

## Dance – Responding Item Specifications

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### Dance – Responding Item Specifications

<b>Benchmark #</b>	DA.912.C.2.1
<b>Big Idea</b>	CRITICAL THINKING AND REFLECTION
<b>Enduring Understanding</b>	Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
<b>Benchmark</b>	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
<b>Benchmark Clarification</b>	Students will identify or describe effective methods for improving technique, movement quality, choreography, aligned with the genre of dance, course level, and description.
<b>Item types</b>	Selected response or Short Answer
<b>Content Limits</b>	Focus on refining and correcting dance combinations, blocking issues, dance phrases, spatial patterns or positions.
<b>Stimulus Attributes</b>	Text, pictures, or video of class work or performance that presents a specific challenge. Media selections should be between 30-60 seconds. Written questions should be at grade level readability.
<b>Response Attributes</b>	SR: Similar length and type of answer. SA: Answer should indicate knowledge of technique or choreographic principles.
<b>Item Context</b>	Situations from dance class or rehearsal, alone or in a group. Revising and improving one's own choreography, class work, performance.
<b>Sample Question</b>	After watching the video of this short dance, describe how you would use choreographic principles for improving the combination troublspot as demonstrated by this dancer

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<b>Benchmark #</b>	DA.912.C.3.2
<b>Big Idea</b>	CRITICAL THINKING AND REFLECTION
<b>Enduring Understanding</b>	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
<b>Benchmark</b>	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
<b>Benchmark Clarification</b>	Given a technical or choreographic challenge, student will explain a viable solution.
<b>Item types</b>	Selected response, Extended response
<b>Content Limits</b>	Focus on: refining/correcting: dance steps, time management issues, blocking etc.
<b>Stimulus Attributes</b>	Text, pictures, or video of class work or performance that presents a specific challenge. Media selections should be between 30-60 seconds. Written questions should be at grade level readability.
<b>Response Attributes</b>	Identify ways/means to enhance skills related to dance technique and composition.
<b>Item Context</b>	Video/pictures or text. Should be 30-40 seconds in length and provide several aspects that need improvement.
<b>Sample Question</b>	After watching the video example, what are at least three ways that the techniques in this performance can be improved?

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<b>Benchmark #</b>	DA.912.F.3.5
<b>Big Idea</b>	INNOVATION, TECHNOLOGY, AND THE FUTURE
<b>Enduring Understanding</b>	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.
<b>Benchmark</b>	Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning.
<b>Benchmark Clarification</b>	Student will identify the body part, type of muscular contraction, type of joint, or in relation to a given type of movement or dance position, balance, strength, flexibility, and injury prevention.
<b>Item types</b>	Selected response or short answer
<b>Content Limits</b>	Dance terminology and procedures of execution that focuses on body parts, type of muscular contraction, types of joints- in relation to a given type of movement or dance position, balance, strength, flexibility, and injury prevention.
<b>Stimulus Attributes</b>	Text, pictures, or video of class work or performance. Media should be between 30-60 seconds. Written questions should be at grade level readability.
<b>Response Attributes</b>	Essay responses should specify the length of the response (number of paragraphs, words, or pages), and the extent of the content, rationale, and/or higher level thinking (analysis, critical review, etc) expected. Refer to the Item Specification guide for additional information.
<b>Item Context</b>	selects response from text, photo or video
<b>Sample Question</b>	The origin of insertion of the trapezius is at the: a)cervical vertebrae b)lumbar spine c)thoracic vertebrae d)coccyxgeal vertebrae

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<b>Benchmark #</b>	DA.912.H.1.5
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	Through study in the arts, we learn about and honor others and the worlds in which they live(d).
<b>Benchmark</b>	Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time.
<b>Benchmark Clarification</b>	Students will demonstrate knowledge of dance history, be familiar with exemplary historical and contemporary works and be able to discuss the significance of the work(s).
<b>Item types</b>	Selected response or Extended response
<b>Content Limits</b>	Focus on dance styles from classical to contemporary that have been influenced by social or political events in history.
<b>Stimulus Attributes</b>	Text, pictures, or video of class work or performance. Media should be between 30-60 seconds. Written questions should be at grade level readability.
<b>Response Attributes</b>	2 to 4 paragraphs with depth in the explanation/reference of at least one dance genre and discuss its social/political and or cultural impact/relevance .
<b>Item Context</b>	Critical reviewer/reporter
<b>Sample Question</b>	Describe the relationship between jazz and hip hop dance from a social, theatrical and historical perspective.



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<b>Benchmark #</b>	DA.912.H.1.6
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	Through study in the arts, we learn about and honor others and the worlds in which they live(d).
<b>Benchmark</b>	Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value.
<b>Benchmark Clarification</b>	Identify exemplary repertory and explain why it is significant
<b>Item types</b>	Short answer or Extended response
<b>Content Limits</b>	The item should provide background information about the work if necessary. Examples should be examples that are generally considered to be exemplary dance repertoire that have withstood the test of time .
<b>Stimulus Attributes</b>	Live performance, video or text. (if students have the opportunity to dance segments of the work it would be beneficial).Text, pictures, or video of class work or performance. Media should be between 30-60 seconds. Written questions should be at grade level readability.
<b>Response Attributes</b>	Identify distinctive characteristics of the exemplary repertory
<b>Item Context</b>	From the perspective of an audience member or performer, using media or text
<b>Sample Question</b>	Dances such as Rainbow Round my Shoulder, Appalachian Spring and The Moor's Pavane are frequently referenced as modern dance classics. What are three characteristics of a modern dance that make it a classic?

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<b>Benchmark #</b>	DA.912.H.3.2
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
<b>Benchmark</b>	Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats.
<b>Benchmark Clarification</b>	Describe the ways that internal logic is used in generating movement, memorizing movement, creating a character, or refining a performance. Also compare the storytelling aspect of dance to language arts literature, themes in theatre or in program music.
<b>Item types</b>	Short Answer, Selected Response
<b>Content Limits</b>	Provide examples of internal logic and story telling that connect with literature (language arts) theatre or program music .
<b>Stimulus Attributes</b>	Text, pictures, or video of class work or performance. Media should be between 30-60 seconds. Written questions should be at grade level readability.
<b>Response Attributes</b>	2 to 4 paragraphs OR Performance on demand/improvisation
<b>Item Context</b>	Reporter/writer OR authentic activity-improvising
<b>Sample Question</b>	What are three ways that internal logic in the creative process and character development in theatre arts are similar?

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<b>Benchmark #</b>	DA.912.H.3.3
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
<b>Benchmark</b>	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
<b>Benchmark Clarification</b>	Demonstrate an understanding of special nutritional recommendations for dancers. Demonstrate an understanding of the muscular/skeletal system and safe practices.
<b>Item types</b>	Selected response, short answer
<b>Content Limits</b>	Focus on types of muscular contraction, types of joints- in relation to a given type of movement or dance position, balance, strength, flexibility, injury prevention and nutrition.
<b>Stimulus Attributes</b>	Charts, pictures, graphs or computerized images Text, pictures, or video of class work or performance. Media should be between 30-60 seconds. Written questions should be at grade level readability.
<b>Response Attributes</b>	Describe what practices are needed for the health of a dancer.
<b>Item Context</b>	Select response from chart, graph, picture, traditional text or interactive setting.
<b>Sample Question</b>	Why are ballistic stretches used in safe warm-up practices?

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<b>Benchmark #</b>	DA.912.H.3.5
<b>Big Idea</b>	HISTORICAL AND GLOBAL CONNECTIONS
<b>Enduring Understanding</b>	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
<b>Benchmark</b>	Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre.
<b>Benchmark Clarification</b>	Demonstrate mastery of vocabulary verbally and in writing.
<b>Item types</b>	Short answer or Selected response
<b>Content Limits</b>	Focus on common dance terminology used in the 9-12 dance technique class.
<b>Stimulus Attributes</b>	Text, pictures, or video of class work or performance. Media should be between 30-60 seconds. Written questions should be at grade level readability.
<b>Response Attributes</b>	Demonstrates knowledge of root words and accurately identifies subtle differences in language, movement or positions.
<b>Item Context</b>	Select response from a text, photo or video
<b>Sample Question</b>	A tendue is best described as a fully: a)Extended foot on the floor b)Flexed foot in the air c)Rotated foot off the floor d)Sickled foot on the floor



## **Dance – Responding Item Specifications**

<b>Benchmark #</b>	DA.912.O.1.1
<b>Big Idea</b>	ORGANIZATIONAL STRUCTURE
<b>Enduring Understanding</b>	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
<b>Benchmark</b>	Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity.
<b>Benchmark Clarification</b>	Students will compare various styles, genres or forms to identify how they are the same or they are different.
<b>Item types</b>	Short Answer or Extended response
<b>Content Limits</b>	Provide examples of different styles, genres, and forms that allow the student to make clear comparisons
<b>Stimulus Attributes</b>	Text, pictures, or video of class work or performance. Media should be between 30-60 seconds. Written questions should be at grade level readability. Suggest some styles, genres or forms for comparison. Could give one and ask to explain how another style is the same or different.
<b>Response Attributes</b>	Compare examples to show understanding of form and structure
<b>Item Context</b>	Allow for students to compare one or multiple forms of dance with one they are currently studying.
<b>Sample Question</b>	What are three ways that dancers use weight in ballet and modern dance?

## **Dance – Responding Item Specifications**

<b>Benchmark #</b>	DA.912.O.1.2
<b>Big Idea</b>	ORGANIZATIONAL STRUCTURE
<b>Enduring Understanding</b>	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
<b>Benchmark</b>	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
<b>Benchmark Clarification</b>	Students will recognize and apply class standards and performance etiquette.
<b>Item types</b>	Selected Response or short answer
<b>Content Limits</b>	Focus on common Classroom and performance etiquette expectations.
<b>Stimulus Attributes</b>	Text, pictures, or video of class work or performance. Media should be between 30-60 seconds. Written questions should be at grade level readability. Specify how many reasons expected in answer. Text
<b>Response Attributes</b>	<p>Selected response - Response choices should be at grade level readability and of equal length, to the best possible extent. Response sets must contain one correct answer and be written in manner that measures not only knowledge of facts, but also used to evaluate high order thinking that requires problem-solving or critical thinking. All distracters must be plausible to someone who does not possess the skills being assessed (to reduce guessing). Refer to the Item Specification guide for additional information.</p> <p>Short answer - Short answer responses should be one-word or brief phrases, clearly define the task, and include the answer. Refer to the Item Specification guide for additional information.</p>
<b>Item Context</b>	Scenario/role play or traditional text Real work examples from dance classes, concerts, etc.
<b>Sample Question</b>	In a dance class, it is expected that all students will be ready, in place, and alert before the music is played. What would result in a performance if these procedures are not practiced in class ?

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<b>Benchmark #</b>	DA.912.O.1.3
<b>Big Idea</b>	ORGANIZATIONAL STRUCTURE
<b>Enduring Understanding</b>	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
<b>Benchmark</b>	Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.
<b>Benchmark Clarification</b>	Students will demonstrate understanding of a single step, a pattern or combination including the specific movements and terminology.
<b>Item types</b>	Selected response or Short Answer
<b>Content Limits</b>	Dance steps covered at the level and technical style of the course. (Ballet steps for the ballet course, modern for the modern course or steps common to both forms.)
<b>Stimulus Attributes</b>	Written questions should be at grade level readability. Terminology should come from dance forms studied in this course.
<b>Response Attributes</b>	<p>Selected response - Response choices should be at grade level readability and of equal length, to the best possible extent. Response sets must contain one correct answer and be written in manner that measures not only knowledge of facts, but also used to evaluate high order thinking that requires problem-solving or critical thinking. All distracters must be plausible to someone who does not possess the skills being assessed (to reduce guessing). Refer to the Item Specification guide for additional information.</p> <p>Short answer - Short answer responses should be one-word or brief phrases, clearly define the task, and include the answer. Refer to the Item Specification guide for additional information.</p>
<b>Item Context</b>	Dance steps.
<b>Sample Question</b>	<p>Which steps are part of a developpé?</p> <p>a. tendu, dégagé, grand battement</p> <p>b. sur le cou-de-pied, retiré, attitude</p> <p>c. rond de jambe, relevé, turn</p> <p>d. plié, attitude, tendu FiB</p>

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<b>Benchmark #</b>	DA.912.O.3.5
<b>Big Idea</b>	ORGANIZATIONAL STRUCTURE
<b>Enduring Understanding</b>	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
<b>Benchmark</b>	Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews.
<b>Benchmark Clarification</b>	Demonstrate knowledge of dance terminology and communication skills common to the profession.
<b>Item types</b>	Selected response, short answer
<b>Content Limits</b>	Dance terminology and procedures of execution used in 9-12 technique class. Easy-demonstrate knowledge of theatre and dance terminology for dance production or concert.
<b>Stimulus Attributes</b>	Text, pictures, or video of class work or performance. Media should be between 30-60 seconds. Written questions should be at grade level readability.
<b>Response Attributes</b>	The correct/best answer should include language common to dance production or concert work.
<b>Item Context</b>	Being on stage
<b>Sample Question</b>	<p>Stage left is best described as:</p> <ul style="list-style-type: none"> <li>a)The dancer's left when the dancer is facing the audience.</li> <li>b)The dancers left when the dancer is facing the diagonal.</li> <li>c)The directors left when the dancer is facing the director.</li> <li>d)The left side of the stage when the audience is looking at the stage.</li> </ul>



## **Dance – Responding Item Specifications**

<b>Benchmark #</b>	DA.912.S.2.2
<b>Big Idea</b>	SKILLS, TECHNIQUES, AND PROCESSES
<b>Enduring Understanding</b>	Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
<b>Benchmark</b>	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
<b>Benchmark Clarification</b>	Explain how a concept can be used in another scenario to determine and apply corrections and, what concepts a group of steps have in common in order to aid in processing new information.
<b>Item types</b>	Selected response or Short answer
<b>Content Limits</b>	Dance terminology and procedures of execution used in 9-12 technique class
<b>Stimulus Attributes</b>	Text, pictures, or video of class work or performance. Media should be between 30-60 seconds. Written questions should be at grade level readability.
<b>Response Attributes</b>	Complete sentences that demonstrate knowledge of terms and procedures in execution.
<b>Item Context</b>	Students will be required to describe commonalities in the approach to different steps
<b>Sample Question</b>	Watch two examples of a modern dance step, one correctly executed and one executed incorrectly. . In this modern dance step example, what fundamental dance step would help the dancer improve their execution of the combination?.

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<b>Benchmark #</b>	DA.912.S.3.1
<b>Big Idea</b>	SKILLS, TECHNIQUES, AND PROCESSES
<b>Enduring Understanding</b>	Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
<b>Benchmark</b>	Articulate and consistently apply principles of alignment to axial, loco motor, and non-loco motor movement.
<b>Benchmark Clarification</b>	Students will identify articulate and apply correct alignment principals.
<b>Item types</b>	Selected response or short answer
<b>Content Limits</b>	Provide examples that show: standing (easy) in a dance pose, (average) dancing, (difficult) alignment and misalignment
<b>Stimulus Attributes</b>	Text, pictures, or video of class work or performance. Media should be between 30-60 seconds. Written questions should be at grade level readability. Video, graphic, or photo of dancers to select correct or incorrect stance for a particular step. Could ask what correction will fix a given incorrect alignment.
<b>Response Attributes</b>	Select from a list. Choices should be in the same pose or doing the same sequence of steps.
<b>Item Context</b>	Dance class. Dancer in leotards of different colors and tights against contrasting background.
<b>Sample Question</b>	The dancer in the video (or photo) is in incorrect alignment for a modern contraction. Which is the appropriate correction for this dancer? a. Keep the hips in line with the shoulders. b. Place the shoulders in front of the hips. c. Place the shoulders behind the hips. d. Turn the legs inward in a deeper bend.