Assessment

*OSPI-Developed Performance*

Office of Superintendent of Public Instruction

September 2015

A Component of the

Washington State Assessment System

Dance

The Arts

Choreograph a Commercial

 Grade 8

Office of Superintendent of Public Instruction

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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:

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| **Choreograph a Commercial** | ***Dance******Grade 8*** |
| **An OSPI-Developed Performance Assessment**  |

# Overview

This document contains information essential to the administration of *Choreograph a Commercial*, 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**

***Choreograph a Commercial***

Each student choreo­graphs a solo dance that adver­tises a product. Using no words, she/he creates move­ments to express the product’s positive qualities. The student should use the elements of dance (*space*, *time*, and *energy*) and must also explain how the movements of her/his dance promote the product.

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

* Performance prompts ask each student to perform a task based on the criteria outlined in the prompt. The students’ performances should be recorded to facilitate scoring and to document each student’s performance.
* Short-answer questions ask the students to supply a response that 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.

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| **GLE 1.1.1**7th–8th Grade |  | Understands and applies the element *space* and the vocabulary of dance. |
| **GLE 1.2.1**7th–8th Grade |  | Applies and analyzes the technique and skills of dance. |
| **GLE 2.2.1**7th–8th Grade |  | Applies a performance and/or presentation 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 *Choreograph a Commercial*.”
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 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: *Choreograph a Commercial* (Grade 8)
* Assessment rubric
* Response sheets

**Choreograph a Commercial**

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|  | Student’s Task |

**You are entering a contest sponsored by a local advertising agency. To fulfill the requirements of the contest, you must choreograph and perform a solo dance that advertises a product without using any words.**

**You will select a product and then create movements to express the positive qualities of the product. Your dance should focus on using the three elements of dance (*space*, *time*, and *energy*) to promote the product that you chose.**

**The advertising agency will make a video recording of your solo dance and ask you to explain how the movements of your dance promote the product. Successful entries may appear on a local television channel.**

Your Task

**First, create your dance—**

The manager of the advertising agency explains that you must meet the following requirements when creating your dance:

* Choose a product to advertise through dance.
* Identify the product’s positive qualities.
* Choreograph a solo dance between 20- and 30-seconds long.
* Choose music to accompany your choreography. (You must choose from the selection provided; you may choose music with a fast, medium, or slow tempo.
* Express the product’s positive qualities in your dance:
	+ Include the three elements of dance (*space*, *time*, and *energy*/*force*)
	+ Choose a variety of movements to promote the positive qualities.

**Second, perform your dance—**

The manager of the advertising agency explains that you must meet the following requirements when performing the dance that you choreographed:

* Identify the product that you are advertising in your dance.
* Maintain focus and concentration.
* Perform your dance without noticeable interruptions.
* Use the appropriate expression and energy.
* Perform movements to the fullest extent.
* Include a clear beginning and ending.
* Accurately communicate ideas through movement (without using words).

**Third, complete your response sheets—**

The manager of the advertising agency explains that you must meet the following requirements when responding to questions and prompts about your performance:

* Name your product and identify the positive qualities that you chose to express in your dance.
* Describe how you expressed those positive qualities in your dance through the elements of dance. Give specific examples.
* Describe how you created variety in your dance movements. Give specific examples.
* Explain the reasons you chose the musical accompaniment for your dance.
* Use the vocabulary of dance correctly.

You will have time to select musical accompaniment, choreograph your dance, and rehearse your dance before performing it for your teacher. Your teacher will record your performance. You will have time to prepare your responses.

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| ***Choreograph a Commercial*** |
|  | **4 points** | **3 points** | **2 points** | **1 point** | **No Score** |
| **Creating** | The student demonstrates a thorough under­standing of choreography by meeting all **four** of the following require­ments: * Uses one element of dance to express the positive qualities of the product.
* Uses a second element of dance to express the positive qualities of the product.
* Uses a third element of dance to express the positive qualities of the product.
* Uses a variety of dance movements to identify the positive qualities of the product.
 | The student dem­onstrates an adequate under­standing of choreography by meeting **three** of the require­ments listed at left. | The student dem­onstrates a partial under­­­standing of choreography by meeting **two** of the require­ments listed at left.  | The student dem­onstrates a minimal under­standing of choreo­graphy by meeting **one** of the require­ments listed at left.  | The student dem­onstrates no under­standing of choreography, having met **none** of the require­ments listed at left. |
| **Performing** | The student demonstrates a thorough understanding of dance performance and techniques by meeting **four or** **five** of the following requirements:* Maintains focus and concentration.
* Uses intentional expression and energy.
* Performs without interruptions.
* Performs each movement to the fullest extent.
* Includes a clear beginning and ending.
 | The student dem­onstrates an adequate under­standing of dance per­formance and tech­niques by meeting **three** of the require­ments listed at left. | The student dem­onstrates a partial under­standing of dance per­formance and tech­niques by meeting **two** of the require­ments listed at left. | The student dem­onstrates a minimal under­standing of dance per­formance and tech­niques by meeting **one** of the require­ments listed at left. | The student dem­onstrates no under­standing of dance per­formance and techniques, having met **none** of the require­ments listed at left. |
| **Responding** | The student meets all **four** of the requirements listed below, thereby demonstrating a thorough understanding of how to respond to the performance using the vocabulary of dance: * Identifies a product and its positive qualities.
* Describes, with examples, how those positive qualities correlate to the dance.
* Describes, with examples, how variety is created.
* Explains the reasons for choice of musical accompaniment.
 | The student meets **three** of the require­ments listed at left, thereby demonstrating an adequate understanding of how to respond to the performance using the vocabulary of dance. | The student meets **two** of the require­ments listed at left, thereby demonstrating a partial under­standing of how to respond to the per­formance using the vocabulary of dance. | The student meets **one** of the require­ments listed at left, thereby demonstrating a minimal un­derstanding of how to re­spond to the performance using the vocabulary of dance. | The student meets **none** of the require­ments listed at left, there­by demon­strating no understanding of how to respond to the perfor­mance using the vocabu­lary of dance. |

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|  | Assessment Rubric |

**Scoring Notes**

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

* Creating rubric:
	+ To receive credit, the element of dance that the student includes must represent a *positive* quality of the product.
	+ Pantomime movements should not be credited as dance movements.
* Responding rubric:
	+ To receive credit for identifying a product and its positive qualities, the student’s response must include more than one quality.
	+ To receive credit for describing (with examples) how variety is created, the student’s explanation must correlate to the performance, and the student must provide at least three examples.
	+ To receive credit for explaining the choice of music, the student’s response must tell *how* or *why* the music correlates to the dance.

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|  | Response Sheets |

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

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

Responses

1. Give the name of the product that you chose to advertise and identify the positive qualities that you chose to express in your dance.

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1. Describe how you expressed those positive qualities in your dance through the elements of dance (space, time, and/or energy/force). Give specific examples.

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1. Describe how you created variety in your dance movements. Give specific examples.

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1. Explain the reason(s) you chose the musical accompaniment for your dance.

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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 pencil per student
* an audio/video recording device
* a selection of instrumental music and an audio player

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.
* Prior to the assessment, allow each student time to choose a product to advertise; this will be the basis of her/his dance.
* Provide an instrumental musical selection (without words) for each of the three tempos: fast, medium, and slow.
* The students should select their musical accompaniments for the performance before they choreograph their dances.
* The performance space should be at least 15' x 15'.
* 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.)
* Make a video recording of each student’s performance. 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.
* 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. Students who are being recorded must be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded. Ask each student to begin by clearly stating her or his name/number 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.

## 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 any questions. |
|  | 30 minutes | The students develop ideas and create and rehearse their dances. |
|  | **Day 2** |
|  | 5 minutes: | The students review and rehearse their dances. |
|  | 45 minutes: | Each student performs her/his dance for the teacher, who records it.  |
|  | **Day 3** |
|  | 5 minutes: | The teacher distributes response sheets to the students. |
|  | 15 minutes: | The students prepare their written or verbal responses. |
|  | 5 minutes: | The teacher collects the response sheets of the students who responded in writing. |
|  | 20 minutes: | (Optional) The teacher records the responses of students who need to 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, 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.

**focus**—1. the ability to concentrate and keep one’s attention fixed on the matter at hand; 2. where and how the dancer is looking or relating (single, multi, direct, indirect); 3. where the audience’s attention is directed.

**locomotor movement**—movement that travels through space.

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

***jump***—a basic locomotor movement that involves leaving the floor from both feet and landing on both feet.

***leap***—a basic locomotor movement in which weight transfers from one foot to the other, with a moment in which both feet are in the air at the same time.

**non-locomotor movement** (axial movement)—the movement that is performed around the axis of the body; non-locomotor movement does not travel through space.

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

**tempo**—the pace at which a piece of music or dance is performed.

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