

Sample Performance Assessment

Content Area: Dance

Grade Level: Second (2)

Instructional Unit Sample: The Way West – The Oregon Trail: Theme and Variation Folk Dance

Colorado Academic Standard(s): DA09-GR.2-S.1-GLE.1-EO.c; DA09-GR.2-S.1-GLE.1-EO.d;
DA09-GR.2-S.2-GLE.1-EO.d; DA09-GR.2-S.3-GLE.1-EO.a; DA09-GR.2-S.3-GLE.1-EO.b;
DA09-GR.2-S.3-GLE.1-EO.c; DA09-GR.2-S.3-GLE.1-EO.d; DA09-GR.2-S.3-GLE.2-EO.a

Concepts and skills students' master: Perform simple dance studies

Unit Description

This unit, [The Way West – The Oregon Trail: Theme and Variation Folk Dance](#), explores the Oregon Trail era through its traditions of social dance, primarily the folk dance. Students will begin by studying folk dances and becoming familiar with the cultural influences within each dance style. Across the unit, students will learn various dance steps to create folk dances following the performance preparation process as an organizing structure for learning. The unit culminates in a performance assessment that asks students to work collaboratively to prepare a final folk dance performance that includes historical presentations about the folk dance of that era.

Performance Assessment Description

Students will learn a folk dance and give a short presentation on how and why movements helped to preserve traditions in a new land. Teachers may decide the length, extent, and nature of these historical/contextual aspects. That is, teachers can decide the research components and the methods by which students can express their knowledge (writing, ppt, prezi, etc)



RUBRIC: The Way West – The Oregon Trail: Theme and Variation Folk Dance

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
<u>Scoring Criteria</u>	4	3	2	1	Weight
Historical Knowledge of Folk Dance (Including cultural non-verbal communication & gesture)	Historical information is described in-depth and an understanding that exceeds expectations of the culture is demonstrated	Historical information is well described, and a comprehensive understanding of the culture is demonstrated	Historical information is poorly described, the work shows little understanding of the culture	Historical information is not described, the work shows no understanding of the culture	X .30
Memorization of Movement Sequences	The dancer is in an outstanding leader and clearly demonstrates the correct movement sequence.	The dancer can follow entire dance sequence with no prompts from others.	The dancer can follow some portions of the dance with frequent cues provided by the teacher.	The dancer seems lost and demonstrates incorrect dance steps	X .30
Kinesthetic Awareness and Group Formation (Spacing, center, relationship to other dancers)	Each dancer is exceptionally aware of themselves, the other dancers, and how to utilize the performance space	Each dancer is aware of themselves, the other dancers, and how to utilize the performance space	Each dancer is somewhat aware of themselves, the other dancers, and how to utilize the performance space	There is no awareness of self or the other dancers. There is no attempt to utilize the performance space	X .20
Collaborating as an Ensemble	The dancers work exceptionally well together and assist others when needed.	The dancers work well together a majority of the time.	The dancers work well together some of the time. Some teacher intervention is needed.	Teacher intervention is often needed to help the dancers cooperate.	X.20
				TOTAL	100



Performance Assessment Development Template

Who is developing this performance assessment?	
Name: Colorado Content Collaborative in Dance	Position/Affiliation: Colorado Content Collaborative in Dance

I. CONTENT STANDARDS	
Content Area: Dance	
Colorado Academic Standards Specify the Colorado Academic Standard(s) that will be evaluated by the performance tasks. Colorado Academic Standards Online (hold CTRL and click to visit the website)	DA09-GR.2-S.1-GLE.1-EO.c Perform a simple dance using the elements of dance (space, time, and energy) (DOK 1-2) DA09-GR.2-S.1-GLE.1-EO.d Perform simple dances with a sense of rhythm in small groups (DOK 1-2) DA09-GR.2-S.2-GLE.1-EO.d Develop a sense of sequence (DOK 1-3) DA09-GR.2-S.3-GLE.1-EO.a Perform selected social dances (DOK 1) DA09-GR.2-S.3-GLE.1-EO.b Discuss the origins of the dance studied (DOK 1-3) DA09-GR.2-S.3-GLE.1-EO.c Recognize how social dances are designed rhythmically (DOK 1-2) DA09-GR.2-S.3-GLE.1-EO.d Discuss the significance of costumes, masks, and headpieces in selected social dances (DOK 1-2) DA09-GR.2-S.3-GLE.2-EO.a Understand that different cultures have unique styles of dance based on their cultural influences (DOK 1-2)
Grade Level(s)	Two (2)
Indicate the intended Depth of Knowledge (DOK) for this performance assessment.	<input checked="" type="checkbox"/> DOK 1 <input checked="" type="checkbox"/> DOK 2 <input checked="" type="checkbox"/> DOK 3 <input type="checkbox"/> DOK 4
What are some real-world situations that relate to the content standards above? Some examples are included in the Colorado standards under "Relevance and Application."	DA09-GR.2-S.1-GLE.1-RA.1 Like other content areas, learning a dance vocabulary is important to advance knowledge and execution of movement. DA09-GR.2-S.1-GLE.2-RA.1 Patterns in dance mirror patterns in life, such as cross-walk, the Sun rise and set, and odd and even numbers. DA09-GR.2-S.3-GLE.1-RA.1 Recognizing that dances can be built around specific



	<p>rhythmic patterns connects movement and music skills.</p> <p>DA09-GR.2-S.3-GLE.1-RA.2 Identifying how costumes, masks, and headpieces are used within dance styles builds an understanding of the purpose of the dance style and the cultural traditions it symbolizes. For example, Native American headpieces are given specific ornamentation based on the animal, person, or spirit they are meant to symbolize within a dance.</p> <p>DA09-GR.2-S.3-GLE.2-RA.1 Understanding that culture produces shared customs, beliefs, words, and artifacts, as well as movement styles and activities provides an awareness of the many purposes of dance such as tribal rituals, festivals, rites of passages, and entertainment.</p> <p>DA09-GR.2-S.3-GLE.2-RA.3 Documenting dances, dancers, and the ways that world communities respond to dance can be done with contemporary tools such as photography and communication devices.</p>
<p>Summary. Provide a brief summary describing the task in the boxes below.</p>	
<p>Performance Task Name</p> <p>The Way West – The Oregon Trail: Theme and Variation Folk Dance</p>	<p>Brief Description of the Task</p> <p>This unit explores the Oregon Trail era through its traditions of social dance, primarily the folk dance. Students will begin by studying folk dances and becoming familiar with the cultural influences within each dance style. Across the unit, students will learn various dance steps to create folk dances following the performance preparation process as an organizing structure for learning. The unit culminates in a performance assessment that asks students to work collaboratively to prepare a final folk dance performance that includes historical presentations about the folk dance of that era.</p>

II. Claims, Skills, Knowledge & Evidence	
<p>Claims. <i>What claim(s) do you wish to make about the student? In other words, what inferences do you wish to make about what a student knows or can do? Define any key concepts in these claims.</i></p>	<p>Successful completion of this task would indicate...</p> <p>Cultural dances make a direct statement about traditional values</p> <p><u>Definition of Key Concepts:</u> Space: The area in and through which dance moves. Time: Dancing in time with the music. Energy: An element of dance. The quality of movement. How a movement is performed: <i>smooth, sharp, free flow, bound flow, strong, light, sustained, percussive.</i> Traditional Dance: Dances and dance forms that have come from the traditions of a people or culture: <i>folk dance</i> Culture: The shared ideas, beliefs, customs, traditions, ceremonies, and experiences of a given people at a given time and place.</p>



<p>Skills. Refer to the standard(s), grade level, and DOK levels you listed in Section I. Given this information, what skills should be assessed? All skills should align with the above claims.</p>	<p>Student should be able to...</p> <ul style="list-style-type: none"> ➤ Perform simple dance studies. (DA09-GR.2-S.1-GLE.1) ➤ Select movement for the phrase that has meaning and relevance to the idea or stimuli. (DA09-GR.2-S.2-GLE.2-EO.b) ➤ Improvise a movement phrase alone and with a partner, and select a movement starting point from a specific folk dance (DA09-GR.2-S.2-GLE.1-EO.a) ➤ Discuss the origins of the dance studied. (DA09-GR.2-S.3-GLE.1-EO.a) ➤ Compare and contrast different dance styles and world dance forms. (DA09-GR.2-S.4-GLE.1)
<p>Knowledge. Refer to the standard(s), grade level, and DOK level you listed in Section I. Given this information, what knowledge/concepts should be assessed? All knowledge should align with the above claims.</p>	<p>Student should know/understand...</p> <ul style="list-style-type: none"> ➤ Movement motifs form body actions in space and time (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1) ➤ Examples of ways observation assists to refine a movement phrase (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1) ➤ What folk dances represent their perspective countries and why (DA09-GR.2-S.1-GLE.1, 2) and (DA09-GR.2-S.2-GLE.1) and (DA09-GR.2-S.3-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1, 2) ➤ Recognize the difference between folk dances and character dances (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.2) and (DA09-GR.2-S.3-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1) ➤ Folk dances create original movement phrases (DA09-GR.2-S.1-GLE.1, 2) and (DA09-GR.2-S.2-GLE.1) and (DA09-GR.2-S.3-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1) ➤ Strategies to memorize a dance work (DA09-GR.2-S.1-GLE.2) and (DA09-GR.2-S.2-GLE.1, 2) and (DA09-GR.2-S.4-GLE.1)
<p>Evidence. What can the student do/produce to show evidence of the above knowledge and skills?</p>	<p>Student will show evidence of skills and knowledge by...</p> <p>Students will learn a folk dance and give a short presentation on how and why movements helped to preserve traditions in a new land. Teachers may decide the length, extent, and nature of these historical/contextual aspects. That is, teachers can decide the research components and the methods by which students can express their knowledge (writing, ppt, prezis, etc)</p>



III.A. PERFORMANCE TASKS: Instructions to the Student

Think about the performance assessment process from a student's perspective. What instructions does the student need? Make sure the instructions are fair and unbiased. Instructions should be detailed, clear, and written at the appropriate grade level.

Guidelines for Prescribed Choreography

Evaluator will review the following with the students:

- The historical, cultural, and social context of the prescribed choreography. A guided notes page will be provided.
- Learn the prescribed choreography from the instructor.
 - ✓ Material is broken down
 - ✓ Class is video recorded while practicing the material
 - ✓ Class and instructor view the practice recording and make appropriate corrections
 - ✓ Class applies corrections while practicing the material
 - ✓ Class performs prescribed choreography dance work while being video recorded.

Teacher utilizes video recording of prescribed choreography to complete individual student evaluation.

Give the student an overview of the performance assessment (i.e., purpose of the assessment, tasks the student will need to complete, etc.).

Students will need either a verbal or musical cue from the evaluator.

Stimulus Material. Describe what stimulus material the student will receive. For example, the stimulus might be a story or scenario that the student reads, analyzes, and to which the student provides a response.

As a dance troupe, you and your fellow dancers have been asked to perform a traditional dance reflecting Colorado's unique history for the Colorado Governor's State of State annual banquet. And as part of your performance, you will give a short presentation of the history of the dance including its origins and the occasion where/when the dance was typically performed.

Explain to the student what documents/materials they have for the performance assessment. Explain what the student should do with those documents/materials.

Students will demonstrate ability to recreate and improvise a movement phrase alone and with a partner, and select a movement starting point from a specific folk dance. Teachers may use an observational checklist or rubric to evaluate.

Describe in detail any safety equipment that is required. Is safety equipment provided onsite, or are students expected to bring their own safety equipment?

Footwear that is safe (ie; no flip-flops, sneakers are preferred). An unobstructed moving area with no furniture or desks.



Explain what students need to do when they complete each task (e.g., submit work to the educator, move on to the next task, etc.).

Once the teacher has introduced social and folk dance during the era of the Oregon Trail to the students, the students will begin to learn a simple square dance. Each task builds upon the previous task until the dance is completed. After the dance is taught the students will rehearse the piece to perfect for performance. The students will then complete a Reflect, Connect and Respond Task

Provide any other relevant information for the students' instructions.

Post performance: the teacher may model reflection of the performance so that students can self-evaluate. Students may complete a Reflect, Connect and Respond Task.

III.B. PERFORMANCE TASKS: Instructions to the Educator

Think about the performance assessment process from an educator's perspective. What instructions do educators need? Instructions to the educator should be clear and concise.

Before the Performance Assessment is Administered

How should the evaluator prepare the test site? Be as specific as possible.

- Remove dangerous items from the room.
- Ensure that appropriate space and floor surface is available
- Prepare music equipment.
- Prepare video recorder.

What materials should be provided to students? Be as specific as possible.

- Audio device
- Video recording equipment
- Music for dance performance
- Costumes may be incorporated into this performance

What materials should the student bring to the testing site? Be as specific as possible.

- Students should wear appropriate dance clothing and dance shoes.



What materials should not be available to the student during the testing session (e.g., cell phones, calculators, etc.)?

Additional electronics will not be permitted.

Should the educator keep track of time? If so, specify how much time the student will have to complete the performance assessment. Explain how the educator should keep track of and record time.

- Evaluator verifies the length of the dance.
- The amount of time needed to record each student group will be dependent on the length of the setup and performance of the piece.
- Depending on the length of the class, multiple classes may be needed to complete the video section of the evaluation.

Will the educator need to video/audio record the students during the performance assessment session? If so, provide detailed instructions on how to set up the recording equipment.

Video recorder must be set up. Please follow the specific instruction manual for the video recording equipment you will be using.

During the Performance Assessment Session

How should the educator respond to students' questions?

- Running the piece prior to the assessment as a class is acceptable.
- Answering specific questions about the piece should not be allowed at the time of performance.

What should the educator do while the student is completing the tasks (e.g., should the educator make notes about the student's process, mark scores on rubrics, etc.)?

The evaluator may use a voice recorder for comments; or take physical notes.

Upon Completion of the Performance Assessment

What does the educator need to collect from the student?

Any costumes that were used need to be collected.



What information should the educator give the student at the end of the performance assessment session?

Let the student know when the Reflect, Connect and Respond task will take place.
The teacher may give notes to the dance groups.

**Who is responsible for cleaning/resetting the workstation (if necessary)—the student or the educator?
How should the workstation be cleaned?**

The students and/or the evaluator.

Other relevant information for the educator's instructions:

N/A

III.C. PERFORMANCE TASKS: Other Considerations

How will students' responses be recorded? Describe how evidence will be collected about each student's performance (e.g., student submits a work product, educator records information about the student's process, etc.)

Each dance group will be video taped performing a simple square dance.

What needs to be built for this performance assessment? Refer to the materials list above. Think about what materials must be created for this performance assessment. Some examples include: worksheets, instruction sheets for the educator, videos, websites, etc.

- Prescribed repertory, guided choreography notes and floor diagrams
- Identify the specific music used with square dance and obtain a copy.



III.D. PERFORMANCE TASKS: Accommodations

What are the requirements for this set of tasks? What accommodations might be needed? List all accommodations that might apply (e.g., accommodations for language, timing, setting, etc.).

- Special needs students might be assigned to a peer assistant.
- Special needs students might use notes or be coached by the evaluator.
- Special needs students might be allowed to perform the dance numerous times.

IV. EDUCATOR INFORMATION

What are the requirements to be an educator for this performance assessment? What are the knowledge and skills and educator must possess in order to successfully administer and score this performance assessment. Please provide your recommendations below.

The evaluator should be the dance instructor for the class.



Performance Assessment Development Process

The work of the Colorado Content Collaboratives is intended to support effective instructional practice by providing high quality examples of assessment and how assessment information is used to promote student learning.

The new Colorado Academic Standards require students to apply content knowledge using extended conceptual thinking and 21st century skills. Performance assessments have the highest capacity to not only measure student mastery of the standards but also provide the most instructionally relevant information to educators. Further, performance assessments can integrate multiple standards within and across content areas, providing educators a comprehensive perspective of student knowledge and giving students the opportunity to demonstrate the degree to which they understand and transfer their knowledge.

Performance Assessment - An assessment based on observation and judgment. It has two parts: the task and the criteria for judging quality. Students complete a task (give a demonstration or create a product) and it is evaluated by judging the level of quality using a rubric. Examples of demonstrations include playing a musical instrument, carrying out the steps in a scientific experiment, speaking a foreign language, reading aloud with fluency, repairing an engine, or working productively in a group. Examples of products can include writing an essay, producing a work of art, writing a lab report, etc. (Pearson Training Institute, 2011)

The Content Collaboratives worked closely with the [Center for Educational Testing and Evaluation from the University of Kansas](#) to establish protocols for the development of performance assessments and to use those protocols to develop performance assessments that include scoring rubrics. The Performance Assessment Development Process includes a collection of resources to aid schools and districts that choose to engage in locally developing performance assessments. These resources can be accessed in the CDE Assessment Resource Bank at <http://www.coloradopl.org/node/12765>.

The Performance Assessment Development Process is best utilized when intending to create an assessment for culminating assessment purposes such as a unit, end of course, end of semester, or end of year summative assessment. Additionally, a district, BOCES, or school may wish to create a common performance assessment that can be used across multiple classrooms. Engaging in the Performance Assessment Development Process serves as evidence that an educator is participating in valuable assessment work that aligns to the Colorado Academic Standards, district curriculum, and district goals.

The performance assessments developed by the Content Collaboratives serve as high-quality examples of performance assessments that can be used for a variety of purposes. Scores from these performance assessments are used at the discretion of the district or school.

