Liberal Arts Essentials Assessment Plan

Course: THEA 275: Acting I

Writing Unit: No

Instructor: Rao

Methods: Final Acting Scene & LAE Evaluation Assessment

LAE Category: Western Heritage

Goal 3: Maskingum students will acquire multiple and integrative approaches to life-long learning.

Objective 1: Students will demonstrate the ability to work collaboratively as part of a team exercise.

A. Student work examined
   List the tasks used to measure the objective (e.g., exams, research project/paper assignments, presentation or class assignment).

In Acting I, students work on three major acting assignments: two scenes and a monologue. The second scene should demonstrate a student's growth and ability to work in a team of one or two partners toward the successful completion of the project's goals. Students have four weeks to rehearse (out-of-class) a memorized 6-8 minute scene. Scenes are performed in front of the rest of the class and should reflect rehearsed blocking and memorized lines and cuelines. In addition to performing the scene, each student completes a log of their participation (solo and group rehearsals), as well as detailed script analysis.

A second stream of evidence that will be used is the LAE Evaluation Form, distributed to students during the final week of class. This form includes questions on how well the class did in providing students with the tools to acquire multiple and integrative approaches to life-long learning.

B. Scoring Criteria
   Briefly explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes advanced, proficient, partially proficient, not proficient, etc.) Attach copies of measurement instrument or rubric.

Attached is a copy of the rubric that will be used to score the student teamwork in the second scene for LAE assessment. This form is separate from assessment which contributes to a student's final grade.

Each student's scores on the three parts will be averaged together to determine an overall score.

Failing to meet expectations will be defined as an average of 1.00 – 1.99
Meeting expectations will be defined as an average of 2.00 – 3.49
Exceeding expectations will be defined as an average of 3.50 – 4.00
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>Scene</strong></td>
<td>Group's performance and blocking appears uncoordinated and unrehearsed. At least one group member does not have their lines memorized or know their cuelines.</td>
<td>Group's performance and blocking is only minimally coordinated and rehearsed. Group members have most of their own lines memorized, but at least one group member is uncertain of cuelines.</td>
<td>Group's performance and blocking is only minimally coordinated and rehearsed. Group members have their lines memorized and know their cuelines.</td>
<td>Group's performance and blocking is only well coordinated and rehearsed. Group members have their lines memorized and know their cuelines.</td>
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<td><strong>Performance</strong></td>
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<td><strong>Teamwork</strong></td>
<td>Group members report that their team members did not attend most group rehearsals, were distracted or disruptive during rehearsals, and/or did not contribute to the team's goals. Students self-report that they rehearsed primarily on their own.</td>
<td>Group members report that their team members missed 2-3 rehearsals and/or were distracted or disruptive during several rehearsals. Students self-report that they rehearsed primarily on their own.</td>
<td>Group members report that their team members missed only one rehearsal and were contributory during rehearsals. Students self-report that they rehearsed on their own equally with the amount of time spent in group rehearsal.</td>
<td>Group members report that their team members missed no rehearsals and were equal partners during rehearsals. Students self-report that they rehearsed on their own equally with the amount of time spent in group rehearsal.</td>
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<td><strong>Total Points:</strong></td>
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