

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

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Dance, **Grade 8, Choreograph a Commercial**. 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 students 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,
- classroom set of reproduced student response sheets,
- a variety of instrumental musical selections (see Teacher Preparation Guidelines),
- one pencil per student,
- video recorder and tape, and
- audio recorder/player.

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 found in the Student Task Booklet.
- Students must perform in bare feet or appropriate dance/athletic shoes for safety.
- Prior to the assessment, allow the students time to choose a product to advertise to be used as the basis for their dance.
- Provide an instrumental musical selection (without words) for each of the three tempos: fast, medium, and slow.
- The students should select their musical accompaniment for the performance before they choreograph their dance.
- Performance space should be at least 15' x 15'.
- 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.
- The student performance must be videotaped for this assessment.
- 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 teachers 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 must have a copy of the response sheet when responding on the video.
- 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. The 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.
- **30 minutes:** The students develop ideas, create their dance, and rehearse their performance.

Day Two Estimated Time:

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

Day Three Estimated Time:

- **5 minutes:** The teacher distributes response sheets to the students.
- **15 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 “Choreograph a Commercial.”

Choreograph a Commercial

You are entering a contest sponsored by a local advertising agency. The contest requirements ask you to choreograph a solo dance to advertise a product, using no words. You will select a product and then create movements to express the positive qualities of the product. Your dance should focus on using the three dance elements of space, time, and/or energy to promote the product you choose.

The advertising agency will videotape your solo dance and ask you to explain how your dance choices promote the product. Successful entries may appear on a local television channel.

The manager of the advertising agency explains that you must meet the following task requirements when creating your dance:

- Choose a product to advertise through dance.
- Identify positive qualities about the product.
- Choreograph a solo dance between 20 and 30 seconds long.
- Choose music with either a fast, medium, or slow **tempo** from the selections provided to accompany your choreography.
- Express the positive qualities of your product in your dance, including the following:
 - the **three elements of dance (space, time, and/or energy/force)**, and
 - a variety of **movement** choices to identify the positive qualities.

The manager of the advertising agency explains that you must meet the following task requirements when performing your dance:

- Identify the product you are advertising in your dance.
- Maintain **focus** and concentration.
- Perform your dance without **noticeable** interruption.
- Use the appropriate expression and **energy**.
- Perform **movements** to the fullest extent.
- Include a clear **beginning** and **ending**.
- Accurately communicate ideas without words through movement.

The manager of the advertising agency explains that you must meet the following requirements when responding about your performance:

- Name your product and identify the positive qualities that you chose to express in your dance.
- Describe how you expressed those positive qualities in your dance through the elements of dance. Give specific examples.
- Describe how you created variety in your dance movements. Give specific examples.
- Explain the reasons you chose the musical accompaniment for your dance.
- Use dance vocabulary correctly.

You will have 30 minutes to create your dance, select a musical accompaniment, and rehearse your dance before performing for your teacher. Your performance will be videotaped. You will have 15 minutes to prepare your response.

1) Give the name of the product you chose to advertise and identify the positive qualities that you chose to express in your dance.

2) Describe how you expressed those positive qualities in your dance through the elements of dance (space, time, and/or energy/force). Give specific examples.

3) Describe how you created variety in your dance movements. Give specific examples.

4) Explain the reason(s) you chose the musical accompaniment for your dance.

Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 8
Choreograph a Commercial
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

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

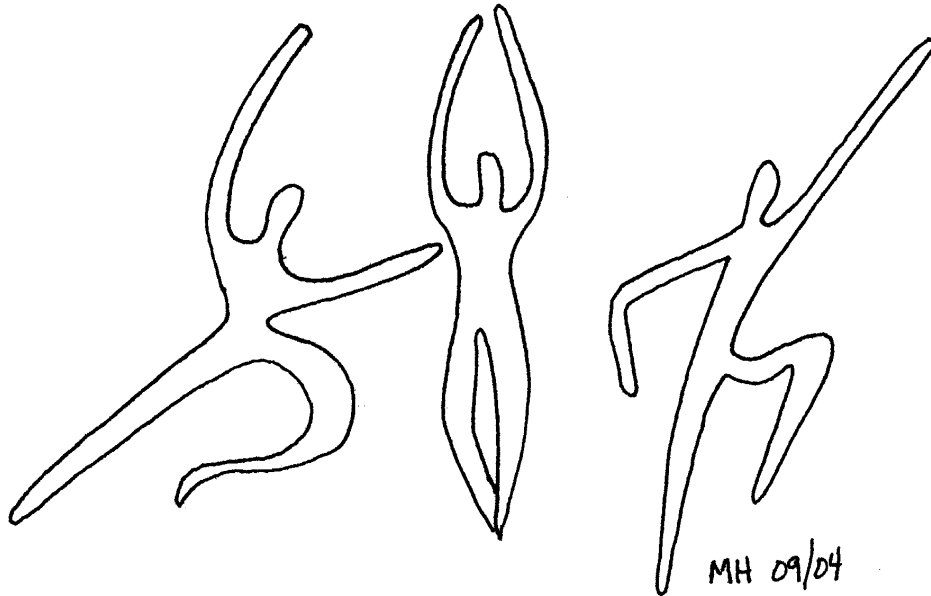
leap—a basic locomotor movement in which weight transfers from one foot to the other with a moment in which both feet are in the air at the same time

non-locomotor movement (axial movement)—the movement that is performed around the axis of the body; non-locomotor movement does not travel through space

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

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

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



Scoring Guide
Grade 8 Dance
Choreograph a Commercial
(2005)

Introduction to the Scoring Guide

This booklet includes a training set of exemplar student responses. The responses will be used to instruct teachers how to score student responses using the rubrics provided.

Rubrics

Creating—Choreography Rubric (1.1.1)

4	A 4-point response: The student demonstrates a thorough understanding of choreography by meeting all of the four task requirements listed below: <ul style="list-style-type: none">• uses one dance element to express the positive qualities of the product,• uses a second dance element to express the positive qualities of the product,• uses a third dance element to express the positive qualities of the product, and• uses a variety of dance movements to identify the positive qualities of the product.
3	A 3-point response: The student demonstrates an adequate understanding of choreography by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of choreography by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of choreography by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of choreography by meeting none of the four task requirements listed above.

Performing Rubric (1.2)

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

Responding Rubric (2.2)

4	<p>A 4-point response: The student demonstrates a thorough understanding of responding to the performance, using dance vocabulary, by meeting all four of the task requirements listed below:</p> <ul style="list-style-type: none">• identifies a product and its positive qualities,• describes with examples how those positive qualities correlate to the dance,• describes with examples how variety is created, and• explains the reasons for choice of musical accompaniment.
3	<p>A 3-point response: The student demonstrates an adequate understanding of responding to the performance by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of responding to the performance by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of responding to the performance by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of responding to the performance by meeting none of the four task requirements listed above.</p>

Scoring Notes

The following scoring notes should be used as guidelines when scoring this item.

- On the Creating—Choreography Rubric:
 - To be credited, the dance element must represent a positive quality of the product.
 - antomime movements should not be credited as dance movements.
- On the Responding Rubric:
 - To be credited for identifying a product and its positive qualities, the response must include more than one quality.
 - To be credited for describing with examples how variety is created:
 - The explanation must correlate to the performance, and
 - “Variety” will be considered at least three examples.
- To be credited for explaining the choice of music, the response must tell *how* or *why* it correlates to the dance.

Exemplar Responses and Annotations

Student Samples Scoring Note

Some of the samples include student work that illustrates how students interpreted the directions. Student responses are authentic and may contain spelling errors in order to demonstrate the type of response a teacher would see and score. Authentic work during scoring training allows scorers to see that grammar and spelling are not considered when a score is given, unless the scorer is unable to interpret its meaning.

Purpose of Exemplar Set

The set of exemplar papers is made up of examples of student responses that represent each score point. Each exemplar paper has been previously scored and includes an annotation that provides an explanation about the rationale for scoring.

- 1) Give the name of the product you chose to advertise and identify the positive qualities that you chose to express in your dance.

I chose to advertise figure skates. In my dance, I expressed that on these skates, you can glide effortlessly across the ice, jump and twirl. I also expressed basic figure skating moves like the leg over leg turn, which enables you to go really fast.

- 2) Describe how you expressed those positive qualities in your dance through the elements of dance (space, time, and/or energy/force). Give specific examples.

For expressing gliding effortlessly, I used free, kind of slow movements and a skating pantomime. For the jumps in the dance, I use just enough force to do the jump, and put the rest of the effort into controlling my movement while still keeping it graceful. In my fast turn I used fast, staccato foot movements in time with the eighth notes in the music. My twirl was also fast and controlled.

- 3) Describe how you created variety in your dance movements. Give specific examples.

In the very beginning, I used contained, somewhat jerky movements to present the skates and put them on. In the gliding to the jump, my movement was more flowing and graceful. For the fast turn to the end, I was faster and not as graceful.

4) Explain the reason(s) you chose the musical accompaniment for your dance.

I chose the medium music for my dance because, while it was technically just as fast as the fast music, its composition was a lot more relaxed and would be better to accompany graceful movement.

Exemplar #1 Annotation

Creating—Choreography Rubric Score: 4

This performance earns the score of 4 on the Creating—Choreography Rubric for completing all four of the task requirements. First, the performance earns three points by using three distinct dance elements to convey three positive qualities of the product (at least three elements, including glides and runs, *tour jetés*, traveling through space, non-locomotor movements, and gestures). Additionally, the performance earns a fourth point for using a variety of movements. Completing all four task requirements earns the performance four points on this rubric.

Performing Rubric Score: 4

This performance earns the score of 4 on the Performing Rubric for completing all five of the task requirements. The performer maintains focus and concentration, uses intentional energy and expression, performs without interruption and to the fullest extent, and includes a clear beginning and ending to the dance. Completing all five task requirements earns the performance four points on this rubric.

Responding Rubric Score: 4

This response earns the score of 4 on the Responding Rubric for completing all four of the task requirements. The response identifies the product (figure skates) and its positive qualities, describes with examples how those qualities are shown in the dance (stretching moves, jumps with force, fast twirls), describes with examples how variety is created (combining moves, gliding, flowing), and explains the choice of musical accompaniment. Completing all four task requirements earns the response four points on this rubric.

- 1) Give the name of the product you chose to advertise and identify the positive qualities that you chose to express in your dance.

The product I chose to advertise a hatchet because, the positive qualities are it's destructiveness and it's ability to chop logs into smaller peices of wood.

- 2) Describe how you expressed those positive qualities in your dance through the elements of dance (space, time, and/or energy/force). Give specific examples.

In my dance I expressed destructiveness by showing the large amount of weight my product has. I expressed the ability to chop logs into smaller peices of wood by using great energy when swinging, and pretending to have chopped something.

- 3) Describe how you created variety in your dance movements. Give specific examples.

I created variety in my dance by performing multiple kinds of moves on different levels, like chopping wood then collecting the logs.

4) Explain the reason(s) you chose the musical accompaniment for your dance.

*I chose mid tempo music because, it went well with the
dance I perfored, by not being too fast or too slow.*

Exemplar #2 Annotation

Creating—Choreography Rubric Score: 4

This performance earns the score of 4 on the Creating—Choreography Rubric for completing all four of the task requirements. First, the performance earns three points by using three distinct dance elements to convey three positive qualities of the product (at least three elements, including the use of energy in the slow running, traveling across space, the use of force and weight, the use of shapes, the change of levels). Additionally, the performance earns a fourth point for using a variety of movements. Completing all four task requirements earns the performance four points on this rubric.

Performing Rubric Score: 4

This performance earns the score of 4 on the Performing Rubric for completing all five of the task requirements. The performer maintains focus and concentration, uses intentional energy and expression, performs without interruption and to the fullest extent, and includes a clear beginning and ending to the dance. Completing all five task requirements earns the performance four points on this rubric.

Responding Rubric Score: 3

This response earns the score of 3 on the Responding Rubric for completing three of the four task requirements. The response earns three points for identifying the product (“a hatchet”) and its positive qualities (its destructiveness, ability to chop), describing with examples how those qualities are shown in the dance (showed weight, distinct swinging energy), and explaining the choice of musical accompaniment (“midtempo” went well with the energy of the dance). No further credit can be awarded because the response does not describe with examples how variety was created (no dance vocabulary is used). Completing three of the four task requirements earns the response three points on this rubric.

- 1) Give the name of the product you chose to advertise and identify the positive qualities that you chose to express in your dance.

The name of the product that I chose was an axe. You dont have to burn wood whole you can split it into 2 or 4.

- 2) Describe how you expressed those positive qualities in your dance through the elements of dance (space, time, and/or energy/force). Give specific examples.

A good quality about my axe is that it comes sharp and it will stay sharp for a long time. Another good quality is that if you need some help or your axe breaks you can call and you will get a new one or your money back.

- 3) Describe how you created variety in your dance movements. Give specific examples.

At first I started out splitting the wood by counts of 8. Then I would march around holding the axe. My last movement was to set up the blocks at 2 counts a piece to be 8 counts.

4) Explain the reason(s) you chose the musical accompaniment for your dance.

*I chose the medium musical accompaniment because it has
the rythem of chopping wood.*

Exemplar #3 Annotation

Creating—Choreography Rubric Score: 4

This performance earns the score of 4 on the Creating—Choreography Rubric for completing all four of the task requirements. First, the performance earns three points by using three distinct dance elements to convey three positive qualities of the product (walking through general space, changing direction, repetitive walking, and stacking arm movements). Additionally, the performance earns a fourth point for using a variety of movements. Completing all four task requirements earns the performance four points on this rubric.

Performing Rubric Score: 4

This performance earns the score of 4 on the Performing Rubric for completing four of the five task requirements. The performer maintains focus and concentration, uses intentional energy and expression, and performs without interruption and to the fullest extent. The fifth task requirement is not met because the performance does not include a clear beginning and ending (the ending is not clear because the student is walking off-stage as the tape ends). Completing four of the five task requirements earns the performance four points on this rubric.

Responding Rubric Score: 3

This response earns the score of 3 on the Responding Rubric for completing three of the four task requirements. The response earns three points for identifying the product (an axe) and its positive qualities (it is sharp and splits wood), describing with examples how variety was created (incorporating splitting with stacking), and explaining the choice of musical accompaniment (“medium” is the rhythm of chopping wood). No further credit can be awarded because the response does not describe with examples how the qualities of the product are shown in the dance (the “sharp” movements listed do not correlate to the dance). Completing three of the four task requirements earns the response three points on this rubric.

- 1) Give the name of the product you chose to advertise and identify the positive qualities that you chose to express in your dance.

I used [breath freshener] pockets.

- 2) Describe how you expressed those positive qualities in your dance through the elements of dance (space, time, and/or energy/force). Give specific examples.

I used alot of energy and to blow to make it look like my breath smells good.

- 3) Describe how you created variety in your dance movements. Give specific examples.

I made it look I was walking down the street.

4) Explain the reason(s) you chose the musical accompaniment for your dance.

because it went with the street sounds.

Exemplar #4 Annotation

Creating—Choreography Rubric Score: 4

This performance earns the score of 4 on the Creating—Choreography Rubric for completing all four of the task requirements. First, the performance earns three points by using three distinct dance elements to convey three positive qualities of the product (at least three elements, including skipping with quick energy, stopping with non-locomotor gestures and facial expressions, standing and dipping in a circular pattern). Additionally, the performance earns a fourth point for using a variety of movements (tempo changes, locomotor and non-locomotor movements). Completing all four task requirements earns the performance four points on this rubric.

Performing Rubric Score: 4

This performance earns the score of 4 on the Performing Rubric for completing four of the five task requirements. The performer maintains focus and concentration, uses intentional energy and expression, and performs without interruption and to the fullest extent. The fifth task requirement is not met because the performance does not include a clear beginning and ending (the ending is not clear because the student is still dancing as the tape ends). Completing four of the five task requirements earns the performance four points on this rubric.

Responding Rubric Score: 2

This response earns the score of 2 on the Responding Rubric for completing two of the four task requirements. The response earns two points for describing with examples how the qualities of the product are shown in the dance (lots of energy, blowing to look like “breath smells good”) and explaining the choice of musical accompaniment (“because it went with street sounds”). No further credit can be awarded because the response does not (although it does name “a product”) identify the positive qualities of the product and does not describe with examples how variety was created (no dance vocabulary is used). Completing two of the four task requirements earns the response two points on this rubric.

- 1) Give the name of the product you chose to advertise and identify the positive qualities that you chose to express in your dance.

I choose to sell a top Hat because many dancers or performers use this for dances and it just adds a little touch to yor dance.

- 2) Describe how you expressed those positive qualities in your dance through the elements of dance (space, time, and/or energy/force). Give specific examples.

I expressed my energy by having fun with the dance and at the end when i lifted my hat and feet it added the touch of what The hat top does and adds in the dance and the cross step across the stage with the Pushing the top hat out added energy to my Performance.

- 3) Describe how you created variety in your dance movements. Give specific examples.

I created the variety by using examples of the dancers on tv. And my own style of dance.

4) Explain the reason(s) you chose the musical accompaniment for your dance.

*I choose the music I danced with because it was UP beat
and i liked The energy it provided for the dance.*

Exemplar #5 Annotation

Creating—Choreography Rubric Score: 4

This performance earns the score of 4 on the Creating—Choreography Rubric for completing all four of the task requirements. First, the performance earns three points by using three distinct dance elements to convey three positive qualities of the product (changes of direction, grapevine and forward steps with kicks, maintaining steady tempo/beat while doing turns and kicks). Additionally, the performance earns a fourth point for using a variety of movements. Completing all four task requirements earns the performance four points on this rubric.

Performing Rubric Score: 2

This performance earns the score of 2 on the Performing Rubric for completing two of the five task requirements. The performer uses intentional energy and expression and performs without interruption, earning two points. No further credit is awarded because the dancer does not maintain focus and concentration (there is a distracted moment of giggling), does not perform to the fullest extent, and does not include a clear beginning and ending (while the ending is clear, the beginning is not because the dancer just stumbles into the start of the performance). Completing two of the five task requirements earns the performance two points on this rubric.

Responding Rubric Score: 3

This response earns the score of 3 on the Responding Rubric for completing three of the four task requirements. The response earns three points for identifying the product (a top hat) and its positive qualities (adding “a little touch,” costume use), describing with examples how those qualities are shown in the dance (high energy, having fun, cross steps and tipping hat at end), and explaining the choice of musical accompaniment (“upbeat” music was needed for such a performance). No further credit can be awarded because the response does not describe with examples how variety was created. Completing three of the four task requirements earns the response three points on this rubric.

- 1) Give the name of the product you chose to advertise and identify the positive qualities that you chose to express in your dance.

The product I chose was a [brand name] basketball. The positive qualities that I chose to express in my dance was that everyone can enjoy playing basketball. I also expressed that basketball is a good way to join in on a competitive activity that the family can play.

- 2) Describe how you expressed those positive qualities in your dance through the elements of dance (space, time, and/or energy/force). Give specific examples.

I expressed space by using the whole stage while doing my dance. I also pretended that I was in a large room with lots of space. I expressed time by pretending that I was playing basketball. I used energy by dribbling and shooting a basketball.

- 3) Describe how you created variety in your dance movements. Give specific examples.

I described how I created variety by changing my movement, momentum and routine by changing from shooting to dribbling.

4) Explain the reason(s) you chose the musical accompaniment for your dance.

I chose the music for my dance because it was close to the tempo of my dance.

Exemplar #6 Annotation

Creating—Choreography Rubric Score: 3

This performance earns the score of 3 on the Creating—Choreography Rubric for completing three of the four task requirements. First, the performance earns three points by using three distinct dance elements to convey three positive qualities of the product (at least three elements, including minor level changes, repetitive pattern of movement from forward to back and side to side, crossing hands and legs, a big use of space). No further credit is awarded because the performance does not use a variety of movements (instead, the same pattern is repeated over and over). Completing three of the four task requirements earns the performance three points on this rubric.

Performing Rubric Score: 4

This performance earns the score of 4 on the Performing Rubric for completing all five of the task requirements. The performer maintains focus and concentration, uses intentional energy and expression, performs without interruption and to the fullest extent, and includes a clear beginning and ending to the dance. Completing all five task requirements earns the performance four points on this rubric.

Responding Rubric Score: 2

This response earns the score of 2 on the Responding Rubric for completing two of the four task requirements. The response earns two points for identifying the product (a basketball) and its positive qualities (everyone can enjoy it, the family can play, and it is competitive) and for explaining the choice of musical accompaniment (because its tempo matched the dance). No further credit can be awarded because the response does not describe with examples how the qualities are shown in the dance and does not describe with examples how variety was created (no movement language is used). Completing two of the four task requirements earns the response two points on this rubric.

- 1) Give the name of the product you chose to advertise and identify the positive qualities that you chose to express in your dance.

I chose the Drastic Dress and the positive qualities of it is it makes every person look good and its sold at a low price, too.

- 2) Describe how you expressed those positive qualities in your dance through the elements of dance (space, time, and/or energy/force). Give specific examples.

I showed these qualities by walking back & forth over the stage showing that it looked on me. I also showed it by rubbing my butt, and being happy when the dress was on.

- 3) Describe how you created variety in your dance movements. Give specific examples.

I gave variety in my dance by having different emotions shown in my face. I also showed variety when I had different movements like walking across the stage.

4) Explain the reason(s) you chose the musical accompaniment for your dance.

I chose that music because I was trying to act like I was in my room acting like I was a model and the fast music went well with the dance I had choreographed. The other songs seemed too sad & slow for my movements.

Exemplar #7 Annotation

Creating—Choreography Rubric Score: 2

This performance earns the score of 2 on the Creating—Choreography Rubric for completing two of the four task requirements. The performance earns two points by using two distinct dance elements to convey two positive qualities of the product (locomotor with change of direction, non-locomotor shimmy/shake). No further credit is awarded because the performance does not use a third distinct dance element (the other movement used is simply pantomime) and does not use a variety of movements. Completing two of the four task requirements earns the performance two points on this rubric.

Performing Rubric Score: 4

This performance earns the score of 4 on the Performing Rubric for completing four of the five task requirements. The performer maintains focus and concentration, uses intentional energy and expression, and performs without interruption and to the fullest extent. The fifth task requirement is not met because the performance does not include a clear beginning and ending (the beginning is not clear, as the dancer is racing to catch up to the music which has already started). Completing four of the five task requirements earns the performance four points on this rubric.

Responding Rubric Score: 2

This response earns the score of 2 on the Responding Rubric for completing two of the four task requirements. The response earns two points for identifying the product (a dress) and its positive qualities (makes you look good, a low price) and for explaining the choice of musical accompaniment. No further credit can be awarded because the response does not describe with examples how the qualities are shown in the dance (the answer is incomplete) and does not describe with examples how variety was created (it is discussing the emotions in the face). Completing two of the four task requirements earns the response two points on this rubric.

- 1) Give the name of the product you chose to advertise and identify the positive qualities that you chose to express in your dance.

My product was a vacume. The qualities of my vacume are it's heavy Dutty, it has a [brand name] filter, and it suck's up all allergies in your carpet.

- 2) Describe how you expressed those positive qualities in your dance through the elements of dance (space, time, and/or energy/force). Give specific examples.

In my dance while advertising I showed the heavy dutty by taking up the space and acting like I was vacuuming the floor. I showed the filter when I opened the middle open bent down & showed it off.

- 3) Describe how you created variety in your dance movements. Give specific examples.

My creative veriety's were I vacuumed acrossed the flore a couple times while opening up my arms; and bending down & showing the vacuum off.

4) Explain the reason(s) you chose the musical accompaniment for your dance.

I chose the slow music because not many people chose it & vaccuming can be in a graceful manner.

Exemplar #8 Annotation

Creating—Choreography Rubric Score: 2

This performance earns the score of 2 on the Creating—Choreography Rubric for completing two of the four task requirements. The performance earns two points by using two distinct dance elements to convey two positive qualities of the product (glissades across stage, level change during pantomime). No further credit is awarded because the performance does not use a third distinct dance element and does not use a variety of movements. Completing two of the four task requirements earns the performer two points on this rubric.

Performing Rubric Score: 3

This performance earns the score of 3 on the Performing Rubric for completing three of the five task requirements. The performer maintains focus and concentration, performs without interruption, and includes a clear beginning and ending, earning three points. The fourth and fifth task requirements are not met because the dancer does not use intentional energy and expression and does not perform to the fullest extent (the effort and energy are minimal). Completing three of the five task requirements earns the performance three points on this rubric.

Responding Rubric Score: 2

This response earns the score of 2 on the Responding Rubric for completing two of the four task requirements. The response earns two points for identifying the product (a vacuum) and its positive qualities (heavy duty, helps with allergies) and for explaining the choice of musical accompaniment (slow music for graceful actions). No further credit can be awarded because the response does not describe with examples how the qualities are shown in the dance (the answer does not use dance descriptions) and does not describe with examples how variety was created (the answer is incomplete). Completing two of the four task requirements earns the response two points on this rubric.

- 1) Give the name of the product you chose to advertise and identify the positive qualities that you chose to express in your dance.

The product that I chose to advertise was a wrist watch I chose a wrist watch because you don't have to be by a clock on a wall. you also don't have to be by a wall you can be in a car with this wrist watch.

- 2) Describe how you expressed those positive qualities in your dance through the elements of dance (space, time, and/or energy/force). Give specific examples.

In the beginning I was where there was no clock and nobody knew what time it was. Then someone gave me a wrist watch and I went around telling everyone what time it was.

- 3) Describe how you created variety in your dance movements. Give specific examples.

When I started I did not know what time it is because there were no clocks around. Then someone gave me one and I told everyone what time it was.

4) Explain the reason(s) you chose the musical accompaniment for your dance.

I chose the musical accompaniment for my dance because it was a frantic thing.

Exemplar #9 Annotation

Creating—Choreography Rubric Score: 1

This performance earns the score of 1 on the Creating—Choreography Rubric for completing one of the four task requirements. The performance earns one point by using one distinct dance element to convey one positive quality of the product (moving through space). No further credit is awarded because the performance does not use a second or third distinct dance element (the only other movements are pantomime) and does not use a variety of movements. Completing one of the four task requirements earns the performance one point on this rubric.

Performing Rubric Score: 2

This performance earns the score of 2 on the Performing Rubric for completing two of the five task requirements. The performer maintains focus and concentration and performs without interruption, earning two points. No further credit is awarded because the dancer does not use intentional energy and expression (energy is minimal, back was to audience), does not perform to the fullest extent, and does not include a clear beginning and ending (at the end, the performer continues moving after the music stops). Completing two of the five task requirements earns the performance two points on this rubric.

Responding Rubric Score: 2

This response earns the score of 2 on the Responding Rubric for completing two of the four task requirements. The response earns two points for identifying the product (watch) and its positive qualities (eliminates the need for a clock on the wall) and for explaining the choice of musical accompaniment (chosen to match the “frantic” actions). No further credit can be awarded because the response does not describe with examples how the qualities are shown in the dance (does not use dance language) and does not describe with examples how variety was created. Completing two of the four task requirements earns the response two points on this rubric.

- 1) Give the name of the product you chose to advertise and identify the positive qualities that you chose to express in your dance.

The product I chose for the dance is the clap on clap off light system.

The positive qualities for the light system is you dont have to get up to turn off + on a light, and if a person tries to break in all the lights will come on.

- 2) Describe how you expressed those positive qualities in your dance through the elements of dance (space, time, and/or energy/force). Give specific examples.

In my dance I will be pretending that Im dancing around clapping for the lights to come on and off.

- 3) Describe how you created variety in your dance movements. Give specific examples.

The movements in my dance are gonna be dancing around clapping.

4) Explain the reason(s) you chose the musical accompaniment for your dance.

*I chose the fast musica because I think it will fit my
movements.*

Exemplar #10 Annotation

Creating—Choreography Rubric Score: 1

This performance earns the score of 1 on the Creating—Choreography Rubric for completing one of the four task requirements. The performance earns one point by using one distinct dance element to convey one positive quality of the product (locomotion: traveling with turn). No further credit is awarded because the performance does not use a second or third distinct dance element (the only other movements are pantomime with hands) and does not use a variety of movements. Completing one of the four task requirements earns the performance one point on this rubric.

Performing Rubric Score: 0

This performance earns the score of 0 on the Performing Rubric for completing none of the five task requirements. The performer does not maintain focus and concentration (smirking while looking into audience), does not use intentional energy and expression or perform to the fullest extent (minimal energy and effort), does not perform without interruptions (a brief, halting performance), and does not include a clear beginning or ending. Completing none of the five task requirements earns the performance zero points on this rubric.

Responding Rubric Score: 1

This response earns the score of 1 on the Responding Rubric for completing one of the four task requirements. The response earns the one point for identifying the product (clap-on/clap-off light system) and its positive qualities (you don't have to get up, burglars can't get in). No further credit can be awarded because the response does not describe with examples how the qualities are shown in the dance (incomplete), does not describe with examples how variety was created (incomplete), and does not explain the choice of musical accompaniment (too little information). Completing one of the four task requirements earns the response one point on this rubric.