

## **Theatre – Responding Item Specifications**

*NOTE: The contents of this item specifications document were developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and you should not assume endorsement by the Federal Government.*

## Theatre – Responding Item Specifications

For the purposes of this document, the Stimulus Attributes and the Response Attributes explained below should be applied to each benchmark in these Item Specifications.

<b>Stimulus Attributes</b>	Written questions should be at grade level readability. Aural/video examples should be approximately 30-45 seconds in length and played a minimum of two times. Writer must research and provide copyright information for any written or aural examples. Writers are encouraged to review public domain sources of available.
<b>Response Attributes</b>	Response choices should be at grade level readability and of equal length, to the best possible extent. Multiple-choice responses must contain one correct answer and be written in manner that measures not only knowledge of facts, but also used to evaluate high order thinking that requires problem-solving or critical thinking. All distracters must be plausible to someone who does not possess the skills being assessed (to reduce guessing). Short answer responses should specify limitations (e.g., length of the desired answer), clearly define the task, and include a rubric for grading.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.68.C.1.3
<b>Big Idea</b>	CRITICAL THINKING AND REFLECTION
<b>Enduring Understanding</b>	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
<b>Benchmark</b>	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
<b>Benchmark Clarification</b>	Students will be able to read, interpret and reflect on the meaning and/or value of a work with standard evaluative criteria.
<b>Item types</b>	Extended response
<b>Content Limits</b>	Works selected should be within the reading level of the class and should avoid inappropriate themes or topics for this grade level. The written or video excerpt selected should contain enough information that if the student is not familiar with the works that they would be able to answer the question. Care should be taken to focus on one aspect of the benchmark.
<b>Stimulus Attributes</b>	A grade level appropriate play/production to discuss in essay
<b>Response Attributes</b>	A multi-paragraph response that covers artistic, cultural and historic importance of the work.
<b>Item Context</b>	Application of Theatre knowledge and interpretation
<b>Sample Question</b>	In the excerpt from "The Diary of Anne Frank," describe the theatrical value of this work as it relates to the conflict in the middle east.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.68.C.3.1
<b>Big Idea</b>	CRITICAL THINKING AND REFLECTION
<b>Enduring Understanding</b>	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
<b>Benchmark</b>	Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
<b>Benchmark Clarification</b>	Students will be able to view and reflect upon audio and visual examples of a production and predict how these elements articulate a play's atmosphere.
<b>Item types</b>	Extended reponse or Short answer
<b>Content Limits</b>	Audio and Visual representations (pictures of video) will be representative of atmosphere, mood and theme and may include elements of color, texture, shape, form and sound.
<b>Stimulus Attributes</b>	One grade level appropriate play/film to discuss in essay.
<b>Response Attributes</b>	One paragraph essay
<b>Item Context</b>	Apply knowledge of Theatre/set design
<b>Sample Question</b>	Compare two different set designs of the same scene and explain how each conveys a different sense of atmosphere.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.68.F.2.2
<b>Big Idea</b>	INNOVATION, TECHNOLOGY, AND THE FUTURE
<b>Enduring Understanding</b>	Careers in and related to the arts significantly and positively impact local and global economies.
<b>Benchmark</b>	Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.
<b>Benchmark Clarification</b>	Students will be able to identify businesses that have a significant impact on the entertainment industry
<b>Item types</b>	Selected response or Short Answer
<b>Content Limits</b>	Examples may include theme parks, community and professional theatres, which may include jobs that support the theatre and the arts in general such as parking, food vendors, lighting sound, etc.
<b>Stimulus Attributes</b>	
<b>Response Attributes</b>	At least two jobs that support the arts.
<b>Item Context</b>	Compare theatre/arts business and careers
<b>Sample Question</b>	List what jobs are necessary at a theatre to produce a successful production (parking, food vendors, ushers, ticket sales, souvenirs, lighting, sound...etc.)

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.68.H.2.4
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
<b>Benchmark</b>	Discuss the differences between presentational and representational theatre styles.
<b>Benchmark Clarification</b>	Students will be able to articulate the difference between two different performance styles.
<b>Item types</b>	Selected response or Short answer
<b>Content Limits</b>	Examples should clearly demonstrate characteristics of presentational and representational styles
<b>Stimulus Attributes</b>	
<b>Response Attributes</b>	Response choices should be a set of theatre styles.
<b>Item Context</b>	Apply knowledge of Theatre form
<b>Sample Question</b>	How does the performance style of a traditional melodrama differ from realism?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.68.H.3.1
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
<b>Benchmark</b>	Identify principles and techniques that are shared between the arts and other content areas.
<b>Benchmark Clarification</b>	Students will be able to identify similarities such as writing styles used across different content areas.
<b>Item types</b>	Selected response or Short answer
<b>Content Limits</b>	Examples may cover: language arts concepts such as perspective, theme, conflict. Science: spatial concepts, sound, lighting. Math: Angles, visual perspective, area, perimeter etc.
<b>Stimulus Attributes</b>	Clearly describes the shared phenomena/disciplines.
<b>Response Attributes</b>	Response set should include vocabulary that is shared by the phenomina/disciplines.
<b>Item Context</b>	Compare similarities shared with the arts and other content areas.
<b>Sample Question</b>	<p>What is the emotional release felt by the audience, at the high point (similar to the resolution in a book,) called?</p> <p>A. catharsis *</p> <p>B. highlight</p> <p>C. crisis</p> <p>D. denouement</p>

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.68.H.3.4
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
<b>Benchmark</b>	Describe the importance of wellness and care for the actor's physical being as a performance instrument.
<b>Examples/Remarks</b>	
<b>Benchmark Clarification</b>	Students will be able to identify good/bad examples of actor wellness .
<b>Item types</b>	Selected response or Short Answer
<b>Content Limits</b>	Focus should be on physical health including concepts such as good nutrition, proper exercise, warmups, safe execution of physical demands of the theatre.
<b>Stimulus Attributes</b>	Presents a clear statement related to physical health.
<b>Response Attributes</b>	Response choices should present physical health components that support performance.
<b>Item Context</b>	Identify and apply actor wellness and health
<b>Sample Question</b>	Describe how an actor's performance is affected by their health.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.68.H.3.5
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
<b>Benchmark</b>	Describe how social skills learned through play participation are used in other classroom and extracurricular activities.
<b>Benchmark Clarification</b>	The student will describe social skills used/learned during the production of a play and describe how they are used in other activities.
<b>Item types</b>	Short answer or Extended response
<b>Content Limits</b>	Examples should focus on skills such as cooperation, communication, collaboration
<b>Stimulus Attributes</b>	Presents common theatre skills.
<b>Response Attributes</b>	At least one paragraph.
<b>Item Context</b>	Focus on communication skills developed from collaboration during play production
<b>Sample Question</b>	<p>Use one of the following theatre skills and explain how it can be applied to a real world situation.</p> <ul style="list-style-type: none"> <li>• Communicating with an audience,</li> <li>• Stage blocking,</li> <li>• Interpreting and following directions,</li> <li>• Working collaboratively</li> </ul>

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.68.H.3.6
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
<b>Benchmark</b>	Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
<b>Benchmark Clarification</b>	Students will be able to discuss how other art forms can help the overall theatrical production.
<b>Item types</b>	Selected response, Short Answer or Extended response
<b>Content Limits</b>	Examples should provide visual and aural examples showing the affects of dance, music and visual arts in theatrical productions.
<b>Stimulus Attributes</b>	Examples should be clear and compelling, with readily observable contributions of art, music and dance to a production.
<b>Response Attributes</b>	At least one paragraph.
<b>Item Context</b>	Evaluate dance, music and visual arts collaborating with theatre.
<b>Sample Question</b>	Compare the two video excerpts and describe how the use of music in the second example changed the scene.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.68.O.1.3
<b>Big Idea</b>	ORGANIZATIONAL STRUCTURE
<b>Enduring Understanding</b>	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
<b>Benchmark</b>	Explain the impact of choices made by directors, designers, and actors on audience understanding.
<b>Benchmark Clarification</b>	Students will be able to articulate how an artistic choice can impact a design, performance, or viewing.
<b>Item types</b>	Selected response or Short answer
<b>Content Limits</b>	Examples may focus on comparing set design, actor directions, character development and their potential impact on comprehension of the plot or scene.
<b>Stimulus Attributes</b>	Examples of two performances of the same work with different interpretations that present readily observable differences.
<b>Response Attributes</b>	At least one paragraph.
<b>Item Context</b>	Apply knowledge of theatre direction
<b>Sample Question</b>	Compare the two scenes and describe how the difference in costuming in the second example would mislead the audience.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.68.O.3.1
<b>Big Idea</b>	ORGANIZATIONAL STRUCTURE
<b>Enduring Understanding</b>	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
<b>Benchmark</b>	Compare theatre and its elements and vocabulary to other art forms.
<b>Benchmark Clarification</b>	Students will be able to articulate the difference between a theatrical term and a similar term relative to another art form.
<b>Item types</b>	Selected response, Short answer or Extended response
<b>Content Limits</b>	Comparison of theatre concepts and vocabulary with commonly known elements or vocabulary in dance, music, visual art.
<b>Stimulus Attributes</b>	Reference to specific vocabulary in theatre and another art form.
<b>Response Attributes</b>	At least one paragraph.
<b>Item Context</b>	Apply theatre vocabulary
<b>Sample Question</b>	Compare a monologue in theatre with a solo in music.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.68.S.1.1
<b>Big Idea</b>	SKILLS, TECHNIQUES, AND PROCESSES
<b>Enduring Understanding</b>	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
<b>Benchmark</b>	Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
<b>Benchmark Clarification</b>	Students will be able to discern between good/bad etiquette when viewing/performing
<b>Item types</b>	Selected response or Short answer
<b>Content Limits</b>	Focus should be on etiquette and respect for others.
<b>Stimulus Attributes</b>	Excerpts/examples must present readily observable etiquette demonstrations.
<b>Response Attributes</b>	At least one paragraph.
<b>Item Context</b>	Apply knowledge of theatre etiquette
<b>Sample Question</b>	<p>In the video that you just viewed, what areas of theatre etiquette need to be improved?</p> <ul style="list-style-type: none"> <li>A. Arrive before the show starts.</li> <li>B. Stay in seats for the entire performance.</li> <li>C. Do not talk during the show.</li> <li>D. Turn off electronic devices.</li> </ul>

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.C.1.3
<b>Big Idea</b>	CRITICAL THINKING AND REFLECTION
<b>Enduring Understanding</b>	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
<b>Benchmark</b>	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
<b>Benchmark Clarification</b>	Students will be able to articulate and rationalize their response to a theatrical production.
<b>Item types</b>	Short answer or Extended response
<b>Content Limits</b>	Examples should elicit clear responses which demonstrate knowledge of vocabulary, mood/settings, character development, effects of costume and set design.
<b>Stimulus Attributes</b>	
<b>Response Attributes</b>	At least one paragraph.
<b>Item Context</b>	Apply theatre knowledge and interpretation.
<b>Sample Question</b>	In the video excerpt you just watched, what theatrical elements within the production helped create a realistic environment?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.C.1.4
<b>Big Idea</b>	CRITICAL THINKING AND REFLECTION
<b>Enduring Understanding</b>	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
<b>Benchmark</b>	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
<b>Benchmark Clarification</b>	Students will be able to identify various elements required to create a realistic depiction of a historic/or geographic play
<b>Item types</b>	Selected response or Extended response
<b>Content Limits</b>	Examples should demonstrate architectural details; period costumes, furnishings, and hair; attire appropriate to climate and time of year; props appropriate to economic level. The written or video excerpt selected should contain enough information that if the student is not familiar with the works that they would be able to answer the question.
<b>Stimulus Attributes</b>	
<b>Response Attributes</b>	At least three paragraphs.
<b>Item Context</b>	Apply Theatre history and design
<b>Sample Question</b>	Read the synopsis of this play. Given the time period in which it takes place, what specific elements would you incorporate to create a historically accurate production?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.C.1.6
<b>Big Idea</b>	CRITICAL THINKING AND REFLECTION
<b>Enduring Understanding</b>	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
<b>Benchmark</b>	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
<b>Benchmark Clarification</b>	Students will be able to match an historic event and the theatrical play that it has precipitated.
<b>Item types</b>	Selected response or Short answer
<b>Content Limits</b>	The written or video excerpt selected should contain enough information that if the student is not familiar with the work, that they would still be able to answer the question. Historical, social or cultural events should be well known events.
<b>Stimulus Attributes</b>	
<b>Response Attributes</b>	Response choices should be examples of events related to the excerpt.
<b>Item Context</b>	Apply theatre history and design
<b>Sample Question</b>	"The Crucible" was Arthur Miller's response to what contemporary event? A. The Teapot Dome Hearings B. The McCarthy Hearings * C. The Watergate Hearings D. The Iran-Contra Hearings

### Theatre – Responding Item Specifications- speculate?

<b>Benchmark #</b>	TH.912.C.1.7
<b>Big Idea</b>	CRITICAL THINKING AND REFLECTION
<b>Enduring Understanding</b>	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
<b>Benchmark</b>	Justify personal perceptions of a director's vision and/or playwright's intent.
<b>Benchmark Clarification</b>	Students will be able to interpret and speculate upon theatrical works and/or productions.
<b>Item types</b>	Short Answer or Extended Response
<b>Content Limits</b>	Works selected should be within the reading level of the class. It should not contain controversial themes or topics. The work should be fairly well known. Written and visual representations (pictures or video) will specifically address the content specified in the benchmark.
<b>Stimulus Attributes</b>	
<b>Response Attributes</b>	One to three paragraphs.
<b>Item Context</b>	Apply Theatre knowledge and interpretation.
<b>Sample Question</b>	Did Shakespeare intend the character of Macbeth to be a tragic hero? Why or why not?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.C.1.8
<b>Big Idea</b>	CRITICAL THINKING AND REFLECTION
<b>Enduring Understanding</b>	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
<b>Benchmark</b>	Apply the components of aesthetics and criticism to a theatrical performance or design.
<b>Benchmark Clarification</b>	Students will be able to assess a production's design and level of success in its execution
<b>Item types</b>	Short answer or Extended Response
<b>Content Limits</b>	The written or video excerpt selected should contain enough information that if the student is not familiar with the work, that they would still be able to answer the question. Examples should provide clear examples for students to describe, interpret, or judge.
<b>Stimulus Attributes</b>	
<b>Response Attributes</b>	
<b>Item Context</b>	Apply theatre design and execution.
<b>Sample Question</b>	Compare these two scenes from "Oklahoma!" and describe what performance or design elements make one of the performances more successful.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.C.2.1
<b>Big Idea</b>	CRITICAL THINKING AND REFLECTION
<b>Enduring Understanding</b>	Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
<b>Benchmark</b>	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
<b>Benchmark Clarification</b>	Students will be able to assess and speculate as to how to solve a specific production-based problem
<b>Item types</b>	Selected response or Short answer
<b>Content Limits</b>	Examples should focus on common acting theories and techniques that are widely accepted in the profession..
<b>Stimulus Attributes</b>	No more than three techniques should be demonstrated in the excerpt.
<b>Response Attributes</b>	One paragraph.
<b>Item Context</b>	Apply Acting technique and error detection.
<b>Sample Question</b>	In this video example, the main character is struggling in his delivery. What acting techniques should be employed to revise the performance?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.C.2.3
<b>Big Idea</b>	CRITICAL THINKING AND REFLECTION
<b>Enduring Understanding</b>	Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
<b>Benchmark</b>	Analyze different types of stage configurations to determine the effects of each as potential production solutions.
<b>Benchmark Clarification</b>	Students will be able to assess and speculate as to how to solve a specific production-based problem
<b>Item types</b>	Selected response, Short answer or Extended response.
<b>Content Limits</b>	Examples should focus on set design and layout challenges. Concepts to focus on may include the use of the stage space (proscenium, thrust, arena, black box, theatre in the round, etc) blocking, lighting and sound.
<b>Stimulus Attributes</b>	Photos of stage spaces may be used to enrich the questions.
<b>Response Attributes</b>	Response choices should be stage configurations or components.
<b>Item Context</b>	Apply Theatrical design and problem solving
<b>Sample Question</b>	In order to produce a historically accurate production of Shakespeare's Romeo and Juliet, the appropriate stage configuration would be: A. arena * B. alley C. proscenium D. thrust

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.C.3.1
<b>Big Idea</b>	CRITICAL THINKING AND REFLECTION
<b>Enduring Understanding</b>	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
<b>Benchmark</b>	Explore commonalities between works of theatre and other performance media.
<b>Benchmark Clarification</b>	Students will be able to assess and discern what theatre has in common with other forms of performing art.
<b>Item types</b>	Selected response or Extended response
<b>Content Limits</b>	Provide examples of that feature commonalities in theatre works with those in dance, mime, movies, street theatre, poetry reading, music etc.
<b>Stimulus Attributes</b>	Examples should exhibit one common component in a theatre and other performing arts example.
<b>Response Attributes</b>	Two to three paragraphs.
<b>Item Context</b>	Compare and transfer theatre to/with other performance media.
<b>Sample Question</b>	Compare a theatre performance to a dance performance and describe elements of performance that they have in common.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.C.3.3
<b>Big Idea</b>	CRITICAL THINKING AND REFLECTION
<b>Enduring Understanding</b>	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
<b>Benchmark</b>	Critique, based on exemplary models and established criteria, the production values and effectiveness of school, community, and live or recorded professional productions.
<b>Benchmark Clarification</b>	Students will assess a production by establishing what is good/bad based on theatre models and criteria
<b>Item types</b>	Extended response
<b>Content Limits</b>	Provide examples of a variety of performances from amateur to professional.
<b>Stimulus Attributes</b>	A segment of a videorecorded production.
<b>Response Attributes</b>	At least three paragraphs that describe at least three criteria and the student's assessment of those criteria.
<b>Item Context</b>	Apply theatre performance and technical execution
<b>Sample Question</b>	After viewing this video, assess effectiveness of the production. What elements were successful? What elements need improvement? Justify your answers.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.F.1.4
<b>Big Idea</b>	INNOVATION, TECHNOLOGY, AND THE FUTURE
<b>Enduring Understanding</b>	Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
<b>Benchmark</b>	Research the cause-and-effect relationship between production needs and new and emerging technologies to support creativity and innovation in theatre.
<b>Benchmark Clarification</b>	Students will be able to identify needs in elements of theatre production and explore the causes and effects of new technologies, creative solutions and innovations.
<b>Item types</b>	Selected response or Extended response
<b>Content Limits</b>	Focus of these items should look at new and emerging technology as a direct result of problems or needs that face contemporary theaters and actors.
<b>Stimulus Attributes</b>	Contains a theatre production problem of situation that requires a knowledgeable solution.
<b>Response Attributes</b>	Response choices should be clear solutions to the given situation or problem.
<b>Item Context</b>	Theatre technology and design
<b>Sample Question</b>	<p>You are designing a production that involves a large number of locations and scene changes within a black box theatre. In order to reduce the length of scene changes what would be the easiest solution?</p> <ul style="list-style-type: none"> <li>A. use a fly system</li> <li>B. hire more run crew</li> <li>C. use projections</li> <li>D. have the actors move the set pieces *</li> </ul>

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.F.2.2
<b>Big Idea</b>	INNOVATION, TECHNOLOGY, AND THE FUTURE
<b>Enduring Understanding</b>	Careers in and related to the arts significantly and positively impact local and global economies.
<b>Benchmark</b>	Assess the skills needed for theatre-related jobs in the community to support career selection.
<b>Benchmark Clarification</b>	Students will be able to identify and assess which skills are vital to theatre-related jobs
<b>Item types</b>	Selected response or Short answer
<b>Content Limits</b>	Theatre-related jobs might include house/stage manager, publicity/marketing, set/technical/lighting/sound/costume design, actor, director, playwright.
<b>Stimulus Attributes</b>	Set a real world theatre hiring context.
<b>Response Attributes</b>	At least three skills are named in the response.
<b>Item Context</b>	Theatre skills and careers
<b>Sample Question</b>	As an owner of the local theatre, you need to hire a new house manager. What skills and knowledge are you looking for in a house manager?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.F.3.4
<b>Big Idea</b>	INNOVATION, TECHNOLOGY, AND THE FUTURE
<b>Enduring Understanding</b>	The 21 <sup>st</sup> century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
<b>Benchmark</b>	Discuss how participation in theatre supports development of life skills useful in other content areas and organizational structures.
<b>Benchmark Clarification</b>	Students will be able to identify how theatre participation helps their social development and life skills.
<b>Item types</b>	Short answer or Extended response
<b>Content Limits</b>	Theatre skills that can support life skills: goal-setting, self-discipline, punctuality, meeting deadlines, fulfilling responsibilities, adaptability, initiative, productivity.
<b>Stimulus Attributes</b>	Sets a situation where social skills developed from theatre experience are used.
<b>Response Attributes</b>	At least three skills are described in the response. At least one paragraph.
<b>Item Context</b>	Life Skills developed from Theatre
<b>Sample Question</b>	Explain how participation in theatre related activities has helped develop self-discipline and goal setting.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.H.1.1
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	Through study in the arts, we learn about and honor others and the worlds in which they live(d).
<b>Benchmark</b>	Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created.
<b>Benchmark Clarification</b>	Students will be able to identify world-known playwrights and their works by analyzing the cultural and socio-political environment.
<b>Item types</b>	Extended response
<b>Content Limits</b>	Works selected should be within the reading level of the class and should avoid inappropriate themes or topics for this grade level. The written or video excerpt selected should contain enough information that if the student is not familiar with the works that they would be able to answer the question. Care should be taken to focus on one aspect of the benchmark. Cultural and socio-political events should be well known.
<b>Stimulus Attributes</b>	Excerpts should present a readily discernible cultural/sociopolitical environment that is associated with a known playwright.
<b>Response Attributes</b>	At least three paragraphs. .
<b>Item Context</b>	Playwrights
<b>Sample Question</b>	Describe what socio-political issue is reflected in this excerpt from a play by Fugard.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.H.2.1
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
<b>Benchmark</b>	Research the correlations between theatrical forms and the social, cultural, historical, and political climates from which they emerged, to form an understanding of the influences that have shaped theatre.
<b>Benchmark Clarification</b>	Students will be able to make the connection between theatre works and its influences
<b>Item types</b>	Selected response or Extended response
<b>Content Limits</b>	Works selected should be within the reading level of the class and should avoid inappropriate themes or topics for this grade level. The written or video excerpt selected should contain enough information that if the student is not familiar with the work that they would be able to answer the question.
<b>Stimulus Attributes</b>	Excerpts should have a readily discernible cultural, historical, or political climate from which influences are clearly determinable.
<b>Response Attributes</b>	Three paragraphs.
<b>Item Context</b>	Theatre history
<b>Sample Question</b>	What was the inspiring event(s) that caused Arthur Miller to write The Crucible? How do the events that occur within the play directly reflect United States of America society at this time?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.H.2.10
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
<b>Benchmark</b>	Analyze how the history of American musical theatre is tied to events in United States history and popular culture, detailing the ways in which theatre evolved.
<b>Benchmark Clarification</b>	Students will be able to identify musical plays that directly reflect upon events in U.S. history and popular culture.
<b>Item types</b>	Short answer or Extended response
<b>Content Limits</b>	Works selected should be within the reading level of the class and should avoid inappropriate themes or topics for this grade level. The written or video excerpt selected should contain enough information that if the student is not familiar with the works that they would be able to answer the question.
<b>Stimulus Attributes</b>	Excerpts should present readily discernible historical or popular cultural events.
<b>Response Attributes</b>	One to three paragraphs,
<b>Item Context</b>	Theatre history and production
<b>Sample Question</b>	How has American musical theatre reflected the evolution of the United States of America and the events that have occurred in popular culture?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.H.2.11
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
<b>Benchmark</b>	Describe the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American musical theatre.
<b>Benchmark Clarification</b>	Students will be able to identify major playwrights, performers, designers, directors and producers in American musical theatre.
<b>Item types</b>	Selected response or Short answer
<b>Content Limits</b>	Examples should focus on major playwrights, performers, designers, directors and producers in American musical theatre.
<b>Stimulus Attributes</b>	
<b>Response Attributes</b>	Response set should include examples of a work readily associated with the playwrights, performers, designers, directors or producer presented in the question.
<b>Item Context</b>	American musical theatre history
<b>Sample Question</b>	Which play is NOT a Rodgers and Hammerstein musical? A. Oklahoma! B. South Pacific C. Carousel D. West Side Story *

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.H.2.4
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
<b>Benchmark</b>	Research the intent of, and critical reaction to, artists in history who created groundbreaking, innovative, or controversial works.
<b>Benchmark Clarification</b>	Students will be able to identify significant theatre artists and their contributions to the art form in regards to groundbreaking, innovative or controversial works-including the artistic intent and the critical reaction to these works.
<b>Item types</b>	Selected response or Extended response
<b>Content Limits</b>	Examples should focus on significant artists who are well known for their groundbreaking, innovative or controversial works.
<b>Stimulus Attributes</b>	References a well known theatrical artist or group.
<b>Response Attributes</b>	Selected response choices are artists names. Short answers should be one to three paragraphs.
<b>Item Context</b>	Theatre artists and conventions
<b>Sample Question</b>	What contributions to theatre arts make the Group Theatre so significant to theatre history?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.H.2.6
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
<b>Benchmark</b>	Explore how gender, race, and age are perceived in plays and how they affect the development of theatre.
<b>Examples/Remarks</b>	
<b>Benchmark Clarification</b>	Students will be able to identify how various demographics are perceived in theatre and how they influence the development of drama.
<b>Item types</b>	Extended response
<b>Content Limits</b>	Any written or video excerpt selected should contain enough information that if the student is not familiar with the work that they would be able to answer the question. The examples should clearly represent trends in representation and/or the focus of various demographics in plays.
<b>Stimulus Attributes</b>	Excerpt must present a specific example of gender, race, and age perceptions,
<b>Response Attributes</b>	Three paragraphs.
<b>Item Context</b>	Theatre history and development
<b>Sample Question</b>	In this excerpt, how does this play challenge the stereo-typical viewpoint of gender roles?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.H.2.8
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
<b>Benchmark</b>	Analyze how events have been portrayed through theatre and film, balancing historical accuracy versus theatrical storytelling.
<b>Benchmark Clarification</b>	Students will be able to identify productions based on historic events and the level of realism and accuracy of the storytelling
<b>Item types</b>	Extended response
<b>Content Limits</b>	Any written or video excerpt selected should contain enough information that if the student is not familiar with the works that they would be able to answer the question
<b>Stimulus Attributes</b>	Excerpt must be a clear example of a historic event that is retold through theatre or film.
<b>Response Attributes</b>	At least three paragraphs that describe the event and its theatrical relationship to historical accuracy.
<b>Item Context</b>	History and artistic license
<b>Sample Question</b>	In this scene from the film “Pearl Harbor,” how has the historical accuracy been altered by theatrical storytelling?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.H.3.2
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
<b>Benchmark</b>	Compare the applications of various art forms used in theatre production.
<b>Benchmark Clarification</b>	Students will be able to identify the various art forms that can be used in theatre production and how they can be applied
<b>Item types</b>	Selected response or Short answer
<b>Content Limits</b>	Focus on connections with music, visual art, dance, and language arts
<b>Stimulus Attributes</b>	Can include a video or photo example of a production with multiple art forms easily observable.
<b>Response Attributes</b>	Response sets should include uses of art forms; short answers should be no longer than one paragraph and focus on one art form that enhances the theatrical production.
<b>Item Context</b>	Theatre production, design, and execution
<b>Sample Question</b>	In what ways can music help determine a play's setting?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.H.3.4
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
<b>Benchmark</b>	Create a routine of wellness and care for the actor's physical being as a performance instrument.
<b>Benchmark Clarification</b>	Students will be able to identify the various techniques used to help address an actor's wellness.
<b>Item types</b>	Short answer or Extended response
<b>Content Limits</b>	Topics may include, nutrition, proper exercise, how to maintain health during intense rehearsals, vocal health etc.
<b>Stimulus Attributes</b>	Sets a real life situation where health maintenance is critical for wellness. .
<b>Response Attributes</b>	One to three paragraphs. Limit to no more than three examples.
<b>Item Context</b>	Acting technique
<b>Sample Question</b>	Explain the need for an actor to maintain his/her instrument and physical abilities. How do you, as an actor, address these needs?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.H.3.5
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
<b>Benchmark</b>	Explain how the social interactions of daily life are manifested in theatre.
<b>Benchmark Clarification</b>	Students will be able to identify how theatre reflects the real world and our interactions within it
<b>Item types</b>	Short answer or Extended response
<b>Content Limits</b>	Topics may include cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy
<b>Stimulus Attributes</b>	Excerpts must provide an example of a common life experience.
<b>Response Attributes</b>	One to three paragraphs, limited to no more than three components (cooperation, communication, consensus, self-esteem, taking risks, sympathy, empathy).
<b>Item Context</b>	Theatre conventions and influences
<b>Sample Question</b>	It can be said that "art imitates life." How does theatre reflect our daily social interactions with those around us?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.O.1.1
<b>Big Idea</b>	ORGANIZATIONAL STRUCTURE
<b>Enduring Understanding</b>	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
<b>Benchmark</b>	Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design.
<b>Benchmark Clarification</b>	Students will be able to analyze a script and use the correct tools to break down the dramatic structure
<b>Item types</b>	Extended response
<b>Content Limits</b>	Works selected should be within the reading level of the class and should avoid inappropriate themes or topics for this grade level. The written or video excerpt selected should contain enough information that if the student is not familiar with the works that they would be able to answer the question. Focus should be on interpreting directions, characterization, and design.
<b>Stimulus Attributes</b>	Excerpt must present a scene with readily discernible structural elements.
<b>Response Attributes</b>	Three paragraphs, with no more than three elements required.
<b>Item Context</b>	Apply script analysis
<b>Sample Question</b>	In this excerpt, describe the basic structural elements and how they determine the development of the design concept of the scene.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.O.1.2
<b>Big Idea</b>	ORGANIZATIONAL STRUCTURE
<b>Enduring Understanding</b>	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
<b>Benchmark</b>	Compare the conventions of western theatre with eastern theatre practices.
<b>Benchmark Clarification</b>	Students will be able to compare/contrast western/eastern theatre concepts and conventions
<b>Item types</b>	Selected response
<b>Content Limits</b>	Examples may come from puppetry, masks, stage space, symbolism in western and eastern theatre.
<b>Stimulus Attributes</b>	
<b>Response Attributes</b>	Response sets should consist of specific theatre conventions.
<b>Item Context</b>	Apply knowledge of “World Theatre”
<b>Sample Question</b>	<p>The Noh theatre convention of wearing masks to help define characters is similar to what western style of theatre?</p> <ul style="list-style-type: none"> <li>A. Elizabethan</li> <li>B. Comedy of Manners</li> <li>C. Commedia dell'arte *</li> <li>D. Bunraku</li> </ul>

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.O.2.6
<b>Big Idea</b>	ORGANIZATIONAL STRUCTURE
<b>Enduring Understanding</b>	The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
<b>Benchmark</b>	Deconstruct a play, using an established theory, to understand its dramatic structure.
<b>Benchmark Clarification</b>	Students will be able to identify various elements in dramatic structure by breaking down the structure of the play.
<b>Item types</b>	Selected response or Extended response
<b>Content Limits</b>	Works selected should be within the reading level of the class and should avoid inappropriate themes or topics for this grade level. The written or video excerpt selected should contain enough information that if the student is not familiar with the works that they would be able to answer the question.
<b>Stimulus Attributes</b>	Excerpt must have readily identifiable structural elements.
<b>Response Attributes</b>	Two or three paragraphs. Response choices are limited to specific structural examples related to the work referenced in the question.
<b>Item Context</b>	Apply dramatic structure
<b>Sample Question</b>	Romeo meets Juliet at what point in the play's plot structure? A. preliminary situation B. initial incident * C. climax D. falling action

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.O.3.2
<b>Big Idea</b>	ORGANIZATIONAL STRUCTURE
<b>Enduring Understanding</b>	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
<b>Benchmark</b>	Analyze a variety of theatre and staging configurations to understand their influence on the audience experience and response.
<b>Benchmark Clarification</b>	Students will be able to identify various stage configurations and their impact on the audience
<b>Item types</b>	Selected response
<b>Content Limits</b>	Provide examples of indoor vs. outdoor venue, proscenium theatre vs. theatre-in-the-round, etc.
<b>Stimulus Attributes</b>	Presents a particular audience impact that is readily associated with a stage configuration.
<b>Response Attributes</b>	Response set must be limited to stage configurations.
<b>Item Context</b>	Theatre terminology and conventions.
<b>Sample Question</b>	Which stage lends itself more to presentational theatre than the others? A. arena * B. thrust C. proscenium D. black box

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.O.3.3
<b>Big Idea</b>	ORGANIZATIONAL STRUCTURE
<b>Enduring Understanding</b>	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
<b>Benchmark</b>	Analyze and demonstrate how to use various media to impact theatrical productions.
<b>Benchmark Clarification</b>	Students will discuss how various media (e.g., projections, digital video, sound, animation, intelligent lighting) can enhance a stage production
<b>Item types</b>	Extended response
<b>Content Limits</b>	Focus on media such as projections, digital video, sound, animation, intelligent lighting.
<b>Stimulus Attributes</b>	Presents one or two examples with readily observable media that are used to enhance the production.
<b>Response Attributes</b>	Three paragraphs.
<b>Item Context</b>	Apply knowledge of technical theatre
<b>Sample Question</b>	Compare the two videos of the same scene. Describe the impact of using projections and intelligent lighting on the second performance.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.S.1.1
<b>Big Idea</b>	SKILLS, TECHNIQUES, AND PROCESSES
<b>Enduring Understanding</b>	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
<b>Benchmark</b>	Describe the interactive effect of audience members and actors on performances.
<b>Benchmark Clarification</b>	Students will assess how the interaction between performers/audience affect the performance.
<b>Item types</b>	Selected response or Extended response
<b>Content Limits</b>	Focus on the variety of interactions between performer and audience.
<b>Stimulus Attributes</b>	Examples present a clear interaction of the audience and performer.
<b>Response Attributes</b>	
<b>Item Context</b>	Apply theatre performance and audience interaction.
<b>Sample Question</b>	As an actor, which of the following describes how to address an audience? A. totally ignore them B. focus primarily on them C. talk directly to them * D. don't look at them

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.S.1.2
<b>Big Idea</b>	SKILLS, TECHNIQUES, AND PROCESSES
<b>Enduring Understanding</b>	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
<b>Benchmark</b>	Describe the Stanislavski Method and its impact on realism in theatrical performance in the 20 <sup>th</sup> century.
<b>Benchmark Clarification</b>	Students will explain what the Method is and its influence on modern technique and performance
<b>Item types</b>	Extended response
<b>Content Limits</b>	Focus on the Stanislavski Method
<b>Stimulus Attributes</b>	
<b>Response Attributes</b>	Three paragraphs.
<b>Item Context</b>	Apply Acting technique and performance
<b>Sample Question</b>	How has Stanislavski influenced modern technique(s) in acting, analysis, and performance?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.S.1.4
<b>Big Idea</b>	SKILLS, TECHNIQUES, AND PROCESSES
<b>Enduring Understanding</b>	The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
<b>Benchmark</b>	Compare the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product and assess the success of the final artistic product using established criteria.
<b>Benchmark Clarification</b>	Students will evaluate a theatrical work and assess how successful the execution is.
<b>Item types</b>	Short answer or Extended response
<b>Content Limits</b>	Provide both written and video examples that can be compared to evaluated authenticity in empathy, aesthetic distance, historical accuracy, personal or cultural perspective, social issues.
<b>Stimulus Attributes</b>	Excerpts present readily observable components of execution.
<b>Response Attributes</b>	One to three paragraphs.
<b>Item Context</b>	Apply theatre conventions and execution
<b>Sample Question</b>	In the video, how does this version of Macbeth fit the classical definition of a tragic hero?

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.S.3.1
<b>Big Idea</b>	SKILLS, TECHNIQUES, AND PROCESSES
<b>Enduring Understanding</b>	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
<b>Benchmark</b>	Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<b>Benchmark Clarification</b>	Students will explain how they have conceptualized a particular script, and legitimize the artistic choices made in producing the play.
<b>Item types</b>	Short answer or Extended response
<b>Content Limits</b>	Item should focus on artistic choices in casting, staging, or technical design for a scene from original or scripted material.
<b>Stimulus Attributes</b>	Sets a situation where students are casting a well known actor in a production.
<b>Response Attributes</b>	One to three paragraphs.
<b>Item Context</b>	Apply theatre direction and technical design
<b>Sample Question</b>	Select a play and cast the leading roles with any major film star. Explain your reasoning behind the casting decisions based on look, skill, talent, essence, etc.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.S.3.5
<b>Big Idea</b>	SKILLS, TECHNIQUES, AND PROCESSES
<b>Enduring Understanding</b>	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
<b>Benchmark</b>	Conduct a comparative analysis of acting methods and the teacher-artists who developed them as a foundational guide to acting.
<b>Benchmark Clarification</b>	Students will explain how particular acting methods are similar and/or different from one another.
<b>Item types</b>	Short answer or Extended response.
<b>Content Limits</b>	Methods might include Stanislavski system, Method acting, Meisner technique, Strasberg technique, Adler method, Anne Bogarts’s Viewpoints method, Viola Spolin’s improvisation or Tadashi Suzuki’s physical training.
<b>Stimulus Attributes</b>	Presents two well known techniques or methods.
<b>Response Attributes</b>	Two or three paragraphs.
<b>Item Context</b>	Apply Acting methods
<b>Sample Question</b>	Explain the primary differences between Strasberg technique and Meisner technique.

### Theatre – Responding Item Specifications

<b>Benchmark #</b>	TH.912.S.3.6
<b>Big Idea</b>	SKILLS, TECHNIQUES, AND PROCESSES
<b>Enduring Understanding</b>	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
<b>Benchmark</b>	Compare the Stanislavski Method with other acting methods to support development of a personal method.
<b>Benchmark Clarification</b>	Students will compare acting methods to support the development of a personal method of acting.
<b>Item types</b>	Short answer or Extended response
<b>Content Limits</b>	Methods might include Stanislavski system, Method acting, Meisner technique, Strasberg technique, Adler method, Anne Bogarts’s Viewpoints method, Viola Spolin’s improvisation or Tadashi Suzuki’s physical training.
<b>Stimulus Attributes</b>	Presents one method to compare to the Stanislavski method.
<b>Response Attributes</b>	One to three paragraphs.
<b>Item Context</b>	Apply acting methods
<b>Sample Question</b>	Explain how an actor uses acting techniques, that have been taken from the earlier master teachers, to create a believable character for a production.