

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Dance

Youth and the Arts

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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Youth and the Arts

An OSPI-Developed Performance Assessment

Dance
Proficient

Overview

This document contains information essential to the administration of *Youth and the Arts*, 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 *Youth and the Arts*

Each student choreographs a short dance:

The student chooses the subject of the dance and selects the music for it. The student may choreograph the dance as a solo or as an ensemble work for a small group. The student must also keep track of the creative process and submit an explanation of the work. The teacher will record the final performance of 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).

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 2 High School Proficient	DA:Cr2.1.1	a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent. b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.
Anchor 3 High School Proficient	DA:Cr3.1.1	a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate the impact of choices made in the revision process. b. Compare recognized systems to document a section of a dance, using writing, symbols, or media technologies.

Anchor 7 High School Proficient	DA:Re7.1.I	a. Analyze recurring patterns of movement and their relationships in dance in the context of artistic intent. b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology.
Anchor 10 High School Proficient	DA:Cn10.1.I	a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one’s own interpretation. Provide evidence to support one’s analysis. b. Collaboratively identify a dance-related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare, orally and in writing, the process used in choreography to that of other creative, academic, or scientific procedures.

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 performance space (at least 15' x 15')
- ◆ an audiovisual recording device
- ◆ a selection of instrumental music and an audio player

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.
- ◆ While the performance of a given dance may include several other students as dancers, you will assess the work of the individual student who choreographed the dance.
- ◆ Prior to the assessment, allow the students time to select subjects and instrumental music for their dances.
- ◆ Provide a selection of familiar instrumental music (without words); include examples of a variety of tempos and rhythms. Students may bring in their own instrumental music if they choose.
- ◆ A student may choose to choreograph a dance:
 - As a solo piece for the student's own performance.
 - As a solo piece for someone else to perform.
 - As an ensemble piece for a small group to perform.
- ◆ Prior to starting the assessment, assign partners (or allow students time to choose partners) who will watch the performance and provide feedback.
- ◆ Record all final performances. The recorder must be set up in a defined space so that the performer(s) can be seen at all times.

- ◆ Students must perform in bare feet or appropriate dance/athletic shoes for safety.
- ◆ 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 a teacher or instructional aide, who will write them down.
- ◆ 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 students who are being recorded to face the recording device when responding.
 - Students may have a copy of the response sheet when being recorded.
 - 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.

Scoring Notes

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

- ◆ First Rubric: In order to be credited as a *variety* of components, there must be two or more.
- ◆ Third Rubric: Discussions of the rehearsal process can be credited as the creative process.

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 **four-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 any questions.
- 45 minutes: The students develop ideas and choreograph their dances.

Day 2

- 15 minutes: The students rehearse the dances that they choreographed.
- 10 minutes: The students perform (or have their dances performed) for their partners, who provide feedback.
- 10 minutes: The students refine and rehearse their dances based on the feedback that they received.

Day 3

- 5 minutes: The teacher distributes response sheets to the students.
- 45 minutes: While each student's choreography is being recorded, the remaining students prepare their written or oral responses.
- 5 minutes: The teacher collects the response sheets.

Day 4

- 5 minutes: The teacher returns the response sheets to the students who will respond orally.
 - 20 minutes: The teacher records the oral responses.
-

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 *Youth and the Arts*."
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: *Youth and the Arts* (High School Proficient)
- Assessment rubric
- Response sheets (optional)

Youth and the Arts

This summer, the mayor of your city is organizing a week of celebration focusing on youth and the arts. Your dance teacher has asked you to choreograph a dance that will be submitted as an entry for the celebration.

The dance that you choreograph must be between one and two minutes long. You will choose the subject of the dance and select the music for it. You may choreograph the dance as a solo for yourself, a solo for another student, or an ensemble work for a small group of students. You'll need to track your creative process and submit an explanation of your work. Your teacher will make a video recording of your performance of your choreography.

Your Task

First, create your dance—

Your dance teacher explains that you must meet the following requirements when creating your dance:

- Select a subject and piece of instrumental music with the approval of your teacher.
 - Choose a subject or content area that reaches a wide audience.
 - Choose a piece of instrumental music that reaches a wide audience.
- Apply the creative process as you choreograph your dance.
 - Conceptualize the context or purpose.
 - Gather information from diverse sources.
 - Develop ideas and techniques.
 - Organize arts elements, forms, and/or principles into a creative work.
 - Reflect for the purpose of elaboration and self-evaluation.
 - Refine work based on feedback.
 - Present work to others.
- Use the three elements of dance (space, time, energy/force) to create the movement phrases.
- Include a clear organizational structure (form).
- Choreograph a dance that is between one and two minutes long.

Second, complete your response sheets—

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

- Identify the subject, choice of instrumental music, and title of your dance.
- Explain how the instrumental music that you chose relates to the subject.
- Explain with specific examples how you used the elements of dance in your choreography.
- Describe and analyze the organizational structure that you used to express your subject.
- Explain the style of your choreography.
- Identify the influences that impacted the style of your choreography.
- Explain how this choreographed dance is representative of your style.
- Describe four steps of the creative process that you used when developing your choreography.
- Use the vocabulary of dance correctly.

Your teacher will give you time first to create your choreographed dance, and then to rehearse the dance (performed by you as a solo, by someone else as a solo, or by a small group as an ensemble). After this initial rehearsal, you will have the opportunity to perform your dance for another student, who will give you feedback. You will then refine the dance based on the feedback that you received and rehearse for the final performance. Your teacher will record your final performance. After your performance, you will prepare your response.

Youth and the Arts

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student demonstrates a thorough understanding of choreography by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Uses a variety of <i>space</i> components. ◆ Uses a variety of <i>time</i> components. ◆ Uses a variety of <i>energy</i> components. ◆ Includes a clear structure to communicate the choreography. 	<p>The student demonstrates an adequate understanding of choreography by meeting three of the requirements listed at left.</p>	<p>The student demonstrates a partial understanding of choreography by meeting two of the requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of choreography by meeting one of the requirements listed at left.</p>
Responding	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of communication through the arts:</p> <ul style="list-style-type: none"> ◆ Explains (with specific examples) how the dance elements were used. ◆ Describes and analyzes the structure of the choreography. ◆ Identifies the style of the choreography and its influences. ◆ Uses the vocabulary of dance correctly. 	<p>The student meets three of the requirements listed at left, demonstrating an adequate understanding of communication through the arts.</p>	<p>The student meets two of the requirements listed at left, demonstrating a partial understanding of communication through the arts.</p>	<p>The student meets one of the requirements listed at left, demonstrating a minimal understanding of communication through the arts.</p>
Connecting	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of the use of the creative process in the arts:</p> <ul style="list-style-type: none"> ◆ Describes one step of the creative process used to develop the choreography. ◆ Describes a second step of the creative process used to develop the choreography. ◆ Describes a third step of the creative process used to develop the choreography. ◆ Describes a fourth step of the creative process used to develop the choreography. 	<p>The student meets three of the requirements listed at left, demonstrating an adequate understanding of the use of the creative process in the arts.</p>	<p>The student meets two of the requirements listed at left, demonstrating a partial understanding of the use of the creative process in the arts.</p>	<p>The student meets one of the requirements listed at left, demonstrating a minimal understanding of the use of the creative process in the arts.</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
Responding Score	4	3	2	1
Connecting Score	4	3	2	1

Responses

1. Identify the subject, choice of instrumental music, and title of your dance:

a. subject/content area:

b. title of instrumental music:

c. title of dance:

2. Explain how your choice of instrumental music relates to the subject.

3. Explain (with specific details) how you used the elements of dance.

a. space:

b. time:

c. energy:

4. Describe the organizational structure that you used to express your subject/content.

5. Explain/analyze how the structure that you chose expressed your content.

6. Explain your choreographic style. What has influenced or impacted it?

7. Explain how this choreographed dance is representative of your style.

8. Describe four steps of the creative process that you used to develop your choreography.

a. first step:

b. second step:

c. third step:

d. fourth step:

Glossary

ABA: a three-part compositional form in which the first and last parts are the same and the middle part is different

choreograph: to arrange, compose, or create a dance

creative process: the process by means of which an artist creates a work of dance; the steps include:

Determining the audience for and purpose of a performance

Improvising (alone and with a group) by using the elements of dance (space, time, and energy/force) to create, experience, and discover dance

Gathering and interpreting information from diverse sources to create dances

Choosing elements, principles, and skills to choreograph dances

Reflecting for the purposes of self-evaluation and improvement

Refining dances through feedback and self-reflection

Presenting dances to others

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

form/design: a principle of choreography/composition; the organization and sequencing of sections of a dance into an overall whole

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

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

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

principles of choreography/composition:

form/design: the organization and sequence of sections of a dance into an overall whole

theme: the content that informs a piece of choreography; the theme may be taken from the movement itself (for example, expanding and contracting) or from other sources (for example, ideas, images, or emotions)

repetition: the repeated use of a movement, movement phrase, or element

emphasis: the importance given to certain moments in the dance

balance: the arrangement of the sections of a dance and/or the use of the performance space to create a sense of equilibrium

contrast: the use of movements with different or opposite dynamics, shapes, or uses of space

variety: the use of artistic elements in a work to create differences that add interest

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.