

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Dance

Art in Action

High School Proficient

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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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Overview

This document contains information essential to the administration of *Art in Action*, an OSPI-developed arts performance assessment for dance (High School Proficient). 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 *Art in Action*

Each student choreographs and performs a dance (1–2 minutes long) that represents a work of visual art.

The student chooses an artwork from a selection provided by the teacher. The student may also choose a piece of music that relates to the student's interpretation of the work of visual art. In addition, the student must provide a choreographer's statement.

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 High School Proficient	DA:Cr1.1.1	a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.
Anchor 3 High School Proficient	DA:Cr3.1.1	a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate the impact of choices made in the revision process.
Anchor 4 High School Proficient	DA:Pr4.1.1	b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.
Anchor 5 High School Proficient	DA:Pr5.1.1	a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, and flexibility/range of motion) to retain and execute dance choreography.

Anchor 10
High School
Proficient

DA:Cn10.1.I

- a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one’s own interpretation. Provide evidence to support one’s analysis.
- b. Collaboratively identify a dance-related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare, orally and in writing, the process used in choreography to that of other creative, academic, or scientific procedures.
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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
- ◆ a selection of art prints
- ◆ a space for performance (at least 15' x 15')
- ◆ an audiovisual recording device
- ◆ 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 dance style or genre, the dance style or genre may influence your choice of visual art prints (see next bullet).
- ◆ Provide a selection of four or five visual art prints expressing various styles, mediums, subjects, cultures, and feelings (in alignment with the policies and expectations of your school district's board). One resource is Mark Harden's *Artchive* (www.artchive.com).
- ◆ Provide students with three to four choices of music; the selection should include a variety of tempos and dynamics and musical styles and genres. Examples of combinations: Kandinsky's *Improvisations* paired with Wagner's *Ring cycle* or Stravinsky's *Firebird*; or any visual artwork by Monet paired with any musical work by Debussy.

- ◆ Musical accompaniment should have no lyrics and should be at least two minutes long.
- ◆ Students may choose part of a musical selection for their performance.
- ◆ Students may choose to perform without music.
- ◆ 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.)
- ◆ Students must perform in bare feet or appropriate dance/athletic shoes for safety.
- ◆ The recorder must be set up in a defined space so that the performer can be seen at all times.
- ◆ As an alternative to a written response, you may permit students to:
 - Respond orally. You should make a video or audio recording to document students’ responses. Coach students 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.

For the responding rubric: In order to receive credit for describing how the four elements of visual arts are expressed through dance, the student’s response must include movement words.

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 **four-day** suggested timeframe:

Day 1

- 15 minutes: The teacher provides the class with the task, reads it aloud, and reviews the glossary and scoring rubrics. The students may ask questions. The teacher answers any questions.
- 35 minutes: Each student selects one work of visual art; the student may also select a piece of music (optional). The students begin to choreograph and rehearse their dances.

Day 2

- 50 minutes: The students continue to choreograph, rehearse, and refine their dances.

Day 3

- 10 minutes: The students review their dances individually before performing.
- 40 minutes: The students perform their dances for the teacher, who records each student's performance.

Day 4

- 5 minutes: The teacher distributes response sheets to the students.
- 30 minutes: The students prepare their written or oral responses.
- 15 minutes: The teacher records the responses of students who need to respond orally. (Optional)
-

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 high school proficient, Washington OSPI-developed arts performance assessment for dance. This assessment is called *Art in Action*."
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: *Art in Action* (High School Proficient)
- Assessment rubric
- Response sheets (optional)

Art in Action

The annual visual arts show is being presented at your school. The art teacher has given it the title *Art in Action* and wants the opening reception to feature events that reflect this title. Your dance teacher has asked you to choreograph and perform a dance that represents one of the visual art pieces being showcased.

First, you will select one work of visual art from the artworks provided. You may also choose a piece of music from the selection of music provided by your teacher: Your choice of music should relate to your interpretation of the work of visual art. Next, you will choreograph a dance that expresses the work of visual art that you chose. Your dance should be between one and two minutes long. Your performance will be recorded, and you will be asked to provide a choreographer's statement.

Your Task

First, create your dance—

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

- Choose a work of visual art from the pieces provided.
- Choose a piece of music to accompany your dance (optional).
- Choreograph a dance that is between one and two minutes long.
- Use a variety of dance elements to express the work of visual art in your dance.
- Choose a variety of movements.
- Use at least two different principles of choreography/composition to relate your dance to the work of visual art that you chose.

Second, perform your dance—

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

- Maintain focus/concentration throughout the performance.
- Perform the dance without noticeable interruptions.

- Use intentional energy and expression.
- Include a clear beginning and ending.
- Perform all movements to the fullest extent.

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 artwork that you selected.
- Identify the four images or elements of visual arts that you selected.
- Describe how you expressed each of the elements or images in your dance.
- Support your explanation with specific examples.
- Use the vocabulary of dance correctly.

Your teacher will give you time to choreograph and rehearse your dance. (Your final performance will be recorded.) Your teacher will also give you time to prepare your responses.

Art in Action

	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 dance movement to represent one image or element of visual arts. ◆ Uses dance movement to represent a second image or element of visual arts. ◆ Uses dance movement to represent a third image or element of visual arts. ◆ Uses dance movement to represent a fourth image or element of visual arts. 	<p>The student demonstrates an adequate understanding of the connections across the arts by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of the connections across the arts by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of the connections across the arts by meeting one of the four 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. ◆ Performs movement with intentional energy throughout. ◆ Performs all movements to the fullest extent. ◆ Maintains focus/concentration throughout the dance. ◆ Performs without interruption. 	<p>The student demonstrates an adequate understanding of arts skills and techniques by meeting four of the five requirements listed at left.</p>	<p>The student demonstrates a partial understanding of arts skills and techniques by meeting three of the five requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of arts skills and techniques by meeting two of the five requirements listed at left.</p>
Responding	<p>In the response, the student demonstrates a thorough understanding of performance by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Identifies one image or element of visual arts and describes how it is expressed through dance. ◆ Identifies a second image or element of visual arts and describes how it is expressed through dance. ◆ Identifies a third image or element of visual arts and describes how it is expressed through dance. ◆ Identifies a fourth image or element of visual arts and describes how it is expressed through dance. 	<p>In the response, the student demonstrates an adequate understanding of performance by meeting three of the four requirements listed at left.</p>	<p>In the response, the student demonstrates a partial understanding of performance by meeting two of the four requirements listed at left.</p>	<p>In the response, the student demonstrates a minimal understanding of performance by meeting one of the four 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

- Which work of art did you choose? (Give the title of the artwork and name of the artist.)

- Identify the four images or elements of visual arts that you chose, and describe how you expressed each one in your dance. Support your description with specific examples, and use the vocabulary of dance correctly.

	Image or element of visual arts:	How you expressed it in your dance (include examples):
1		
2		

	Image or element of visual arts:	How you expressed it in your dance (include examples):
3		
4		

Glossary

choreograph: to arrange, compose, or create a dance

dynamics: the qualities or characteristics of movement which lend expression and style; also called “efforts,” or “energy” (for example, lyrical, sustained, quick, light, or strong)

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

form/design: a principle of choreography/composition; the organization and sequencing of sections of a dance into an overall whole

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

principles of choreography/composition:

form/design: the organization and sequence of sections of a dance into an overall whole

theme: the content that informs a piece of choreography; the theme may be taken from the movement itself (for example, expanding and contracting) or from other sources (for example, ideas, images, or emotions)

repetition: the repeated use of a movement, movement phrase, or element

emphasis: the importance given to certain moments in the dance

balance: the arrangement of the sections of a dance and/or the use of the performance space to create a sense of equilibrium

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

variety: the use of artistic elements in a work to create differences that add interest

rhythm: the patterning or structuring of time through movement or sound

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)

theme: a dance idea that is stated choreographically:

the content that informs a piece of choreography; the theme may be taken from the movement itself (for example, expanding and contracting), or from other sources (for example, ideas, images, or emotions); a phrase or sequence of movement around which a dance is constructed

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. They include terms drawn from the glossaries of the Washington State Learning Standards for music and visual arts; terms in italics are reproduced from the glossary of the National Core Arts: Music Standards by the National Coalition for Core Arts Standards.

elements of music: basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music

the components that make up a musical work: beat, rhythm, pitch, melody, harmony, texture, timbre/tone color, form, and expression (dynamics, style, tempo, phrasing)

elements of visual arts: the basic components that make up a work of art: color, form, line, shape, space, texture, and value (see Appendix 3* for grade-level skills):

color: the visible range of reflected light. Color has three properties: hue, value, and intensity (brightness or dullness).

form: a three-dimensional object that has height, length, width, and depth.

line: the one-dimensional path of a dot through space used by artists to control the viewer's eye movement; a thin mark made by a pencil, pen, or brush.

shape: a closed space made when a line connects to itself.

space: an element of visual arts; the area above, below, around, and within an artwork; the illusion of depth or space on a flat surface, created by means of the following techniques: rendering shapes and forms so that they overlap and using size, detail, value, color, and linear perspective.

texture: an element of visual arts that portrays surface quality: actual texture is how something feels; visual texture is how something appears to feel.

value: the lightness and darkness of a line, shape, or form.

melody: linear succession of sounds (itches) and silences moving through time; the horizontal structure of music

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

*Appendix 3 of the Washington State Learning Standards: *The Arts Learning Standards: Visual Arts by Grade Level* (2017)