

Directions for Giving This Task

Before you give this Task:

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

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

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

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

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

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

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

As you give this Task:

This task requires about 2 & ½ hours, and can be done over 2-3 class periods depending upon their length. During the first class, students view and analyze the dances. During the second (and possibly third), the students write their critique/review. At the end of each session, you must COLLECT ALL MATERIALS before students leave the classroom.

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

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

Rhode Island Applied Learning Standards (DOK 3)

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

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

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

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

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

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

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

Section 2. Teacher Directions

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

General Planning

Make sure that you have the following resources:

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

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

VCR/ DVD player and monitor

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

Extra pencils.

Prior to Beginning This Task

Students should know how to:

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

Directions for Administering This Task

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

Students view the dance(s) two times.

Note for teachers or coaches:

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

If the video happens to include a narrative dance, make sure that the student doesn't forget to focus on discussion of the movement/dancing. (Students often get overly engaged with the storyline.)

Section 3. Learning and Teaching Guide for

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

Expectations	Meets standard	What student needs to do to become proficient	What teachers need to do to help students become proficient
*Uses Elements of Dance Review	<p>Includes discussion of at least three different dances or dance sections within a performance. (R2.2)</p> <p>Describes movement, costumes, lighting, music/text or other performance elements. (R2.3) W-10-7.5</p> <p>Analyzes and interprets how organization, structure, and movement communicate the main ideas, theme, or feeling of the dance. (R2.4) W-10-14.4</p> <p>Uses appropriate evidence from the dance(s) to support evaluation.</p>	<p>View the dance(s) two times: The first viewing should be to look at the dance(s) as a whole composition. The second viewing is used to analyze and deconstruct the dance for it's movement elements and choreographic construction.</p> <p>Interpret how the composition communicates the main ideas, theme, or feeling of the dance(s).</p> <p>Evaluate the importance of the dance and the impact (positive or negative) on you as a viewer.</p>	<p>Through a combination of whole class, group, pair, and individual instruction, the following instructional activities could be implemented.</p> <p>Prior to administering this on-demand task, teach the elements of a dance review and give the students opportunity to practice observing dances and describing, analyzing, interpreting, and evaluating.</p>
Organizes and Conveys Information	<p>Addresses purpose, audience, and context (states who, what, where, when of the performance). (R2.1) W-10-7</p> <p>Is clearly organized from beginning to end. This includes an effective opening, body, and closure W-10-6.1</p> <p>Uses paragraph structures and transitions appropriately. W-10-1.2</p> <p>Uses descriptive language that</p>	<p>Before writing the first draft, outline the organization of the review.</p> <p>Using the rubric, write a first draft.</p> <p>Reread and make revisions and corrections.</p> <p>Write your final copy.</p>	<p>Prior to administering this on-demand task, teach and/or review the necessary writing skills. Give the students opportunities to practice writing reviews.</p>

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

Section 4. Task Criteria

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

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

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

Section 5. Task Conditions

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

To complete this task, students: follow the directions given in the Resource Guide and on the videotape. Plan to take 2-3 class periods (about 2& ½ hours) to complete the task.

Section 6. Accommodations to Meet Individual Learning Needs

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

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

Presentation/format: _____

Timing/scheduling: _____

Mode of response: _____

Environment/setting: _____

Scoring Modifications

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

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

Section 7. Task Prompt

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

Glossary:

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

Interpret - bringing your own meaning to what you observe

Evaluate – judge the value or importance of the dance (to the art form, to you the viewer) and how well it was executed

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

Scorer 1

Section 8. TASK RUBRIC:

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

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

Comments _____

Score _____ Scorer’s Initials _____

Scorer 2

Section 8. TASK RUBRIC:

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

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

Comments _____

Score _____ Scorer’s Initials _____

Appendix (sample analysis worksheets):

Review/Critique

Name _____ Class _____ Date _____

Description of the dance	Interpretation (meaning of the dance)
Evaluation of the dance	Context of the dance

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

Performance or Video Viewing Guide

Name _____ Class _____ Date _____

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

9. Take the Stage: Dance Ideas List Handout

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

Movement Skills

balance falls and recovery isolation weight shift

Locomotor Movements

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

Nonlocomotor Movements

bend twist stretch

Movement Qualities

smooth swinging percussive collapse vibratory

Movement Elements (Laban Efforts)

Weight: strength lightness

Time: sudden sustained

Space: direct indirect

Flow: bound free

Effort Elements (Laban Effort Actions)

dab punch fl oat glide wring press fl ick slash

Choreographic Structures

canon collage AB accumulation ABA call and response rondo

chance dance theme and variations beginning, middle, and end

narrative (sequential time line of events) ground bass

Choreographic Processes

transition contrast complementary copying

Choreographic Elements

Organizing Dancers in the Dance

solo duet trio ensemble facings of dancers formations

symmetrical shapes and formations asymmetrical shapes and formations

partnering and weight sharing

Manipulating Movement

unison repetition variety abstract movements literal movements levels

size of movements changes in tempo fl oor patterns air patterns

Guiding Audience's Attention

focal point silence

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



Certificate of Initial Mastery Task Booklet
2006-2007 School Year

Teachers' Guide

On Demand Task: Review
Draft 8.27.07

Central Falls
Johnston
Middletown

Coventry
Lincoln
Pawtucket

West Warwick