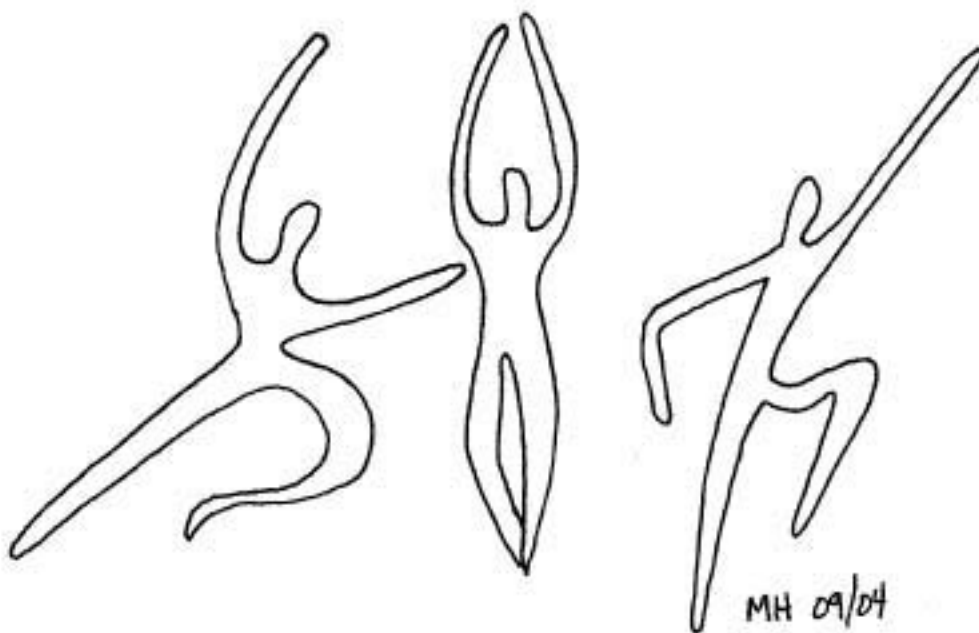


**WCBPA–Washington**  
**Classroom-Based Performance Assessment**  
A Component of the Washington State Assessment System

**The ARTS**  
**Directions for Administration**  
**Dance**  
**Grades 5, 8, & 10**



**Single Task Set**  
**Item Piloted**  
**Spring 2005**





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November 2005

Dear Educator:

Thank you for your interest in using our Arts Classroom-Based Performance Assessments (CBPAs) as an integral part of your arts instruction in dance, music, theatre, and/or visual arts. These items are a part of the Washington Classroom-Based Performance Assessments (WCBPAs) in The Arts (dance, music, theatre, and visual arts).

**Performance Assessments** require students to construct their own answers in some method and form of creating, performing, and responding to the assessment prompt and expectations. The Arts Assessment Leadership Team (AALT) wrote and revised the items included in this booklet between 2003 and 2005 for use by Washington State teachers and other educators under the leadership of The Arts Program, Program Supervisor, and the Office of Superintendent of Public Instruction (OSPI). Sixty total items have been developed for the four arts disciplines of dance, music, theatre, and visual arts. Fifteen items for each arts discipline, which includes five items each at the benchmark levels of Grades 5, 8, and 10 (high school) will be available online for use by educators in January 2006.

The purpose of any of the arts CBPAs is four-fold:

1. Inform teachers immediately if students know and are able to do what is expected of them to demonstrate their understanding of the arts discipline at the benchmark levels of Grades 5, 8, and high school (10 or above).
2. Inform teachers regarding their instruction, i.e., strength, weaknesses, and gaps to be addressed.
3. Enhance and become a part of instruction and a tool to measure if learning has occurred and how well.
4. Model high quality CBPAs aligned with our Arts Essential Academic Learning Requirements (EALRs) by including:
  - a. **Directions for Administration** for all of the items in a selected arts discipline (i.e., dance, music, theatre, or visual arts) for a comprehensive, sequential, standards-based picture of how instruction, over time, occurs and increases in difficulty and expectations.
  - b. **Student Task Booklets** for all of the items in a selected arts discipline (i.e., dance, music, theatre, or visual arts).
  - c. **Rubrics** for scoring each item.
  - d. **Test Coordinator's Manual** to provide information to the test coordinators and/or teachers regarding successful implementation and use of these assessments in their schools and districts. (This document is located on the assessment link under Test Coordinator's Manual).

**Please Note:**

1. Any assessment item is to be incorporated into classroom instruction.
2. Any assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
3. Accommodations based upon student IEP or 504 plan determine the administration of any assessment.

In order to assist you in your efforts in understanding and using these items, please access our OSPI Arts Web site at: <http://www.k12.wa.us/CurriculumInstruct/arts> for helpful information.

We believe that these arts CBPAs will inform, teach, and inspire arts education in each and every classroom, school, and district that has the incentive and vision to use them. We welcome your feedback and look forward to your participation as leaders in your district and participants in our current and future arts assessments and staff development for Washington State. Our efforts are to support, promote, implement, and measure arts instruction in Washington State for all learners. More arts education will occur for students wherever these assessments are given!

Sincerely,

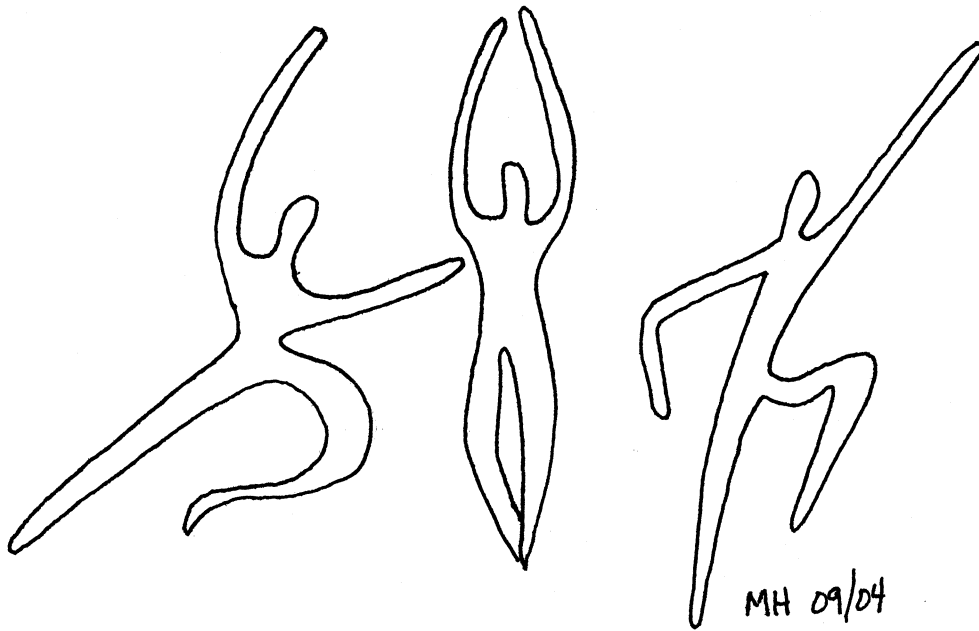


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**Grade 5  
Dance**

**Directions for Administering the  
Washington Classroom-Based Performance Assessment (WCBPA)  
Arts Performance Assessment  
Grade 5 Dance  
Dancing Art**

**Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Dance, **Grade 5, Dancing Art**. Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Test Administration Expectations**

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

**Description of the Performance Assessment**

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be recorded by videotape to facilitate scoring and to document each student's performance.
- Short-answer questions ask the student to supply a response that may be written or verbal. All verbal responses must be recorded to facilitate scoring and to document each student's performance.

**Materials and Resources**

Teachers will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- two contrasting visual artworks (choose from prints, sculpture, or photography),
- one pencil per student, and
- video recording device and tape.



## Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- Students who have had limited exposure to the visual arts may benefit from some preparation for viewing visual art. A teacher-guided viewing of the artwork could include a facilitative discussion covering:
  - first impressions (What do you see?),
  - specific visual art vocabulary (What color, texture, line, shape, balance do you see?),
  - contextual information (the artist's background, technique, or media), and
  - reflections (ideas and feelings the viewer experiences in response to the work of art).
- Students must perform in bare feet or appropriate dance/athletic shoes for safety.
- Teacher should remind students to perform their piece with focus and concentration and without noticeable interruptions. An interruption can be observed as fixing hair or clothing, nervous gestures or giggles, distractions from outside the dance, or having to stop and think about the choreography.
- Teachers should remind students to perform each movement to its fullest extent. An example of fullest extent would be the jumping jack "x" with arms and legs fully stretched and spread out to create a "full x." A "wilted x" is the opposite, with arms and legs not fully extended. A "wilted x" is not acceptable.
- Performance space should be at least 15' x 15'. Some accommodation may be necessary to allow students to rehearse in a space comparable to the performance space.
- Teachers may find it helpful to videotape the artwork used for the choreography before videotaping the choreography.
- Students who end in a shape need to hold it for 3 seconds at the end of the performance to indicate a clear ending.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance.
- Students who respond in writing must include their name/number on the response sheet.

## Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following three-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. This sample time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

### Day One Estimated Time:

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **15 minutes:** The teacher facilitates a discussion of the artworks (see Teacher Preparation Guidelines). The students choose the work of art to be used as the basis of their choreography.
- **20 minutes:** The students create and rehearse their dance.

### Day Two Estimated Time:

- **5 minutes:** The students review and rehearse their dance.
- **35 minutes:** The students perform their dance, which the teacher records.

### Day Three Estimated Time:

- **5 minutes:** The students perform their dance, which the teacher records.
- **20 minutes:** The students prepare their verbal or written response.
- **5 minutes:** The teacher collects papers of students who respond in writing.
- **20 minutes:** The teacher records the responses of the students who respond verbally. Teachers may choose to videotape verbal responses immediately following the student's response

## Test Administration

**Students may have as much time as they need to complete the task.** All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

Say: **Today you will take the Grade 5 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Dance entitled "Dancing Art."**

## Dancing Art

As part of an art celebration at your school, two visual artists are coming to visit. The principal is asking you to choreograph and perform a dance inspired by their work at an assembly to introduce the artists to the students. Your task is to bring to life with movement what you see or feel when you look at the visual art.

You will see two pieces of visual art, one by each artist. You will choose the piece that interests you the most. Taking your ideas from the images in the art, you will choreograph a short dance that shows your ideas. Your dance should be no longer than 1 minute. The principal will videotape the dance and ask you to explain the connections between your dance and the art.

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

- View both works of art.
- Choose one artwork to use as the subject of your choreography.
- Select at least **two** different ideas, images, or feelings from the artwork to include in your dance.
- Use at least one different movement or movement phrase to show each of the ideas, images, or feelings selected from the artwork.

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

- Include all of the following in your performance:
  - Make a clear entrance or beginning shape.
  - Make a clear exit or ending shape.
  - Maintain **focus** and concentration and perform your dance without noticeable interruptions.
  - Use the appropriate **energy**.
  - Perform movements to the fullest extent.

The principal explains that you must meet the following task requirements when responding:

- Describe **two** ideas, images, or feelings that you chose to include in your dance.
- Describe at least one different movement or movement phrase to show each of the two ideas, images, or feelings you selected from the artwork.
- Explain why you chose the movement or movement phrase.

You will have time to view both works of art. You will have 20 minutes to create and rehearse your dance. You will have 20 minutes to prepare your response.

**Student Name/Number:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**Title of Artwork:** \_\_\_\_\_

**Artist:** \_\_\_\_\_

**The first idea, image, or feeling I chose to include in my dance is:**

**The movement I used to show this is:**

**I chose this movement to show this idea, image, or feeling because:**

**The second idea, image, or feeling I chose to include in my dance is:**

**The movement I used to show this is:**

**I chose this movement to show this idea, image, or feeling because:**

**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 5**  
**Dancing Art**  
**Dance Glossary**

**elements of dance**—space, time, energy/force

**energy/force**—an element of dance; the quality of movement; how a movement is performed, including smooth, sharp, free, contained, strong, light, sustained, percussive, etc.

**light energy**—a movement quality that uses minimal muscle action

**sharp energy**—sudden, strong quality in movement

**smooth energy**—continuous, sustained quality in movement

**strong energy**—a movement quality that uses firm muscle action

**focus**—the ability to concentrate and keep one's attention fixed on the matter at hand; where the dancer is looking; where the audience's attention is directed

**phrase**—a sequence of movements

**space**—an element of dance; where bodies move in a dance, using levels, directions, pathways, sizes, relationships, etc.

**time**—an element of dance; when and how a dance includes tempo, rhythm, duration, speed, etc.

**Grade 5  
Dancing Art  
Rubrics**

**Creating—Choreography Rubric (4.1)**

4	<p>A 4-point response: The student demonstrates a thorough understanding of the connections among the arts by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none"><li>• creates a clear entrance or beginning shape,</li><li>• creates a clear exit or ending shape,</li><li>• creates a movement to express one idea, image, or feeling from the artwork, and</li><li>• creates a movement to express a second idea, image, or feeling from the artwork.</li></ul>
3	<p>A 3-point response: The student demonstrates an adequate understanding of the connections among the arts by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of the connections among the arts by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of the connections among the arts by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of the connections among the arts by meeting none of the four task requirements listed above.</p>

**Performing Rubric (1.2)**

4	A 4-point response: The student demonstrates a thorough understanding of arts skills and techniques in the performance by meeting all of the four task requirements listed below: <ul style="list-style-type: none"><li>• maintains focus and concentration, performing without interruption,</li><li>• performs a clear entrance and beginning shape and a clear exit or ending shape,</li><li>• invests fully in movement (uses appropriate energy), and</li><li>• performs all movements to the fullest extent.</li></ul>
3	A 3-point response: The student demonstrates an adequate understanding of arts skills and techniques by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of arts skills and techniques by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of arts skills and techniques by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of arts skills and techniques by meeting none of the four task requirements listed above.

**Responding Rubric (2.3)**

4	A 4-point response: The student demonstrates a thorough understanding of the responding process by using correct dance vocabulary to meet all of the four task requirements listed below: <ul style="list-style-type: none"><li>• describes the first idea, image, or feeling chosen from the artwork as well as the movement chosen to show it,</li><li>• explains clearly a connection between the first idea, image, or feeling and the movement chosen,</li><li>• describes the second idea, image, or feeling chosen from the artwork as well as the movement chosen to show it, and</li><li>• explains clearly a connection between the second idea, image, or feeling and the movement chosen.</li></ul>
3	A 3-point response: The student demonstrates an adequate understanding of the responding process by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of the responding process by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of the responding process by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of the responding process by meeting none of the four task requirements listed above.





**Directions for Administering the  
Washington Classroom-Based Performance Assessment (WCBPA)  
Arts Performance Assessment  
Grade 5 Dance  
Dancing Differences**

**Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Dance, **Grade 5, Dancing Differences**. Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Test Administration Expectations**

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

**Description of the Performance Assessment**

Students taking this performance assessment will respond to a performance task.

- Short-answer questions ask the student to supply a response that may be written or verbal. All verbal responses must be recorded on videotape to facilitate scoring and to document each student's performance.
- Response sheets are provided for student work. All written work must be completed on these student response sheets.

**Materials and Resources**

Teachers will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- two dance selections from different cultures (see Teacher Preparation Guidelines),
- one pencil per student, and
- video recording device and tape.

## Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- Choose dances from different cultures. Dance selections should have dance elements that can be clearly differentiated by the novice observer. Suggested sources: *Dancing*, a video series created by Rhoda Grauer, a production of Thirteen/WNET in association with RM Arts and BBC-TV, 1993; or *Multicultural Folk Dance*, Volume 1 or 2, by Christy Lane.
- Provide background information about the dances to the students: the name of the dance, the country or culture it comes from, and when applicable, the occasion for the dance.
- Teachers may want to clarify that students should be observing movement elements and not costumes, music, country of origin, and setting.
- **In order to help students to see the movement separate from the music, videos should be shown without music the second and third time.**
- Remind students to write the names of the dances at the top of response sheet.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Students who respond in writing must include their name/number on the response sheet.

## Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following two-day model is an example of how to administer the task.** This task should be administered in 1 to 2 days. This sample time frame is based on a 45-60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

### Day One Estimated Time:

- **10 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **20 minutes:** The students view the two dance selections three times each, taking notes the second and third time as they view.
- **15 minutes:** The students prepare their verbal or written response.
- **5 minutes:** The teacher collects all notes and response sheets from the students.

**Day Two Estimated Time:**

- **5 minutes:** The teacher distributes notes and response sheets to the students who respond verbally.
- **20 minutes:** The teacher records the responses of the students who respond verbally.

**Test Administration**

**Students may have as much time as they need to complete the task.** All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

**Say: Today you will take the Grade 5 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Dance entitled "Dancing Differences."**

## Dancing Differences

Your school is arranging a multicultural assembly to celebrate the many different kinds of people who live in our world. The purpose of the assembly is to encourage respect and appreciation for all peoples. You are on the committee to help choose the program, and the principal has asked you to find two dances for the program.

You will view and compare two dances from different cultures. You will view each dance three times.

The principal tells you that you must meet the following task requirements when explaining your choices:

- Use the **elements of dance (space, time, energy/force)** to describe at least **two** ways that the dances are similar.
- Use the elements of dance to describe at least **two** ways that the dances are different.
- Use dance vocabulary correctly.

You will be given time to view the two dance choices three times each. You will take notes as you view the dances. While viewing the two dances the first time, do not take notes. While viewing the two dances the second time, you will take notes on the similarities between them. While viewing the dances the third time, you will take notes on the differences between them. After the viewing, you will have 15 minutes to prepare your response.

**Student Name/Number:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**Dance #1:** \_\_\_\_\_ **from** \_\_\_\_\_  
(name of dance) (country)

**Dance #2:** \_\_\_\_\_ **from** \_\_\_\_\_  
(name of dance) (country)

- 1) Describe two ways that the dances are similar. Use the name of the dance when describing differences. Use correct dance vocabulary in your response.**

**The first similarity between the dances is:**

---

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---

**The second similarity between the dances is:**

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---

- 2) Describe two ways that the dances are different. Use the name of the dance when describing differences. Use correct dance vocabulary in your response.**

**The first way the dances are different is:**

---

---

---

**The second way the dances are different is:**

---

---

---

**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 5**  
**Dancing Differences**  
**Dance Glossary**

**elements of dance**—space, time, energy/force

**energy/force**—an element of dance; the quality of movement; how a movement is performed, including smooth, sharp, free, contained, strong, light, sustained, percussive, etc.

**light energy**—a movement quality that uses minimal muscle action

**sharp energy**—sudden, strong quality in movement

**smooth energy**—continuous, sustained quality in movement

**strong energy**—a movement quality that uses firm muscle action

**space**—an element of dance; where bodies move in a dance, using levels, directions, pathways, sizes, relationships, etc.

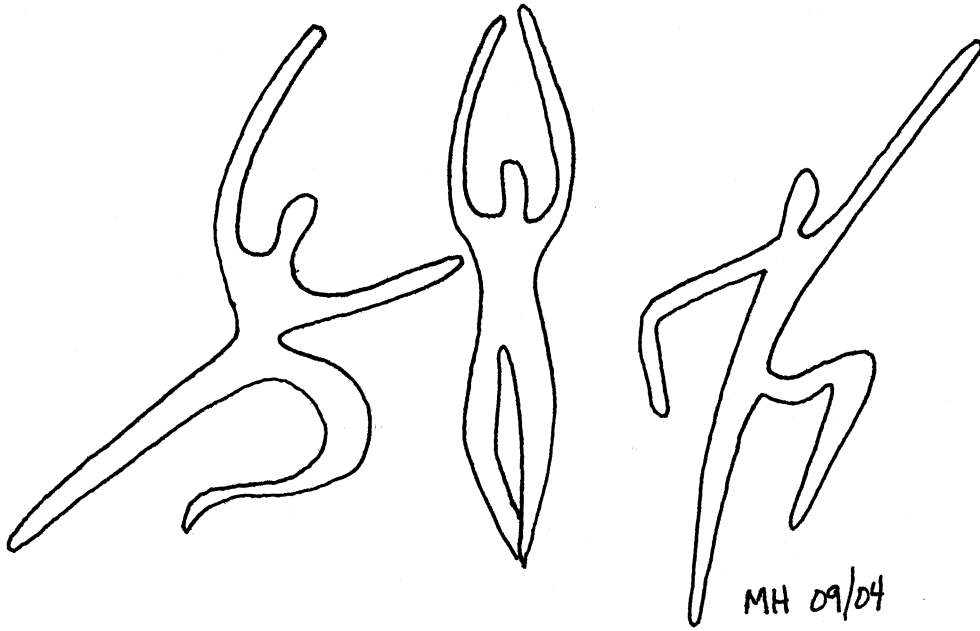
**time**—an element of dance; when and how a dance includes tempo, rhythm, duration, speed, etc.

**Grade 5  
Dancing Differences  
Rubric**

**Responding Rubric (1.3)**

4	A 4-point response: The student demonstrates a thorough understanding of arts styles by meeting all of the four task requirements listed below: <ul style="list-style-type: none"><li>• describes one similarity between the two dances, using correct dance vocabulary,</li><li>• describes a second similarity between the two dances, using correct dance vocabulary,</li><li>• describes one difference between the two dances, using correct dance vocabulary, and</li><li>• describes a second difference between the two dances, using correct dance vocabulary.</li></ul>
3	A 3-point response: The student demonstrates an adequate understanding of arts styles by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of arts styles by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of arts styles by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of arts styles by meeting none of the four task requirements listed above.





**Grade 8  
Dance**

**Directions for Administering the  
Washington Classroom-Based Performance Assessment (WCBPA)  
Arts Performance Assessment  
Grade 8 Dance  
Dance Critic**

**Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Dance, **Grade 8, Dance Critic**. Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Test Administration Expectations**

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

**Description of the Performance Assessment**

Students taking this performance assessment will respond to a performance task.

- Short-answer questions ask the student to supply a response that may be written or verbal. All verbal responses must be recorded to facilitate scoring and to document each student's response.
- Response sheets are provided for student work. All work must be completed on these student response sheets.

**Materials and Resources**

Teachers will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- dance video (see Teacher Preparation Guidelines),
- one pencil per student, and
- audio and/or video recording device and tape (if needed for individual students).

## Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- Choose a dance video that includes at least three of the following: costumes, lighting changes, sets, and music. Suggested sources: *Dancing*, a video series created by Rhoda Grauer, a production of Thirteen/WNET in association with RM Arts and BBC-TV, 1993; one section of “Revelations” choreographed by Alvin Ailey from *Four by Ailey*, 1986; a selection from *Stomp Out Loud*, Warner Home Video, 1997; or a selection from *The Nutcracker* by Tchaikovsky.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- As an option to a written response, video or audio recording may be used at the teacher’s discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teacher’s role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance.
- Students who respond in writing must include their name/number on the response sheet.

## Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following two-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. This sample time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

### Day One Estimated Time:

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **20 minutes:** The students view the dance video three times, taking notes as they view.
- **5 minutes:** The teacher collects all notes from the students.

**Day Two Estimated Time:**

- **5 minutes:** The teacher distributes notes and response sheets to the students.
- **20 minutes:** The students prepare their verbal or written response.
- **5 minutes:** The teacher collects papers of students who respond in writing.
- **20 minutes:** The teacher records the responses of the students who respond verbally.

**Test Administration**

**Students may have as much time as they need to complete the task.** All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

**Say: Today you will take the Grade 8 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Dance entitled "Dance Critic."**

## Dance Critic

You are on a committee to select performing groups that will come to your school and present at assemblies. Your task is to view a dance video example of one group's work and analyze the ideas or feelings expressed in the piece for the rest of the committee.

You will watch the dance video two times. Take notes while watching the video. After you watch the video, you will prepare a written description of the dance you watched to share with the committee.

The committee explains that you must meet the following task requirements when responding to the video:

- Watch the video two times.
- Describe one idea or feeling expressed in the dance.
- List **three elements of dance (space, time, energy/force)** used to express that idea or feeling.
- Fully describe one detail from the dance that illustrates each element you selected.
- Use appropriate dance vocabulary.

You will have time to watch the video two times, taking notes as you watch. You will have 20 minutes to prepare your response.

**Student Name/Number:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**1) Describe one idea or feeling expressed in the dance.**

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**2) Identify one element of dance that illustrated the idea or feeling you saw in the dance.**

**Describe a detail from the dance that shows how this element illustrated that idea or feeling.**

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- 3) Identify a second element of dance that illustrated the idea or feeling you saw in the dance.

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Describe a detail from the dance that shows how this element illustrated that idea or feeling.

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- 4) Identify a third element of dance that illustrated the idea or feeling you saw in the dance.

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Describe a detail from the dance that shows how this element illustrated that idea or feeling.

**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 8**  
**Dance Critic**  
**Dance Glossary**

**elements of dance**—space, time, energy/force

**energy/force**—an element of dance; the quality of movement; how a movement is performed (examples: smooth, sharp, free, contained, strong, light, heavy, sustained, percussive, etc.)

**light energy**—a movement quality that uses minimal muscle action

**sharp energy**—sudden, strong quality in movement

**smooth energy**—continuous, sustained quality in movement

**strong energy**—a movement quality that uses firm muscle action

**space**—an element of dance; the physical areas where bodies move (examples: levels, directions, pathways, place, planes, shapes, sizes, etc.)

**time**—an element of dance; how a dance includes the following: tempo/speed, rhythm, duration, accent, meter, etc.



**Grade 8  
Dance Critic  
Rubric**

**Responding Rubric (1.1.2)**

4	<p>A 4-point response: The student demonstrates a thorough understanding of the elements of dance (using dance vocabulary) by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none"><li>• describes one idea or feeling expressed in the dance,</li><li>• describes a detail from the dance that supports the selection of the first element,</li><li>• describes a detail from the dance that supports the selection of the second element, and</li><li>• describes a detail from the dance that supports the selection of the third element.</li></ul>
3	<p>A 3-point response: The student demonstrates an adequate understanding of the elements of dance by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of the elements of dance by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of the elements of dance by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of the elements of dance by meeting none of the four task requirements listed above.</p>

**Directions for Administering  
the Washington Classroom-Based Performance Assessment (WCBPA)  
Arts Performance Assessment  
Grade 8 Dance  
Dance Expert**

**Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Dance, **Grade 8, Dance Expert**. Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Test Administration Expectations**

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment

**Description of the Performance Assessment**

Students taking this performance assessment will respond to a performance task.

- Short-answer questions ask the students to supply a response that may be written or verbal. All verbal responses must be videotaped to facilitate scoring and to document each student's performance.

**Materials and Resources**

Teachers will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- one dance selection (see Teacher Preparation Guidelines),
- one pencil per student, and
- audio and/or video recording device and tape (if needed for individual students).

**Teacher Preparation Guidelines**

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.

- Choose one dance selection that includes dance elements that can be clearly differentiated by the novice observer. Suggested sources: *Dancing*, a video series created by Rhoda Grauer, a production of Thirteen/WNET in association with RM Arts and BBC-TV, 1993; one section of “Revelations” choreographed by Alvin Ailey from *Four by Ailey*, 1986; a selection from *Stomp Out Loud*, Warner Home Video, 1997; or a selection from *The Nutcracker* by Tchaikovsky.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- As an option to a written response, video or audio recording may be used at the teacher’s discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teacher’s role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance.
- Students who respond in writing must include their name/number on the response sheet.
- Teachers should include the name of the video viewed with student responses.

### **Recommendation for Time Management**

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following two-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. This sample time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

#### **Day One Estimated Time:**

- **5 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **20 minutes:** The students view the dance video twice, taking notes as they view.
- **20 minutes:** The students prepare their verbal or written response.
- **5 minutes:** The teacher collects notes and response sheets from the students.

#### **Day Two Estimated Time:**

- **20 minutes:** The teacher records the responses of the students who respond verbally.

## **Test Administration**

**Students may have as much time as they need to complete the task.** All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

**Say: Today you will take the Grade 8 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Dance entitled "Dance Expert."**

## Dance Expert

Your school library recently received a donation of unmarked dance videos that need to be sorted, cataloged, and filed. Your class has been asked to help with this work. Each class has been given one video to watch. Once you have watched the video, you will be asked to prepare a description of the dance for the librarian, including at least two elements of dance (space, time, energy/force) in your description.

You will take notes while you watch the dance. Using your notes, you will then be given time to prepare a description of the dance you watched.

The librarian explains that you must meet the following task requirements when preparing your response:

- Watch the dance twice.
- Take notes while watching the dance.
- Describe how the dancer(s) uses an element of space in the dance.
- Identify what idea that element communicates and explain the connection between that idea and the element you selected.
- Describe how the dancer(s) uses an element of energy or time in the dance.
- Identify what idea that element communicates and explain the connection between that idea and the element you selected.
- Use dance vocabulary correctly.

You will watch the dance video twice, taking notes as you watch. After watching the dance, you will have 20 minutes to prepare your response.

**Student Name/Number:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**Dance:** \_\_\_\_\_ **by:** \_\_\_\_\_

**1) Describe one way the dancer(s) uses an element of space in the dance.**

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**2) Identify what idea that element communicates. Fully explain the connection you made between the dance element of space and the idea you selected. Use correct dance vocabulary.**

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**3) Describe one way the dancer(s) uses an element of energy or time in the dance.**

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**4) Identify what idea that element of energy or time communicates. Fully explain the connection you made between the dance element of energy or time and the idea you selected. Use correct dance vocabulary.**

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**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 8**  
**Dance Expert**  
**Dance Glossary**

**elements of dance**—space, time, energy/force

**energy/force**—an element of dance; the quality of movement; how a movement is performed (examples: smooth, sharp, free, contained, strong, light, heavy, sustained, percussive etc.)

**light energy**—a movement quality that uses minimal muscle action

**sharp energy**—sudden, strong quality in movement

**smooth energy**—continuous, sustained quality in movement

**strong energy**—a movement quality that uses firm muscle action

**space**—an element of dance; the physical areas where bodies move (examples: levels, directions, pathways, place, planes, shapes, sizes etc.)

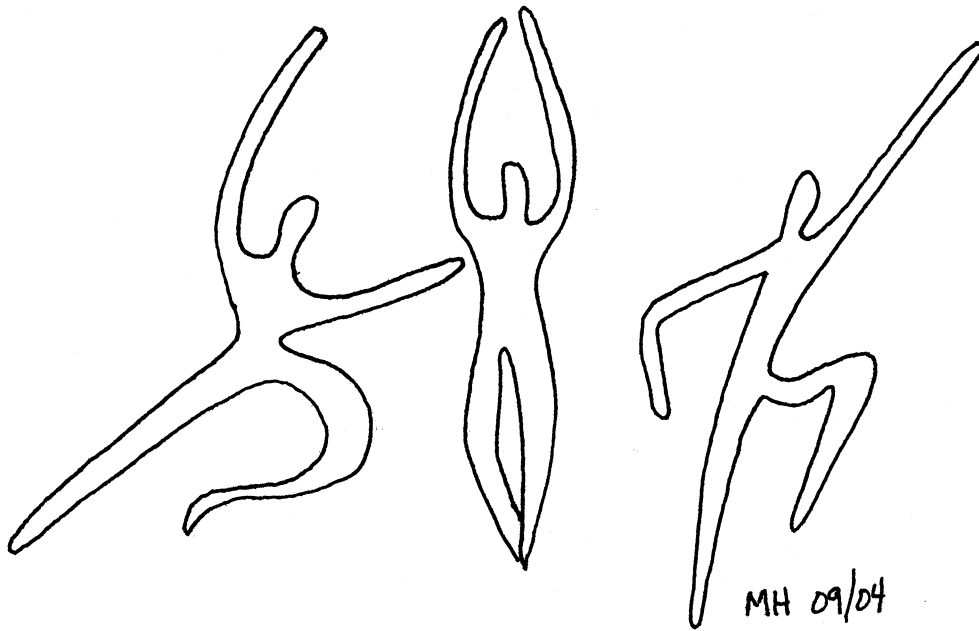
**time**—an element of dance; how a dance includes the following: tempo/speed, rhythm, duration, accent, meter, etc.

**Grade 8  
Dance Expert  
Rubric**

**Responding Rubric (2.3)**

4	<p>A 4-point response: The student demonstrates a thorough understanding of the responding process by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none"><li>• describes one element of space used in the dance, using correct dance vocabulary,</li><li>• identifies an idea that communicates and explains the connection between the dance element of space and the idea selected,</li><li>• describes one element of energy or time used in the dance, using correct dance vocabulary, and</li><li>• identifies an idea that communicates and explains the connection between the dance element of energy or time and the idea selected.</li></ul>
3	<p>A 3-point response: The student demonstrates an adequate understanding of the responding process by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of the responding process by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of the responding process by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates little or no understanding of the responding process by meeting none of the four task requirements listed above.</p>





**Grade 10  
Dance**

**Directions for Administering the  
Washington Classroom-Based Performance Assessment (WCBPA)  
Arts Performance Assessment  
Grade 10 Dance  
World Dance Cultures**

**Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Dance, **Grade 10, World Dance Cultures**. Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Test Administration Expectations**

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

**Description of the Performance Assessment**

Students taking this performance assessment will respond to a performance task.

- Short-answer questions ask the student to supply a response that may be written or verbal. All verbal responses must be recorded by videotape to facilitate scoring and to document each student's performance.
- Response sheets are provided for student work. All written work must be completed on these student response sheets.

**Materials and Resources**

Teachers will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- two dance selections (see Teacher Preparation Guidelines),
- one pencil per student, and
- audio and/or video recording device and tape (if needed for individual students).

## Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- Choose two dance selections that include dance elements that can be clearly differentiated by the observer. Suggested sources: *Dancing*, a video series created by Rhoda Grauer, a production of Thirteen/WNET in association with RM Arts and BBC-TV, 1993; or *Multicultural Folk Dance*, Volume 1 or 2, by Christy Lane. One selection should be a style/culture familiar to the students and the other a style/culture less familiar to the students. The names of the videos used **must** be written on student response sheets.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance.
- Students who respond in writing must include their name/number on the response sheet.

## Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following three-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. This sample time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

### Day One Estimated Time:

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **20 minutes:** The students view each dance video twice, taking notes as they view.
- **5 minutes:** The teacher collects notes from the students.

### Day Two Estimated Time:

- **5 minutes:** The teacher distributes notes and response sheets to the students.
- **45 minutes:** The students prepare their verbal or written response.
- **5 minutes:** The teacher collects response sheets from the students.

**Day Three Estimated Time:**

- **5 minutes:** The teacher distributes response sheets to students who respond verbally.
- **20 minutes:** The teacher records the responses of the students who respond verbally.

**Test Administration**

**Students may have as much time as they need to complete the task.** All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

Say: **Today you will take the Grade 10 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Dance entitled "World Dance Cultures."**

## World Dance Cultures

Your school is planning a celebration for Multicultural Week. Your teacher has asked you to join a committee to help determine which cultural dances will be included in the celebration. You will be shown videos of dances from two different world cultures.

You need to consider both the culture and the dances as you observe. As you watch each video, note the purpose of the dances, which elements of dance are used, and which characteristics reflect each culture.

Your teacher explains that you must meet the following task requirements when preparing your response:

- Watch each dance at least two times.
- Take notes while watching the dances.
- Identify the purpose of each dance (to inform, to persuade, to entertain, to tell a story, to celebrate, to commemorate, etc.) and provide **one** detail from **each** dance to support your observations.
- Compare and contrast the **elements of dance (space, time, and energy/force)** used in each dance. Provide at least **four** details to support your observations.
- Which qualities of each dance express characteristics of its culture (movement, vocabulary, structure, participants, music, costumes, setting, etc.)? Give specific examples of these qualities and how they reflect the culture.
- Explain whether or not you would include each dance in Multicultural Week as an informative example of the culture it represents. Provide details to support your answer.
- Use dance vocabulary correctly.

After viewing both dances at least two times, you will have 45 minutes to prepare your response.

**Student Name/Number:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**Dance #1—Video:** \_\_\_\_\_

**Dance #2—Video:** \_\_\_\_\_

- 1) What is the purpose of each dance (to inform, to persuade, to entertain, to tell a story, to celebrate, to commemorate, etc.)? Provide two details from each dance to support your conclusions.

**First dance:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Second dance:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2) Pick four specific elements of dance. Compare and contrast how those elements of dance are used in the two dances. Provide details from the dances that support your observations.

**First element:** \_\_\_\_\_

**Dance 1:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Dance 2:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Second element:** \_\_\_\_\_

**Dance 1:** \_\_\_\_\_

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**Dance 2:** \_\_\_\_\_

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**Third element:** \_\_\_\_\_

**Dance 1:** \_\_\_\_\_

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**Dance 2:** \_\_\_\_\_

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**Fourth element:** \_\_\_\_\_

**Dance 1:** \_\_\_\_\_

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**Dance 2:** \_\_\_\_\_

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**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 10**  
**World Dance Cultures**  
**Dance Glossary**

**elements of dance**—space, time, energy/force

**energy/force**—an element of dance; the quality of movement; how a movement is performed (examples: smooth, sharp, free, contained, strong, light, heavy, sustained, percussive, etc.)

**light energy**—a movement quality that uses minimal muscle action

**sharp energy**—sudden, strong quality in movement

**smooth energy**—continuous, sustained quality in movement

**strong energy**—a movement quality that uses firm muscle action

**space**—an element of dance; the physical areas where bodies move (examples: levels, directions, pathways, place, planes, shapes, sizes, etc.)

**time**—an element of dance; how a dance includes the following: tempo/speed, rhythm, duration, accent, meter, etc.



## Grade 10 World Dance Cultures Rubrics

### Responding Rubric—Communicating for a Specific Purpose (3.2)

4	A 4-point response: The student demonstrates a thorough understanding of communicating for a specific purpose by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> <li>• gives one detail to support the purpose of the first dance,</li> <li>• gives a second detail to support the purpose of the first dance,</li> <li>• gives at least one detail to support the purpose of the second dance, and</li> <li>• a second detail to support the purpose of the second dance.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of communicating for a specific purpose by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of communicating for a specific purpose by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of communicating for a specific purpose by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of communicating for a specific purpose by meeting none of the four task requirements listed above.

### Responding Rubric—Understanding Various Dance Styles (1.3)

4	A 4-point response: The student demonstrates a thorough understanding of dance styles by meeting all of the four task requirements listed below: <ul style="list-style-type: none"> <li>• clearly compares/contrasts one dance element used in the two dances,</li> <li>• clearly compares and contrasts a second dance element used in the two dances,</li> <li>• clearly compares and contrasts a third dance element used in the two dances, and</li> <li>• clearly compares and contrasts a fourth dance element used in the two dances.</li> </ul>
3	A 3-point response: The student demonstrates an adequate understanding of dance styles by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of dance styles by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of dance styles by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of dance styles by meeting none of the four task requirements listed above.

**Directions for Administering the  
Washington Classroom-Based Performance Assessment (WCBPA)  
Arts Performance Assessment  
Grade 10 Dance  
Art in Action**

**Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Dance, **Grade 10, Art in Action**. Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

**Test Administration Expectations**

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

**Description of the Performance Assessment**

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be recorded by videotape to facilitate scoring and to document each student's performance.
- Short-answer questions ask the student to supply a response that may be written or verbal. All verbal responses must be recorded to facilitate scoring and to document each student's performance.

**Materials and Resources**

Teachers will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- selection of art prints (see Teacher Preparation Guidelines),
- selection of instrumental music (see Teacher Preparation Guidelines),
- one pencil per student, and
- video recording device and tape.

## Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- Students must perform in bare feet or appropriate dance/athletic shoes for safety.
- Provide a selection of four or five visual arts prints expressing various styles, mediums, subjects, cultures, and feelings in alignment with your school district board policy and expectations. A suggested resource is Mark Harden's Artchive ([www.artchive.com](http://www.artchive.com)).
- Provide a variety of instrumental musical selections of at least 2 minutes in length expressing various styles, cultures, and feelings. Students can choose a part of a musical selection for their performance.
- Examples of combinations: Kandinsky's "Improvisations" paired with Wagner's *Ring Cycle* or Stravinsky's *Firebird* OR any visual artwork by Monet paired with any musical work by Debussy.
- Performance space should be at least 15' x 15'.
- Teachers should remind students to perform each movement to its fullest extent. An example of fullest extent would be the jumping jack "x" with arms and legs fully stretched and spread out to create a "full x." A "wilted x" is the opposite, with arms and legs not fully extended. A "wilted x" is not acceptable.
- Students may choose to submit a written or verbal response.
- Video setup needs to be in a defined space so the performer can be seen at all times. Non-performing students should not appear on the videotaped performance.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance.
- Students who respond in writing must include their assigned name/number on the response sheet.

## Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following four-day model is an example of how to administer the task.** This task should be administered in 3 to 4 days. This sample time frame is based on a 45–60 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

**Day One Estimated Time:**

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **45 minutes:** The students will select one work of visual art and one piece of music and choreograph and rehearse their dance.

**Day Two Estimated Time:**

- **5 minutes:** The students review and rehearse their dance.
- **35 minutes:** Each student performs their dance, which the teacher records.

**Day Three Estimated Time:**

- **5 minutes:** The teacher distributes response sheets to the students.
- **45 minutes:** The students prepare a verbal or written response.
- **5 minutes:** The teacher collects response sheets from the students.

**Day Four Estimated Time:**

- **5 minutes:** The teacher returns the response sheets to the students who respond verbally.
- **20 minutes:** The teacher records the responses of the students who respond verbally.

**An optional schedule follows:**

**Day One Estimated Time:**

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **45 minutes:** The students will select one work of visual art and one piece of music and choreograph and rehearse their dance.

**Day Two Estimated Time:**

- **5 minutes:** The students review and rehearse their dance.
- **45 minutes:** Each student performs their dance, which the teacher records. While students are performing, remaining students will prepare their verbal or written response.
- **5 minutes:** The teacher collects the response sheets from the students.

**Day Three Estimated Time:**

- **5 minutes:** The teacher returns the response sheets to the students who respond verbally.
- **20 minutes:** The teacher records the responses of the students who respond verbally.

## **Test Administration**

**Students may have as much time as they need to complete the task.** All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

**Say: Today you will take the Grade 10 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Dance entitled "Art in Action."**

## Art in Action

The annual visual arts show is being presented at your school. The art teacher has entitled it “Art in Action” and wants the opening reception to feature events that reflect this title. Your dance teacher has asked you to choreograph and perform a dance that represents one of the visual art pieces being showcased.

You will select one work of visual art from the pieces provided. You will choreograph a dance that expresses your visual art selection. The dance should be 1 to 2 minutes long. Your performance will be videotaped, and you will be asked to provide a choreographer’s statement.

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

- Choose a work of visual art and a piece of music from the pieces provided.
- Choreograph a dance that is between **1** and **2 minutes** long.
- Use a variety of the **elements of dance** to relate your dance to your visual art selection.
- Use a variety of movement choices.
- Use at least **two** different dance **principles of organization** to relate your dance to your visual art selection.

Your dance teacher explains that you must meet the following task requirements when performing your choreographed dance:

- Maintain **focus** and concentration.
- Perform the dance without noticeable interruption.
- Use intentional expression and energy to clearly portray the visual arts elements.
- Perform each movement to the fullest extent.
- Include a clear beginning and ending.

Your dance teacher requires that you meet the following task requirements when responding about your choreographed dance:

- Identify the work of visual art you selected.
- Describe and analyze how you used **one** element of dance to relate your dance to your visual art selection.
- Describe and analyze how you used **one** principle of organization of dance to relate your dance to your visual art selection.
- Use dance vocabulary correctly.

You will have 45 minutes to review and select one work of visual art and to choreograph and rehearse your dance. You will have 45 minutes to prepare your response.

**Student Name/Number:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**Name of artwork and artist:** \_\_\_\_\_

**1) Describe how you used one element of dance (space, time, energy/force) in your choreography. Give specific examples.**

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**2) Analyze how you related that element of dance to your visual art selection. Give specific examples.**

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- 3) Describe how you used one dance principle of organization (repetition, balance, contrast, emphasis, variety) in your choreography. Give specific examples.**

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- 4) Analyze how you related that dance principle of organization to your visual art selection. Give specific examples.**

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**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 10**  
**Art in Action**  
**Dance Glossary**

**choreograph**—to arrange or create a dance

**dynamics**—the loudness and quietness of sound

**elements of dance**—space, time, energy/force

**elements of music**—beat/rhythm, expression (dynamics, style, tempo, phrasing), form

**energy/force**—an element of dance; the quality of movement; how a movement is performed (examples: smooth, sharp, free, contained, strong, light, heavy, sustained, percussive, etc.)

**light energy**—a movement quality that uses minimal muscle action

**sharp energy**—sudden, strong quality in movement

**smooth energy**—continuous, sustained quality in movement

**strong energy**—a movement quality that uses firm muscle action

**focus**—the ability to concentrate and keep one's attention fixed on the matter at hand; where the dancer is looking; where the audience's attention is directed

**form**—a principle of organization; organization of time, space, or energy into a definite shape or arrangement

**locomotor movement**—movement that travels through space

**hop**—a basic locomotor movement leaving the floor from one foot and landing on the same foot

**jump**—a basic locomotor movement leaving the floor from both feet and landing on both feet

**leap**—a basic locomotor movement in which weight transfers from one foot to the other with a moment in which both feet are in the air at the same time

**melody**—a series of musical notes arranged one after another

**dance principles of organization**—repetition, balance, contrast, emphasis, variety

**repetition**—the repeated use of an arts element to create rhythm or unity

**balance**—ability of the dancer to hold their shape/position and avoid falling through muscle control and placement of the body

**contrast**—the use of artistic elements in a dance that can show differences such as smooth/sharp, free/contained, light/strong, etc.

**emphasis**—the importance given to certain moments in the dance

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

**rhythm**—the pattern of musical movement through time

**space**—an element of dance; the physical areas where bodies move (examples: levels, directions, pathways, place, planes, shapes, sizes, etc.)

**tempo**—the pace at which a piece of music or dance is performed

**theme**—a principle of organization of theatre (e.g., a story, idea, emotion, mood, etc.) around which a dance is created

**time**—an element of dance; when and how a dance includes tempo, rhythm, duration, speed, etc.

**visual arts elements**—the basic components that make up a work of art: color, form, line, shape, space, etc.

**color**—an element of visual arts; the visible range of reflected light

**form**—an element of visual arts; a three-dimensional object that has height, width, and depth

**line**—an element of visual arts; the flat path of a dot through space used by artists to control the viewer's eye movement; a thin mark made by a pencil, pen, or brush

**shape**—an element of visual arts; a closed space made when a line connects to itself

**space**—an element of visual arts; the area above, below, around, and within a work of art

**Grade 10  
Art in Action  
Rubrics**

**Creating Rubric—Arts Concepts (1.1.1)**

4	<p>A 4-point response: The student demonstrates a thorough understanding of arts concepts in the dance by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none"><li>• uses a variety of clear dance elements as described in the response,</li><li>• uses a variety of movement choices as described in the response,</li><li>• uses one dance principle of organization as described in the response, and</li><li>• uses a second dance principle of organization as described in the response.</li></ul>
3	<p>A 3-point response: The student demonstrates an adequate understanding of arts concepts in the dance by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of arts concepts in the dance by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of arts concepts in the dance by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of arts concepts in the dance by meeting none of the four task requirements listed above.</p>

**Responding Rubric—Connections Across the Arts (4.1)**

4	A 4-point response: The student demonstrates a thorough understanding of the connections across the arts through a written and/or verbal response by meeting all of the four task requirements listed below: <ul style="list-style-type: none"><li>• describes how one element of dance is used in the choreography,</li><li>• analyzes the way that element of dance relates to the visual art,</li><li>• describes one dance principle of organization used in the choreography, and</li><li>• analyzes the way that dance principle of organization relates to the visual art selected.</li></ul>
3	A 3-point response: The student demonstrates an adequate understanding of the connections across the arts by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of the connections across the arts by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of the connections across the arts by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of the connections across the arts by meeting none of the four task requirements listed above.

**Performing Rubric—Performance Process (1.2)**

4	A 4-point response: The student demonstrates a thorough understanding of performance by meeting all four of the task requirements listed below: <ul style="list-style-type: none"><li>• includes a clear beginning and ending,</li><li>• maintains focus and concentration while performing without interruption,</li><li>• uses intentional expression and energy to clearly portray the arts elements, and</li><li>• performs each movement to the fullest extent.</li></ul>
3	A 3-point response: The student demonstrates an adequate understanding of performance by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of performance by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of performance by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of performance by meeting none of the four task requirements listed above.





