

# OSPI-Developed Performance Assessment

A Component of the  
Washington State Assessment System

## The Arts: Dance

# World Dance Cultures

## 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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# World Dance Cultures

An OSPI-Developed Performance Assessment

Dance  
Proficient

## Overview

This document contains information essential to the administration of *World Dance Cultures*, 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 *World Dance Cultures*

The students watch videos of dances from two different cultures. As they observe, they take notes, paying particular attention to the purpose of the dances, how the elements of dance (space, time, and energy/force) are used, and which characteristics reflect each culture. The students will then use their notes to respond to a series of questions and prompts.

## 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

- ◆ Students must 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).

<b>Anchor 7</b> High School Proficient	DA:Re7.1.I	a. Analyze recurring patterns of movement and their relationships in dance in the context of artistic intent. b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology.
<b>Anchor 8</b> High School Proficient	DA:Re8.1.I	a. Select and compare different dances and discuss their intent and artistic expression. Explain, using genre specific dance terminology, how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent.
<b>Anchor 9</b> High School Proficient	DA:Re9.1.I	a. Analyze the artistic expression of a dance. Discuss insights, using evaluative criteria and dance terminology.
<b>Anchor 10</b> 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>Anchor 11</b> High School Proficient	DA:Cn11.1.I	a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

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
- ◆ two dance selections (see guidelines)
- ◆ an audiovisual recording device (if needed for 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.
- ◆ Choose two dance selections; the dances should include dance elements and characteristics that can be clearly differentiated by the 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; or *Multicultural Folk Dance*, Volume 1 or 2, by Christy Lane. One selection should be a style/culture familiar to the students and the other a style/culture less familiar to the students.
- ◆ Write the names of the dances/videos on the students' response sheets (or instruct the students to do so).
- ◆ 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.
- ◆ Students who respond in writing must 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 orally. 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 speaker can be seen at all times.
  - Coach the students who are being recorded to face the recording device when responding.
  - Students must have a copy of the response sheet when being recorded.
  - Prompt students to say their names, numbers, and current grade level into the recording device before beginning their responses.

### **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:

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### Day 1

- 15 minutes: The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers questions.
- 20 minutes: The students view each dance twice, taking notes as they view.
- 5 minutes: The teacher collects notes from the students.

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### Day 2

- 5 minutes: The teacher distributes notes and response sheets to the students.
- 45 minutes: The students prepare their written or oral responses.
- 5 minutes: The teacher collects response sheets and notes from the students.

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### Day 3

- 5 minutes: The teacher distributes response sheets to those students who will respond orally.
  - 20 minutes: The teacher records the oral responses.
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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 *World Dance Cultures*."
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: *World Dance Cultures* (High School Proficient)
- Assessment rubric
- Response sheets (optional)

# World Dance Cultures

Your school is planning a celebration for Multicultural Week. Your teacher has asked you to join a committee to help determine which cultural dances will be included in the celebration. You will be shown videos of dances from two different world cultures. You need to consider both the cultures and the dances as you observe.

As you watch each video, note the purpose of the dances, how the elements of dance are used, and which characteristics reflect each culture. Use your observations and notes to respond to the committee's questions and prompts.

## Your Task

**View the dances and use your observations to prepare your response —**

Your teacher explains that you must meet the following requirements when preparing your response:

- Watch each dance at least two times.
- Take notes while watching the dances.
- Identify the purpose of each dance (to inform, to persuade, to entertain, to tell a story, to celebrate, to commemorate, etc.) and provide one detail from each dance to support your observations.
- Compare and contrast how the elements of dance (space, time, and energy/force) are used in each dance. Provide at least four details to support your observations.
- Identify the qualities of each dance—for example, movement, vocabulary, structure, participants, music, costumes, and setting—that express characteristics of its culture. Give specific examples of these qualities and state how they reflect the culture.
- Use the vocabulary of dance correctly.

*World Dance Cultures*

	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
<b>Responding</b>	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of dance styles:</p> <ul style="list-style-type: none"> <li>◆ Clearly compares and contrasts one way that an element of dance is used in the two dances.</li> <li>◆ Clearly compares and contrasts a second way that an element of dance is used in the two dances.</li> <li>◆ Clearly compares and contrasts a third way that an element of dance is used in the two dances.</li> <li>◆ Clearly compares and contrasts a fourth way that an element of dance is used in the two dances.</li> </ul>	<p>The student meets three of the requirements listed at left, demonstrating adequate understanding.</p>	<p>The student meets two of the requirements listed at left, demonstrating partial understanding.</p>	<p>The student meets one of the requirements listed at left, demonstrating minimal understanding.</p>
<b>Responding &amp; Connecting</b>	<p>The student meets all four of the following requirements:</p> <ul style="list-style-type: none"> <li>◆ Gives one detail to support the purpose of the first dance.</li> <li>◆ Gives a second detail to support the purpose of the first dance.</li> <li>◆ Gives one detail to support the purpose of the second dance.</li> <li>◆ Gives a second detail to support the purpose of the second dance.</li> </ul>	<p>The student meets three of the requirements listed at left.</p>	<p>The student meets two of the requirements listed at left.</p>	<p>The student meets one 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:

Responding Score	4	3	2	1
Responding & Connecting Score	4	3	2	1

## Responses

Dance 1:

Dance 2:

1. What is the purpose of each dance (to inform, to persuade, to entertain, to tell a story, to celebrate, to commemorate, etc.)? Provide two details from each dance to support your conclusions.

a. first dance:

b. second dance:

2. Compare and contrast four ways that the elements of dance (space, time, and energy/force) are used in each dance. Provide at least four details to support your observations.

**first way:**

- a. element of dance:

- b. first dance:

- c. second dance:

**second way:**

- a. element of dance:

- b. first dance:

- c. second dance:

**third way:**

a. element of dance:

b. first dance:

c. second dance:

**fourth way:**

a. element of dance:

b. first dance:

c. second dance:

## Glossary

**duration:** the total length of time in the course of which a movement or dance occurs

***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

**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)

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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.