



Certificate of Initial Mastery Task Booklet

2006-2007 School Year

Teachers' Guide

Chair Study

Dance

Modified On-Demand Task

Revised 4-19-07

Central Falls

Johnston

Middletown

Coventry

Lincoln

Pawtucket

West Warwick

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 up to three (3) ninety (90) minute sessions to complete. At the end of each of these sessions, you must COLLECT ALL MATERIALS before students leave the classroom.

You should distribute a copy of the task prompt and rubric to the student(s), at which point student(s) begin to choreograph. You may read the prompt aloud but you may not interpret it in any way. Teachers should remember that they are only allowed to coach. When coaching the teacher only observes, encourages and provides suggestions to improve student performance.

Section 1. The Standards and Grade Span Expectations Assessed by this Task (eliminate the following highlighted section)

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.

Problem Solving, in which the student organizes and conducts a process to create intellectual or physical products, hold an event, conduct a process, or otherwise move towards the solution of an identified issue or problem.

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

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

- Justify choices and decisions made in the development, implementation, and adjustment of problem solving strategies
- Exercise good judgment about the level of detail necessary to communicate an idea or a set of ideas
- Deliver a presentation of work on a problem (approaching the problem, proposing a solution, implementing a solution, or presenting a solved problem) that is coherent in its entirety

Reflection, in which the student reviews past activity and thinks critically about past activities and plans for the future; and

- Evaluation, in which the student thinks critically about a completed activity or project and uses insights based on the review to change planned activities.
- Critique his or her work in light of expectations established by his/ her self
- Reflect on the meaning of completed work and identifies opportunities for further progress based on past accomplishments

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

Standards and Indicators

Grade Span Expectations

<p>National Dance Education Organization: Standards for Learning and Teaching Dance in the Arts</p> <p>II. Creating: Express ideas, experiences, feelings and images in original and artistic choreography.</p> <p>1. Apply choreographic principles, structures, and processes</p> <p style="padding-left: 20px;">1b. Problem Solve in Dance: Discover and explore movement solutions to technical or structural movement problems to create, edit refine, and revise choreography.</p> <p>2. Create and communicate meaning</p> <p style="padding-left: 20px;">2b. Problem Solve in Dance: Find innovative solutions to movement problems. Identify and describe movement choices and how they impact communication and expression.</p> <p>III. Responding: Demonstrate critical and analytical thinking skills in the artistic response to dance.</p> <p>1. Use dance terminology (movement vocabulary, verbal vocabulary, the elements of dance, dance notation) and aesthetic criteria</p> <p style="padding-left: 20px;">1a. 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.</p>	<p>Reflective Essay</p> <p>W – 10—14 In reflective writing, students explore and share thoughts, observations, and impressions by...</p> <p>W—10—14.1 engaging the reader by establishing a context (purpose)</p> <p>W—10—14.2 Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection</p> <p>W—10—14.3 Using an organizational structure that allows for a progression of ideas to develop</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>W—10—14.5 Providing closure – leaving the reader with something to think about</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> <p>OR</p> <p>Oral Communication</p> <p>OC --- 10-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose</p> <p>OC --- 10-2.2 Maintaining a consistent focus</p> <p>OC --- 10-2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion</p> <p>OC ---10-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively</p>
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Section 2. Teacher Directions

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

(This section describes all the administrative and instructional preparations teachers need to complete for this task.)

General Planning:

Chairs needed (one per student)

Students should bring notebooks and pens to take notes for the last part of class

Students are allowed up to 3 90-min.class periods to work on and complete this study

Studies will be presented and recorded in a separate session.

Task prompt and rubric should be copied and reviewed with the student prior to beginning the task.

Prior to Beginning This Task

Teach the following concepts: facings, levels, locomotor (traveling) and non-locomotor (non-traveling) movements, beginning, middle, end. (SEE GLOSSARY)

Teachers should remember that they are only allowed to coach. When coaching the teacher only observes, encourages and provides suggestions to improve student performance.

Section 3. Learning and Teaching Guide for Chair Study

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 teacher needs to do to help students become proficient
Uses specified movement elements	Clearly identifies and incorporates all aspects of the prompt. - locomotor movement - non-locomotor movement - facings - level changes - getting on and off chair in unusual ways (C-1, C-2)	Demonstrates understanding of the following concepts: facings, levels, locomotor and non-locomotor movements	Through a combination of whole class, group, pair, and individual instruction, the following instructional activities could be implemented. Teaches the concepts: facings, levels, locomotor and non-locomotor movements
Solves the movement problem	Solves movement problem. (C-1)	Explores movement. Selects movement. Composes dance study	Facilitates the student's: exploration, selection, composition
Uses structure	Structures the dance study with a beginning, middle and end.	Uses the following: Beginning, middle and end	Watches the early drafts of the studies to make sure that students have included the following: Beginning, middle and end
Presents original movement	Uses movements in an unusual way.	Explores a variety of unusual ways of getting into and out of a chair	During the creation process watches students' movement and give feedback

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. A student cannot meet standard on this task if he/she receives “Below standard” on any expectation.

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 specified movement elements	Clearly identifies and incorporates all aspects of the prompt. - locomotor movement - non-locomotor movement - facings - level changes - getting on and off chair in unusual ways (C-1, C-2)	
Solves the movement problem	Solves movement problem. (C-1)	
Uses structure	Structures the dance study with a beginning, middle and end.	
Presents original movement	Uses movements in an unusual way.	

Section 5. Task Conditions

To complete this task, students:

- may use any kind of chair; they don't all need to be the same
- may **not** use music

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 learning 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

Create a 1 minute(solo) dance study that shows unusual ways of getting onto and off of a chair. Include different facings, level changes and the use of locomotor (traveling) and non-locomotor (non-traveling) movements. The dance study should include: a beginning, middle and end.

After completing the dance study, prepare an oral or written reflection about the process you used to create your solo. Also comment on what you learned.

Remember: Be sure to answer all parts of the prompt.

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 any expectation. .

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
Uses specified movement elements	Clearly identifies, and incorporates all aspects of the prompt and includes additional movement elements not specified in the prompt.	Clearly identifies and incorporates all aspects of the prompt. - locomotor movement - non-locomotor movement - facings - level changes - getting on and off chair in unusual ways (C-1, C-2)	Identifies and incorporates some aspects of the prompt.
Solves the movement problem	Presents innovative solution to a movement problem.	Solves movement problem. (C-1)	Partially succeeds in solving movement problem.
Uses structure	Skillfully structures the dance study with a beginning, middle and end.	Structures the dance study with a beginning, middle and end.	Partially succeeds in structuring the dance study.
Presents original movement	Uses movements in an innovative manner.	Uses movements in an unusual way.	Partially succeeds in using movements in an unusual way.

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 any expectation.

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
Uses specified movement elements	Clearly identifies, and incorporates all aspects of the prompt and includes additional movement elements not specified in the prompt.	Clearly identifies and incorporates all aspects of the prompt. - locomotor movement - non-locomotor movement - facings - level changes - getting on and off chair in unusual ways (C-1, C-2)	Identifies and incorporates some aspects of the prompt.
Solves the movement problem	Presents innovative solution to a movement problem.	Solves movement problem. (C-1)	Partially succeeds in solving movement problem.
Uses structure	Skillfully structures the dance study with a beginning, middle and end.	Structures the dance study with a beginning, middle and end.	Partially succeeds in structuring the dance study.
Presents original movement	Uses movements in an innovative manner.	Uses movements in an unusual way.	Partially succeeds in using movements in an unusual way.

Comments _____
 Score _____ Scorer's Initials _____

REFLECTION PAPER

*Must meet standard in this area to be proficient.

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
*Engages the reader	Skillfully identifies the issue that addresses the prompt and develops a personally meaningful introduction.	Clearly identifies the issue that addresses the prompt and has a clear introduction.	Attempts to identify the issue that addresses the prompt, however the introduction is not entirely clear.
*Interprets and analyzes	Skillfully interprets and analyzes the significance of the issue.	Interpretation and analysis convey significance of the issue.	Interpretation and analysis do not convey significance of the issue or they are unclear.
Uses a range of strategies	Skillfully selects and uses a range of strategies to maintain reader interest and focus of the writing.	Accurately selects and uses a range of strategies such as using concrete details, connecting, description, and creating a scenario. Maintains focus	Use of strategies is weak and focus is unclear.
Creates an organizing structure	Response is skillfully organized from beginning to end. This includes a complex or insightful opening, body and closure.	Response is clearly organized from beginning to end including an opening, body, and closure.	Response is not clearly organized and or some components are ineffective or missing.
Demonstrates understanding of English language conventions	Demonstrates consistent control of English language use.	Demonstrates control of English language use Errors do not interfere with meaning.	Demonstrates some control of English language use. Frequent errors interfere with meaning.

Comments _____

Score _____ Scorer's Initials _____

Section 9: Glossary

Aesthetic – a sense of what is considered valuable and/or beautiful

Coaching – a teaching style in which the teacher only observes, encourages, and provides suggestions to improve student performance.

Facings – the directions to which dancers perform their movements. ie: sideways, diagonal, front, back

Beginning, middle and end – a structure basic to all the choreographic structures. Should have a beginning shape or entrance, a middle consisting of development of the main idea and a clear end consisting of a shape or exit.