

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Dance

Shape It Up

Grade 5

Office of Superintendent of Public Instruction
August 2018



Office of Superintendent of Public Instruction
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

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.



Except where otherwise noted, this Washington Arts K–12 assessment by the Office of Superintendent of Public Instruction is licensed under a Creative Commons Attribution 4.0 International License. All logos and trademarks are property of their respective owners.

This work references the Washington State Learning Standards in The Arts (<http://www.k12.wa.us/Arts/Standards/default.aspx>).

All standards designations are from the National Core Arts Standards (<http://nationalartsstandards.org/>). Copyright © 2015 National Coalition for Core Arts Standards/All Rights Reserved—Rights Administered by SEADAE.

Table of Contents

Introductionii

Overview 1

Test Administration: Expectations..... 1

Description of the Performance Assessment 2

Learning Standards 2

Supporting Materials and Resources for Teachers..... 4

 Preparation for Administering the Assessment..... 4

 Recommendations for Time Management..... 7

Assessment Task 8

 Teacher’s Instructions to Students 8

 Accommodations 8

 Student’s Task..... 8

Glossary..... 14

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

Shape It Up

An OSPI-Developed Performance Assessment

Dance
Grade 5

Overview

This document contains information essential to the administration of *Shape It Up*, 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 *Shape It Up*

Each student creates a dance that shows the form and qualities of one geometric shape. After creating a dance, the student may choose music (with a fast, medium, or slow tempo) to accompany it. The teacher will record the final performance.

Students must also respond to prompts and questions about their dances.

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 5	DA:Cr1.1.5	a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events). b. Construct and solve multiple movement problems to develop choreographic content.
Anchor 2 Grade 5	DA:Cr2.1.5	a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices. b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
Anchor 4 Grade 5	DA:Pr4.1.5	a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space. b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time. c. Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.

Anchor 8
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.

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/digital recording device
- ◆ selections 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.
- ◆ If you allow the use of musical accompaniment, the music should have no lyrics and should be at least two-minutes long. You may choose music from any genre, but we recommend that you use a genre with which students have some familiarity. You may provide each student with 3–4 choices of musical selections that include a variety of tempos (fast, medium, and slow) or dynamics. The students should select their tempo and music for the performance after they have completed their choreography. They may also choose to perform without music.
- ◆ This assessment item presents a problem which can be solved by using the basic elements of dance with any style or genre, such as ballet, ballroom, creative movement, drill, ethnic, folk, hip-hop, historical, jazz, modern, musical theatre, or tap. Students may perform any style of movement with a variety of space, time, and energy elements, chosen to express the particular ideas, feelings, and/or images asked for in the assessment.
- ◆ 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.)

- ◆ Prior to the assessment, give students time to select the geometric shapes that they will use in their dances.
- ◆ 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. Students who are being recorded must be coached 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. Student should begin by 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.

Scoring Notes

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

- ◆ “Performing beginning and ending shapes clearly” is accomplished when the performer maintains focus and intentional energy while holding the shape long enough for the audience to see the shape.
- ◆ 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.
- ◆ In the student’s response (Responding Rubric), drawings or diagrams can be accepted to describe the student’s choices, provided that they 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.
- ◆ In the student’s response (Responding Rubric), all ideas and explanations must correlate to the actual performance to earn credit. Use discretion when assessing the vocabulary used 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, then reviews the glossary and scoring rubric. The students ask questions; the teacher answers questions.
- 30 minutes: The students choreograph and rehearse their dances.

Day 2

- 10 minutes: The students review and practice their dances before performing.
- 35 minutes: Each student performs individually, and the teacher records the performance. Note: If another teacher is not available to help supervise, the students who are not performing are to exhibit appropriate audience behavior and personal management during the performance assessments of their peers. Students perform their dances as if the recorder were the audience.

Day 3

- 15 minutes: Students prepare their oral or written responses.
 - 20 minutes: (Optional) 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 Grade-5 Washington OSPI-developed arts performance assessment for dance. This assessment is called *Shape It Up*."
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: *Shape It Up* (Grade 5)
- Assessment rubric
- Response sheets (optional)

Shape It Up

The director of a popular children's television show is going to make an educational show for younger children about mathematics. The director is looking for older students to help create and perform the lessons. The first lesson about geometric shapes is called "Shape It Up," and you have been asked to prepare and perform part of the lesson.

Your job is to create a dance that clearly shows the form and qualities of one geometric shape. After you create your dance, if you want to use music, you may choose music with a fast, medium, or slow tempo to fit your idea. Your teacher will record your performance and will ask you to respond to prompts and questions about your dance.

Your Task

First, create your dance—

The director explains that you must meet the following requirements when creating your dance:

- Choose a geometric shape (for example, a circle, triangle, or trapezoid).
- Create a dance that shows the form and qualities of the shape.
- Show your geometric shape in at least four different ways, using the elements of dance (space, time, energy).
- Create a clear beginning and ending shape.

Second, perform your dance—

The director explains that you must meet the following requirements when performing your dance:

- Perform your beginning and ending shapes clearly.
- Use intentional energy throughout the performance.
- Perform movement to the fullest extent.
- Maintain focus and concentration throughout the dance.
- Perform without interruption.

Third, respond to questions—

The director explains that you must meet the following requirements when responding to prompts or questions about your dance:

- Identify your geometric shape.
- Describe the parts of your dance, including at least four ways that you showed your shape in your dance.
- Use the vocabulary of dance correctly.

You will have time to choreograph and rehearse your dance before performing for your teacher. Your performance will be recorded. You will also have time to prepare written responses.

Shape It Up

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student demonstrates a thorough understanding of the connections across the arts by using the elements <i>time, space, and/or energy</i> to meet all of the following requirements:</p> <ul style="list-style-type: none"> ◆ Creates a movement to express the geometric shape in one way. ◆ Creates a movement to express the geometric shape in a second way. ◆ Creates a movement to express the geometric shape in a third way. ◆ Creates a movement to express the geometric shape in a fourth way. 	<p>The student demonstrates an adequate understanding of the connections across the arts by using the elements <i>time, space, and/or energy</i> to meet three of the requirements listed at left.</p>	<p>The student demonstrates a partial understanding of the connections across the arts by using the elements <i>time, space, and/or energy</i> to meet two of the requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of the connections across the arts by using the elements <i>time, space, and/or energy</i> to meet one of the 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"> ◆ Performs beginning and ending shapes clearly. ◆ Uses intentional energy throughout the performance. ◆ Performs all movements to the fullest extent. ◆ Maintains focus and 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 how to respond to the performance by meeting all five of the following requirements:</p> <ul style="list-style-type: none"> ◆ Identifies the geometric shape that is actually in the dance. ◆ Uses the vocabulary of dance to describe one way that an element of dance showed the geometric shape in the dance. ◆ Uses the vocabulary of dance to describe a second way that an element of dance showed the geometric shape. ◆ Uses the vocabulary of dance to describe a third way that an element of dance showed the geometric shape. ◆ Uses the vocabulary of dance to describe a fourth way that an element of dance showed the geometric shape. 	<p>The student demonstrates an adequate understanding of how to respond to the performance by meeting four of the five requirements listed at left.</p>	<p>The student demonstrates a partial understanding of how to respond to the performance by meeting three of the five requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of how to respond to the performance by meeting two of the five 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. What geometric shape did you choose to show in your dance?

2. Using the elements *space*, *time*, and *energy*, describe the parts of your dance, including the ways that you showed your geometric shape:

a. Describe your beginning shape:

b. Describe the 1st movement that you used to show your shape:

c. Describe the 2nd movement that you used to show your shape:

d. Describe the 3rd movement that you used to show your shape:

e. Describe the 4th movement that you used to show your shape:

f. Describe your ending shape:

Glossary

choreograph: to arrange, compose, or create a dance

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

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

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

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.

geometric shape: any shape that is based on mathematical principles, such as a circle, triangle, or trapezoid

time: an element of dance; when and how a dance includes tempo, rhythm, duration, speed, and so on