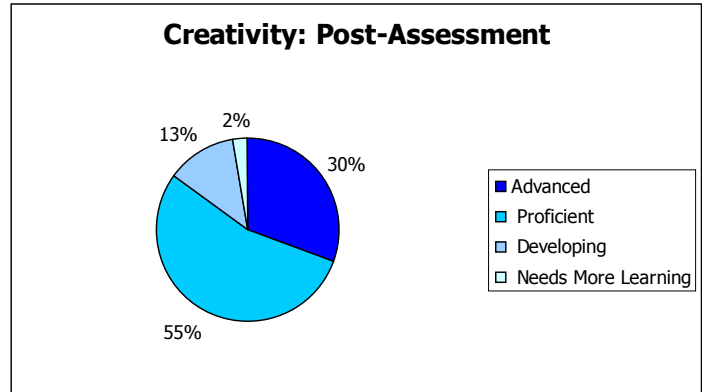
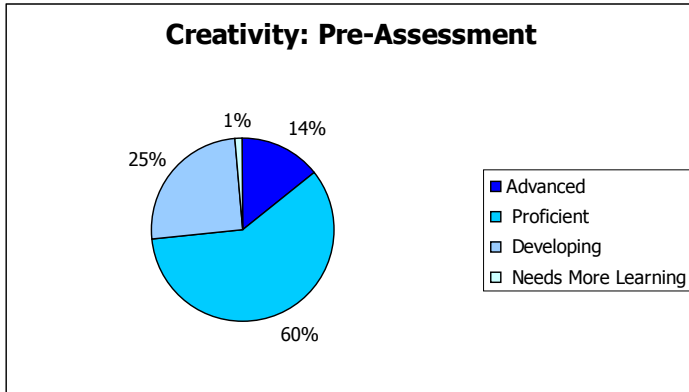


**Young Playwrights' Theater
FY10 High School Assessment Summary
In-School Playwriting Program**

Young Playwrights' Theater (YPT) evaluated its high school version of the *In-School Playwriting Program* using tools that were first piloted in FY08 and further refined in FY09 in order to give us the most accurate data on student learning in our programs. YPT is confident the current assessment tools accurately demonstrate the value of our programs for students and the impact on their ability to express themselves clearly and creatively through writing. The assessment tools consist of a unique rubric and checklist that are used to compare students' writings from exercises administered in the third week of our program and again in the twelfth week. The graphs below depict our findings for the 333 high school students who received our programming in the fall semester of FY10:

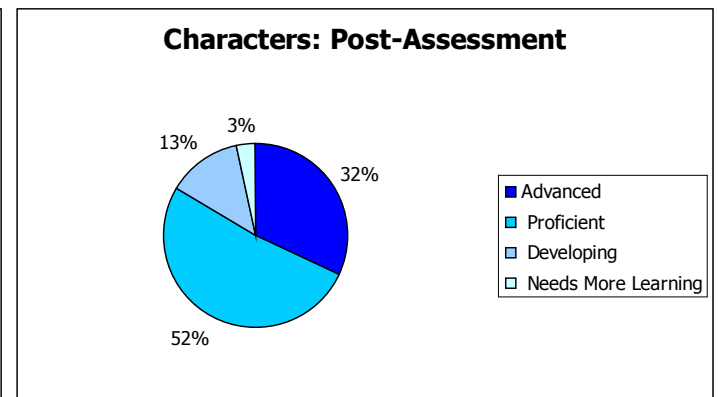
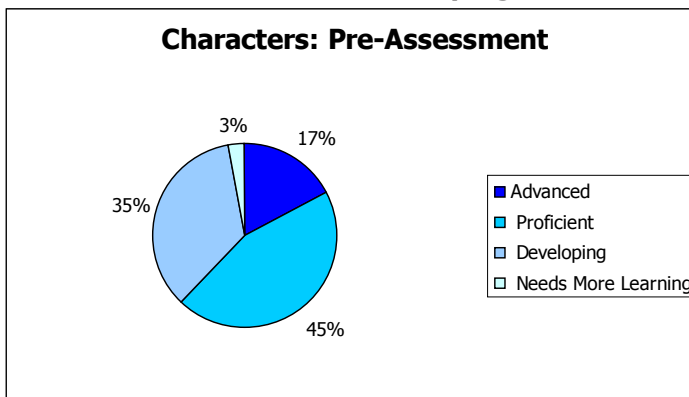
Upon completion of the program, 85% of our students were at Advanced or Proficient levels in their ability to convey unique points of view and innovative thinking in their writing.



Arts Standard Addressed: HSA.1.1 Write a complete theatrical piece (e.g., one-act, 10-minute play, one person show) that embodies dramatic structure and includes complex characters with **unique** dialogue that motivates the action and explicates the conflict.

ELA Standard Addressed: 12.LT.12. Demonstrate understanding of various dramatic conventions by writing and designing an original play.

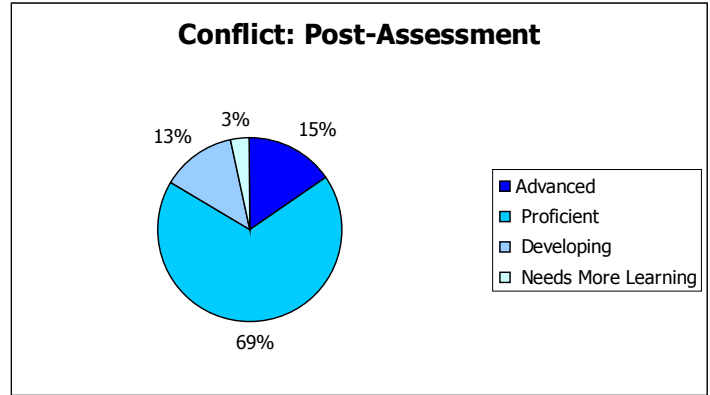
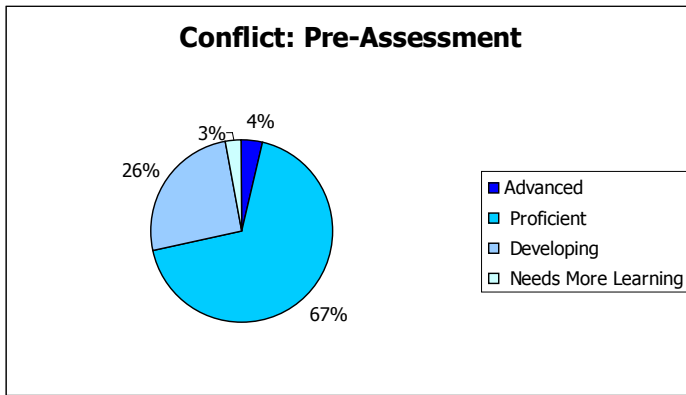
Students demonstrating Advanced or Proficient skill in creating compelling, active and fully formed characters was at 84% when the program ended.



Arts Standards Addressed: HSP.1.6 Explore interpersonal relationships among **characters** through exercises and scenes. HSP.3.5 Identify how a playwright utilizes **character**, dialogue, environment, and time as well as elements of spectacle, sound, and music to develop a script.

ELA Standards Addressed: 11.LT-D.9. Identify and analyze how dramatic conventions support or enhance a dramatic text.

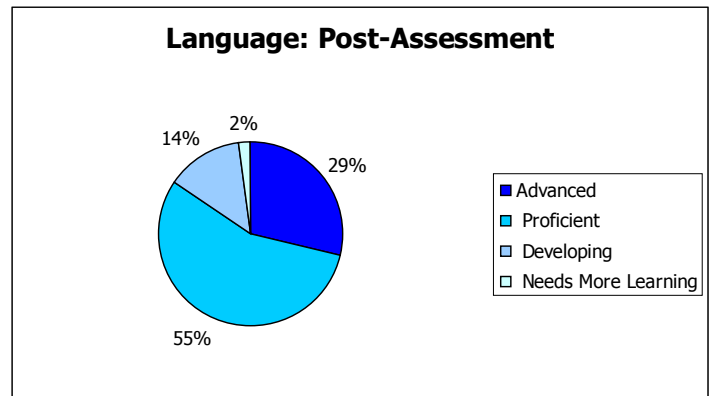
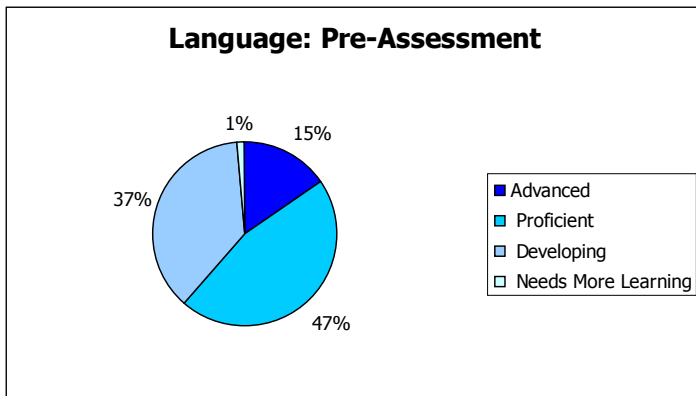
84% of our participants demonstrated Proficient or Advanced skill in creating an original and compelling conflict based on the objectives and obstacles of the characters.



Arts Standards Addressed: HSA.1.1 Write a complete theatrical piece (e.g., one-act, 10-minute play, one person show) that embodies dramatic structure and includes complex characters with unique dialogue that motivates the action and explicates the **conflict**.

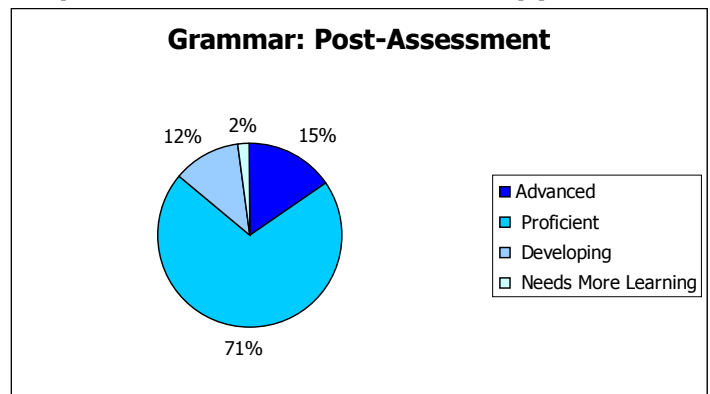
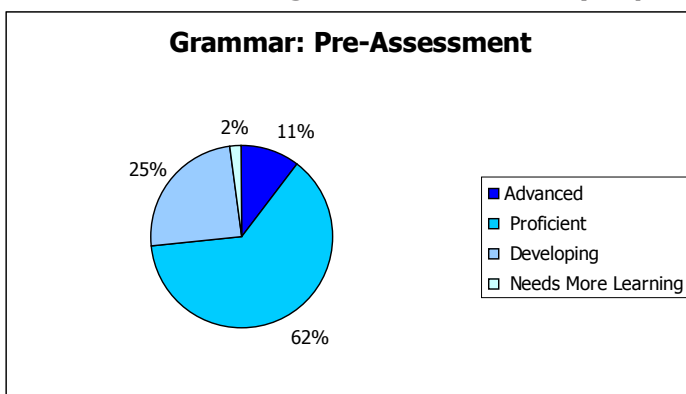
ELA Standards Addressed: 12.LT.12. Demonstrate understanding of various dramatic conventions by writing and designing an original play.

Upon completion of the *In-School Playwriting Program*, 84% of the participants were manipulating language to accurately portray character and environment in their plays.



ELA Standards Addressed: 12.LT-P.10. Analyze the effectiveness and effect of **diction** and imagery in conveying meaning.
11.W-R.5. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.

86% of our participants demonstrated Proficient or Advanced skill in the proper use of grammar, or the intentional misuse of grammar to accurately depict the speech communities of a character(s).



Arts Standards Addressed: HSA.1.1 Write a complete theatrical piece (e.g., one-act, 10-minute play, one person show) that embodies dramatic structure and includes complex characters with unique dialogue that motivates the action and explicates the **conflict**.

ELA Standards Addressed: 12.LT.12. Demonstrate understanding of various dramatic conventions by writing and designing an original play.