

# Prep–Year 2 assessment techniques and conditions v1.0

## The Arts — Dance

This document outlines assessment techniques and response conditions to achieve range and balance within an assessment program. Schools consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques and response conditions.

Techniques	Extended response	Practical and/or performance	Test
Description	An extended response assesses students' abilities to explore, respond to and describe dance works either before, during or after the making of their own dance works, or in response to the dance works of others.	A practical and/or performance assesses students' abilities when making and/or performing dance works.	A test assesses students' responses that are produced independently, under supervision and in a set timeframe. A test assesses a selection of subject matter that accurately reflects the intended learning of the topic.
	<p>An extended response is guided, focuses on the responding strand and requires students to:</p> <ul style="list-style-type: none"> <li>• make observations about dance from different cultures and contexts both as a performer and audience member</li> <li>• describe the effect of the elements of dance in works they make, perform and view and where and why people dance</li> <li>• use their own words and learnt dance terminology to express patterns of movement in dances they make, perform and view.</li> </ul>	<p>A practical and/or performance is guided, focuses on the making strand and requires students to:</p> <ul style="list-style-type: none"> <li>• explore, improvise, and organise dance ideas to make dance sequences using the elements of dance</li> <li>• use fundamental skills, technical skills, and/or expressive skills to communicate ideas to an audience.</li> </ul>	<p>A test is guided and requires students to respond to one or more assessment items. These items are based on questions or tasks that are typically unseen. Questions or tasks may be based on stimulus material.</p> <p>A test may be administered over several sessions if this suits the intent of the assessment or to reflect the needs of the learners.</p>
Formats (examples only)	<p>Responding formats include:</p> <ul style="list-style-type: none"> <li>• annotated pictures, diagrams, sketches and/or photographs</li> <li>• short response</li> <li>• interview</li> <li>• visual recording with audio commentary</li> <li>• device applications.</li> </ul>	<p>Making formats include</p> <ul style="list-style-type: none"> <li>• oral explanation of choreography</li> <li>• annotated diagrammatic representation of choreographic ideas (e.g. cut and paste images)</li> <li>• storyboard of the choreographic process</li> <li>• performing teacher-choreographed sequences.</li> </ul>	<p>Formats include:</p> <ul style="list-style-type: none"> <li>• short response items <ul style="list-style-type: none"> <li>– cloze, true/false, single-word, term, multiple-choice, sentence or short-paragraph responses</li> <li>– practical exercises involving fundamental movement skills, technical skills, and/or expressive skills and demonstrating body awareness and safe dance practices</li> </ul> </li> </ul>



Techniques	Extended response	Practical and/or performance	Test
			<ul style="list-style-type: none"> <li>- drawing, labelling or interpreting examples of elements of dance using appropriate vocabulary where applicable</li> <li>• response to stimulus               <ul style="list-style-type: none"> <li>- simple identification, description or explanation of elements of dance (e.g. space, time, dynamics, relationships) in relation to stimulus provided (physical or visual) using appropriate vocabulary where applicable.</li> </ul> </li> </ul>
<p>Observation may be used to record evidence of the students' knowledge and understanding in Dance. It can be used across all assessment techniques. An observation record is evidence of student learning gathered by a teacher in digital and/or written formats.</p>			
<b>Conditions</b>	<p>There are no recommended times or lengths for responses.</p> <p>Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.</p> <p>Responses can be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live and may be presented digitally.</p> <p>Student responses may be scribed to reduce the literacy demands of the assessment. Prompts may also be provided to support students to complete assessment, however:</p> <ul style="list-style-type: none"> <li>• scribing or prompting should not compromise the purpose of the technique or change the way the assessment is judged or marked</li> <li>• details of the support must be provided on the student response.</li> </ul> <p>Questions or instructions can be read to students in whole class, group or individual situations.</p>		