

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Dance

Poetry and Performance

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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Poetry and Performance

An OSPI-Developed Performance Assessment

Dance
Proficient

Overview

This document contains information essential to the administration of *Poetry and Performance*, 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 *Poetry and Performance*

Each student chooses a poem from a selection of poetry provided by the teacher. Drawing upon the words and images of the poem, the student choreographs a short solo dance that expresses the student's interpretation of the poem.

Students must include both repetition and variety in their dances; they may include text from the poems in their performances.

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 2 High School Proficient	DA:Cr2.1.1	a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent. b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.
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	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.I	<p>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.</p> <p>c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual effect). Articulate performance goals and justify reasons for selecting particular practice strategies.</p>
Anchor 7 High School Proficient	DA:Re7.1.I	<p>a. Analyze recurring patterns of movement and their relationships in dance in the context of artistic intent.</p> <p>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.</p>
Anchor 10 High School Proficient	DA:Cn10.1.I	<p>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.</p> <p>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.</p>

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 poetry
- ◆ a 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 presents a problem which can be solved by using the basic elements of dance with any 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, that style or genre may influence the choice of poetry.
- ◆ Choose two or three poems to offer as options. The kinds of poems that are best for inspiring dance are short, with clear images, lively verbs, and descriptive adjectives and adverbs. The following poems, taken from Poetry Out Loud: National Recitation Project (www.poetryoutloud.org), are some recommended examples: “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, and “Deliberate” by Amy Uyematsu.

- ◆ Prior to the start of the assessment, allow each student to choose a poem from among the options you've provided.
- ◆ Provide a selection of instrumental music (without words), being sure to include an example of each of the three tempos (fast, medium, and slow). The students may choose musical accompaniment or opt 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. Make a recording to document their responses. Coach students who are being recorded to face the recording device. 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 levels 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, you 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 creating rubric:
 - A movement phrase must contain at least three movements to be credited.
 - To be considered a "clear organizational structure or form," the student must do more than perform all four movements; the student's choreography must include movement phrases, transitions, form, and structure.
 - A 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 student's ability to create or 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.
- ◆ For the responding rubric:
 - Drawings or diagrams (including stick-figure drawings) can be accepted to describe the student’s choices provided that they 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.
 - All ideas and explanations must correlate to the actual performance to earn credit. Use discretion when assessing the vocabulary that students use to describe movement phrases and ideas. It can be the vocabulary of dance or other vocabulary.

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, reads it aloud, and reviews the glossary and scoring rubrics. 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.
- 25 minutes: The students create and rehearse their dances.

Day 2

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

Day 3

- 5 minutes: The teacher distributes response sheets to the students.
 - 15 minutes: The students prepare their written or oral responses.
 - 15 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 high school proficient, Washington OSPI-developed arts performance assessment for dance. This assessment is called *Poetry and Performance*."
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: *Poetry and Performance* (High School Proficient)
- Assessment rubric
- Response sheets (optional)

Poetry and Performance

During Poetry Month, the librarian at the local public library plans to represent poetry from a variety of perspectives. Your dance teacher has asked you to be a part of the upcoming Poetry Month activities at the library.

Your teacher will give you a selection of poetry. Choose the poem that interests you the most and, taking your ideas from the words and images of the poem, choreograph a short solo dance that expresses your interpretation of the poem. Include both repetition and variety in your choreography. Text from the poem may be included in your performance. Use the rehearsal process to refine your choreography.

Your Task

First, create your dance—

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

- Choose one of the poems provided by your teacher.
- Choreograph a dance that is between one and two minutes in length.
- Choose four words, ideas, and/or images from the poem.
- Create a movement phrase for each word, idea, and/or image.
- Use the elements of dance to create the movement phrases.
- Choose a clear form for your dance.
- Use repetition and variety in your choreography.

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 four words, ideas, and/or images from the poem.
- Describe how you expressed the four words, ideas, and/or images in movement phrases; give 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.

Poetry and Performance

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student demonstrates a thorough understanding of the elements and skills of dance by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Includes four movement phrases, expressing each of the words, ideas, and/or images selected from the poem. ◆ Includes repetition as a principal of composition. ◆ Includes variety as a principal of composition. ◆ Includes a clear organizational structure or form. 	<p>The student demonstrates an adequate understanding of the elements and skills of dance by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of the elements and skills of dance by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of the elements and skills of dance 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>The student meets all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Describes the movements used to express the first word, idea, or image; gives specific examples. ◆ Describes the movements used to express the second word, idea, or image; gives specific examples. ◆ Describes the movements used to express the third word, idea, or image; gives specific examples. ◆ Describes the movements used to express the fourth word, idea, or image; gives specific examples. 	<p>The student meets three of the four requirements listed at left.</p>	<p>The student meets two of the four requirements listed at left.</p>	<p>The student meets 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

Identify four words, ideas, and/or images that you drew from the poem, and describe, with examples, how you expressed each one in movement:

	Word, Idea, or Image	Your Description of How You Expressed It in Movement; Your Examples
1		
2		

	Word, Idea, or Image	Your Description of How You Expressed It in Movement; Your Examples
3		
4		

Glossary

ABA: a three-part compositional form in which the first and last parts are the same and the middle part is different

choreograph: to arrange, compose, or create a dance

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

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

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

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

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

variety/variation: 1. a principle of choreography/composition in which different elements of dance or a full spectrum of one element are used to create a dance; 2. the use of artistic elements in a work to create differences that add interest

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.