

Dance Referral Information

Performance Evaluation Component

ODE has developed a performance evaluation rubric (attached) that will be used to identify students who are gifted in the visual and performing arts in the area of dance.

The ODE rubric contains evaluation criteria for the performance evaluation. This scoring criteria is also attached for your review prior to the performance evaluation. Students may receive assistance in choreographing and rehearsing performances. While there is no required minimum or maximum length of the performances, the performances should be of sufficient length to give the trained individuals rating the performances an adequate opportunity to evaluate the student based on the evaluation criteria.

The performance time will provide an opportunity for the student to give a prepared or rehearsed performance, either solo or in a small group or ensemble. The protocols will also include other activities designed to afford the rater opportunities to evaluate the student fairly on the criteria on the rubric. An effective protocol is one that allows the rater to observe a student performing to the best of his or her ability on each criterion on the rubric.

Screening/assessment activities may include (but are not limited to):

- Solo or small group performances in formal or informal settings;
- Free improvisation;
- Structured audition activities;
- Workshop activities observed by the rater; and
- Small group activities.

A “Dance Written Response Sheet for Grades K-12,” which asks for student background data and information about the prepared dance to be performed, should be completed and submitted to the trained individual before the performance evaluation (attached). If multiple students being assessed are performing in the same dance, each student should complete a Dance Written Response Sheet.

Students should not collaborate with each other in completing the Written Response Sheet. A dance performance in a rated competition cannot be used for assessment purposes. However, the same piece performed and assessed in a different venue may be considered.

Using recorded performances for screening and identification purposes should be avoided whenever possible to prevent the quality of videography from becoming a factor in the evaluation.

Identification Criteria

To be identified as gifted in the visual and performing arts in the area of dance, a student must receive a qualifying score on an approved behavioral checklist and score in the “identification” range on the performance evaluation.

Students who score below the “screening” range on the performance evaluation should not be identified as gifted. These students should be considered “screened” in the school district’s gifted screening data.

Dance Referral Information

Students who score within the screening range on the performance evaluation will be given a second opportunity to complete the performance assessment. The second performance assessment may be rated by the same individual who rated the first performance evaluation, or by a different trained individual. The second performance assessment will be conducted utilizing the video during their performance evaluation. This video will be shared with the new rater for this second evaluation.

Nominations in Dance typically mean that a student's work:

- Demonstrates exceptional physical balance
- Performs sequences of movement easily and well
- Communicates meaning and feeling with movement
- Uses his/her body as an instrument of expression
- Volunteers to participate in movement activities and dances



Dance Written Response Sheet for Grades K-12

Name of Student _____ Age _____ Grade _____ Date Submitted _____

Title of Dance _____

θ Written by Student θ Dictated to Teacher or Parent (Name) _____

Comment on your dance in your own words. You may write your answers on a separate sheet of paper, and use additional sheets if necessary.

1. Describe your background in dance, including any training you have received and any dance-related activities in which you have participated.

2. Briefly describe the dance you will be performing. What ideas, themes, or feelings does it communicate? List anything that would help your audience better understand and enjoy your dance.

3. Describe how your dance was created/choreographed and rehearsed.

4. Describe how you solved any problems you had creating and preparing your dance for performance.



Rubric for Scoring Dance Performance Evaluation

Student _____ Grade _____ Age _____ Date _____

School District _____ Building _____

CRITERIA	EMERGING (0 Points)	TYPICAL (1 Point each)	ABOVE AVERAGE (2 Points each)	SUPERIOR (3 Points each)
Memory and Recall in prepared performance	<input type="checkbox"/> Appears to have significant difficulty recalling or following choreography	<input type="checkbox"/> Completes dance with some errors, appears to have some difficulty recalling or following choreography	<input type="checkbox"/> Completes dance with few errors, generally appears to dance with focus and confidence	<input type="checkbox"/> Completes dance with no obvious errors, appears to dance with focus and confidence
Memory and recall in other performance evaluation activities	<input type="checkbox"/> Requires ongoing support or assistance to remember information and follow directions	<input type="checkbox"/> Comprehends and remembers information and directions with some assistance	<input type="checkbox"/> Comprehends and accurately remembers information and directions, some ability to dance in movement phrases	<input type="checkbox"/> Quickly comprehends and accurately remembers information and directions, able to dance in movement phrases
Temporal awareness (Time/Rhythm) in prepared performance	<input type="checkbox"/> Unable to consistently match body movements with beat; appears to struggle to dance in rhythm	<input type="checkbox"/> Able to consistently match body movements with beat	<input type="checkbox"/> Able to consistently match body movements with beat, reflects beat/rhythm in whole body	<input type="checkbox"/> Able to consistently match body movements with beat, reflects beat/rhythm in whole body; demonstrates keen sense of time and rhythm in performance
Temporal Awareness (Time/Rhythm) in other performance evaluation activities	<input type="checkbox"/> Unable to consistently match body movements with beat; limited ability to repeat complex rhythmic patterns	<input type="checkbox"/> Moves whole body to underlying beat; able to repeat complex rhythmic patterns with support or practice	<input type="checkbox"/> Moves whole body to underlying beat when requested; repeats complex rhythmic patterns with few errors	<input type="checkbox"/> Moves whole body to underlying beat when requested; repeats complex rhythmic patterns precisely; demonstrates keen sense of time and rhythm in performance
Body awareness and control in prepared performance	<input type="checkbox"/> Demonstrates below average physical strength and flexibility	<input type="checkbox"/> Demonstrates physical strength and flexibility typical of peers	<input type="checkbox"/> Demonstrates above average physical strength and flexibility; Demonstrates above average balance and physical control	<input type="checkbox"/> Demonstrates unusual physical strength and flexibility; Demonstrates unusually advanced balance and physical control
Body awareness and control in other performance evaluation activities	<input type="checkbox"/> Demonstrates below average physical strength and flexibility	<input type="checkbox"/> Demonstrates physical strength and flexibility typical of peers	<input type="checkbox"/> Demonstrates above average physical strength and flexibility; Demonstrates above average balance and physical control	<input type="checkbox"/> Demonstrates unusual physical strength and flexibility; Demonstrates unusually advanced balance and physical control

CRITERIA	EMERGING (0 Points)	TYPICAL (1 Point each)	ABOVE AVERAGE (2 Points each)	SUPERIOR (3 Points each)
Movement quality awareness in prepared performance	<input type="checkbox"/> Demonstrates below average range of movement qualities (e.g. strong, gentle, bouncy, and swinging)	<input type="checkbox"/> Demonstrates average range of movement qualities (e.g. strong, gentle, bouncy, and swinging)	<input type="checkbox"/> Demonstrates wide range of movement qualities (e.g. strong, gentle, bouncy, and swinging); demonstrates ability to move with subtlety and intensity	<input type="checkbox"/> Demonstrates unusually full range of movement qualities (e.g. strong, gentle, bouncy, and swinging); demonstrates unusual ability to move with subtlety and intensity
Movement quality awareness in other performance evaluation activities	<input type="checkbox"/> Demonstrates below average range of movement qualities (e.g. strong, gentle, bouncy, and swinging)	<input type="checkbox"/> Demonstrates average range of movement qualities (e.g. strong, gentle, bouncy, and swinging)	<input type="checkbox"/> Demonstrates wide range of movement qualities (e.g. strong, gentle, bouncy, and swinging); demonstrates ability to move with subtlety and intensity	<input type="checkbox"/> Demonstrates unusually full range of movement qualities (e.g. strong, gentle, bouncy, and swinging); demonstrates unusual ability to move with subtlety and intensity
Expressiveness in prepared performance	<input type="checkbox"/> Demonstrates limited ability to communicate ideas and feelings through movement	<input type="checkbox"/> Average ability to communicate ideas and feelings through movement	<input type="checkbox"/> Above average ability to communicate ideas and feelings through movement	<input type="checkbox"/> Advanced ability to communicate ideas and feelings through movement; dances with unusual expressiveness, intensity and subtlety
Expressiveness in other performance evaluation activities	<input type="checkbox"/> Requires assistance to communicate ideas and feelings through movement	<input type="checkbox"/> Average ability to communicate ideas and feelings through movement	<input type="checkbox"/> Above average ability to communicate ideas and feelings through movement	<input type="checkbox"/> Advanced ability to communicate ideas and feelings through movement; uses whole body to dance with unusual expressiveness, intensity and subtlety
	Emerging Total Points _____	Typical Total Points _____	Above Average Total Points _____	Superior Total Points _____

Scoring: _____
 Screening: 20-25 _____
 Identification: 26-30 _____

Total Points _____

Rater's Signature _____

Date _____

Rater's Comments _____