

DANCE PROFICIENT SUMMATIVE PERFORMANCE ASSESSMENT

Recommended to be used with High School Year 1 Dance Students

TEACHER DIRECTIONS

The SLO Process



Purpose:

Within the last month of the course, the instructor administers the Summative Performance Assessment to all students who have been in the course for the Full Academic Year (FAY) or for the full semester. This means the students have been there for the Baseline Assessment at the beginning of the course and have continued in the course until the Summative Assessment is given. Students are to demonstrate knowledge, application, and synthesis of the Creating and Performing categories within the Dance Standards based on the accompanying rubric indicators.

The Summative Score is used to determine whether the students met the **SLO Achievement Score** for Year 1 Proficient Dance Standards. The Summative Score is also used to ascertain whether the students met their individual **SLO Growth Scores**.

To compensate for “test burnout” at the end of the year, it is suggested to message this as a motivating project or prompt. Some suggestions include having the students critique their classmates dancing by watching a video of the spring concert. Then have the students try something new they saw during the video. Another suggestion is to frame it as an audition for next year. Or the assessment could be part of their end of course concert, showcase or other performance, as long as it is completed at least two weeks before the end of the school year.

All dance educators within the LEA should use the same rubric and performance assessment to administer and score the exam.

The performance should ideally be scored by at least two instructors using the accompanying **Dance Rubric for Proficient Standards** (for the purpose of inter-rater reliability). The second scorer may be another expert teacher in the content area, an academic coach or department chair, a district curriculum specialist, or an evaluator. Whoever is chosen, it is imperative for both scorers to receive inter-rater reliability training on the assessment and the rubric.

More information and templates for the SLO process may be found at <http://www.azed.gov/hetl/slo>.

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TEACHER ADMINISTRATION OF SUMMATIVE PERFORMANCE ASSESSMENT SOLO COMPOSITION

TIME FRAME: 1-2 Weeks within the last part of the course

1. Students are given a copy of the performance assessment requirements and the performance rubric, **Dance Rubric for the Proficient Standards**, at the beginning of the assessment time period. Students are given time to process the requirements of the performance activity and the rubric.
2. Students are given at least 1-2 weeks to complete the requirements on the student directions working solo or within small groups. If they work in a group, at least 15 seconds per dancer must be choreographed and performed individually. An individual score for growth and achievement is to be given to each student.
3. The choice of music is at the discretion of the teacher.
4. The performance may be part of the end of year concert.
5. The performance may be from a real life scenario.
6. The performance can be recorded and scored at a later time.



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