



Providence Academy of International Studies

## **DANCE PROFICIENCY HANDBOOK**

For Coaches and Evaluators of the  
Rhode Island Dance Proficiencies

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Sponsored by Rhode Island Arts Learning Network, Dance Alliance  
Of RI, RI Teacher Education Renewal, & Providence College  
Education Dept.



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## Introduction

The Rhode Island public schools are in the process of implementing proficiency-based graduation requirements at the high school level. These proficiency requirements must be met in six different areas, one of which is the arts. Dance is one of four art forms that may be used to fulfill the arts requirement. Although dance is offered at only a few schools in the state, many youth have been able to study dance at private studios, with community groups, or through their families. Anyone who has a dance background may opt to fulfill his or her arts requirement through showing proficiency in dance. Even those without previous dance training may be able to fulfill the proficiency if they begin serious study of dance during the high school years.

Some of the activities that fulfill proficiencies for dance may also fulfill proficiencies for other requirements. For example, a dance paper that you write for dance proficiency may also fulfill part of your English Language Arts proficiency.

### For Students: How To Begin

**1.** Review the requirements for proficiency in dance. The requirements are listed on the chart called "Body of Work" found in this Handbook. Proficiency is divided into three sections:  
1- Creating (choreography, or making dances)  
2- Performing (ballet, jazz, modern, tap, hip hop, Latin dance, Irish dance, and many others)  
3- Responding (discussing and writing about dance)

**2.** Familiarize yourself with the RI Arts Learning website and samples of student work.

**<[www.riartslearning.net](http://www.riartslearning.net)>**

**3.** Select 2 out of the following 3 to complete during your high school years.

- Creating
- Performing
- Responding

**4.** Complete the Dance Proficiency Proposal Form. This form helps you decide how you will fulfill the proficiency.

**5.** Complete the Approval Form. The form must be signed by either a parent or guardian, and by a school representative, such as a teacher or principal, and by your proficiency coach.

**6.** Ask your school to provide you with a Dance Proficiency Coach. This person will meet with you 3 times each semester for a minimum of 3 hours total to help you stay on track with your plan. The coach will also be available for advice via e-mail. The names and contact information of Dance Proficiency Coaches can be found in this book and also on the website [www.riartslearning.net](http://www.riartslearning.net).

**7.** Work on your dance proficiency projects as outlined in your plan. Keep a journal of your progress. You will also need to keep records of your projects, which may include videotapes, papers, photos, electronic files, and other kinds of documentation.

**8.** When you and your coach think that you are ready, gather all of your documentation together for evaluation. The evaluators will give feedback on each part of your portfolio. This evaluation will let you know if your work is proficient. If it is proficient, you have completed your work. If not, the feedback you get will let you know in which areas you need to improve. You will have the opportunity to revise your work at a later time.

## Dance Proficiency Coach/Evaluators

The following dance educators have been trained, under the auspices of RI Arts Learning Network and Dance Alliance, Inc. as Coach/Evaluators for the Rhode Island Dance Proficiencies. If you have need of a Coach or Evaluator, please contact anyone on this list.

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## **Body of Work** (revised 8/3/07)

The Body of Work, or portfolio, that a student would present for Dance Proficiency is as listed below. This Body of Work could be collected over time and include evidence taken from work outside the formal school setting and/or examples from earlier years in school.

### **Creating/Choreography** (Video samples: 3 dances, 4 dance studies) THE STUDENT:

**(C1)** Solves movement problems in response to a prompt –

**Evidence:** Four separate studies of at least one minute each that solve movement problems set by the instructor or the student. At least three of these studies must be choreographed. One improvisational response is allowed. Studies can be performed by soloist or ensemble.

**(C2)** Uses choreographic forms and elements – **(C3)** Communicates ideas, emotion, or cultural aesthetic–

**(C4)** Expresses a quality, style, and/or musicality –

**Evidence:** Three separate dances of at least two minutes duration each. One sample must be an ensemble work of three or more people. The second must be either a solo or duet. The third must include evidence of using content from other disciplines (e.g. history, literature, arts, science, mathematics).

### **Performing** (Video samples: 3 dances) THE STUDENT:

**(P1)** Shows kinesthetic awareness and movement skills – **(P2)** Demonstrates rhythmic acuity – **(P3)** Demonstrates dynamic range and artistic expression – **(P4)** Performs dance of two different genres\* or styles\*\* with stylistic fluency—

**Evidence:** Three complete and contrasting dances of at least two genres (forms) or styles that are no less than two minutes in duration. Student may perform in solo, duet or ensemble work. The dance may be assigned by the instructor or choreographed by the student. Student must be clearly visible in at least 75% of the presented work.

### **Responding** (1 essay, 6 written reviews, 2 research papers, oral/written exam) THE STUDENT:

[Note: All written work must be At or Above Standard to be counted towards proficiency. All papers must be double spaced and in 12 point font.]

**(R1)** Answers aesthetic questions about dance – **Evidence: 1 essay**

**(R2)** Writes a significant number of dance reviews that show knowledge of dance as an art form and of the process of dance criticism – **Evidence: 6 written reviews**

**(R3)** Writes research papers on varied topics that show knowledge of dance as an art form –

**Evidence: 2 papers**

**(R4)** Passes an oral or written exit exam with Above or At Standard grades

\*genre=general category of dance, i.e. ballet, modern, jazz, tap

\*\* style= more specific category, i.e. rhythm tap, Latin jazz, contemporary ballet

**RI DANCE PROFICIENCIES: FULL RUBRIC (Revised 8.3.07)**

<b>Creating/Choreography</b> <b>The student:</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Emerging</b>
<b>(C1) Solves movement problems --</b>	<ul style="list-style-type: none"> <li>• Student can identify, develop and solve movement problems (self-designed).</li> </ul>	<ul style="list-style-type: none"> <li>• Student can solve movement problems in response to a prompt.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has partial success in solving movement problems in response to a prompt.</li> </ul>
<b>(C2) Uses choreographic forms and elements – In a solo:</b>	<ul style="list-style-type: none"> <li>• Elements and forms are used in an original way and are chosen for best fit with main idea of the choreographic work.</li> </ul>	<ul style="list-style-type: none"> <li>• Elements such as contrast, varied facings, level changes, symmetry and asymmetry, are evident</li> <li>• One or more choreographic forms/structures are present [i.e. AB, ABA, rondo (ABACAD...), theme and variation, accumulation (1), (1,2), (1,2,3), etc., or other visible organizing structures].</li> </ul>	<ul style="list-style-type: none"> <li>• A serious attempt is made to include elements and forms.</li> </ul>
<b>(C2) Uses choreographic forms and elements – In duets and/or ensembles:</b>	<ul style="list-style-type: none"> <li>• Elements and forms are used in an original way and are chosen for best fit with main idea of the choreographic work.</li> </ul>	<ul style="list-style-type: none"> <li>• Elements such as unison, contrast, varied facings, varied groupings, level changes, symmetry and asymmetry, are evident;</li> <li>• One or more choreographic forms/structures is present, i.e. ABA or canon.</li> </ul>	<ul style="list-style-type: none"> <li>• A serious attempt is made to include elements and forms.</li> </ul>
<b>(C3) Communicates ideas, emotion, or cultural aesthetic --</b>	<ul style="list-style-type: none"> <li>• Movement communicates in a surprising or innovative way; fully engaging audience’s attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement communicates ideas, emotions, or cultural aesthetic, maintaining audience’s attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement sometimes communicates; may lack consistency.</li> </ul>
<b>(C4) Expresses a quality, style, and/or musicality –</b>	<ul style="list-style-type: none"> <li>• Quality, style, and/or musicality are inherent in work.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality, style, and/or musicality are identifiable in the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality, style, and/or musicality appear but are inconsistent.</li> </ul>

<b>Performing – The student:</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Emerging</b>
<b>(P1) Shows kinesthetic awareness and movement skills --</b>	<ul style="list-style-type: none"> <li>• Demonstrates a high level of consistency and reliability in performing technical skills that require a great deal of strength, flexibility, agility, and coordination.</li> </ul>	<ul style="list-style-type: none"> <li>• Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some strength, flexibility, agility, and coordination.</li> </ul>
<b>(P2) Demonstrates rhythmic acuity –</b>	<ul style="list-style-type: none"> <li>• Demonstrates the complexity of the rhythms throughout the whole body, as required by the dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs rhythmic patterns accurately and maintains the appropriate tempo.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs rhythmic patterns and maintains a tempo somewhat accurately.</li> </ul>
<b>(P3) Demonstrates dynamic range and artistic expression–</b>	<ul style="list-style-type: none"> <li>• Presents movement with a clear and strong intention of the body in space, time, weight, and flow</li> <li>• Has a heightened sense of personal phrasing clearly presenting high and low points</li> <li>• Fully demonstrates commitment to the movement and concept.</li> </ul>	<ul style="list-style-type: none"> <li>• Often presents movement with clarity of intent</li> <li>• Uses varied qualities and phrasing</li> <li>• Often demonstrates commitment to the movement and concept.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents movement with some clarity of intent</li> <li>• Uses few varied qualities and phrasing</li> <li>• Sometimes demonstrates commitment to the movement and concept.</li> </ul>
<b>(P4) Performs dance of two different genres or styles with stylistic fluency (i.e. ballet, modern, African, ballroom, jazz, hip-hop, tap, Southeast Asian)</b>	<ul style="list-style-type: none"> <li>• Performs in two or more dance genres or styles with a high level of stylistic fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs in two or more dance genres or styles with a moderate level of stylistic fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Performs with a low level of stylistic fluency.</li> </ul>



## Responding

(Note: ELA standards should apply to this writing where appropriate.)

<b>Responding – The student:</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Emerging</b>
<b>(R1) Answers aesthetic questions about dance – (One essay; double spaced, 12 point font.)</b>	<ul style="list-style-type: none"> <li>• Shows a considerable knowledge of dance as an art form</li> <li>• Answers an aesthetic question about dance in a compelling and thoughtful essay at an ELA Above Standard level.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a good knowledge of dance as an art form</li> <li>• Answers an aesthetic question about dance in a thoughtful essay at an ELA At Standard level.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a basic knowledge of dance as an art form</li> <li>• Answers an aesthetic question about dance in an essay but it may be at a Below Standard ELA level.</li> </ul>
<b>(R2) Writes a significant number of dance reviews that show knowledge of dance as an art form, and of the process of dance criticism – (Six reviews; each is double spaced, 12 point font.)</b>	<ul style="list-style-type: none"> <li>• Uses all elements as described in proficient level</li> <li>• Highlights specific moments within the performance that are described in detail so that the reader can picture them mentally</li> <li>• Provides insightful comments about the nature of a particular dance and its meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses description, analysis, interpretation, and evaluation consistently</li> <li>• Includes discussion of at least three different dances or dance sections within a performance</li> <li>• Uses vivid descriptive language (strong action verbs and interesting adjectives and adverbs) while discussing movement, costumes, lighting, music/text or other performance elements</li> <li>• Uses proper format and state who, what, when, and where of the performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Partially successful in using description, analysis, interpretation and/or evaluation</li> <li>• Discusses less than three different dances or dance sections within a performance</li> <li>• Uses some vivid descriptive language while discussing movement, costumes, lighting, music/text, or other performance elements</li> <li>• Uses improper format and/or is missing any of “who, what, when, and where of performance.”</li> </ul>
<b>(R3) Writes research papers on varied topics that show knowledge of dance as an art form – (Two papers; each is double spaced, 12 point font.)</b>	<ul style="list-style-type: none"> <li>• Uses all elements as described in proficient level, plus sometimes offers new or innovative insights into subject matter</li> <li>• Demonstrates ability to synthesize personal perspective with factual information</li> <li>• Informs reader about topic in a way that is clear and engaging.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate research standards and proper reference format</li> <li>• Has an introduction which includes a valid thesis statement, a body, and a conclusion</li> <li>• Cites a minimum of 3 different types of sources (i.e. book, internet, article, reference book)</li> <li>• consistently supports claims with evidence;</li> <li>• Clearly informs</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to use appropriate research standards and proper reference format, but elements are inaccurate or missing</li> <li>• Has an introduction, body, and conclusion, but thesis statement is unclear or missing</li> <li>• Cites fewer than 3 different types of sources</li> <li>• Partially supports claims with evidence</li> <li>• Attempts to inform</li> </ul>

		reader about topic.	reader, but is often unclear.
	<b>Advanced</b>	<b>Proficient</b>	<b>Emerging</b>
<b>(R4) Passes an oral or written exit exam with Above or At Standard grades –</b>	<ul style="list-style-type: none"> <li>Clearly describes the similarities and differences among three or more dance forms</li> <li>Distinguishes accurately costumes/traditional dress and music</li> <li>Gives detailed background information on each form</li> <li>Compares the creative process for dance and one other art form, in detail</li> <li>Compares/contrasts two different dance compositions or dances in terms of time, space, and energy (makes at least six observations for each dance using much detail and description)</li> <li>Discusses main differences and similarities between dances and uses dance terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Describes the similarities and differences among three or more dance forms</li> <li>Distinguishes accurately costumes/traditional dress and music</li> <li>Gives accurate background on each form</li> <li>Describes how dance connects to other art forms</li> <li>Explains how one of the following relates to dance (theatre, music, visual art, film, poetry, fiction)</li> <li>Compares/contrasts two different dance compositions or dances in terms of time, space, and energy – makes at least four observations for each dance</li> <li>Discusses main differences and similarities between dances and uses dance terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Partially describes the similarities and differences among three dance forms</li> <li>Partially distinguishes partially among costumes/traditional dress and music of three dance forms</li> <li>Gives somewhat accurate background information on one form;</li> <li>Explains briefly how one of the following relates to dance (theatre, music, visual art, film, poetry, fiction)</li> <li>Compares/contrasts two different dance compositions or dances and makes at least one observation each for use of time, space, and energy, using some dance terminology.</li> </ul>

## Website



To find the dance proficiency documents on the web, go to:

[www.riartslearning.net](http://www.riartslearning.net)

Click on Arts Proficiencies

Dance documents are listed on the left-hand sidebar (see below)

Click on the one you want

### Dance

Proficiency Expectations

Assessment

Student Work

#### **On-Demand Tasks**

Dance Review

Art & Dance

Chair Dance

#### **Extended Task**

Bushasche

#### **Coaches & Evaluators**

View List

## Dance Proficiency Proposal Form

Name: \_\_\_\_\_

School District: \_\_\_\_\_

Use this sheet to prepare your Dance Proficiency Proposal. Make sure to address each of the components and to meet with your coach to discuss this proposal. The final proposal must be signed by the student, parent/guardian, coach, and school representative.

1. Identify the two categories that you intend to meet.

\_\_Create

\_\_Perform

\_\_Respond

2. Describe the pieces of work that you intend to complete in order to meet the standards of the two categories. Include an overview of what you hope to accomplish and discuss the challenges and obstacles you may encounter. You will need to reference the Body of Work, the Full Rubric, and the Dance Proficiency Scoring Sheets. You may need to do some preliminary research in order to complete this part of the proposal. Make sure to identify which proficiency standards will be met in each category.

Category #1 \_\_\_\_\_

Proficiency Standards:

Body of Work to be completed:

Category #2 \_\_\_\_\_

Proficiency Standards:

Body of Work to be completed:

3. Explain why you chose this particular art form and categories to meet the high school graduation requirements. Attach a separate page for this section.

## Dance Proficiency Approval Form

I understand the Rhode Island Dance Proficiency requirements. I understand the necessary work for completing this attached proposal. I also understand that this Body of Work will be used to meet the Rhode Island Graduation Requirements for the Arts.

Student Name (Print): \_\_\_\_\_

Year of Graduation: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Name (Print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Coach Name (Print): \_\_\_\_\_

Coach Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Representative Name (Print): \_\_\_\_\_

School Representative Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Rhode Island Dance Proficiencies Timeline/Checklist – Creating

**(C1)** Solves movement problems in response to a prompt –

**Evidence:** Four separate studies of at least one minute each that solve movement problems set by the instructor or the student. At least three of these studies must be choreographed. One improvisational response is allowed. Studies can be performed by soloist or ensemble.

Dance Study #1:

Date Due:

Approved (signature of coach) \_\_\_\_\_

Date Approved:

Dance Study #2:

Date Due:

Approved (signature of coach) \_\_\_\_\_

Date Approved:

Dance Study #3:

Date Due:

Approved (signature of coach) \_\_\_\_\_

Date Approved:

Dance Study #4:

Date Due:

Approved (signature of coach) \_\_\_\_\_

Date Approved:

**(C2)** Uses choreographic forms and elements

**(C3)** Communicates ideas, emotion, or cultural aesthetic

**(C4)** Expresses a quality, style, and/or musicality

**Evidence:** Three separate dances of at least two minutes duration each. One sample must be an ensemble work of three or more people. The second must be either a solo or duet. The third must include evidence of using content from other disciplines (e.g. history, literature, arts, science, mathematics).

Dance #1 (ensemble of 3 or more people)

Date Due:

Approved (signature of coach): \_\_\_\_\_

Date Approved:

Dance #2: (solo or duet – circle one)

Date Due:

Approved (signature of coach): \_\_\_\_\_

Date Approved:

Dance #3: (use of content from another discipline)

Date Due:

Approved (signature of coach): \_\_\_\_\_

Date Approved:

## Rhode Island Dance Proficiencies Timeline/Checklist – Performing

**(P1)** Shows kinesthetic awareness and movement skills – **(P2)** Demonstrates rhythmic acuity – **(P3)** Demonstrates dynamic range and artistic expression – **(P4)** Performs dance of two different genres\* or styles\*\* with stylistic fluency--

**Evidence:** Three complete and contrasting dances of at least two genres (forms) or styles that are no less than two minutes in duration. Student may perform in solo, duet or ensemble work. The dance may be assigned by the instructor or choreographed by the student. Student must be clearly visible in at least 75% of the presented work.

Dance #1 (genre \_\_\_\_\_)

Date Due:

Approved (signature of coach) \_\_\_\_\_

Date Approved:

Dance #2 (genre \_\_\_\_\_)

Date Due:

Approved (signature of coach) \_\_\_\_\_

Date Approved:

Dance #3 (genre \_\_\_\_\_)

Date Due:

Approved (signature of coach) \_\_\_\_\_

Date Approved:

Genre: general category of dance such as ballet, modern, jazz, tap, Irish

Style: more specific category of dance such as contemporary ballet, Graham modern, Fosse jazz

## Rhode Island Dance Proficiencies Timeline/Checklist – Responding

*[Note: All written work must be At or Above Standard to be counted towards proficiency. All papers must be double spaced and in 12 point font.]*

**(R1)** Answers aesthetic questions about dance – **Evidence:** 1 essay

Essay Title:

Date due:

Approval (signature of coach): \_\_\_\_\_

Date Approved:

Grade:

**(R2)** Writes a significant number of dance reviews that show knowledge of dance as an art form and of the process of dance criticism – **Evidence:** 6 written reviews

Review #1:

Date due:

Approval (signature of coach): \_\_\_\_\_

Date Approved:

Grade:

Review #2:

Date due:

Approval (signature of coach): \_\_\_\_\_

Date Approved:

Grade:

Review #3:

Date due:

Approval (signature of coach): \_\_\_\_\_

Date Approved:

Grade:

Review #4:

Date due:

Approval (signature of coach): \_\_\_\_\_

Date Approved:

Grade:

Review #5:

Date due:

Approval (signature of coach): \_\_\_\_\_

Approval Date:

Grade:



Review #6:

Date due:

Approval (signature of coach): \_\_\_\_\_

Date Approved:

Grade:

**(R3)** Writes research papers on varied topics that show knowledge of dance as an art form –

**Evidence:** 2 papers

Research Paper #1:

Date due:

Approval (coach signature): \_\_\_\_\_

Date Approved:

Grade:

Research Paper #2:

Date due:

Approval (coach signature): \_\_\_\_\_

Date Approved:

Grade:

**(R4)** Passes an oral or written exit exam with Above or At Standard grades

Exit Exam:

Date taken:

Approval (coach signature): \_\_\_\_\_

Date Approved:

Grade:

## Rhode Island Dance Proficiency Handbook Journal Entries

### **Sample Guideline Questions:**

Which dance proficiency task was I working on today?  
What challenges and obstacles did I encounter during this work?  
How did I solve these problems? What was my process?  
Which of my strengths surfaced during this work?  
What is my next step?  
Did I check my work against the rubric and the prompt?  
Which proficiency requirements have I satisfied with this work?  
Which proficiency requirement is my next target?  
How do I feel about my work?

### **Sample:**

Date: \_\_\_\_\_

Today, I worked on the \_\_\_\_\_ task. I found it hard to demonstrate strength in my performance. Does strength mean physical strength, technical strength, or both? I decided to find strength in my technique and so I used varied qualities and phrasing. I feel confident that my ballet technique is strong. My next step is to practice the level changes in this dance, as I noticed that I am having some trouble getting up from low level in time to meet that particular musical cue. I checked the rubric and I believe I have satisfied P3 and P4. I still need to be better at demonstrating the items under P1 and P2, but I really love performing this piece of choreography. I can't wait to show my proficiency coach!

## **Rhode Island Dance Proficiencies Guidelines for Coaches**

The Dance Proficiency Coach is the guide for developing and executing the Body of Work necessary for completing the Rhode Island Dance Proficiencies. As a coach, he/she will also act as the student advocate and liaison if problems arise. The coach must have gone through the Rhode Island Arts Network Dance Coach certification process.

### **Preparation**

- Introduce interested students to the requirements of the RI Dance Proficiencies.
- Help students identify and choose their 2 categories.
- Assist the student in developing a proposal that addresses the appropriate content and applied learning standards as well as the Dance Proficiencies.
- Make certain the student is familiar with the appropriate standards and all rubrics that will guide the student during the project.

### **Development of Work**

- Review and agree to any changes made after the original proposal is accepted.
- Monitor the process of completing the Body of Work.
- Instruct students in journaling and read for progress and problems.
- Review and revise the project timeline/checklist with the student, establish a reporting schedule for the student to report on progress to the advisor (Recommended minimum is 4 hours per semester, plus time to create the proposal, and agreed upon e-mail conferencing).

### **Assembling**

- Review the Body of Work for proper documentation, format, and media requirements.
- As appropriate, assist student in identifying experts to assist with his/her work.
- Review the final products and the reflective narratives (for Creating and Bushasche Extended Common Task).
- Attest that the student's Body of Work is sufficient to meet standard.
- Assist the student in determining the appropriate items to be included in the final Body of Work.

### **Final Stage**

- Attend and take part in evaluation of the student's final presentation.
- Provide feedback to student on the evaluation of the Body of Work and any revisions to be made.

## **Technical Tips for Evaluation of Work**

Suggestions for format:

- Use either VHS video or DVD
- If using a DVD, please check that it can be read in a regular DVD player, as sometimes DVDs burned on a computer will not play on a DVD player.
- Please do not include student name on video or dvd

For the Performing category of the proficiency, the student must be clearly visible in at least 75% of the presented work. Clothing/costume is either appropriate to the dance or is proper dance attire. Written direction is included as to how the performer is to be identified.

For the Responding category, please submit hard copies along with the electronic files, since hard copies will be used by the evaluators.

### **Evaluator's Guidelines**

- Participate in certificate training for evaluating student work
- Judge the quality of the student work using the rubrics provided
- Submit a score on the student work
- Where appropriate, give feedback for revision

### **Scoring Sheets**

Evaluator scoring sheets for student work in the three areas of Creating, Performing, and Responding are found on the next three pages. In addition, a summary scoring sheet for all three areas is available.

**DANCE PROFICIENCY ASSESSMENT FORM: CREATING**

Student Name: \_\_\_\_\_

Emerging=1  
 Proficient=2  
 Advanced=3

Movement Studies together are weighed as equivalent to one dance

Movement Study #1 \_\_\_\_\_ Comments \_\_\_\_\_

**C-1** Solves movement problems in response to prompt 1 2 3

Movement Study #2 \_\_\_\_\_ Comments \_\_\_\_\_

**C-1** Solves movement problems in response to prompt 1 2 3

Movement Study #3 \_\_\_\_\_ Comments \_\_\_\_\_

**C-1** Solves movement problems in response to prompt 1 2 3

Movement Study #4 \_\_\_\_\_ Comments \_\_\_\_\_

**C-1** Solves movement problems in response to prompt 1 2 3

**Score for Movement Problems:** \_\_\_\_\_ 1=1-4 pts. 2=5-8 pts. 3=9-12 pts.

Dance #1 Solo or Duet \_\_\_\_\_ Comments \_\_\_\_\_

**C-2** Uses choreographic forms & elements 1 2 3

**C-3** Communicates ideas, emotion, or cultural aesthetic 1 2 3

**C-4** Expresses a quality, style, &/or musicality 1 2 3

Dance #2 Ensemble (3 or more people) \_\_\_\_\_ Comments \_\_\_\_\_

**C-2** Uses choreographic forms & elements 1 2 3

**C-3** Communicates ideas, emotion, or cultural aesthetic 1 2 3

**C-4** Expresses a quality, style, &/or musicality 1 2 3

Dance #3 Content from Other Disciplines \_\_\_\_\_ Comments \_\_\_\_\_

**C-2** Uses choreographic forms & elements 1 2 3

**C-3** Communicates ideas, emotion, or cultural aesthetic 1 2 3

**C-4** Expresses a quality, style, &/or musicality 1 2 3

Score ranges: Emerging:10-19; Proficient: 20-25; Advanced: 26-30

**DANCE PROFICIENCY ASSESSMENT FORM: PERFORMING**

Student Name: \_\_\_\_\_

Emerging=1  
 Proficient=2  
 Advanced=3

Please indicate dance genre for each dance in blanks

---

Dance #1	Comments
<b>P-1</b> Shows kinesthetic awareness and movement skills	1 2 3
<b>P-2</b> Demonstrates rhythmic acuity	1 2 3
<b>P-3</b> Demonstrates dynamic range & artistic expression	1 2 3
<b>P-4</b> Demonstrates knowledge of dance genre or style _____	1 2 3

---

Dance #2	Comments
<b>P-1</b> Shows kinesthetic awareness and movement skills	1 2 3
<b>P-2</b> Demonstrates rhythmic acuity	1 2 3
<b>P-3</b> Demonstrates dynamic range, & artistic expression	1 2 3
<b>P-4</b> Demonstrates knowledge of dance genre or style _____	1 2 3

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Dance #3	Comments
<b>P-1</b> Shows kinesthetic awareness and movement skills	1 2 3
<b>P-2</b> Demonstrates rhythmic acuity	1 2 3
<b>P-3</b> Demonstrates dynamic range & artistic expression	1 2 3
<b>P-4</b> Demonstrates knowledge of dance genre or style _____	1 2 3

---

Performs dance of two different genres or styles (i.e. ballet, modern, African, ballroom, jazz, hip-hop, rhythm tap, soft shoe, Southeast Asian)	Comments yes no
--	--------------------

**TOTAL SCORE FOR PERFORMING:**

Score ranges: Emerging: 12-23; Proficient: 24-30; Advanced: 31-36

**DANCE PROFICIENCY ASSESSMENT FORM: RESPONDING**

Apply ELA standards where appropriate

Emerging=1  
 Proficient=2  
 Advanced=3

Student Name:

Essay (1) Comments

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**R-1** Answers aesthetic questions about dance 1 2 3

Dance Reviews (6 total) Comments

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**R-2** Writes a significant number of dance reviews 1 2 3

1 2 3

1 2 3

1 2 3

1 2 3

1 2 3

Research Papers (two) Comments

---

**R-3** Writes research papers on varied topics 1 2 3

1 2 3

1 2 3

1 2 3

Exit Exam Comments

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**R-4** Passes an oral or written exit exam 1 2 3

TOTAL SCORE FOR RESPONDING:

Score Ranges: Emerging: 12-23; Proficient: 24-30; Advanced: 31-36

**RI DANCE PROFICIENCY SUMMARY**

Name & Date:  
Class Year:

Emerging=1  
Proficient=2  
Advanced=3

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Circle one                      Numerical score                      Comments

CREATING:                      Emerging   Proficient   Advanced

PERFORMING: Emerging   Proficient   Advanced

RESPONDING: Emerging   Proficient   Advanced



## APPENDIX A: COMMON TASKS

A **Common Task** is an assignment that shows students' learning through writing, oral presentation, or physical demonstration. The valid Common Task allows a student to prove mastery of performance based upon deep content knowledge and is defined by agreed upon standards and expectations.

**On Demand Tasks** are typically given in a timed, controlled, setting, while **Extended Tasks** require a longer period of time and involve work outside class time. **Modified On Demand Tasks** usually require extended time to complete (usually done in class), but do not require outside research.

**Bushasche**  
**Art & Dance**  
**Chair Dance**  
**Dance Review**  
**Reflection Worksheet**  
**Teacher's Guide for Modified Extended**  
**Performance Task**



Certificate of Initial Mastery Task Booklet  
2006-2007 School Year

Teachers' Guide

**Bushasche Etude  
Modified Extended Performance Task  
Revised 8-03-07**

**Central Falls  
Johnston  
Middletown**

**Coventry  
Lincoln  
Pawtucket**

**West Warwick**

## Directions for Giving This Task

### Before you give this Task:

**Study the Standards & GSEs the task requires.** In order to adequately prepare your students for this task, study the standards & Grade Span Equivalents in Section 1. These are the proficiencies your students will need to demonstrate if they are going to meet standard on the task. In Section 1 you will find:

- Rhode Island Applied Learning Standards, which show the ways in which students will be required to apply their learning in the task,
- Discipline specific standards: NDEO Standards for Learning and Teaching Dance in the Arts
- New Standards Performance Standards for math, ELA, or science, and
- Grade Span Expectations in math, ELA, or science.

The GSEs that are specifically scored in the task are displayed in italics in Section 1. Other GSEs & standards help orient you to the broader proficiencies students need to do well on the task.

**Read the Teacher Directions.** The teacher directions give you tips for how to prepare your students for this task. Read them thoroughly before you start to instruct students, NOT just before you plan to give the task.

**Review the Rubric that will be used to score the task with the Students.** This full form can help you understand in more detail what students need to know and be able to do on this task. The Task Criteria page shows only that part of the rubric that describes how students meet standard. The document is designed to be used as the basis of a classroom discussion of these criteria, with space provided for students to take notes to assist them to meet standard for each criteria.

**Review the Task Conditions & Administrative Directions.** You are responsible for administering this task carefully and fairly. Your role is to create conditions in which students can do their best work, not to help them “pass” this task by giving them preparation specific to the prompt.

Accommodations should be made to the administration of this task for students who legitimately need them. There are sections to help you specify accommodations in task administration and modifications in how it is scored, should this be necessary.

### As you give this Task:

This task requires 2-8 weeks, and will probably take a minimum of five 1-hour sessions to work with the resource materials, then learn and polish the entire dance. At the end of each session, you must **COLLECT ALL MATERIALS** before students leave the classroom.

## Section 1. The Standards and Grade Span Expectations Assessed by this Task

Italicized GSEs are explicitly scored in this task. Other standards & indicators are listed to inform the learning and teaching process. The Depth of Knowledge display (DOK) shows which Webb level of knowledge the task is designed to assess.

### ***Rhode Island Applied Learning Standards (DOK 3)***

**Critical Thinking**, in which the student detects incompleteness, inconsistency, and opportunities for expansion of ideas, products, procedures, etc. and formulates core questions and assertions about topics or areas of interest.

- Troubleshoot problems
- Analyze the requirements of a role, responsibility or other type of challenge and use that understanding to shape his or her behavior, activity, and learning

**Problem Solving**, in which the student organizes and conducts a process to create intellectual or physical products, hold an event, conduct a process, or otherwise move towards the solution of an identified issue or problem.

In relation to applying and extending content knowledge, the student can:

- Adjust strategies, plans, and implementation as needed to incorporate new understanding or requirements

In relation to his/her self, the student can:

- Use what he or she learns from various sources of information (written, conversational, observation, etc.) to identify ways to improve his or her performing abilities

### **Research**

Interpret the meaning and relevance of information in relation to a particular purpose, project or activity.

**Communication**, in which the student questions, informs, and learns from others.

In relation to applying and extending content knowledge, the student can:

- Exercise good judgment about the level of detail necessary to communicate an idea or a set of ideas
- Deliver a presentation of work on a problem (approaching the problem, proposing a solution, implementing a solution, or presenting a solved problem) that is coherent in its entirety

### **If appropriate:**

**Reflection**, in which the student reviews past activity and thinks critically about past activities and plans for the future; and **Evaluation**, in which the student thinks critically about a completed activity or project and uses insights based on the review to change planned activities.

- Critique his/her work in light of expectations established by his/'herself.
- Reflect on the meaning of completed work and identifies opportunities for further progress based on past accomplishments

# The Standards and Grade Span Expectations Assessed by this Task (contd.)

## Standards and Indicators

## Grade Span Expectations

**National Dance Education Organization: Standards for Learning and Teaching Dance in the Arts**

**I. Performing**

**Students will: Identify, define, select, learn, focus, relate, coordinate, repeat, understand, synthesize, rehearse, demonstrate, refine, perform, and present.**

c. Body Skills

(1) Balance: Demonstrate an ability to maintain balance while executing movements that are vertical, off-vertical, or that use a reduced base of support.

(2) Strength: Demonstrate strength in the feet, legs, abdomen, back, shoulders, and arms in the artistic performance of dance.

(3) Range of Motion: Demonstrate flexibility of the torso, spine, legs and shoulders that permits a wide range of motion in the artistic performance of dance.

(4) Coordination: Demonstrate agility and coordination in performing dance movement that orchestrates simultaneous, sequential, and a variety of movement patterns.

**2. Movement skills**

d. Technical skills:

(1) Articulation of movement: demonstrate ability to move with clear intent, purpose, and expression.

(2) Styles and Genres: Demonstrate a variety of styles or genres of dance using dance movements and movement vocabulary of each.

e. Sequencing: Learn and perform a short (approximately three-minute) dance and repeat it accurately from memory.

**4. Performing values**

a. focus and awareness

(1) Maintain dynamic energy while moving or holding a fixed position

(3) Dance with physical and kinesthetic awareness and artistic expression

**RI Dance Proficiencies**

P-1 Shows kinesthetic awareness and movement skills

P-2 Demonstrates rhythmic acuity

P-3 Demonstrates dynamic range, clarity of intent, & artistic expression

P-4 Performs dance of two different genres or styles with fluency

**Reflective Essay**

W – 10—14 In reflective writing, students explore and share thoughts, observations, and impressions by...

W—10—14.1 engaging the reader by establishing a context (purpose)

W—10—14.2 Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection

W—10—14.3 Using an organizational structure that allows for a progression of ideas to develop

W—10—14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus

W—10—14.5 Providing closure – leaving the reader with something to think about

**Writing Conventions**

W—10-9 In independent writing, students demonstrate command of appropriate English conventions by...

W—10—9.1 Applying rules of standard English usage to correct grammatical errors

W—10-9.2 Applying capitalization rules

W—10—9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning

W—10—9.5 Applying conventional and word derivative spelling patterns/rules

**OR**

**Oral Communication**

OC – 10-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose

OC – 10-2.2 Maintaining a consistent focus

OC – 10-2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion

OC - 10-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively

## Section 2. Teacher Directions

Read these directions carefully BEFORE you begin to prepare students for this task.

### ***General Planning***

This task may take 2-8 weeks (suggested time)

This task contains a resource packet created by the American Dance Legacy Institute.

Students will read resource information; background information #1, 2, 3

Teachers and students complete the improvisation activities and resource guide.

Students will view the beginning of the videotape for primary source information on Pearl Primus

Make sure to view coaching sessions at the end of each teaching section.

Studies will perform and be recorded in a separate class period.

This task lends itself well to reflective journaling and a more formal reflection (oral/written). See required body of work for performance category.

Final performance is recorded for proficiency documentation.

Audio visual materials and equipment must be reserved prior to final performance.

### ***Prior to Beginning This Task***

Students must exhibit:

- strength and stamina

and the following specific technical skills:

- elevation (jumps)
- turns/tours
- awareness of spatial relationships with other dancers
- clarity of shape in the body
- dancing and coordination with the drum rhythms
- understanding of floor patterns and staging

**Videotaping directions: (VHS or DVD and please do not include student names):**

- Student being evaluated needs to be fully visible in 75% of performance and easily identifiable.
- Clothing/costume is either appropriate to the dance or is proper dance attire.
- Written direction is included as to how the performer is to be identified.

Teacher/coach is responsible for ensuring that evaluators can identify the performer.

### Section 3. Learning and Teaching Guide for Task

**Instructions to students and teachers:** This rubric explains what students can do to develop proficiencies meeting different expectations assessed by a task. It also shows what teachers can do to help students strengthen those proficiencies. Students whose performance did not meet standard on a task should schedule time to work on those proficiencies. Teachers should make sure students understand what they need to learn and use the instructional techniques most likely to help students develop those proficiencies.

Expectations	Meets standard	What student needs to do to become proficient	What teachers need to do to help students become proficient
Shows kinesthetic awareness and movement skills (P1)	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre. (P1)	Routinely engages in physical activities that address strength, flexibility, agility, and coordination.  Practices technical skills on their own, outside of scheduled classes.	Through a combination of whole class, group, pair, and individual instruction, the following instructional activities could be implemented.  Include physical activities that address student needs.  Teach technical skills and instruct students in how to practice these skills.
Demonstrates rhythmic acuity (P2)	Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)	Needs to listen to the Bushasche score.  Practices specific movement to the music.	Teach, watch, and critique student movement for rhythmic accuracy.
Demonstrates dynamic range & artistic expression (P3)	Often presents movement with clarity of intent; uses varied qualities and phrasing; often demonstrates commitment to movement and concept (P3)	Practices specific movements with clarity of intent and the appropriate qualities and phrasing; perform movement fully and completely	Teach, watch, and critique student movement for clarity of intent and the appropriate qualities and phrasing.
Performs dance with stylistic fluency (i.e. ballet, modern, African, ballroom, jazz, hip-hop, tap, Southeast Asian) (P4)	Performs dance with a moderate level of stylistic fluency. (P4) <ul style="list-style-type: none"> <li>grounded quality of movement</li> <li>coordination of arms and legs</li> <li>strength in torso</li> <li>direct relationship of dance to music</li> <li>spatial awareness of floor patterns</li> </ul>	Practices and improves upon the stylistic fluency of the performance of the dance including: <ul style="list-style-type: none"> <li>grounded quality of movement</li> <li>coordination of arms and legs</li> <li>strength in torso</li> <li>direct relationship of dance to music</li> <li>spatial awareness of floor patterns</li> </ul> Incorporates the teacher/coach critiques in order to improve performance.	Teacher watches and critiques student's stylistic <b>fluency</b> including: <ul style="list-style-type: none"> <li>grounded quality of movement</li> <li>coordination of arms and legs</li> <li>strength in torso</li> <li>direct relationship of dance to music</li> <li>spatial awareness of floor patterns</li> </ul>

## Section 4. Task Criteria

*This list of criteria describes what students need to do in order to meet standard on this task. You should discuss the **Meets Standard** column and be sure your students understand what it says before you begin this task. In order to meet standard on this task, you need to meet standard for every expectation that has an asterisk.*

Have your students use the right hand column to make notes, write hints to themselves, and record anything that seems important to them that they don't want to forget.

Expectations	Meets Standard 3	Student Notes:
<b>(P1) Shows kinesthetic awareness and movement skills --</b>	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre. (P1)	
<b>(P2) Demonstrates rhythmic acuity –</b>	Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)	
<b>(P3) Demonstrates dynamic range &amp; artistic expression</b>	Often presents movement with clarity of intent; uses varied qualities and phrasing; often demonstrates commitment to movement & concept (P3)	
<b>(P4) Performs dance with stylistic fluency (i.e. ballet, modern, African, ballroom, jazz, hip-hop, tap, Southeast Asian)</b>	Performs dance with a moderate level of stylistic fluency. (P4)	



## Section 5. Task Conditions

This section tells you what students may, and may not do as they work on the task.

**To complete this task**, students: follow the directions given in the Resource Guide and on the videotape. Plan to take at least 5 one-hour sessions to read the resource materials, do the suggested exercises, and learn and polish the dance.

## Section 6. Accommodations to Meet Individual Learning Needs

Fill this section in for any student who takes the task with accommodated conditions.

**To the teacher:** describe any accommodations required by the student's IEP, 504 Plan, or in relation to his/her entering/beginning status as an English Language Learner, that you made in the way this task was administered:

Presentation/format: \_\_\_\_\_

Timing/scheduling: \_\_\_\_\_

Mode of response: \_\_\_\_\_

Environment/setting: \_\_\_\_\_

## Scoring Modifications

If any student needs to have the task scored in modified way, indicate that on the box on the task cover.

Students with individual learning needs may require a **modification(s) in the way this task is scored**. (For example, a student with dyslexia might not be scored on the spelling component of the rubric.) These individual learning needs should be described in the student's IEP, 504 Plan, PLP, or in relation to the student's entering/beginning status on the ACCESS Test for English Language Learners. If the way this task is scored should be modified, be sure to describe this modification in the box on the cover of the task.

## Section 7. Task Prompt

Read and discuss the resource materials provided by the American Dance Legacy Institute. Then learn and perform the piece Bushasche as shown in the video.

In demonstrating a proficient level of stylistic fluency in African-based movement, pay special attention to and include the following elements in your performance:

- grounded quality of movement
- coordination of arms and legs
- strength in torso
- direct relationship of dance to music
- spatial awareness of floor patterns
- rhythm/dynamics

**Glossary:**

Floor patterns: clear pathways created by the dancer's footsteps

Grounded : lower center of gravity, knees mostly bent

Tour: turn, sometimes done in the air

Elevation: jumps, leaps

**Remember:** Be sure to address all parts of the prompt.

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**Scorer 1 Section 8. TASK RUBRIC:**

*This rubric explains the elements of the prompt and standards that should be included in the work. A student cannot meet standard on this task if he/she receives "Below standard" on any expectation.*

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
<b>(P1) Shows kinesthetic awareness and movement skills</b>	Demonstrates a high level of consistency and reliability in performing technical skills that require a great deal of strength, flexibility, agility, and coordination.  Performs dance sequence without intrusive errors.	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre.  Performs dance sequence without intrusive errors. (P1)	Demonstrates some strength, flexibility, agility, and coordination.  Performs dance sequence with some intrusive errors.
<b>(P2) Demonstrates rhythmic acuity</b>	Demonstrates the complexity of the rhythms throughout the whole body, as required by the dance.	Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)	Performs rhythmic patterns and maintains a tempo somewhat accurately.
<b>(P3) Demonstrates dynamic range &amp; artistic expression</b>	Presents movement with a clear and strong intention of the body in space, time, weight, and flow; has a heightened sense of personal phrasing clearly presenting high and low points; fully demonstrates commitment to movement and concept	Often presents movement with clarity of intent; uses varied qualities and phrasing; often demonstrates commitment to movement &/or concept (P3)	Presents movement with some clarity of intent; uses few varied qualities and phrasing; sometimes demonstrates commitment to movement and concept
<b>(P4) Performs dance with stylistic fluency</b>	Performs dance with a high level of stylistic fluency.  <ul style="list-style-type: none"> <li>• grounded quality of movement</li> <li>• coordination of arms and legs</li> <li>• strength in torso</li> <li>• direct relationship of dance to music</li> <li>• spatial awareness of floor patterns</li> </ul>	Performs with a moderate level of stylistic fluency including: (P4)  <ul style="list-style-type: none"> <li>• grounded quality of movement</li> <li>• coordination of arms and legs</li> <li>• strength in torso</li> <li>• direct relationship of dance to music</li> <li>• spatial awareness of floor patterns</li> </ul>	Performs with low level of stylistic fluency.  <ul style="list-style-type: none"> <li>• grounded quality of movement</li> <li>• coordination of arms and legs</li> <li>• strength in torso</li> <li>• direct relationship of dance to music</li> <li>• spatial awareness of floor patterns</li> </ul>

Comments \_\_\_\_\_

Score \_\_\_\_\_ Scorer's Initials \_\_\_\_\_

**Scorer 2**

**Section 8. TASK RUBRIC:**

This rubric explains the elements of the prompt and standards that should be included in the work. A student cannot meet standard on this task if he/she receives "Below standard" on any expectation.

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
<b>(P1) Shows kinesthetic awareness and movement skills</b>	Demonstrates a high level of consistency and reliability in performing technical skills that require a great deal of strength, flexibility, agility, and coordination.  Performs dance sequence without intrusive errors.	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre.  Performs dance sequence without intrusive errors. (P1)	Demonstrates some strength, flexibility, agility, and coordination.  Performs dance sequence with some intrusive errors.
<b>(P2) Demonstrates rhythmic acuity</b>	Demonstrates the complexity of the rhythms throughout the whole body, as required by the dance.	Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)	Performs rhythmic patterns and maintains a tempo somewhat accurately.
<b>(P3) Demonstrates dynamic range &amp; artistic expression</b>	Presents movement with a clear and strong intention of the body in space, time, weight, and flow; has a heightened sense of personal phrasing clearly presenting high and low points; fully demonstrates commitment to movement and concept	Often presents movement with clarity of intent; uses varied qualities and phrasing; often demonstrates commitment to movement &/or concept (P3)	Presents movement with some clarity of intent; uses few varied qualities and phrasing; sometimes demonstrates commitment to movement and concept
<b>(P4) Performs dance with stylistic fluency</b>	Performs dance with a high level of stylistic fluency. <ul style="list-style-type: none"> <li>grounded quality of movement</li> <li>coordination of arms and legs</li> <li>strength in torso</li> <li>direct relationship of dance to music</li> <li>spatial awareness of floor patterns</li> </ul>	Performs with a moderate level of stylistic fluency including: (P4) <ul style="list-style-type: none"> <li>grounded quality of movement</li> <li>coordination of arms and legs</li> <li>strength in torso</li> <li>direct relationship of dance to music</li> <li>spatial awareness of floor patterns</li> </ul>	Performs with inconsistent stylistic fluency. <ul style="list-style-type: none"> <li>grounded quality of movement</li> <li>coordination of arms and legs</li> <li>strength in torso</li> <li>direct relationship of dance to music</li> <li>spatial awareness of floor patterns</li> </ul>

Comments

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Score \_\_\_\_\_ Scorer's Initials \_\_\_\_\_



**Certificate of Initial Mastery Task Booklet**

2006-2007 School Year

**Teachers' Guide**

**Art and Dance**

**Dance**

**Modified On-Demand Task**

**Central Falls**

**Johnston**

**Middletown**

**Coventry**

**Lincoln**

**Pawtucket**

**West Warwick**

## Directions for Giving This Task

### Before you give this Task:

**Study the Standards & GSEs the task requires.** In order to adequately prepare your students for this task, study the standards & Grade Span Equivalents in Section 1. These are the proficiencies your students will need to demonstrate if they are going to meet standard on the task. In Section 1 you will find:

- Rhode Island Applied Learning Standards, which show the ways in which students will be required to apply their learning in the task,
- Discipline specific standards, when appropriate,
- New Standards Performance Standards for math, ELA, or science, and
- Grade Span Expectations in math, ELA, or science.

The GSEs that are specifically scored in the task are displayed in italics in Section 1. Other GSEs & standards help orient you to the broader proficiencies students need to do well on the task.

**Read the Teacher Directions.** The teacher directions give you tips for how to prepare your students for this task. Read them thoroughly before you start to instruct students, NOT just before you plan to give the task.

**Review the Rubric that will be used to score the task with the Students.** This full form can help you understand in more detail what students need to know and be able to do on this task. The Task Criteria page shows only that part of the rubric that describes how students meet standard. The document is designed to be used as the basis of a classroom discussion of these criteria, with space provided for students to take notes to assist them to meet standard for each criteria.

**Review the Task Conditions & Administrative Directions.** You are responsible for administering this task carefully and fairly. Your role is to create conditions in which students can do their best work, not to help them “pass” this task by giving them preparation specific to the prompt.

Accommodations should be made to the administration of this task for students who legitimately need them. There are sections to help you specify accommodations in task administration and modifications in how it is scored, should this be necessary.

### As you give this Task:

This task requires up to three (3) ninety (90) minute sessions to complete. At the end of each of these sessions, you must COLLECT ALL MATERIALS before students leave the classroom.

You should distribute a copy of the task prompt to the class, at which point students begin to choreograph. You may read the prompt aloud but you may not interpret it in any way. Students who do not complete their dances in 90 minutes may have an additional 10 minutes to complete their work.

## Section 1. The Standards and Grade Span Expectations Assessed by this Task

Italicized GSEs are explicitly scored in this task. Other standards & indicators are listed to inform the learning and teaching process. The Depth of Knowledge display (DOK) shows which Webb level of knowledge the task is designed to assess.

### ***Rhode Island Applied Learning Standards***

**Critical Thinking**, in which the student detects incompleteness, inconsistency, and opportunities for expansion of ideas, products, procedures, etc. and formulates core questions and assertions about topics or areas of interest.

**Problem Solving**, in which the student organizes and conducts a process to create intellectual or physical products, hold an event, conduct a process, or otherwise move towards the solution of an identified issue or problem.

**Communication**, in which the student questions, informs, and learns from others.

In relation to applying and extending content knowledge, the student can:

- Justify choices and decisions made in the development, implementation, and adjustment of problem solving strategies
- Exercise good judgment about the level of detail necessary to communicate an idea or a set of ideas
- Deliver a presentation of work on a problem (approaching the problem, proposing a solution, implementing a solution, or presenting a solved problem) that is coherent in its entirety

**Reflection**, in which the student reviews past activity and thinks critically about past activities and plans for the future; and

- Evaluation, in which the student thinks critically about a completed activity or project and uses insights based on the review to change planned activities.
- Critique his or her work in light of expectations established by his or her self
- Reflect on the meaning of completed work and identifies opportunities for further progress based on past accomplishments

## The Standards and Grade Span Expectations Assessed by this Task (contd.)

Standards and Indicators	Grade Span Expectations
<p><b>National Dance Education Organization: Standards for Learning and Teaching Dance in the Arts</b></p> <p><b>II. Creating: Express ideas, experiences, feelings and images in original and artistic choreography.</b></p> <p>1. Apply choreographic principles, structures, and processes</p> <p style="padding-left: 20px;">b. Problem Solve in Dance: Discover and explore movement solutions to technical or structural movement problems to create, edit refine, and revise choreography.</p> <p>2. Create and communicate meaning</p> <p style="padding-left: 20px;">b. Problem Solve in Dance: Find innovative solutions to movement problems. Identify and describe movement choices and how they impact communication and expression.</p> <p><b>III. Responding: Demonstrate critical and analytical thinking skills in the artistic response to dance.</b></p> <p>1. Use dance terminology (movement vocabulary, verbal vocabulary, the elements of dance, dance notation) and aesthetic criteria</p> <p style="padding-left: 20px;">a. Observe or perform a dance and describe in dance terminology how the major movement ideas and elements of dance are developed to create the form and structure of the dance.</p> <p style="padding-left: 20px;">b. Demonstrate knowledge of aesthetic criteria to critically analyze and assess dance that is observed or performed using dance terminology.</p> <p><b>Interconnect Responding:</b></p> <p style="padding-left: 20px;">c. Relate the process of reflective critiquing to other arts, disciplines, and writing.</p> <p><b>IV. Inter-Connecting: Relate and transfer ideas, meanings, ideas and experiences from other disciplines and areas of knowledge to dance and movement experiences; relate and transfer dance and movement experiences to other disciplines and areas of knowledge.</b></p> <p>3. Connect dance and other disciplines</p> <p style="padding-left: 20px;">a. Use content and structures from other art forms and disciplines as the basis for choreography.</p>	<p><b>Reflective Essay</b></p> <p>W – 10—14 In reflective writing, students explore and share thoughts, observations, and impressions by...</p> <p>W—10—14.1 engaging the reader by establishing a context (purpose)</p> <p>W—10—14.2 Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection</p> <p>W—10—14.3 Using an organizational structure that allows for a progression of ideas to develop</p> <p>W—10—14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus</p> <p>W—10—14.5 Providing closure – leaving the reader with something to think about</p> <p><b>Writing Conventions</b></p> <p>W—10-9 In independent writing, students demonstrate command of appropriate English conventions by...</p> <p>W—10—9.1 Applying rules of standard English usage to correct grammatical errors</p> <p>W—10-9.2 Applying capitalization rules</p> <p>W—10—9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning</p> <p>W—10—9.5 Applying conventional and word derivative spelling patterns/rules</p>



## Section 2. Teacher Directions

Read these directions carefully BEFORE you begin to prepare students for this task.

### ***General Planning***

*Painting or print (copy) of an artwork should be supplied.*

Students should bring notebooks and pens to take notes for the last part of class.

Students are allowed up to 3 90-minute class periods to work on and complete this study.

Studies will be shown and recorded in a separate class period.

### ***Prior to Beginning This Task***

Teach the following concepts: shape, levels, traveling (locomotor) and non traveling (nonlocomotor) movements.

### Section 3. Learning and Teaching Guide for Art and Dance Study

**Instructions to students and teachers:** This rubric explains what students can do to develop proficiencies meeting different expectations assessed by a task. It also shows what teachers can do to help students strengthen those proficiencies. Students whose performance did not meet standard on a task should schedule time to work on those proficiencies. Teachers should make sure students understand what they need to learn and use the instructional techniques most likely to help students develop those proficiencies.

Expectations	Meets standard	What students need to do to become proficient	What teachers need to do to help students become proficient
Uses specified movement elements	Clearly identifies and incorporates all aspects of the prompt.  (C-1, C-2)	Demonstrate understanding of the following concepts: shapes, levels, traveling (locomotor) and non traveling (nonlocomotor) movements.	Teach the concepts: shapes, levels, traveling (locomotor) and non traveling (nonlocomotor) movements.  If the student hasn't brought in his/her own painting/print, the teacher should provide prints from which a student could choose.
Solves the movement problem	Presents movement in a cohesive way. C-1	Use the following: <ul style="list-style-type: none"> <li>• Beginning, middle and end or some other organizing structure</li> <li>• Transitional movement</li> </ul>	Watch the early drafts of the studies to make sure that students have included the following: <ul style="list-style-type: none"> <li>* Beginning, middle and end or some other organizing structure</li> <li>* Transitional movement</li> </ul>
Presents original movement	Uses movements in a non-typical manner.  C-3	Explore inventive movement that represents the content or structure of the painting.	During the creation process, watch students' movement and give feedback.
Connects dance movement to painting	Reflects the content and/or design of the painting	Study the painting and choose the lines, shapes, colors, images and evoked emotions that he/she wishes to express through the choreographed dance.	During the creation process, watch students' movement and give feedback.

## Section 4. Task Criteria

*This list of criteria describes what students need to do in order to meet standard on this task. You should discuss the **Meets Standard** column and be sure your students understand what it says before you begin this task. In order to meet standard on this task, you need to meet standard for every expectation that has an asterisk.*

Have your students use the right hand column to make notes, write hints to themselves, and record anything that seems important to them that they don't want to forget.

Expectations	Meets Standard 3	Student Notes:
Uses specified movement elements	Clearly identifies and incorporates all aspects of the prompt.  (C-1, C-2)	
Solves the movement problem	Presents movement in a cohesive way. C-1	
Presents original movement	Uses movements in a non-typical manner.  C-3	
Connects dance movement to painting	Reflects the content and/or design of the painting	

## Section 5. Task Conditions

This section tells you what students may, and may not do as they work on the task.

**To complete this task**, students:

The student:

- may use his/her own or a teacher supplied painting, print/copy.
- may not use music

## Section 6. Accommodations to Meet Individual Learning Needs

Fill this section in for any student who takes the task with accommodated conditions.

**To the teacher:** describe any accommodations required by the student's IEP, 504 Plan, or in relation to his/her entering/beginning status as an English Language Learner, that you made in the way this task was administered:

Presentation/format: \_\_\_\_\_

Timing/scheduling: \_\_\_\_\_

Mode of response: \_\_\_\_\_

Environment/setting: \_\_\_\_\_

## Scoring Modifications

If any student needs to have the task scored in modified way, indicate that on the box on the task cover.

Students with individual learning needs may require a **modification(s) in the way this task is scored**. (For example, a student with dyslexia might not be scored on the spelling component of the rubric.) These individual leaning needs should be described in the student's IEP, 504 Plan, PLP, or in relation to the student's entering/beginning status on the ACCESS Test for English Language Learners. If the way this task is scored should be modified, be sure to describe this modification in the box on the cover of the task.

## Section 7. Task Prompt

Create a 1 minute dance solo with movement that reflects the content and/or design of a selected painting. This solo should start and end in a shape that reflects the painting. Include low, middle and high levels as well as both traveling (locomotor) and non-traveling (nonlocomotor) movement. In addition to the dance study, prepare an oral or written reflection about the process you used to create your solo.

**Remember:** Be sure to answer all parts of the prompt.

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**Scorer 1****Section 8. TASK RUBRIC:**

*This rubric explains the elements of the prompt and standards that should be included in the work. A student cannot meet standard on this task if he/she receives "Below standard".*

Expectations	Exceeds standard 4	Meets standard 3	Below standard 1
Uses specified movement elements	Clearly identifies, and effectively incorporates additional movement elements not specified in the prompt.	Clearly identifies and incorporates all aspects of the prompt.  (C-1, C-2)	Identifies and incorporates some aspects of the prompt.
Solves the movement problem	Presents movement in a cohesive and engaging way.  (C-3)	Presents movement in a cohesive way. C-1	Presents movement in a disorganized way.
Presents original movement	Uses movements in a surprising and fully engaging manner. (C-3)	Uses movements in a non-typical manner.  C-3	Uses movements in an expected manner.
Connects dance movement to painting	Reflects the content and/or design of the painting in an original manner.	Reflects the content and/or design of the painting.	Does not reflect the content and/or design of the painting.

Comments

Score \_\_\_\_\_ Scorer's Initials \_\_\_\_\_

**Scorer 2****Section 8. TASK RUBRIC:**

*This rubric explains the elements of the prompt and standards that should be included in the work. A student cannot meet standard on this task if he/she receives "Below standard".*

Expectations	Exceeds standard 4	Meets standard 3	Below standard 1
Uses specified movement elements	Clearly identifies, and effectively incorporates additional movement elements not specified in the prompt.	Clearly identifies and incorporates all aspects of the prompt.  (C-1, C-2)	Identifies and incorporates some aspects of the prompt.
Solves the movement problem	Presents movement in a cohesive and engaging way.  (C-3)	Presents movement in a cohesive way. C-1	Presents movement in a disorganized way.
Presents original movement	Uses movements in a surprising and fully engaging manner.  (C-3)	Uses movements in a non-typical manner.  C-3	Uses movements in an expected manner.
Connects dance movement to painting	Reflects the content and/or design of the painting in an original manner.	Reflects the content and/or design of the painting.	Does not reflect the content and/or design of the painting.

Comments

Score \_\_\_\_\_ Scorer's Initials \_\_\_\_\_

## RUBRIC FOR WRITTEN OR ORAL REFLECTION

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
Establishes a context	Skillfully identifies the context that addresses the prompt and develops a personally meaningful introduction.	Clearly identifies the context that addresses the prompt W-10-14.1 (or) OC-10-2.1	Attempts to identify the context that addresses the prompt; however, the attempt causes confusion.
Interprets and analyzes	Skillfully interprets and analyzes the significance of the experience.	Interprets and analyzes the significance of the experience. W-10-14.2 (or) OC-10-2.3	Does not convey the significance of the experience or the significance is unclear.
Uses a range of strategies	Selects and uses a wide range of strategies to communicate ideas effectively.  Thoroughly maintains focus.	Accurately selects and uses a range of strategies to communicate ideas effectively.  Maintains focus W-10-14.4 (or) OC-10-2.2, 2-5	Selects and/or uses strategies that are weak and/or ineffective.  Does not maintain focus.
Creates an organizing structure	Exhibits logical organization and selects sophisticated language specific to audience, context, or purpose.	Exhibits logical organization and language use, appropriate to audience, context, or purpose. W-10-14.3 (or) OC 10-2.1	Does not exhibit logical organization. Language use is inappropriate to audience, context, or purpose.
Demonstrates understanding of English language conventions	Demonstrates consistent control of English language conventions.	Demonstrates control of English language conventions.  Errors do not interfere with meaning. W-10-9 (or) OC-10-2.1	Demonstrates some control of English language conventions.  Frequent errors interfere with meaning.

Comments

Score \_\_\_\_\_ Scorer's Initials \_\_\_\_\_





Certificate of Initial Mastery Task Booklet  
2006-2007 School Year

Teachers' Guide

**Chair Study**

**Dance**

**Modified On-Demand Task**

**Revised 4-6-07**

**Central Falls**

**Johnston**

**Middletown**

**Coventry**

**Lincoln**

**Pawtucket**

**West Warwick**

## Directions for Giving This Task

### Before you give this Task:

**Study the Standards & GSEs the task requires.** In order to adequately prepare your students for this task, study the standards & Grade Span Equivalents in Section 1. These are the proficiencies your students will need to demonstrate if they are going to meet standard on the task. In Section 1 you will find:

- Rhode Island Applied Learning Standards, which show the ways in which students will be required to apply their learning in the task,
- Discipline specific standards, when appropriate,
- New Standards Performance Standards for math, ELA, or science, and
- Grade Span Expectations in math, ELA, or science.

The GSEs that are specifically scored in the task are displayed in italics in Section 1. Other GSEs & standards help orient you to the broader proficiencies students need to do well on the task.

**Read the Teacher Directions.** The teacher directions give you tips for how to prepare your students for this task. Read them thoroughly before you start to instruct students, NOT just before you plan to give the task.

**Review the Rubric that will be used to score the task with the Students.** This full form can help you understand in more detail what students need to know and be able to do on this task. The Task Criteria page shows only that part of the rubric that describes how students meet standard. The document is designed to be used as the basis of a classroom discussion of these criteria, with space provided for students to take notes to assist them to meet standard for each criteria.

**Review the Task Conditions & Administrative Directions.** You are responsible for administering this task carefully and fairly. Your role is to create conditions in which students can do their best work, not to help them “pass” this task by giving them preparation specific to the prompt.

Accommodations should be made to the administration of this task for students who legitimately need them. There are sections to help you specify accommodations in task administration and modifications in how it is scored, should this be necessary.

### As you give this Task:

This task requires up to three (3) ninety (90) minute sessions to complete. At the end of each of these sessions, you must COLLECT ALL MATERIALS before students leave the classroom.

You should distribute a copy of the task prompt and rubric to the student(s), at which point student (s) begin to choreograph. You may read the prompt aloud but you may not interpret it in any way. Teachers should remember that they are only allowed to coach. When coaching the teacher only observes, encourages and provides suggestions to improve student performance.

## Section 1. The Standards and Grade Span Expectations Assessed by this Task

Italicized GSEs are explicitly scored in this task. Other standards & indicators are listed to inform the learning and teaching process. The Depth of Knowledge display (DOK) shows which Webb level of knowledge the task is designed to assess.

### Rhode Island Applied Learning Standards

**Critical Thinking**, in which the student detects incompleteness, inconsistency, and opportunities for expansion of ideas, products, procedures, etc. and formulates core questions and assertions about topics or areas of interest.

In relation to applying and extending content knowledge, the student can:

- Troubleshoot problems
- Analyzes the way a product, system service, etc. works taking into account appropriate considerations such as functional, aesthetic, social, environmental and commercial requirements
- Analyze a system, product, service, etc. in terms of completeness and consistency

In relation to his/her self, the student can:

- Analyze the requirements of a role, responsibility or other type of challenge and use that understanding to shape his or her behavior, activity, and learning

**Problem Solving**, in which the student organizes and conducts a process to create intellectual or physical products, hold an event, conduct a process, or otherwise move towards the solution of an identified issue or problem.

- In relation to applying and extending content knowledge, the student can:
- Devise strategies that address identified problems in systems of people, technology, or knowledge
- Design and create a product that meets an existing need or creates a new opportunity or capacity
- Plan and organize the implementation of a strategy designed to solve a problem or address an issue
- Adjust strategies, plans, and implementation as needed to incorporate new understanding or requirements

In relation to his/her self, the student can:

- Use what he or she learns from various sources of information (written, conversational, observation, etc.) to identify way to improve his or her self-management abilities

**Communication**, in which the student questions, informs, and learn from others.

In relation to applying and extending content knowledge, the student can:

- Justify choices and decisions made in the development, implementation, and adjustment of problem solving strategies

- Exercise good judgment about the level of detail necessary to communicate an idea or set of ideas
- Deliver a presentation of work on a problem (approaching the problem, proposing a solution, implementing a solution, or presenting a solved problem) that is coherent in its entirety

**Reflection**, in which the student reviews past activity and thinks critically about past activities and plans for the future; and

**Evaluation**, in which the student thinks critically about a completed activity or project and uses insights based on the review to change planned activities.

In relation to applying and extending content knowledge, the student can:

- Evaluate the product, service, system, etc. that results from a problem solving activity in terms of established criteria or goals established for the outcome
- Support her or his evaluation of the effectiveness of a solution to a problem by referring to evidence
- Identify pitfalls and other dangers in the future conduct of work from experience gained in solving a problem

In relation to his/her self, the student can:

- Critique his or her work in light of expectations established by his or her self
- Reflect on the meaning of completed work and identifies opportunities for further progress based on past accomplishments.

In relation to groups and teams, the student can:

- Critique his or her work in light of expectation established by the group, team, or organization.

## ***Rhode Island Applied Learning Standards***

**Critical Thinking**, in which the student detects incompleteness, inconsistency, and opportunities for expansion of ideas, products, procedures, etc. and formulates core questions and assertions about topics or areas of interest.

**Problem Solving**, in which the student organizes and conducts a process to create intellectual or physical products, hold an event, conduct a process, or otherwise move towards the solution of an identified issue or problem.

**Communication**, in which the student questions, informs, and learns from others.

In relation to applying and extending content knowledge, the student can:

- Justify choices and decisions made in the development, implementation, and adjustment of problem solving strategies
- Exercise good judgment about the level of detail necessary to communicate an idea or a set of ideas
- Deliver a presentation of work on a problem (approaching the problem, proposing a solution, implementing a solution, or presenting a solved problem) that is coherent in its entirety

**Reflection**, in which the student reviews past activity and thinks critically about past activities and plans for the future; and

- Evaluation, in which the student thinks critically about a completed activity or project and uses insights based on the review to change planned activities.
- Critique his or her work in light of expectations established by his or her self
- Reflect on the meaning of completed work and identifies opportunities for further progress based on past accomplishments

## The Standards and Grade Span Expectations Assessed by this Task (contd.)

Standards and Indicators	Grade Span Expectations
<p><b>National Dance Education Organization: Standards for Learning and Teaching Dance in the Arts</b></p> <p><b>II. Creating: Express ideas, experiences, feelings and images in original and artistic choreography.</b></p> <p>1. Apply choreographic principles, structures, and processes</p> <p style="padding-left: 20px;">1b. Problem Solve in Dance: Discover and explore movement solutions to technical or structural movement problems to create, edit refine, and revise choreography.</p> <p>2. Create and communicate meaning</p> <p style="padding-left: 20px;">2b. Problem Solve in Dance: Find innovative solutions to movement problems. Identify and describe movement choices and how they impact communication and expression.</p> <p><b>III. Responding: Demonstrate critical and analytical thinking skills in the artistic response to dance.</b></p> <p>1. Use dance terminology (movement vocabulary, verbal vocabulary, the elements of dance, dance notation) and aesthetic criteria</p> <p style="padding-left: 20px;">a. Observe or perform a dance and describe in dance terminology how the major movement ideas and elements of dance are developed to create the form and structure of the dance.</p>	<p><b>Reflective Essay</b></p> <p>W – 10—14 In reflective writing, students explore and share thoughts, observations, and impressions by...</p> <p>W—10—14.1 engaging the reader by establishing a context (purpose)</p> <p>W—10—14.2 Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection</p> <p>W—10—14.3 Using an organizational structure that allows for a progression of ideas to develop</p> <p>W—10—14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus</p> <p>W—10—14.5 Providing closure – leaving the reader with something to think about</p> <p><b>Writing Conventions</b></p> <p>W—10-9 In independent writing, students demonstrate command of appropriate English conventions by...</p> <p>W—10—9.1 Applying rules of standard English usage to correct grammatical errors</p> <p>W—10-9.2 Applying capitalization rules</p> <p>W—10—9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning</p> <p>W—10—9.5 Applying conventional and word derivative spelling patterns/rules</p> <p><b>OR</b></p> <p><b>Oral Communication</b></p> <p>OC --- 10-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose</p> <p>OC --- 10-2.2 Maintaining a consistent focus</p> <p>OC --- 10-2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion</p> <p>OC ---10-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively</p>

## Section 2. Teacher Directions

Read these directions carefully BEFORE you begin to prepare students for this task.

***(This section describes all the administrative and instructional preparations teachers need to complete for this task.)***

### ***General Planning:***

Chairs needed (one per student)

Students should bring notebooks and pens to take notes for the last part of class

Students are allowed up to 3 90-min.class periods to work on and complete this study

Studies will be presented and recorded in a separate session.

Task prompt and rubric should be copied and reviewed with the student prior to beginning the task.

### ***Prior to Beginning This Task***

Teach the following concepts: facings, levels, locomotor (traveling) and non-locomotor (non-traveling) movements, beginning, middle, end. (SEE GLOSSARY)

**Teachers should remember that they are only allowed to coach. When coaching the teacher only observes, encourages and provides suggestions to improve student performance.**

### Section 3. Learning and Teaching Guide for Chair Study

**Instructions to students and teachers:** This rubric explains what students can do to develop proficiencies meeting different expectations assessed by a task. It also shows what teachers can do to help students strengthen those proficiencies. Students whose performance did not meet standard on a task should schedule time to work on those proficiencies. Teachers should make sure students understand what they need to learn and use the instructional techniques most likely to help students develop those proficiencies.

Expectations	Meets standard	What students need to do to become proficient	What teachers need to do to help students become proficient
Uses specified movement elements	Clearly identifies and incorporates all aspects of the prompt. - locomotor movement - non-locomotor movement - facings - level changes - getting on and off chair in unusual ways  (C-1, C-2)	Demonstrate understanding of the following concepts: facings, levels, locomotor and non-locomotor movements	Through a combination of whole class, group, pair, and individual instruction, the following instructional activities could be implemented.  Teach the concepts: facings, levels, locomotor and non-locomotor movements
Solves the movement problem	Solves movement problem.  (C-1)	Explore movement. Select movement. Compose dance study.	Facilitate the student's: exploration, selection, composition.
Uses structure	Structures the dance study with a beginning, middle and end.	Explore a variety of unusual ways of getting into and out of a chair  Explore using a single body part in unusual way	During the creation process watch students' movement and give feedback
Presents original movement	Uses movements in an unusual way.  (C-3)	Use the following:  * Beginning, middle and end.	Watch the early drafts of the studies to make sure that students have included the following: * Beginning, middle and end.

## Section 4. Task Criteria

*This list of criteria describes what students need to do in order to meet standard on this task. You should discuss the **Meets Standard** column and be sure your students understand what it says before you begin this task. In order to meet standard on this task, you need to meet standard for every expectation that has an asterisk.*

Have your students use the right hand column to make notes, write hints to themselves, and record anything that seems important to them that they don't want to forget.

Expectations	Meets Standard 3	Student Notes:
Uses specified movement elements	Clearly identifies and incorporates all aspects of the prompt. - locomotor movement - non-locomotor movement - facings - level changes - getting on and off chair in unusual ways  (C-1, C-2)	
Solves the movement problem	Solves movement problem.  (C-1)	
Uses structure	Structures the dance study with a beginning, middle and end.	
Presents original movement	Uses movements in an unusual way.  (C-3)	



## Section 5. Task Conditions

**To complete this task**, students:

- may use any kind of chair; they don't all need to be the same
- may not use music

## Section 6. Accommodations to Meet Individual Learning Needs

Fill this section in for any student who takes the task with accommodated conditions.

**To the teacher:** describe any accommodations required by the student's IEP, 504 Plan, or in relation to his/her entering/beginning status as an English Language Learner, that you made in the way this task was administered:

Presentation/format: \_\_\_\_\_

Timing/scheduling: \_\_\_\_\_

Mode of response: \_\_\_\_\_

Environment/setting: \_\_\_\_\_

## Scoring Modifications

If any student needs to have the task scored in modified way, indicate that on the box on the task cover.

Students with individual learning needs may require a **modification(s) in the way this task is scored**. (For example, a student with dyslexia might not be scored on the spelling component of the rubric.) These individual leaning needs should be described in the student's IEP, 504 Plan, PLP, or in relation to the student's entering/beginning status on the ACCESS Test for English Language Learners. If the way this task is scored should be modified, be sure to describe this modification in the box on the cover of the task.

## Section 7. Task Prompt

*Create a 1 minute dance study (solo) that shows unusual ways of getting onto and off of a chair. Include different facings, level changes and the use of locomotor (traveling) and non-locomotor (non-traveling) movements. The dance study should include: a beginning, middle and end.*

*After completing the dance study, prepare an oral or written reflection about the process you used to create your solo.*

**Remember:** Be sure to answer all parts of the prompt.

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**Scorer 1**

**Section 8. TASK RUBRIC:**

*This rubric explains the elements of the prompt and standards that should be included in the work. A student cannot meet standard on this task if he/she receives "Below standard" on any expectation. .*

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
Uses specified movement elements	Clearly identifies, and incorporates all aspects of the prompt and additional movement elements not specified in the prompt.	Clearly identifies and incorporates all aspects of the prompt. - locomotor movement - non-locomotor movement - facings - level changes - getting on and off chair in unusual ways  (C-1, C-2)	Identifies and incorporates some aspects of the prompt.
Solves the movement problem	Presents innovative solution to a movement problem.	Solves movement problem.  (C-1)	Has partial success in solving movement problem.
Uses structure	Skillfully structures the dance study with a beginning, middle and end.	Structures the dance study with a beginning, middle and end.	Has partial success in structuring the dance study.
Presents original movement	Uses movements in an innovative manner.	Uses movements in an unusual way.  (C-3)	Has partial success in using movements in an unusual way.

Comments

Score \_\_\_\_\_ Scorer's Initials \_\_\_\_\_

**Scorer 2**

**Section 8. TASK RUBRIC:**

*This rubric explains the elements of the prompt and standards that should be included in the work. A student cannot meet standard on this task if he/she receives "Below standard" on any expectation.*

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
Uses specified movement elements	Clearly identifies, and incorporates all aspects of the prompt and additional movement elements not specified in the prompt.	Clearly identifies and incorporates all aspects of the prompt. - locomotor movement - non-locomotor movement - facings - level changes - getting on and off chair in unusual ways  (C-1, C-2)	Identifies and incorporates some aspects of the prompt.
Solves the movement problem	Presents innovative solution to a movement problem.	Solves movement problem.  (C-1)	Has partial success in solving movement problem.
Uses structure	Skillfully structures the dance study with a beginning, middle and end.	Structures the dance study with a beginning, middle and end.	Has partial success in structuring the dance study.
Presents original movement	Uses movements in an innovative manner.	Uses movements in an unusual way.  (C-3)	Has partial success in using movements in an unusual way.

Comments \_\_\_\_\_

Score \_\_\_\_\_ Scorer's Initials \_\_\_\_\_

REFLECTION PAPER

\*Must meet standard in this area to be proficient.

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
*Engages the reader	Skillfully identifies the issue that addresses the prompt and develops a personally meaningful introduction.	Clearly identifies the issue that addresses the prompt	Attempts to identify the issue that addresses the prompt, however the introduction is not entirely clear.
*Interprets and analyzes	Skillfully interprets and analyzes the significance of the issue.	Interpretation and analysis convey significance of the issue.	Interpretation and analysis do not convey significance of the issue or they are unclear.
Uses a range of strategies	Skillfully selects and uses a range of strategies to maintain reader interest and focus of the writing.	Accurately selects and uses a range of strategies such as using concrete details, connecting, description, and creating a scenario. Maintains focus	Use of strategies is weak and focus is unclear.
Creates an organizing structure	Response is skillfully organized from beginning to end. This includes a complex or insightful opening, body and closure.	Response is clearly organized from beginning to end including an opening, body, and closure.	Response is not clearly organized and or some components are ineffective or missing.
Demonstrates understanding of English language conventions	Demonstrates consistent control of English language use.	Demonstrates control of English language use Errors do not interfere with meaning.	Demonstrates some control of English language use. Frequent errors interfere with meaning.

Comments

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Score \_\_\_\_\_ Scorer's Initials \_\_\_\_\_

## **Section 9: Glossary**

Aesthetic – a sense of what is considered valuable and/or beautiful

Coaching – a teaching style in which the teacher only observes, encourages, and provides suggestions to improve student performance.

Facings – the directions to which dancers perform their movements. ie: sideways, diagonal, front, back

Beginning, middle and end – a structure basic to all the choreographic structures. Should have a beginning shape or entrance, a middle consisting of  
development of the main idea and a clear end consisting of a shape or exit.



**Certificate of Initial Mastery Task Booklet**  
2006-2007 School Year

**Teachers' Guide**

**On Demand Task: Dance Review**  
**Draft 8.27.07**

**Central Falls**  
**Johnston**  
**Middletown**

**Coventry**  
**Lincoln**  
**Pawtucket**

**West Warwick**

## Directions for Giving This Task

### Before you give this Task:

**Study the Standards & GSEs the task requires.** In order to adequately prepare your students for this task, study the standards & Grade Span Equivalents in Section 1. These are the proficiencies your students will need to demonstrate if they are going to meet standard on the task. In Section 1 you will find:

- Rhode Island Applied Learning Standards, which show the ways in which students will be required to apply their learning in the task,
- Discipline specific standards, when appropriate,
- New Standards Performance Standards for math, ELA, or science, and
- Grade Span Expectations in math, ELA, or science.

The GSEs that are specifically scored in the task are displayed in italics in Section 1. Other GSEs & standards help orient you to the broader proficiencies students need to do well on the task.

**Read the Teacher Directions.** The teacher directions give you tips for how to prepare your students for this task. Read them thoroughly before you start to instruct students, NOT just before you plan to give the task.

**Review the Rubric that will be used to score the task with the Students.** This full form can help you understand in more detail what students need to know and be able to do on this task. The Task Criteria page shows only that part of the rubric that describes how students meet standard. The document is designed to be used as the basis of a classroom discussion of these criteria, with space provided for students to take notes to assist them to meet standard for each criteria.

**Review the Task Conditions & Administrative Directions.** You are responsible for administering this task carefully and fairly. Your role is to create conditions in which students can do their best work, not to help them “pass” this task by giving them preparation specific to the prompt.

Accommodations should be made to the administration of this task for students who legitimately need them. There are sections to help you specify accommodations in task administration and modifications in how it is scored, should this be necessary.

### As you give this Task:

This task requires 2 class periods. One for the students to view and analyze the dances and a second for the student to write their critique/review. At the end of each session, you must COLLECT ALL MATERIALS before students leave the classroom.



## Section 1. The Standards and Grade Span Expectations Assessed by this Task

Italicized GSEs are explicitly scored in this task. Other standards & indicators are listed to inform the learning and teaching process. The Depth of Knowledge display (DOK) shows which Webb level of knowledge the task is designed to assess.

### ***Rhode Island Applied Learning Standards (DOK 3)***

**Critical Thinking**, in which the student detects incompleteness, inconsistency, and opportunities for expansion of ideas, products, procedures, etc. and formulates core questions and assertions about topics or areas of interest.

- Analyzes the way a product, system, service, etc. works taking into account appropriate considerations such as functional, aesthetic, social, environmental, and commercial requirements

**Communication**, in which the student questions, informs, and learns from others.

In relation to applying and extending content knowledge, the student can:

- Recognize the need for information that others (peers, partners, clients, the public, etc.) have
- Shape the presentation of information to the needs and interests of a variety of audiences
- Explain the structures and infrastructures of systems
- Exercise good judgment about the level of detail necessary to communicate an idea or a set of ideas

## The Standards and Grade Span Expectations Assessed by this Task (contd.)

Standards and Indicators	ELA Grade Span Expectations
<p><b>National Dance Education Organization: Standards for Learning and Teaching Dance in the Arts (Grade 12)</b></p> <p><b>Responding: III. Content Standard: Demonstrate critical and analytic thinking skills in the artistic response to dance</b></p> <ol style="list-style-type: none"> <li>1. Use dance terminology (movement vocabulary, verbal vocabulary, dance notation, the elements of dance)               <ol style="list-style-type: none"> <li>a. Observe or perform a dance and describe in dance terminology how the major movement ideas and element of dance are developed to create the form and structure of the dance.</li> <li>b. Demonstrate knowledge of aesthetic criteria to critically analyze and assess dance that is observed or performed using dance terminology.</li> </ol> </li> <li>2. Observe and Respond               <ol style="list-style-type: none"> <li>a. Observe or perform a dance and analyze how the movements and the structure of the dance support the ideas of the dance. Identify specific movements and choreographic structures that communicate the main ideas, theme, or feeling of the dance.</li> <li>b. Observe or perform a dance and analyze the main ideas, theme, or feeling of the dance in relation to personal context.</li> <li>c. (Grade 8) – Observe or perform a dance and explore a variety of ways in which the movement fulfills the intent of the choreographer.</li> </ol> </li> </ol> <p><b>Rhode Island Dance Proficiencies</b></p> <p><b>Responding:</b></p> <p><b>R2:</b> Writes a significant number of dance reviews that show knowledge of dance as an art form, and of the process of dance criticism.</p>	<p><b>Structures of Language</b></p> <p>W-10-1.2 Using paragraph structures appropriately</p> <p>W-10-1.3 Recognizing organizational structures within paragraphs or within texts (description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive)</p> <p><b>Informational Writing</b></p> <p>W-10-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g. purpose, audience, context)</p> <p>W-10-7.1 Establishing a topic</p> <p>W-10-7.5 Using precise and descriptive language that clarifies and supports intent</p> <p><b>Reflective Essay</b></p> <p>W—10—14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus</p> <p><b>Writing Conventions</b></p> <p>W—10-9 In independent writing, students demonstrate command of appropriate English conventions by...</p> <p>W—10—9.1 Applying rules of standard English usage to correct grammatical errors</p> <p>W—10-9.2 Applying capitalization rules</p> <p>W—10—9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning</p> <p>W—10—9.5 Applying conventional and word derivative spelling patterns/rules</p>

## Section 2. Teacher Directions

Read these directions carefully BEFORE you begin to prepare students for this task.

### ***General Planning***

Make sure that you have the following resources:

A dance analysis sheet (2 sample analysis sheets in appendix)

Video(s) of 1 full length work with a minimum of 3 sections **OR** 3 shorter works by the same company of dancers

VCR/ DVD player and monitor

Writing paper for first draft (**The first draft and all worksheets must be handed in with the task materials.**)

Extra pencils.

### ***Prior to Beginning This Task***

Students should know how to:

- describe, analyze, interpret, and evaluate a dance;
- write a review; and
- effectively organize their writing.

### **Directions for Administering This Task**

This task requires 2 class periods. One class is for the students to view and analyze the dances and the second is for the student to write their critique/review.

Students view the dance(s) two times.

### **Note for teachers or coaches:**

Make sure that students fully include the all criteria in the rubric, so as to write a review of appropriate length and depth of discussion.

### Section 3. Learning and Teaching Guide for Task

**Instructions to students and teachers:** This rubric explains what students can do to develop proficiencies meeting different expectations assessed by a task. It also shows what teachers can do to help students strengthen those proficiencies. Students whose performance did not meet standard on a task should schedule time to work on those proficiencies. Teachers should make sure students understand what they need to learn and use the instructional techniques most likely to help students develop those proficiencies.

Expectations	Meets standard	What student needs to do to become proficient	What teachers need to do to help students become proficient
*Uses Elements of Dance Review	<p>Includes discussion of at least three different dances or dance sections within a performance. (R2.2)</p> <p>Describes movement, costumes, lighting, music/text or other performance elements. (R2.3) W-10-7.5</p> <p>Analyzes and interprets how organization, structure, and movement communicate the main ideas, theme, or feeling of the dance. (R2.4) W-10-14.4</p> <p>Uses appropriate evidence from the dance(s) to support evaluation.</p>	<p>View the dance(s) two times: The first viewing should be to look at the dance(s) as a whole composition. The second viewing is used to analyze and deconstruct the dance for its movement elements and choreographic construction.</p> <p>Interpret how the composition communicates the main ideas, theme, or feeling of the dance(s).</p> <p>Evaluate the importance of the dance and the impact (positive or negative) on you as a viewer.</p>	<p>Through a combination of whole class, group, pair, and individual instruction, the following instructional activities could be implemented.</p> <p>Prior to administering this on-demand task, teach the elements of a dance review and give the students opportunity to practice observing dances and describing, analyzing, interpreting, and evaluating.</p>
<b>Organizes and Conveys Information</b>	<p>Addresses purpose, audience, and context (states who, what, where, when of the performance). (R2.1) W-10-7</p> <p>Is clearly organized from beginning to end. This includes an effective opening, body, and closure W-10-6.1</p>	<p>Before writing the first draft, outline the organization of the review.</p> <p>Using the rubric, write a first draft.</p> <p>Reread and make revisions and corrections.</p>	<p>Prior to administering this on-demand task, teach and/or review the necessary writing skills. Give the students opportunities to practice writing reviews.</p>

	<p>Uses paragraph structures and transitions appropriately. W-10-1.2</p> <p>Uses descriptive language that clarifies and supports intent. W-10-7.5</p>	Write your final copy.	
<p><b>Demonstrates Control of English Language Conventions</b></p>	<p>Demonstrates control of grammar, usage, punctuation, sentence construction, and spelling. W-10-9.1,9.2, 9.4, 9.5</p> <p>Occasional errors do not usually interfere with meaning.</p>	Reread your first draft and make any corrections you may notice.	Encourage the students to reread their reviews before handing them in.

## Section 4. Task Criteria

*This list of criteria describes what students need to do in order to meet standard on this task. You should discuss the **Meets Standard** column and be sure your students understand what it says before you begin this task. In order to meet standard on this task, you need to meet standard for every expectation that has an asterisk.*

Have your students use the right hand column to make notes, write hints to themselves, and record anything that seems important to them that they don't want to forget.

Expectations	Meets Standard 2	Student Notes:
*Uses Elements of Dance Review	<p>Includes discussion of at least three different dances or dance sections within a performance. (R2.2)</p> <p>Describes movement, costumes, lighting, music/text or other performance elements. (R2.3) W-10-7.5</p> <p>Analyzes and interprets how organization, structure, and movement communicate the main ideas, theme, or feeling of the dance. (R2.4) W-10-14.4</p> <p>Uses appropriate evidence from the dance(s) to support evaluation.</p>	
Organizes and Conveys Information	<p>Addresses purpose, audience, and context (states who, what, where, when of the performance). (R2.1) W-10-7</p> <p>Is clearly organized from beginning to end. This includes an effective opening, body, and closure W-10-6.1</p> <p>Uses paragraph structures and transitions appropriately. W-10-1.2</p> <p>Uses descriptive language that clarifies and supports intent. W-10-7.5</p>	
Demonstrates Control of English Language Conventions	<p>Demonstrates control of grammar, usage, punctuation, sentence construction, and spelling. W-10-9.1,9.2, 9.4, 9.5</p> <p>Occasional errors do not usually interfere with meaning.</p>	

## Section 5. Task Conditions

This section tells you what students may, and may not do as they work on the task.

**To complete this task**, students: follow the directions given in the Resource Guide and on the videotape. Plan to take at least 5 one-hour sessions to read the resource materials, do the suggested exercises, and learn and polish the dance.

## Section 6. Accommodations to Meet Individual Learning Needs

Fill this section in for any student who takes the task with accommodated conditions.

**To the teacher:** describe any accommodations required by the student's IEP, 504 Plan, or in relation to his/her entering/beginning status as an English Language Learner, that you made in the way this task was administered:

Presentation/format: \_\_\_\_\_

Timing/scheduling: \_\_\_\_\_

Mode of response: \_\_\_\_\_

Environment/setting: \_\_\_\_\_

## Scoring Modifications

If any student needs to have the task scored in modified way, indicate that on the box on the task cover.

Students with individual learning needs may require a **modification(s) in the way this task is scored**. (For example, a student with dyslexia might not be scored on the spelling component of the rubric.) These individual leaning needs should be described in the student's IEP, 504 Plan, PLP, or in relation to the student's entering/beginning status on the ACCESS Test for English Language Learners. If the way this task is scored should be modified, be sure to describe this modification in the box on the cover of the task.

## Section 7. Task Prompt

Reviewers (dance critics) have often demonstrated their power over dance audiences. There is power in the written word. You will take on the roll of a dance critic by writing a review. After watching the video(s) (of 1 full length work with a minimum of 3 sections or 3 shorter works by the same company of dancers), analyze the dance(s), plan the organization of the writing , and then write a review. Use the rubric to make sure that you include all the necessary components.

### **Glossary:**

Analyze – examine the dance by breaking it down into component elements and parts

Interpret - bringing your own meaning to what you observe

Evaluate – judge the value or importance of the dance (to the art form, to you the viewer

**Remember:** Only the final copy of the review will be assessed.

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**Scorer 1**

**Section 8. TASK RUBRIC:**

*This rubric explains the elements of the prompt and standards that should be included in the work. \*A student cannot meet standard on this task if he/she receives “Below standard” on this expectation.*

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
<p>*Uses Elements of Dance Review</p>	<p>Includes discussion of at least three different dances or dance sections within a performance.</p> <p>Provides insightful comments about the nature of a particular dance and its meaning AND often uses vivid language to describe movement, costumes, lighting, music/text or other performance elements.</p> <p>Insightfully analyzes and interprets how organization, structure, and movement communicate the main ideas, theme, or feeling of the dance.</p> <p>Uses specific and relevant evidence from the dance(s) to support evaluation.</p>	<p>Includes discussion of at least three different dances or dance sections within a performance. (R2.2)</p> <p>Describes movement, costumes, lighting, music/text or other performance elements. (R2.3) W-10-7.5</p> <p>Analyzes and interprets how organization, structure, and movement communicate the main ideas, theme, or feeling of the dance. (R2.4) W-10-14.4</p> <p>Uses appropriate evidence from the dance(s) to support evaluation.</p>	<p>Discusses fewer than three different dances or dance sections within a performance.</p> <p>Partially describes movement, costumes, lighting, music/text or other performance elements.</p> <p>Attempts to analyze and interpret how organization, structure, and movement communicate the main ideas, theme, or feeling of the dance but is ineffective, incomplete or inconsistent.</p> <p>Lacks evidence from the dance(s) to support evaluation.</p>
<p>Organizes and Conveys Information</p>	<p>Skillfully addresses purpose, audience, and context.</p> <p>Skillfully organized from beginning to end, this includes a complex or insightful opening, body, and closing.</p> <p>Uses paragraph structures and transitions to enhance meaning.</p> <p>Uses precise and descriptive language that clarifies and supports intent and enhances meaning.</p>	<p>Addresses purpose, audience, and context (states who, what, where, when of the performance). (R2.1) W-10-7</p> <p>Is clearly organized from beginning to end. This includes an effective opening, body, and closure W-10-6.1</p> <p>Uses paragraph structures and transitions appropriately. W-10-1.2</p> <p>Uses descriptive language that clarifies and supports intent. W-10-7.5</p>	<p>Partially succeeds in addressing purpose, audience, and context.</p> <p>Is not clearly organized or not organized throughout.</p> <p>Partially succeeds in using paragraph structures and transitions appropriately.</p> <p>Uses some descriptive language.</p>
<p>Demonstrates Control of English Language Conventions</p>	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates control of grammar, usage, punctuation, sentence construction, and spelling. W-10-9.1,9.2, 9.4, 9.5</p> <p>Occasional errors do not usually interfere with meaning.</p>	<p>Demonstrates some control of grammar, usage, punctuation, sentence construction, and spelling.</p> <p>Frequent errors interfere with meaning.</p>

Comments

Score \_\_\_\_\_ Scorer’s Initials \_\_\_\_\_

**Scorer 2**

**Section 8. TASK RUBRIC:**

*This rubric explains the elements of the prompt and standards that should be included in the work. \*A student cannot meet standard on this task if he/she receives “Below standard” on this expectation.*

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
<p><b>*Uses Elements of Dance Review</b></p>	<p>Includes discussion of at least three different dances or dance sections within a performance.</p> <p>Provides insightful comments about the nature of a particular dance and its meaning AND often uses vivid language to describe movement, costumes, lighting, music/text or other performance elements.</p> <p>Insightfully analyzes and interprets how organization, structure, and movement communicate the main ideas, theme, or feeling of the dance.</p> <p>Uses specific and relevant evidence from the dance(s) to support evaluation.</p>	<p>Includes discussion of at least three different dances or dance sections within a performance. (R2.2)</p> <p>Describes movement, costumes, lighting, music/text or other performance elements. (R2.3) W-10-7.5</p> <p>Analyzes and interprets how organization, structure, and movement communicate the main ideas, theme, or feeling of the dance. (R2.4) W-10-14.4</p> <p>Uses appropriate evidence from the dance(s) to support evaluation.</p>	<p>Discusses fewer than three different dances or dance sections within a performance.</p> <p>Partially describes movement, costumes, lighting, music/text or other performance elements.</p> <p>Attempts to analyze and interpret how organization, structure, and movement communicate the main ideas, theme, or feeling of the dance but is ineffective, incomplete or inconsistent.</p> <p>Lacks evidence from the dance(s) to support evaluation.</p>
<p><b>Organizes and Conveys Information</b></p>	<p>Skillfully addresses purpose, audience, and context.</p> <p>Skillfully organized from beginning to end, this includes a complex or insightful opening, body, and closing.</p> <p>Uses paragraph structures and transitions to enhance meaning.</p> <p>Uses precise and descriptive language that clarifies and supports intent and enhances meaning.</p>	<p>Addresses purpose, audience, and context (states who, what, where, when of the performance). (R2.1) W-10-7</p> <p>Is clearly organized from beginning to end. This includes an effective opening, body, and closure W-10-6.1</p> <p>Uses paragraph structures and transitions appropriately. W-10-1.2</p> <p>Uses descriptive language that clarifies and supports intent. W-10-7.5</p>	<p>Partially succeeds in addressing purpose, audience, and context.</p> <p>Is not clearly organized or not organized throughout.</p> <p>Partially succeeds in using paragraph structures and transitions appropriately.</p> <p>Uses some descriptive language</p>
<p><b>Demonstrates Control of English Language Conventions</b></p>	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates control of grammar, usage, punctuation, sentence construction, and spelling. W-10-9.1,9.2, 9.4, 9.5</p> <p>Occasional errors do not usually interfere with meaning.</p>	<p>Demonstrates some control of grammar, usage, punctuation, sentence construction, and spelling.</p> <p>Frequent errors interfere with meaning.</p>

Comments

Score \_\_\_\_\_ Scorer’s Initials \_\_\_\_\_

**Appendix (sample analysis worksheets):  
Review/Critique**

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

<b>Description of the dance</b>	<b>Interpretation (meaning of the dance)</b>
<b>Evaluation of the dance</b>	<b>Context of the dance</b>

From *Experiencing Dance: From Student to Dance Artist* by H. Scheff, M. Sprague, and S. McGreevy-Nichols, 2005, Champaign, IL: Human Kinetics.

### Performance or Video Viewing Guide

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

1. What was the name of the dance? Who was the choreographer?
2. In what style of dance technique did the choreographer choose to work (modern, ballet, jazz, tap, ethnic)?
3. What was the main idea or quality that the choreographer wanted to communicate in this dance?
4. What images do you think the choreographer used when working on this dance?
5. What thoughts or ideas did the dance give you as you watched it?
6. Describe the types of movements that best helped with this dance's main idea.
7. Describe the costumes and props. Did they help or hinder the expression of the dance's main idea?
8. Describe the lighting. Did it help or hinder the expression of the dance's main idea?

## 9. Take the Stage: Dance Ideas List Handout

Instructions: Choose the dance ideas that best express the idea, theme, or image.

### Movement Skills

balance  falls and recovery  isolation  weight shift

### Locomotor Movements

walk  hop  jump  leap  assemblé (jump from one foot to two feet)  
 sissonne (jump from two feet to one foot)  slide  skip  gallop

### Nonlocomotor Movements

bend  twist  stretch

## **Movement Qualities**

smooth  swinging  percussive  collapse  vibratory

## **Movement Elements (Laban Efforts)**

Weight:  strength  lightness

Time:  sudden  sustained

Space:  direct  indirect

Flow:  bound  free

## **Effort Elements (Laban Effort Actions)**

dab  punch  fl oat  glide  wring  press  fl ick  slash

## **Choreographic Structures**

canon  collage  AB  accumulation  ABA  call and response  rondo

chance dance  theme and variations  beginning, middle, and end

narrative (sequential time line of events)  ground bass

## **Choreographic Processes**

transition  contrast  complementary  copying

## **Choreographic Elements**

Organizing Dancers in the Dance

solo  duet  trio  ensemble  facings of dancers  formations

symmetrical shapes and formations  asymmetrical shapes and formations

partnering and weight sharing

*Manipulating Movement*

unison  repetition  variety  abstract movements  literal movements  levels

size of movements  changes in tempo  fl oor patterns  air patterns

*Guiding Audience's Attention*

focal point  silence

Adapted from *Experiencing Dance: From Student to Dance Artist* by H. Scheff, M. Sprague, and S. McGreevy-Nichols, 2005, Champaign, IL: Human Kinetics.



Certificate of Initial Mastery Task Booklet  
2006-2007 School Year

Teachers' Guide

**Title of Work:** \_\_\_\_\_

**Genre of Work:** \_\_\_\_\_

**Modified Extended Performance Task**  
**Revised 7/31/07**

**Central Falls**  
**Johnston**  
**Middletown**

**Coventry**  
**Lincoln**  
**Pawtucket**

**West Warwick**

## Directions for Giving This Task

### Before you give this Task:

**Study the Standards & GSEs the task requires.** In order to adequately prepare your students for this task, study the standards & Grade Span Equivalents in Section 1. These are the proficiencies your students will need to demonstrate if they are going to meet standard on the task. In Section 1 you will find:

- Rhode Island Applied Learning Standards, which show the ways in which students will be required to apply their learning in the task,
- Discipline specific standards, when appropriate,
- New Standards Performance Standards for math, ELA, or science, and
- Grade Span Expectations in math, ELA, or science.

**Read the Teacher Directions.** The teacher directions give you tips for how to prepare your students for this task. Read them thoroughly before you start to instruct students, NOT just before you plan to give the task.

**Review the Rubric that will be used to score the task with the Students.** This full form can help you understand in more detail what students need to know and be able to do on this task. The Task Criteria page shows only that part of the rubric that describes how students meet standard. The document is designed to be used as the basis of a classroom discussion of these criteria, with space provided for students to take notes to assist them to meet standard for each criteria.

**Review the Task Conditions & Administrative Directions.** You are responsible for administering this task carefully and fairly. Your role is to create conditions in which students can do their best work, not to help them “pass” this task by giving them preparation specific to the prompt.

Accommodations should be made to the administration of this task for students who legitimately need them. There are sections to help you specify accommodations in task administration and modifications in how it is scored, should this be necessary.

### As you give this Task:

This task requires 2-8 weeks, and will probably take a minimum of five 1-hour sessions to work with the resource materials, then learn and polish the entire dance. At the end of each session, you must COLLECT ALL MATERIALS before students leave the classroom.

## Section 1. The Standards and Grade Span Expectations Assessed by this Task

Italicized GSEs are explicitly scored in this task. Other standards & indicators are listed to inform the learning and teaching process. The Depth of Knowledge display (DOK) shows which Webb level of knowledge the task is designed to assess.

### ***Rhode Island Applied Learning Standards (DOK 3)***

**Critical Thinking**, in which the student detects incompleteness, inconsistency, and opportunities for expansion of ideas, products, procedures, etc. and formulates core questions and assertions about topics or areas of interest.

- Troubleshoot problems
- Analyze the requirements of a role, responsibility or other type of challenge and use that understanding to shape his or her behavior, activity, and learning

**Problem Solving**, in which the student organizes and conducts a process to create intellectual or physical products, hold an event, conduct a process, or otherwise move towards the solution of an identified issue or problem.

In relation to applying and extending content knowledge, the student can:

- Adjust strategies, plans, and implementation as needed to incorporate new understanding or requirements

In relation to his/her self, the student can:

- Use what he or she learns from various sources of information (written, conversational, observation, etc.) to identify ways to improve his or her performing abilities

### **Research**

Interpret the meaning and relevance of information in relation to a particular purpose, project or activity.

**Communication**, in which the student questions, informs, and learns from others.

In relation to applying and extending content knowledge, the student can:

- Exercise good judgment about the level of detail necessary to communicate an idea or a set of ideas
- Deliver a presentation of work on a problem (approaching the problem, proposing a solution, implementing a solution, or presenting a solved problem) that is coherent in its entirety

### **If appropriate:**

**Reflection**, in which the student reviews past activity and thinks critically about past activities and plans for the future; and **Evaluation**, in which the student thinks critically about a completed activity or project and uses insights based on the review to change planned activities.

- Critique his/her work in light of expectations established by his/'herself.
- Reflect on the meaning of completed work and identifies opportunities for further progress based on past accomplishments



## The Standards and Grade Span Expectations Assessed by this Task (contd.)

### Standards and Indicators

### Grade Span Expectations

**National Dance Education Organization: Standards for Learning and Teaching Dance in the Arts**

**I. Performing**

**Students will: Identify, define, select, learn, focus, relate, coordinate, repeat, understand, synthesize, rehearse, demonstrate, refine, perform, and present.**

c. Body Skills

(1) Balance: Demonstrate an ability to maintain balance while executing movements that are vertical, off-vertical, or that use a reduced base of support.

(2) Strength: Demonstrate strength in the feet, legs, abdomen, back, shoulders, and arms in the artistic performance of dance.

(3) Range of Motion: Demonstrate flexibility of the torso, spine, legs and shoulders that permits a wide range of motion in the artistic performance of dance.

(4) Coordination: Demonstrate agility and coordination in performing dance movement that orchestrates simultaneous, sequential, and a variety of movement patterns.

**2. Movement skills**

d. Technical skills:

(1) Articulation of movement: demonstrate ability to move with clear intent, purpose, and expression.

(2) Styles and Genres: Demonstrate a variety of styles or genres of dance using dance movements and movement vocabulary of each.

e. Sequencing: Learn and perform a short (approximately three-minute) dance and repeat it accurately from memory.

**4. Performing values**

a. focus and awareness

(1) Maintain dynamic energy while moving or holding a fixed position

(3) Dance with physical and kinesthetic awareness and artistic expression

**Reflective Essay**

W – 10—14 In reflective writing, students explore and share thoughts, observations, and impressions by...

W—10—14.1 engaging the reader by establishing a context (purpose)

W—10—14.2 Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection

W—10—14.3 Using an organizational structure that allows for a progression of ideas to develop

W—10—14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus

W—10—14.5 Providing closure – leaving the reader with something to think about

**Writing Conventions**

W—10-9 In independent writing, students demonstrate command of appropriate English conventions by...

W—10—9.1 Applying rules of standard English usage to correct grammatical errors

W—10-9.2 Applying capitalization rules

W—10—9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning

W—10—9.5 Applying conventional and word derivative spelling patterns/rules

**OR**

**Oral Communication**

OC – 10-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose

OC – 10-2.2 Maintaining a consistent focus

OC – 10-2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion

OC - 10-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively

## Section 2. Teacher Directions

Read these directions carefully BEFORE you begin to prepare students for this task.

### ***General Planning***

This task may take 2-8 weeks (suggested time)

Studies will perform and be recorded in a separate class period.

This task lends itself well to reflective journaling and a more formal reflection (oral/written). See required body of work for performance category.

Final performance is recorded for proficiency documentation.

Audio visual materials and equipment must be reserved prior to final performance.

### ***Prior to Beginning This Task***

Students must exhibit:

#### **Videotaping directions: (VHS or DVD and please do not include student names):**

- Student being evaluated needs to be fully visible in 75% of performance and easily identifiable.
- Clothing/costume is either appropriate to the dance or is proper dance attire.
- Written direction is included as to how the performer is to be identified.

Teacher/coach is responsible for ensuring that evaluators can identify the performer.

### Section 3. Learning and Teaching Guide for Task

**Instructions to students and teachers:** This rubric explains what students can do to develop proficiencies meeting different expectations assessed by a task. It also shows what teachers can do to help students strengthen those proficiencies. Students whose performance did not meet standard on a task should schedule time to work on those proficiencies. Teachers should make sure students understand what they need to learn and use the instructional techniques most likely to help students develop those proficiencies.

Expectations	Meets standard	What student needs to do to become proficient	What teachers need to do to help students become proficient
Shows kinesthetic awareness and movement skills (P1)	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre. (P1)	Routinely engages in physical activities that address strength, flexibility, agility, and coordination.  Practices technical skills on their own, outside of scheduled classes.	Through a combination of whole class, group, pair, and individual instruction, the following instructional activities could be implemented.  Include physical activities that address student needs.  Teach technical skills and instruct students in how to practice these skills.
Demonstrates rhythmic acuity (P2)	Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)	Needs to listen to the Bushasche score.  Practices specific movement to the music.	Teach, watch, and critique student movement for rhythmic accuracy.
Demonstrates dynamic range (P3)	Presents movement with clarity of intent; uses varied qualities and phrasing. (P3)	Practices specific movements with clarity of intent and the appropriate qualities and phrasing.	Teach, watch, and critique student movement for clarity of intent and the appropriate qualities and phrasing.
Performs dance with stylistic fluency (i.e. ballet, modern, African, ballroom, jazz, hip-hop, tap, Southeast Asian) (P4)	Performs dance with a moderate level of stylistic fluency. (P4)	Practices and improves upon the stylistic fluency of the performance of the dance including:  Incorporates the teacher/coach critiques in order to improve performance.	Teacher watches and critiques student's stylistic fluency including:

## Section 4. Task Criteria

*This list of criteria describes what students need to do in order to meet standard on this task. You should discuss the **Meets Standard** column and be sure your students understand what it says before you begin this task. In order to meet standard on this task, you need to meet standard for every expectation that has an asterisk.*

Have your students use the right hand column to make notes, write hints to themselves, and record anything that seems important to them that they don't want to forget.

Expectations	Meets Standard 3	Student Notes:
<b>(P1) Shows kinesthetic awareness and movement skills --</b>	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre. (P1)	
<b>(P2) Demonstrates rhythmic acuity –</b>	Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)	
<b>(P3) Demonstrates dynamic range –</b>	Presents movement with clarity of intent; uses varied qualities and phrasing. (P3)	
<b>(P4) Performs dance with stylistic fluency (i.e. ballet, modern, African, ballroom, jazz, hip-hop, tap, Southeast Asian)</b>	Performs dance with a moderate level of stylistic fluency. (P4)	

## Section 5. Task Conditions

This section tells you what students may, and may not do as they work on the task.

**To complete this task**, students: follow the directions given in the Resource Guide and on the videotape. Plan to take at least 5 one-hour sessions to read the resource materials, do the suggested exercises, and learn and polish the dance.

## Section 6. Accommodations to Meet Individual Learning Needs

Fill this section in for any student who takes the task with accommodated conditions.

**To the teacher:** describe any accommodations required by the student's IEP, 504 Plan, or in relation to his/her entering/beginning status as an English Language Learner, that you made in the way this task was administered:

Presentation/format: \_\_\_\_\_

Timing/scheduling: \_\_\_\_\_

Mode of response: \_\_\_\_\_

Environment/setting: \_\_\_\_\_

## Scoring Modifications

If any student needs to have the task scored in modified way, indicate that on the box on the task cover.

Students with individual learning needs may require a **modification(s) in the way this task is scored**. (For example, a student with dyslexia might not be scored on the spelling component of the rubric.) These individual learning needs should be described in the student's IEP, 504 Plan, PLP, or in relation to the student's entering/beginning status on the ACCESS Test for English Language Learners. If the way this task is scored should be modified, be sure to describe this modification in the box on the cover of the task.

## Section 7. Task Prompt

Learn and perform the piece \_\_\_\_\_, which was choreographed by

\_\_\_\_\_.

In demonstrating a proficient level of stylistic fluency in the genre of \_\_\_\_\_, pay special attention to and include the following elements in your performance:

**Glossary:**

**Remember:** Be sure to address all parts of the prompt.

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**Scorer 1**

**Section 8. TASK RUBRIC:**

*This rubric explains the elements of the prompt and standards that should be included in the work. A student cannot meet standard on this task if he/she receives “Below standard” on any expectation.*

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
<b>(P1) Shows kinesthetic awareness and movement skills --</b>	Demonstrates a high level of consistency and reliability in performing technical skills that require a great deal of strength, flexibility, agility, and coordination.  Performs dance sequence without intrusive errors.	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre.  Performs dance sequence without intrusive errors. (P1)	Demonstrates some strength, flexibility, agility, and coordination.  Performs dance sequence with some intrusive errors.
<b>(P2) Demonstrates rhythmic acuity –</b>	Demonstrates the complexity of the rhythms throughout the whole body, as required by the dance.	Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)	Performs rhythmic patterns and maintains a tempo somewhat accurately.
<b>(P3) Demonstrates dynamic range –</b>	Presents movement with a clear and strong intention of the body in space, time, weight, and flow; has a heightened sense of personal phrasing clearly presenting high and low points.	Presents movement with clarity of intent; uses varied qualities and phrasing. (P3)	Presents movement with little clarity of intent; uses few varied qualities and phrasing.
<b>(P4) Performs dance with stylistic fluency</b>	Performs dance with a high level of stylistic fluency.	Performs with a moderate level of stylistic fluency including: (P4)	Performs with inconsistent stylistic fluency.

Comments

Score \_\_\_\_\_ Scorer’s Initials \_\_\_\_\_

**Scorer 2**

**Section 8. TASK RUBRIC:**

*This rubric explains the elements of the prompt and standards that should be included in the work. A student cannot meet standard on this task if he/she receives “Below standard” on any expectation.*

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
<b>(P1) Shows kinesthetic awareness and movement skills --</b>	Demonstrates a high level of consistency and reliability in performing technical skills that require a great deal of strength, flexibility, agility, and coordination.  Performs dance sequence without intrusive errors.	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre.  Performs dance sequence without intrusive errors. (P1)	Demonstrates some strength, flexibility, agility, and coordination.  Performs dance sequence with some intrusive errors.
<b>(P2) Demonstrates rhythmic acuity –</b>	Demonstrates the complexity of the rhythms throughout the whole body, as required by the dance.	Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)	Performs rhythmic patterns and maintains a tempo somewhat accurately.
<b>(P3) Demonstrates dynamic range –</b>	Presents movement with a clear and strong intention of the body in space, time, weight, and flow; has a heightened sense of personal phrasing clearly presenting high and low points.	Presents movement with clarity of intent; uses varied qualities and phrasing. (P3)	Presents movement with little clarity of intent; uses few varied qualities and phrasing.
<b>(P4) Performs dance with stylistic fluency</b>	Performs dance with a high level of stylistic fluency.	Performs with a moderate level of stylistic fluency including: (P4)	Performs with inconsistent stylistic fluency.

Comments

Score \_\_\_\_\_ Scorer’s Initials \_\_\_\_\_



## RUBRIC FOR WRITTEN OR ORAL REFLECTION

\*A student cannot meet standard on this task if he/she receives “Below standard” on these expectations.

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
*Establishes a context	Skillfully identifies the context that addresses the prompt and develops a personally meaningful introduction.	Clearly identifies the context that addresses the prompt W-10-14.1 (or) OC-10-2.1	Attempts to identify the context that addresses the prompt; however, the attempt causes confusion.
*Interprets and analyzes	Skillfully interprets and analyzes the significance of the experience.	Interprets and analyzes the significance of the experience. W-10-14.2 (or) OC-10-2.3	Does not convey the significance of the experience or the significance is unclear.
Uses a range of strategies	Selects and uses a wide range of strategies to communicate ideas effectively.  Thoroughly maintains focus.	Accurately selects and uses a range of strategies to communicate ideas effectively.  Maintains focus W-10-14.4 (or) OC-10-2.2, 2-5	Selects and/or uses strategies that are weak and/or ineffective.  Does not maintain focus.
Creates an organizing structure	Exhibits logical organization and selects sophisticated language specific to audience, context, or purpose.	Exhibits logical organization and language use, appropriate to audience, context, or purpose. W-10-14.3 (or) OC 10-2.1	Does not exhibit logical organization. Language use is inappropriate to audience, context, or purpose.
Demonstrates understanding of English language conventions	Demonstrates consistent control of English language conventions.	Demonstrates control of English language conventions.  Errors do not interfere with meaning. W-10-9 (or) OC-10-2.1	Demonstrates some control of English language conventions.  Frequent errors interfere with meaning.

Comments \_\_\_\_\_

Score \_\_\_\_\_ Scorer's Initials \_\_\_\_\_

Name:

Class:

Date:

## Rhode Island Dance Proficiencies Reflection Worksheet

**Directions:** Use this worksheet to prepare your oral or written reflections for the portfolio entries for the Creating Category as well as the Bushasche Extended Common Task.

**Prompt:** After completing the [dance/dance study/Bushasche Task], prepare an oral or written reflection about the process you used to complete your work. Also comment on what you learned.

\_\_\_ 1. **Introduction** – Make this personal and/or **make the reader/listener want to read/hear** the rest of the reflection. To **set the context**, this is where you address the “who, what, where, when, and why”.

\_\_\_ 2. Write/speak about how your coach/teacher/yourself prepared you for this work. Also mention **how the work was organized** (what parts of the task were completed, and in which order).

\_\_\_ 3. Write/speak about **how you felt** before, during, and after the task was completed. Include not only your emotional reactions, but your critical process as you identified and made revisions to your work.

\_\_\_ 4. **Analyze the level of importance** this work holds for you. What meaning does this work hold for you? **Why is this particular piece of work significant** in your life and/or development as an artist? What did you learn about dance, yourself, life skills, creativity and the artistic process?

\_\_\_ 5. **Conclusion** – Summarize and include finishing comments that will bring this reflection to a meaningful ending.

## Appendix B: Additional Rubrics

Ballet

Modern

Jazz

Latin

Hip Hop

Scorer # \_\_\_\_\_

**PERFORMING RUBRIC: Ballet**

This rubric explains the elements of the prompt and standards that should be included in the work. A student cannot meet standard on this task if he/she receives "Below standard" on any expectation.

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
<b>(P1) Shows kinesthetic awareness and movement skills</b>	Demonstrates a high level of consistency and reliability in performing technical skills that require strength, flexibility, agility, and coordination.  Performs dance sequence without intrusive errors.	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre.  Performs dance sequence without intrusive errors. (P1)	Demonstrates some strength, flexibility, agility, and coordination.  Performs dance sequence with some intrusive errors.
<b>(P2) Demonstrates rhythmic acuity</b>	Demonstrates the complexity of the rhythms throughout the whole body, as required by the dance.	Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)	Performs rhythmic patterns and maintains a tempo somewhat accurately.
<b>(P3) Demonstrates dynamic range &amp; artistic expression</b>	Presents movement with a clear and strong intention of the body in space, time, weight, and flow; has a heightened sense of personal phrasing clearly presenting high and low points; fully demonstrates commitment to movement and concept	Often presents movement with clarity of intent; uses varied qualities and phrasing; often demonstrates commitment to movement and concept (P3)	Presents movement with some clarity of intent; uses few varied qualities and phrasing; sometimes demonstrates commitment to movement and concept
<b>(P4) Performs dance with stylistic fluency</b>	Performs dance with a high level of stylistic fluency.	Performs with a moderate level of stylistic fluency demonstrating (P4) Student demonstrates: *proper technique -properly pointed feet -placed arms -turnout -correct positions of the feet & body *body alignment, carriage, & épaulement If applicable see criteria checklist for the particular style.	Performs with a low level of stylistic fluency.

Comments

Score \_\_\_\_\_ Scorer's Initials \_\_\_\_\_

Scorer # \_\_\_\_\_

**PERFORMING RUBRIC: Modern**

This rubric explains the elements of the prompt and standards that should be included in the work. A student cannot meet standard on this task if he/she receives "Below standard" on any expectation.

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
<b>(P1) Shows kinesthetic awareness and movement skills</b>	<p>Demonstrates a high level of consistency and reliability in performing technical skills that require strength, flexibility, agility, and coordination.</p> <p>Performs dance sequence without intrusive errors.</p>	<p>Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre.</p> <p>Performs dance sequence without intrusive errors. (P1)</p>	<p>Demonstrates some strength, flexibility, agility, and coordination.</p> <p>Performs dance sequence with some intrusive errors.</p>
<b>(P2) Demonstrates rhythmic acuity</b>	<p>Demonstrates the complexity of the rhythms throughout the whole body, as required by the dance.</p>	<p>Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)</p>	<p>Performs rhythmic patterns and maintains a tempo somewhat accurately.</p>
<b>(P3) Demonstrates dynamic range &amp; artistic expression</b>	<p>Presents movement with a clear and strong intention of the body in space, time, weight, and flow; has a heightened sense of personal phrasing clearly presenting high and low points; fully demonstrates commitment to movement and concept</p>	<p>Often presents movement with clarity of intent; uses varied qualities and phrasing; often demonstrates commitment to movement and concept (P3)</p>	<p>Presents movement with some clarity of intent; uses few varied qualities and phrasing; sometimes demonstrates commitment to movement and concept</p>
<b>(P4) Performs dance with stylistic fluency</b>	<p>Performs dance with a high level of stylistic fluency.</p>	<p>Performs with a moderate level of stylistic fluency. (P4)If applicable, see attached criteria checklists for particular style</p>	<p>Performs with a low level of stylistic fluency.</p>

Comments

Score \_\_\_\_\_ Scorer's Initials \_\_\_\_\_

Scorer # \_\_\_\_\_

**PERFORMING RUBRIC: Jazz**

This rubric explains the elements of the prompt and standards that should be included in the work. A student cannot meet standard on this task if he/she receives "Below standard" on any expectation.

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
<b>(P1) Shows kinesthetic awareness and movement skills</b>	Demonstrates a high level of consistency and reliability in performing technical skills that require strength, flexibility, agility, and coordination.  Performs dance sequence without intrusive errors.	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre.  Performs dance sequence without intrusive errors. (P1)	Demonstrates some strength, flexibility, agility, and coordination.  Performs dance sequence with some intrusive errors.
<b>(P2) Demonstrates rhythmic acuity</b>	Demonstrates the complexity of the rhythms throughout the whole body, as required by the dance.	Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)	Performs rhythmic patterns and maintains a tempo somewhat accurately.
<b>(P3) Demonstrates dynamic range &amp; artistic expression</b>	Presents movement with a clear and strong intention of the body in space, time, weight, and flow; has a heightened sense of personal phrasing clearly presenting high and low points; fully demonstrates commitment to movement and concept	Often presents movement with clarity of intent; uses varied qualities and phrasing; often demonstrates commitment to movement and concept (P3)	Presents movement with some clarity of intent; uses few varied qualities and phrasing; sometimes demonstrates commitment to movement and concept
<b>(P4) Performs dance with stylistic fluency</b>	Performs dance with a high level of stylistic fluency.	Performs with a moderate level of stylistic fluency. (P4) Student demonstrates: -parallel positioning -groundedness; use of plié See criteria checklist if applicable for particular style	Performs with a low level of stylistic fluency.

Comments

Score \_\_\_\_\_ Scorer's Initials \_\_\_\_\_

Scorer # \_\_\_\_\_

**PERFORMING RUBRIC: For Latin Dance Forms**

This rubric explains the elements of the prompt and standards that should be included in the work. A student cannot meet standard on this task if he/she receives "Below standard" on any expectation.

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
<b>(P1) Shows kinesthetic awareness and movement skills</b>	Demonstrates a high level of consistency and reliability in performing technical skills that require strength, flexibility, agility, and coordination.  Performs dance sequence without intrusive errors.	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre.  Performs dance sequence without intrusive errors. (P1)	Demonstrates some strength, flexibility, agility, and coordination.  Performs dance sequence with some intrusive errors.
<b>(P2) Demonstrates rhythmic acuity</b>	Demonstrates the complexity of the rhythms throughout the whole body, as required by the dance.	Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)	Performs rhythmic patterns and maintains a tempo somewhat accurately.
<b>(P3) Demonstrates dynamic range &amp; artistic expression</b>	Presents movement with a clear and strong intention of the body in space, time, weight, and flow; has a heightened sense of personal phrasing clearly presenting high and low points; fully demonstrates commitment to movement and concept	Often presents movement with clarity of intent; uses varied qualities and phrasing; often demonstrates commitment to movement and concept (P3)	Presents movement with some clarity of intent; uses few varied qualities and phrasing; sometimes demonstrates commitment to movement and concept
<b>(P4) Performs dance with stylistic fluency</b>	Performs dance with a high level of stylistic fluency.	Performs with a moderate level of stylistic fluency. (P4) <i>Student demonstrates:</i> <ul style="list-style-type: none"> <li>• Gestures and stance unique to the dance style;</li> <li>• Partnering –               <ul style="list-style-type: none"> <li>- Relating to partner within appropriate role (ie. Leading or following)</li> <li>- Fluidity in coordination between partners</li> </ul> </li> <li>• Hip and shoulder articulation, and footwork unique to dance style</li> <li>• Coordinated skirtwork when applicable</li> </ul>	Performs with a low level of stylistic fluency.

Comments

Score \_\_\_\_\_ Scorer's Initials \_\_\_\_\_

Scorer # \_\_\_\_\_

**PERFORMING RUBRIC: Hip Hop**

This rubric explains the elements of the prompt and standards that should be included in the work. A student cannot meet standard on this task if he/she receives "Below standard" on any expectation.

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
<b>(P1) Shows kinesthetic awareness and movement skills</b>	<p>Demonstrates a high level of consistency and reliability in performing technical skills that require strength, flexibility, agility, and coordination.</p> <p>Performs dance sequence without intrusive errors.</p>	<p>Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre.</p> <p>Performs dance sequence without intrusive errors. (P1)</p>	<p>Demonstrates some strength, flexibility, agility, and coordination.</p> <p>Performs dance sequence with some intrusive errors.</p>
<b>(P2) Demonstrates rhythmic acuity</b>	<p>Demonstrates the complexity of the rhythms throughout the whole body, as required by the dance.</p>	<p>Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)</p>	<p>Performs rhythmic patterns and maintains a tempo somewhat accurately.</p>
<b>(P3) Demonstrates dynamic range &amp; artistic expression</b>	<p>Presents movement with a clear and strong intention of the body in space, time, weight, and flow; has a heightened sense of personal phrasing clearly presenting high and low points; fully demonstrates commitment to movement and concept</p>	<p>Often presents movement with clarity of intent; uses varied qualities and phrasing; often demonstrates commitment to movement and concept (P3)</p>	<p>Presents movement with some clarity of intent; uses few varied qualities and phrasing; sometimes demonstrates commitment to movement and concept</p>
<b>(P4) Performs dance with stylistic fluency</b>	<p>Performs dance with a high level of stylistic fluency.</p>	<p>Performs with a moderate level of stylistic fluency. (P4) <i>Student demonstrates:</i></p> <ul style="list-style-type: none"> <li>• Isolations/articulation of body parts</li> <li>• Levels</li> <li>• Groundedness</li> </ul> <p>If applicable, see attached criteria checklist for particular style.</p>	<p>Performs with a low level of stylistic fluency.</p>

Comments

Score \_\_\_\_\_ Scorer's Initials \_\_\_\_\_



## Appendix C: Useful Websites

NDEO (National Dance Education Organization)

[www.ndeo.org](http://www.ndeo.org)

-click on Standards

-click on Standards for Learning and Teaching Dance in the Arts

RIDE (RI Dept. of Education)

[www.ride.ri.gov](http://www.ride.ri.gov)

-locate Learning column in center of homepage

-in that column, click on Expectations/Standards

-click on Necap and Local Written and Oral Communication GSEs (Grade Span Expectations) for grades 5-12