

Subject report: Endorsement

Dance — 2026 cohort

This resource identifies strengths and opportunities to improve the development and submission of internal assessment instruments for Dance (General subject). Refer to *QCE and QCIA policy and procedures handbook v7.0*, [Section 9.5](#).

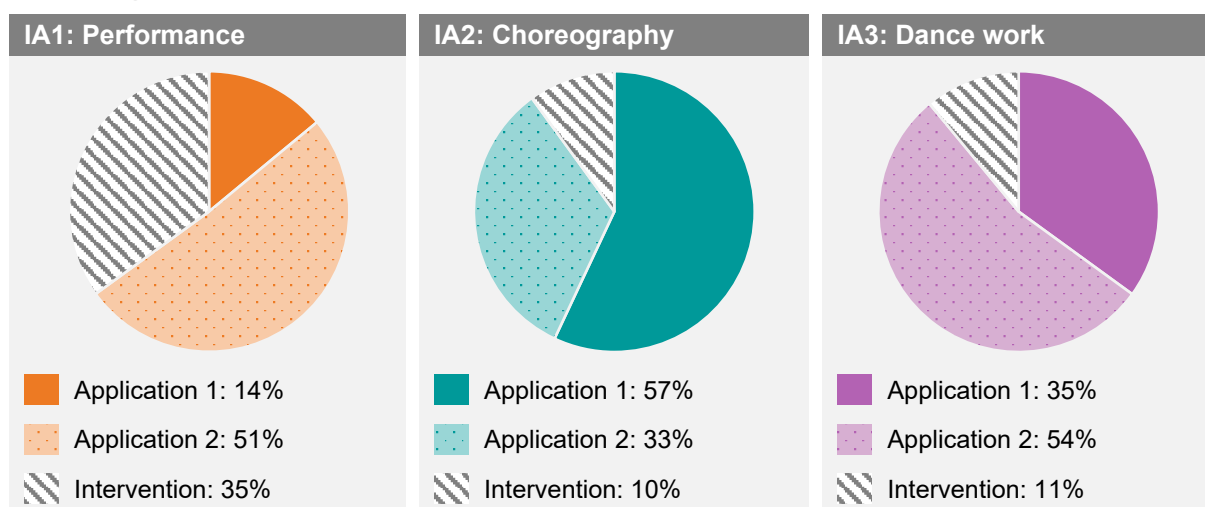
Summary of endorsement for the 2026 cohort

Number of internal assessment (IA) instruments submitted for endorsement

IA1	IA2	IA3
94	94	93

Note: Number of instruments may vary due to changes in schools offering the subject after the endorsement process started.

Percentage of instruments endorsed at Applications 1 and 2



Note: Percentages have been rounded to whole numbers and, therefore, may not add up to 100%.

Validity: Reasons for non-endorsement at Application 1 by assessment priority

IA1	IA2	IA3
Alignment: 77	Alignment: 39	Alignment: 47
Authentication: 0	Authentication: 0	Authentication: 14
Authenticity: 1	Authenticity: 1	Authenticity: 20
Item construction: 3	Item construction: 5	Item construction: 28
Scope and scale: 10	Scope and scale: 0	Scope and scale: 1

Accessibility: Reasons for non-endorsement at Application 1 by assessment priority

IA1	IA2	IA3
Bias avoidance: 8	Bias avoidance: 0	Bias avoidance: 0
Language: 1	Language: 1	Language: 1
Layout: 0	Layout: 0	Layout: 0
Transparency: 2	Transparency: 2	Transparency: 1

Note: A priority may be identified more than once in the endorsement decision for an assessment instrument.

Advice for assessment design

Endorsement is the quality assurance process based on the attributes of validity and accessibility. The following advice is based on the endorsement process for the 2026 completion year. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop valid and accessible assessment.

■ IA1: Performance (20%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- topics were age-appropriate and unlikely to cause harm or distress, particularly when embodied in a concentrated rehearsal period, e.g. identity, body positivity and the opportunity for personification, such as the dancer being an element of the natural world. Themes to avoid include domestic violence, shootings, drug or alcohol abuse, divorce and refugee experiences (see *QCE and QCIA policy and procedures handbook v7.0*, Section 8.2.2) (**bias avoidance**)
- the dance included a range of movements with clear links to the choreographic meaning, made explicit in the teacher choreographic statement, e.g. The dancer's confusion and stress intensifies, reflected in the strong, heavy contractions, low level rolls and abrupt changes of levels, directions and focus. This assists students with communicating the purpose (to inform), context and viewpoint through their technical and expressive skills (**bias avoidance**)
- the contemporary dance was suitably complex and incorporated a range of locomotor and non-locomotor movement listed in the stimulus specifications (syllabus, p. 42), allowing students the opportunity to demonstrate all performance-level descriptors (**bias avoidance**)
- the selection of movement allowed for safe execution of skills and technique in the continuous sequence, accessible to all students in the cohort (**scope and scale**).

Practices to strengthen

Schools can improve the validity and accessibility of assessment instruments by:

- ensuring the teacher choreographic statement is within 500 words (syllabus, p. 43) (**scope and scale**)
- referencing all sources and music used (title, composer, company) in the teacher choreographic statement (syllabus, p. 43), e.g.
 - Swift, T. (2014). *Shake It Off*. Big Machine Records
 - Swift, T, *Shake It Off*. Big Machine Records, 2014
 - Swift, T. *Shake It Off*. Big Machine Records; 2014 (**alignment**)
- modelling appropriate writing style and music referencing conventions, effectively supporting students in developing choreographic statement writing skills for IA2 and IA3 (**alignment**)
- explicitly outlining, in the teacher choreographic statement, the technical and expressive skills required to realise meaning in each section of the choreography, including relationships with other dancers, space or objects (syllabus, pp. 43, 45), e.g.
 - the recurring pushing-and-pulling motif, paired with fearful facial expressions and a directed focus toward the other dancer, highlights the worsening state of the environment while revealing the individual's inner tension about humanity's responsibility for its destruction
 - the sustained alignment and extension through the arm movements such as reaches forward and upward in Section A deliberately convey a sense of hope, prompting the audience to desire a more sustainable environment (**alignment**).

■ IA2: Choreography (20%)

Effective practices

Assessment instruments demonstrated validity and accessibility when:

- the task was open ended, allowing students to choose the stimulus and/or theme from which to develop their social, political or cultural viewpoint (syllabus, p. 46) **(authenticity)**
- scaffolding gave clear instructions on the processes students could use to complete the response, which may have included detailed steps that reflected the school's teaching and learning processes. This ensured all aspects of the task were addressed as outlined in the syllabus, including the performance-level descriptors **(item construction)**
- instructions explicitly stated that the task was to be completed with more than one performer (pairs or small groups) (syllabus, p. 47) **(alignment)**.

Practices to strengthen

Schools can improve the validity and accessibility of assessment instruments by:

- including all assessment objectives as specified in the syllabus (p. 46) **(alignment)**
- stating the specifications for the choreographic statement directly from the syllabus, i.e. the task requires students to complete a choreographic statement that
 - explains the meaning of the dance in relation to the stated purpose (to challenge and provoke) and context (social, political or cultural) and chosen stimulus (theme, ideas or inspiration), and viewpoint
 - evaluates the dance by justifying choices made in terms of the key elements of dance; structure and production elements used to communicate purpose, context and meaning **(alignment)**.

■ IA3: Dance work (35%)

Effective practices

Assessment instruments demonstrated validity and accessibility when they:

- included the requirements of the choreographic statement and the evaluative response as specified in the syllabus (pp. 50–51), i.e.
 - completing a choreographic statement for their dance that
 - explains the meaning of the dance in relation to the stated purpose and context, chosen stimulus (theme, ideas or inspiration), personal viewpoint and personal style
 - evaluates the dance by justifying choices made in terms of the key elements of dance, structure and production elements used to communicate purpose, context and meaning
 - completing an evaluative response that
 - identifies and explains choreographic problem/s (maximum of two) related to elements of dance and structure that affect the communication of meaning arising through developing their personal viewpoint
 - generates solution/s to the choreographic problem/s
 - analyses and interprets the solution/s to the choreographic problem/s in relation to elements of dance and structure
 - evaluates the success of the proposed solution/s to the choreographic problem/s, justifying choices made in terms of elements of dance and structure used to communicate meaning
 - includes still images or video excerpts to illustrate the problem/s and/or solution/s (**alignment**)
- provided an open-ended task, allowing students to choose the mode of presentation of the choreography and performance, e.g. for a live audience in a designated performance space, prerecorded without editing, dance film that includes choices of camera actions and/or editing techniques, site-specific (**scope and scale**).

Practices to strengthen

Schools can improve the validity and accessibility of assessment instruments by:

- ensuring checkpoints include feedback on one complete or near complete draft of each component of the task in the mode required by the syllabus (see *QCE and QCIA policy and procedures handbook v7.0*, Section 8.2.5) (**authentication**)
- including all assessment objectives as specified in the syllabus (p. 50) (**alignment**)
- explicitly stating that the context should inform the purpose of the dance, as specified in the syllabus (p. 50) (**alignment**).

Additional advice

- The preferred format for audiovisual files to be submitted for endorsement is MP4.
- Refer to the [Queensland Curriculum and Assessment Authority \(QCAA\) website](#) and the Resources section of the QCAA Portal for samples of each of the assessment instruments.
- If an instrument is not endorsed at Application 1, consider consulting with the lead endorser before submitting the revised instrument at Application 2. These consultations are supportive and provide feedback to school communities to strengthen the endorsement process.



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