PART 4-SELF-EVALUATION AND REFLECTION

Today you will evaluate your final dance performance by watching the recorded public performance using the Teacher Scoring Rubric—Dance Performance Rubric on pages 3–4 of your Student Booklet. Use it to assess your ability to maintain performance dynamics in regard to space, time, and energy.

On your rubric, please mark or indicate your level of performance in each dimension.

When you have finished evaluating your final performance, complete the Reflection Worksheet on pages 5–6. Use your three self-evaluations to reflect upon your growth and areas for future improvement in dance performance.

You will have the rest of the class period to finish your work.

TEACHER SCORING RUBRIC—DANCE PERFORMANCE

Dimension	1	2	3	4
Accuracy of	Skills are not	Few skills are	Some aspects of	Skills are
technical skill	performed	performed	skills are	performed
and concept	correctly and	correctly and	performed	correctly and
	safely.	safely. A limited	correctly and	safely. The
	Understanding of	understanding of	safely. Some of the	appropriate
	appropriate	appropriate	appropriate	concepts,
	concepts,	concepts,	concepts,	initiation, and
	initiation, and	initiation, and	initiation, and	movement
	movement	movement	movement	awareness and
	awareness is not	awareness is	awareness and	understanding
	made evident.	presented.	understanding are	are presented.
		presented.		
Alignment	Not able to	Not always able to	Most often able to	Able to maintain
Body placement	maintain proper	maintain proper	maintain proper	proper aspects of
in space and	aspects of	aspects of	aspects of	alignment and
moving through	alignment and	alignment and	alignment and	body placement
space	body placement	body placement.	body placement	demonstrated
	in space or while	Not always	demonstrated not	not only in space
	moving through	demonstrated in	only in space but	but also while
	space.	space and through	also while moving	moving through
		space.	through space.	space.
Transitions	Smooth and	Transitions	Transitions	Transitions
	efficient	between	between	between
	transitions are	movements are	movements are	movements are
	not presented	somewhat smooth	mostly smooth	consistently
	between	and efficient but	and efficient.	smooth and
	movements.	need practice.		efficient.

Musicality Rhythm and syncopation, phrasing	Musicality and understanding of rhythm awareness are not demonstrated throughout performance.	Very little musicality and understanding of rhythm awareness are demonstrated throughout performance.	Some movement is performed demonstrating an ability to feel and present the rhythm and musicality to the phrase.	Movement is performed demonstrating an ability to feel and present the rhythm and musicality to the phrase.
Use of Space Directions, line, spatial clarity in motion	There is little awareness of how the body and limbs can use the space around them. Performance does not demonstrate awareness of self and others in space while performing.	Awareness of space through entire body and limbs is not always connected. More awareness of self and others in space is needed throughout performance.	Awareness of space is often developed through body and limbs. Spatial awareness of self and others is usually evident in performance.	Awareness of space is developed through body and limbs. Spatial awareness of self and others is evident in performance.
Dynamics of Movement Quality of attack	Ability to present movement that demonstrates use of texture, attack, flow, and effort throughout performance is not present.	Has limited ability to present movement that demonstrates use of texture, attack, flow, and effort throughout performance.	Demonstrates quality of movement understanding, and demonstrates some aspects of texture, attack, flow, and effort throughout performance.	Demonstrates quality of movement understanding, and demonstrates texture, attack, flow, and effort throughout performance.
Learning and Understanding physically projected throughout dance	Emotion, expression, and intent of movement is not demonstrated and projected throughout the performance.	Emotion, expression, and intent of movement are rarely demonstrated and projected throughout the performance.	Emotion, expression, and intent of movement are somewhat demonstrated and projected throughout the performance.	Emotion, expression, and intent of movement is demonstrated and projected throughout the performance.

REFLECTION WORKSHEET

2.	Analyze and describe your physical commitment and technical accuracy in each performance. Identify strengths and weaknesses and use examples. Analyze and describe your emotional commitment to the theme or intent of the choreography. How did you use physical expression to convey the meaning? Identify strengths, areas of growth, and targets for future improvements. Identify one performance standard (use the rubric for ideas) that you clearly demonstrated improvement within the three performances. Using specific examples,				
	explain your growth in this area.				

TEACHER SCORING RUBRIC-STUDENT SELF-REFLECTION

Dimensions	1	2	3	4
Technique	Articulated no	Minimally	Moderately	Substantially
-Strengths &	technical	articulated	articulated	articulated
Weaknesses	strengths and	technical	technical	technical
	weaknesses.	strengths and	strengths and	strengths and
		weaknesses.	weaknesses.	weaknesses.
Personal	Articulated no	Minimally	Moderately	Substantially
Expression	self-reflection of	articulated self-	articulated self-	articulated self-
	personal	reflection of	reflection of	reflection of
	expression	personal	personal	personal
	during	expression	expression	expression during
	performance.	during	during	performance.
		performance.	performance.	
Personal	Described areas	Described areas	Described areas	Described areas
Improvement	of growth with no	of growth in	of growth in	of growth in
	detail.	minimal detail.	moderate detail.	specific detail.