

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Dance

Moving toward Alignment

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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Moving toward Alignment

An OSPI-Developed Performance Assessment

Dance
Proficient

Overview

This document contains information essential to the administration of *Moving toward Alignment*, 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 *Moving toward Alignment*

Students create and perform two warm-up phrases. For each phrase, they must include two exercises that facilitate proper alignment and two exercises that lengthen muscle groups. The teacher will record each student's performance. Students must also respond to questions about their work.

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 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:Pr5.1.1	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. b. Develop a plan for healthful practices in dance activities and every-day life, including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.

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 for each student)
- ◆ copies of the student-response sheets (one set for each student)
- ◆ one pencil per student
- ◆ an audiovisual recording device
- ◆ 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 item presents a problem which can be solved by using the 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. Any style of movement or sport requires correct alignment for efficiency and prevention of injury, and each style would call for its own warm-up.
- ◆ Students may choose their own musical accompaniment, or they may choose to warm up in silence.
- ◆ 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.)
- ◆ 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 their 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/numbers 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.

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:

Day 1

- 15 minutes: The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers questions.
- 25 minutes: The students create and rehearse warm-up phrases for two activities (one warm-up phrase for each activity).
- 10 minutes: The students prepare their written responses.

Day 2

- 10 minutes: The students review and rehearse their warm-ups before performing them.
 - 30 minutes: Students perform their warm-ups for the teacher; the teacher records each student's performance.
 - 10 minutes: The students complete or revise their written responses. 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 *Moving toward Alignment*."
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: *Moving toward Alignment* (High School Proficient)
- Assessment rubric
- Response sheets (optional)

Moving toward Alignment

The community center is seeking young people to teach in their summer health and fitness program. As part of the application process, the director of the community center has asked you to create and perform two warm-up phrases.

You may choose the two phrases. Focus the warm-ups on anatomical alignment and flexibility. For each phrase, include two different exercises to facilitate correct, healthy alignment, and two exercises to lengthen appropriate muscle groups.

Your teacher will record your performance. You will also be asked to explain how each exercise supports the maintenance of appropriate alignment and flexibility.

Your Task

First, create your warm-ups—

Your dance or fitness teacher explains that you must meet the following requirements when creating your warm-ups:

- Create two warm-ups. (You may choose any dance style/genre or sports activity.)
- Include in each warm-up two exercises to support alignment and two exercises to lengthen appropriate muscle groups.
- Organize each warm-up and create smooth transitions so that the warm-up can be done as a continuous phrase.

Second, perform your warm-ups—

Your dance or fitness teacher explains that you must meet the following requirements when performing your two warm-ups:

- Perform each segment of the warm-ups fluently.
- Use intentional energy throughout your performance.
- Perform all movements to the fullest extent.
- Include a clear beginning and ending.

Third, complete your response sheets—

Your dance or fitness teacher explains that you must meet the following requirements when responding to questions and prompts about your performance:

- For each warm-up, explain how the warm-up exercise prepares the body for developing correct alignment in the given style/genre of dance or sport.
- For each warm-up, explain how the exercise prepares muscle groups for that particular activity or style.
- Use the vocabulary of dance, health, and fitness correctly.

Your dance or fitness teacher will give you time to create and rehearse your warm-ups. (Your final performance will be recorded.) Your teacher will also give you time to prepare your responses.

Moving toward Alignment

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student demonstrates understanding of the skills of dance, health, and fitness by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Creates 2 exercises that focus on alignment for the first activity’s warm-up. ◆ Creates 2 exercises that focus on flexibility for the first activity’s warm-up. ◆ Creates 2 exercises that focus on alignment for the second activity’s warm-up. ◆ Creates 2 exercises that focus on flexibility for the second activity’s warm-up. 	<p>The student demonstrates an adequate understanding of the skills of dance, health, and fitness by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of the skills of dance, health, and fitness by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of the skills of dance, health, and fitness by meeting one of the four requirements listed at left.</p>
Performing	<p>The student demonstrates understanding of the skills and technique of dance by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Performs each segment of the warm-ups fluently. ◆ Uses intentional energy throughout the performance. ◆ Performs all movements to the fullest extent. ◆ Performs beginning and ending clearly. 	<p>The student demonstrates an adequate understanding of the skills and technique of dance by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of the skills and technique of dance by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of the skills and technique of dance by meeting one of the four requirements listed at left.</p>
Responding	<p>The student demonstrates understanding of dance skills and health by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Identifies and describes 2 exercises in the first warm-up that prepare alignment. ◆ Identifies and describes 2 exercises in the first warm-up that increase flexibility. ◆ Identifies and describes 2 exercises in the second warm-up that prepare alignment. ◆ Identifies and describes 2 exercises in the second warm-up that increase flexibility. 	<p>The student demonstrates adequate understanding of dance skills and health by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates partial understanding of dance skills and health by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates minimal understanding of dance skills and health by meeting 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 the dance styles/genres or sports activities for which you created warm-ups. Explain how your exercises develop correct alignment and lengthen muscle groups for the particular activity or style. Use the vocabulary of dance, health, and fitness correctly.

1. first warm-up phrase:

2. second warm-up phrase:

Glossary

agility: the ability to change the position of one's body quickly, control the movement of one's body, and move with ease or kinetic flow

alignment: the process of adjusting the skeletal and muscular system to gravity to support effective functionality

anatomical principles: the way the human body's skeletal, muscular and vascular systems work separately and in coordination

balance: 1. the ability to maintain one's stability; 2. in composition, the arrangement of sections of a dance and/or the use of the performance space to create a sense of equilibrium

bend: to bring two body parts closer together

body patterning: neuromuscular patterns (for example, core-distal, head-tail, homologous [upper-lower], homo-lateral [same-side], cross-lateral [crossing the body midline])

body-mind principles: concepts explored and/or employed to support body-mind connections (for example, breath, awareness of the environment, grounding, movement initiation, use of imagery, intention, inner-outer, stability-mobility)

body-use: the ways in which movement patterns and body parts are used in movement and dance practice; descriptive method of identifying patterns

cool-down: movements and movement phrases designed to cool down core body temperature and stretch muscles after dancing

coordination: the ability to use the senses together with the parts of the body, or to use two or more body parts together

core: the muscular and skeletal structures in the center of the body, including the abdomen, spine, and pelvis.

counterbalance: the process by which balance is maintained by placing an equal weight in the opposite direction

distal: the position of a body part or location situated away from the center of the body or from the point of attachment

effort actions: specific actions (as defined by Rudolf von Laban) that combine the efforts of time (quick/sustained), weight (powerful/delicate), and space (direct/indirect) into eight unique actions: dab, float, glide, slash, wring, punch, flick, and press

flexibility: the ability to move the joints and muscles through a full range of motion

flexion: bending or folding any part of the body toward its point of origin or the body's center

functional alignment: the organization of the skeleton and musculature in a relationship to gravity that supports safe and efficient movement while dancing

kinesthetic awareness: pertaining to sensations and understanding of bodily movement

movement phrase: a brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion

opposition: the position or movement of one part of the body in contrast to another; for example, the left arm moves to the right, while the left leg moves to the left

pattern: the intentional repetition of the elements and movements of dance

proximal joints: situated nearer to the center of the body or the point of attachment (for example, shoulder and hip joints); the opposite of distal

pulse: an underlying steady beat expressed in the body (the source of the pulse can be internal or external)

range of motion: the extent of movement that is possible using the joints and muscles

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

strength: the amount of force a muscle can exert

stretch: to elongate or extend one's limbs or body

twist: to form into a bent, curling, spiraled, or distorted shape

warm-up: movements and movement phrases that are designed to raise the core body temperature and increase blood and oxygen flow in preparation for dancing

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).