehensive or are | itn6 (m)0.7emTjETEMC /P ÅMCID 31 BDC q351..(ga)11 (ni)TJET45 |



STUDENT CHECKLISTS

Format

- Work is free of spelling and grammatical errors
- Work is typed
- Work appears professional
- Use of professional font (i.e. Times New Roman, Arial, Verdana, etc.) for text
- Use of 10-, 11-, or 12-point font
- Use of 1-inch margins
- All work is double-spaced

Comprehensiveness


- At least five artifacts included
- Each artifact is accompanied by a piece of writing
- All performing organizations are recognized
- Copyrighted page is cited
- A works cited sheet included using MLA or APA style
- Title Page
- Table of Contents
- I am proud of the work I am submitting and believe it highlights my theater knowledge and abilities

Artistic Statement

- Writing reflects desired outcomes for artistic growth for project(s)
- Statement is 500 words or less and 1-3 paragraphs in format

Artifacts (Complete for Each Artifact)

- Artifact demonstrates my best work
- Artifact represents my creative vision for a project
- Artifact (if photographic) is in full color
- Accompanying writing gives credit to the performing organization
- Accompanying writing cites any copyrighted work or research materials
- Accompanying writing explainTJ0 TcTj/opyr2(r)miwtinoject



Accompanying writing includes a statement of conceptualization
Accompanying writing discusses the context of the work
The accompanying writing is ¾–1 page in length

Final Performance

Includes several artifacts that document my role in one project from beginning to end

Represents my creative vision for a project

Documentation (if photographic) is in full color

Accompanying writing gives credit to the performing organization

Accompanying writing cites any copyrighted work or research materials

Accompanying writing explains my precise role in the project

Accompanying writing discusses challenges I met as I completed the creative process

Accompanying writing discusses how I overcame those challenges

Accompanying writing addresses areas of success

Accompanying writing addresses areas for improvement

Accompanying writing demonstrates reflection relative to the statement of goals and initial performance/presentation