

Visual & Performing Arts



Evidence of Alignment Expectations

Grade Band/Proficiency Level Expectations- *Please use this template to describe the student outcomes of the instructional grade band or proficiency level.*

3rd Grade Dance

Students CAN (Please add lines as needed)

Delaware Performance Standards

I CAN listen to corrections and make changes to make a dance better.	DA:Cr3.1.3a
I CAN remember movements in a group dance and apply corrections from the teacher to improve my dance skills.	DA:Pr5.1.3c
I CAN solve a problem using movement.	DA:Cr1.1.3b

Students Demonstrate UNDERSTANDING

Students will demonstrate their knowledge, skills and understanding through the following instruments that are aligned to the Delaware Standards for Visual & Performing Arts:

SUMMATIVE ASSESSMENT MEASURES

Delaware Performance Standards

Students are able to recall and demonstrate the acrobatic trick assigned by the instructor.	DA:Pr5.1.3c
Students are able to give positive and descriptive feedback through verbal and physical corrections.	DA:Cr1.1.3b
Students can successfully revise their movement based on peer and instructor feedback.	DA:Cr3.1.3a; DA:Pr5.1.3c

Assessment Rubric- Peer Feedback

Students will split up into groups and will demonstrate an assigned acrobatic trick. Observers will critique/give feedback on how the demonstrator can improve. Students will learn how to properly give feedback and how to use corrections for improvement. Students will revise their acrobatic tricks based on the peer feedback.

1 Not Met	2 Below	3 Approaching	4 Meeting	5 Exceeding
Student is unable to recall the acrobatic trick assigned by the instructor.	Student was able to recall but not demonstrate acrobatic trick assigned by instructor.	Student was able to recall and demonstrate acrobatic tricks assigned by the instructor.	Student was able to recall and demonstrate acrobatic tricks assigned by the instructor.	Student was able to recall and demonstrate acrobatic tricks assigned by the instructor with accuracy.
Student does not give any feedback.	Student does not give clear feedback to peers.	Student gives non-descriptive feedback through verbal cues.	Student gives positive and descriptive feedback to peers through verbal cues.	Student gives positive and descriptive feedback to peers through verbal cues and physical demonstrations.
Student does not show improvement.	Student shows little improvement with acrobatic tricks.	Students received feedback, but showed no improvement with acrobatic tricks.	Students acrobatic trick is revised and shows improvement.	Student was able to receive feedback from peers, and showed a great deal of improvement.

Comments: