REACH Performance Tasks

Arts Education
Beginning of Year 2012-13
August 2012
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This book is meant to provide teachers and school leaders with an introduction to the REACH Performance Tasks as well as to share a collection of beginning of year REACH Performance Tasks for a specific content area and/or grade band.

The book begins with an Introduction to the REACH Performance Tasks. The introduction includes:
- An overview of REACH Students and the REACH performance tasks
- Directions on how teachers should select the appropriate REACH performance task
- Information on how to administer and score the task
- Directions on how to create your own REACH performance task (if no task fits your specific needs)
- Information on how to find and publish REACH performance tasks online

After the introduction, the book is divided into performance tasks for the content area and/or grade band indicated on the cover of this book. Each performance task is broken down into three sections:
- A teacher version of the performance task
- A student version of the task (i.e., documents teachers should provide to students)
- A scoring rubric

Each high school will receive five different types of books, including:
- HS Literacy
- HS Mathematics
- HS Science
- HS Social Sciences
- HS Master (which includes all four content areas)

Each elementary school will receive seven different types of books, including:
- Preschool to Grade 2
- Grades 3-5
- Grades 6-8
- Arts Education
- World Languages
- Computer Ed/Technology, Library Science, and Physical Education
- ES Master (which includes all of the grade level and/or content specific books above)

Electronic copies of all of these books as well as individual performance tasks will be available on the district Knowledge Center (http://kc.cps.edu).
Overview

What is REACH Students?

In 2010, the State of Illinois passed the Performance Evaluation Reform Act (PERA), which required Chicago Public Schools to begin implementing enhanced teacher and principal evaluation systems in the 2012-13 school year. REACH Students is the district’s enhanced, comprehensive system for teacher evaluation and support. Under REACH, the largest part of a teacher’s overall performance rating (or REACH Score) is based on observations of teaching practice, conducted by school leaders and administrators based on the CPS Framework for Teaching. According to PERA, a teacher’s performance rating also must include two different measures of student growth. Under REACH, this means student growth will be measured via traditional assessments and performance assessments.

For its traditional assessment, CPS will use NWEA’s MAP (Measures of Academic Progress) for Grades 3-8, and EPAS (EXPLORE, PLAN & ACT) assessments for high school grades. For its performance assessment, CPS will use REACH Performance Tasks in all grades, pre-Kindergarten through 12. Student gains made between the fall and spring administrations of each assessment will contribute, in part, toward teachers’ REACH Scores.

What is a Performance Task?

A performance task is one type of performance assessment. According to Peter Afflerbach, a performance assessment “represents convergences of student learning, incorporating skills, strategies, and the content domain learning that are goals of effective instruction. Performance assessments can help us determine not only what students can understand…but also how they use what they understand.”¹

A performance task is a written or hands-on demonstration of mastery, or progress towards mastery, of selected standards or skills. They ask students to perform or to generate meaning on their own rather than select answers from a pre-determined list. They can yield rich insights not only into what students know and do not yet know, but how they apply their knowledge to complex questions or tasks. This provides teachers with formative information they can use to help students improve not just their content knowledge, but the facility with which they can “put it all together.”

Chicago Public Schools (CPS) will offer two different types of performance tasks across the district in SY2012-2013:

- **REACH Performance Tasks**: REACH Performance Tasks will be administered at the beginning and the end of the 2012-2013 school year, and student growth between these two administrations will count towards a portion of a teacher’s performance rating. The “What Is a REACH Performance Task?” section below provides additional detail.

- **Benchmark Performance Tasks**: Benchmark Performance Tasks will be available in Literacy and Math and will be aligned to the CPS Common Core Content Frameworks in each of these subjects. These tasks will be optional, strictly formative in nature, and will not be used for REACH or for any other sort of accountability. For a complete overview of the Common Core-aligned optional Benchmark Performance Tasks and the ways in which they differ from REACH Performance Tasks, visit: [http://www.cps.edu/commoncore](http://www.cps.edu/commoncore). You can also find more about these on the Department of Student Assessment site: [http://cps.edu/SchoolData/Pages/Assessment.aspx](http://cps.edu/SchoolData/Pages/Assessment.aspx)

This book contains REACH Performance Tasks only—those which teachers are required to administer as part of REACH Students—and the purpose of this introduction is to explain these tasks in additional detail.

What is a REACH Performance Task?

REACH Performance Tasks are specific kinds of performance tasks that have been developed by teachers from across the district, in conjunction with CPS content experts. In the 2012-2013 school year, they will be available for virtually all elementary school subjects and all core high school subjects. Beginning in 2013-2014, all subjects in high school will be covered.

Unlike other kinds of performance tasks, which can focus on a broad range of skills or standards and can take days (or even weeks) to complete, REACH Performance Tasks focus on a narrow set of standards or skills (1-2 at most), and are designed to be completed in roughly one class period. Wherever possible, REACH Performance Tasks assess Common Core State Standards (CCSS) in the relevant subject areas. Each task includes four components: (1) Standards, (2) Task Description (including directions), (3) Task Materials, and (4) Scoring Rubric.

How were REACH Performance Tasks Developed?

REACH Performance Tasks were designed with the close and active involvement of CPS teachers, who played a lead role in the development of all tasks. Between May and July of 2012, more than 150 CPS teachers across 125 schools participated in the development of the REACH Performance Tasks published in this book. Each task was developed by a team of CPS teachers who had experience in the task’s content area and grade level and who partnered with designated content experts from the district’s central office. Teachers applied and were selected to participate via a district-wide application process.

During May 2012, teacher teams for each performance task:
1. Selected the set of standard(s) that will be assessed (from the Common Core State Standards, Illinois Learning Standards, or other National Standards sets).
2. Drafted task descriptions, instructions, and scripts for both teachers and students.
3. Developed and/or identified all materials necessary for teachers and students to complete the performance task.
4. Created scoring rubrics with which teachers can consistently assess student performance.

In June 2012, the performance tasks were piloted in 38 CPS schools. In June and July, the task development teams made revisions to the tasks based on feedback from pilot schools. Feedback and revisions focused on a number of important task elements including content, clarity and usability, timing and ease of administration, and rubric quality.

What Administration Requirements Apply to REACH Performance Tasks in 2012-2013?

During the 2012-2013 school year, all elementary school teachers and all high school teachers who teach core subjects (Mathematics, Science, Literacy, Social Science) are required to administer REACH Performance Tasks at both the beginning and end of the year. Student growth between these two administrations will count towards a portion of each teacher’s overall REACH Score.

Although all teachers are encouraged to administer performance tasks broadly for the valuable formative information they can provide, each teacher’s overall REACH Score will be based on student performance task growth from only one section of students, and this is the only section to which a teacher is required to administer a REACH Performance Task. The same section of students should be assessed in both the fall and the spring for the purposes of REACH. Teachers exercise a considerable amount of choice in selecting the subject/course and section their evaluation will be based on. Teachers should read the Selecting a Performance Task section below for guidance on how to select an appropriate subject and section.
REACH Performance Tasks

Introduction

Where Do I Go to Ask Questions About REACH Students?
If you have questions regarding REACH Performance Tasks or the REACH Students system in general, please email them to REACHStudents@cps.edu.

Selecting a REACH Performance Task

Guidelines for Choosing Subject/Course and Section to Assess for REACH
Like teacher involvement, teacher choice is a crucial design element of REACH Performance Tasks. The portion of a teacher’s overall REACH Score derived from student growth on REACH Performance Tasks is based on one section of students taking a REACH Performance Task in one subject or course. Teachers may choose this subject/course and section by following the guidelines below.

Pre-Kindergarten Choice Guidelines
If you are pre-Kindergarten teacher teaching multiple sections, you may choose to administer performance tasks to any of those sections with an enrollment of at least 20. If you do not teach a section with enrollment of at least 20, administer performance tasks to the section with the highest enrollment.

There are two types of performance tasks designed specifically for pre-Kindergarten: Age 3 and Age 4 tasks. Administer the Age 3 task to your three-year-olds, and the Age 4 task to your four-year olds.

Guidelines for K-5 Teachers
Please follow the guidelines below to choose a subject and a section in which to administer a REACH Performance Task.

*If you follow the flowchart and no task is available in your chosen course, you create your own performance task. See the section in this introduction entitled “Creating Your Own Performance Task.”

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*If you follow the flowchart and no task is available in your chosen course, you create your own performance task. See the section in this introduction entitled “Creating Your Own Performance Task.”
Guidelines for 6-8 Teachers
Please follow the guidelines below to choose a subject and a section in which to administer a REACH Performance Task.

Guidelines for Teachers of World Language Programs
To address the especially wide variation in teaching time and educational goals associated with world language programs across the district, two different types of REACH Performance Tasks are available in each language: FLEX and FLES. Below is a description of when each type should be used.

- **FLEX (Foreign Language Experience or Exploration) tasks** should be administered to classrooms that meet between 40-119 minutes per week, with a goal of cultural and language exposure.
- **FLES (Foreign Language in Elementary School) tasks** should be administered to classrooms that meet from 120-200 minutes per week, in which foreign language proficiency is a primary goal.
Guidelines for Determining Whether Students with Disabilities Should Take the Same Task as their Peers
Use the flowchart below to determine which assessment is appropriate for your students with disabilities.

Administering & Scoring A REACH Performance Task
All REACH Performance Tasks should be administered and scored in accordance with the following guidelines.

Administration Guidelines

- REACH Performance Tasks should be administered in roughly one class period; teachers should follow the directions on the performance task itself for specific guidance.
- Teachers must collect all student work at the end of each class period; students should not work on the tasks outside of class, either inside or outside of school.
- Students may only work in groups to the extent the task specifically calls for it, and even when group work does take place, each student must ultimately submit his or her own unique work product for scoring.
REACH Performance Tasks

Introduction

- All students should receive the same directions, but teachers may clarify directions as necessary to the whole group or to individual students. No student, however, should receive any information that all others do not also receive.

Accommodations for Students with Disabilities

The purpose of this section is to explain and outline how accommodations for students with disabilities are used during REACH Performance Tasks. The Individuals with Disabilities Act (IDEA) outlines specific information surrounding the provision of accommodations to the core curriculum, learning activities, and tests in order for students with disabilities to gain full access to the content and demonstrate skill and standard mastery.

Acceptable accommodations for assessments, including REACH Performance Tasks, exist in many forms. The accommodations listed on the student’s Individualized Education Program (IEP) can and should be used for REACH Performance Tasks, although it is important that any accommodations made for reading/fluency in the use of REACH Performance Tasks must adhere to the same guidelines that apply to standardized assessments like ISAT. Common accommodations include:

- Digitized text
- Braille text
- Teacher/Adult read text
- Small group administration of assessments
- Allow for multiple breaks
- Extended testing time

Because REACH Performance Tasks will be given for students at all grade levels—not just those in which state assessments like the ISAT (3-8) and PASE (11) are administered—it is increasingly important, going forward, that every IEP team discuss and include appropriate testing accommodations for students of all ages. Similarly, REACH Performance Tasks will be given in all taught content areas, including areas such as music, physical education, world language, and the arts (dance, drama, visual art). Therefore, IEP teams determining proper assessment accommodations should consider all of the ways and content areas in which a student may be assessed.

Scoring Guidelines

Teachers should:

- Score their own students’ performance tasks, ideally in the setting of teacher teams in which they can receive a viable “second opinion” to help improve the consistency of their own scoring.
- Use the rubric to assign a numeric score of 0, 1, 2 or 3 to each student response.
- Record the score on the written work product and electronically on CIM.
Scoring Instructions

Follow the below step-by-step instructions to enter scores in CIM for REACH Performance Tasks. Teachers should only enter scores for one section of students, in one task subject, in CIM.

- Log into CIM at [http://cim.cps.k12.il.us/](http://cim.cps.k12.il.us/)
- Click on the “Assess” tab
- Click on the word “Score” in the ribbon that appears just below “Assess”
- Type in the numeric ID or name of the REACH Performance Task for which you want to enter scores, the click “Go”
- Click on the score icon (looks like a picture of a pencil on paper) next to the name of the REACH Performance Task for which you want to enter scores
- Click “Locate a Section” and then use the drop-down menu to select the section for which you want to enter scores
- You should now see a list of names of the students in the selected section in the ribbon on the left-hand side of the screen—directly above the first student’s name, click “Score All Open Responses” to score responses from all students on one screen
- Make sure to save scores for all students

Creating Your Own Performance Task

This section is intended for educators creating their own performance tasks.

When to Create Your Own Performance Task

In general, it should be extremely rare for teachers to need to create their own performance tasks. This should only be necessary in two cases:

- When no task is available for any subject/grade level combination a teacher teaches and s/he is not a high school teacher of only non-core subjects (e.g. a 3rd grade departmentalized Math teacher who does not teach literacy or any other subject in which a performance task is available).
- When a student (or subset of students) with a disability has an IEP that deems them eligible for the Illinois Alternate Assessment (IAA), and the teacher determines, subject to the “Guidelines for Determining Whether Students with Disabilities Should Take the Same Task as their Peers” section above, that the student cannot engage meaningfully with the task, even when appropriate modifications or accommodations have been provided.

For teachers that create one (or more) performance tasks, task/s must be approved by the school’s principal, and both the teacher and the principal must agree that it measures student learning, before it is used to assess students for this purpose. The teacher and the principal should both retain paper and electronic copies of any performance tasks developed for use as part of their evaluation (i.e., REACH Score). A template is available on the district’s Knowledge Center website ([http://kc.cps.edu](http://kc.cps.edu)).

Designing the Components of a REACH Performance Task

REACH Performance Tasks should take roughly one class period to complete and should include all four of the following components: (1) Standards, (2) Task Description, (3) Task Materials, and (4) Rubric. Beyond these elements, there is no pre-
defined way to design a performance task—the ones published here are the consensus results of rich discussion and debate among educators with a variety of perspectives and from a variety of instructional backgrounds.

Below are suggestions and probing questions to help guide your design of each task element. Keep in mind that the development of a task should begin with the selection of key learning standards or skills, and the student activity itself should flow from these, rather than vice versa.

- **Standards** describe what students should know and be able to do, and they are what the performance task should be designed to measure.
  - Select one, or at most two, key, year-long learning outcomes that are most crucial to student success in the subject taught.
    - If creating a task for a particular student who cannot complete the same task as his peers because of needs arising from the student’s disability, then the teacher must create a task that measures skill mastery of the same standards as those his peers will be assessed on, but in a different way.
  - Select outcomes that emphasize skills and cognition, rather than recall.
  - Use Common Core State Standards if available and applicable—otherwise, use Illinois standards or other nationally-recognized, research-supported standards to the extent possible.

- **Task Description** should clearly specify the activity in which students should engage in order to demonstrate their level of mastery of the selected standards. The task description should include the actual directions that students receive when completing the task.
  - Students should perform, produce something, or otherwise actively generate meaning rather than selecting answers from a pre-determined list.
  - Teachers should aim for tasks that assess skills that are tightly aligned to the standards they are using.
  - To better assess student skills and cognition, design tasks should not assume prior knowledge of content-specific language or concepts and/or they should make sure to include clear written definitions.
  - Tasks should include written directions that are clear and concise.
  - Tasks should be designed to provide a “level playing field” so that all students can demonstrate their skill mastery without being impeded by needs or conditions relating to their disability.
  - When designing all tasks, but particularly when designing for students with disabilities, teachers should consider Universal Design for Learning (UDL) frameworks to create tasks that:
    - Present the same information and content in different ways (Multiple Means of Representation)
    - Differentiate the ways students can express what they know (Multiple Means of Action and Expression)
    - Stimulate interest and motivation for learning (Multiple Means of Engagement)

- **Task Materials** should include a list of all materials that either the teacher or student will need to complete the task. It may also differentiate among materials that are required, recommended, and prohibited.
The **Rubric** is the tool that is used to grade student responses accurately and consistently with respect to the selected standards and should align to the actual directions that students receive when completing the task.

- All rubrics for used for REACH Performance Tasks must have specify exactly four student performance levels associated with the following numeric scores—(0) Insufficient Response, (1) Below Mastery, (2) Emerging Mastery, and (3) Mastery

- Each score should be associated with a detailed written description of what features a student response earning each one of these scores should exhibit.
  - Detail what specific, *positive* qualities mastery-level work should exhibit, and below-mastery work lacks
  - Detail what specific, *negative* qualities below-mastery-level work exhibits and mastery-level work avoids
  - Clearly define what constitutes an Insufficient Response (0), indicating that a student does not or is not able to engage with the task on a meaningful level; this does not necessarily mean that a student turns in no work.

- Performance levels must be defined clearly enough so that teachers from different backgrounds and with different student populations will award the same score to a given student work product, and that a given teacher would award a given piece of student work the same score at two different points in time.

**Finding & Printing REACH Performance Tasks Online**

All REACH Performance Tasks will be available on the district’s online Knowledge Center ([http://kc.cps.edu](http://kc.cps.edu)). The Knowledge Center is accessible to any staff member with a valid CPS email address and login. Connection to the CPS network is not required to access the site. **Please note that all Spanish-translated Literacy tasks for K-8 are located exclusively online.**

All REACH Performance Tasks are located in the “Assessment” section of the site, and organized by grade band and subject area. Teachers can either download and print full grade band booklets or print single PDF versions of the teacher guide, student task, or rubric that is available for each performance task.
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Arts Grade 1
Portraits and Reflection

Art Grade 1 Performance Task

Student Learning Objectives

Standard Set

ILS

Standards Assessed

ILS 26.B – Apply the skills and knowledge necessary to create and perform in one or more of the arts

Auxiliary Standards

National Standard:
- 3 - Choosing and Evaluating a range of subject matter, symbols, and ideas
- 5 - Reflecting upon and assessing the characteristics and merits of their work and the work of others

Chicago Guide for Teaching and Learning in the Arts:
- Use color to depict emotions (Art Making/Content/Grade 1)
- Identify and explain how color explains emotions (Arts Literacy/Expressive and Interpretive Qualities/Grade 1)
- Create portrait of family, friends, and self (Art Making/Content/Grade 1)

Performance Descriptors:
- 26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination building and imagination
- 26.B.4d Visual Arts: Demonstrate knowledge and skills and communicate clear and focused ideas based on planning, research and problem solving.

Task Description

Task Overview

In this performance task, students will first express one of four emotions (happy, sad, mad, scared) through use of color in a drawn portrait, then students will complete a reflection on their portrait by responding to visual prompts.

Students should complete this task within 30 minutes.

A note about acceptable accommodations

Acceptable accommodations for this task exist in many forms. Accommodations listed on students’ Individualized Education Programs (IEPs) can and should be used for this REACH Performance Task. It is important to note that accommodations provided for administering this task must adhere to the guidelines outlined in administering standardized assessments (e.g. ISAT). For examples of allowable accommodations for reading/fluency as permitted by ISBE, please refer to the guidance available in the Illinois State Board of Education Assessment Accommodations Students with Disabilities: IEPs and 504s, located on the ISBE website.
Teacher Directions

Before Class
Make copies of two sheets (sketch and reflection form)
All desks are cleared except for:
- Crayons divided up ahead of time (8 color set of crayons for each student)
- Two sharpened #2 pencils per student with erasers
- Part 1 Student Document

Teacher Script

Please note that everything that a teacher will need to say to students is noted in italics and all other directions or comments are written in non-italics type.

Performance Task Instructions: (3 minutes)
Good Morning/Afternoon class. Today we will be working on an art task. There are two parts to this task. Right now you have Part 1, two #2 pencils and 8 crayons. Please remain seated and quiet during the entire task. I cannot answer any questions about the task or vocabulary beyond the instructions provided.

In a few minutes, you will begin Part 1 of the art task. You will complete a drawing much like something you draw at home or school. You will have 12 minutes to draw.

- Read and listen to the instructions completely before you start to draw your image.
- The image you draw should be your own idea.
- Draw as clearly as you can so another person can understand what you are drawing. If you finish early, check over your drawing to see if there is anything you want to add.
- When you have finished, turn over your drawing and sit quietly until I say, “Stop.”
- I will let you know when there are 3 minutes left for you to finish your drawing.

Look at the directions at the top of the page on Part 1. Read them to yourself as I read them aloud. Draw a portrait in the framed space provided below using color to show one of the following emotions: happy, sad, mad or scared. Remember the color must express the emotion in your portrait. Is everyone clear on the task? You may begin.

During Drawing: (12 minutes)
At 3 minutes left teacher says, you have 3 minutes left.
At the end of the 12 minutes teacher says, Stop, put the crayons and pencils down.

During Transition: (2 minutes)
Teacher says, now I am handing out Part 2 of the art task. Teacher passes out Part 2.
Listen to the instructions and questions completely as I read them aloud. Now we will begin.

During Reflection: (13 minutes)
Teacher says, Number 1, I drew a portrait, circle the image in section 1 that represents a portrait.
Pause until everyone is finished with number one (no more than two minutes).
Portraits and Reflection

Art Grade 1 Performance Task

Teacher says, *Number 2, circle the face showing the emotion you expressed in your portrait. Next, put an X in the square above the color name(s) that you used to express the emotion in your portrait.*
Pause until everyone is finished with number two (no more than two minutes).

Teacher says, *Number 3, Explain in writing why you used this/these color(s) to express the emotion you chose.*
Pause until everyone is finished with number three (no more than five minutes).

At thirteen minutes teacher says, *Stop. This is the end of the art task. If you have not already done so, please put your pencils and crayons down and turn your papers face down.*

Teacher collects materials.

Materials

**Student Materials**

- #2 sharpened Pencils (2 per student)
- 8 basic colors of Crayons:
  - Red, Orange, Yellow, Green, Blue, Purple, Brown, Black

**Teacher Materials**

- Part 1: Task Form (Drawing sheet)
- Part 2: Reflection Form
Part 1 - First Grade Project Form

Name: ___________________________ Room: ______

Draw a portrait in the framed space provided below using color to show one of the following emotions:

Happy, Sad, Mad, or Scared.

Remember the color must express the emotion in your portrait.
Portraits and Reflection

Art Grade 1 Performance Task

I used this/these color(s) because:

- Blue
- Purple
- Brown
- Black
- Red
- Orange
- Yellow
- Green

I expressed the emotion:

- Mad
- Happy
- Sad
- Scared

I drew a:

Name:

Part 2 - First Grade Reflection Form
# Portraits and Reflection

**Art Grade 1 Performance Task**

## Rubric

**Directions:**

Use the scoring tool to score the student work product. After scoring student work, **add the points together** to get a final student score 0-3 as determined by score ranges in the standards-based rubric. **Do not** give partial credit for Task Elements. This **standards-based rubric score (0, 1, 2 or 3)** is what will be input into the data management system and will be considered the final score.

<table>
<thead>
<tr>
<th>Task Element</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
</table>
| **Choosing and Creating** | 0 Points | Creates 1 of the 3 aspects of the task:  
- Creates a portrait  
- Chooses an emotion  
- Utilizes color to express the emotion | Creates 2 of the 3 aspects of the task:  
- Creates a portrait  
- Chooses an emotion  
- Utilizes color to express the emotion | Creates 3 of the 3 aspects of the task:  
- Creates a portrait  
- Chooses an emotion  
- Utilizes color to express the emotion |
| **Reflecting and Assessing** | 0 Points | Does not explain the picture or utilize any of the three criteria. | Through visual prompts, gives an explanation of their picture, utilizing 1 of the 3 of the following criteria:  
- Identifies their work as a portrait  
- Identifies the color(s) they used to express the emotion  
- Explains why they used the color(s) they chose to express the emotion of their portrait | Through visual prompts, gives an explanation of their picture, utilizing 2 of the 3 of the following criteria:  
- Identifies their work as a portrait  
- Identifies the color(s) they used to express the emotion  
- Explains why they used the color(s) they chose to express the emotion of their portrait | Through visual prompts, gives an explanation of their picture, utilizing all 3 of the following criteria:  
- Identifies their work as a portrait  
- Identifies the color(s) they used to express the emotion  
- Explains why they used the color(s) they chose to express the emotion of their portrait |
## Standards-based Rubric

<table>
<thead>
<tr>
<th>Standards</th>
<th>0 Points</th>
<th>1 Below Mastery</th>
<th>2 Emerging Mastery</th>
<th>3 Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILS 26.B – Apply the skills and knowledge necessary to create and perform in one or more of the arts</td>
<td>0 Points</td>
<td>2-6 Points</td>
<td>8-10 Points</td>
<td>12 Points</td>
</tr>
</tbody>
</table>

Final Score: ________________
Portraits and Reflection

Art Grade 1 Performance Task

Student Name: ____________________________________________________________

School: __________________________________________________________________

Grade: __________________________________________________________________

Student ID: __________________________________________________________________

Teacher Name: ____________________________________________________________

Date: __________________________________________________________________

Directions

See Attached Task and Reflection Forms

Materials

Student Materials

- #2 sharpened Pencils (2 per student)
- 8 basic colors of Crayons:
  - Red, Orange, Yellow, Green, Blue, Purple, Brown, Black

Task

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Part 1 - First Grade Project Form

Name: ____________________________ Room: _____

Draw a portrait in the framed space provided below using color to show one of the following emotions:

Happy, Sad, Mad, or Scared.

Remember the color must express the emotion in your portrait.
Portraits and Reflection

Art Grade 1 Performance Task

I used this/these color(s) because:

- Mad
- Happy
- Sad
- Scared
- Red
- Orange
- Yellow
- Green
- Black
- Purple
- Brown

I expressed the emotion:

I drew a:

Name:

Part 2 - First Grade Reflection Form

REACH Beginning of Year Performance Task 2012-2013
# Portraits and Reflection

## Art Grade 1 Performance Task

**Student Name:** ____________________  **School Name:** ____________________

**Student Teacher Name:** ____________  **Student ID:** ______________

**Directions:**

Use the scoring tool to score the student work product. After scoring student work, **add the points together** to get a final student score 0-3 as determined by score ranges in the standards-based rubric. **Do not** give partial credit for Task Elements. This **standards-based rubric score (0, 1, 2 or 3)** is what will be input into the data management system and will be considered the final score.

## Scoring Tool

<table>
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<th>Insufficient Response</th>
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<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
</table>
| **Choosing and Creating** | 0 Points | Creates 1 of the 3 aspects of the task:  
- Creates a portrait  
- Chooses an emotion  
- Utilizes color to express the emotion |
| **Reflecting and Assessing** | 0 Points | Through visual prompts, gives an explanation of their picture, utilizing 1 of the 3 of the following criteria:  
- Identifies their work as a portrait  
- Identifies the color(s) they used to express the emotion  
- Explains why they used the color(s) they chose to express the emotion of their portrait |
| **Choosing and Creating** | 2 Points | Creates 2 of the 3 aspects of the task:  
- Creates a portrait  
- Chooses an emotion  
- Utilizes color to express the emotion |
| **Reflecting and Assessing** | 2 Points | Through visual prompts, gives an explanation of their picture, utilizing 2 of the 3 of the following criteria:  
- Identifies their work as a portrait  
- Identifies the color(s) they used to express the emotion  
- Explains why they used the color(s) they chose to express the emotion of their portrait |
| **Choosing and Creating** | 4 Points | Creates 3 of the 3 aspects of the task:  
- Creates a portrait  
- Chooses an emotion  
- Utilizes color to express the emotion |
| **Reflecting and Assessing** | 4 Points | Through visual prompts, gives an explanation of their picture, utilizing all 3 of the following criteria:  
- Identifies their work as a portrait  
- Identifies the color(s) they used to express the emotion  
- Explains why they used the color(s) they chose to express the emotion of their portrait |
| **Choosing and Creating** | 6 Points | Creates 3 of the 3 aspects of the task:  
- Creates a portrait  
- Chooses an emotion  
- Utilizes color to express the emotion |
| **Reflecting and Assessing** | 6 Points | Through visual prompts, gives an explanation of their picture, utilizing all 3 of the following criteria:  
- Identifies their work as a portrait  
- Identifies the color(s) they used to express the emotion  
- Explains why they used the color(s) they chose to express the emotion of their portrait |
## Standards-based Rubric

<table>
<thead>
<tr>
<th>Standards</th>
<th>0 Points</th>
<th>2-6 Points</th>
<th>8-10 Points</th>
<th>12 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILS 26.B – Apply the skills and knowledge necessary to create and perform in one or more of the arts</td>
<td>0</td>
<td>2-6</td>
<td>8-10</td>
<td>12</td>
</tr>
</tbody>
</table>

Final Score: ________________
Arts Grade 4
## Student Learning Objectives

### Standard Set

ILS

### Standards Assessed

- ILS 26B: Apply the skills and knowledge necessary to create and perform in one or more of the arts.

### Auxiliary Standards

- **National Standard:**
  - 3 - Choosing and Evaluating a range of subject matter, symbols, and ideas
  - 5 - Reflecting upon and assessing the characteristics and merits of their work and the work of others
- **Chicago Guide for Teaching and Learning in the Arts:**
  - Sketch original ideas to plan artwork (Art Making/Content/Grade 4)
  - Analyze how artists create visual rhythm and unity within a composition (Arts Literacy / Principles of Design / Grade 4)
- **Performance Descriptors:**
  - 26.B.1d. Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.
  - 26.B.4d. Visual Arts: Demonstrate knowledge and skills and communicate clear and focused ideas based on planning, research and problem solving.

## Task Description

### Task Overview

In this performance task, students will demonstrate unity of composition using a color scheme in a sketch plan depicting an event that happened in their life in the past few months. After completing their sketch, students will write a reflection based on prompts.

Students should complete this task within 30 minutes.

### A note about acceptable accommodations

Acceptable accommodations for this task exist in many forms. Accommodations listed on students’ Individualized Education Programs (IEPs) can and should be used for this REACH Performance Task. It is important to note that accommodations provided for administering this task must adhere to the guidelines outlined in administering standardized assessments (e.g. ISAT). For examples of allowable accommodations for reading/fluency as permitted by ISBE, please refer to the guidance available in the Illinois State Board of Education Assessment Accommodations Students with Disabilities: IEPs and 504s, located on the ISBE website.

### Teacher Directions

#### Before Class

Make copies of two sheets (sketch and reflection form)
Drawing From Your Past

Art Grade 4 Performance Task

All desks are cleared except for:
- Crayons divided up ahead of time (8 color set of crayons for each student)
- Two sharpened #2 pencils per student with erasers
- Part 1 Student Document

Teacher Script

Please note that everything that a teacher will need to say to students is noted in italics and all other directions or comments are written in non-italics type.

Performance Task Instructions: (3 Minutes)

Teacher says, Good morning/afternoon. You are about the begin the art task, there are two parts to this task, You already have Part 1, two #2 pencils and 8 colored pencils. Please remain seated and quiet during the entire task. I cannot answer any questions about the task or vocabulary beyond the instructions provided. This task today will be used to gauge your prior knowledge and inform the content and areas we will cover this year.

In a few minutes you will create a sketch. This sketch will be like something you sketch at home or school to plan a final artwork. You will have 12 minutes to sketch.
- Read the instructions completely before you start to sketch.
- The image you sketch should be your own idea.
- Sketch as clearly as you can so another person can understand what you were sketching.
- If you finish early, check over your sketch to see if there is anything you want to add.
- When you have finished, turn over your sketch and sit quietly until I say, “Stop.”

I will let you know when there are 3 minutes left for you to finish your sketch. Look at the directions at the top of the page. Read them to yourself as I read them aloud. “Sketch a plan for an artwork depicting an event from your life that happened in the last few months. You must use only one color scheme to create unity in your composition. Are there any questions? You may begin.

During Drawing: (12 minutes)
At 3 minutes left, teacher says, you have 3 minutes left.
At the end of the 12 minutes teacher says, Stop, put all pencils down.

During Transition: (2 minutes)
Teacher says, now I am handing out Part 2 of the art task.

During Reflection: (13 minutes)
Teacher passes out Part 2. Teacher says, Read to yourself as I read the instructions aloud. Read the question completely before you start to write your answer. Write your answer to the question in your own words and write as clearly as you can so that another person can read your answer and understand what you are thinking. Read over your answer to see if you need to rewrite any part of it. Write your answers using the number 2 pencil. Now we will begin.
Drawing From Your Past

Art Grade 4 Performance Task

Name the past event in your sketch and describe the imagery you used to depict it. (pause)
How would you improve your sketch in order to turn it into a final work? (pause)
Describe how you used a specific color scheme to create unity in your sketch. You may use the color scheme word bank on your reflection form for reference. (pause) Begin working on your answers.

At thirteen minutes, teacher says, Stop. This is the end of the art task. If you have not already done so, please put all pencils down and turn your papers face down. Teacher collects materials.

Materials

Student Materials

- #2 sharpened Pencils (2 per student)
- 8 pack of Colored Pencils (Red, Orange, Yellow, Green, Blue, Purple, Brown, Black)

Teacher Materials

- Part 1: Sketch Form
- Part 2: Reflection Form
Part 1 - Fourth Grade Sketch Form

Name: ___________________________ Room: ____________

Sketch a plan for an artwork depicting an event from your life that happened in the last few months. You must only use one color scheme to create unity in your composition.
Drawing From Your Past
Art Grade 4 Performance Task

Name:

In your own words, answer the questions as clearly as you can so that another person can read your answer and understand what you are thinking.

Part 2 - Fourth Grade Reflection Form

Color Schemes:
- Complimentary
- Analogous
- Monochromatic
- Cool
- Warm

Describe how you used a specific color scheme to create unity in your sketch.

How would you improve your sketch in order to turn it into a final work?

Name the past event in your sketch and describe the imagery you used to depict it.
**Rubric**

**Directions:**

Use the scoring tool to score the student work product. After scoring student work, add the points together to get a final student score 0-3 as determined by score ranges in the standards-based rubric. Do not give partial credit for Task Elements. This standards-based rubric score (0, 1, 2 or 3) is what will be input into the data management system and will be considered the final score.

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<td>2 Points Creates 1 of the 3 aspects of the task</td>
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<td>6 Points Creates 3 of the 3 aspects of the task</td>
</tr>
<tr>
<td></td>
<td>Does not complete any aspects of the task.</td>
<td>▪ Depicts a past event ▪ Uses one of the five listed color schemes ▪ Creates unity using their color scheme</td>
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<td>6 Points Gives an explanation of their picture, utilizing 3 of the 3 following criteria:</td>
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<tr>
<td></td>
<td>No response</td>
<td>▪ Names the past event and describes the imagery used to depict it ▪ Identifies how they would improve their sketch ▪ Describes how they used a specific color scheme to create unity</td>
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Final Score: __________
Drawing From Your Past

Art Grade 4 Performance Task

Student Name: ____________________________________________________________

School: __________________________________________________________________

Grade: ____________________________________________________________________

Student ID: __________________________________________________________________

Teacher Name: ____________________________________________________________

Date: _____________________________________________________________________

Directions

See Attached Sketch and Reflection Forms

Materials

Student Materials

- #2 sharpened Pencils (2 per student)
- 8 pack of Colored Pencils (Red, Orange, Yellow, Green, Blue, Purple, Brown, Black)

Task

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Part 1 - Fourth Grade Sketch Form

Name: ___________________________ Room: __________________________

Sketch a plan for an artwork depicting an event from your life that happened in the last few months. You must only use one color scheme to create unity in your composition.
# Drawing From Your Past

**Art Grade 4 Performance Task**

---

### Part 2 - Fourth Grade Reflection Form

**Name:**

In your own words, answer the questions as clearly as you can so that another person can read your answers and understand what you are thinking.

**Color Schemes:**

- Analogous
- Monochromatic
- Cool
- Warm
- Complimentary

**Name the past event in your sketch and describe the imagery you used to depict it.**

**Describe how you used a specific color scheme to create unity in your sketch.**

**How would you improve your sketch in order to turn it into a final work?**
Rubric

Drawing From Your Past

Art Grade 4 Performance Task

Student Name:_________________ School Name:____________________

Student Teacher Name:_________ Student ID:____________________

Directions:

Use the scoring tool to score the student work product. After scoring student work, add the points together to get a final student score 0-3 as determined by score ranges in the standards-based rubric. Do not give partial credit for Task Elements. This standards-based rubric score (0, 1, 2 or 3) is what will be input into the data management system and will be considered the final score.

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# Drawing From Your Past

**Art Grade 4 Performance Task**

## Standards-based Rubric

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<td>0 Points</td>
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<td>12 Points</td>
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</tbody>
</table>

Final Score: ________________
Arts Grade 7
Earth Day Poster
Art Grade 7 Performance Task

Student Learning Objectives

Standard Set

ILS

Standards Assessed

- ILS 25A: Understand the sensory elements, organizational principles, and expressive qualities of the arts
- ILS 26B: Apply the skills and knowledge necessary to create and perform in one or more of the arts.

Auxiliary Standards

- National Standard:
  - 3 - Choosing and Evaluating a range of subject matter, symbols, and ideas
  - 5 - Reflecting upon and assessing the characteristics and merits of their work and the work of others

- Chicago Guide for Teaching and Learning in the Arts:
  - Interpret the emotional qualities/artist’s intent (Interpretation & Evaluation/Art Criticism/Grade 7)
  - Analyze how artwork communicates and influences cultures (Making Connections/Historical-Cultural Connections/Grade 7)

- Performance Descriptors:
  - 25.A.1d. Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.
  - 26.B.1d. Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.
  - 26.B.4d. Visual Arts: Demonstrate knowledge and skills and communicate clear and focused ideas based on planning, research and problem solving.

Task Description

Task Overview

In this performance task, students will demonstrate unity of composition using at least one element and one principle in a sketch that combines images and words to promote Earth Day. After completing their sketches, students will write a reflection based on prompts.

Students should complete this task within 25 minutes.

A note about acceptable accommodations

Acceptable accommodations for this task exist in many forms. Accommodations listed on students’ Individualized Education Programs (IEPs) can and should be used for this REACH Performance Task. It is important to note that accommodations provided for administering this task must adhere to the guidelines outlined in administering standardized assessments (e.g. ISAT). For examples of allowable accommodations for reading/fluency as permitted by ISBE, please refer to the guidance available in the Illinois State Board of Education Assessment Accommodations Students with Disabilities: IEPs and 504s, located on the ISBE website.
Earth Day Poster
Art Grade 7 Performance Task

Teacher Directions

Before Class
Make copies of two sheets (sketch and reflection form)
All desks are cleared except for:
- Crayons divided up ahead of time (8 color set of crayons for each student)
- Two sharpened #2 pencils per student with erasers
- Part 1 Student Document

Teacher Script

Please note that everything that a teacher will need to say to students is noted in italics and all other directions or comments are written in non-italics type.

Performance Task Instructions: (5 minutes)
Distribute to Students after Introduction:
- Copies of Sketch form (one per student)
- Copies of reflection sheet (one per student)

Teacher says: Good Morning/Afternoon. Today you will be working on individual sketches and reflecting on your work. Please remain seated and quiet during the entire task. I cannot answer any questions about the task or vocabulary beyond the instructions provided. This task today will be used to gauge your prior knowledge and inform the content and skills we will cover this year. I will now distribute the two parts of this task. (Hand out both sheets).

There are two parts to this task. In Part 1, you will create a sketch communicating a visual message to promote Earth Day through the combination of images and words utilizing at least one element and one principle of art to create unity of composition. Earth Day is an annual, worldwide event held on April 22nd to raise awareness and promote appreciation for the Earth’s environment. You have coloring tools and pencils to complete this task. Use the space on the sketch form provided. This is just a sketch and not a final drawing. You have a limited amount of time to complete the task.

After you complete your sketch you will move on to Part 2. “Write a reflection on the sketch using the reflection form provided and based on these prompts.” You will have 25 minutes to complete the entire task. How much time you spend on each part is up to you, but you must complete both parts within the 25 minutes.

- Read the instructions carefully before you start to sketch or reflect.
- The image you sketch should be your own idea and you should sketch as clearly as you can so that another person can understand your idea.
- Read the questions completely in the reflection before you start to write your answer.
- Write your answer to the questions in your own words and write as clearly as you can so that another person can read your answer and understand your idea.
- Read over your answer to see if you need to rewrite any part of it.
- Write your answers using the number 2 pencil.
- I will let you know when you have 10 minutes and then 5 minutes left to complete the task.
Earth Day Poster

Art Grade 7 Performance Task

- If you finish early you may go back and revise any part of the task.
- Please be sure to write your full name on both sheets of paper.
- When you have finished turn over your sketch and response, sit quietly until I say, “Stop”.

You may begin.

During Drawing: (25 minutes)

- Teachers should circulate around the room, monitor students during the task and ensure that all students are working individually and independently.
- Do not answer any questions about vocabulary or the task. You can repeat instructions for the student.
- Have some extra supplies (additional sheets, pencils and markers) on hand if students need them.
- Notify the students when they have 10 minutes remaining and when they have 5 minutes remaining.

At the end of 25 minutes, Teacher says, Stop, this is the end of the art task. Please put the pencils and markers down and turn your papers face down. Please remain seated and quiet while I collect all sheets of paper.

Move around the room and collect both sheets, making sure the student’s name is on each piece of paper and keeping the two sheets together. Once all papers are collected, students can assist in collecting all materials (pencils and markers).

Materials

Student Materials

- #2 sharpened Pencils (2 per student)
- Basic set of 8 Colored tools (including Red, Orange, Yellow, Green, Blue, Purple, Brown, Black)

Teacher Materials

- Performance Task (Sketch) Sheet
- Reflection Sheet
Part 1 - Seventh Grade Sketch Form

Name: ____________________________ Room: ________

Create a sketch that communicates a message to promote Earth Day through the combination of images and text intended to influence the viewer and utilizing at least one of the elements and one of the principles of art to create unity of composition.

Earth Day is an annual event held on April 22nd worldwide to raise awareness and promote appreciation for the Earth’s environment.
Earth Day Poster
Art Grade 7 Performance Task

REACH Beginning of Year Performance Task 2012-2013
Page 47

Describe how you used this element and one principle to create unity through the combination of images and words in your sketch.

List one of the elements and one of the principles that combined to create unity through the combination of images and words in your sketch.

Describe your message in your sketch to promote Earth Day.

In your own words, answer the questions so clearly that you can so that another person can read your answer and understand what you are thinking.

Name: ____________________________

Part 2 - Seventh Grade Reflection Form
Rubric

Directions:

Use the scoring tool to score the student work product. After scoring student work, **add the points together** to get a final student score 0-3 as determined by score ranges in the standards-based rubric. **Do not** give partial credit for Task Elements. This **standards-based rubric score (0, 1, 2 or 3)** is what will be input into the **data management system** and will be considered the final score.

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Earth Day Poster

Art Grade 7 Performance Task

Standards-based Rubric

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<td>ILS 25a: Understand the sensory elements, organizational principles, and expressive qualities of the arts</td>
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Final Score: ______________
Earth Day Poster

Art Grade 7 Performance Task

Student Name: _________________________________________________________________

School: ______________________________________________________________________

Grade: _______________________________________________________________________

Student ID: __________________________________________________________________

Teacher Name: __________________________________________________________________

Date: _________________________________________________________________________

Directions

See Attached Sketch and Reflection Forms

Materials

Student materials
- #2 sharpened Pencils (2 per student)
- Basic set of 8 Colored tools (including Red, Orange, Yellow, Green, Blue, Purple, Brown, Black)

Task

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Part 1 - Seventh Grade Sketch Form

Name: _________________________________ Room: _______

Create a sketch that communicates a message to promote Earth Day through the combination of images and text intended to influence the viewer and utilizing at least one of the elements and one of the principles of art to create unity of composition.

Earth Day is an annual event held on April 22nd worldwide to raise awareness and promote appreciation for the Earth's environment.
Earth Day Poster
Art Grade 7 Performance Task

Describe how you used this one element and one principle to create unity through the combination of images and words in your sketch.

List one of the elements and one of the principles that you combined to create unity through the combination of images and words in your sketch.

Describe your message in your sketch to promote Earth Day.

Name:

In your own words, answer the questions as clearly as you can so that another person can read your answers and understand what you are thinking.

Part 2 - Seventh Grade Reflection Form
Earth Day Poster

Art Grade 7 Performance Task

Student Name:_________________ School Name:______________
Student Teacher Name:_________ Student ID:_________________

Directions:
Use the scoring tool to score the student work product. After scoring student work, add the points together to get a final student score 0-3 as determined by score ranges in the standards-based rubric. Do not give partial credit for Task Elements. This standards-based rubric score (0, 1, 2 or 3) is what will be input into the data management system and will be considered the final score.

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<td>Creates 1 of 3 aspects of the task:</td>
<td>Creates 2 of 3 aspects of the task:</td>
<td>Creates 3 of 3 aspects of the task:</td>
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<td></td>
<td>▪ Communicates a message to promote Earth Day using both words and images</td>
<td>▪ Communicates a message to promote Earth Day using both words and images</td>
<td>▪ Communicates a message to promote Earth Day using both words and images</td>
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<td></td>
<td>▪ Utilizes at least one element and one principle</td>
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<td>▪ Creates unity through the combination of the chosen element and principle</td>
<td>▪ Creates unity through the combination of the chosen element and principle</td>
<td>▪ Creates unity through the combination of the chosen element and principle</td>
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<tr>
<td>Reflection and Assessing</td>
<td>0 Points</td>
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<td></td>
<td>Does not explain their plan utilizing the criteria</td>
<td>Provides a written explanation of their plan, including 1 of the 3 following criteria:</td>
<td>Provides a written explanation of their plan, including 2 of the 3 following criteria:</td>
<td>Provides a written explanation of their plan, including 3 of the 3 following criteria:</td>
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<td></td>
<td>▪ Describes the message in their sketch</td>
<td>▪ Describes the message in their sketch</td>
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Earth Day Poster
Art Grade 7 Performance Task

<table>
<thead>
<tr>
<th>Standards</th>
<th>0 Insufficient Response</th>
<th>1 Below Mastery</th>
<th>2 Emerging Mastery</th>
<th>3 Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILS 25a: Understand the sensory elements, organizational principles, and expressive qualities of the arts</td>
<td>0 Points</td>
<td>2-6 Points</td>
<td>8-10 Points</td>
<td>12 Points</td>
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<tr>
<td>ILS 26b: Apply the skills and knowledge necessary to create and perform in one or more of the arts.</td>
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Final Score: ________________
Dance Grade 1
Teacher

Choreographic Principles and Processes
Dance Grade 1 Performance Task

Student Learning Objectives

Standard Set

ILS

Standards Assessed

- ILS 25A – Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- ILS 26 – Apply the skills and knowledge necessary to create and perform in one or more of the arts.

Auxiliary Standards

- ILS 25 – Though observation, discussion, interpretation and analysis students learn the “language” of the arts.
- ILS 26B.1A - Perform basic locomotor movements, non-locomotor movements, and traditional dance forms and create simple dance sequences.
- National Standards 1 - Identify and demonstrating movement elements and skills in performing dance.
- National Standards 2 – Understanding choreographic principles, processes, and structures.
- Chicago Guide for Teaching and Learning in the Arts – Create and perform patterns in dance.

Task Description

Task Overview

In this performance task, students will replicate a spatial pattern/sequence that has been demonstrated to them.

The task should be completed within 30 minutes; therefore, classroom management skills are essential for successful and timely completion of this assessment.

A note about acceptable accommodations

Acceptable accommodations for this task exist in many forms. Accommodations listed on students’ Individualized Education Programs (IEPs) can and should be used for this REACH Performance Task. It is important to note that accommodations provided for administering this task must adhere to the guidelines outlined in administering standardized assessments (e.g. ISAT). For examples of allowable accommodations for reading/fluency as permitted by ISBE, please refer to the guidance available in the Illinois State Board of Education Assessment Accommodations Students with Disabilities: IEPs and 504s, located on the ISBE website. If, due to the impact or needs stemming from a students’ disability the content of this task is inappropriate even with the accommodations outlined on the students’ IEP, then the teacher must create an alternative REACH performance task to demonstrate skill mastery.

Teacher Directions

Set-Up/Pre-Assessment Needs: 2 minutes

Determine the groups of students in their performance order. Familiarize yourself with directions and intentions of the scoring tool and standards-based rubric.

Teacher Script
Please note that everything that a teacher will need to say to students is noted in italics and all other directions or comments are written in non-italics type.

**Introduction/Instruction: 6 minutes**

Teacher stands facing students.

*Today, we’re going to make designs in space by changing our direction. And then, we’re going to create a dance that can be repeated over and over again. Everyone is facing_______* (teacher indicates the options of direction–facing the door, facing the wall, etc.). *Make sure you have enough personal space around you to move without bumping into your neighbors. Watch me first.*

Teacher demonstrates the movement pattern facing the same direction as the students – with his/her back to students. Teacher indicates the spatial direction based on which wall they are walking towards. Walk in a small circle in this direction and stop facing this direction. Teacher skips in a small circle in four skips circling to the left. Teacher stops facing front, then turns to the right, facing a new line of direction, walks forward facing the new line of direction in four-counts - indicating new front. Then the teacher turns to face the original front and walk backwards, in four-counts.

Teacher sits down and extends to a laying position in four counts. Teacher will then lift the left leg and right arm for them to connect for two counts. Next, teacher returns to the extended laying position in two counts.

From the extended laying position, teacher sits up and sits in the crossed leg position in four counts.

*Now let’s try it together. The first part of our pattern is skipping in a circle. Remember, you will first face the* (teacher gives appropriate visual cue). *We are going to skip in four counts using alternating sides. Make your circle small enough where you don’t bump into anyone around you* (teacher will verbally cue students with “skip, and skip, and skip, and skip”).

*Our next movement we’re going to turn and face a new direction and we’re going to walk forward for four counts. Now, stop to face front again and we’re going to walk backwards for four counts. Sit down where you last ended and extend to laying down position by the count of four. Resting on your back, lift your left leg and right arm and see if they can touch. Return to extended laying down position. Arrive at a sitting position with legs crossed.*

Students complete three more times with teacher.

**Activity: 20 minutes**

*Now, you’re going to try it on your own. I will still tell you what comes next. I will give you a 1-2-ready-go.*

Teacher counts and names elements of the movement pattern as student complete this pattern twice.

*Now, you’re ready to do the whole sequence with all the elements on your own. You’ll be in groups of three to four to perform. I’m looking for your best remembering and that you do all of the movements without stopping. I’ll give you a 1-2-ready-go.*

Teacher indicates three starting points on the floor for the students. Teacher lines up students by group. Teacher names students in each group. Group advances in the performance space to perform the patterns in the order given by the teacher.
Remember to be a respectful audience and watch the performance of your classmates.

Teacher restates the qualities of a good audience. Teacher uses scoring sheet to assess the students as they perform.

Wrap-up/Conclusion: 2 minutes

Very good job everyone. Let’s get into a circle, hold hands, stretch up with hands, hold, hold, hold, release hands, and bow.

Great job everyone! Take a bow!

Teacher claps for students.

Materials

Student Materials

None

Teacher Materials

- A large open space is ideal for all dances. The space should be clean, without sharp corners, splinters in the floor, slippery surfaces, glass partitions, or furniture that could pose a hazard. A linoleum or hardwood floor is preferable, particularly with a barefoot group.
- Attached scoring sheet - populate with student’s names placed into groups of three to four.

Student Facing Document

None.
Choreographic Principles and Processes

Dance Grade 1 Performance Task

Rubric

Directions

Use the scoring tool to score the student work product. After scoring student work, **add the points together** to get a final student score 0-3 as determined by score ranges in the standards-based rubric. **Do not** give partial credit for Task Elements. This **standards-based rubric score (0, 1, 2 or 3)** is what will be input into the data management system and will be considered the final score.

<table>
<thead>
<tr>
<th>Task Element</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s task focus</td>
<td>0 Points: Student was also easily distracted, and/or refused to participate.</td>
<td>1 Point: Student is unable to execute most elements of the sequence.</td>
<td>2 Points: Student is not able to follow pattern/sequence for the required number of counts or hesitates in executing the pattern.</td>
<td>3 Points: Student is able to execute all elements of the pattern/sequence for the required number of counts.</td>
</tr>
<tr>
<td>and sequence completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinesthetic and spatial</td>
<td>0 Points: Student was unwilling or unable to perform the spatial pattern/sequence.</td>
<td>1 Point: Student occasionally appears confused spatially. Timing for sequence is not accurate.</td>
<td>2 Points: Student executes with slight hesitation.</td>
<td>3 Points: Demonstrates body awareness in space. Actions should be coordinated, smooth, and relatively effortless. Actions should be synchronized so that movement parts are initiated as a whole, not as stop-start of parts.</td>
</tr>
</tbody>
</table>
# Choreographic Principles and Processes

## Dance Grade 1 Performance Task

## Standards-based Rubric

<table>
<thead>
<tr>
<th>Standards</th>
<th>0 Insufficient Response</th>
<th>1 Below Mastery</th>
<th>2 Emerging Mastery</th>
<th>3 Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the sensory elements, organizational principles, and expressive qualities of the arts. Apply the skills and knowledge necessary to create and perform in one or more of the arts.</td>
<td>0 Points</td>
<td>1-2 Points</td>
<td>3-4 Points</td>
<td>5-6 Points</td>
</tr>
</tbody>
</table>

**Final Score: ____________**
Rubric

Choreographic Principles and Processes

Dance Grade 1 Performance Task

Rubric

Directions

Use the scoring tool to score the student work product. After scoring student work, add the points together to get a final student score 0-3 as determined by score ranges in the standards-based rubric. Do not give partial credit for Task Elements. This standards-based rubric score (0, 1, 2 or 3) is what will be input into the data management system and will be considered the final score.

<table>
<thead>
<tr>
<th>Task Element</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s task focus and sequence completion</td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td>Student was also easily distracted, and/or refused to participate.</td>
<td></td>
<td></td>
<td></td>
<td>Student is able to execute all elements of the pattern/sequence for the required number of counts.</td>
</tr>
<tr>
<td>Kinesthetic and spatial awareness</td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td>Student was unwilling or unable to perform the spatial pattern/sequence.</td>
<td></td>
<td></td>
<td></td>
<td>Demonstrates body awareness in space. Actions should be coordinated, smooth, and relatively effortless. Actions should be synchronized so that movement parts are initiated as a whole, not as stop-start of parts.</td>
</tr>
</tbody>
</table>

Scoring Tool

- **Student’s task focus and sequence completion**
  - **Insufficient Response**: 0 Points
    - Student was also easily distracted, and/or refused to participate.
  - **Below Mastery**: 1 Point
    - Student is unable to execute most elements of the sequence.
  - **Emerging Mastery**: 2 Points
    - Student is not able to follow pattern/sequence for the required number of counts or hesitates in executing the pattern.
  - **Mastery**: 3 Points
    - Student is able to execute all elements of the pattern/sequence for the required number of counts.

- **Kinesthetic and spatial awareness**
  - **Insufficient Response**: 0 Points
    - Student was unwilling or unable to perform the spatial pattern/sequence.
  - **Below Mastery**: 1 Point
    - Student occasionally appears confused spatially. Timing for sequence is not accurate.
  - **Emerging Mastery**: 2 Points
    - Student executes with slight hesitation.
  - **Mastery**: 3 Points
    - Demonstrates body awareness in space. Actions should be coordinated, smooth, and relatively effortless. Actions should be synchronized so that movement parts are initiated as a whole, not as stop-start of parts.
# Choreographic Principles and Processes

## Dance Grade 1 Performance Task

### Standards-based Rubric

<table>
<thead>
<tr>
<th>Standards</th>
<th>0 Insufficient Response</th>
<th>1 Below Mastery</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Understand the sensory elements, organizational principles, and expressive qualities of the arts. Apply the skills and knowledge necessary to create and perform in one or more of the arts.</td>
<td>0 Points</td>
<td>1-2 Points</td>
<td>3-4 Points</td>
<td>5-6 Points</td>
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</tbody>
</table>

Final Score: ______________
## Choreographic Principles and Processes

### Dance Grade 1 Performance Task

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Student Task Focus and Sequence Completion</th>
<th>Kinesthetic and Spatial Awareness</th>
<th>Total Level of Mastery Total (From Standards-based rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>2</td>
<td>3</td>
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### Choreographic Principles and Processes

#### Dance Grade 1 Performance Task

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</table>

*Add rows as needed*
Dance Grade 4
Space and Choreography
Dance Grade 4 Performance Task

Student Learning Objectives

Standard Set

ILS - Dance

Standards Assessed

- ILS 25A – Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- ILS 26B – Apply the skills and knowledge necessary to create and perform in one or more of the arts.

Auxiliary Standards

- ILS 25 – Though observation, discussion, interpretation and analysis students learn the “language” of the arts.
- ILS 25A.2a – Identify and describe the element of pathways, level, focus, range in space, sustained and percussive qualities of speed; the principals of ABA and round choreographic form, contrast, and repetition; and the expressive qualities of mood and emotion.
- ILS 25B.2 – Understand how elements and principals combine within an art form to express ideas.
- National Standards 1 – Identify and demonstrating movement elements and skills in performing dance.
- National Standards 2 – Understanding choreographic principles, processes, and structures.
- National Standards 4 – Applying and demonstrating critical and creative thinking skills in dance.
- National Standards 6 – Making connections between dance and a healthful living.
- Chicago Guide for Teaching and Learning in the Arts – Create and perform patterns in dance.

Task Description

Task Overview

In this performance task, students demonstrate spatial concepts in their choreographed dances.

Students should complete this task in one class period (i.e. 35 minutes); therefore, classroom management skills are essential for successful and timely completion of this assessment.

A note about acceptable accommodations

Acceptable accommodations for this task exist in many forms. Accommodations listed on students’ Individualized Education Programs (IEPs) can and should be used for this REACH Performance Task. It is important to note that accommodations provided for administering this task must adhere to the guidelines outlined in administering standardized assessments (e.g. ISAT). For examples of allowable accommodations for reading/fluency as permitted by ISBE, please refer to the guidance available in the Illinois State Board of Education Assessment Accommodations Students with Disabilities: IEPs and 504s, located on the ISBE website. If, due to the impact or needs stemming from a students’ disability the content of this task is inappropriate even with the accommodations outlined on the students’ IEP, then the teacher must create an alternative REACH performance task to demonstrate skill mastery.
Teacher Directions

Set-Up/Pre Assessment Needs: 2 minutes

Determine the groups of students in their performance order. Familiarize yourself with directions and intentions of the scoring tool and standards-based rubric.

Teachers should follow the teacher script outlined below.

Teacher Script

Please note that everything that a teacher will need to say to students is noted in italics and all other directions or comments are written in non-italics type.

Introduction: 15 minutes

Teacher stands facing the students.

Today, we’re going to assess use of the element of space, that includes shape, level, and path, and create a dance that shows we can change how we use space. Make sure you have enough personal space around you to move without bumping into your neighbors. Let’s begin by walking eight-counts in a straight line.

Teacher counts at a tempo appropriate for class.

1-2-3-4-5-6-7-8 – FREEZE IN A BIG SHAPE.

Next, gallop in a curved line for eight-counts. 1-2-3-4-5-6-7-8 – FREEZE IN A SMALL SHAPE ON A LOW LEVEL.

Now, use a zigzag path anyway you want. 1-2-3-4-5-6-7-8- FREEZE IN A BIG SHAPE ON A MEDIUM OR MIDDLE LEVEL.

Teacher may draw a zigzag on the chalk/dry-erase board.

For the next one, let’s try walking backwards on tiptoes and ending at the highest, smallest shape. Ready, go: 1-2-3-4-5-6-7-8. FREEZE.

Students will repeat pattern six times, so students feel confident with the given movement.

Activity: 35 minutes

Now, you’re going to be a choreographer and make your own dance. Everyone will start facing the same direction.

Teacher designates an appropriate facing direction in the space.

You will create your own dance by making changes to the dance we just learned.

You are going to repeat the same dance but make three changes using space, like we did in the warm-up dance. You must change a direction (pathway), change a level, and change the size of your shape. Don’t forget you can also change your beginning and ending shape. You will show us the original warm-up version of the dance, and then you will show us your second version with the changes. You have 5 minutes to make your changes. Your time begins now.
Space and Choreography

Dance Grade 4 Performance Task

Students begin working on their choreography. Students will have 5 minutes to complete their planning and rehearsing. Teacher observes and keeps track of time. Once the 5 minutes are done, teacher re-convenes the students.

Time is up. Please stop working and have a seat on the floor creating an audience space and a performance space. Remember to be good audience members and watch everyone’s performance respectfully. The audience will be asked to identify at least two changes in your performance. Those of you performing please face the starting direction and perform with confidence. I will give you 1-2-ready-go and I will count while you are performing.

Teacher lines up students by groups of three. Teacher selects students in each group. Group advances in the performance space to perform the dance movement in the order given by the teacher.

Wrap-up/Conclusion: 2 minutes

Very nice job everyone. Please get into a circle, facing inward. Bow and face the group and give yourself a round of applause!

Materials

Student Materials

None.

Teacher Materials

- A large open space is ideal for all dances. The space should be clean, without sharp corners, splinters in the floor, slippery surfaces, glass partitions, or furniture that could pose a hazard. A linoleum or hardwood floor is preferable, particularly with a barefoot group.
- Attached scoring sheet – populate with student’s names.

Student Facing Document

None.
# Space and Choreography

## Dance Grade 4 Performance Task

### Rubric

#### Directions

Use the scoring tool to score the student work product. After scoring student work, **add the points together** to get a final student score 0-3 as determined by score ranges in the standards-based rubric. **Do not** give partial credit for Task Elements. This **standards-based rubric score (0, 1, 2 or 3)** is what will be input into the data management system and will be considered the final score.

<table>
<thead>
<tr>
<th>Task Element</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus and performance quality</strong></td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td>Student was unwilling or unable to perform.</td>
<td></td>
<td>Student does not perform with confidence.</td>
<td>Student does not perform with consistent confidence.</td>
<td>Student performs with confidence.</td>
</tr>
<tr>
<td><strong>Choreography recall/movement memory</strong></td>
<td>0 Points</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
</tr>
<tr>
<td>Student was also easily distracted, and/or refused to participate.</td>
<td></td>
<td>Task is incomplete; student does not adequately remember/perform either dance.</td>
<td>Student recalls warm-up dance but has difficulty with individual choreography.</td>
<td>Student recalls warm-up dance and individual choreography.</td>
</tr>
<tr>
<td><strong>Space changes and phrasing</strong></td>
<td>0 Points</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points</td>
</tr>
<tr>
<td>Space changes not evident.</td>
<td></td>
<td>Phrasing is inaccurate and only incorporates one change of space.</td>
<td>Phrasing is accurate and incorporates two of the three changes of space.</td>
<td>Phrasing is accurate and incorporates one change each in pathway, level, and space.</td>
</tr>
</tbody>
</table>
## Standards-based Rubric

<table>
<thead>
<tr>
<th>Standards</th>
<th>0 Insufficient Response</th>
<th>1 Below Mastery</th>
<th>2 Emerging Mastery</th>
<th>3 Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply the skills and knowledge necessary to create and perform in one or more of the arts.</td>
<td>0 Points</td>
<td>1-6 Points</td>
<td>7-9 Points</td>
<td>10-12 Points</td>
</tr>
</tbody>
</table>

Final Rating_______________
## Rubric

### Directions

Use the scoring tool to score the student work product. After scoring student work, **add the points together** to get a final student score 0-3 as determined by score ranges in the standards-based rubric. **Do not** give partial credit for Task Elements. This **standards-based rubric score (0, 1, 2 or 3)** is what will be **input into the data management system** and will be considered the final score.

### Scoring Tool

<table>
<thead>
<tr>
<th>Task Element</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus and performance quality</strong></td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td></td>
<td>Student was unwilling or unable to perform.</td>
<td>Student does not perform with confidence.</td>
<td>Student does not perform with consistent confidence.</td>
<td>Student performs with confidence.</td>
</tr>
<tr>
<td><strong>Choreography recall/movement memory</strong></td>
<td>0 Points</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
</tr>
<tr>
<td></td>
<td>Student was also easily distracted, and/or refused to participate.</td>
<td>Task is incomplete; student does not adequately remember/perform either dance.</td>
<td>Student recalls warm-up dance but has difficulty with individual choreography</td>
<td>Student recalls warm-up dance and individual choreography.</td>
</tr>
<tr>
<td><strong>Space changes and phrasing</strong></td>
<td>0 Points</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points</td>
</tr>
<tr>
<td></td>
<td>Space changes not evident</td>
<td>Phrasing is inaccurate and only incorporates one change of space.</td>
<td>Phrasing is accurate and incorporates two of the three changes of space.</td>
<td>Phrasing is accurate and incorporates one change each in pathway, level, and space.</td>
</tr>
</tbody>
</table>
## Space and Choreography

Dance Grade 4 Performance Task

<table>
<thead>
<tr>
<th>Standards</th>
<th>0 Insufficient Response</th>
<th>1 Below Mastery</th>
<th>2 Emerging Mastery</th>
<th>3 Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply the skills and knowledge necessary to create and perform in one or more of the arts.</td>
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</tr>
</tbody>
</table>

Final Rating__________________
# Space and Choreography

## Dance Grade 4 Performance Task

<table>
<thead>
<tr>
<th>Student’s Names</th>
<th>Focus and Performance Quality</th>
<th>Choreography Recall/Movement Memory</th>
<th>Space Changes and Phrasing</th>
<th>Total Level of Mastery (From Standards-based rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
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## Space and Choreography

**Dance Grade 4 Performance Task**

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*Add rows as needed*
Dance Grade 7
Choreographic Principles and Processes

Dance Grade 7 Performance Task

Student Learning Objectives

Standard Set

ILS - Dance

Standards Assessed

- ILS 26A – Understand the processes, traditional tools, and modern technologies used in the arts.
- ILS 26B – Apply the skills and knowledge necessary to create and perform in one or more of the arts.

Auxiliary Standards

- ILS 25 – Though observation, discussion, interpretation and analysis students learn the “language” of the arts.
- ILS 25A – Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- ILS 25A.3a – Describe how elements are combined and contrasted; identify the principles of transition, variety, and balance; and identify the expressive qualities of movement.
- ILS 25B – Understand the similarities, distinctions, and connections in and among the arts.
- ILS 25B.3 – Compare and contrast the elements and principles in two or more art works that share similar themes.
- ILS 26B.3a – Demonstrate body alignment; movement from center; awareness of accent, meter, and phrasing; and step patterns from different dance styles and forms.
- National Standards 1 – Identify and demonstrating movement elements and skills in performing dance.
- National Standards 2 – Understanding choreographic principles, processes, and structures.
- National Standards 3 – Understanding dance as a way to create and communicate meaning.
- National Standards 4 – Applying and demonstrating critical and creative thinking skills in dance.
- National Standards 6 – Making connections between dance and healthful living.
- National Standards 7 – Making connections between dance and other disciplines.
- Chicago Guide for Teaching and Learning in the Arts – Create and perform dances based on own ideas and concepts from other sources.

Task Description

Task Overview

In this performance task, students will improvise, select, organize, rehearse, and refine their own movement; expressing their own, and other’s ideas and artistic intensions.

Students should complete this task in one class period (i.e., 35 minutes); therefore, classroom management skills are essential for successful and timely completion of this assessment.

A note about acceptable accommodations

Acceptable accommodations for this task exist in many forms. Accommodations listed on students’ Individualized Education Programs (IEPs) can and should be used for this REACH Performance Task. It is important to note that accommodations provided for administering this task must adhere to the guidelines outlined in administering standardized assessments (e.g. ISAT). For examples of allowable accommodations for reading/fluency as permitted by ISBE, please refer to the guidance available in the Illinois State Board of Education Assessment Accommodations Students with Disabilities:
Choreographic Principles and Processes

Dance Grade 7 Performance Task

IEPs and 504s, located on the ISBE website. If, due to the impact or needs stemming from a students’ disability the content of this task is inappropriate even with the accommodations outlined on the students’ IEP, then the teacher must create an alternative REACH performance task to demonstrate skill mastery.

**Teacher Directions**

**Set-Up/Pre Assessment Needs: 10 minutes**

Determine the groups of students in their performance order. Familiarize yourself with directions and intentions of the scoring tool and standards-based rubric.

Teachers should follow the teacher script outlined below.

**Teacher Script:**

Please note that everything that a teacher will need to say to students is noted in *italics* and all other directions or comments are written in non-italics type.

**Introduction: 5 minutes**

*Let’s start with the dance movements. Watch me first.*

Teacher turns around and demonstrates one movement at a time with his/her back to the students.

Teacher performs a step ball change.

*This dance movement is called a step ball change. I am starting from a standing position with my weight evenly distributed on both legs. I’m going to use my right leg (teacher taps right leg with hand) and I’m going to step on to my right then I’m going to rock or shift backwards on my left leg, and then immediately go back on my right leg shifting forward. I’m now going to use my left leg (teacher taps left leg with hand) and I’m going to step on to my left then I’m going to rock or shift backwards to my right leg, and then immediately go back on my left leg shifting forward.*

*This is called a step ball change. Now let’s do it together.*

*I will cue you to begin with 1 – 2 – ready – go.*

Note: the tempo should be the same as the speed in which the movement will be executed – teacher pauses momentarily.

*1 – 2- ready – go.*

Students execute movement with the teacher leading, facing the same direction as was originally demonstrated.

After movement completes, teacher signals the next group.

*Second row, please move up to the first row. First row, move to the back row, everyone else move up. We’ll repeat the step ball change again together. 1-2-ready-go.*
Teacher repeats this rotation process as many times as needed, shifting the lines so each has the opportunity to be the front row.

Now, this next dance movement is called a chassé, which means to chase. I am starting from a standing position with my weight evenly distributed on both legs. I’m going to step forward shifting my weight onto my right leg (teacher taps right leg with hand) immediately, the left leg meets the right leg, both legs rising up onto the balls of the feet, but the weight is going to stay on the left foot so the right foot is free to move forward again. This is called a chassé. This is a traveling movement, or a locomotor movement, that continues to advance forward. Now let’s do it together. I will cue you to begin with “1 – 2 – ready – go”.

Note: the tempo should be the same as the speed in which the movement will be executed – teacher pauses momentarily.

1 – 2-ready – go.

Students execute movement with the teacher leading, facing the same direction as was originally demonstrated. After movement completes, teacher signals the next group of dancers.

Third row, please move up to the first row, second row, move to the back row, everyone else move up. We’ll repeat the step ball change again together.

1 – 2-ready – go.

Teacher repeats this rotation process as many times as needed, shifting the lines so each has the opportunity to be the front row.

Instruction 15 minutes

Teacher uses descriptive prompts. Teacher describes chassé as sneakily, happily, etc.; and teacher uses emotion words for step ball change and chasse. Teacher stands facing students.

This morning we’re going to create a short dance piece called “How People Feel”. This is an original, creative work where it’s important to communicate your own meaning and ideas. Please make sure you have enough personal space around you to move without bumping unto your neighbors.

Let’s repeat those movements, but now we’re going to do them while expressing an attitude, mood, or feeling.

The first one is the chassé: “sneakily”.

Teacher pauses to allow student the opportunity to explore the movement. Teacher may use prompts as appropriate, provide examples, and change of direction, etc.

Step ball change, expressing “tiredness”.

Teacher pauses to allow student the opportunity to explore the movement. Teacher may use prompts as appropriate, provide examples, and change of direction, etc.

Now we’re going to use different adjectives that describe how people feel and create a dance called “How People Feel.”
We’re going to do the same thing we did in the warm-up; but now, you are choosing the words YOU want to express. Use the movements we used in the warm up as practiced, adding on two words and two different movements. There are examples of different words you may use listed on the board/wall/chart. It is important that your movement communicates your words.

Choose two words. Each word will be explored for eight-counts. So, your dance will be a total of 32-counts. Be sure each of your four phrases of eight-counts has a clear starting and ending position.

You will have seven minutes to prepare your study on your own.

I am looking for your creativity and individual response as well as how clearly you demonstrate your adjectives.

For example, I will give you 1-2-ready-go.

Teacher provides appropriate tempo for students by counting.

1-2-3-4-5-6-7-8
2-2-3-4-5-6-7-8

Find a space in the room where you feel comfortable to create. Beginning now, you have 7 minutes to create. I will give you a warning when you have 2 minutes left. Begin now.

Teacher uses timer as a reference. Teacher allows students seven minutes. At the conclusion of 5 minutes, teacher gives students a 2 minute warning.

Activity: 20 minutes

Time is up. Please stop working, and have a seat on the floor, creating an audience space and a performance space. You can choose the direction you’d like to face to do your dance, and the audience will be asked to identify what adjectives they see being performed in the dance.

I will give you 1-2-ready-go.

Remember to be good audience members and watch everyone’s performance respectfully. Can you identify the adjectives that the dancers have chosen? Did they remember the warm up dance phrase?”

Teacher calls up by groups of three according to scoring sheet. Each member of the group introduces themselves to the audience. Teacher continues to name groups until all students have performed their dances.

**Materials**

**Student Materials**

None

**Teacher Materials**
Choreographic Principles and Processes

- A large open space is ideal for all dances. The space should be clean, without sharp corners, splinters in the floor, slippery surfaces, glass partitions, or furniture that could pose a hazard. A linoleum or hardwood floor is preferable, particularly with a barefoot group.
- Attached scoring sheet - populate with student’s names placed into groups of three.
- Examples of different adjectives listed on the board/wall/chart.

Student Facing Document

None.

Rubric

Directions

Use the scoring tool to score the student work product. After scoring student work, add the points together to get a final student score 0-3 as determined by score ranges in the standards-based rubric. Do not give partial credit for Task Elements. This standards-based rubric score (0, 1, 2 or 3) is what will be input into the data management system and will be considered the final score.

<table>
<thead>
<tr>
<th>Scoring Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Element</td>
</tr>
<tr>
<td>Recall and Focus</td>
</tr>
<tr>
<td>Originality</td>
</tr>
<tr>
<td>Expressive Qualities</td>
</tr>
</tbody>
</table>
## Choreographic Principles and Processes

### Dance Grade 7 Performance Task

<table>
<thead>
<tr>
<th>Choreographic Structures</th>
<th>0 Points</th>
<th>3 Points</th>
<th>4 Points</th>
<th>6 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student is unwilling or unable to perform any element of the movement tasks.</td>
<td>No clear beginning or ending. Counts are also not accurate.</td>
<td>The dance study has a clear beginning and ending position. Student meets the count requirement for one new word (for a total movement study of 24-counts).</td>
<td>The dance study has a clear beginning and ending position. Student meets the count requirement for each word (for a total movement study of 32-counts).</td>
</tr>
</tbody>
</table>

### Standards-based Rubric

<table>
<thead>
<tr>
<th>Standards</th>
<th>0 Insufficient Response</th>
<th>1 Below Mastery</th>
<th>2 Emerging Mastery</th>
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<tr>
<td>Apply the skills and knowledge necessary to create and perform in one or more of the arts.</td>
<td>0 Points</td>
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Final Score: _____
**Choreographic Principles and Processes**

**Dance Grade 7 Performance Task**

**Directions**

Use the scoring tool to score the student work product. After scoring student work, **add the points together** to get a final student score 0-3 as determined by score ranges in the standards-based rubric. **Do not** give partial credit for Task Elements. This **standards-based rubric score (0, 1, 2 or 3)** is what will be input into the data management system and will be considered the final score.

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<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
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<tr>
<td></td>
<td>Student is easily distracted or loses focus.</td>
<td>Student is not confident and recall is not accurate.</td>
<td>Recall is accurate but is not performed with confidence.</td>
<td>Recall is accurate and the dance is performed with confidence.</td>
</tr>
<tr>
<td>Originality</td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
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<td></td>
<td>Student refuses to participate.</td>
<td>Student work is a replication of other student’s work.</td>
<td>At least one word is not a replication of other student’s work.</td>
<td>Student’s work is not a replication of other student’s work.</td>
</tr>
<tr>
<td>Expressive Qualities</td>
<td>0 Points</td>
<td>2 Points</td>
<td>4 Points</td>
<td>6 Points</td>
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<tr>
<td></td>
<td>Student doesn’t connect emotion to the step.</td>
<td>Student performs only one word.</td>
<td>Student performs all words but meaning is not clear or understandable.</td>
<td>Student performs both words clearly and understandable.</td>
</tr>
<tr>
<td>Choreographic Structures</td>
<td>0 Points</td>
<td>3 Points</td>
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<td></td>
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## Choreographic Principles and Processes

**Dance Grade 7 Performance Task**

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**Final Score: ____________**
## Choreographic Principles and Processes

Dance Grade 7 Performance Task

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## Choreographic Principles and Processes

### Dance Grade 7 Performance Task

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</tbody>
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*Add rows as needed*
Drama Grade 1
Frozen Moments

Drama Grade 1 Performance Task

Student Learning Objectives

Standard Set

ILS Drama/Theater

Standards Assessed

ILS 26.B. Students apply skills and knowledge necessary to create and perform in one or more of the arts.

Auxiliary Standards

National Standards 2. Acting by assuming roles and interacting in improvisations.

Task Description

Task Overview

In this performance task, students express ideas through frozen body positions using facial expression and shapes.

Students should complete this task within 30 minutes.

A note about acceptable accommodations

Acceptable accommodations for this task exist in many forms. Accommodations listed on students’ Individualized Education Programs (IEPs) can and should be used for this REACH Performance Task. It is important to note that accommodations provided for administering this task must adhere to the guidelines outlined in administering standardized assessments (e.g. ISAT). For examples of allowable accommodations for reading/fluency as permitted by ISBE, please refer to the guidance available in the Illinois State Board of Education Assessment Accommodations Students with Disabilities: IEPs and 504s, located on the ISBE website. If, due to the impact or needs stemming from a students’ disability the content of this task is inappropriate even with the accommodations outlined on the students’ IEP, then the teacher must create an alternative REACH performance task to demonstrate skill mastery.

Teacher Directions

Read through this entire document to gain an understanding of what is expected. Read and understand the rubric/scoring sheet. Write students’ names on the scoring sheet before you administer the assessment.

Using appropriate classroom management strategies, arrange students in a way that is fitting for this assessment. This will vary from teacher to teacher. Choose a method with which your students are familiar. To fulfill this assessment the students need to be in a safe environment where they can move freely.
Frozen Moments

Drama Grade 1 Performance Task

Before class

Room will be prepared for drama class by creating an open space of about 25x25 feet. Please hang a sign on the door saying: Assessment in Progress. Do not disturb!!!

Teachers should follow the teacher script outlined below.

Teacher Script

Please note that everything that a teacher will need to say to students is noted in *italics* and all other directions or comments are written in non-italics type.

Today you will be taking an assessment in drama, so I will be reading from this script and will not be able to answer any questions.

Please stand up. Let’s use our imagination to glue our feet to the floor. We won’t really put glue on our shoes; but we will pretend by using our imagination. Pick up the glue and spread the glue on your shoes. I will do it with you.

The teacher will imitate gluing her/his shoes to the floor. The students will also imitate gluing their shoes to the floor.

Great job! Let’s try to jump.

The class will try to jump but their feet should not leave the ground. The teacher will imitate this so that the students understand. Do it again until they can show you they can follow directions.

I am so happy your feet are glued to the floor. Take your hands and feel around the edges of your space. Feel high, feel low, and feel all around you. This is your space. You may now unglue your feet but do not leave your space. Please have a seat in your space.

Wait until all students are seated and you have their attention before moving to the next section.

Remember! Because of the assessment, you cannot ask questions or talk. I want to see if you can use your concentration from the beginning to the end of the class. For our activity, I will give you a short task to show me in a frozen picture. For example, you feel sad as you pet your sick dog. You will use your body and your face to show the task.

When you hear the signaling device sound one time (demonstrate the sound) you will freeze. You will stay frozen until you hear two sounds (demonstrate two sounds) then you will relax silently and wait for the next task. I will be looking at your frozen pictures and writing on my paper. Be sure to use your concentration and do not look at others or at me. Let’s try one altogether. Please stand up.

Everybody please feel sad as you pet your sick dog. You may begin now.

Teacher and students begin acting according to the task prompt. Teacher sounds the signaling device once and all freeze for 5 seconds. Then, teacher sounds the signaling device twice and all relax.

Great job! Now it is your turn to try it without me. I will be asking three (or two) students at a time to stand and show me an action. When you hear one beat, you will freeze solid. You will have to hold the freeze and focus on holding still until you
Frozen Moments

Drama Grade 1 Performance Task

hear two beats. If I don’t call your name, you should sit quietly in your space and do the action. Everyone, remember to concentrate on what you are doing. We are ready to begin.

So will ______________, ______________ and ______________ please stand. (State the students’ names here.)

1. You are excited as you wash dishes to surprise your parents. Begin now.

Students begin action. Teacher sounds the signaling device once and all students freeze for 5 to 10 seconds. Teacher observes standing students and records their points. Teacher sounds the signaling device twice and the students relax.

Thank you. If you are standing you may sit down. Now will ______________, ______________ and ______________ please stand.

2. You are mad as you pick up your toys. Begin now.

Teacher will repeat these steps substituting from the prompt-task list below.

- You are scared as you read a story about monsters.
- You are happy as you paint a wall your favorite color.
- You are excited as you build a snowman.
- You are sad as you wave goodbye to your best friend.
- You are angry because your friend broke your favorite toy.
- You are excited as you draw a beautiful artwork.
- You are nervous as you write a letter to your parents telling them something that you lied about.
- You feel proud as you write a letter to your parents about something great that you did.
- You are unhappy as you try to get gum out of your hair.
- You are bored as you wait for the school bus.
- You feel glad as you climb a mountain.
- You feel love for all the animals you see while hiking in the woods.
- You feel happy as you shop for apples.
- You are excited eating an ice cream cone.
- You are happy while you are talking on the phone to a new friend.
- You are scared because you are walking through a haunted house.

Wrap-up/Conclusion
Frozen Moments

Drama Grade 1 Performance Task

I hope you had a good time today. I saw your bodies and faces showing actions and emotions. Thank you for your good work.

Materials

Student Materials

None

Teacher Materials

- Tambourine (or other sound signaling device)
- Script—provided in this document
- Rubric

Student Facing Document

None

Rubric

Rubric Directions

Before the assessment is administered, write students’ names under the student name column on the rubric. There is enough room for 6 students’ names on each page of the scoring sheet. You may use as many copies of the rubric/scoring sheet as needed.

Use the scoring tool to score the student work product. After scoring student work, add the points together to get a final student score 0-3 as determined by score ranges in the standards-based rubric. Do not give partial credit for Task Elements. This standards-based rubric score (0, 1, 2 or 3) is what will be input into the data management system and will be considered the final score.
# Frozen Moments

Drama Grade 1 Performance Task

<table>
<thead>
<tr>
<th>Task Element</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration while frozen</td>
<td>0 Points No attempt to do the activity.</td>
<td>1 Point Not frozen. Looking around room, showing off, wiggling, or using voice.</td>
<td>2 Points Focus is achieved at least once but not sustained throughout.</td>
<td>3 Points On task, eyes focused, sustaining a freeze from beginning to end.</td>
</tr>
<tr>
<td>Body</td>
<td>0 Points No attempt to do the activity.</td>
<td>1 Point Body does not show the task because of wiggling, fidgeting, rocking, using a neutral stance, etc.</td>
<td>2 Points Use of partial body either limbs or core to show task.</td>
<td>3 Points Use of total body (limbs and core) to show task.</td>
</tr>
<tr>
<td>Facial Expression</td>
<td>0 Points No attempt to do the activity.</td>
<td>1 Point Face is mostly neutral-expressionless.</td>
<td>2 Points Face shows expression but does not match the task.</td>
<td>3 Points Face shows an expression that matches the task.</td>
</tr>
</tbody>
</table>

Final Rating:________________
# Frozen Moments

Drama Grade 1 Performance Task

<table>
<thead>
<tr>
<th>Standards-based Rubric</th>
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<tbody>
<tr>
<td><strong>Standard</strong></td>
</tr>
<tr>
<td><strong>ILS 26.B.</strong> Students apply skills and knowledge necessary to create and perform in one or more of the arts. (Concentration, use of body, and facial expression)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Scoring Sheet</th>
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<tbody>
<tr>
<td><strong>Student Name</strong></td>
</tr>
<tr>
<td>1. Sam (Sample)</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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</tbody>
</table>
**Rubric**

**Rubric Directions**
Before the assessment is administered, write students’ names under the student name column on the rubric. There is enough room for 6 students’ names on each page of the scoring sheet. You may use as many copies of the rubric/scoring sheet as needed.

Use the scoring tool to score the student work product. After scoring student work, **add the points together** to get a final student score 0-3 as determined by score ranges in the standards-based rubric. **Do not** give partial credit for Task Elements. This **standards-based rubric score (0, 1, 2 or 3)** is what will be input into the data management system and will be considered the final score.

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<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td></td>
<td>No attempt to do the activity.</td>
<td>Not frozen. Looking around room, showing off, wiggling, or using voice.</td>
<td>Focus is achieved at least once but not sustained throughout.</td>
<td>On task, eyes focused, sustaining a freeze from beginning to end.</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>0 Points</td>
<td>1 Point</td>
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<tr>
<td></td>
<td>No attempt to do the activity.</td>
<td>Body does not show the task because of wiggling, fidgeting, rocking, using a neutral stance, etc.</td>
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# Frozen Moments

Drama Grade 1 Performance Task

## Standards-based Rubric

<table>
<thead>
<tr>
<th>Standard</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>0 Points</td>
<td>Insufficient Response</td>
<td>Below Mastery</td>
<td>Emerging Mastery</td>
<td>Mastery</td>
</tr>
<tr>
<td>ILS 26.B. Students apply skills and knowledge necessary to create and perform in one or more of the arts. (Concentration, use of body, and facial expression)</td>
<td>0 Points</td>
<td>1-5 Points</td>
<td>6-8 Points</td>
<td>9 Points</td>
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## Scoring Sheet

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Concentration</th>
<th>Body</th>
<th>Facial Expression</th>
<th>Total</th>
<th>Level of Mastery</th>
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<td>1.</td>
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Drama Grade 4
You Be A, I’ll Be B—A/B Dialogue in Action

Drama Grade 4 Performance Task

Student Learning Objectives

Standard Set

Illinois Learning Standards

Standards Assessed

- ILS 25A. Understand the sensory elements, organizational principles and expressive qualities of the arts.
- ILS 25A Stage E: Combine physical shape, level and/or facial expression to communicate theme, emotion, mood, and/or character dynamics.

Auxiliary Standards

- National Standards 2. Acting by assuming roles and interacting in improvisations. Students imagine and clearly describe characters, their relationships, and their environments
- Chicago Guide for Teaching & Learning in the Arts. Participate in physical representations of character and events.

Task Description

Task Description

In this performance task, students will demonstrate understanding by using an A/B dialogue to plan a scene that shows character dynamics through six different shape/level combinations.

This task should be completed within 40 minutes.

A note about acceptable accommodations

Acceptable accommodations for this task exist in many forms. Accommodations listed on students’ Individualized Education Programs (IEPs) can and should be used for this REACH Performance Task. It is important to note that accommodations provided for administering this task must adhere to the guidelines outlined in administering standardized assessments (e.g. ISAT). For examples of allowable accommodations for reading/fluency as permitted by ISBE, please refer to the guidance available in the Illinois State Board of Education Assessment Accommodations Students with Disabilities: IEPs and 504s, located on the ISBE website.

Teacher Directions

Preparation:

- A/B dialogues should have students’ names placed on them in advance, along with indications of who is person A and who is person B.
- Classroom should be set up in advance of students' arrival in order to ensure you have all 40 minutes to execute the assessment.
You Be A, I’ll Be B—A/B Dialogue in Action

Drama Grade 4 Performance Task

Introduction: 3 minutes

As the students enter into class, please arrange them in a way that is consistent in their typical drama class activity area. In this pre-assessment time, teacher does not need to use a script to arrange students. Once students are arranged to the teacher’s preference based on this assessment activity, then the scripted portion of the assessment begins.

Do not continue assessment until you have all of the students’ attention.

Teachers should follow the teacher script outlined below.

Teacher Script:

Please note that everything that a teacher will need to say to students is noted in italics and all other directions or comments are written in non-italics type.

Today we are going to take an assessment, and I am going to read from this script. You may not ask me any questions, because I cannot say anything that is not on this script. If you have questions, you may ask me after the assessment.

For this assessment, I want you to think about this question: How do actors show character dynamics, or changes, through body shapes and levels? I’d like you to think about how characters may change from the beginning of a scene to the end of a scene, and how that might change their physical levels, their spatial choices, and their body shapes.

Let’s look at the sample dialogue.

Teacher will display sample A/B dialogue and read it aloud to students.

Now, let’s look at the blocking sheet for the dialogue we just read.

Teacher will then display the sample dialogue and use the following statements to explain the examples.

Each of these pictures matches a sentence from the dialogue, and actors could act out the pictures to make a scene that an audience would watch.

Are there any questions about these examples? (Pause for response.) We have time for three questions.

Instructions: 1 minute & 30 seconds

You have ten minutes to create your scene with your partner. You will read your dialogue and draw stick figures on your planning sheet to block each line. Notice how the sample just has stick figures drawn. You do not need to draw anything other than the figures. Your drawings should take very little time. Then, rehearse your blocking and dialogue on your feet. You don’t have to memorize your dialogue because you will get to use your A/B sheets during the performance. When you hear this sound (demonstrate your sound signal) you will have one minute to complete your work. When you hear this sound again (demonstrate sound signal again) please go back to your seats and prepare to perform. Are there any questions about what you should do? We have time for two questions. Now you will begin your work. Before you begin, remember that this is the only time you have to do this. Try your hardest and use your best concentration!

Activity: 35 minutes

● Creation: (15 minutes)
You Be A, I’ll Be B—A/B Dialogue in Action

Drama Grade 4 Performance Task

Use a timer or clock with a second hand for accuracy in keeping exact time. Pass out student materials.

You are only going to perform the six lines of dialogue from your script with your blocking. Do not say anything in addition; you may only speak the six lines on your paper. Please begin.

Circulate the room to ensure participation and begin the assessment process.

- Performance: (20 minutes)

When timer rings, say: You have one minute to finish your work. When you hear the timer again, you will quickly and safely bring me your materials and return to your seats.

Set timer for one additional minute.

When timer rings again, say: Bring me your papers and pencils and return to your seats.

Collect all pencils and planning sheets. Do not collect A/B dialogues, as they will be used during performances. Call first pair to perform their scene and score each participant using the assessment checklist provided. Call next pair up and repeat process until all students have been assessed and checklist is filled out.

Wrap-up/Conclusion: 30 seconds

Thank you all for being such a wonderful group of actors and following directions. Have a wonderful day.

Materials

Student Materials
- Sample A/B dialogue PDF and matching sample planning sheet PDF
- 10 different A/B dialogue sheet and corresponding planning sheet with pre-printed dialogue

Other Necessary Materials
- 2 sharpened pencils with erasers for each child

Teacher Materials
- Sign hung outside of door that reads: "Assessment in Progress. Do not disturb."
- Enough open space for all students to move safely
- Sample A/B dialogue PDF and matching sample planning sheet PDF
- 10 different A/B dialogue sheet and corresponding planning sheet with pre-printed dialogue
- Teacher script

Other recommended materials:
- Egg timer or other timekeeping/signaling device
- Overhead projector, or LCD with images, or large Post-It chart paper with drawn images, etc. for samples
Sample Dialogue

A: (Whispering) Hey you!

B: Me?

A: Yes, you.

B: Um...

A: Do you have a dollar I can borrow?

B: I do, but I need it for lunch.
You Be A, I’ll Be B—A/B Dialogue in Action
Drama Grade 4 Performance Task

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<tr>
<th>Partner A:</th>
<th>Partner B:</th>
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<tbody>
<tr>
<td>#1</td>
<td></td>
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<tr>
<td>A: What do you want?</td>
<td></td>
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<tr>
<td>B: I don’t want anything.</td>
<td></td>
</tr>
<tr>
<td>A: But you are looking at me.</td>
<td></td>
</tr>
<tr>
<td>B: Is that a crime?</td>
<td></td>
</tr>
<tr>
<td>A: I guess not.</td>
<td></td>
</tr>
<tr>
<td>B: I’ll stop.</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
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<tr>
<td>A: They are here.</td>
<td></td>
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<tr>
<td>B: Already?</td>
<td></td>
</tr>
<tr>
<td>A: Yes. They are early.</td>
<td></td>
</tr>
<tr>
<td>B: Actually, it’s eleven o’clock.</td>
<td></td>
</tr>
<tr>
<td>A: No way.</td>
<td></td>
</tr>
<tr>
<td>B: Go get the door.</td>
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</tbody>
</table>
**You Be A, I’ll Be B—A/B Dialogue in Action**

**Drama Grade 4 Performance Task**

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#3</strong></td>
<td></td>
</tr>
<tr>
<td>A: I think it’s today.</td>
<td>B: What?</td>
</tr>
<tr>
<td>A: The big test.</td>
<td>B: I thought it was next week.</td>
</tr>
<tr>
<td>A: No, totally today.</td>
<td>B: I feel sick.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#4</strong></td>
<td></td>
</tr>
<tr>
<td>A: Where are you going?</td>
<td>B: To grab some food.</td>
</tr>
<tr>
<td>A: Can you get me another fruit cup?</td>
<td>B: Get it yourself.</td>
</tr>
<tr>
<td>A: But you’re going over there anyway.</td>
<td>B: The lunch lady won’t give me two.</td>
</tr>
</tbody>
</table>
You Be A, I’ll Be B—A/B Dialogue in Action

Drama Grade 4 Performance Task

**Partner A:**
**Partner B:**

**#5**

A: Please have a seat.

B: No, thank you.

A: Would you like some water?

B: Yes, please.

A: Do you have a glass?

B: No, I don’t.

**#6**

A: What’s your name?

B: Dana.

A: Where do you live?

B: Near the school.

A: Can I ride the bus with you?

B: I’m not leaving yet.
### #7

A: I have something to tell you.
B: What is it?
A: I can't go to your birthday party.
B: Why not?
A: I'm not allowed.
B: I don't believe you.

### #8

A: Do you like cats or dogs better?
B: I have a cat.
A: So you like cats better?
B: Not really.
A: What do you mean?
B: They are too hairy.
### You Be A, I’ll Be B—A/B Dialogue in Action

**Drama Grade 4 Performance Task**

| Partner A: ______________________ | Partner A: ______________________ |
| Partner B: ______________________ | Partner B: ______________________ |

**#9**

A: Are you new?

B: Yeah.

A: What’s your name?

B: Joe.

A: Do you want to sit next to me?

B: Yes, thank you.

End of dialogues
You Be A, I’ll Be B—A/B Dialogue in Action

Drama Grade 4 Performance Task

Partner A’s Name: ____________________________  Partner B’s Name: ____________________________

1. A: (Whispering) Hey you!

2. B: Me?

3. A: Yes, you.

4. B: Um...

5. A: Do you have a dollar I can borrow?

6. B: I do, but I need it for lunch.
## You Be A, I’ll Be B—A/B Dialogue in Action

**Drama Grade 4 Performance Task**

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*Teacher's Office name/footer*
You Be A, I’ll Be B—A/B Dialogue in Action

Drama Grade 4 Performance Task

Partner A’s Name: 

Partner B’s Name:

1. A: Do you like cats or dogs better?
   B: I have a cat.

2. A: So, you like cats better?

3. 

4. B: Not really.

5. A: What do you mean?

6. B: They are too hairy.
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End of dialogues
Rubric

Directions:

There are three elements for scoring your students:

- The 4th grade drama performance task assessment rubric
- The standards-based rubric
- The scoring checklist

Thoroughly read through the rubric and familiarize yourself with the criteria. Fill in student names in advance of the assessment event. Use the scoring checklist to score each criterion during the assessment event. When the assessment event is complete and students have been dismissed, total each child’s scores in order to determine their mastery level. Be sure to notate each total and mastery level in the appropriate column on the scoring checklist. This standards-based rubric score (0, 1, 2 or 3) is what will be input into the data management system and will be considered the final score.

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<tr>
<th>Task Element</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill 1: Shape and Level:</td>
<td>0 Points</td>
<td>1 Points No use of shape or level to demonstrate character dynamics (relationship and status)</td>
<td>2 Points Uses shape or level to demonstrate relationship, or status.</td>
<td>3 Points Uses shape and level to demonstrate character dynamics (relationship and status)</td>
</tr>
<tr>
<td>Question 2 / Skill 2: Character Dynamics</td>
<td>0 Points</td>
<td>1 Points Relationship and status choices are disconnected from character objectives</td>
<td>2 Points Relationship and status choices are visible but not fully connected to character objectives</td>
<td>3 Points Relationship and status choices are exhibited and directly connected to character objectives</td>
</tr>
<tr>
<td>Blocking</td>
<td>0 Points</td>
<td>1 Point Less than 4 drawings</td>
<td>2 Points 4 drawings match the performed</td>
<td>3 Points 5-6 drawings match the performed</td>
</tr>
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You Be A, I’ll Be B—A/B Dialogue in Action

Drama Grade 4 Performance Task

match the performed blocking and dialogue. blocking and dialogue.

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<th>Standards</th>
<th>0 Insufficient Response</th>
<th>1 Below Mastery</th>
<th>2 Emerging Mastery</th>
<th>3 Mastery</th>
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<tbody>
<tr>
<td>#25A Stage E: Combine physical shape, level and/or facial expression to communicate theme, emotion, mood, and/or character dynamics.</td>
<td>0-0 Points</td>
<td>1-3 Points</td>
<td>4-6 Points</td>
<td>7-9 Points</td>
</tr>
</tbody>
</table>

Final Score: ________________
## You Be A, I’ll Be B—A/B Dialogue in Action

Drama Grade 4 Performance Task

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Shape and Level</th>
<th>Character Dynamics</th>
<th>Blocking</th>
<th>Total/Mastery</th>
</tr>
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<tbody>
<tr>
<td>Example Student</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>7/2</td>
</tr>
</tbody>
</table>

---
You Be A, I’ll Be B—A/B Dialogue in Action

Drama Grade 4 Performance Task

Student Name: _____________________________________________________________

School: ___________________________________________________________________

Grade: ____________________________________________________________________

Student ID: ___________________________________________________________________

Teacher Name: ______________________________________________________________

Date: ______________________________________________________________________

Directions

You have ten minutes to create your scene with your partner. You will read your dialogue and draw stick figures on your planning sheet to block each line. Notice how the sample just has stick figures drawn. You do not need to draw anything other than the figures. Your drawings should take very little time. Then, rehearse your blocking and dialogue on your feet. You don’t have to memorize your dialogue because you will get to use your A/B sheets during the performance. When you hear this sound (demonstrate your sound signal) you will have one minute left to complete your work. When you hear this sound again (demonstrate sound signal again) please go back to your seats and prepare to perform. Are there any questions about what you should do? We have time for two questions. Now you will begin your work. Before you begin, remember that this is the only time you have to do this. Try your hardest and use your best concentration!

Materials

Materials:

- One sample A/B dialogue per student
- One A/B dialogue sheet per student
- One planning sheet per pair
You Be A, I’ll Be B—A/B Dialogue in Action

Drama Grade 4 Performance Task

Task

Sample A/B DIALOGUE

Sample Dialogue

A: (Whispering) Hey you!
B: Me?
A: Yes, you.
B: Umm...
A: Do you have a dollar I can borrow?
B: I do, but I need it for lunch.
**You Be A, I’ll Be B—A/B Dialogue in Action**

**Drama Grade 4 Performance Task**

---

**Partner A:**

**Partner B:**

### #1

A: What do you want?

B: I don't want anything.

A: But you are looking at me.

B: Is that a crime?

A: I guess not.

B: I’ll stop.

---

### #2

A: They are here.

B: Already?

A: Yes. They are early.

B: Actually, it’s eleven o’clock.

A: No way.

B: Go get the door.
You Be A, I’ll Be B—A/B Dialogue in Action
Drama Grade 4 Performance Task

Partner A: ____________________________
Partner B: ____________________________

#3
A: I think it's today.
B: What?
A: The big test.
B: I thought it was next week.
A: No, totally today.
B: I feel sick.

Partner A: ____________________________
Partner B: ____________________________

#4
A: Where are you going?
B: To grab some food.
A: Can you get me another fruit cup?
B: Get it yourself.
A: But you’re going over there anyway.
B: The lunch lady won’t give me two.
You Be A, I’ll Be B—A/B Dialogue in Action

Drama Grade 4 Performance Task

Partner A: ____________________________
Partner B: ____________________________

#5
A: Please have a seat.
B: No, thank you.
A: Would you like some water?
B: Yes, please.
A: Do you have a glass?
B: No, I don’t.

Partner A: ____________________________
Partner B: ____________________________

#6
A: What’s your name?
B: Dana.
A: Where do you live?
B: Near the school.
A: Can I ride the bus with you?
B: I’m not leaving yet.
### You Be A, I’ll Be B—A/B Dialogue in Action

**Drama Grade 4 Performance Task**

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You Be A, I’ll Be B—A/B Dialogue in Action

Drama Grade 4 Performance Task

 Partner A: ____________________________
Partner B: ____________________________

#9

A: Are you new?
B: Yeah.
A: What’s your name?
B: Joe.
A: Do you want to sit next to me?
B: Yes, thank you.

End of dialogues
You Be A, I’ll Be B—A/B Dialogue in Action

Drama Grade 4 Performance Task

Partner A’s Name: ____________________________

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A: (Whispering) Hey you!  
B: Me?  
A: Yes, you.

B: Um…  
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# You Be A, I’ll Be B—A/B Dialogue in Action

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REACH Beginning of Year Performance Task 2012-2013
**You Be A, I’ll Be B—A/B Dialogue in Action**

Drama Grade 4 Performance Task

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**Partner B’s Name:**

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You Be A, I’ll Be B—A/B Dialogue in Action

Drama Grade 4 Performance Task

Partner A’s Name: __________________________  Partner B’s Name: __________________________

A: I have something to tell you.  1  B: What is it?  2  A: I can’t go to your birthday party.  3

B: Why not?  4  A: I’m not allowed.  5  B: I don’t believe you.  6
**You Be A, I’ll Be B—A/B Dialogue in Action**

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<th>5 A: Do you want to sit next to me?</th>
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<td>6 B: Yes, thank you.</td>
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Partner A’s Name: ___________________________  Partner B’s Name: ___________________________

1. A: It’s cold out here.

2. B: I’m not cold.

3. A: Well, you’re wearing a sweater.

4. B: That’s true.

5. A: Can we go inside?

6. B: You can just wear my sweater.

End of dialogues
You Be A, I’ll Be B—A/B Dialogue in Action

Drama Grade 4 Performance Task

Rubric

Directions:

There are three elements for scoring your students:

- The 4th grade drama performance task assessment rubric
- The standards-based rubric
- The scoring checklist

Thoroughly read through the rubric and familiarize yourself with the criteria. Fill in student names in advance of the assessment event. Use the scoring checklist to score each criterion during the assessment event. When the assessment event is complete and students have been dismissed, total each child’s scores in order to determine their mastery level. Be sure to notate each total and mastery level in the appropriate column on the scoring checklist. This standards-based rubric score (0, 1, 2 or 3) is what will be input into the data management system and will be considered the final score.

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| **Skill 1: Shape and Level:** | 0 Points
No attempt | 1 Points
No use of shape or level to demonstrate character dynamics (relationship and status) | 2 Points
Uses shape or level to demonstrate relationship, or status. | 3 Points
Uses shape and level to demonstrate character dynamics (relationship and status) |
| **Question 2 / Skill 2: Character Dynamics** | 0 Points
No attempt | 1 Points
Relationship and status choices are disconnected from character objectives | 2 Points
Relationship and status choices are visible but not fully connected to character objectives | 3 Points
Relationship and status choices are exhibited and directly connected to character objectives |
| **Blocking** | 0 Points
No attempt | 1 Point
Less than 4 drawings match the | 2 Points
4 drawings match | 3 Points
5-6 drawings match |
#25A Stage E:
Combine physical shape, level and/or facial expression to communicate theme, emotion, mood, and/or character dynamics.

<table>
<thead>
<tr>
<th>Standards</th>
<th>0 Insufficient Response</th>
<th>1 Below Mastery</th>
<th>2 Emerging Mastery</th>
<th>3 Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>#25A Stage E</td>
<td>0-0 Points</td>
<td>1-3 Points</td>
<td>4-6 Points</td>
<td>7-9 Points</td>
</tr>
</tbody>
</table>

Final Score: ________________
## You Be A, I’ll Be B—A/B Dialogue in Action

**Drama Grade 4 Performance Task**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Shape and Level</th>
<th>Character Dynamics</th>
<th>Blocking</th>
<th>Total/Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example Student</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>7/2</td>
</tr>
</tbody>
</table>


Drama Grade 7
The Three Emotions
Drama Grade 7 Performance Task

Student Learning Objectives

Standard Set
ILS-Drama/Theater

Standards Assessed

- ILS 26.A. Students understand processes, traditional tools, and modern technologies used in the arts.
- ILS 26.B. Apply the knowledge and skills necessary to create and perform in one or more of the arts.

Auxiliary standards

- National Standards 2. Acting by assuming roles and interacting in improvisations
- Chicago Guide for Teaching & Learning in the Arts. Use the body and voice to express character, emotion, motivation and relationship
- Performance Descriptors 26.A 3b and 26.B Stage F. Demonstrate ways to use body and voice to communicate character actions, emotions, and sounds in a drama.

Task Description

Task Overview

In this performance task, students are asked to say a line of dialogue to show teachers how they are able to use their body posture, facial expressions, and vocal inflection to show emotions. These three skills are essential for the art of acting for a purpose.

Students should complete this task within 40 minutes.

A note about acceptable accommodations

Acceptable accommodations for this task exist in many forms. Accommodations listed on students’ Individualized Education Programs (IEPs) can and should be used for this REACH Performance Task. It is important to note that accommodations provided for administering this task must adhere to the guidelines outlined in administering standardized assessments (e.g. ISAT). For examples of allowable accommodations for reading/fluency as permitted by ISBE, please refer to the guidance available in the Illinois State Board of Education Assessment Accommodations Students with Disabilities: IEPs and 504s, located on the ISBE website. If, due to the impact or needs stemming from a students’ disability the content of this task is inappropriate even with the accommodations outlined on the students’ IEP, then the teacher must create an alternative REACH performance task to demonstrate skill mastery.

Teacher Directions

Preparation: (20 minutes)
Room should be prepared for drama class by creating a specified performance, rehearsal, and audience space. Hang a sign on the door that reads, ASSESSMENT IN PROGRESS, DO NOT DISTURB. Please print the Emotion Card Sheet. Cut out the individual cards to match the number of students in the class (course section). No duplicate combination of emotions cards
The Three Emotions
Drama Grade 7 Performance Task

should be given out to the students. Each student should have a unique card. Teachers should follow the teacher script outlined below.

Teacher Script:

Please note that everything that a teacher will need to say to students is noted in *italics* and all other directions or comments are written in non-italics type.

**Introduction: (1 minute)**
Students, please move into the rehearsal space. I will give you instructions for today's assessment. Today, you will be given an assessment in drama. During this portion of the assessment, you cannot talk or ask questions.

**Instructions: 5 minutes**
Please read the instructions for the Performance Task aloud to the students. Once the Performance Task instructions have been read, give students their three selected emotions.

Today, you will be saying a line of dialogue to show me how you use your body posture, facial expressions, and vocal inflection to show emotions. I will be handing out an instruction sheet to each one of you. On that sheet will be three emotions and a line of dialogue. You are going to express each of these emotions on this card using a combination of your body posture, facial expressions, and vocal inflection. You will be assessed on your ability to perform each emotion listed on your instruction card by using your body posture, facial expressions, and vocal inflection. You will have five minutes to prepare your performance. After the five-minute rehearsal time is complete, you will move to the specified audience area, and you will watch all the student performances quietly until it is your turn to perform. Please do not disrupt the performers while they are on stage. You cannot imitate another classmate’s performance. You will only have one chance to perform; and you cannot stop and re-do your performance. You will now receive your task card with your line of dialogue and the three emotions.

Pass out the emotions instructions card to the students. Once all the students have received their materials, student may begin planning and rehearsing their performance.

**Activity: 6 minutes**
Please repeat the instructions below aloud to the students.

You cannot imitate another classmate’s performance. You will only have one chance to perform; and you cannot stop and re-do your performance. Remember, I want you to convey the emotions listed on your card using your body posture, facial expression, and vocal inflection.

You will have five minutes to plan and rehearse your performance.

Once all the students have received their emotion card, they may begin planning and rehearsing their performances.

**Collect Evidence/Student Work (performance): 27 minutes**
Use a preferred attention-grabbing method to signal the end of the rehearsal time, then read the following instructions aloud to students:
The Three Emotions

Drama Grade 7 Performance Task

The five minutes for planning and rehearsal are up. Stop rehearsing now. You may keep the instruction card with you. Now is the time to move to the audience area.

Have the scoring sheet in hand in order to assess students. Gather the students in the specified audience area and prepare to view the performances. Read the following instructions:

I will now call you up, one-by-one, to perform your character emotions. Remember to behave appropriately as an audience member. After you have performed, please hand me your emotion note card. Audience, please remain respectful of your classmates’ performances.

Call up students in alphabetical order to perform the task.

Encourage students to begin as soon as they reach the performance space. Before the performance, student gives the emotion note card/sheet to the teacher. Teacher uses the scoring sheeting accordingly. Teacher will use the specified rubric to assess each individual performance.

Wrap-up/Conclusion: (1 minute)
Excellent performances! Please give yourselves a round of applause. Thank you for your participation in today’s performance assessment.

NOTES: Constraints/Accommodations
- If the audience disrupts a student’s performance, student will be allowed to regroup and repeat the performance at the end of the performances.
- Teacher should deal with outbursts and behavioral issues during audience time in a manner that is consistent with classroom and school expectations.
- Lines of dialogue that are simpler should be selected for students that have reading or linguistic issues.
- Teacher can help individual students with needs by reading and rereading their specific lines of dialogue.
- Rehearsal time may be extended to 10 minutes if a large portion of the class needs help with lines.

Materials

Student Materials
- See attached Emotion Cards

Teacher Materials
- A designated performance and audience space
- A note card/or half sheet of paper with 3 emotions, a line of dialogue and a specified active task
The Three Emotions

Drama Grade 7 Performance Task

Student-facing materials

Note: the attached Emotion Cards are for teachers to print and distribute to students. Students should not receive all cards.
### The Three Emotions

#### Drama Grade 7 Performance Task

<table>
<thead>
<tr>
<th>Happy, Sad, Mad</th>
<th>Scared, Frustrated, Embarrassed</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>You’ll never guess what happened to me last night</em></td>
<td><em>I’ll be there on Saturday.</em></td>
</tr>
<tr>
<td>Gloomy, Excited, Bored</td>
<td>Proud, Happy, Sad</td>
</tr>
<tr>
<td><em>I just went to the store.</em></td>
<td><em>Everything is just fine.</em></td>
</tr>
<tr>
<td>Mad, Scared, Frustrated</td>
<td>Embarrassed, Gloomy, Excited</td>
</tr>
<tr>
<td><em>I make dinner every night.</em></td>
<td><em>Summertime is coming soon.</em></td>
</tr>
<tr>
<td>Bored, Proud, Happy</td>
<td>Happy, Mad, Frustrated</td>
</tr>
<tr>
<td><em>To be or not to be.</em></td>
<td><em>We have to get the TV repaired.</em></td>
</tr>
<tr>
<td>Sad, Scared, Embarrassed</td>
<td>Mad, Frustrated, Excited</td>
</tr>
<tr>
<td><em>Guess who’s coming to dinner.</em></td>
<td><em>I like veggies on my pizza.</em></td>
</tr>
<tr>
<td>Scared, Embarrassed, Excited</td>
<td>Frustrated, Gloomy, Bored</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td><em>I never put cheese on my cheeseburger.</em></td>
<td><em>I really dislike riding my bike.</em></td>
</tr>
<tr>
<td>Embarrassed, Excited, Proud</td>
<td>Gloomy, Bored, Happy</td>
</tr>
<tr>
<td><em>I want to travel somewhere warm for the summer.</em></td>
<td><em>I want a pet that does not bite.</em></td>
</tr>
<tr>
<td>Excited, Proud, Sad</td>
<td>Bored, Happy, Mad</td>
</tr>
<tr>
<td><em>I was on a plane once.</em></td>
<td><em>It’s going to snow soon.</em></td>
</tr>
<tr>
<td>Proud, Sad, Scared</td>
<td>Happy, Scared, Gloomy</td>
</tr>
<tr>
<td><em>The street is crooked.</em></td>
<td><em>I think I need new shoes.</em></td>
</tr>
<tr>
<td>Sad, Frustrated, Excited</td>
<td>Gloomy, Embarrassed, Bored</td>
</tr>
<tr>
<td><em>The store is downtown.</em></td>
<td><em>The singer climbed the ladder.</em></td>
</tr>
</tbody>
</table>
## The Three Emotions

**Drama Grade 7 Performance Task**

<table>
<thead>
<tr>
<th>Scared, Gloomy, Proud</th>
<th>Frustrated, Excited, Happy</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>That photographer serves tea.</em></td>
<td><em>Those librarians fried an egg.</em></td>
</tr>
<tr>
<td>Embarrassed, Bored, Sad</td>
<td>Gloomy, Proud, Mad</td>
</tr>
<tr>
<td><em>I don’t fall asleep on the train.</em></td>
<td><em>Miss Johnson is tall.</em></td>
</tr>
<tr>
<td>Excited, Happy, Scared</td>
<td>Bored, Sad, Scared</td>
</tr>
<tr>
<td><em>I am a flight attendant.</em></td>
<td><em>Martha hasn't become a cashier.</em></td>
</tr>
<tr>
<td>Mad, Gloomy, Proud</td>
<td>Scared, Excited, Happy</td>
</tr>
<tr>
<td><em>I'm not a musician.</em></td>
<td><em>I sent him a package.</em></td>
</tr>
<tr>
<td>Frustrated, Bored, Sad</td>
<td>Embarrassed, Proud, Mad</td>
</tr>
<tr>
<td><em>That farmer reads the children a fairy tale.</em></td>
<td><em>I lent him some money.</em></td>
</tr>
<tr>
<td>Gloomy, Happy, Scared</td>
<td>Excited, Sad, Frustrated</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td><em>They paid him this salary.</em></td>
<td><em>Those plumbers sell him a ticket.</em></td>
</tr>
<tr>
<td>Bored, Mad, Embarrassed</td>
<td>Proud, Scared, Gloomy</td>
</tr>
<tr>
<td><em>They name the dog Fido.</em></td>
<td><em>I found the book interesting.</em></td>
</tr>
<tr>
<td>Happy, Gloomy, Mad</td>
<td>Sad, Excited, Bored</td>
</tr>
<tr>
<td><em>I named the toy Susan.</em></td>
<td><em>Those sailors kept the milk cold.</em></td>
</tr>
<tr>
<td>Mad, Excited, Proud</td>
<td>Proud, Mad, Embarrassed</td>
</tr>
<tr>
<td><em>That fisherman named the ship Titanic.</em></td>
<td><em>That teacher finds the story interesting.</em></td>
</tr>
<tr>
<td>Excited, Gloomy, Bored</td>
<td>Mad, Proud, Scared</td>
</tr>
<tr>
<td><em>Ginger elected him president.</em></td>
<td><em>That science teacher finds the experiment acceptable.</em></td>
</tr>
</tbody>
</table>
The Three Emotions

Drama Grade 7 Performance Task

Rubric

Directions:

Use the scoring tool to score the student work product. After scoring student work, add the points together to get a final student score 0-3 as determined by score ranges in the standards-based rubric. This standards-based rubric score (0, 1, 2 or 3) is what will be input into the data management system and will be considered the final score.

<table>
<thead>
<tr>
<th>Task Element</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>To communicate a range of emotions through a combination of body posture, facial expression, and vocal inflection (Focus: communicate a range of emotion)</td>
<td>0 points</td>
<td>1 point</td>
<td>2 points</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>No attempt to show emotions for all three elements (body posture, facial expression, and vocal inflection); or no lines used</td>
<td>One emotion is communicated through body posture, facial expression, and vocal inflection combined</td>
<td>Two emotions are communicated through body posture, facial expression, and vocal inflection combined</td>
<td>Three emotions are communicated through body posture, facial expression, and vocal inflection combined</td>
</tr>
<tr>
<td>To demonstrate use of body posture, facial expression, and vocal inflection collectively to communicate a range of emotions (Focus: body posture, facial expression, and vocal inflection)</td>
<td>0 points</td>
<td>1 point</td>
<td>2 points</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>None of the three tools (body posture, facial expression, and vocal inflection) are used in a combination; or no lines used</td>
<td>One of the three tools (body posture, facial expression, and vocal inflection) are used in a combination</td>
<td>Two of the three tools (body posture, facial expression, and vocal inflection) are used in a combination</td>
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</tr>
</tbody>
</table>
## The Three Emotions

### Drama Grade 7 Performance Task

### Standards-based Rubric

<table>
<thead>
<tr>
<th>Standards</th>
<th>0 Insufficient Response</th>
<th>1 Below Mastery</th>
<th>2 Emerging Mastery</th>
<th>3 Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ILS 26.A.</strong> Students understand processes, traditional tools, and modern technologies used in the arts.</td>
<td>No attempt to show emotions for all three elements (body posture, facial expression, and vocal inflection); or no lines used</td>
<td><strong>One</strong> emotion is communicated through body posture, facial expression, and vocal inflection combined</td>
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<td><strong>Three</strong> emotions are communicated through body posture, facial expression, and vocal inflection combined</td>
</tr>
<tr>
<td><strong>ILS 26.B.</strong> Apply the knowledge and skills necessary to create and perform in one or more of the arts.</td>
<td>No attempt to show emotions for all three elements (body posture, facial expression, and vocal inflection); or no lines used</td>
<td><strong>One</strong> emotion is communicated through body posture, facial expression, and vocal inflection combined</td>
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</tbody>
</table>

*Final Score:__________*
## The Three Emotions

### Drama Grade 7 Performance Task

<table>
<thead>
<tr>
<th>Student</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
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<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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14.
The Three Emotions

Drama Grade 7 Performance Task

Rubric

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<td>None of the three tools (body posture, facial expression, and vocal inflection) are used in a combination; or no lines used</td>
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</table>

**Final Score:**
# The Three Emotions

**Drama Grade 7 Performance Task**

## Standards-based Rubric

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**Final Rating: **
<table>
<thead>
<tr>
<th>Student</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
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<td>15.</td>
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<td>28.</td>
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<td></td>
</tr>
</tbody>
</table>
Music Grade 1
Tempo, Dynamics, and Pitch

Music Grade 1 Performance Task

Student Learning Objectives

Standard Set

ILS-Music

Standards Assessed

- ILS 25.A. Students understand the sensory elements, organizational principals, and expressive qualities of the arts.

Auxiliary Standards

- National Standards 6. Listening to, analyzing and describing music
- Chicago Guide for Teaching & Learning in the Arts.
  - Identify high/low pitch direction in music through visual icons
  - Listen to and identify similar and different tone colors in selections
  - Listen to and describe dynamics in a musical excerpt

Task Description

Task Overview

In this performance task, students will listen to excerpts of music and identify their tempo, dynamic, and pitch. Students will show understanding of each concept by selecting the correct term/icon that corresponds to what they have heard for each selection.

Students should complete this task within 40 minutes.

A note about acceptable accommodations

Acceptable accommodations for this task exist in many forms. Accommodations listed on students' Individualized Education Programs (IEPs) can and should be used for this REACH Performance Task. It is important to note that accommodations provided for administering this task must adhere to the guidelines outlined in administering standardized assessments (e.g. ISAT). For examples of allowable accommodations for reading/fluency as permitted by ISBE, please refer to the guidance available in the Illinois State Board of Education Assessment Accommodations Students with Disabilities: IEPs and 504s, located on the ISBE website. If, due to the impact or needs stemming from a students’ disability the content of this task is inappropriate even with the accommodations outlined on the students’ IEP, then the teacher must create an alternative REACH performance task to demonstrate skill mastery.
Teacher Directions
Every student will be provided a testing document and will need a pencil and a surface to write on. You will need a CD player or a computer with speakers to play the listening example provided. Please test your CD in advance to assure it is working properly.

Please instruct your students to complete all the student information on their testing document and to do their best on this test. The test requires completion in one class period (40-minutes) and students will not be able to work on this test on another day or at another time. When you administer the test, begin by reading the student directions aloud to your class and answer any questions before beginning the test. Remember that this test is designed to measure end-of-the-year outcomes and students should not be intimidated if this test is very difficult at the beginning of the year.

Set-Up/Pre Assessment Needs: 40 minutes recommended preparation time prior to assessment event. Teacher will prepare student documents and CD player or computer with speakers to play selections.

Preparation:
Student Listening Exercise
1. Students will listen to 3 sample music selections for each of the following concepts:
   a. Tempo (fast and slow)
   b. Dynamics (loud and soft)
   c. Pitch (high and low)

2. Students will show understanding of each concept by selecting the term/icon that corresponds to what they hear for each selection (will show both word and image)

Teachers should follow the teacher script outlined below.

Teacher Script:
Please note that everything that a teacher will need to say to students is noted in *italics* and all other directions or comments are written in non-italics type.

**Introduction:**
Today, we will be listening to some music selections in order to identify the things that are on your worksheet.

**Student Listening Exercise:**
The first thing that we will be listening for in our music selections is fast and slow (tempo). Please keep your pencils down and look at the board as I review these with you. If the song you hear is fast, you will select the word fast, which is also represented by this picture.

Teacher indicates person running.

*If you think the song is slow, you will select the word slow, which is represented by this picture.*

Teacher indicates person walking.

*Now, we will hear our music selection, which I will play three times for you. Keep your pencils down until the music absolutely stops. Once the music stops you will circle the word and picture that best matches the song; fast or slow.*
Tempo, Dynamics, and Pitch

Music Grade 1 Performance Task

Teacher plays the selection for tempo. (3 times)

Next, we will be listening to some music selections in order to identify loud and soft (dynamics). Please keep your pencils down and look at the board as I review these with you. If the song you hear is loud—you will select the word loud, which is also represented by this picture.

Teacher indicates person with mouth open, yelling.

If you think the song is soft, you will select the word slow, which is represented by this picture.

Teacher indicates person with mouth closed and finger to her lips.

Now, we’ll hear our music selection, which I will play three times for you. Keep your pencils down until the music absolutely stops. Once the music stops you will circle the word & picture that best matches the song; loud or soft.

Teach plays the selection for dynamics. (3 times)

Next, we will be listening to some music selections in order to identify high and low (pitch). Please keep your pencils down and look at the board as I review these with you. If the song you hear is high—you will select the word high, which is also represented by this picture.

Teacher indicates person at the top of the stairs.

If you think the song is low, you will select the word low which is represented by this picture.

Teacher indicates person at the bottom of the stairs.

Now, we’ll hear our music selection, which I will play twice for you. Keep your pencils down until the music absolutely stops. Once the music stops you will circle the word and picture that best matches the song; high or low.

Teacher plays the selection for pitch (3 times). Collect Evidence/Work.

Materials

Student Materials
Each student will need a student document, pencil, and writing surface to complete this task.

Teacher Materials
Teacher will need the provided CD with listening examples, CD player, or computer with speakers.
### Tempo, Dynamics, and Pitch

**Music Grade 1 Performance Task**

**Student Facing Document**

1st Grade Music Worksheet

<table>
<thead>
<tr>
<th>Name: ___________________________</th>
<th>Class: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ___________________________</td>
<td></td>
</tr>
<tr>
<td>Music Teacher: __________________</td>
<td></td>
</tr>
<tr>
<td>School: _________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fast</th>
<th>Slow</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>![Fast Image]</td>
<td>![Slow Image]</td>
</tr>
<tr>
<td>2.</td>
<td>![Fast Image]</td>
<td>![Slow Image]</td>
</tr>
<tr>
<td>3.</td>
<td>![Fast Image]</td>
<td>![Slow Image]</td>
</tr>
<tr>
<td>4.</td>
<td>![Loud Image]</td>
<td>![Soft Image]</td>
</tr>
<tr>
<td>5.</td>
<td>![Loud Image]</td>
<td>![Soft Image]</td>
</tr>
<tr>
<td>6.</td>
<td>![Loud Image]</td>
<td>![Soft Image]</td>
</tr>
<tr>
<td>7.</td>
<td>![High Image]</td>
<td>![Low Image]</td>
</tr>
<tr>
<td>8.</td>
<td>![High Image]</td>
<td>![Low Image]</td>
</tr>
<tr>
<td>9.</td>
<td>![High Image]</td>
<td>![Low Image]</td>
</tr>
</tbody>
</table>
## Tempo, Dynamics, and Pitch

### Music Grade 1 Performance Task

#### Rubric

**Directions:**
Use the scoring tool to score the student work product. After scoring student work, add the points together to get a final student score 0-3 as determined by score ranges in the standards-based rubric. This standards-based rubric score (0, 1, 2 or 3) is what will be input into the data management system and will be considered the final score.

<table>
<thead>
<tr>
<th>Task Element</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tempo</strong></td>
<td>0 points</td>
<td>1 point</td>
<td>2 points</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>Selects the correct tempo icon for 0/3 listening examples</td>
<td>Selects the correct tempo icon for 1/3 listening examples</td>
<td>Selects the correct tempo icon for 2/3 listening examples</td>
<td>Selects the correct tempo icon for 3/3 listening examples</td>
</tr>
<tr>
<td><strong>Dynamics</strong></td>
<td>0 points</td>
<td>1 point</td>
<td>2 points</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>Selects the correct dynamics icon for 0/3 listening examples</td>
<td>Selects the correct dynamics icon for 1/3 listening examples</td>
<td>Selects the correct dynamics icon for 2/3 listening examples</td>
<td>Selects the correct dynamics icon for 3/3 listening examples</td>
</tr>
<tr>
<td><strong>Pitch</strong></td>
<td>0 points</td>
<td>1 point</td>
<td>2 points</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>Selects the correct pitch icon for 0/3 listening examples</td>
<td>Selects the correct pitch icon for 1/3 listening examples</td>
<td>Selects the correct pitch icon for 2/3 listening examples</td>
<td>Selects the correct pitch icon for 3/3 listening examples</td>
</tr>
</tbody>
</table>
# Tempo, Dynamics, and Pitch

Music Grade 1 Performance Task

## Standards-based Rubric

<table>
<thead>
<tr>
<th>Standards</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILS 25.A – Students understand the sensory elements, organizational principles, and expressive qualities of the arts</td>
<td>0 points</td>
<td>1-4 points</td>
<td>5-8 points</td>
<td>9 points</td>
</tr>
</tbody>
</table>

**Final Score:** ________________
## Tempo, Dynamics, and Pitch

### 1st Grade Music Worksheet

<table>
<thead>
<tr>
<th></th>
<th>Fast</th>
<th>Slow</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Loud</th>
<th>Soft</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Tempo, Dynamics, and Pitch

Music Grade 1 Performance Task

Student Name: ___________________  School Name: ___________________

Student Teacher Name: ___________  Student ID: ___________________

Directions:

Use the scoring tool to score the student work product. After scoring student work, add the points together to get a final student score 0-3 as determined by score ranges in the standards-based rubric. This standards-based rubric score (0, 1, 2 or 3) is what will be input into the data management system and will be considered the final score.

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<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tempo</td>
<td>0 points</td>
<td>1 point</td>
<td>2 points</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>Selects the correct tempo icon for 0/3 listening examples</td>
<td>Selects the correct tempo icon for 1/3 listening examples</td>
<td>Selects the correct tempo icon for 2/3 listening examples</td>
<td>Selects the correct tempo icon for 3/3 listening examples</td>
</tr>
<tr>
<td>Dynamics</td>
<td>0 points</td>
<td>1 point</td>
<td>2 points</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>Selects the correct dynamics icon for 0/3 listening examples</td>
<td>Selects the correct dynamics icon for 1/3 listening examples</td>
<td>Selects the correct dynamics icon for 2/3 listening examples</td>
<td>Selects the correct dynamics icon for 3/3 listening examples</td>
</tr>
<tr>
<td>Pitch</td>
<td>0 points</td>
<td>1 point</td>
<td>2 points</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>Selects the correct pitch icon for 0/3 listening examples</td>
<td>Selects the correct pitch icon for 1/3 listening examples</td>
<td>Selects the correct pitch icon for 2/3 listening examples</td>
<td>Selects the correct pitch icon for 3/3 listening examples</td>
</tr>
</tbody>
</table>
## Tempo, Dynamics, and Pitch
### Music Grade 1 Performance Task

### Standards-based Rubric

<table>
<thead>
<tr>
<th>Standards</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILS 25.A  – Students understand the sensory elements, organizational principles, and expressive qualities of the arts</td>
<td>0 points</td>
<td>1-4 points</td>
<td>5-8 points</td>
<td>9 points</td>
</tr>
</tbody>
</table>

**Final Score:** _____________
Music Grade 4
Instrument Families

Music Grade 4 Performance Task

Student Learning Objectives

Standard Set

ILS - Music

Standards Assessed

- ILS 26.A. Students understand processes, traditional tools, and modern technologies in the arts

Auxiliary Standards

- National Standard 6. Listen to, analyze, and describe music
- Chicago Guide for Teaching and Learning in the Arts. Listen and describe: compare and contrast the timbre of instrument families (brass, woodwinds, percussion and strings).
- Performance Descriptors. Classify music sound sources into groups (instrument families, vocal ranges, solo/ensembles, etc.)

Task Description

Task Overview

In this performance task, students will listen to four (4) listening examples: a) woodwind ensemble, b) percussion ensemble, c) brass ensemble, and d) string ensemble. Using a graphic organizer (Venn diagram) students will answer questions comparing and contrasting the two instrument families (i.e., a with b, c with d). Students must include supporting evidence comparing and contrasting the two instrument families.

This task should not exceed 40 minutes.

A note about acceptable accommodations

Acceptable accommodations for this task exist in many forms. Accommodations listed on students’ Individualized Education Programs (IEPs) can and should be used for this REACH Performance Task. It is important to note that accommodations provided for administering this task must adhere to the guidelines outlined in administering standardized assessments (e.g. ISAT). For examples of allowable accommodations for reading/fluency as permitted by ISBE, please refer to the guidance available in the Illinois State Board of Education Assessment Accommodations Students with Disabilities: IEPs and 504s, located on the ISBE website. If, due to the impact or needs stemming from a students’ disability the content of this task is inappropiate even with the accommodations outlined on the students’ IEP, then the teacher must create an alternative REACH performance task to demonstrate skill mastery.

Teacher Directions

Total Time: 40 minutes

Every student will be provided a testing document and will need a pencil and a surface on which to write. You will need a CD player or a computer with speakers to play the listening examples provided. Please test your CD in advance to assure that it is working properly.
Instruct your students to complete all the student information on their testing document and to do their best on this test. The test requires completion in one class period (40 minutes), and students will not be able to continue work on this test on another day or at another time. All students in this class are required to take this assessment.

When you administer the test, begin by reading the student directions aloud to your class and answer any questions before beginning the test. Remember that this test is designed to measure end of the year outcomes, and students should not be intimidated if this test is very difficult at the beginning of the year.

Set-Up/Pre Assessment Needs:
40 minutes recommended preparation time prior to assessment event.

Teacher will prepare student documents and CD Player or Computer with speakers to play selections. Teachers should follow the teacher script outlined below.

Teacher Script:

Please note that everything that a teacher will need to say to students is noted in italics and all other directions or comments are written in non-italics type.

Student Listening Exercise
Today you are going to be assessed on what you know about the families of instruments. You will be listening to four musical examples, labeled A, B, C and D. Before we begin, let’s take a moment to read the sentences on the worksheet to help focus your listening.

Teacher reads the sentences from the prompts on the worksheets.

You will be asked to identify the instrument family you hear, how the sound is produced, how the examples are the same, and how the examples are different. You will listen to each example and write about what you hear in the corresponding section of the Venn diagram. Each example will be repeated. Let’s begin the assessment. I will start with Example A. Write what you hear in section A of the Venn diagram.

Teacher plays Example A, repeating the musical excerpt once.

Now let’s listen to example B. Write what you hear in section B of the Venn diagram.

Teacher plays Example B, repeating the musical excerpt once.

Now let’s listen to the examples back-to-back and in the middle section of the Venn diagram, write what is the same.

Teacher plays both examples back-to-back.

Lastly, using the information you wrote in the Venn diagram, complete the four statements on the test worksheet.

Repeat for examples C and D.
Now let’s do the same exercise with Examples C and D. First, I will play Example C. Write what you hear in section C of the Venn diagram.

Teacher plays Example C, repeating the musical excerpt once.

Now let’s listen to example D. Write what you hear in section D of the Venn diagram.

Teacher plays Example D, repeating the musical excerpt once.
Now let’s listen to the examples back-to-back and in the middle section of the Venn diagram, write what is the same.

Teacher plays both examples back-to-back.
Lastly, using the information you wrote in the Venn diagram, complete the four statements on the test worksheet.

Collect evidence/student work.

Materials

Student Materials
- Pencils and Writing Surface

Teacher Materials
- CD listening excerpts, CD player or Computer with speakers
Examples A and B Questions:

1. In Example A, the instrument family I heard was _________________. This family produces sound by: ________________________________________________________________.

2. In Example B, the instrument family I heard was _________________. This family produces sound by: ________________________________________________________________.

3. These two listening examples are similar because ________________________________________________________________.

4. These two listening examples are different because ________________________________________________________________.
Examples C and D Questions:

1. In Example C, the instrument family I heard was ________________. This family produces sound by:___________________________________________________________________________.

2. In Example D, the instrument family I heard was ________________. This family produces sound by:___________________________________________________________________________.

3. These two listening examples are similar because ____________________________________________________________________________________.

4. These two listening examples are different because ____________________________________________________________________________________.
**Rubric**

**Directions:**

Use the scoring tool to score the student work product. After scoring student work, **add the points together** to get a final student score 0-3 as determined by score ranges in the standards-based rubric. This **standards-based rubric score (0, 1, 2 or 3)** is what will be input into the **data management system** and will be considered the final score.

<table>
<thead>
<tr>
<th>Task Element</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compare and Contrast the tone color of instrument families:</strong> Identify Instrument Families</td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td></td>
<td>Accurately identifies none of the instrument families in the listening examples. (0/4)</td>
<td>Accurately identifies some of the instrument families in the listening examples. (1-2/4)</td>
<td>Accurately identifies most of the instrument families in the listening examples. (3/4)</td>
<td>Accurately identifies all of the instrument families in the listening examples. (4/4)</td>
</tr>
<tr>
<td><strong>Compare and Contrast the tone color of instrument families:</strong> Describe Sound/Tone Production</td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td></td>
<td>Accurately describes how sound/tone is produced for none of the families in the listening examples. (0/4)</td>
<td>Accurately describes how sound/tone is produced for some of the families in the listening examples. (1-2/4)</td>
<td>Accurately describes how sound/tone is produced for most of the families in the listening examples. (3/4)</td>
<td>Accurately describes how sound/tone is produced for all of the families in the listening examples. (4/4)</td>
</tr>
<tr>
<td><strong>Compare and Contrast the tone color of instrument families:</strong> Provide evidence to support argument in examples A and B</td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td></td>
<td>Provides no details to support the compare and contrast argument.</td>
<td>Provides one detail to support the compare and contrast argument.</td>
<td>Provides two details to support the compare and contrast argument.</td>
<td>Provides three details to support the compare and contrast argument.</td>
</tr>
</tbody>
</table>
# Instrument Families

## Music Grade 4 Performance Task

### Compare and Contrast the tone color of the instrument families:

Provide evidence to support argument in examples C and D

<table>
<thead>
<tr>
<th>0 Points</th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides no details to support the compare and contrast argument.</td>
<td>Provides one detail to support the compare and contrast argument.</td>
<td>Provides two details to support the compare and contrast argument.</td>
<td>Provides three details to support the compare and contrast argument.</td>
</tr>
</tbody>
</table>

### Standards-based Rubric

<table>
<thead>
<tr>
<th>Standards</th>
<th>0 Points</th>
<th>1-5 Points</th>
<th>6-10 Points</th>
<th>11-12 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILS 26.A. Students understand processes, traditional tools, and modern technologies in the arts</td>
<td>0 Points</td>
<td>1-5 Points</td>
<td>6-10 Points</td>
<td>11-12 Points</td>
</tr>
</tbody>
</table>

**Final Score: _______________**
Examples A and B Questions:

1. In Example A, the instrument family I heard was ____________________. This family produces sound by: _____________________________________________________.

2. In Example B, the instrument family I heard was ____________________. This family produces sound by: _____________________________________________________.

3. These two listening examples are similar because ________________________________________________________________.

4. These two listening examples are different because ________________________________________________________________.
Examples C and D Questions:

1. In Example C, the instrument family I heard was ____________________. This family produces sound by:______________________________________________________________.

2. In Example D, the instrument family I heard was ____________________. This family produces sound by:______________________________________________________________.

3. These two listening examples are similar because ________________________________________________________________.

4. These two listening examples are different because ________________________________________________________________.
## Instrument Families

Music Grade 4 Performance Task

### Directions:

Use the scoring tool to score the student work product. After scoring student work, **add the points together** to get a final student score 0-3 as determined by score ranges in the standards-based rubric. This **standards-based rubric score (0, 1, 2 or 3)** is what will be input into the data management system and will be considered the final score.

<table>
<thead>
<tr>
<th>Task Element</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Instrument Families</td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td>Accurately identifies none of the instrument families in the listening examples. (0/4)</td>
<td>Accurately identifies some of the instrument families in the listening examples. (1/2/4)</td>
<td>Accurately identifies most of the instrument families in the listening examples. (3/4)</td>
<td>Accurately identifies all of the instrument families in the listening examples. (4/4)</td>
<td></td>
</tr>
<tr>
<td>Describe Sound/Tone Production</td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td>Accurately describes how sound/tone is produced for none of the families in the listening examples. (0/4)</td>
<td>Accurately describes how sound/tone is produced for some of the families in the listening examples. (1/2/4)</td>
<td>Accurately describes how sound/tone is produced for most of the families in the listening examples. (3/4)</td>
<td>Accurately describes how sound/tone is produced for all of the families in the listening examples. (4/4)</td>
<td></td>
</tr>
<tr>
<td>Provide evidence to support argument in examples A and B</td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td>Provides no details to support the compare and contrast argument.</td>
<td>Provides one detail to support the compare and contrast argument.</td>
<td>Provides two details to support the compare and contrast argument.</td>
<td>Provides three details to support the compare and contrast argument.</td>
<td></td>
</tr>
</tbody>
</table>
## Instrument Families

### Music Grade 4 Performance Task

#### Compare and Contrast the tone color of the instrument families:

Provide evidence to support argument in examples C and D

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Provides no details to support the compare and contrast argument.</td>
</tr>
<tr>
<td>1</td>
<td>Provides one detail to support the compare and contrast argument.</td>
</tr>
<tr>
<td>2</td>
<td>Provides two details to support the compare and contrast argument.</td>
</tr>
<tr>
<td>3</td>
<td>Provides three details to support the compare and contrast argument.</td>
</tr>
</tbody>
</table>

#### Standards-based Rubric

<table>
<thead>
<tr>
<th>Standards</th>
<th>0 Points</th>
<th>1-5 Points</th>
<th>6-10 Points</th>
<th>11-12 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILS 26.A. Students understand processes, traditional tools, and modern technologies in the arts</td>
<td>0 Points</td>
<td>1-5 Points</td>
<td>6-10 Points</td>
<td>11-12 Points</td>
</tr>
</tbody>
</table>

**Final Score: ____________**
Music Grade 7
**Student Learning Objectives**

**Standard Set**

ILT-Music

**Standards Assessed**

- **ILT 25.A.** Students understand the sensory elements, organizational principles, and expressive qualities of the arts.

**Auxiliary Standards**

- **National Standard 6.** Listen to, analyze, and describe music.

**Task Description**

**Task Overview**

In this performance task, students will listen to one excerpt of music and analyze, in writing, the musical elements of tempo, dynamics, tone color, and mood.

Students should complete this assessment within 40 minutes.

**A note about acceptable accommodations**

Acceptable accommodations for this task exist in many forms. Accommodations listed on students’ Individualized Education Programs (IEPs) can and should be used for this REACH Performance Task. It is important to note that accommodations provided for administering this task must adhere to the guidelines outlined in administering standardized assessments (e.g., ISAT). For examples of allowable accommodations for reading/fluency as permitted by ISBE, please refer to the guidance available in the Illinois State Board of Education Assessment Accommodations Students with Disabilities: IEPs and 504s, located on the ISBE website. If, due to the impact or needs stemming from a students’ disability the content of this task is inappropriate even with the accommodations outlined on the students’ IEP, then the teacher must create an alternative REACH performance task to demonstrate skill mastery.

**Teacher Directions**

The classroom you have selected will complete a performance task that is designed to measure growth from the beginning to the end of the school year. Your students will listen to one excerpt of music and analyze the elements of music for tempo, dynamics, tone color, and mood. Students must write 2-3 sentences with supporting evidence describing each element.

Every student will be provided a testing document and will need a #2 pencil and a surface to write on. You will need a CD player or a computer with speakers to play the listening example provided. Please test your CD in advance to assure it is working properly. This task should not exceed 40 minutes.

Please instruct your students to complete all the student information on their testing document and to do their best work on this test. The test requires completion in one class period (40-minutes); students will not be able to continue to work on this test on another day or at another time. All students in the class are required to take this test.
When administering the test, begin by reading the student directions aloud to your class. Answer any questions students have before beginning the test. Remember, this test is designed to measure end-of-the-year outcomes. Students should not be intimidated if this test is very difficult at the beginning of the year.

Set-Up/Pre Assessment Needs:
Teacher will prepare student documents and CD player or computer with speakers to play selections. Teachers should follow the teacher script outlined below.
**Teacher Script:**

Please note that everything that a teacher will need to say to students is noted in *italics* and all other directions or comments are written in non-italics type.

**Activity:**
*Today you will complete an activity where you will listen to a selection of music. While you are listening to the music, take notes on the tempo, dynamics, tone color, and mood. Once the music has finished, use your notes and the space provided to write 2-3 sentences for each musical element. Provide evidence within your sentences that uses the language of the arts to explain how the composer and performers are using these expressive elements.*

Teacher plays the listening excerpt. Pause. Repeat the listening excerpt again.

*You have five minutes remaining.*

Wait five more minutes. At the conclusion of time, collect student documents.

*Now it is the end of your time. Please put your pencils down and I will collect your work.*

*Collect student documents.*

**Materials**

**Student Materials**

Each student will need a student document, a #2 pencil, and a writing surface to complete this task.

**Teacher Materials**

Teacher will need a CD with selected excerpts, a CD player or computer with speakers to play excerpts.
## Student Facing Document

Student Name: ____________________________________________________________
School: _________________________________________________________________
Grade: __________________________________________________________________
Student ID: __________________________________________________________________
Teacher Name: __________________________________________________________________
Date: __________________________________________________________________

<table>
<thead>
<tr>
<th>Tempo</th>
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<table>
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<tr>
<th>Dynamics</th>
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<th>Tone Color</th>
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<tr>
<th>Mood</th>
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**Rubric**

**Directions:**
Use the scoring tool to score the student work product. After scoring student work, add the points together to get a final student score, 0-3, as determined by score ranges in the standards-based rubric. This standards-based rubric score (0, 1, 2 or 3) is what will be input into the data management system and will be considered the final score.

<table>
<thead>
<tr>
<th>Task Element</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tempo</td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td></td>
<td>No response</td>
<td>Student incorrectly identifies tempo</td>
<td>Student identifies the tempo without using musical vocabulary</td>
<td>Student accurately identifies the tempo with terms such as allegro and accelerando</td>
</tr>
<tr>
<td>Dynamics</td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td></td>
<td>No response</td>
<td>Student incorrectly identifies dynamics</td>
<td>Student identifies dynamics without using musical vocabulary</td>
<td>Student accurately identifies dynamics with terms such as f, p, sfz, decrescendo, and crescendo</td>
</tr>
<tr>
<td>Tone Color</td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td>(Instrumentation)</td>
<td>No response</td>
<td>Student identifies instruments that are not in excerpt</td>
<td>Student accurately identifies instrument families only</td>
<td>Student accurately identifies the tone color (instrumentation) in musical excerpt by name</td>
</tr>
<tr>
<td>Mood</td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>No response</td>
<td>Student identifies mood without any supporting evidence</td>
<td>Student identifies mood with little supporting evidence</td>
<td>Students accurately identifies mood with supporting evidence</td>
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</tbody>
</table>
## Standards-based Rubric

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<th>Standards</th>
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<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILS 25.A. Students understand the sensory elements, organizational principles, and expressive qualities of the arts.</td>
<td>0</td>
<td>1-5 points</td>
<td>6-10 points</td>
<td>11-12 points</td>
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</tbody>
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Final Score: ______________
### Instrument Families

#### Music Grade 7 Performance Task

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<th>Student Name:</th>
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### Instrument Families

**Music Grade 7 Performance Task**

**Task Element** | **Insufficient Response** | **Below Mastery** | **Emerging Mastery** | **Mastery**
--- | --- | --- | --- | ---
**Tempo** | 0 Points | 1 Point | 2 Points | 3 Points
No response | Student incorrectly identifies tempo | Student identifies the tempo without using musical vocabulary | Student accurately identifies the tempo with terms such as allegro and accelerando

**Dynamics** | 0 Points | 1 Point | 2 Points | 3 Points
No response | Student incorrectly identifies dynamics | Student identifies dynamics without using musical vocabulary | Student accurately identifies dynamics with terms such as f, p, sfz, decrescendo, and crescendo

**Tone Color** (Instrumentation) | 0 Points | 1 Point | 2 Points | 3 Points
No response | Student identifies instruments that are not in excerpt | Student accurately identifies instrument families only | Student accurately identifies the tone color (instrumentation) in musical excerpt by name

**Mood** | 0 Points | 1 Point | 2 Points | 3 points
No response | Student identifies mood without any supporting evidence | Student identifies mood with little supporting evidence | Students accurately identifies mood with supporting evidence

**Rubric**

**Student Name:** ___________________  **School Name:** ___________________

**Student Teacher Name:** ____________  **Student ID:** ________________

**Directions:**

Use the scoring tool to score the student work product. After scoring student work, add the points together to get a final student score 0-3 as determined by score ranges in the standards-based rubric. This standards-based rubric score (0, 1, 2 or 3) is what will be input into the data management system and will be considered the final score.
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