

## **OSPI-Developed Performance Assessment**

A Component of the  
Washington State Assessment System

### **The Arts: Dance**

# **Dancing Differences**

**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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# Dancing Differences

An OSPI-Developed Performance Assessment

Dance  
Grade 5

## Overview

This document contains information essential to the administration of *Dancing Differences*, 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 *Dancing Differences*

The students watch two dances, each from a different culture. After viewing this set of dances three times, each student responds to a set of prompts. These prompts guide the students to use their understanding of the elements of dance (space, time, and energy) to describe the ways that the two dances are similar and the ways that they are different.

## 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).

<b>Anchor 7</b> Grade 5	DA:Re7.1.5	a. Find meaning or artistic intent from the patterns of movement in a dance work. b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.
<b>Anchor 8</b> Grade 5	DA:Re8.1.5	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.
<b>Anchor 9</b> Grade 5	DA:Re9.1.5	a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.
<b>Anchor 10</b> Grade 5	DA:Cn10.1.5	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.

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
- ◆ an audiovisual recording device and player
- ◆ two recorded dances from different cultures

### 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.
- ◆ Choose dances from different cultures. Your selections should show elements of dance that can be clearly differentiated by the novice observer. Suggested sources include *Dancing*, a video series created by Rhoda Grauer, a production of Thirteen/WNET in association with RM Arts and BBC-TV, 1993; and *Multicultural Folk Dance*, Volume 1 or 2, by Christy Lane.
- ◆ Give the students background information about the dances, including the name of each dance, the country or culture it comes from, and, when applicable, the occasion for the dance.
- ◆ You may want to clarify that students should be observing movement (elements of dance) and not costumes, music, country of origin, or setting.
- ◆ Show the video clip of each dance three times. In order to help students to see the movement apart from the music, show the video clips without music the second and third times.
- ◆ Remind students to write the names of the dances at the top of their response sheets and to refer to the dances by name when presenting their perceptions of similarities and differences.

- ◆ 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.

## 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 **two-day** suggested timeframe:

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### Day 1

- |             |   |
|-------------|---|
| 10 minutes: | The teacher provides the class with the task and reads it aloud, then reviews the glossary and scoring rubric. The students ask questions; the teacher answers questions. |
| 20 minutes: | The students view each of the two dance selections three times, taking notes as they view the dances the second and third times.  |
| 15 minutes: | The students prepare their written or oral responses.   |
| 5 minutes:  | The teacher collects all notes and response sheets from the students.   |
- 

### Day 2

- |             |  |
|-------------|--|
| 5 minutes:  | The teacher distributes notes and response sheets to whichever students will be responding orally. |
| 20 minutes: | The teacher records the responses of the students who respond orally.                              |
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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 Grade-5 Washington OSPI-developed arts performance assessment for dance. This assessment is called *Dancing Differences*."
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: *Dancing Differences* (Grade 5)
- Assessment rubric
- Response sheets

# Dancing Differences

Your school is arranging a multicultural assembly to celebrate the many different kinds of people who live in our world. The purpose of the assembly is to encourage respect and appreciation for all peoples. You are on the committee that will help choose the program, and the principal has asked you to review and compare two of the dances that the committee is thinking about including.

Each dance comes from a different culture. First, you will view each dance three times. Then, you will use your understanding of the elements of dance to describe the ways that the dances are similar and the ways that they differ.

## Your Task

### **View and compare the two dances—**

The principal explains that you must meet the following requirements when you develop your comparison:

- Use the elements of dance (space, time, energy) to describe at least two ways that the dances are similar.
- Use the elements of dance to describe at least two ways that the dances differ.
- Use the vocabulary of dance correctly.

You will have time to view each dance three times. While viewing the two dances the first time, watch carefully, but do not take notes. While viewing the two dances for the second time, take notes on the similarities between them. While viewing the dances for the third time, take notes on the differences between them. After the viewing, you will be given time to prepare your response.

• Assessment Rubric •

***Dancing Differences***

	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
Responding	<p>The student demonstrates a thorough understanding of arts styles by meeting all five of the following requirements:</p> <ul style="list-style-type: none"><li>◆ Describes one similarity between the two dances.</li><li>◆ Describes a second similarity between the two dances.</li><li>◆ Describes one difference between the two dances.</li><li>◆ Describes a second difference between the two dances.</li><li>◆ Uses the vocabulary of dance correctly.</li></ul>	<p>The student demonstrates an adequate understanding of arts styles by meeting four of the five requirements listed at left.</p>	<p>The student demonstrates a partial understanding of arts styles by meeting three of the five requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of arts styles by meeting two of the five requirements listed at left.</p>

**No Score:** If the student demonstrates no understanding of the concepts indicated, meets one or 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

## Responses

	Name of Dance	Name of Country/Culture
Dance #1		
Dance #2		

1. Describe two ways that the dances are similar. Be sure to use the names of the dances as you describe them. Remember to use the vocabulary of dance correctly.

The first similarity is:

The second similarity is:

2. Describe two ways that the dances are different. Be sure to use the names of the dances as you describe them. Remember to use the vocabulary of dance correctly.

The first difference is:

The second difference is:

## Glossary

***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

***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

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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.