

Grade 4 Module 2

Sample Performance Task

Use the choreographic process to develop a short dance study (2-3 phrases) around an idea. Describe your process, and compare it to the writing process. You may write out the description and comparison, use drawings, maps, etc.

Sample SCORING TOOL: Rubric

Criteria	4	3	2	1
Clear intent/movement idea	The movement idea is well-defined and very clear.	The movement idea is clear.	The movement idea is not well defined.	Movements are not connected to a specific idea.
Evidence of Movement Development	Students have clearly, thoughtfully and imaginatively utilized tools of movement manipulation in developing their movement idea, i.e., principles of design, elements/ concepts	Students have clearly utilized tools of movement manipulation in developing their movement idea, i.e., principles of design, elements/ concept	Movement has not been significantly developed in any thoughtful or deliberate way.	Little or no evidence of movement manipulation or development.
Movement studies are memorized and performed with accuracy and intent.	Movement studies are performed accurately, with confidence, and a high level of focus and engagement.	Movement studies are performed accurately and with confidence.	Movement is not fully memorized (there are gaps). Focus is lacking in the performance.	Movement is not memorized nor performed with confidence or focus.
Final study reflects the choreographic process	Process description is clear and detailed and includes reference to exploration/ improvisation, methods of movement development, revision, and rehearsal.	Process description is clear and includes reference to exploration/ improvisation, methods of movement development, revision, and rehearsal.	Process description makes some reference to the steps of the choreographic process and/or the ways in which the movement was developed.	Student does not refer to steps of the choreographic process nor to the ways in which the movement was developed.
Students make connection between choreographic and writing process	Students demonstrate a clear understanding of the connection and are able to support this understanding with several detailed examples from their own process.	Students demonstrate a clear understanding of the connection and are able to support this understanding with references to their own process.	Students demonstrate a superficial understanding of the connection but do not support the comparison with meaningful examples from their own process.	Students are unable to articulate a comparison between their own work process and the writing process.