

Example Assessment

Dance Elements

This is an example classroom assessment created by Illinois educators as part of the Illinois State Board of Education (ISBE) Local Assessment Support (LAS) Project. ISBE encourages educators to modify example assessments to meet the needs of their individual educational context. Please note that the authors have provided suggestions for grade level use, applicable standards, data use, as well as possible accommodations, modifications, or alternative assessments. These suggestions are not inclusive of all possible uses and applications of this assessment.

This assessment serves as a possible example of a classroom assessment and its use is not required.

More information concerning the LAS project may be found here:

www.isbe.net/assessment/htmls/balanced-asmt.htm

Content: Dance

Grade Level: Grade 3

Purpose

The purpose of this assessment is to inform teaching practices and provide information to students about their current level of achievement at a given period of time. Students will demonstrate their understanding and application of dance elements (e.g., body, energy, space, and time) and form (e.g., AB) by choreographing and performing a dance.

Standards

National Core Arts Standards:

- DA: Cr1.1.3b: Explore a given movement problem. Select and demonstrate a solution.
- DA: Cr2.1.3a: Identify and experiment with choreographic devices to create simple movement patterns and dance structures (ex: AB, ABA, theme, and variation).
- DA: CR.3.1.3b: Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol).
- DA: Pr4.1.3a: Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.

Data Use

This assessment may be used to evaluate students understanding and application of dance elements and form.

www.isbe.net/assessment/htmls/balanced-asmt.htm

Accommodations, Modifications, and Alternate Assessments

Students may incorporate more or less dance elements according to individual needs and abilities. The teacher may also provide appropriate supports to students during the assessment process, and students may record their performance outside of class.

Materials

- Dance Organizer
- Dance Rubric

Directions

Please note that this assessment may take place over multiple lessons.

1. The teacher will review the concept of shape (e.g., straight, curved, angular, twisted) and level (e.g., high, middle, low) and may group students.
2. Students will choreograph Part A of their dance composition using all four shapes and all three levels, and document their choreography using the Dance Organizer.
3. Students will rehearse Part A.
4. The teacher will review the concepts of locomotor movements (e.g., walk, jog, skip, etc.), direction (e.g., forward, backward, up/down, side/side), and pathway (e.g., straight, curved, zigzag).
5. Students will choreograph Part B of their dance composition using two locomotor movements, two directions, and a pathway, and document their choreography using the Dance Organizer.
6. Students will rehearse Part B and draw a picture of their dance using the Dance Organizer.
7. Students will perform their dance composition for the class. The teacher will evaluate each student's performance using the Dance Rubric. Students may also use the rubric to engage in self- and peer-evaluation.

Additional Materials

Dance Organizer

Section A: Shape and Level

Choose four shapes (e.g., straight, curved, angular, and twisted) and levels (e.g., high, middle, and low).

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|-----------|--------|
| 1. Shape: | Level: |
| 2. Shape: | Level: |
| 3. Shape: | Level: |
| 4. Shape: | Level: |

Section B:

Circle two locomotor movements.

Walk	Jog	Skip	Gallop
Slide	Jump	Hop	Leap

Circle two directions.

Forward	Backward	Up/Down	Side/Side
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Circle one pathway.

Straight	Curved	ZigZag
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Draw a picture of your dance.

Dance Rubric

	Beginning	Developing	Proficient
Composition and Form	<ul style="list-style-type: none"> • Dancer performed some of the chosen elements. • Dancer did not follow the chosen form. • The beginning and ending of the dance were unclear 	<ul style="list-style-type: none"> • Dancer performed some of the chosen elements. • Dancer followed the chosen form. • The dance had a clear beginning and ending. 	<ul style="list-style-type: none"> • Dancer performed all of the chosen elements. • Dancer followed the chosen form. • The dance had a clear beginning and ending.
Shapes and Levels	<ul style="list-style-type: none"> • Dancer used one or two different shapes and levels. 	<ul style="list-style-type: none"> • Dancer used three different shapes and levels. 	<ul style="list-style-type: none"> • Dancer used four different shapes and levels.
Locomotor Movements, Directions, and Pathways.	<ul style="list-style-type: none"> • Dancer may use one locomotor movement. • Choice of direction and pathway were unclear. 	<ul style="list-style-type: none"> • Dancer used one locomotor movement. • Dancer used one direction. • Choice of pathway was clear. 	<ul style="list-style-type: none"> • Dancer used two locomotor movements. • Dancer used two directions. • Choice of pathway was clear.
Specific Feedback and Ideas for Improvement:			