

Respond to the following scenario with what you would do and your rationale for your actions/response.

You have a student in your 1st period Intro to Theatre class with the following demographic and personal information;

**Grade-** 12th

**Primary extra-curricular activity-** Football (Quarterback of high school team)

**Theatre Experience-** None

**Attendance Record-** 12 absences out of 30 classes (days absent include all days that scenes were due resulting in no class performance grades for the student)

**Character journal entries completed-** 1 out of 10 assigned

**Current points earned for class and scene work-** 158 out of 500 possible

**Current overall GPA-** 3.5

**College scholarship offers-** 1 (University of Southern California)

**Extra information-** If student does not maintain a 3.5 GPA for his senior year he will lose his scholarship offer. A grade of less than a B in the theatre class will result in a lowering of his GPA. His family is not in the position to pay the tuition at USC. If he does not get the scholarship he will have to attend a state school or join the military, both of which are options that the boy is willing to do, though they are not preferable. He and his parents have made it very clear that he needs a B in the class and they fully expect that he will receive it. When contacted about their son's poor performance in the class the opinion was expressed that they were unconcerned as the class was extra-curricular and unimportant. Furthermore, when told about his excessive absences they called the school to excuse them all saying that their son frequently chose to sleep through the class since football practices and games often went late and that was a choice that his parents endorsed.

**Question-** what grade do you give the student and why? Also, what response do you give to the parents regarding their opinions about his attendance and class work?

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Respond to the following scenario with what you would do and your rationale for your actions/response.

You have a student in your 1st period Intro to Theatre class with the following demographic and personal information;

**Grade-** 9th

**Extra-curricular activities-** None

**Theatre Experience-** None

**Medical Conditions-** Asperger's syndrome (high functioning autism)

**Attendance Record-** 5 absences out of 22 classes (all are excused for doctor's appointments or illness)

**Written Assignments completed-** All

**Written Assignments completed according to instructions and published grading rubrics-** None

**Scenes Completed-** All (5 out of 5)

**Scenes Completed according to instructions and published grading rubrics-** 3 out of 5

**Written examinations given-** 2

**Written examinations completed or passed-** None

**Current points earned for class and scene work-** 97 out of 300

**Extra Information-** Before the class began the student's mother sent a letter explaining her son's medical condition and asking that he be allowed to "wander" around the room during lecture, discussion or scene work as sitting is very difficult for him. While he is relatively quiet, his travels sometimes bother the other students because he will walk behind them and make a low humming noise. The boy is very enthusiastic about the class and material, but the other student's are reluctant to work with him in graded scene work because he is very unpredictable in actions etc and is not always able to memorize lines or 'pull his weight' in terms of completing necessary elements like remembering to bring in costumes

or props, establishing or maintaining rehearsal schedules and participating in standard rehearsals. Furthermore, while student is a willing participant, he is not able to recall very much specific information on written tests or in written assignments. The first grading period and parent conference is coming up and you are trying to fairly assess the student.

**Question-** Discuss your plan for assessment of this student in terms of written work, scene work and participation. Include a rationale for your assessment of the student and a sample assignment you might give him. Finally, discuss a plan for assessment in the second half of the term including how it might or might not differ from the first half. Be sure to include full justification for your decisions.

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Respond to the following scenario with what you would do and your rationale for your actions/response.

Scenario #3-

You have a student in your 1st period Intro to Theatre class with the following demographic and personal information;

**Grade-** 9th

**Extra-curricular activities-** None

**Theatre Experience-** None

**Medical Conditions-** Downs Syndrome

**Attendance Record-** Perfect attendance

**Written Assignments completed-** All (Clearly done by an adult at home or adult aid at school)

**Written Assignments completed according to instructions and published grading rubrics-** All

**Scenes Completed-** All (5 out of 5)

**Scenes Completed according to instructions and published grading rubrics-** 0 out of 5

**Written examinations given-** 2

**Written examinations completed or passed-** None

**Current points earned for class and scene work-** Unknown

**Extra Information-** Student is friendly and enthusiastic. He has an aid who comes to school with him and helps him with his assignments. While he is a delightful student, he is not actually able to demonstrate any learning in your class. His assignments are all done, though it is obvious that he is not the one completing the work. When you ask questions regarding the assignments or reading, he is unable to answer any of them. The boy's mother is INSISTANT on 'mainstreaming' her son. She refuses to put him in the special ed classes aside from allowing an aid to accompany him. She wants him to have the same curriculum and is insistent that he is able to accomplish the same material including memorized scenes as the other students. The boy is able to speak and read, though writing is quite limited. He cannot recall any information from things read and has a very limited ability to memorize or recite lines on stage. He loves to be on stage and will play with characters and costumes without being self-conscious in any way. He is unable to grasp or follow the established rules for most theatre games, though is very enthusiastic about getting on stage and playing. The other students in class are friendly to him, though none of them wants to be his scene or group partner nor are they willing to take the time to 'coach' him through the projects

**Question-** Discuss your plan for modification for this student. Include your ideas for making classwork including scenes, theatre history and tech theatre assignments accessible to this student. Explain your process for assessment of this student including your response to the assignments that are clearly completed by somebody else.