THEATRE "PROFICIENT" BASELINE PERFORMANCE ASSESSMENT
Recommended to be used with High School Year 1 Theatre Students

TEACHER DIRECTIONS

The SLO Process

1. Determine Level of Preparedness	2. Choose Quality Assessments	3. Set Meaningful SLOs	4. Monitor Progress & Refine Instruction	5. Determine Summative Score

Purpose:

Students will demonstrate prior knowledge of the Creating and Performing categories within the Theatre Standards by performing a short skit, monologue, or improvised scene. The baseline assessment score, in conjunction with any prior data the teacher may have about the student is used to set the final baseline score for the course. The baseline score is then used to set the SLO Growth Goal for the year.

Prior to administering the baseline assessment, the teacher is to analyze any prior data on the student within Step 1: Determining Level of Preparedness. The teacher determines how prepared the student is for the course and positions the students in groups by rank-order. The baseline assessment score validates the rank-order listing. The teacher may adjust the grouping if the baseline score reflects a different perspective. Templates for the SLO process may be found at http://www.azed.gov/teacherprincipal-evaluation/student-learning-objectives/.

TEACHER ADMINISTRATION OF BASELINE EXAM

TIME FRAME: 1 WEEK within the first month of the course

1. Students are given a copy of the baseline assessment requirements and the accompanying **Theatre Rubric for Proficient Standards** at the beginning of the assessment time period. Students will be taught the requirements of the performance assessment and the rubric.
2. The teacher will assign students a short skit, monologue or improvised scene.
3. If there is more than one student on stage, each student needs an equal part.
4. Time limit is up to the teacher.
5. Performances should ideally be scored by at least two educators (preferably theatre teachers), but this should not be a deterrent to establishing the baseline score within the first month of the course. The teacher may score his/her own students with prior consent from the teacher's evaluator.
6. The educator(s) will use the accompanying **Theatre Rubric for Proficient Standards** for the purpose of inter-rater reliability. All educators within the LEA should use the same rubric and performance assessment.