

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Dance

Poetry in Motion

Grade 5

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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 in Motion

An OSPI-Developed Performance Assessment

Dance
Grade 5

Overview

This document contains information essential to the administration of *Poetry in Motion*, an OSPI-developed arts performance assessment for dance (Grade 5). 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 in Motion*

Each student receives two poems and chooses the one that interests the student the most. The student then creates a short dance, using movement to express the ideas, feelings, or images in the poem. The teacher records the student's performance.

Students also answer questions to explain the ideas expressed in their dances.

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 Grade 5	DA:Cr1.1.5	a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events). b. Construct and solve multiple movement problems to develop choreographic content.
Anchor 2 Grade 5	DA:Cr2.1.5	a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices. b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
Anchor 4 Grade 5	DA:Pr4.1.5	a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space. b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time. c. Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.

Anchor 5 Grade 5	DA:Pr5.1.5	<p>a. Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).</p> <p>b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance, and injury prevention.</p> <p>c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.</p>
Anchor 8 Grade 5	DA:Re8.1.5	<p>a. Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.</p>
Anchor 10 Grade 5	DA:Cn10.1.5	<p>a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.</p> <p>b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.</p>

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 recording device
- ◆ a selection of poetry
- ◆ a selection of instrumental music and an audio player (if music will be offered during performances)

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.
- ◆ If you allow the use of musical accompaniment, the music should have no lyrics and should be at least two-minutes long. You may choose music from any genre, but we recommend that you use a genre with which students have some familiarity. You may provide each student with 3–4 choices of musical selections that include a variety of tempos (fast, medium, and slow) or dynamics. The students should select their tempo and music for the performance after they have completed their choreography. They may also choose to perform without music.
- ◆ This assessment item presents a problem which can be solved by using 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. Students may perform any style of movement with a variety of space, time, and energy elements, chosen to express the particular ideas, feelings, and/or images asked for in the assessment.
- ◆ Choose poems that meet the following criteria: short, engaging, and understandable to a fifth-grade student; suggestive of movement through the use of lively verbs, descriptive adjectives, and adverbs. Haiku are particularly effective choices.

Recommendations include “Winter Moon,” “April Rain Song,” and “Dream Variations” by Langston Hughes; “First Snow” by Marie Louise Allen; “Crickets” by Valerie Worth; “Something Told the Wild Geese” by Rachel Field; “Spring Is” by Bobbi Katz; “How Many, How Much” by Shel Silverstein; “I Heard a Bird Sing” by Oliver Herford; “Bubbles” by Barbara Juster Estensen; “A Round” by Eve Merriam.

- ◆ 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.)
- ◆ Instruct students to include five (5) parts in their dance: A beginning, three different movements or movement phrases, and an ending.
- ◆ When recording the 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 orally. You should make a video or audio recording to document each student’s responses. Coach the 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 students to begin by clearly stating their names 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 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.

- ◆ “Performing beginning and ending shapes clearly” is accomplished when the performer maintains focus and intentional energy while holding the shape long enough for the audience to see the shape.
- ◆ The 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.

- ◆ A shape is not the same as a movement and should not be credited as one.
- ◆ 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.
- ◆ Responding rubric: On the response sheets, drawings or diagrams can be accepted to describe the students' 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.
- ◆ Responding rubric: All ideas and explanations must correlate to the actual performance to earn credit. Use discretion when assessing the vocabulary that the student uses to describe movement phrases and ideas (both the vocabulary of dance and movement words are acceptable).

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 and reads it aloud; the teacher then reviews the glossary and scoring rubrics. The students may ask questions. The teacher answers any questions.
- 10 minutes: The teacher reads the selection of poems (2 or 3) with the students, ensuring that students understand all vocabulary.
- 15 minutes: The students choose their poems and choreograph their dances.

Day 2

- 10 minutes: The students rehearse their dances. If music is desired, use five minutes to familiarize students with the musical selections.
- 25 minutes: Students perform their dances individually for the teacher, who records each performance. Students should perform their dances as if the recorder were the audience. (Meanwhile, the other students may do supervised activities in another room. If another teacher is not available to supervise, students who are not performing should exhibit appropriate audience behavior and personal management during the performance assessments of their peers.)

Day 3

- 15 minutes: The students prepare their written or oral responses.
 - 20 minutes: (Optional) The teacher records the responses of students who wish 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 Grade-5 Washington OSPI-developed arts performance assessment for dance. This assessment is called *Poetry in Motion*."
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 in Motion* (Grade 5)
- Assessment rubric
- Response sheets

Poetry in Motion

During Poetry Month, the librarian at the public library asked children to vote for their favorite poems. You have been asked to use one of the winning poems to create a dance for a special evening event. Your task is to use movement to show ideas, feelings, or images from the poem.

The librarian will give you two poems, and you will choose the poem that interests you the most. Taking your ideas from the words and images in the poem, you will create a short dance that expresses your ideas. The librarian will record your performance and will ask you to explain the ideas that your dance expresses.

Your Task

First, create your dance—

The librarian explains that you must meet the following requirements when choreographing your dance:

- Choose one of the poems provided.
- Choose at least three words, ideas, and/or images in the poem to express in your dance.
- Use movements that express each word, idea, and/or image and organize them into one dance.
- Create a dance that is no longer than 1 minute.
- Create a clear beginning and ending for your dance.

Second, perform your dance—

The librarian explains that you must meet the following requirements when performing your dance:

- Read the poem before you begin performing your dance.
- Perform your beginning and ending shapes clearly.
- Perform movement with intentional energy throughout.
- Perform movement to the fullest extent.
- Maintain focus and concentration throughout the dance.
- Perform your dance without interruption.

Third, respond to questions—

The librarian explains that you must meet the following requirements when responding to prompts or questions about your dance:

- Identify three words, ideas, and/or images from the poem that you showed in your dance.
- Describe how you expressed the words, ideas, and/or images in your dance.
- Use the vocabulary of dance correctly.

The librarian will give you time to create and rehearse your dance. After you perform, you will have time to respond (in writing or orally) to questions about the ways that you expressed the words, ideas, and/or images from your poem.

Poetry in Motion

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student demonstrates a thorough understanding of choreography by meeting all four of the requirements listed below:</p> <ul style="list-style-type: none"> ◆ Creates a clear beginning and ending (shapes or entrance/exit). ◆ Creates a movement to express one word, idea, or image in the poem. ◆ Creates a different movement to express a second word, idea, or image. ◆ Creates a different movement to express a third word, idea, or image. 	<p>The student demonstrates an adequate understanding of choreography by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of choreography by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of choreography by meeting one of the four requirements listed at left.</p>
Performing	<p>The student demonstrates a thorough understanding of performance skills and techniques by meeting all five of the following requirements:</p> <ul style="list-style-type: none"> ◆ Performs beginning and ending shapes clearly. ◆ Performs movement with intentional energy throughout. ◆ Performs movement to the fullest extent. ◆ Maintains focus throughout the dance. ◆ Performs without any interruptions. 	<p>The student demonstrates an adequate understanding of performance skills and techniques by meeting four of the five requirements listed at left.</p>	<p>The student demonstrates a partial understanding of performance skills and techniques by meeting three of the five requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of performance skills and techniques by meeting two of the five requirements listed at left.</p>
Responding	<p>The student demonstrates a thorough understanding of response skills by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Identifies at least three words, ideas, or images from the poem that were included in the dance. ◆ Explains how the first word, idea, or image is expressed in the dance. ◆ Explains how the second word, idea, or image is expressed in the dance. ◆ Explains how the third word, idea, or image is expressed in the dance. 	<p>The student demonstrates an adequate understanding of response skills by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of response skills by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of response skills by meeting two 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

1. What is the name of the poem and poet?

2. What three words, ideas, and/or images in the poem did you choose to express in your dance?

3. How did you use movement to express each word, idea, and/or image in your dance?

	Word, idea, or image in the poem:	How you used movement to express it:
1		
2		
3		

Glossary

choreograph: to arrange, compose, or create a dance

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

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

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

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

non-locomotor: movement that remains in place; movement that does not travel from one location to another or in a pathway through space

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)

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.