

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Dance

Moving Masterpieces

Grade 8

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Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

For more information about the contents of this document, please contact:

Anne Banks, The Arts Program Supervisor
Phone: 360-725-4966
email: anne.banks@k12.wa.us

Or contact the Resource Center at 888-595-3276, TTY 360-664-3631

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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:

Anne Banks, Program Supervisor, The Arts
360-725-4966, anne.banks@k12.wa.us

Moving Masterpieces

An OSPI-Developed Performance Assessment

Dance
Grade 8

Overview

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

Each student chooses an artwork from a selection of two works of visual art. The student then choreographs and performs a solo dance inspired by the artwork.

The teacher will record the student's final performance of the dance. The student must also respond to a series of questions about 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 Grade 8	DA:Cr1.1.8	a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance. b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.
Anchor 2 Grade 8	DA:Cr2.1.8	a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices. b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.
Anchor 3 Grade 8	DA:Cr3.1.8	a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent. b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.

Anchor 4 Grade 8	DA:Pr4.1.8	<p>a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.</p> <p>c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.</p>
Anchor 5 Grade 8	DA:Pr5.1.8	<p>a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.</p>
Anchor 7 Grade 8	DA:Re7.1.8	<p>a. Describe, demonstrate, and discuss patterns of movement and their relationships in dance in context of artistic intent.</p> <p>b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p>
Anchor 8 Grade 8	DA:Re8.1.8	<p>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.</p>

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 performance space (at least 15' x 15')
- ◆ one pencil per student
- ◆ a recording device
- ◆ two contrasting art prints
- ◆ a selection of 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 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 can be performed with a variety of space, time, and energy elements, chosen to express the particular ideas, feelings, and/or images asked for in the assessment. If you work within a particular style or genre of dance, that style or genre may influence your choice of art prints.
- ◆ Choose two visual art prints that might suggest movement. The following are some recommended samples: *Starry, Starry Night* by Vincent VanGogh, *Parade* by Jacob Lawrence, *Me and My Village* by Marc Chagall, *Dog in Front of the Sun* by Joan Miro, *The Brooklyn Bridge* by Joseph Stella.
- ◆ This assessment does not require musical accompaniment; however, if musical accompaniment is used, the musical selections should have no lyrics and should each be about two-minutes long.

- ◆ You may choose any genre of music to use with this task. We recommend that you use a genre with which students have some familiarity. You may provide three or four choices of musical selections that include a variety of tempos and dynamics. The students should select their preferred music for the performance after they have completed their choreography. They may also choose 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.)
- ◆ Students must perform in bare feet or appropriate dance/athletic shoes for safety.
- ◆ Each student should conclude the performance with a three-second neutral pause to indicate a clear 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.
- ◆ 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.

- ◆ 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.
- ◆ 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:
 - Drawings or diagrams can be accepted to describe the students' choices provided that the drawings or diagrams 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.
 - All ideas and explanations must correlate to the actual performance to earn credit. In other words, if a student says "I swung my arms above my head to represent the wind," but the student really did not perform such a movement, then the response would not be credited for that description. Use discretion when assessing the vocabulary that students use 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.
- 30 minutes: The students choreograph and rehearse their dances.

Day 2

- 10 minutes: The students review and rehearse their dances before performing.
- 35 minutes: Students take turns performing their dances for the teacher, who records each performance.

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-8 Washington OSPI-developed arts performance assessment for dance. This assessment is called *Moving Masterpieces*."
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 Masterpieces* (Grade 8)
- Assessment rubric
- Response sheets

Moving Masterpieces

A traveling show of the visual arts will be coming to your school. The parent association at your school wants to sponsor a dance performance to open the visual arts show. You have been selected to choreograph a solo dance for the opening of this show.

The parent association has asked that you choose from two works of visual art: You'll use the artwork as the subject of your choreography. Next, you'll perform your dance for your teacher, who will record your performance. You will also respond to a series of questions about your dance. Your performance and response will determine if you are selected to perform your dance at the opening of the visual arts show.

Your Task

First, create your dance—

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

- Choose one of the two works of art provided to use as the subject of your choreography.
- Choose four visual arts elements (color, form, line, shape, texture, value/shading), or images (such as a horse, a violin, or a tower) from the artwork you selected.
- Use movement (space, time, energy) to represent each of the different visual arts elements or images that you selected.

Second, perform your dance—

The parent association explains that you must meet the following requirements when performing the dance that you choreographed:

- Perform a clear beginning and ending.
- Perform movement with intentional energy throughout.
- Perform all movements to the fullest extent.
- Maintain focus/concentration throughout the dance.
- Perform your dance without interruption.

Third, complete your response sheets—

The parent association explains that you must meet the following requirements when responding to questions and prompts about your performance:

- Identify the artwork that you selected.
- Identify the four visual arts elements or images that you selected.
- Describe how you expressed each of the visual arts elements or images in your dance.
- Support your explanation with specific examples.
- Use the vocabulary of dance correctly.

You will have time to create and rehearse your dance before performing it for your teacher. Your teacher will record your performance. You will have time to prepare written responses.

Moving Masterpieces

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student demonstrates a thorough understanding of the connections across the arts by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Uses a dance movement to represent one visual arts element or image. ◆ Uses a dance movement to represent a second visual arts element or image. ◆ Uses a dance movement to represent a third visual arts element or image. ◆ Uses a dance movement to represent a fourth visual arts element or image. 	<p>The student demonstrates an adequate understanding of the connections across the arts by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of the connections across the arts by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of the connections across the arts by meeting one of the four requirements listed at left.</p>
Performing	<p>The student demonstrates a thorough understanding of arts skills and techniques by meeting all five of the following requirements:</p> <ul style="list-style-type: none"> ◆ Includes a clear beginning and ending. ◆ Uses intentional energy throughout the performance. ◆ Performs all movements to the fullest extent. ◆ Maintains focus/concentration throughout the dance. ◆ Performs the dance without interruption. 	<p>The student demonstrates an adequate understanding of arts skills and techniques by meeting four of the five requirements listed at left.</p>	<p>The student demonstrates a partial understanding of arts skills and techniques by meeting three of the five requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of arts skills and techniques by meeting two of the five requirements listed at left.</p>
Responding	<p>The student demonstrates a thorough understanding of performance in the response by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Identifies one visual arts element or image and describes how it is expressed through dance. ◆ Identifies a second visual arts element or image and describes how it is expressed through dance. ◆ Identifies a third visual arts element or image and describes how it is expressed through dance. ◆ Identifies a fourth visual arts element or image and describes how it is expressed through dance. 	<p>The student demonstrates an adequate understanding of performance in the response by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of performance in the response by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of performance in the response 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

1. Identify the artwork that you selected and the name of the artist:

2. Identify the four visual arts elements or images that you selected and describe how you expressed each one in your dance. Support your explanations with specific examples. Use the vocabulary of dance correctly.

	Visual arts elements or images	How you expressed each element or image:
1		
2		
3		
4		

Glossary

choreograph: to arrange, compose, or create a dance

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

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

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

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

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, drawn from the glossary of visual arts, are also useful for this assessment.

color: an element of visual art; the visible range of reflected light. Color has three properties: hue, value, and intensity

elements of visual arts: the basic components that make up a work of art: color, form, line, shape, space, texture, and value (see Appendix 3 for grade-level skills):

color: the visible range of reflected light. Color has three properties: hue, value, and intensity (brightness or dullness)

form: a three-dimensional object that has height, length, width, and depth

line: the one-dimensional path of a dot through space used by artists to control the viewer's eye movement; a thin mark made by a pencil, pen, or brush

shape: a closed space made when a line connects to itself

space: an element of visual arts; the area above, below, around, and within an artwork; the illusion of depth or space on a flat surface, created by means of the following techniques: rendering shapes and forms so that they overlap and using size, detail, value, color, and linear perspective

texture: an element of visual arts that portrays surface quality: actual texture is how something feels; visual texture is how something appears to feel

value: the lightness and darkness of a line, shape, or form

line: an element of visual arts; the flat path of a dot through space used by artists to control the viewer's eye movement; a long narrow mark or stroke made on or in a surface; a thin mark made by a pencil, pen, or brush. The repetition of lines (and/or shapes) is used to create texture, pattern, and gradations of value

shape: an element of visual arts; a two-dimensional (flat) area enclosed by a line:

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

texture: an element of visual arts; the portrayal of the quality of a surface by using drawing techniques to create texture and patterns, such as stippling, hatching, cross hatching, scribbling, broken lines, and repeating lines and shapes (see examples below); actual texture is how something feels when touched; visual texture (also called simulated texture) is how something appears to feel

value: an element of visual arts; the lightness and darkness of a line, shape, or form; a measure of relative lightness and darkness

Terms in italics are reproduced from the glossary of the National Core Arts: Visual Arts 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: Visual Arts by Grade Level* (2017).