

Authentic Assessment in Common Core Course 9059 Making and Appreciating Drama

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What is CCC9059 *Making and Appreciating Drama* ?

In this course ‘drama’ does not consist of a series of texts for study, but is taught primarily as a series of inter-related activities in which all students hone performance skills, critically analyse the theoretical concepts underpinning these skills, and then rehearse and perform a traditional tale in front of an audience.

What is the assessment for CCC9059?

Assessment Task	Details	Weighting in final grade
1. 12 minute live group performance in week 12	Based on a traditional tales from various cultures: minimalistic (no props or costumes apart from a cloth to enhance the degree of challenge): in front of a group of secondary school students.	30%
2. Two reflective journal entries during the course	Students make connections between ideas, strategies and activities in course sessions as well as their understanding of relevant academic readings in each Reflection. This shows how their appreciation and understanding of drama is developing.	30%
3. An academic paper	Students write an academic paper (1500 words) on a topic assigned by me: in 2017-18, this is <u>'In a world in which much drama and performance is experienced online, what is the purpose of live performance?'</u>	30%
4. Peer assessment	Peer evaluation - done in the performance groups so everyone gets a sub-grade based on the overall score from group mates- done via Teammates http://teammatesv4.appspot.com/	10%

What is the assessment for CCC9059?

As part of the assessment for CCC9059, student participants are asked to work in groups of about six or seven to devise and perform a twelve minute minimalistic version of a traditional tale from different cultures for an audience of secondary school students. The performance part of the assessment (30%) is designed in order to align closely with the Course Learning Objectives, which ask students to:

- Describe, explain and evaluate theoretical perspectives related to drama and practical performance techniques;
- Select the most appropriate theoretical perspectives and practical performance techniques for inclusion in their own drama performance;
- Work collaboratively to prepare for staging a performance for a live audience and constructively critique their own work and the work of others;
- Stage a 12 minute performance for a live audience and
- Reflect on the collaborative and creative processes in drama-making and performance, as well as the audience's responses to the drama.

What is *authentic* about the course assessment?

It is my aim that all elements of the course would connect and that students:

- connect theory with practice,
- contextualise their learning (make, experience, critique and appreciate drama) and
- learn how creating a performance for *a real audience* and the unpredictability and complexity of the devising process would feed into their understanding of theoretical principles underpinning drama-making and the impact of drama as art form.

What is *authentic* about the course assessment?

Ashford-Rowe, Herrington and Brown (2014) propose that there are eight critical elements in authentic assessment:-

1. It should be challenging
2. There should be a 'crafted outcome' – performance or product
3. The design of the assessment should ensure transfer of knowledge
4. Metacognition through self-evaluation is important

Eight elements in authentic assessment

5. The importance of accuracy in assessment performance, that is to simulate and measure a real-world test of ability
6. The role of the assessment environment and the tools used to deliver the assessment task
7. The importance of formally designing in an opportunity to discuss and provide feedback
8. Collaborative – it may be the same task, but through collaboration, different students learn different things.

So how *authentic* is the performance assessment?

I don't know *exactly* what the final performances (30% of the course grade) will be like until they are actually performed. Both the assistant lecturer and I see these taking shape in the workshop parts of the course sessions and give weekly formative feedback as 'critical friends'. The drama-making is heuristic in nature.

There is *challenge*, a *crafted outcome*, a *real-world test of ability* with *opportunities for discussion and feedback* and *collaboration* in order to create the performances as well as the process of creation.





The seventh element – providing and discussing feedback

We have a performance staging post week in week 9 during which students join with their buddy group to give and get formative written feedback from the other group and discuss this.

EXIT



The pebble problem

‘Secondary school students won’t know what a pebble is! It’s not a word they come across in DSE!’



- in Performance
Staging Post week,
CCC9059 2017-18

Metacognition through self-evaluation: How do the students respond in the Critical Reflections (30%)? (from a first Critical Reflection for 2017-18 submitted in week 6, the second after week 9)

‘I feel our group absolutely enjoys these sittings of artistic dialogue. Conclusively, I consider it a duty to deliver nothing less than a stellar performance because we are entitled with he privilege of performing for a real audience. Achievable through focus, discipline and hard work, the future must see intensive discourse and inventive stage play to achieve our vision. The outcome must be *magical** ,stirring emotions in the viewers and enthralling them beyond imagination.’

*Student used italics for emphasis in the original text

Some of our Secondary Five audience on 25th April, 2018









Students – were there any parts of the drama that you didn't understand? What questions do you have about it? Ask!

Which part of the story did you like the most and why?

How did you prepare your character?

Why did you choose this course?

What was the most fun part of doing this drama?

What was the hardest thing about getting the drama ready?

Which performance did you enjoy the most and why?



Where does that post-performance discussion go?

Individual, partly informs the final part of the assessment (**30%** of the final grade)

‘This academic paper is individual work. All though the course sessions and outside class, as you have worked with your groupmates in an ensemble, you have been learning about and refining your understanding about what drama is, how it works, where drama takes place, the sort of impact it has and controversies it can give rise to, what is needed for drama to be created, its function in and relation to society and how drama shows aspects of the human experience and human emotions.

The topic is: ‘In a world in which much drama and performance is experienced online, what is the purpose of *live performance*?’

You should draw on your growing understanding of drama as you have experienced it in this course (and outside the course, if relevant) to answer this question. You may also refer to the final performance given by you and your groupmates in week 12 and the responses and feelings of you, your groupmates and the audience members for whom you perform and to whom you talk after the performance in your paper.

Peer assessment via TEAMMATES comprises 10% of the total grade

<http://teammatesv4.appspot.com/>

The screenshot shows a web browser window displaying the TEAMMATES website. The browser's address bar shows the URL <http://teammatesv4.appspot.com/>. The website's navigation bar includes links for Home, Features, About Us, Contact, and Terms of Use, along with Student Login and Instructor Login options. A warning message indicates that the browser is unsupported and lists supported browsers: Microsoft Internet Explorer 9+, Chrome 15+, Firefox 12+, and Safari 4+.

The main content area features the heading "Student peer evaluations/feedback, shareable instructor comments, and more..." followed by three icons illustrating key features: Confidential peer evaluations, Anonymous peer feedback, Shareable instructor comments, and Searchable student records. Below these icons, a statistic states "10,035,574 feedback entries submitted so far..." and two buttons are visible: "Video Tour" and "Request a Free Instructor Account".

The "Praised by Users:" section includes a quote from a faculty user in the USA: "I just wanted to let you know that TEAMMATES has been a great success! Students love it." Below this, the "Award Winning, Mature, Field-tested:" section mentions that TEAMMATES has been in operation since 2010 and won the Grand Prize at the OSS Awards World Challenge 2014.

The footer of the page includes the text "Hosted on Google App Engine" and a system tray at the bottom of the screen showing the time as 2:00 PM on 4/19/2018.

Peer assessment via TEAMMATES

The assignment notes on the Ensemble Performance (p.7 of the Course Outline) say, 'You are all expected to work hard to create a high-quality final performance and work together – drama requires initiative, discipline, dedication, co-operation and flexibility.' Each group member must evaluate the others in his/her group on his/her work in the devising process using the rubric for this part of the Assignment posted on Moodle. You will evaluate your group mates via **Teammates** and will be shown how to do this during the course in the course sessions.

Once again, **you are trusted to be committed, mature and respectful individuals in this part of the assignment.** You are expected to **evaluate one another after the final performance carefully, thoughtfully and respectfully.** As the notes on the Ensemble Performance say, 'It is inevitable that there may be some tension and disagreements in the creative process, but you should keep the final goal in mind – to create a great performance'. How have your groupmates contributed in making the performance? The marks given by group members for each person will be collated into an overall sub-grade for each group member for this part of the assignment.

The criteria for this part of the assessment have also been posted on Moodle – please make sure to refer to them.

One last thing to add to Ashford-Rowe, Herrington and Brown's (2014) model - *when* is the assessment done and *when* do students get feedback?

60-70% complete by the course end – not all left until after the course.

Feedback (on the performance work-in-progress and Critical Reflections) is regular, timely, formal and informal, from peers, as well as the Course Assistant Lecturer and myself.

**Thanks for your attention.
I'm happy to chat more.**

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References

Ashford-Rowe, K, Herrington, J & Brown, C.
(2014) “Establishing the critical elements that determine authentic assessment”. *Assessment & Evaluation in Higher Education*, Vol. 39, No. 2, 205–222.