

# THEATRE “PROFICIENT” END-OF-COURSE SUMMATIVE PERFORMANCE ASSESSMENT Recommended to be used with High School Year 1 Theatre Students

## TEACHER DIRECTIONS

### *The SLO Process*



### **Purpose:**

At the end of the course, the instructor administers the End-of-Course Performance Assessment to all students who have been in the course for the Full Academic Year (FAY). All students should be included in the assessment process, but only FAY students are counted for teacher evaluation purposes. Students are to demonstrate knowledge, application, and synthesis of the Creating and Performing categories within the Theatre Standards based on the accompany rubric indicators.

The End-of-Course Score is used to determine whether the students met the **SLO Achievement Score** for proficiency of the “Proficient” Theatre Standards.

The End-of-Course Score is also used to ascertain whether the students met their individual **SLO Growth Score**.

More information and templates for the SLO process may be found at <http://www.azed.gov/teacherprincipal-evaluation/student-learning-objectives/>.

## TEACHER ADMINISTRATION OF END-OF-COURSE SUMMATIVE EXAM SOLO MONOLOGUE

**TIME FRAME: 1-2 WEEKS** within the last two months of the course

1. Students are given a copy of the performance assessment requirements and the performance rubric at the beginning of the assessment time period. Students will review with their instructor the requirements of the performance assessment and the rubric.
2. Students are given at least 1-2 weeks to complete the requirements working either solo or as a small group.
3. Performances should ideally be scored by at least two educators (preferably theatre teachers) using the accompanying **Theatre Rubric for Proficient Standards** (for the purpose of inter-rater reliability). All theatre educators within the LEA should use the same rubric and performance assessment.
4. If a written test is also used, the performance and written rubric scores are combined for a final composite score.