

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Dance

Moving Poetry

Grade 8

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Introduction

To Washington educators who teach the arts:

Welcome to one of our OSPI-developed performance assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure student skills; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments:

- ◆ Provide immediate information to teachers regarding how well their students have acquired the expected knowledge and skills in their subject areas.
- ◆ Inform future teaching practices.
- ◆ Provide resources that enable students to participate in measuring their achievements as part of the learning experience.

Included in this document are:

- ◆ directions for administration
- ◆ assessment task
- ◆ scoring rubrics
- ◆ additional resources

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

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Moving Poetry

An OSPI-Developed Performance Assessment

Dance
Grade 8

Overview

This document contains information essential to the administration of *Moving Poetry*, an OSPI-developed arts performance assessment for dance (Grade 8). Prior to administration of this assessment, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

This assessment may be used in several ways:

- ◆ As an integral part of instruction.
- ◆ As a benchmark, interim, or summative assessment.
- ◆ As a culminating project.
- ◆ As an integral part of a unit of study.
- ◆ As a means of accumulating student learning data.
- ◆ As an individual student portfolio item.

Synopsis of *Moving Poetry*

Each student chooses a poem from a selection offered by the teacher. The student choreographs a 30-second dance, using contrasting movements to show the poem's ideas, feelings, and/or images. The teacher records the performances.

The students must also explain their use of contrast and the connections between the poems and their dances.

Test Administration: Expectations

The skills assessed by this task should be authentically incorporated into classroom instruction.

This assessment task is to be administered in a safe, appropriately supervised classroom environment following district policy and procedures.

All industry and district safety policies and standards should be followed in the preparation and administration of OSPI-developed performance assessments in dance, media arts, music, theatre, and visual arts.

Accommodations based upon a student’s individualized education program (IEP) or 504 Plan may require additional modifications to this assessment.

Additional modifications to the administration of this assessment may be required to accommodate cultural differences, diversity, and religious mores/rules.

Description of the Performance Assessment

- ◆ Performance prompts ask each student to create and present a performance or product based on the criteria outlined in the task.
- ◆ Students must also respond to short-answer questions and prompts. Their answers may be written or oral. All written work must be completed on the response sheets provided. Oral responses may be recorded to facilitate scoring and to document each student’s performance.

Learning Standards

This assessment addresses the following learning standards. For more information, refer to Washington State Learning Standards: *The Arts Learning Standards: Dance by Grade Level* (2017).

Anchor 1 Grade 8	DA:Cr1.1.8	a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance. b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.
Anchor 3 Grade 8	DA:Cr3.1.8	a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent. b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.
Anchor 4 Grade 8	DA:Pr4.1.8	a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways. b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time. c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.

Anchor 5 Grade 8	DA:Pr5.1.8	a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.
Anchor 7 Grade 8	DA:Re7.1.8	a. Describe, demonstrate, and discuss patterns of movement and their relationships in dance in context of artistic intent. b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

Depending on how individual teachers build their lesson units, additional Washington State Learning Standards can be addressed.

Supporting Materials and Resources for Teachers

Preparation for Administering the Assessment

Tools & Materials

Teachers will need the following materials and resources to administer this performance assessment:

- ◆ copies of the task, including the glossary of terms (one set for each student)
- ◆ copies of the student-response sheets (one set for each student)
- ◆ one pencil per student
- ◆ an audiovisual recording device
- ◆ a selection of poetry
- ◆ a selection of instrumental music and an audio player (optional)

Guidelines

This assessment is an individual performance.

- ◆ Copy the student’s task, glossary of terms, and response sheets. Make one set of copies for each student.
- ◆ This assessment item presents a problem which can be solved by using the basic elements of dance with any dance style or genre, such as ballet, ballroom, creative movement, drill, ethnic, folk, hip-hop, historical, jazz, modern, musical theatre, and tap. Any style of movement can be performed with a variety of space, time, and energy elements, chosen to express the particular ideas, feelings, and/or images asked for in the assessment. If you work within a particular style or genre of dance, that style or genre may influence your choice of poetry.
- ◆ Select two or three poems to offer to students as choices for their dances. The best poems to inspire dance are short and have clear images with lively verbs and descriptive adjectives and adverbs. For this item, look for poems that suggest contrast. The following, taken from *Poetry Out Loud: National Recitation Project* (www.poetryoutloud.org), are some recommended samples: “Under the Vulture-tree,” by David Bottoms; “Thoughts in a Zoo,” by Countee Cullen; “Garden,” by H.D.; “Hope is the thing with feathers,” by Emily Dickinson; “Fire and Ice,” by Robert Frost; “Mother to Son,” by Langston Hughes; “Eagle Poem,” by Joy Harjo; “Ars Poetica,” by Archibald Macleish; “The Arrow and the Song,” by Henry Wadsworth Longfellow; “Catch a Little

Rhyme,” by Eve Merriam; “Up-Hill,” by Christina Rossetti; “Riprap,” by Gary Snyder, “The Luggage,” by Constance Urdang; “Deliberate,” by Amy Uyematsu.

- ◆ This assessment does not require musical accompaniment; however, if a student would like to use musical accompaniment, you may provide several instrumental selections.
- ◆ Remind students to perform each movement to its fullest extent. An example of fullest extent for a jumping jack would be an X with arms and legs fully stretched and spread out to create a full X. (A “wilted X” is the opposite, with arms and legs not fully extended. A wilted X is not acceptable.)
- ◆ The recorder must be set up in a defined space so that the performer can be seen at all times.
- ◆ Students must perform in bare feet or appropriate dance/athletic shoes for safety.
- ◆ Students should conclude their performances with a three-second neutral pause to indicate a clear ending.
- ◆ As an alternative to a written response, you may permit students to:
 - Respond orally. You should make a video or audio recording to document their responses. Coach students who are being recorded to face the recording device when responding. Students may have a copy of the response sheet when being recorded, or you can state the questions. Ask students to begin by clearly stating their names/numbers and grade level into the recording device.
 - Dictate their responses to the teacher or an instructional aide, who will write them down.
- ◆ Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- ◆ When you are administering the assessment, students may ask questions to clarify the process. You should encourage students to ask questions at any time throughout the administration of the assessment.

Scoring Notes

The following scoring notes should be used as a guideline when scoring this item.

- ◆ Creating rubric: A movement phrase must contain at least three movements to receive credit.
- ◆ “Performing beginning and ending shapes clearly” is accomplished when the performer maintains focus and intentional energy while holding the shape long enough for the audience to see the shape.

- ◆ The student's interpretation of an idea or image can take many forms: While acting like a rising sun can be representative of a sun, so can doing jumping jacks (or anything else). The students' choice of how to interpret an idea is not being assessed.
- ◆ If a student starts the dance, then stops, then starts again, that should be counted as either (a) no clear beginning or (b) one interruption; however, it should not be counted as both.
- ◆ Responding rubric: Drawings or diagrams can be accepted to describe the students' choices provided that the drawings or diagrams correspond to the dance and that they show activity/energy. If the response is oral or written, both the vocabulary of dance and movement words are acceptable.
- ◆ Responding rubric: All ideas and explanations must correlate to the actual performance to earn credit. Use discretion when assessing the vocabulary used to describe movement phrases and ideas: Both the vocabulary of dance and movement words are acceptable.

Using the Glossary

Terms listed in the glossary of this assessment were selected from the glossary of the Washington State Learning Standards for this subject area. When terms that come from other sources may be useful to the student, they are listed at the end of the glossary under the subheading *Additional Vocabulary*. The student's use of this additional vocabulary should not be considered in the scoring of the assessment.

Recommendations for Time Management

Students may have as much time as they need to complete the task. The timeframes suggested here are meant only as a guide, and you may shorten or lengthen them to suit the individual circumstances of the class and students.

The following is a **three-day** suggested timeframe:

Day 1

- 15 minutes: The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions.
- 10 minutes: Each student chooses a poem to use as the basis of a choreographed dance.
- 20 minutes: The students create and rehearse their dances.

Day 2

- 10 minutes: The students review and rehearse their dances before performing.
- 30 minutes: Each student performs for the teacher, who records the performance.

Day 3

- 20 minutes: The students prepare their oral or written responses.
 - 35 minutes: (Optional) The teacher records the responses of students who need to respond orally.
-

All students who remain productively engaged in the task should be allowed to finish their work. If a few students require considerably more time to complete the task than most students, you may wish to move these few to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Assessment Task

Teacher’s Instructions to Students

1. Say: “Today you will take the Grade-8 Washington OSPI-developed arts performance assessment for dance. This assessment is called *Moving Poetry*.”
2. Provide the class with copies of the student’s section of the assessment (which may include the student’s task, response sheets, rubrics, templates, and glossary), along with any other required materials.
3. Tell the students that they may highlight and write on these materials during the assessment.
4. Have the students read the directions to themselves as you read them aloud. We also encourage you to review the glossary and scoring rubrics with the students.
5. Answer any clarifying questions the students may have before you instruct them to begin.
6. If this assessment is used for reporting purposes, circle the scoring points on the first page of each student’s response sheets.

Accommodations

The following accommodations can be made for students with special needs or whose English language skills are limited:

- ◆ To complete the response sheets, students may dictate their answers to an instructional aide, who will write them down.
- ◆ Students may give the written and/or recorded responses in their first language. We request a written and/or oral English translation for consistency (validity/reliability) in scoring the rubric.

Refer also to the student’s individualized education program (IEP) or 504 Plan.

Student’s Task

The following section contains these materials for students:

- The student’s task: *Moving Poetry* (Grade 8)
- Assessment rubric
- Response sheets (optional)

Moving Poetry

A local poet is seeking young people to create a choreographed dance to accompany poetry for a video performance of the poet's work. Your dance teacher has asked you to choreograph a dance that brings to life with movement the ideas, feelings, and/or images in one of the poet's poems. Your performance of the dance will be recorded for presentation to the poet.

Your teacher will give you a selection of poems: Choose the poem that interests you the most. Using ideas, feelings, and/or images expressed through the words of the poem, choreograph a short 30-second dance that emphasizes contrast in movement. Your performance will be recorded, and you will be asked to explain both your use of contrast in the dance, and the connections between your dance and the poem.

Your Task

First, create your dance—

Your dance teacher explains that you must meet the following requirements when creating your dance:

- Choose one of the poems provided.
- Choose the three ideas, feelings, and/or images in the poem that you wish to express in your dance. Make sure that they show contrast.
- Choreograph a solo dance that is between 20 and 30 seconds long.
- Create a different movement phrase (a sequence of at least three movements) to express each idea, feeling, and/or image that you chose.
- Use the elements of dance to create the movement phrases.
- Organize the three movement phrases into a dance that emphasizes contrast.

Second, perform your dance—

Your dance teacher explains that you must meet the following requirements when performing the dance that you choreographed:

- Read the poem before you perform your dance.
- Include a clear beginning and ending.

- Use intentional energy throughout the performance.
- Perform all movements to the fullest extent.
- Maintain focus/concentration throughout the dance.
- Perform your dance without interruption.

Third, complete your response sheets—

Your dance teacher explains that you must meet the following requirements when responding to questions and prompts about your performance:

- Identify the three ideas, feelings, and/or images that you chose from the poem.
- Describe how you expressed these ideas, feelings, and/or images in your dance.
- Explain how you organized your dance to emphasize contrast in movement.
- Use the vocabulary of dance correctly.
- Attach a copy of your poem to your response sheet.

You will have time to read the poems and select one to use for your choreographed dance. You will have time to create and rehearse your dance before performing it for your teacher. Your teacher will record your performance. You will have time to prepare written responses.

Moving Poetry

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student demonstrates a thorough understanding of the connections across the arts by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Uses a movement phrase to express the 1st idea, feeling, and/or image. ◆ Uses a movement phrase to express the 2nd idea, feeling, and/or image. ◆ Uses a movement phrase to express the 3rd idea, feeling, and/or image. ◆ Uses the elements <i>space, time, or energy</i> to show contrast in movement. 	<p>The student demonstrates an adequate understanding of the connections across the arts by meeting three of the requirements listed at left.</p>	<p>The student demonstrates a partial understanding of the connections across the arts by meeting two of the requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of the connections across the arts by meeting one of the requirements listed at left.</p>
Performing	<p>The student demonstrates a thorough understanding of arts skills and techniques by meeting all five of the following requirements:</p> <ul style="list-style-type: none"> ◆ Includes a clear beginning and ending. ◆ Uses intentional energy throughout the performance. ◆ Performs all movements to the fullest extent. ◆ Maintains focus/concentration throughout the dance. ◆ Performs the dance without interruption. 	<p>The student demonstrates an adequate understanding of arts skills and techniques by meeting four of the requirements listed at left.</p>	<p>The student demonstrates a partial understanding of arts skills and techniques by meeting three of the requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of arts skills and techniques by meeting two of the requirements listed at left.</p>
Responding	<p>The student demonstrates a thorough understanding of performance in the response by meeting all five of the following requirements:</p> <ul style="list-style-type: none"> ◆ Uses the vocabulary of dance in the responses. ◆ Describes how the 1st idea, feeling, and/or image of the poem was expressed in the dance. ◆ Describes how the 2nd idea, feeling, and/or image of the poem was expressed in the dance. ◆ Describes how the 3rd idea, feeling, and/or image of the poem was expressed in the dance. ◆ Explains how the dance was organized to show contrast in movement. 	<p>The student demonstrates an adequate understanding of performance in the response by meeting four of the requirements listed at left.</p>	<p>The student demonstrates a partial understanding of performance in the response by meeting three of the requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of performance in the response by meeting two of the requirements listed at left.</p>

No Score: If the student demonstrates no understanding of the concepts indicated, meets none of the requirements listed, or is unable or unwilling to complete the task, the student will earn no score.

Student's Name/ID# _____ Grade Level _____

Circle number:

Creating Score	4	3	2	1
Performing Score	4	3	2	1
Responding Score	4	3	2	1

Responses

1. Identify the three ideas, feelings, and/or images of the poem that you chose. Explain how you expressed each one in your choreographed dance:

	Word, idea, or image in the poem:	How you used movement to express it:
1		
2		
3		

2. Explain how you organized your dance to emphasize contrast:

A large, empty rectangular box with a thin black border, intended for the student to write their explanation of how they organized their dance to emphasize contrast.

Glossary

choreograph: to arrange, compose, or create a dance

concentration: the act or process of applying close, undivided attention

contrast: the use of movements with different or opposite dynamics, shapes, or use of space

elements of dance: the key components of movement; movement of the body using space, time, and energy; often referred to as the elements of movement; see Elements of Dance Organizer by Perpich Center for Arts Education (used with permission)

energy: the dynamic quality, force, attach, weight, and flow of movement

light: a quality of movement that minimizes the appearance of strength and/or weight

sharp: sudden, percussive quality in a movement

smooth: continuous, sustained quality in a movement

strong: a quality of movement that maximizes the appearance of strength and/or weight

free-flow: an uncontrolled, unrestricted quality of movement

bound-flow: a contained, controlled quality of movement

focus: 1. the ability to concentrate and keep one's attention fixed on the matter at hand; 2. the direction in which the dancer is looking and the manner in which the dancer is relating (single, multi, direct, indirect); 3. the point towards which the audience's attention is directed

fullest extent: a full, physical engagement and commitment to the quality of a performance

intentional energy: energy/force that is purposeful and expresses the ideas and feelings that the dancer or choreographer intended

locomotor: movement that travels from one location to another or in a pathway through space

hop: a basic locomotor movement that involves leaving the floor from one foot and landing on the same foot

gallop: a two-beat stride during which both legs are off the ground simultaneously: either the right foot stays back and the left foot is forward, or the left foot stays back and the right foot is forward; one foot always chases the other

jump: to spring into the air by taking off from and landing on both feet

leap: to spring into the air by taking off from one foot and landing on the other foot

movement phrase: a brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion

non-locomotor: movement that remains in place; movement that does not travel from one location to another or in a pathway through space

space: components of dance involving direction, pathways, facings, levels, shapes, and design; the location where a dance takes place; the element of dance referring to the cubic area of a room, on a stage, or in other environments

tempo: the pace or speed of a pulse or beat underlying music or movement (plural: tempi or tempos)

Terms in italics are reproduced from the glossary of the National Core Arts: Dance Standards by the National Coalition for Core Arts Standards.

The full glossary for this subject area can be found in the Washington State Learning Standards: *The Arts Learning Standards: Dance by Grade Level* (2017).

Additional Vocabulary

The following vocabulary terms are also useful for this assessment.

time: an element of dance, including tempo, rhythm, duration, speed, etc.