

NM Public Education Department

DRAMA

END-OF-COURSE EXAM | GRADE 9-12 | YEAR 17-18

ASSESSMENT BLUEPRINT

Purpose Statement

Fine Arts: Drama 9-12

The Drama 9-12 EoC Exam is intended to measure student proficiency of the New Mexico Visual and Performing Arts Standards. This course-level exam is provided to all students who have completed Drama 9-12 or related courses.

This exam can be given for the following STARS course codes:

- 1111 - Introduction to the Theater
- 1112 - Drama/Stagecraft
- 1113 - Drama-Acting/Performance
- 1118 - Drama/Stagecraft-Independent
- 1119 - Drama/Stagecraft-Other

Intended as a final exam for the course, this is a summative exam covering a wide range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels for the purposes of student grades, curriculum review, and NMTeach summative reports.

“The EOCs are exams written by New Mexico Teachers for New Mexico Students.”

During the 2016-17 school year, teachers were brought together in person and online to revise the blueprints. The NMPED extends our gratitude to those who contributed to this improvement process. Although we were unable to implement every suggestion due to conflicting viewpoints at times, this blueprint reflects the best collaborative effort among dedicated peers.

NMPED wants to especially recognize the following person(s) who led the revision for this blueprint:

Carol Stokes, Los Lunas, Blueprint Lead

Explanation of Blueprint & Test Specifications Table

Standard/Learning Outcome	Test Item Specifications:
<p>The standards identified in this portion of the blueprint are aligned to the New Mexico Visual and Performing Arts Standards (2009): http://www.ped.state.nm.us/Humanities/Arts/index.html</p> <p>New Mexico Teachers identified the standards to be measured on the EOC exam using the following criteria: 1) a great deal of instructional time is spent on the standard as identified in the curriculum and/or; 2) the standard is important to subsequent learning.</p> <p>It is important to note that the standards in the blueprint are only a subset of standards to be measured with the understanding that teachers cover more standards during the course of instruction than what has been selected to be measured.</p>	<ul style="list-style-type: none"> • This portion of the blueprint identifies the specific skills and knowledge students will have to demonstrate during the exam. • Item specifications provide clarity on the assessments limits. • Although the standard may be broader, the item specifications may place constraint on portions of the standard in order to provide more transparency as to what specifically will be measured relative to the standard. • Item specifications provide guidelines for the item writer so they know what topics to specifically focus on when authoring items.
	<p>Item Types: The item types for this EOC exam are limited to: MC = Multiple Choice only with or without stimulus (e.g., image, chart, video)</p>
	<p>Sample Question(s):</p> <p>Sample questions have been provided to assist teachers to correlate the questions with the test item specifications.</p> <ul style="list-style-type: none"> • An asterisk (*) denotes the correct answer. • DOK = Depth of Knowledge • Some sample questions may be a released item from prior EoC exams.

Blueprint Table - Drama Based on NM Art Content Standards

<p>Standard/Learning Outcome</p> <p>9-12.THEATRE ARTS.1.1A.a</p> <p>Standard: 1 Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama and visual arts.</p> <p>Benchmark: 1A Create and analyze the physical, emotional, and social dimensions of characters and sustain these characters in an ensemble.</p>	<p>Performance Standards with Test Specification: (a) Create and portray character(s) in performance.</p> <p>Specifications:</p> <ul style="list-style-type: none"> Students will be familiar with the portrayal of emotions. <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p>  <p><i>Source: https://upload.wikimedia.org/wikipedia/commons/fff0/Fear_has_big_eyes.jpg</i></p> <p>What emotion is this character portraying?</p> <ul style="list-style-type: none"> A. anger B. hostility C. fear* D. love <p>DOK 1</p>
<p>9-12.THEATRE ARTS.1.1B.a</p> <p>Standard: 1 Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama and visual arts.</p> <p>Benchmark: 1B Apply the basic physical and chemical properties of the</p>	<p>Performance Standards with Test Specification: (a) Apply knowledge and skills to collaboratively and safely create functional scenery, properties, lighting and/or sound properties.</p> <p>Specifications:</p> <ul style="list-style-type: none"> Students will have knowledge of basic stagecraft terminology (e.g., Flat, 3-dimensional scenery, Hand Prop, Fresnel, and Sound Mixer). <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p>

<p>technical aspects of theatre: (e.g., light, color, electricity, paint, make-up)</p>	<p>What is used to create walls on a stage?</p> <p>A. flats* B. props C. risers D. platforms</p> <p>DOK 1</p>
--	---

<p>9-12.THEATRE ARTS.1.1D.a</p> <p>Standard: 1 Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.</p> <p>Benchmark: 1D Conduct auditions, cast actors, direct scenes, and manage production meetings.</p>	<p>Performance Standards with Test Specification: (a) Audition and cast actors.</p> <p>Specifications:</p> <ul style="list-style-type: none"> Students will be familiar with styles of auditions and the casting process. <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <p>Seana shows up to an audition without having seen the script. What type of audition is this?</p> <p>A. an improvisation B. a cold reading* C. a monologue D. a callback</p> <p>DOK 1</p>
--	---

<p>9-12.THEATRE ARTS.2.2A.a</p> <p>Standard: 2 Use dance, music, theatre/drama, and visual arts to express ideas.</p> <p>Benchmark: 2A Construct and refine scripts that express specific themes and emotions.</p>	<p>Performance Standards with Test Specification: (a) Write, edit and revise short theatre, film, television or electronic media scripts in a variety of new or traditional forms.</p> <p>Specifications:</p> <ul style="list-style-type: none"> Students will know the terminology for playwriting (e.g., plot sequence, exposition, rising action, conflict, climax, falling action, resolution). <p>Item Types: MC with or without stimulus</p> <p>Sample Question: Why is the creation of conflict important to a play? A. It makes for a better ending. B. It keeps the audience engaged in the story. * C. It is the emotional high point of the story. D. It determines the sequence of events of the play.</p> <p>DOK 2</p>
<p>9-12.THEATRE ARTS.4.4B.a</p> <p>Standard: 4 Demonstrate an understanding of the dynamics of the creative process.</p> <p>Benchmark: 4B Explain the roles and interrelated responsibilities of the various personnel involved in theatrical production.</p>	<p>Performance Standards with Test Specification: (a) Analyze the relationships and responsibilities of all personnel in the production staff hierarchy.</p> <p>Specifications:</p> <ul style="list-style-type: none"> Students will demonstrate their knowledge of the roles and responsibilities of theater personnel. <p>Item Types: MC with or without stimulus</p> <p>Sample Question: Who is responsible for finding the characters involved in a play? A. the acting coach B. the casting director * C. the lead writer D. the producer</p> <p>DOK 1</p>

<p>9-12.THEATRE ARTS.5.5B.a</p> <p>Standard: 5 Observe, discuss, analyze, and make critical judgments about artistic works.</p> <p>Benchmark: 5B Analyze and critique any dramatic performance comparing perceived artistic intent with final production achievement.</p>	<p>Performance Standards with Test Specification: (a) Analyze and critique a performance, verbally or in writing, focusing on the comparison of artistic intent vs. final production.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Students will analyze reviews
	<p>Item Types: MC with or without stimulus</p>
	<p>Sample Question:</p> <p>Read the excerpt from a 2015 review of “Wicked”</p> <p><i>“The spotlights show the billowing cape and the smoke rising from behind the stage as green and purple lights dance around her. This is a dramatic and pivotal scene that is brought to life by the technical aspects of the show and remains in the memory of anyone who sees it. The lights and setting takes the musical to a whole new level that really engages the audience. Wicked’s popularity as a “blockbuster musical” lives up to the hype and is like a once-in-a lifetime movie going experience. The lighting and stage design provide an emphasis on the characters feelings and emotions and demands to be watched. This musical has powerful and inspirational messages and is not a musical one can passively watch without becoming attached to the characters. I would recommend Wicked to any fan of the Wizard of Oz, anyone who enjoys the re imaging of classic stories or to anyone who just likes to be entertained”</i></p> <p>Based on the evidence in the review, which elements of the production helped to define the character’s mood?</p> <ul style="list-style-type: none"> A. the lighting and set design * B. the reaction of the audience C. the smoke behind the billowing cape D. the music and the messages within the songs <p>DOK 2</p>

<p>9-12.THEATRE ARTS.6.6B.b</p> <p>Standard: 6 Show increased awareness of diverse peoples and cultures through visual and performing arts.</p> <p>Benchmark: 6B Construct social meaning from productions representing a variety of cultures and historical periods, and relate to current issues.</p>	<p>Performance Standards with Test Specification: (b) Assess the social impact of theatre productions, past and present.</p> <p>Specifications:</p> <ul style="list-style-type: none"> Students will be familiar with the following periods of theatre: Ancient Greek, Elizabethan, Comedia dell 'Arte, and 20th Century American.
	<p>Item Types: MC with or without stimulus</p>
	<p>Sample Question: Theatre was performed as a way to explain man's existence in the world with the gods represented by actors by which period of theatrical history?</p> <ul style="list-style-type: none"> A. Comedia dell 'Arte B. Ancient Greek* C. Elizabethan D. 20th Century American <p>DOK 1</p>
<p>9-12.THEATRE ARTS.7.7B.a</p> <p>Standard: 7 Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</p> <p>Benchmark: 7B Examine the differences in styles of performing for live audiences and performing for TV, film, or video.</p>	<p>Performance Standards with Test Specification: (a) Evaluate the advantages or disadvantages that live theatre, video, film, and technology have on dramatic presentations.</p> <p>Specifications:</p> <ul style="list-style-type: none"> Students will identify advantages and disadvantages between live and recorded performances
	<p>Item Types: MC with or without stimulus</p>
	<p>Sample Question: What advantage does a recorded performance have over a live performance?</p> <ul style="list-style-type: none"> A. better quality costumes B. shorter rehearsal times C. ability to do several takes* D. immediate responses from audience <p>DOK 1</p>

<p>9-12.THEATRE ARTS.7.7C.a</p> <p>Standard: 7 Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.</p> <p>Benchmark 7C: Explain how scientific and technological advances have impacted all aspects of theatre.</p>	<p>Performance Standards with Test Specification:</p> <p>(a) Describe how computers and other technological advances have impacted technical design and other aspects of theatre.</p> <p>Specifications:</p> <ul style="list-style-type: none"> Students will identify advantages and disadvantages between live and recorded performances
	<p>Item Types: MC with or without stimulus</p>
	<p>Sample Question:</p> <p>Read the following is an excerpt written by a BBC reporter: <i>“In a movement that some critics are calling “technodrama” and “mixed reality”, shows across the globe have been embracing the latest digital technology. 3D projections, virtual-reality masks for actors, stop-motion camerawork and computer animation have all been put to use. And as the hardware and software become ever cheaper, the methods are trickling down to fringe theatre too.”</i> Source: http://www.bbc.com/news/technology-17079364</p> <p>Based on his report, what impact will technology have on theatres?</p> <ul style="list-style-type: none"> A. Tickets prices will increase in the long term. B. Actors will spend more time rehearsing. C. Innovative props will be common in many theatres. * D. Reality shows will become more popular. <p>DOK 1</p>

Drama EOC Reporting Category Alignment Table					
Reporting Category	Standard	(Count by DOK)			Total
		1	2	3	
Acting	9-12.THEATRE ARTS.1.1A.a	2	6		8
Writing/Critiquing	9-12.THEATRE ARTS.2.2A.a	1	4	2	7
	9-12.THEATRE ARTS.5.5B.a	2	2		4
Production	9-12.THEATRE ARTS.1.1D.a	1			1
Career	9-12.THEATRE ARTS.4.4B.a	2	3		5
Technical Theatre	9-12.THEATRE ARTS.1.1B.a	1	1	3	5
	9-12.THEATRE ARTS.7.7B.a	1	1		2
	9-12.THEATRE ARTS.7.7C.a		2		2
History	9-12.THEATRE ARTS.6.6B.b	1	3		4
Total		11	22	5	38