

DANCE ACCOMPLISHED BASELINE PERFORMANCE ASSESSMENT

Recommended to be used with High School Year 2-4 Dance Students

TEACHER DIRECTIONS

The SLO Process



Purpose:

Students will demonstrate prior knowledge of the Creating and Performing categories within the Dance Standards by performing a solo dance movement study. The baseline assessment score, in conjunction with any prior data the teacher may have about the student is used to set the final baseline score for the course. The baseline score is then used to set the **SLO Growth Goal** for the year.

Prior to administering the Baseline Assessment, the teacher is to analyze any prior data on the student within Step 1: Determining Level of Preparedness. The teacher determines how prepared the student is for the course and positions the students in groups by rank-order. The Baseline Assessment score validates the rank-order listing. The teacher may adjust the grouping if the baseline score reflects a different perspective. Templates for the SLO process may be found at <http://www.azed.gov/hetl/slo>.

Scoring

Because the purpose of the baseline score is to set the **SLO Achievement and Growth Goals** for the year, it is sufficient for the teacher to score his/her own assessments. On the other hand, at the end of the year when the Summative Assessment is given, it is recommended that at least two professionals, preferably dance or fine arts instructors) score the Summative Assessment for reliability purposes. It is imperative for both scorers to receive inter-rater reliability training on the assessment and the rubric.

The rubric is designed to apply to many different dance genres or movement studies. It is not necessary for the teacher to instruct in choreography and technique prior to the Baseline Assessment. If the teacher wants to choreograph the beginning of the dance study, it is recommended that the students choreograph at least 30 seconds by themselves. Remember the purpose is to ascertain how much the student already knows. The Baseline Assessment score is to be entered into the SLO Data Template or another data entry the LEA provides. It is not to be used as a grade for the student, but only a starting point to measure growth.

**DANCE ACCOMPLISHED BASELINE
PERFORMANCE ASSESSMENT**
**Recommended to be used with High School
Year 2-4 Dance Students**

TEACHER ADMINISTRATION OF BASELINE EXAM: Solo Movement Study

TIME FRAME: 1 WEEK within the first month of the course

1. Students are given a copy of the Solo Movement Study assessment requirements and the accompanying rubric at the beginning of the assessment time period. Students will be taught the requirements of the performance assessment and the rubric.
2. Each student is to perform an individual full-movement study. The teacher may choose to set a portion of the choreography or have the student create the entire movement study. Multiple dancers may be evaluated at the same time, but each student is to be scored individually with at least 30 seconds of individual dance.
3. Students are given a maximum of one week to practice their solos.
4. Performances should ideally be scored by at least two educators (preferably dance teachers), but this should not be a deterrent to establishing the baseline score within the first month of the course. The teacher may score his/her own students with prior consent from the teacher's evaluator. (see "Scoring" on previous page)
5. The educator(s) will use the accompanying **Dance Rubric for Accomplished Standards** for the purpose of inter-rater reliability. All educators within the LEA should use the same rubric and performance assessment.