

# OSPI-Developed Performance Assessment

A Component of the  
Washington State Assessment System

## The Arts: Dance

# Dance Critic

Grade 8

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# Table of Contents

Introduction .....	ii
Overview .....	1
Test Administration: Expectations.....	1
Description of the Performance Assessment .....	2
Learning Standards .....	2
Supporting Materials and Resources for Teachers.....	3
Preparation for Administering the Assessment.....	3
Recommendations for Time Management.....	5
Assessment Task .....	6
Teacher’s Instructions to Students .....	6
Accommodations .....	6
Student’s Task.....	6
Glossary.....	11

# 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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# Dance Critic

An OSPI-Developed Performance Assessment

Dance  
Grade 8

## Overview

This document contains information essential to the administration of *Dance Critic*, an OSPI-developed arts 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.

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 *Dance Critic*

The students view a dance video and analyze the ideas or feelings expressed in the piece.

Each student takes notes while watching the video. The student then writes a description, which should include the student's own analysis of the dance. In particular, the student must evaluate how the three elements of dance (space, time, and energy) are used to express ideas or feelings in the dance.

## 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).

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<b>Anchor 8</b> Grade 8	DA:Re8.1.8	a. Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Cite evidence in the dance to support your interpretation, using genre specific dance terminology.
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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)
- ◆ a dance video (see guidelines below)
- ◆ one pencil per student
- ◆ an audiovisual recording device (if needed for individual 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 a dance video that includes at least three of the following: costumes, lighting changes, sets, and music. Suggested sources: *Dancing*, a video series created by Rhoda Grauer, a production of Thirteen/WNET in association with RM Arts and BBC-TV, 1993; one section of *Revelations* choreographed by Alvin Ailey from *Four by Ailey*, 1986; a selection from *Stomp Out Loud*, Warner Home Video, 1997; or a selection from *The Nutcracker* by Tchaikovsky.
- ◆ 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.
- ◆ As an alternative to a written response, you may permit students to respond orally:
  - Make a video or audio recording to document the student's responses.
  - Set up the recorder in a defined space so that the speaker can be seen at all times.
  - Coach 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/numbers and grade level into the recording device.
- ◆ 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.

### **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

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

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### Day 2

- 5 minutes: The teacher distributes notes and response sheets to the students.
  - 20 minutes: The students prepare their written (or oral) responses.
  - 5 minutes: The teacher collects the papers of the students who respond in writing.
  - 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-8 Washington OSPI-developed arts performance assessment for dance. This assessment is called *Dance Critic*.”
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: *Dance Critic* (Grade 8)
- Assessment rubric
- Response sheets (optional)

# Dance Critic

You are on a committee to select groups of performers who will come to your school and present at assemblies. Your task is to view a dance video of one group's work and analyze the ideas or feelings expressed in the piece. You'll then summarize your analysis for the rest of the committee.

First, you'll watch the dance video two times, taking notes while you watch. Next, you'll prepare a written description that includes your analysis of the dance that you watched. The other committee members will rely on your results when deciding which groups of performers to choose.

## Your Task

### Watch the video and write your review of the dance—

The committee explains that you must meet the following requirements when responding to the video:

- Watch the video two times.
- Describe one idea or feeling expressed in the dance.
- List three elements of dance (space, time, energy) that were used in the dance to express the idea or feeling that you described.
- Fully describe one detail from the dance that illustrates each element that you selected.
- Use the appropriate vocabulary of dance.

You will have time to watch the video two times, taking notes as you watch. You will then have time to prepare your response.

*Dance Critic*

	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
Responding	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of the elements and vocabulary of dance:</p> <ul style="list-style-type: none"> <li>◆ Describes one idea or feeling expressed in the dance.</li> <li>◆ Describes a detail from the dance that supports the selection of the first element.</li> <li>◆ Describes a detail from the dance that supports the selection of the second element.</li> <li>◆ Describes a detail from the dance that supports the selection of the third element.</li> </ul>	<p>The student meets three of the four requirements listed at left, demonstrating an adequate understanding of the elements and vocabulary of dance.</p>	<p>The student meets two of the four requirements listed at left, demonstrating a partial understanding of the elements and vocabulary of dance.</p>	<p>The student meets one of the four requirements listed at left, demonstrating a minimal understanding of the elements and vocabulary of dance.</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

## Responses

1. Describe one idea or feeling expressed in the dance:

2. Identify one element of dance that illustrated the idea or feeling that you saw in the dance; then, describe a detail from the dance that shows how this element illustrated that idea or feeling.

element of dance:

detail from the dance that shows how the element illustrated the idea or feeling:

3. Identify a second element of dance that illustrated the idea or feeling that you saw in the dance; then, describe a detail from the dance that shows how this element illustrated that idea or feeling.

element of dance:

detail from the dance that shows how the element illustrated the idea or feeling:

4. Identify a third element of dance that illustrated the idea or feeling that you saw in the dance; then, describe a detail from the dance that shows how this element illustrated that idea or feeling.

element of dance:

detail from the dance that shows how the element illustrated the idea or feeling:

## Glossary

***elements of dance:*** 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

***shape:*** the three-dimensional form a body takes in space, such as curved, angular, twisted, straight, symmetrical, or asymmetrical

***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.

***geometric:*** shapes and/or forms that are based on mathematical principles, such as a square/cube, circle/sphere, triangle/cone, or pyramid

***organic:*** shapes and/or forms that are irregular, often curving or rounded, and more informal than geometric shapes

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