



STAGE 5

Course Performance Descriptors



Dance

School Certificate grading

Schools are responsible for awarding each student studying Dance a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. The grade awarded is reported on the student's School Certificate record of achievement.

From 2006, teachers will use these Stage 5 course performance descriptors to determine School Certificate grades for Dance. The descriptors have been developed from the Board's general performance descriptors, and provide a more complete description of typical performance in this course at each grade level.

Determining School Certificate grades

Teachers should follow their school's procedures for the allocation of School Certificate grades.

During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

Values and attitudes are an integral part of learning. However, information on students' values and attitudes is not to be used in determining grades.

Assessment activities

In developing and selecting assessment activities for the purpose of determining School Certificate grades, teachers will use a range of different assessment activities or tasks. The assessment activities should reflect the relative emphasis the school's programs place on the various aspects of the course.

Where activities or tasks are scheduled throughout a course, greater weight for grading purposes would generally be given to those activities or tasks undertaken towards the end of the course. There are different ways of organising the teaching/learning program for a course.

The scheduling of assessment activities and the weightings applied should reflect the school's organisation of the course. Students should be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors.

Applying the course performance descriptors

Teachers should use their professional judgement in applying the course performance descriptors. It is not intended that the course performance descriptors represent a checklist, or provide a comprehensive description of student performance at each grade level. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

Teachers should interpret the course performance descriptors in terms of standards that can be achieved by School Certificate students within the bounds of the course.

The samples of student work that are provided on the Assessment Resource Centre website clarify the standards described in the course performance descriptors. They illustrate the quality of work typically produced by students who receive each grade.

Assessment for learning

Assessment for learning is described in detail in the assessment section of the Dance syllabus. It involves using assessment activities or tasks as a regular part of the teaching and learning process to clarify students' understanding of concepts, to remedy their misconceptions, and to support their further learning and the development of deeper understanding.

All assessment activities can be used to support learning, and to provide feedback to students that enables them to actively monitor and evaluate their own learning.

Stage 5 Course Performance Descriptors – Dance

Areas for Assessment

Performing Composing Appreciation

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates elementary appreciation of dance as an artform through limited engagement in the practices of performing, composing and appreciating dance. • performs dances with an elementary dance technique and with some evidence of safe dance practice and performance quality. • with guidance, applies aspects of the elements of dance to perform a limited range of dance styles. • with guidance, uses the elements of dance to create simple dance compositions that communicate ideas. • describes their own and others' dances, through some aspects of the elements of dance. • identifies some characteristics of dance styles, performance quality and interpretation. • with teacher support, participates in the practical and theoretical aspects of dance and makes elementary connections between the making and performing of the movement and the appreciation of its meaning. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates some appreciation of dance as an artform through their engagement in the interrelated practices of performing, composing and appreciating dance. • performs dances with a basic dance technique and the application of safe dance practice and performance quality. • applies aspects of the elements of dance as they perform dance styles. • uses some elements of dance to structure movement to create basic dance compositions that communicate ideas. • describes their own and others' dances, through the elements of dance. • identifies characteristics of dance styles, performance quality and interpretation. • participates in the practical and theoretical aspects of dance and makes some connections between the making and performing of the movement and the appreciation of its meaning. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates an appreciation of dance as an artform through their active engagement in the interrelated practices of performing, composing and appreciating dance. • performs dances with a sound dance technique and the application of safe dance practice and performance quality. • applies the elements of dance as they perform a variety of dance styles. • manipulates the elements of dance as they structure movement to create dance compositions that communicate ideas. • discusses their own and others' dances, through the elements of dance. • describes the characteristics of dance styles, performance quality and interpretation. • engages in the practical and theoretical aspects of dance and makes connections between the making and performing of the movement and the appreciation of its meaning. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • clearly communicates an appreciation of dance as an artform through their high level of engagement in the interrelated practices of performing, composing and appreciating dance. • performs dances with a proficient dance technique and a proficient application of safe dance practice and performance quality. • combines and applies the elements of dance to competently interpret a variety of dance styles. • structures appropriate movement to create dance compositions that communicate ideas. • analyses their own and others' dances, through the elements of dance. • discusses the characteristics of dance styles, performance quality and interpretation. • perceptively engages in the practical and theoretical aspects of dance and makes informed connections between the making and performing of the movement and the appreciation of its meaning. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • clearly and perceptively communicates an appreciation of dance as an artform through their very high level of engagement in the interrelated practices of performing, composing and appreciating dance. • capably performs dances with an accomplished dance technique and a sustained application of safe dance practice and performance quality. • effectively manipulates the elements of dance to interpret a wide variety of dance styles with a high level of competence. • consistently structures complex movement to create dance compositions that communicate ideas. • critically analyses their own and others' dances, through the elements of dance. • critically discusses the characteristics of dance styles, performance quality and interpretation. • insightfully applies their knowledge of the practical and theoretical aspects of dance and makes perceptive connections between the making and performing of the movement and the appreciation of its meaning.

General performance descriptors

The general performance descriptors describe performance at each of five grade levels:

- A The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Areas for assessment

The areas for assessment for Dance provide a framework for structuring an assessment program, and may be used for reporting student achievement. They are derived from the course objectives, and are linked to the course outcomes. They can be used as organisers for assessment of student achievement.

Good assessment practice involves designing quality assessment activities that enable students to demonstrate their achievements. Teachers can use the areas for assessment when designing an assessment

activity, to ensure it is assessing performance in relation to a grouping of outcomes.

In designing the assessment schedule for a course, teachers may find it useful to map each planned assessment activity to one or more of the areas for assessment. This allows teachers to ensure that assessment can occur across the year in a manageable way. The table below gives an example of how this planning could be done.

Sample Areas for Assessment	Sample Assessment Activities (with weightings)			
	Document Study* 10%	Oral Report* 20%	Common Test* 35%	Research Project* 35%
Knowledge and understanding*	✓	✓	✓	
Investigating and researching*	✓			✓
Communicating*	✓	✓	✓	✓
Interpreting data*		✓	✓	✓
Problem solving*		✓	✓	

* These sample areas for assessment and activities are provided for illustrative purposes only.

Resources and further information

The *Assessment Resource Centre* is a section of the Board of Studies' website that contains resources that have been developed by the Board to support teachers in the awarding of grades for the School Certificate from 2006. For most Stage 5 courses, there are assessment activities, and work samples that illustrate the standard of work associated with each grade.

The *Dance Years 7–10 Syllabus* (2003) contains information on assessment (page 38) – including the principles of assessment for learning – and provides a detailed list of assessment strategies (page 41) that are suitable for Dance. It is available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_sc/index.html

The *Assessment for Learning in a Standards-referenced Framework – Dance* CD-ROM contains a variety of material, including assessment activities for Dance with annotated work samples. Copies of this CD-ROM were provided to all schools, and are available from Shop Online (<http://shop.bos.nsw.edu.au>).

Inquiries about the use of these course performance descriptors should be directed to the Assessment and Reporting branch at the Office of the Board of Studies on (02) 9367 8371, or by email to CustomerLiaison@boardofstudies.nsw.edu.au