Assessment

*OSPI-Developed Performance*



Office of Superintendent of Public Instruction

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A Component of the

Washington State Assessment System

Dance

The Arts

Dance Expert

Grade 8

Office of Superintendent of Public Instruction

Old Capitol Building

P.O. Box 47200

Olympia, WA 98504-7200

For more information about the contents of this document, please contact:

Anne Banks, The Arts Program Supervisor

Phone: (360) 725-4966, TTY (360) 664-3631

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**Table of Contents**

[Introduction ii](#_Toc426647628)

[Overview 1](#_Toc426647629)

[Test Administration: Expectations 1](#_Toc426647630)

[Description of the Performance Assessment 2](#_Toc426647631)

[Learning Standards 2](#_Toc426647632)

[Assessment Task 2](#_Toc426647633)

[Teacher’s Instructions to Students 2](#_Toc426647634)

[Accommodations 3](#_Toc426647635)

[Student’s Task 3](#_Toc426647636)

[Supporting Materials and Resources for Teachers 7](#_Toc426647637)

[Preparation for Administering the Assessment 7](#_Toc426647638)

[Recommendations for Time Management 9](#_Toc426647639)

[Glossary 10](#_Toc426647640)

OSPI-Developed Performance Assessments for the Arts

# Introduction

To Washington educators who teach dance:

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:

Anne Banks, Program Supervisor, The Arts

(360) 725-4966, [anne.banks@k12.wa.us](mailto:anne.banks@k12.wa.us)

|  |  |
| --- | --- |
| **Dance Expert** | ***Dance***  ***Grade 8*** |
| **An OSPI-Developed Performance Assessment** |

# Overview

This document contains information essential to the administration of *Dance Expert*, an OSPI-developedarts 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.

**Synopsis of**

***Dance Expert***

The students review a dance DVD or digital video, taking notes while they watch. Then, each student uses his or her notes to write a description of the dance.

In the description, the student must include discussion of at least two elements of dance (space and time or energy/ force).

This classroom based performance 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.

# 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, 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

The performance task in this assessment requires each student to respond to a set of short-answer questions. The student’s response may be written or verbal. All verbal responses must be recorded to facilitate scoring and to document each student’s performance.

# Learning Standards

This assessment addresses Washington State Learning Standards for Dance, including the GLEs from the *Options for Implementing the Arts Standards through Dance by Grade Level* document.

|  |  |  |
| --- | --- | --- |
| **GLE 2.3.1**  7th–8th Grade |  | Applies a responding process to dance. |

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

# 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 *Dance Expert*.”
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 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.
* The student may give the written and/or recorded responses in their first language. We request a written and/or verbal 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: *Dance Expert* (Grade 8)
* Assessment rubric
* Response sheets

**Dance Expert**

|  |  |
| --- | --- |
|  | Student’s Task |

**Your school library recently received a donation of unmarked dance DVDs that need to be sorted, cataloged, and filed. Your class has been asked to help with this work. Each class has been given one DVD to watch. Once you have watched the DVD, you will be asked to prepare a description of the dance for the librarian. In your description, you should include discussion of at least two elements of dance: *space* and either *time* or *energy/force*.**

**Be sure to take notes while you watch the dance. You will then use your notes to prepare your description of the dance.**

Your Task

**Watch the dance and prepare your description—**

The librarian explains that you must meet the following requirements when preparing your response:

* Watch the dance twice.
* Take notes while watching the dance.
* Describe how the dancer(s) uses the element *space* in the dance.
* Identify what idea that element communicates and explain the connection between that idea and the element.
* Describe how the dancer(s) uses either the element *energy/force* or the element *time* in the dance.
* Identify what idea that element communicates and explain the connection between that idea and the element that you selected.
* Use the vocabulary of dance correctly.

You will have time to watch the dance DVD twice, taking notes as you watch. Your teacher will then give you time to prepare your response.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Dance Expert*** | | | | | |
|  | **4 points** | **3 points** | **2 points** | **1 point** | **No Score** | |
| **Responding** | The student meets all **four** of the following requirements, thereby demonstrating a thorough understanding of the responding process:   * Describes how the element *space* was used in the dance (using the vocab­ulary of dance correctly). * Identifies an idea that communicates and explains the connection between the element *space* and the idea selected. * Describes how the element *energy/force* or *time* was used in the dance (using the vocabulary of dance correctly). * Identifies an idea that communicates and explains the connection between the element *energy/force* or *time* and the idea selected. | The student meets **three** of the four re­quirements listed at left, demonstrating an adequate understanding of the re­sponding pro­cess. | The student meets **two** of the four re­quire­ments listed at left, demonstrating a partial un­der­standing of the respond­ing process. | The student meets **one** of the four re­quirements listed at left, demonstrating a minimal un­derstanding of the respond­ing process. | The student meets **none** of the four re­quirements listed at left, demonstrating little or no under­standing of the re­spond­ing pro­cess. | |

|  |  |
| --- | --- |
|  | Assessment Rubric |

|  |  |
| --- | --- |
|  | Response Sheets |

**Student’s Name/ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level \_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **(circle number)** | **Responding Score** | **4 3 2 1 NS** |

Responses

Dance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Describe one way that the dancer(s) uses the element *space* in the dance:

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1. Identify what idea that element communicates. Fully explain the connection you made between the element *space* and the idea that you selected. Use the vocabulary of dance correctly.

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1. Describe one way that the dancer(s) uses the element *energy/force* or *time* in the dance.

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1. Identify what idea the element *energy/force* or *time* communicates. Fully explain the connection that you made between the element *energy/force* or *time* and the idea that you selected. Use the vocabulary of dance correctly.

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# 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 for each student)
* copies of the student-response sheets (one set for each student)
* one dance DVD or digital recording
* one pencil per student
* an audio/video recording device (if needed for individual accommodations)

Guidelines

This assessment is an individual performance.

* Copy the student’s task, rubric, response sheets, and glossary. Make one set of copies for each student.
* Write the name of the dance on the response sheets (or instruct the students to do so).
* Choose one dance selection that includes elements of dance that can be clearly differentiated by the novice observer. Suggested sources: *Dancing*, a video series created by Rhoda Grauer, a production of Thirteen/WNET in association with RM Arts and BBC-TV, 1993; one section of *Revelations*, choreographed by Alvin Ailey from Four by Ailey, 1986; a selection from *Stomp Out Loud*, Warner Home Video, 1997; or a selection from *The Nutcracker* by Tchaikovsky.
* Students who respond in writing should write their names/numbers on their response sheets.
* To accommodate individual needs, you may permit students to 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.
* As an alternative to a written response, you may permit students to respond verbally. You should make a video or audio recording to document their responses:
  + The recorder must be set up in a defined space so that the performer can be seen at all times.
  + 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 each student to begin by clearly stating her or his name/number and grade level into the recording device.
* 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.

## 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 **two-day** suggested timeframe:

|  |  |  |
| --- | --- | --- |
|  | **Day 1** | |
|  | 5 minutes: | The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions. |
|  | 20 minutes: | The students view the dance twice, taking notes as they view. |
|  | 20 minutes: | The students prepare their written or verbal responses. |
|  | 5 minutes | The teacher collects notes and response sheets from the students. |
|  | **Day 2** | |
|  | 20 minutes: | The teacher records the responses of the students who respond verbally. |

All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

## Glossary

**elements of dance**—space, time, and energy/force.

**energy/force**—an element of dance; the quality of movement; how a movement is performed, including smooth, sharp, free flow, bound flow, strong, light, sustained, and percussive.

***light energy***—a movement that uses minimal muscle action.

***sharp energy***—sudden, strong quality in movement.

***smooth energy***—continuous, sustained quality in movement.

***strong energy***—a movement quality that uses firm muscle action.

***free-flow energy***—an uncontrolled, unrestricted quality of movement.

***bound-flow energy***—a contained, controlled quality of movement.

**space**—an element of dance; where bodies move in a dance, using levels, directions, pathways, sizes, relationships, etc.

**time**—an element of dance that includes tempo, rhythm, duration, and speed.