

Dance K-12

The recommended method of viewing scoring rubrics is within the TEAM Portfolio online system.

****Levels 6 and 7 should only be used for student work that is rated at an advanced level at point A as developmentally appropriate.**

DOMAIN: PERFORM

PERFORM: FOUNDATION P1: Select, analyze, and interpret artistic work for presentation/performance/production

STANDARD	1	2	3	4	5	6*	7*
K.D.P1.A	Insufficiently makes still and moving body shapes that show lines (e.g., straight, bent, and curved), change levels, and vary in size (large/small). Joins with others to make a circle formation and work with others to change dimensions.	Inconsistently makes still and moving body shapes that show lines (e.g., straight, bent, and curved), change levels, and vary in size (large/small). Joins with others to make a circle formation and work with others to change dimensions.	Sufficiently makes still and moving body shapes that show lines (e.g., straight, bent, and curved), change levels, and vary in size (large/small). Joins with others to make a circle formation and work with others to change dimensions.	Exceptionally makes still and moving body shapes that show lines (e.g., straight, bent, and curved), change levels, and vary in size (large/small). Joins with others to make a circle formation and work with others to change dimensions.	Masterfully makes still and moving body shapes that show lines (e.g., straight, bent, and curved), change levels, and vary in size (large/small). Joins with others to make a circle formation and work with others to change dimensions.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
K.D.P1.A	Insufficiently makes still and moving body shapes that show lines (e.g., straight, bent, and curved), change levels, and vary in size (large/small). Joins with others to make a circle formation and work with others to change dimensions.	Inconsistently makes still and moving body shapes that show lines (e.g., straight, bent, and curved), change levels, and vary in size (large/small). Joins with others to make a circle formation and work with others to change dimensions.	Sufficiently makes still and moving body shapes that show lines (e.g., straight, bent, and curved), change levels, and vary in size (large/small). Joins with others to make a circle formation and work with others to change dimensions.	Exceptionally makes still and moving body shapes that show lines (e.g., straight, bent, and curved), change levels, and vary in size (large/small). Joins with others to make a circle formation and work with others to change dimensions.	Masterfully makes still and moving body shapes that show lines (e.g., straight, bent, and curved), change levels, and vary in size (large/small). Joins with others to make a circle formation and work with others to change dimensions.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
K.D.P1.B	Insufficiently demonstrates tempo contrasts with movements that match to tempo of sound stimuli.	Inconsistently demonstrates tempo contrasts with movements that match to tempo of sound stimuli.	Sufficiently demonstrates tempo contrasts with movements that match to tempo of sound stimuli.	Exceptionally demonstrates tempo contrasts with movements that match to tempo of sound stimuli.	Masterfully demonstrates tempo contrasts with movements that match to tempo of sound stimuli.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
K.D.P1.C	Insufficiently identifies and applies different characteristics to movements (e.g., slow, smooth, or wavy).	Inconsistently identifies and applies different characteristics to movements (e.g., slow, smooth, or wavy).	Sufficiently identifies and applies different characteristics to movements (e.g., slow, smooth, or wavy).	Exceptionally identifies and applies different characteristics to movements (e.g., slow, smooth, or wavy).	Masterfully identifies and applies different characteristics to movements (e.g., slow, smooth, or wavy).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.P1.A	Insufficiently demonstrates locomotor and non-locomotor movements that change body shapes, levels, and facings. Moves in straight, curved, and zig-zagged pathways. Finds and returns to place in space. Moves with others to form straight lines and circles.	Inconsistently demonstrates locomotor and non-locomotor movements that change body shapes, levels, and facings. Moves in straight, curved, and zig-zagged pathways. Finds and returns to place in space. Moves with others to form straight lines and circles.	Sufficiently demonstrates locomotor and non-locomotor movements that change body shapes, levels, and facings. Moves in straight, curved, and zig-zagged pathways. Finds and returns to place in space. Moves with others to form straight lines and circles.	Exceptionally demonstrates locomotor and non-locomotor movements that change body shapes, levels, and facings. Moves in straight, curved, and zig-zagged pathways. Finds and returns to place in space. Moves with others to form straight lines and circles.	Masterfully demonstrates locomotor and non-locomotor movements that change body shapes, levels, and facings. Moves in straight, curved, and zig-zagged pathways. Finds and returns to place in space. Moves with others to form straight lines and circles.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

1.D.P1.B	Insufficiently relates quick, moderate, and slow movements to duration in time. Recognizes steady beat and moves to varying tempi of steady beat.	Inconsistently relates quick, moderate, and slow movements to duration in time. Recognizes steady beat and moves to varying tempi of steady beat.	Sufficiently relates quick, moderate, and slow movements to duration in time. Recognizes steady beat and moves to varying tempi of steady beat.	Exceptionally relates quick, moderate, and slow movements to duration in time. Recognizes steady beat and moves to varying tempi of steady beat.	Masterfully relates quick, moderate, and slow movements to duration in time. Recognizes steady beat and moves to varying tempi of steady beat.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.P1.C	Insufficiently demonstrates movement characteristics along with movement vocabulary (e.g., uses adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and a joyful spin).	Inconsistently demonstrates movement characteristics along with movement vocabulary (e.g., uses adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and a joyful spin).	Sufficiently demonstrates movement characteristics along with movement vocabulary (e.g., uses adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and a joyful spin).	Exceptionally demonstrates movement characteristics along with movement vocabulary (e.g., uses adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and a joyful spin).	Masterfully demonstrates movement characteristics along with movement vocabulary (e.g., uses adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and a joyful spin).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.P1.A	Insufficiently demonstrates clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identifies symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiates between circling and turning as two separate ways of continuous directional change.	Inconsistently demonstrates clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identifies symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiates between circling and turning as two separate ways of continuous directional change.	Sufficiently demonstrates clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identifies symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiates between circling and turning as two separate ways of continuous directional change.	Exceptionally demonstrates clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identifies symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiates between circling and turning as two separate ways of continuous directional change.	Masterfully demonstrates clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identifies symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiates between circling and turning as two separate ways of continuous directional change.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.P1.B	Insufficiently identifies the length of time a move or phrase takes (e.g., whether it is long or short). Identifies and moves on the downbeat in duple and triple meter. Correlates metric phrasing with movement phrasing.	Inconsistently identifies the length of time a move or phrase takes (e.g., whether it is long or short). Identifies and moves on the downbeat in duple and triple meter. Correlates metric phrasing with movement phrasing.	Sufficiently identifies the length of time a move or phrase takes (e.g., whether it is long or short). Identifies and moves on the downbeat in duple and triple meter. Correlates metric phrasing with movement phrasing.	Exceptionally identifies the length of time a move or phrase takes (e.g., whether it is long or short). Identifies and moves on the downbeat in duple and triple meter. Correlates metric phrasing with movement phrasing.	Masterfully identifies the length of time a move or phrase takes (e.g., whether it is long or short). Identifies and moves on the downbeat in duple and triple meter. Correlates metric phrasing with movement phrasing.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.P1.C	Insufficiently selects and applies appropriate characteristics to movements (e.g., selecting specific adverbs and adjectives and applying them to movements). Demonstrates kinesthetic awareness while dancing the movement characteristics.	Inconsistently selects and applies appropriate characteristics to movements (e.g., selecting specific adverbs and adjectives and applying them to movements). Demonstrates kinesthetic awareness while dancing the movement characteristics.	Sufficiently selects and applies appropriate characteristics to movements (e.g., selecting specific adverbs and adjectives and applying them to movements). Demonstrates kinesthetic awareness while dancing the movement characteristics.	Exceptionally selects and applies appropriate characteristics to movements (e.g., selecting specific adverbs and adjectives and applying them to movements). Demonstrates kinesthetic awareness while dancing the movement characteristics.	Masterfully selects and applies appropriate characteristics to movements (e.g., selecting specific adverbs and adjectives and applying them to movements). Demonstrates kinesthetic awareness while dancing the movement characteristics.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

3.D.P1.A	Insufficiently judges spaces as distance traveled and uses space three- dimensionally. Demonstrates shapes with positive and negative space. Performs movement sequences in and through space with intentionality and focus.	Inconsistently judges spaces as distance traveled and uses space three- dimensionally. Demonstrates shapes with positive and negative space. Performs movement sequences in and through space with intentionality and focus.	Sufficiently judges spaces as distance traveled and uses space three- dimensionally. Demonstrates shapes with positive and negative space. Performs movement sequences in and through space with intentionality and focus.	Exceptionally judges spaces as distance traveled and uses space three- dimensionally. Demonstrates shapes with positive and negative space. Performs movement sequences in and through space with intentionality and focus.	Masterfully judges spaces as distance traveled and uses space three- dimensionally. Demonstrates shapes with positive and negative space. Performs movement sequences in and through space with intentionality and focus.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
3.D.P1.B	Insufficiently fulfills specified duration of time with improvised locomotor and axial movements. Differentiates between "in time" and "out of time" to music. Performs movements that are the same or of a different time orientation to accompaniment. Uses metric and kinesthetic phrasing.	Inconsistently fulfills specified duration of time with improvised locomotor and axial movements. Differentiates between "in time" and "out of time" to music. Performs movements that are the same or of a different time orientation to accompaniment. Uses metric and kinesthetic phrasing.	Sufficiently fulfills specified duration of time with improvised locomotor and axial movements. Differentiates between "in time" and "out of time" to music. Performs movements that are the same or of a different time orientation to accompaniment. Uses metric and kinesthetic phrasing.	Exceptionally fulfills specified duration of time with improvised locomotor and axial movements. Differentiates between "in time" and "out of time" to music. Performs movements that are the same or of a different time orientation to accompaniment. Uses metric and kinesthetic phrasing.	Masterfully fulfills specified duration of time with improvised locomotor and axial movements. Differentiates between "in time" and "out of time" to music. Performs movements that are the same or of a different time orientation to accompaniment. Uses metric and kinesthetic phrasing.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
3.D.P1.C	Insufficiently changes use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.	Inconsistently changes use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.	Sufficiently changes use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.	Exceptionally changes use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.	Masterfully changes use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
4.D.P1.A	Insufficiently makes static and dynamic shapes with positive and negative space. Performs elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.	Inconsistently makes static and dynamic shapes with positive and negative space. Performs elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.	Sufficiently makes static and dynamic shapes with positive and negative space. Performs elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.	Exceptionally makes static and dynamic shapes with positive and negative space. Performs elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.	Masterfully makes static and dynamic shapes with positive and negative space. Performs elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
4.D.P1.B	Insufficiently accompanies other dancers using a variety of percussive instruments and sounds. Responds in movement to even and uneven rhythms. Recognizes and responds to tempo changes as they occur in dance and music.	Inconsistently accompanies other dancers using a variety of percussive instruments and sounds. Responds in movement to even and uneven rhythms. Recognizes and responds to tempo changes as they occur in dance and music.	Sufficiently accompanies other dancers using a variety of percussive instruments and sounds. Responds in movement to even and uneven rhythms. Recognizes and responds to tempo changes as they occur in dance and music.	Exceptionally accompanies other dancers using a variety of percussive instruments and sounds. Responds in movement to even and uneven rhythms. Recognizes and responds to tempo changes as they occur in dance and music.	Masterfully accompanies other dancers using a variety of percussive instruments and sounds. Responds in movement to even and uneven rhythms. Recognizes and responds to tempo changes as they occur in dance and music.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

4.D.P1.C	Insufficiently analyzes movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refines the phrases by incorporating a range of movement characteristics.	Inconsistently analyzes movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refines the phrases by incorporating a range of movement characteristics.	Sufficiently analyzes movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refines the phrases by incorporating a range of movement characteristics.	Exceptionally analyzes movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refines the phrases by incorporating a range of movement characteristics.	Masterfully analyzes movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refines the phrases by incorporating a range of movement characteristics.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.P1.A	Insufficiently integrates static and dynamic shapes and floor and air pathways into dance sequences. Establishes relationships with other dancers through focus of eyes and other body parts. Converts inward focus to outward focus for projecting out to far space.	Inconsistently integrates static and dynamic shapes and floor and air pathways into dance sequences. Establishes relationships with other dancers through focus of eyes and other body parts. Converts inward focus to outward focus for projecting out to far space.	Sufficiently integrates static and dynamic shapes and floor and air pathways into dance sequences. Establishes relationships with other dancers through focus of eyes and other body parts. Converts inward focus to outward focus for projecting out to far space.	Exceptionally integrates static and dynamic shapes and floor and air pathways into dance sequences. Establishes relationships with other dancers through focus of eyes and other body parts. Converts inward focus to outward focus for projecting out to far space.	Masterfully integrates static and dynamic shapes and floor and air pathways into dance sequences. Establishes relationships with other dancers through focus of eyes and other body parts. Converts inward focus to outward focus for projecting out to far space.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.P1.B	Insufficiently dances to a variety of rhythms generated from internal and external sources. Performs movement phrases that show the ability to respond to changes in time.	Inconsistently dances to a variety of rhythms generated from internal and external sources. Performs movement phrases that show the ability to respond to changes in time.	Sufficiently dances to a variety of rhythms generated from internal and external sources. Performs movement phrases that show the ability to respond to changes in time.	Exceptionally dances to a variety of rhythms generated from internal and external sources. Performs movement phrases that show the ability to respond to changes in time.	Masterfully dances to a variety of rhythms generated from internal and external sources. Performs movement phrases that show the ability to respond to changes in time.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.P1.C	Insufficiently contrasts bound and free-flowing movements. Motivates movement from both central initiation (torso) and peripheral initiation (distal), and analyzes the relationship between initiation and energy.	Inconsistently contrasts bound and free-flowing movements. Motivates movement from both central initiation (torso) and peripheral initiation (distal), and analyzes the relationship between initiation and energy.	Sufficiently contrasts bound and free-flowing movements. Motivates movement from both central initiation (torso) and peripheral initiation (distal), and analyzes the relationship between initiation and energy.	Exceptionally contrasts bound and free-flowing movements. Motivates movement from both central initiation (torso) and peripheral initiation (distal), and analyzes the relationship between initiation and energy.	Masterfully contrasts bound and free-flowing movements. Motivates movement from both central initiation (torso) and peripheral initiation (distal), and analyzes the relationship between initiation and energy.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.D.P1.A	Insufficiently uses space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near and far space.	Inconsistently uses space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near and far space.	Sufficiently uses space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near and far space.	Exceptionally uses space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near and far space.	Masterfully uses space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near and far space.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

6.D.P1.B	Insufficiently uses combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use various timings within the same section.	Inconsistently uses combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use various timings within the same section.	Sufficiently uses combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use various timings within the same section.	Exceptionally uses combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use various timings within the same section.	Masterfully uses combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use various timings within the same section.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.D.P1.C	Insufficiently identifies and demonstrates energy/effort and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and dynamics in a variety of dance genres.	Inconsistently identifies and demonstrates energy/effort and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and dynamics in a variety of dance genres.	Sufficiently identifies and demonstrates energy/effort and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and dynamics in a variety of dance genres.	Exceptionally identifies and demonstrates energy/effort and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and dynamics in a variety of dance genres.	Masterfully identifies and demonstrates energy/effort and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and dynamics in a variety of dance genres.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.D.P1.A	Insufficiently uses space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near and far space.	Inconsistently uses space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near and far space.	Sufficiently uses space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near and far space.	Exceptionally uses space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near and far space.	Masterfully uses space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space alone and with others. Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near and far space.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.D.P1.B	Insufficiently uses combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use various timings within the same section.	Inconsistently uses combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use various timings within the same section.	Sufficiently uses combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use various timings within the same section.	Exceptionally uses combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use various timings within the same section.	Masterfully uses combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use various timings within the same section.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

7.D.P1.C	Insufficiently identifies and demonstrates energy/effort and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and dynamics in a variety of dance genres.	Inconsistently identifies and demonstrates energy/effort and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and dynamics in a variety of dance genres.	Sufficiently identifies and demonstrates energy/effort and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and dynamics in a variety of dance genres.	Exceptionally identifies and demonstrates energy/effort and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and dynamics in a variety of dance genres.	Masterfully identifies and demonstrates energy/effort and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and dynamics in a variety of dance genres.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.D.P1.A	Insufficiently uses space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space, alone and with others. Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near and far space.	Inconsistently uses space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space, alone and with others. Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near and far space.	Sufficiently uses space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space, alone and with others. Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near and far space.	Exceptionally uses space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space, alone and with others. Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near and far space.	Masterfully uses space to develop kinesthetic awareness while performing various pathways, levels, and patterns in space, alone and with others. Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near and far space.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.D.P1.B	Insufficiently uses combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use various timings within the same section.	Inconsistently uses combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use various timings within the same section.	Sufficiently uses combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use various timings within the same section.	Exceptionally uses combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use various timings within the same section.	Masterfully uses combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use various timings within the same section.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.D.P1.C	Insufficiently identifies and demonstrates energy/effort and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and dynamics in a variety of dance genres.	Inconsistently identifies and demonstrates energy/effort and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and dynamics in a variety of dance genres.	Sufficiently identifies and demonstrates energy/effort and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and dynamics in a variety of dance genres.	Exceptionally identifies and demonstrates energy/effort and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and dynamics in a variety of dance genres.	Masterfully identifies and demonstrates energy/effort and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and dynamics in a variety of dance genres.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.D.P1.A	Insufficiently uses space and levels intentionally during phrases and through transitions alone and with others.	Inconsistently uses space and levels intentionally during phrases and through transitions alone and with others.	Sufficiently uses space and levels intentionally during phrases and through transitions alone and with others.	Exceptionally uses space and levels intentionally during phrases and through transitions alone and with others.	Masterfully uses space and levels intentionally during phrases and through transitions alone and with others.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS1.D.P1.B	Insufficiently uses syncopation and accent movements related to different tempi. Takes rhythmic cues from different aspects of accompaniment.	Inconsistently uses syncopation and accent movements related to different tempi. Takes rhythmic cues from different aspects of accompaniment.	Sufficiently uses syncopation and accent movements related to different tempi. Takes rhythmic cues from different aspects of accompaniment.	Exceptionally uses syncopation and accent movements related to different tempi. Takes rhythmic cues from different aspects of accompaniment.	Masterfully uses syncopation and accent movements related to different tempi. Takes rhythmic cues from different aspects of accompaniment.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.D.P1.C	Insufficiently initiates movement phrases by applying energy and dynamics. Varies energy and dynamics over the length of a phrase.	Inconsistently initiates movement phrases by applying energy and dynamics. Varies energy and dynamics over the length of a phrase.	Sufficiently initiates movement phrases by applying energy and dynamics. Varies energy and dynamics over the length of a phrase.	Exceptionally initiates movement phrases by applying energy and dynamics. Varies energy and dynamics over the length of a phrase.	Masterfully initiates movement phrases by applying energy and dynamics. Varies energy and dynamics over the length of a phrase.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.D.P1.A	Insufficiently executes combinations demonstrating level changes while maintaining relationships through focus and intentionality.	Inconsistently executes combinations demonstrating level changes while maintaining relationships through focus and intentionality.	Sufficiently executes combinations demonstrating level changes while maintaining relationships through focus and intentionality.	Exceptionally executes combinations demonstrating level changes while maintaining relationships through focus and intentionality.	Masterfully executes combinations demonstrating level changes while maintaining relationships through focus and intentionality.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.D.P1.B	Insufficiently performs dance studies and compositions that use time and tempo in various ways. Uses breath, internal rhythms, and kinetics as phrasing tools.	Inconsistently performs dance studies and compositions that use time and tempo in various ways. Uses breath, internal rhythms, and kinetics as phrasing tools.	Sufficiently performs dance studies and compositions that use time and tempo in various ways. Uses breath, internal rhythms, and kinetics as phrasing tools.	Exceptionally performs dance studies and compositions that use time and tempo in various ways. Uses breath, internal rhythms, and kinetics as phrasing tools.	Masterfully performs dance studies and compositions that use time and tempo in various ways. Uses breath, internal rhythms, and kinetics as phrasing tools.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.D.P1.C	Insufficiently connects energy and dynamics to movements by applying them in and through all parts of the body.	Inconsistently connects energy and dynamics to movements by applying them in and through all parts of the body.	Sufficiently connects energy and dynamics to movements by applying them in and through all parts of the body.	Exceptionally connects energy and dynamics to movements by applying them in and through all parts of the body.	Masterfully connects energy and dynamics to movements by applying them in and through all parts of the body.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.D.P1.A	Insufficiently understands inward and outward focus and demonstrates through movement alone and with others.	Inconsistently understands inward and outward focus and demonstrates through movement alone and with others.	Sufficiently understands inward and outward focus and demonstrates through movement alone and with others.	Exceptionally understands inward and outward focus and demonstrates through movement alone and with others.	Masterfully understands inward and outward focus and demonstrates through movement alone and with others.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.D.P1.B	Insufficiently modulates time factors for artistic interest, and express acuity. Demonstrates time complexity in phrasing with and without musical accompaniment.	Inconsistently modulates time factors for artistic interest, and express acuity. Demonstrates time complexity in phrasing with and without musical accompaniment.	Sufficiently modulates time factors for artistic interest, and express acuity. Demonstrates time complexity in phrasing with and without musical accompaniment.	Exceptionally modulates time factors for artistic interest, and express acuity. Demonstrates time complexity in phrasing with and without musical accompaniment.	Masterfully modulates time factors for artistic interest, and express acuity. Demonstrates time complexity in phrasing with and without musical accompaniment.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.D.P1.C	Insufficiently develops total body awareness so that movement phrases demonstrate variances of energy and dynamics by transitioning between phrases.	Inconsistently develops total body awareness so that movement phrases demonstrate variances of energy and dynamics by transitioning between phrases.	Sufficiently develops total body awareness so that movement phrases demonstrate variances of energy and dynamics by transitioning between phrases.	Exceptionally develops total body awareness so that movement phrases demonstrate variances of energy and dynamics by transitioning between phrases.	Masterfully develops total body awareness so that movement phrases demonstrate variances of energy and dynamics by transitioning between phrases.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS4.D.P1.A	Insufficiently identifies and demonstrates movement for artistic and expressive clarity.	Inconsistently identifies and demonstrates movement for artistic and expressive clarity.	Sufficiently identifies and demonstrates movement for artistic and expressive clarity.	Exceptionally identifies and demonstrates movement for artistic and expressive clarity.	Masterfully identifies and demonstrates movement for artistic and expressive clarity.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.P1.B	Insufficiently uses multiple and complex rhythms (e.g., contrapuntal and/or polyrhythmic) at the same time. Works with and against rhythm of accompaniment or sound environments.	Inconsistently uses multiple and complex rhythms (e.g., contrapuntal and/or polyrhythmic) at the same time. Works with and against rhythm of accompaniment or sound environments.	Sufficiently uses multiple and complex rhythms (e.g., contrapuntal and/or polyrhythmic) at the same time. Works with and against rhythm of accompaniment or sound environments.	Exceptionally uses multiple and complex rhythms (e.g., contrapuntal and/or polyrhythmic) at the same time. Works with and against rhythm of accompaniment or sound environments.	Masterfully uses multiple and complex rhythms (e.g., contrapuntal and/or polyrhythmic) at the same time. Works with and against rhythm of accompaniment or sound environments.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.P1.C	Insufficiently modulates dynamics to clearly express intent while performing phrases and choreography. Performs movement sequences expressively using a broad dynamic range, and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.	Inconsistently modulates dynamics to clearly express intent while performing phrases and choreography. Performs movement sequences expressively using a broad dynamic range, and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.	Sufficiently modulates dynamics to clearly express intent while performing phrases and choreography. Performs movement sequences expressively using a broad dynamic range, and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.	Exceptionally modulates dynamics to clearly express intent while performing phrases and choreography. Performs movement sequences expressively using a broad dynamic range, and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.	Masterfully modulates dynamics to clearly express intent while performing phrases and choreography. Performs movement sequences expressively using a broad dynamic range, and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

PERFORM: FOUNDATION: P2: Develops and refine artistic techniques and work for performance							
STANDARD	1	2	3	4	5	6*	7*
K.D.P2.A	Insufficiently demonstrates same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.	Inconsistently demonstrates same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.	Sufficiently demonstrates same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.	Exceptionally demonstrates same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.	Masterfully demonstrates same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
K.D.P2.B	Insufficiently moves safely in general space and starts and stops on cue during activities, group formations, and creative explorations while maintaining personal space.	Inconsistently moves safely in general space and starts and stops on cue during activities, group formations, and creative explorations while maintaining personal space.	Sufficiently moves safely in general space and starts and stops on cue during activities, group formations, and creative explorations while maintaining personal space.	Exceptionally moves safely in general space and starts and stops on cue during activities, group formations, and creative explorations while maintaining personal space.	Masterfully moves safely in general space and starts and stops on cue during activities, group formations, and creative explorations while maintaining personal space.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
K.D.P2.C	Insufficiently moves body parts in relation to other body parts, and repeats and recalls movements upon request.	Inconsistently moves body parts in relation to other body parts, and repeats and recalls movements upon request.	Sufficiently moves body parts in relation to other body parts, and repeats and recalls movements upon request.	Exceptionally moves body parts in relation to other body parts, and repeats and recalls movements upon request.	Masterfully moves body parts in relation to other body parts, and repeats and recalls movements upon request.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.P2.A	Insufficiently demonstrates a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.	Inconsistently demonstrates a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.	Sufficiently demonstrates a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.	Exceptionally demonstrates a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.	Masterfully demonstrates a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

1.D.P2.B	Insufficiently moves safely in general space through a range of activities and group formations while maintaining personal space.	Inconsistently moves safely in general space through a range of activities and group formations while maintaining personal space.	Sufficiently moves safely in general space through a range of activities and group formations while maintaining personal space.	Exceptionally moves safely in general space through a range of activities and group formations while maintaining personal space.	Masterfully moves safely in general space through a range of activities and group formations while maintaining personal space.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.P2.C	Insufficiently modifies movements and spatial arrangements upon request.	Inconsistently modifies movements and spatial arrangements upon request.	Sufficiently modifies movements and spatial arrangements upon request.	Exceptionally modifies movements and spatial arrangements upon request.	Masterfully modifies movements and spatial arrangements upon request.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.P2.A	Insufficiently demonstrates a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.	Inconsistently demonstrates a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.	Sufficiently demonstrates a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.	Exceptionally demonstrates a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.	Masterfully demonstrates a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.P2.B	Insufficiently moves safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.	Inconsistently moves safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.	Sufficiently moves safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.	Exceptionally moves safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.	Masterfully moves safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.P2.C	Insufficiently repeats movements, with an awareness of self and others in space. Self-adjusts and modifies movements or placement upon request.	Inconsistently repeats movements, with an awareness of self and others in space. Self-adjusts and modifies movements or placement upon request.	Sufficiently repeats movements, with an awareness of self and others in space. Self-adjusts and modifies movements or placement upon request.	Exceptionally repeats movements, with an awareness of self and others in space. Self-adjusts and modifies movements or placement upon request.	Masterfully repeats movements, with an awareness of self and others in space. Self-adjusts and modifies movements or placement upon request.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.D.P2.A	Insufficiently replicates body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.	Inconsistently replicates body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.	Sufficiently replicates body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.	Exceptionally replicates body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.	Masterfully replicates body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.D.P2.B	Insufficiently adjusts body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.	Inconsistently adjusts body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.	Sufficiently adjusts body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.	Exceptionally adjusts body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.	Masterfully adjusts body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.D.P2.C	Insufficiently recalls movement sequences with a partner or in group dance activities. Applies constructive feedback from teacher and self-check to improve dance skills.	Inconsistently recalls movement sequences with a partner or in group dance activities. Applies constructive feedback from teacher and self-check to improve dance skills.	Sufficiently recalls movement sequences with a partner or in group dance activities. Applies constructive feedback from teacher and self-check to improve dance skills.	Exceptionally recalls movement sequences with a partner or in group dance activities. Applies constructive feedback from teacher and self-check to improve dance skills.	Masterfully recalls movement sequences with a partner or in group dance activities. Applies constructive feedback from teacher and self-check to improve dance skills.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

4.D.P2.A	Insufficiently demonstrates fundamental dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.	Inconsistently demonstrates fundamental dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.	Sufficiently demonstrates fundamental dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.	Exceptionally demonstrates fundamental dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.	Masterfully demonstrates fundamental dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.D.P2.B	Insufficiently executes techniques that extend movement range, build strength, and develop endurance. Explains the relationship between execution of technique, safe body-use, and healthful nutrition.	Inconsistently executes techniques that extend movement range, build strength, and develop endurance. Explains the relationship between execution of technique, safe body-use, and healthful nutrition.	Sufficiently executes techniques that extend movement range, build strength, and develop endurance. Explains the relationship between execution of technique, safe body-use, and healthful nutrition.	Exceptionally executes techniques that extend movement range, build strength, and develop endurance. Explains the relationship between execution of technique, safe body-use, and healthful nutrition.	Masterfully executes techniques that extend movement range, build strength, and develop endurance. Explains the relationship between execution of technique, safe body-use, and healthful nutrition.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.D.P2.C	Insufficiently coordinates phrases and timing with other dancers by cueing off each other and responding to stimuli cues (e.g., music, text, or lighting). Reflects on feedback from others to inform personal dance performance goals.	Inconsistently coordinates phrases and timing with other dancers by cueing off each other and responding to stimuli cues (e.g., music, text, or lighting). Reflects on feedback from others to inform personal dance performance goals.	Sufficiently coordinates phrases and timing with other dancers by cueing off each other and responding to stimuli cues (e.g., music, text, or lighting). Reflects on feedback from others to inform personal dance performance goals.	Exceptionally coordinates phrases and timing with other dancers by cueing off each other and responding to stimuli cues (e.g., music, text, or lighting). Reflects on feedback from others to inform personal dance performance goals.	Masterfully coordinates phrases and timing with other dancers by cueing off each other and responding to stimuli cues (e.g., music, text, or lighting). Reflects on feedback from others to inform personal dance performance goals.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.P2.A	Insufficiently recalls and executes a series of dance phrases using fundamental dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).	Inconsistently recalls and executes a series of dance phrases using fundamental dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).	Sufficiently recalls and executes a series of dance phrases using fundamental dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).	Exceptionally recalls and executes a series of dance phrases using fundamental dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).	Masterfully recalls and executes a series of dance phrases using fundamental dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.P2.B	Insufficiently demonstrates safe body-use practices during technical exercises and movement combinations. Discusses how these practices, along with healthful eating habits, promote strength, flexibility, endurance, and injury prevention.	Inconsistently demonstrates safe body-use practices during technical exercises and movement combinations. Discusses how these practices, along with healthful eating habits, promote strength, flexibility, endurance, and injury prevention.	Sufficiently demonstrates safe body-use practices during technical exercises and movement combinations. Discusses how these practices, along with healthful eating habits, promote strength, flexibility, endurance, and injury prevention.	Exceptionally demonstrates safe body-use practices during technical exercises and movement combinations. Discusses how these practices, along with healthful eating habits, promote strength, flexibility, endurance, and injury prevention.	Masterfully demonstrates safe body-use practices during technical exercises and movement combinations. Discusses how these practices, along with healthful eating habits, promote strength, flexibility, endurance, and injury prevention.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

5.D.P2.C	Insufficiently collaborates with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Applies feedback from others to establish personal performance goals.	Inconsistently collaborates with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Applies feedback from others to establish personal performance goals.	Sufficiently collaborates with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Applies feedback from others to establish personal performance goals.	Exceptionally collaborates with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Applies feedback from others to establish personal performance goals.	Masterfully collaborates with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Applies feedback from others to establish personal performance goals.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.D.P2.A	Insufficiently identifies and demonstrates technical skills including proper body alignment, coordination, balance, core support, endurance, flexibility, transfer of weight, and body part articulation in locomotor and axial movements in a particular genre of dance.	Inconsistently identifies and demonstrates technical skills including proper body alignment, coordination, balance, core support, endurance, flexibility, transfer of weight, and body part articulation in locomotor and axial movements in a particular genre of dance.	Sufficiently identifies and demonstrates technical skills including proper body alignment, coordination, balance, core support, endurance, flexibility, transfer of weight, and body part articulation in locomotor and axial movements in a particular genre of dance.	Exceptionally identifies and demonstrates technical skills including proper body alignment, coordination, balance, core support, endurance, flexibility, transfer of weight, and body part articulation in locomotor and axial movements in a particular genre of dance.	Masterfully identifies and demonstrates technical skills including proper body alignment, coordination, balance, core support, endurance, flexibility, transfer of weight, and body part articulation in locomotor and axial movements in a particular genre of dance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.D.P2.B	Insufficiently identifies and uses appropriate dance terminology.	Inconsistently identifies and uses appropriate dance terminology.	Sufficiently identifies and uses appropriate dance terminology.	Exceptionally identifies and uses appropriate dance terminology.	Masterfully identifies and uses appropriate dance terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.D.P2.C	Insufficiently refines technique through teacher-given corrections and self-evaluations using appropriate dance terminology.	Inconsistently refines technique through teacher-given corrections and self-evaluations using appropriate dance terminology.	Sufficiently refines technique through teacher-given corrections and self-evaluations using appropriate dance terminology.	Exceptionally refines technique through teacher-given corrections and self-evaluations using appropriate dance terminology.	Masterfully refines technique through teacher-given corrections and self-evaluations using appropriate dance terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.D.P2.D	Insufficiently demonstrates movement combinations in the center and across the floor using correct technique and musicality.	Inconsistently demonstrates movement combinations in the center and across the floor using correct technique and musicality.	Sufficiently demonstrates movement combinations in the center and across the floor using correct technique and musicality.	Exceptionally demonstrates movement combinations in the center and across the floor using correct technique and musicality.	Masterfully demonstrates movement combinations in the center and across the floor using correct technique and musicality.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.D.P2.E	Insufficiently applies movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.	Inconsistently applies movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.	Sufficiently applies movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.	Exceptionally applies movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.	Masterfully applies movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

8.D.P2.C	Insufficiently refines technique through teacher-given corrections and self-evaluations using appropriate dance terminology.	Inconsistently refines technique through teacher-given corrections and self-evaluations using appropriate dance terminology.	Sufficiently refines technique through teacher-given corrections and self-evaluations using appropriate dance terminology.	Exceptionally refines technique through teacher-given corrections and self-evaluations using appropriate dance terminology.	Masterfully refines technique through teacher-given corrections and self-evaluations using appropriate dance terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.D.P2.D	Insufficiently demonstrates movement combinations in the center and across the floor using correct technique and musicality.	Inconsistently demonstrates movement combinations in the center and across the floor using correct technique and musicality.	Sufficiently demonstrates movement combinations in the center and across the floor using correct technique and musicality.	Exceptionally demonstrates movement combinations in the center and across the floor using correct technique and musicality.	Masterfully demonstrates movement combinations in the center and across the floor using correct technique and musicality.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.D.P2.E	Insufficiently applies movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.	Inconsistently applies movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.	Sufficiently applies movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.	Exceptionally applies movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.	Masterfully applies movement principles such as movement initiation and use of imagery while performing dance sequences and movement studies.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.D.P2.F	Insufficiently plans and executes collaborative and/or independent practice to achieve personal, technical, and/or artistic goals.	Inconsistently plans and executes collaborative and/or independent practice to achieve personal, technical, and/or artistic goals.	Sufficiently plans and executes collaborative and/or independent practice to achieve personal, technical, and/or artistic goals.	Exceptionally plans and executes collaborative and/or independent practice to achieve personal, technical, and/or artistic goals.	Masterfully plans and executes collaborative and/or independent practice to achieve personal, technical, and/or artistic goals.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.D.P2.A	Insufficiently demonstrates technical dance skills including proper alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements in a particular genre.	Inconsistently demonstrates technical dance skills including proper alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements in a particular genre.	Sufficiently demonstrates technical dance skills including proper alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements in a particular genre.	Exceptionally demonstrates technical dance skills including proper alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements in a particular genre.	Masterfully demonstrates technical dance skills including proper alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements in a particular genre.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.D.P2.B	Insufficiently refines technique through teacher-directed corrections and self-evaluations using appropriate dance terminology.	Inconsistently refines technique through teacher-directed corrections and self-evaluations using appropriate dance terminology.	Sufficiently refines technique through teacher-directed corrections and self-evaluations using appropriate dance terminology.	Exceptionally refines technique through teacher-directed corrections and self-evaluations using appropriate dance terminology.	Masterfully refines technique through teacher-directed corrections and self-evaluations using appropriate dance terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.D.P2.C	Insufficiently performs movement combinations in the center and across the floor, demonstrating correct technique and musicality.	Inconsistently performs movement combinations in the center and across the floor, demonstrating correct technique and musicality.	Sufficiently performs movement combinations in the center and across the floor, demonstrating correct technique and musicality.	Exceptionally performs movement combinations in the center and across the floor, demonstrating correct technique and musicality.	Masterfully performs movement combinations in the center and across the floor, demonstrating correct technique and musicality.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.D.P2.D	Insufficiently plans and executes collaborative and independent practice to achieve personal, technical, and artistic goals.	Inconsistently plans and executes collaborative and independent practice to achieve personal, technical, and artistic goals.	Sufficiently plans and executes collaborative and independent practice to achieve personal, technical, and artistic goals.	Exceptionally plans and executes collaborative and independent practice to achieve personal, technical, and artistic goals.	Masterfully plans and executes collaborative and independent practice to achieve personal, technical, and artistic goals.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS4.D.P2.A	Insufficiently applies technical and performance skills in complex choreography when performing a solo, duet, or ensemble work in a variety of dance genres.	Inconsistently applies technical and performance skills in complex choreography when performing a solo, duet, or ensemble work in a variety of dance genres.	Sufficiently applies technical and performance skills in complex choreography when performing a solo, duet, or ensemble work in a variety of dance genres.	Exceptionally applies technical and performance skills in complex choreography when performing a solo, duet, or ensemble work in a variety of dance genres.	Masterfully applies technical and performance skills in complex choreography when performing a solo, duet, or ensemble work in a variety of dance genres.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.P2.B	Insufficiently incorporates healthful and safe practices for dancers and modifies personal practices based on findings.	Inconsistently incorporates healthful and safe practices for dancers and modifies personal practices based on findings.	Sufficiently incorporates healthful and safe practices for dancers and modifies personal practices based on findings.	Exceptionally incorporates healthful and safe practices for dancers and modifies personal practices based on findings.	Masterfully incorporates healthful and safe practices for dancers and modifies personal practices based on findings.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.P2.C	Insufficiently uses a variety of strategies to analyze and evaluate rehearsals and performances of self and others to achieve performance excellence (e.g., uses video recordings for analysis).	Inconsistently uses a variety of strategies to analyze and evaluate rehearsals and performances of self and others to achieve performance excellence (e.g., uses video recordings for analysis).	Sufficiently uses a variety of strategies to analyze and evaluate rehearsals and performances of self and others to achieve performance excellence (e.g., uses video recordings for analysis).	Exceptionally uses a variety of strategies to analyze and evaluate rehearsals and performances of self and others to achieve performance excellence (e.g., uses video recordings for analysis).	Masterfully uses a variety of strategies to analyze and evaluate rehearsals and performances of self and others to achieve performance excellence (e.g., uses video recordings for analysis).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

PERFORM: FOUNDATION: P3: Express meaning through the performance of artistic work							
STANDARD	1	2	3	4	5	6*	7*
K.D.P3.A	Insufficiently dances for and with others in a designated space.	Inconsistently dances for and with others in a designated space.	Sufficiently dances for and with others in a designated space.	Exceptionally dances for and with others in a designated space.	Masterfully dances for and with others in a designated space.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
K.D.P3.B	Insufficiently selects a prop to use as part of a dance.	Inconsistently selects a prop to use as part of a dance.	Sufficiently selects a prop to use as part of a dance.	Exceptionally selects a prop to use as part of a dance.	Masterfully selects a prop to use as part of a dance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.P3.A	Insufficiently dances for others in a space where audience and performers occupy different areas.	Inconsistently dances for others in a space where audience and performers occupy different areas.	Sufficiently dances for others in a space where audience and performers occupy different areas.	Exceptionally dances for others in a space where audience and performers occupy different areas.	Masterfully dances for others in a space where audience and performers occupy different areas.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.P3.B	Insufficiently explores the use of simple props to enhance performance.	Inconsistently explores the use of simple props to enhance performance.	Sufficiently explores the use of simple props to enhance performance.	Exceptionally explores the use of simple props to enhance performance.	Masterfully explores the use of simple props to enhance performance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.P3.A	Insufficiently dances for and with others in a space where audience and performers occupy different areas.	Inconsistently dances for and with others in a space where audience and performers occupy different areas.	Sufficiently dances for and with others in a space where audience and performers occupy different areas.	Exceptionally dances for and with others in a space where audience and performers occupy different areas.	Masterfully dances for and with others in a space where audience and performers occupy different areas.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.P3.B	Insufficiently uses limited production elements (e.g., hand props, simple scenery, or media projections).	Inconsistently uses limited production elements (e.g., hand props, simple scenery, or media projections).	Sufficiently uses limited production elements (e.g., hand props, simple scenery, or media projections).	Exceptionally uses limited production elements (e.g., hand props, simple scenery, or media projections).	Masterfully uses limited production elements (e.g., hand props, simple scenery, or media projections).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

3.D.P3.A	Insufficiently identifies the main areas of a performance space using production terminology (e.g., stage right, stage left, center stage, upstage, and downstage).	Inconsistently identifies the main areas of a performance space using production terminology (e.g., stage right, stage left, center stage, upstage, and downstage).	Sufficiently identifies the main areas of a performance space using production terminology (e.g., stage right, stage left, center stage, upstage, and downstage).	Exceptionally identifies the main areas of a performance space using production terminology (e.g., stage right, stage left, center stage, upstage, and downstage).	Masterfully identifies the main areas of a performance space using production terminology (e.g., stage right, stage left, center stage, upstage, and downstage).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.D.P3.B	Insufficiently explores simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	Inconsistently explores simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	Sufficiently explores simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	Exceptionally explores simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	Masterfully explores simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.D.P3.A	Insufficiently considers how to establish a formal performance space from an informal setting (e.g., gymnasium or grassy area).	Inconsistently considers how to establish a formal performance space from an informal setting (e.g., gymnasium or grassy area).	Sufficiently considers how to establish a formal performance space from an informal setting (e.g., gymnasium or grassy area).	Exceptionally considers how to establish a formal performance space from an informal setting (e.g., gymnasium or grassy area).	Masterfully considers how to establish a formal performance space from an informal setting (e.g., gymnasium or grassy area).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.D.P3.B	Insufficiently identifies, explores, and experiments with a variety of production elements to heighten the artistic intent and audience experience.	Inconsistently identifies, explores, and experiments with a variety of production elements to heighten the artistic intent and audience experience.	Sufficiently identifies, explores, and experiments with a variety of production elements to heighten the artistic intent and audience experience.	Exceptionally identifies, explores, and experiments with a variety of production elements to heighten the artistic intent and audience experience.	Masterfully identifies, explores, and experiments with a variety of production elements to heighten the artistic intent and audience experience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.P3.A	Insufficiently demonstrates the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	Inconsistently demonstrates the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	Sufficiently demonstrates the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	Exceptionally demonstrates the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	Masterfully demonstrates the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.P3.B	Insufficiently identifies, explores, and selects production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.	Inconsistently identifies, explores, and selects production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.	Sufficiently identifies, explores, and selects production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.	Exceptionally identifies, explores, and selects production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.	Masterfully identifies, explores, and selects production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.D.P3.A	Insufficiently identifies and demonstrates appropriate performance etiquette and performance practices during class, rehearsal, and performance. Documents efforts, and creates a plan for ongoing improvements.	Inconsistently identifies and demonstrates appropriate performance etiquette and performance practices during class, rehearsal, and performance. Documents efforts, and creates a plan for ongoing improvements.	Sufficiently identifies and demonstrates appropriate performance etiquette and performance practices during class, rehearsal, and performance. Documents efforts, and creates a plan for ongoing improvements.	Exceptionally identifies and demonstrates appropriate performance etiquette and performance practices during class, rehearsal, and performance. Documents efforts, and creates a plan for ongoing improvements.	Masterfully identifies and demonstrates appropriate performance etiquette and performance practices during class, rehearsal, and performance. Documents efforts, and creates a plan for ongoing improvements.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS4.D.P3.B	Insufficiently works collaboratively to produce a dance concert, and designs and organizes the production elements that would be necessary to fulfill the artistic intent of the dance works.	Inconsistently works collaboratively to produce a dance concert, and designs and organizes the production elements that would be necessary to fulfill the artistic intent of the dance works.	Sufficiently works collaboratively to produce a dance concert, and designs and organizes the production elements that would be necessary to fulfill the artistic intent of the dance works.	Exceptionally works collaboratively to produce a dance concert, and designs and organizes the production elements that would be necessary to fulfill the artistic intent of the dance works.	Masterfully works collaboratively to produce a dance concert, and designs and organizes the production elements that would be necessary to fulfill the artistic intent of the dance works.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
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Dance K-12

The recommended method of viewing scoring rubrics is within the TEAM Portfolio online system.

****Levels 6 and 7 should only be used for student work that is rated at an advanced level at point A as developmentally appropriate.**

DOMAIN: CREATE

CREATE: FOUNDATION Cr1: Generate and conceptualize artistic ideas and work

STANDARD	1	2	3	4	5	6*	7*
K.D.Cr1.A	Insufficiently responds in movement to a variety of stimuli (e.g., music/sound, text, objects, images, symbols, and observed dance).	Inconsistently responds in movement to a variety of stimuli (e.g., music/sound, text, objects, images, symbols, and observed dance).	Sufficiently responds in movement to a variety of stimuli (e.g., music/sound, text, objects, images, symbols, and observed dance).	Exceptionally responds in movement to a variety of stimuli (e.g., music/sound, text, objects, images, symbols, and observed dance).	Masterfully responds in movement to a variety of stimuli (e.g., music/sound, text, objects, images, symbols, and observed dance).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
K.D.Cr1.B	Insufficiently explores different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.	Inconsistently explores different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.	Sufficiently explores different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.	Exceptionally explores different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.	Masterfully explores different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.Cr1.A	Insufficiently explores movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences), and identifies the source.	Inconsistently explores movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences), and identifies the source.	Sufficiently explores movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences), and identifies the source.	Exceptionally explores movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences), and identifies the source.	Masterfully explores movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences), and identifies the source.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.Cr1.B	Insufficiently explores a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.	Inconsistently explores a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.	Sufficiently explores a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.	Exceptionally explores a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.	Masterfully explores a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.Cr1.A	Insufficiently explores movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences), and suggests additional sources for movement ideas.	Inconsistently explores movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences), and suggests additional sources for movement ideas.	Sufficiently explores movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences), and suggests additional sources for movement ideas.	Exceptionally explores movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences), and suggests additional sources for movement ideas.	Masterfully explores movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences), and suggests additional sources for movement ideas.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.Cr1.B	Insufficiently combines a variety of movements while manipulating the elements of dance.	Inconsistently combines a variety of movements while manipulating the elements of dance.	Sufficiently combines a variety of movements while manipulating the elements of dance.	Exceptionally combines a variety of movements while manipulating the elements of dance.	Masterfully combines a variety of movements while manipulating the elements of dance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

3.D.Cr1.A	Insufficiently experiments with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.	Inconsistently experiments with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.	Sufficiently experiments with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.	Exceptionally experiments with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.	Masterfully experiments with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.D.Cr1.B	Insufficiently explores a given movement problem. Selects and demonstrates a solution.	Inconsistently explores a given movement problem. Selects and demonstrates a solution.	Sufficiently explores a given movement problem. Selects and demonstrates a solution.	Exceptionally explores a given movement problem. Selects and demonstrates a solution.	Masterfully explores a given movement problem. Selects and demonstrates a solution.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.D.Cr1.A	Insufficiently identifies ideas for choreography generated from a variety of stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences).	Inconsistently identifies ideas for choreography generated from a variety of stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences).	Sufficiently identifies ideas for choreography generated from a variety of stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences).	Exceptionally identifies ideas for choreography generated from a variety of stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences).	Masterfully identifies ideas for choreography generated from a variety of stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.D.Cr1.B	Insufficiently develops a movement problem, and manipulates the elements of dance as tools to find a solution.	Inconsistently develops a movement problem, and manipulates the elements of dance as tools to find a solution.	Sufficiently develops a movement problem, and manipulates the elements of dance as tools to find a solution.	Exceptionally develops a movement problem, and manipulates the elements of dance as tools to find a solution.	Masterfully develops a movement problem, and manipulates the elements of dance as tools to find a solution.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.Cr1.A	Insufficiently builds content for choreography using several stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).	Inconsistently builds content for choreography using several stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).	Sufficiently builds content for choreography using several stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).	Exceptionally builds content for choreography using several stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).	Masterfully builds content for choreography using several stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.Cr1.B	Insufficiently constructs and solves multiple movement problems to develop choreographic content.	Inconsistently constructs and solves multiple movement problems to develop choreographic content.	Sufficiently constructs and solves multiple movement problems to develop choreographic content.	Exceptionally constructs and solves multiple movement problems to develop choreographic content.	Masterfully constructs and solves multiple movement problems to develop choreographic content.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.D.Cr1.A	Insufficiently explores a variety of stimuli to generate movement through various improvisational approaches. Develops self-awareness and self-confidence through the explanation of movement.	Inconsistently explores a variety of stimuli to generate movement through various improvisational approaches. Develops self-awareness and self-confidence through the explanation of movement.	Sufficiently explores a variety of stimuli to generate movement through various improvisational approaches. Develops self-awareness and self-confidence through the explanation of movement.	Exceptionally explores a variety of stimuli to generate movement through various improvisational approaches. Develops self-awareness and self-confidence through the explanation of movement.	Masterfully explores a variety of stimuli to generate movement through various improvisational approaches. Develops self-awareness and self-confidence through the explanation of movement.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.D.Cr1.B	Insufficiently explores various movement vocabularies, and solves movement problems to develop choreographic content.	Inconsistently explores various movement vocabularies, and solves movement problems to develop choreographic content.	Sufficiently explores various movement vocabularies, and solves movement problems to develop choreographic content.	Exceptionally explores various movement vocabularies, and solves movement problems to develop choreographic content.	Masterfully explores various movement vocabularies, and solves movement problems to develop choreographic content.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS1.D.Cr1.A	Insufficiently explores a variety of stimuli to generate movement through improvisation. Develops self-awareness and self-confidence through the exploration of movement. Analyzes the process and the relationship between the stimuli and the movement.	Inconsistently explores a variety of stimuli to generate movement through improvisation. Develops self-awareness and self-confidence through the exploration of movement. Analyzes the process and the relationship between the stimuli and the movement.	Sufficiently explores a variety of stimuli to generate movement through improvisation. Develops self-awareness and self-confidence through the exploration of movement. Analyzes the process and the relationship between the stimuli and the movement.	Exceptionally explores a variety of stimuli to generate movement through improvisation. Develops self-awareness and self-confidence through the exploration of movement. Analyzes the process and the relationship between the stimuli and the movement.	Masterfully explores a variety of stimuli to generate movement through improvisation. Develops self-awareness and self-confidence through the exploration of movement. Analyzes the process and the relationship between the stimuli and the movement.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.D.Cr1.B	Insufficiently experiments with the elements of dance to explore personal movement preferences and strengths, and selects movements that challenge skills and build on strengths in an original dance study or dance.	Inconsistently experiments with the elements of dance to explore personal movement preferences and strengths, and selects movements that challenge skills and build on strengths in an original dance study or dance.	Sufficiently experiments with the elements of dance to explore personal movement preferences and strengths, and selects movements that challenge skills and build on strengths in an original dance study or dance.	Exceptionally experiments with the elements of dance to explore personal movement preferences and strengths, and selects movements that challenge skills and build on strengths in an original dance study or dance.	Masterfully experiments with the elements of dance to explore personal movement preferences and strengths, and selects movements that challenge skills and build on strengths in an original dance study or dance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.D.Cr1.A	Insufficiently synthesizes content generated from stimulus materials to choreograph dance studies using original or codified movement.	Inconsistently synthesizes content generated from stimulus materials to choreograph dance studies using original or codified movement.	Sufficiently synthesizes content generated from stimulus materials to choreograph dance studies using original or codified movement.	Exceptionally synthesizes content generated from stimulus materials to choreograph dance studies using original or codified movement.	Masterfully synthesizes content generated from stimulus materials to choreograph dance studies using original or codified movement.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.D.Cr1.B	Insufficiently applies personal movement preferences and strengths with the movement vocabulary of a particular dance genre to choreograph an original dance study or dance that communicates an artistic intent.	Inconsistently applies personal movement preferences and strengths with the movement vocabulary of a particular dance genre to choreograph an original dance study or dance that communicates an artistic intent.	Sufficiently applies personal movement preferences and strengths with the movement vocabulary of a particular dance genre to choreograph an original dance study or dance that communicates an artistic intent.	Exceptionally applies personal movement preferences and strengths with the movement vocabulary of a particular dance genre to choreograph an original dance study or dance that communicates an artistic intent.	Masterfully applies personal movement preferences and strengths with the movement vocabulary of a particular dance genre to choreograph an original dance study or dance that communicates an artistic intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.D.Cr1.A	Insufficiently synthesizes content generated from stimulus material. Experiments and takes risks to discover a personal voice to communicate artistic intent.	Inconsistently synthesizes content generated from stimulus material. Experiments and takes risks to discover a personal voice to communicate artistic intent.	Sufficiently synthesizes content generated from stimulus material. Experiments and takes risks to discover a personal voice to communicate artistic intent.	Exceptionally synthesizes content generated from stimulus material. Experiments and takes risks to discover a personal voice to communicate artistic intent.	Masterfully synthesizes content generated from stimulus material. Experiments and takes risks to discover a personal voice to communicate artistic intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.D.Cr1.B	Insufficiently applies personal movement preferences and strengths with the movement vocabulary of two or more dance genres to choreograph original dance studies or dances that communicate an artistic intent.	Inconsistently applies personal movement preferences and strengths with the movement vocabulary of two or more dance genres to choreograph original dance studies or dances that communicate an artistic intent.	Sufficiently applies personal movement preferences and strengths with the movement vocabulary of two or more dance genres to choreograph original dance studies or dances that communicate an artistic intent.	Exceptionally applies personal movement preferences and strengths with the movement vocabulary of two or more dance genres to choreograph original dance studies or dances that communicate an artistic intent.	Masterfully applies personal movement preferences and strengths with the movement vocabulary of two or more dance genres to choreograph original dance studies or dances that communicate an artistic intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS4.D.Cr1.A	Insufficiently refines generated movement to develop a dance with clear intent, purpose, or structure.	Inconsistently refines generated movement to develop a dance with clear intent, purpose, or structure.	Sufficiently refines generated movement to develop a dance with clear intent, purpose, or structure.	Exceptionally refines generated movement to develop a dance with clear intent, purpose, or structure.	Masterfully refines generated movement to develop a dance with clear intent, purpose, or structure.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.Cr1.B	Insufficiently expands personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyzes the solutions, and explains their effectiveness in expand artistic intent.	Inconsistently expands personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyzes the solutions, and explains their effectiveness in expand artistic intent.	Sufficiently expands personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyzes the solutions, and explains their effectiveness in expand artistic intent.	Exceptionally expands personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyzes the solutions, and explains their effectiveness in expand artistic intent.	Masterfully expands personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyzes the solutions, and explains their effectiveness in expand artistic intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

CREATE: FOUNDATION Cr2: Organize and develop artistic ideas and work

STANDARD	1	2	3	4	5	6*	7*
K.D.Cr2.A	Insufficiently improvises dance that has a beginning, middle, and end.	Inconsistently improvises dance that has a beginning, middle, and end.	Sufficiently improvises dance that has a beginning, middle, and end.	Exceptionally improvises dance that has a beginning, middle, and end.	Masterfully improvises dance that has a beginning, middle, and end.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
K.D.Cr2.b	Insufficiently expresses an idea, feeling, or image through improvised movement alone or with a partner.	Inconsistently expresses an idea, feeling, or image through improvised movement alone or with a partner.	Sufficiently expresses an idea, feeling, or image through improvised movement alone or with a partner.	Exceptionally expresses an idea, feeling, or image through improvised movement alone or with a partner.	Masterfully expresses an idea, feeling, or image through improvised movement alone or with a partner.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.Cr2.A	Insufficiently improvises a series of movements that has a beginning, middle, and end, and describes the movement choices.	Inconsistently improvises a series of movements that has a beginning, middle, and end, and describes the movement choices.	Sufficiently improvises a series of movements that has a beginning, middle, and end, and describes the movement choices.	Exceptionally improvises a series of movements that has a beginning, middle, and end, and describes the movement choices.	Masterfully improvises a series of movements that has a beginning, middle, and end, and describes the movement choices.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.Cr2.B	Insufficiently chooses movements that express an idea or emotion or follow a musical phrase.	Inconsistently chooses movements that express an idea or emotion or follow a musical phrase.	Sufficiently chooses movements that express an idea or emotion or follow a musical phrase.	Exceptionally chooses movements that express an idea or emotion or follow a musical phrase.	Masterfully chooses movements that express an idea or emotion or follow a musical phrase.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.Cr2.A	Insufficiently improvises a dance phrase with a beginning, middle that has a main idea, and a clear end.	Inconsistently improvises a dance phrase with a beginning, middle that has a main idea, and a clear end.	Sufficiently improvises a dance phrase with a beginning, middle that has a main idea, and a clear end.	Exceptionally improvises a dance phrase with a beginning, middle that has a main idea, and a clear end.	Masterfully improvises a dance phrase with a beginning, middle that has a main idea, and a clear end.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.Cr2.B	Insufficiently chooses movements that express a main idea or emotion or follow a musical phrase. Explains reasons for movement choices.	Inconsistently chooses movements that express a main idea or emotion or follow a musical phrase. Explains reasons for movement choices.	Sufficiently chooses movements that express a main idea or emotion or follow a musical phrase. Explains reasons for movement choices.	Exceptionally chooses movements that express a main idea or emotion or follow a musical phrase. Explains reasons for movement choices.	Masterfully chooses movements that express a main idea or emotion or follow a musical phrase. Explains reasons for movement choices.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS1.D.Cr2.A	Insufficiently designs a dance study using choreographic devices and dance structures to support an artistic intent. Explains how the dance structures clarify the artistic intent.	Inconsistently designs a dance study using choreographic devices and dance structures to support an artistic intent. Explains how the dance structures clarify the artistic intent.	Sufficiently designs a dance study using choreographic devices and dance structures to support an artistic intent. Explains how the dance structures clarify the artistic intent.	Exceptionally designs a dance study using choreographic devices and dance structures to support an artistic intent. Explains how the dance structures clarify the artistic intent.	Masterfully designs a dance study using choreographic devices and dance structures to support an artistic intent. Explains how the dance structures clarify the artistic intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.D.Cr2.B	Insufficiently choreographs a dance study that expresses and communicates an idea or feeling. Discusses the effect of the movement choices.	Inconsistently choreographs a dance study that expresses and communicates an idea or feeling. Discusses the effect of the movement choices.	Sufficiently choreographs a dance study that expresses and communicates an idea or feeling. Discusses the effect of the movement choices.	Exceptionally choreographs a dance study that expresses and communicates an idea or feeling. Discusses the effect of the movement choices.	Masterfully choreographs a dance study that expresses and communicates an idea or feeling. Discusses the effect of the movement choices.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.D.Cr2.A	Insufficiently designs and implements a variety of choreographic devices and dance structures to develop an original dance. Analyzes how the structure and final composition expresses the artistic intent.	Inconsistently designs and implements a variety of choreographic devices and dance structures to develop an original dance. Analyzes how the structure and final composition expresses the artistic intent.	Sufficiently designs and implements a variety of choreographic devices and dance structures to develop an original dance. Analyzes how the structure and final composition expresses the artistic intent.	Exceptionally designs and implements a variety of choreographic devices and dance structures to develop an original dance. Analyzes how the structure and final composition expresses the artistic intent.	Masterfully designs and implements a variety of choreographic devices and dance structures to develop an original dance. Analyzes how the structure and final composition expresses the artistic intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.D.Cr2.B	Insufficiently choreographs a dance study that uses ideas and themes as motivation. Explains how the movement is meant to represent the artistic intent.	Inconsistently choreographs a dance study that uses ideas and themes as motivation. Explains how the movement is meant to represent the artistic intent.	Sufficiently choreographs a dance study that uses ideas and themes as motivation. Explains how the movement is meant to represent the artistic intent.	Exceptionally choreographs a dance study that uses ideas and themes as motivation. Explains how the movement is meant to represent the artistic intent.	Masterfully choreographs a dance study that uses ideas and themes as motivation. Explains how the movement is meant to represent the artistic intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.D.Cr2.A	Insufficiently demonstrates fluency of choreographic devices, structures, and processes. Expresses a personal/collective voice in designing and choreographing original dance compositions. Justifies choreographic choices, and explains how they are used to support artistry.	Inconsistently demonstrates fluency of choreographic devices, structures, and processes. Expresses a personal/collective voice in designing and choreographing original dance compositions. Justifies choreographic choices, and explains how they are used to support artistry.	Sufficiently demonstrates fluency of choreographic devices, structures, and processes. Expresses a personal/collective voice in designing and choreographing original dance compositions. Justifies choreographic choices, and explains how they are used to support artistry.	Exceptionally demonstrates fluency of choreographic devices, structures, and processes. Expresses a personal/collective voice in designing and choreographing original dance compositions. Justifies choreographic choices, and explains how they are used to support artistry.	Masterfully demonstrates fluency of choreographic devices, structures, and processes. Expresses a personal/collective voice in designing and choreographing original dance compositions. Justifies choreographic choices, and explains how they are used to support artistry.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.D.Cr2.B	Insufficiently choreographs a dance based on a selected theme and makes revisions to further develop the artistic intent.	Inconsistently choreographs a dance based on a selected theme and makes revisions to further develop the artistic intent.	Sufficiently choreographs a dance based on a selected theme and makes revisions to further develop the artistic intent.	Exceptionally choreographs a dance based on a selected theme and makes revisions to further develop the artistic intent.	Masterfully choreographs a dance based on a selected theme and makes revisions to further develop the artistic intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS4.D.Cr2.A	Insufficiently demonstrates mastery of choreographic devices, structures, and processes. Expresses a personal voice in designing an original dance piece. Justifies choreographic choices, and explains how they are used to enhance the artistic intent.	Inconsistently demonstrates mastery of choreographic devices, structures, and processes. Expresses a personal voice in designing an original dance piece. Justifies choreographic choices, and explains how they are used to enhance the artistic intent.	Sufficiently demonstrates mastery of choreographic devices, structures, and processes. Expresses a personal voice in designing an original dance piece. Justifies choreographic choices, and explains how they are used to enhance the artistic intent.	Exceptionally demonstrates mastery of choreographic devices, structures, and processes. Expresses a personal voice in designing an original dance piece. Justifies choreographic choices, and explains how they are used to enhance the artistic intent.	Masterfully demonstrates mastery of choreographic devices, structures, and processes. Expresses a personal voice in designing an original dance piece. Justifies choreographic choices, and explains how they are used to enhance the artistic intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.Cr2.B	Insufficiently choreographs a dance based on a selected theme. Articulates the artistic intent, and analyzes how the meaning drawn by the audience may differ.	Inconsistently choreographs a dance based on a selected theme. Articulates the artistic intent, and analyzes how the meaning drawn by the audience may differ.	Sufficiently choreographs a dance based on a selected theme. Articulates the artistic intent, and analyzes how the meaning drawn by the audience may differ.	Exceptionally choreographs a dance based on a selected theme. Articulates the artistic intent, and analyzes how the meaning drawn by the audience may differ.	Masterfully choreographs a dance based on a selected theme. Articulates the artistic intent, and analyzes how the meaning drawn by the audience may differ.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

CREATE: FOUNDATION Cr3: Refine and complete artistic work							
STANDARD	1	2	3	4	5	6*	7*
K.D.Cr3.A	Insufficiently applies suggestions for changing movement through guided improvisational experiences.	Inconsistently applies suggestions for changing movement through guided improvisational experiences.	Sufficiently applies suggestions for changing movement through guided improvisational experiences.	Exceptionally applies suggestions for changing movement through guided improvisational experiences.	Masterfully applies suggestions for changing movement through guided improvisational experiences.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
K.D.Cr3.B	Insufficiently depicts a dance movement by drawing a picture or using a symbol.	Inconsistently depicts a dance movement by drawing a picture or using a symbol.	Sufficiently depicts a dance movement by drawing a picture or using a symbol.	Exceptionally depicts a dance movement by drawing a picture or using a symbol.	Masterfully depicts a dance movement by drawing a picture or using a symbol.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.Cr3.A	Insufficiently explores suggestions to change movement from guided improvisation and/or short remembered sequences.	Inconsistently explores suggestions to change movement from guided improvisation and/or short remembered sequences.	Sufficiently explores suggestions to change movement from guided improvisation and/or short remembered sequences.	Exceptionally explores suggestions to change movement from guided improvisation and/or short remembered sequences.	Masterfully explores suggestions to change movement from guided improvisation and/or short remembered sequences.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.Cr3.B	Insufficiently depicts several different types of movements of a dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).	Inconsistently depicts several different types of movements of a dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).	Sufficiently depicts several different types of movements of a dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).	Exceptionally depicts several different types of movements of a dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).	Masterfully depicts several different types of movements of a dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.Cr3.A	Insufficiently explores suggestions and makes choices to change movement from guided improvisation and/or short remembered sequences.	Inconsistently explores suggestions and makes choices to change movement from guided improvisation and/or short remembered sequences.	Sufficiently explores suggestions and makes choices to change movement from guided improvisation and/or short remembered sequences.	Exceptionally explores suggestions and makes choices to change movement from guided improvisation and/or short remembered sequences.	Masterfully explores suggestions and makes choices to change movement from guided improvisation and/or short remembered sequences.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

2.D.Cr3.B	Insufficiently depicts the levels of movements in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low).	Inconsistently depicts the levels of movements in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low).	Sufficiently depicts the levels of movements in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low).	Exceptionally depicts the levels of movements in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low).	Masterfully depicts the levels of movements in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.D.Cr3.A	Insufficiently revises movement choices in response to feedback to improve a short dance study. Describes the differences the changes made in the movements.	Inconsistently revises movement choices in response to feedback to improve a short dance study. Describes the differences the changes made in the movements.	Sufficiently revises movement choices in response to feedback to improve a short dance study. Describes the differences the changes made in the movements.	Exceptionally revises movement choices in response to feedback to improve a short dance study. Describes the differences the changes made in the movements.	Masterfully revises movement choices in response to feedback to improve a short dance study. Describes the differences the changes made in the movements.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.D.Cr3.B	Insufficiently depicts directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.	Inconsistently depicts directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.	Sufficiently depicts directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.	Exceptionally depicts directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.	Masterfully depicts directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.D.Cr3.A	Insufficiently revises movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explains choices made in the process.	Inconsistently revises movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explains choices made in the process.	Sufficiently revises movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explains choices made in the process.	Exceptionally revises movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explains choices made in the process.	Masterfully revises movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explains choices made in the process.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.D.Cr3.B	Insufficiently depicts the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (e.g., next to, above, below, behind, in front of).	Inconsistently depicts the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (e.g., next to, above, below, behind, in front of).	Sufficiently depicts the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (e.g., next to, above, below, behind, in front of).	Exceptionally depicts the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (e.g., next to, above, below, behind, in front of).	Masterfully depicts the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (e.g., next to, above, below, behind, in front of).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.Cr3.A	Insufficiently explores through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explains the movement choices and refinements.	Inconsistently explores through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explains the movement choices and refinements.	Sufficiently explores through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explains the movement choices and refinements.	Exceptionally explores through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explains the movement choices and refinements.	Masterfully explores through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explains the movement choices and refinements.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.Cr3.B	Insufficiently records changes in a dance sequence through writing, symbols, or a form of media technology.	Inconsistently records changes in a dance sequence through writing, symbols, or a form of media technology.	Sufficiently records changes in a dance sequence through writing, symbols, or a form of media technology.	Exceptionally records changes in a dance sequence through writing, symbols, or a form of media technology.	Masterfully records changes in a dance sequence through writing, symbols, or a form of media technology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS1.D.Cr3.A	Insufficiently identifies the artistic intent of a dance study by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. Analyzes and evaluates impact of choices made in the revision process.	Inconsistently identifies the artistic intent of a dance study by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. Analyzes and evaluates impact of choices made in the revision process.	Sufficiently identifies the artistic intent of a dance study by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. Analyzes and evaluates impact of choices made in the revision process.	Exceptionally identifies the artistic intent of a dance study by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. Analyzes and evaluates impact of choices made in the revision process.	Masterfully identifies the artistic intent of a dance study by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. Analyzes and evaluates impact of choices made in the revision process.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.D.Cr3.B	Insufficiently investigates a recognized system to document a dance sequence by using words, symbols, or media technologies in order to refine or complete artistic work.	Inconsistently investigates a recognized system to document a dance sequence by using words, symbols, or media technologies in order to refine or complete artistic work.	Sufficiently investigates a recognized system to document a dance sequence by using words, symbols, or media technologies in order to refine or complete artistic work.	Exceptionally investigates a recognized system to document a dance sequence by using words, symbols, or media technologies in order to refine or complete artistic work.	Masterfully investigates a recognized system to document a dance sequence by using words, symbols, or media technologies in order to refine or complete artistic work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.D.Cr3.A	Insufficiently clarifies the artistic intent of a dance by refining choreographic processes and dance structures/forms, using established artistic criteria, self-reflection, and the feedback of others. Analyzes and evaluates impact of choices made in the revision process.	Inconsistently clarifies the artistic intent of a dance by refining choreographic processes and dance structures/forms, using established artistic criteria, self-reflection, and the feedback of others. Analyzes and evaluates impact of choices made in the revision process.	Sufficiently clarifies the artistic intent of a dance by refining choreographic processes and dance structures/forms, using established artistic criteria, self-reflection, and the feedback of others. Analyzes and evaluates impact of choices made in the revision process.	Exceptionally clarifies the artistic intent of a dance by refining choreographic processes and dance structures/forms, using established artistic criteria, self-reflection, and the feedback of others. Analyzes and evaluates impact of choices made in the revision process.	Masterfully clarifies the artistic intent of a dance by refining choreographic processes and dance structures/forms, using established artistic criteria, self-reflection, and the feedback of others. Analyzes and evaluates impact of choices made in the revision process.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.D.Cr3.B	Insufficiently documents a dance as a tool to refine work during the creative process.	Inconsistently documents a dance as a tool to refine work during the creative process.	Sufficiently documents a dance as a tool to refine work during the creative process.	Exceptionally documents a dance as a tool to refine work during the creative process.	Masterfully documents a dance as a tool to refine work during the creative process.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.D.Cr3.A	Insufficiently refines the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Documents choices made in the revision process, and justifies how the refinements support artistic intent.	Inconsistently refines the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Documents choices made in the revision process, and justifies how the refinements support artistic intent.	Sufficiently refines the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Documents choices made in the revision process, and justifies how the refinements support artistic intent.	Exceptionally refines the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Documents choices made in the revision process, and justifies how the refinements support artistic intent.	Masterfully refines the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Documents choices made in the revision process, and justifies how the refinements support artistic intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS3.D.Cr3.B	Insufficiently applies recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and applies findings to refine during the creative process.	Inconsistently applies recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and applies findings to refine during the creative process.	Sufficiently applies recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and applies findings to refine during the creative process.	Exceptionally applies recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and applies findings to refine during the creative process.	Masterfully applies recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and applies findings to refine during the creative process.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.Cr3.A	Insufficiently refines the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Documents choices made in the revision process, and justifies how the refinements support artistic intent.	Inconsistently refines the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Documents choices made in the revision process, and justifies how the refinements support artistic intent.	Sufficiently refines the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Documents choices made in the revision process, and justifies how the refinements support artistic intent.	Exceptionally refines the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Documents choices made in the revision process, and justifies how the refinements support artistic intent.	Masterfully refines the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Documents choices made in the revision process, and justifies how the refinements support artistic intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.Cr3.B	Insufficiently applies recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and applies findings to refine during the creative process.	Inconsistently applies recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and applies findings to refine during the creative process.	Sufficiently applies recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and applies findings to refine during the creative process.	Exceptionally applies recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and applies findings to refine during the creative process.	Masterfully applies recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and applies findings to refine during the creative process.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

Dance K-12

The recommended method of viewing scoring rubrics is within the TEAM Portfolio online system.

****Levels 6 and 7 should only be used for student work that is rated at an advanced level at point A as developmentally appropriate.**

DOMAIN: RESPOND

RESPOND: FOUNDATION R1: Perceive and analyze artistic work

STANDARD	1	2	3	4	5	6*	7*
K.D.R1.A	Insufficiently finds a movement that repeats in a dance.	Inconsistently finds a movement that repeats in a dance.	Sufficiently finds a movement that repeats in a dance.	Exceptionally finds a movement that repeats in a dance.	Masterfully finds a movement that repeats in a dance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
K.D.R1.B	Insufficiently demonstrates or describes observed or performed dance movements.	Inconsistently demonstrates or describes observed or performed dance movements.	Sufficiently demonstrates or describes observed or performed dance movements.	Exceptionally demonstrates or describes observed or performed dance movements.	Masterfully demonstrates or describes observed or performed dance movements.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.R1.A	Insufficiently finds a movement that repeats in a dance to make a pattern.	Inconsistently finds a movement that repeats in a dance to make a pattern.	Sufficiently finds a movement that repeats in a dance to make a pattern.	Exceptionally finds a movement that repeats in a dance to make a pattern.	Masterfully finds a movement that repeats in a dance to make a pattern.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.R1.B	Insufficiently demonstrates and describes observed or performed dance movements from a specific genre or culture.	Inconsistently demonstrates and describes observed or performed dance movements from a specific genre or culture.	Sufficiently demonstrates and describes observed or performed dance movements from a specific genre or culture.	Exceptionally demonstrates and describes observed or performed dance movements from a specific genre or culture.	Masterfully demonstrates and describes observed or performed dance movements from a specific genre or culture.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.R1.A	Insufficiently finds movements in a dance that develop a pattern.	Inconsistently finds movements in a dance that develop a pattern.	Sufficiently finds movements in a dance that develop a pattern.	Exceptionally finds movements in a dance that develop a pattern.	Masterfully finds movements in a dance that develop a pattern.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.R1.B	Insufficiently demonstrates and describes movements in dance from different genres or cultures.	Inconsistently demonstrates and describes movements in dance from different genres or cultures.	Sufficiently demonstrates and describes movements in dance from different genres or cultures.	Exceptionally demonstrates and describes movements in dance from different genres or cultures.	Masterfully demonstrates and describes movements in dance from different genres or cultures.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.D.R1.A	Insufficiently finds a movement pattern that creates a movement phrase in a dance work.	Inconsistently finds a movement pattern that creates a movement phrase in a dance work.	Sufficiently finds a movement pattern that creates a movement phrase in a dance work.	Exceptionally finds a movement pattern that creates a movement phrase in a dance work.	Masterfully finds a movement pattern that creates a movement phrase in a dance work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.D.R1.B	Insufficiently demonstrates and explains how one dance genre is different from another or how one cultural movement practice is different from another.	Inconsistently demonstrates and explains how one dance genre is different from another or how one cultural movement practice is different from another.	Sufficiently demonstrates and explains how one dance genre is different from another or how one cultural movement practice is different from another.	Exceptionally demonstrates and explains how one dance genre is different from another or how one cultural movement practice is different from another.	Masterfully demonstrates and explains how one dance genre is different from another or how one cultural movement practice is different from another.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

4.D.R1.A	Insufficiently finds patterns of movement in dance works that create a style or theme.	Inconsistently finds patterns of movement in dance works that create a style or theme.	Sufficiently finds patterns of movement in dance works that create a style or theme.	Exceptionally finds patterns of movement in dance works that create a style or theme.	Masterfully finds patterns of movement in dance works that create a style or theme.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.D.R1.B	Insufficiently demonstrates and explains how dance styles differ within a genre or within a cultural movement practice.	Inconsistently demonstrates and explains how dance styles differ within a genre or within a cultural movement practice.	Sufficiently demonstrates and explains how dance styles differ within a genre or within a cultural movement practice.	Exceptionally demonstrates and explains how dance styles differ within a genre or within a cultural movement practice.	Masterfully demonstrates and explains how dance styles differ within a genre or within a cultural movement practice.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.R1.A	Insufficiently finds meaning or artistic intent from the patterns of movement in a dance work.	Inconsistently finds meaning or artistic intent from the patterns of movement in a dance work.	Sufficiently finds meaning or artistic intent from the patterns of movement in a dance work.	Exceptionally finds meaning or artistic intent from the patterns of movement in a dance work.	Masterfully finds meaning or artistic intent from the patterns of movement in a dance work.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.R1.B	Insufficiently describes, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compares them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.	Inconsistently describes, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compares them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.	Sufficiently describes, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compares them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.	Exceptionally describes, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compares them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.	Masterfully describes, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compares them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.D.R1.A	Insufficiently describes, analyzes, interprets, and discusses movement sequences and their relationships to the artistic intent.	Inconsistently describes, analyzes, interprets, and discusses movement sequences and their relationships to the artistic intent.	Sufficiently describes, analyzes, interprets, and discusses movement sequences and their relationships to the artistic intent.	Exceptionally describes, analyzes, interprets, and discusses movement sequences and their relationships to the artistic intent.	Masterfully describes, analyzes, interprets, and discusses movement sequences and their relationships to the artistic intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.D.R1.B	Insufficiently identifies and analyzes how the elements of dance are used in a variety of genres or cultural movement practices. Uses genre-specific terminology.	Inconsistently identifies and analyzes how the elements of dance are used in a variety of genres or cultural movement practices. Uses genre-specific terminology.	Sufficiently identifies and analyzes how the elements of dance are used in a variety of genres or cultural movement practices. Uses genre-specific terminology.	Exceptionally identifies and analyzes how the elements of dance are used in a variety of genres or cultural movement practices. Uses genre-specific terminology.	Masterfully identifies and analyzes how the elements of dance are used in a variety of genres or cultural movement practices. Uses genre-specific terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.D.R1.C	Insufficiently generates appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.	Inconsistently generates appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.	Sufficiently generates appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.	Exceptionally generates appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.	Masterfully generates appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS3.D.R1.B	Insufficiently generates appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.	Inconsistently generates appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.	Sufficiently generates appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.	Exceptionally generates appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.	Masterfully generates appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.D.R1.C	Insufficiently constructs a formal written critique of a student or professional performance.	Inconsistently constructs a formal written critique of a student or professional performance.	Sufficiently constructs a formal written critique of a student or professional performance.	Exceptionally constructs a formal written critique of a student or professional performance.	Masterfully constructs a formal written critique of a student or professional performance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.R1.A	Insufficiently explains how dance communicates aesthetic and/or cultural values in a variety of genres, styles, or cultural movement practices. Uses genre-specific terminology.	Inconsistently explains how dance communicates aesthetic and/or cultural values in a variety of genres, styles, or cultural movement practices. Uses genre-specific terminology.	Sufficiently explains how dance communicates aesthetic and/or cultural values in a variety of genres, styles, or cultural movement practices. Uses genre-specific terminology.	Exceptionally explains how dance communicates aesthetic and/or cultural values in a variety of genres, styles, or cultural movement practices. Uses genre-specific terminology.	Masterfully explains how dance communicates aesthetic and/or cultural values in a variety of genres, styles, or cultural movement practices. Uses genre-specific terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.R1.B	Insufficiently generates appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.	Inconsistently generates appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.	Sufficiently generates appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.	Exceptionally generates appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.	Masterfully generates appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.R1.C	Insufficiently constructs a formal written critique of a student and/or professional performance including all aspects of the presentation.	Inconsistently constructs a formal written critique of a student and/or professional performance including all aspects of the presentation.	Sufficiently constructs a formal written critique of a student and/or professional performance including all aspects of the presentation.	Exceptionally constructs a formal written critique of a student and/or professional performance including all aspects of the presentation.	Masterfully constructs a formal written critique of a student and/or professional performance including all aspects of the presentation.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

RESPOND: FOUNDATION R2: Interpret intent and meaning in artistic work

STANDARD	1	2	3	4	5	6*	7*
K.D.R2.A	Insufficiently observes movement, and describes it using simple dance terminology.	Inconsistently observes movement, and describes it using simple dance terminology.	Sufficiently observes movement, and describes it using simple dance terminology.	Exceptionally observes movement, and describes it using simple dance terminology.	Masterfully observes movement, and describes it using simple dance terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.R2.A	Insufficiently selects movements from a dance that suggest ideas, and explains how the movement captures the idea using simple dance terminology.	Inconsistently selects movements from a dance that suggest ideas, and explains how the movement captures the idea using simple dance terminology.	Sufficiently selects movements from a dance that suggest ideas, and explains how the movement captures the idea using simple dance terminology.	Exceptionally selects movements from a dance that suggest ideas, and explains how the movement captures the idea using simple dance terminology.	Masterfully selects movements from a dance that suggest ideas, and explains how the movement captures the idea using simple dance terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.R2.A	Insufficiently uses context cues from movement to identify meaning and intent in a dance using simple dance terminology.	Inconsistently uses context cues from movement to identify meaning and intent in a dance using simple dance terminology.	Sufficiently uses context cues from movement to identify meaning and intent in a dance using simple dance terminology.	Exceptionally uses context cues from movement to identify meaning and intent in a dance using simple dance terminology.	Masterfully uses context cues from movement to identify meaning and intent in a dance using simple dance terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS2.D.R2.A	Insufficiently compares different dances, and discusses their intent and artistic expression. Explains how the relationships among the components of dance enhance meaning and support intent using genre-specific terminology.	Inconsistently compares different dances, and discusses their intent and artistic expression. Explains how the relationships among the components of dance enhance meaning and support intent using genre-specific terminology.	Sufficiently compares different dances, and discusses their intent and artistic expression. Explains how the relationships among the components of dance enhance meaning and support intent using genre-specific terminology.	Exceptionally compares different dances, and discusses their intent and artistic expression. Explains how the relationships among the components of dance enhance meaning and support intent using genre-specific terminology.	Masterfully compares different dances, and discusses their intent and artistic expression. Explains how the relationships among the components of dance enhance meaning and support intent using genre-specific terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.D.R2.A	Insufficiently analyzes and discusses how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Uses genre-specific terminology.	Inconsistently analyzes and discusses how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Uses genre-specific terminology.	Sufficiently analyzes and discusses how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Uses genre-specific terminology.	Exceptionally analyzes and discusses how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Uses genre-specific terminology.	Masterfully analyzes and discusses how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Uses genre-specific terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.R2.A	Insufficiently analyzes and interprets how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Uses genre-specific terminology.	Inconsistently analyzes and interprets how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Uses genre-specific terminology.	Sufficiently analyzes and interprets how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Uses genre-specific terminology.	Exceptionally analyzes and interprets how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Uses genre-specific terminology.	Masterfully analyzes and interprets how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Uses genre-specific terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

RESPOND: FOUNDATION R3: Apply criteria to evaluate artistic work							
STANDARD	1	2	3	4	5	6*	7*
K.D.R3.A	Insufficiently finds a movement that was noticed in a dance. Demonstrates the movement that was noticed, and explains why it attracted attention.	Inconsistently finds a movement that was noticed in a dance. Demonstrates the movement that was noticed, and explains why it attracted attention.	Sufficiently finds a movement that was noticed in a dance. Demonstrates the movement that was noticed, and explains why it attracted attention.	Exceptionally finds a movement that was noticed in a dance. Demonstrates the movement that was noticed, and explains why it attracted attention.	Masterfully finds a movement that was noticed in a dance. Demonstrates the movement that was noticed, and explains why it attracted attention.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.R3.A	Insufficiently identifies and demonstrates several movements in a dance that attracted attention. Describes the characteristics that make the movements interesting, and talks about why they were chosen.	Inconsistently identifies and demonstrates several movements in a dance that attracted attention. Describes the characteristics that make the movements interesting, and talks about why they were chosen.	Sufficiently identifies and demonstrates several movements in a dance that attracted attention. Describes the characteristics that make the movements interesting, and talks about why they were chosen.	Exceptionally identifies and demonstrates several movements in a dance that attracted attention. Describes the characteristics that make the movements interesting, and talks about why they were chosen.	Masterfully identifies and demonstrates several movements in a dance that attracted attention. Describes the characteristics that make the movements interesting, and talks about why they were chosen.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

2.D.R3.A	Insufficiently observes or demonstrates dances from a genre or culture. Discusses movements and other aspects of the dances that make the dances work well, and explains why they work. Uses simple dance terminology.	Inconsistently observes or demonstrates dances from a genre or culture. Discusses movements and other aspects of the dances that make the dances work well, and explains why they work. Uses simple dance terminology.	Sufficiently observes or demonstrates dances from a genre or culture. Discusses movements and other aspects of the dances that make the dances work well, and explains why they work. Uses simple dance terminology.	Exceptionally observes or demonstrates dances from a genre or culture. Discusses movements and other aspects of the dances that make the dances work well, and explains why they work. Uses simple dance terminology.	Masterfully observes or demonstrates dances from a genre or culture. Discusses movements and other aspects of the dances that make the dances work well, and explains why they work. Uses simple dance terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.D.R3.A	Insufficiently selects dance movements from specific genres, styles, or cultures. Identifies characteristic movements from these dances, and describes in basic dance terminology ways in which they are alike and different.	Inconsistently selects dance movements from specific genres, styles, or cultures. Identifies characteristic movements from these dances, and describes in basic dance terminology ways in which they are alike and different.	Sufficiently selects dance movements from specific genres, styles, or cultures. Identifies characteristic movements from these dances, and describes in basic dance terminology ways in which they are alike and different.	Exceptionally selects dance movements from specific genres, styles, or cultures. Identifies characteristic movements from these dances, and describes in basic dance terminology ways in which they are alike and different.	Masterfully selects dance movements from specific genres, styles, or cultures. Identifies characteristic movements from these dances, and describes in basic dance terminology ways in which they are alike and different.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.D.R3.A	Insufficiently discusses and demonstrates the characteristics that make a dance artistic, and applies those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Uses basic dance terminology.	Inconsistently discusses and demonstrates the characteristics that make a dance artistic, and applies those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Uses basic dance terminology.	Sufficiently discusses and demonstrates the characteristics that make a dance artistic, and applies those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Uses basic dance terminology.	Exceptionally discusses and demonstrates the characteristics that make a dance artistic, and applies those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Uses basic dance terminology.	Masterfully discusses and demonstrates the characteristics that make a dance artistic, and applies those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Uses basic dance terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.R3.A	Insufficiently defines the characteristics of dance that make a dance artistic and meaningful. Relates them to the elements of dance in genres, styles, or cultural movement practices. Uses basic dance terminology to describe characteristics that make a dance artistic and meaningful.	Inconsistently defines the characteristics of dance that make a dance artistic and meaningful. Relates them to the elements of dance in genres, styles, or cultural movement practices. Uses basic dance terminology to describe characteristics that make a dance artistic and meaningful.	Sufficiently defines the characteristics of dance that make a dance artistic and meaningful. Relates them to the elements of dance in genres, styles, or cultural movement practices. Uses basic dance terminology to describe characteristics that make a dance artistic and meaningful.	Exceptionally defines the characteristics of dance that make a dance artistic and meaningful. Relates them to the elements of dance in genres, styles, or cultural movement practices. Uses basic dance terminology to describe characteristics that make a dance artistic and meaningful.	Masterfully defines the characteristics of dance that make a dance artistic and meaningful. Relates them to the elements of dance in genres, styles, or cultural movement practices. Uses basic dance terminology to describe characteristics that make a dance artistic and meaningful.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS1.D.R3.A	Insufficiently identifies criteria for evaluating dance for different styles, genres, and cultures. Uses appropriate dance terminology.	Inconsistently identifies criteria for evaluating dance for different styles, genres, and cultures. Uses appropriate dance terminology.	Sufficiently identifies criteria for evaluating dance for different styles, genres, and cultures. Uses appropriate dance terminology.	Exceptionally identifies criteria for evaluating dance for different styles, genres, and cultures. Uses appropriate dance terminology.	Masterfully identifies criteria for evaluating dance for different styles, genres, and cultures. Uses appropriate dance terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.D.R3.A	Insufficiently analyzes the artistic expression of a dance. Discusses insights using evaluative criteria and dance terminology.	Inconsistently analyzes the artistic expression of a dance. Discusses insights using evaluative criteria and dance terminology.	Sufficiently analyzes the artistic expression of a dance. Discusses insights using evaluative criteria and dance terminology.	Exceptionally analyzes the artistic expression of a dance. Discusses insights using evaluative criteria and dance terminology.	Masterfully analyzes the artistic expression of a dance. Discusses insights using evaluative criteria and dance terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.D.R3.A	Insufficiently compares two or more dances using artistic criteria to evaluate artistic expression and/or technical proficiency. Considers societal values and a range of perspectives. Uses genre-specific terminology.	Inconsistently compares two or more dances using artistic criteria to evaluate artistic expression and/or technical proficiency. Considers societal values and a range of perspectives. Uses genre-specific terminology.	Sufficiently compares two or more dances using artistic criteria to evaluate artistic expression and/or technical proficiency. Considers societal values and a range of perspectives. Uses genre-specific terminology.	Exceptionally compares two or more dances using artistic criteria to evaluate artistic expression and/or technical proficiency. Considers societal values and a range of perspectives. Uses genre-specific terminology.	Masterfully compares two or more dances using artistic criteria to evaluate artistic expression and/or technical proficiency. Considers societal values and a range of perspectives. Uses genre-specific terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.R3.A	Insufficiently defines personal artistic preferences to critique dance. Considers societal and personal values, a range of artistic expression, and importance of technical proficiency. Justifies views.	Inconsistently defines personal artistic preferences to critique dance. Considers societal and personal values, a range of artistic expression, and importance of technical proficiency. Justifies views.	Sufficiently defines personal artistic preferences to critique dance. Considers societal and personal values, a range of artistic expression, and importance of technical proficiency. Justifies views.	Exceptionally defines personal artistic preferences to critique dance. Considers societal and personal values, a range of artistic expression, and importance of technical proficiency. Justifies views.	Masterfully defines personal artistic preferences to critique dance. Considers societal and personal values, a range of artistic expression, and importance of technical proficiency. Justifies views.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

Dance K-12

The recommended method of viewing scoring rubrics is within the TEAM Portfolio online system.

****Levels 6 and 7 should only be used for student work that is rated at an advanced level at point A as developmentally appropriate.**

DOMAIN: CONNECT

CONNECT: FOUNDATION Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors

STANDARD	1	2	3	4	5	6*	7*
K.D.Cn1.A	Insufficiently recognizes and names an emotion that is experienced when watching, improvising, or performing dance and relates it to a personal experience.	Inconsistently recognizes and names an emotion that is experienced when watching, improvising, or performing dance and relates it to a personal experience.	Sufficiently recognizes and names an emotion that is experienced when watching, improvising, or performing dance and relates it to a personal experience.	Exceptionally recognizes and names an emotion that is experienced when watching, improvising, or performing dance and relates it to a personal experience.	Masterfully recognizes and names an emotion that is experienced when watching, improvising, or performing dance and relates it to a personal experience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
K.D.Cn1.B	Insufficiently observes a work of visual art. Describes and then expresses through movement something of interest about the artwork, and asks questions for discussion concerning the artwork.	Inconsistently observes a work of visual art. Describes and then expresses through movement something of interest about the artwork, and asks questions for discussion concerning the artwork.	Sufficiently observes a work of visual art. Describes and then expresses through movement something of interest about the artwork, and asks questions for discussion concerning the artwork.	Exceptionally observes a work of visual art. Describes and then expresses through movement something of interest about the artwork, and asks questions for discussion concerning the artwork.	Masterfully observes a work of visual art. Describes and then expresses through movement something of interest about the artwork, and asks questions for discussion concerning the artwork.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
K.D.Cn1.C	Insufficiently identifies and demonstrates proper safety measures in the studio and/or performance space.	Inconsistently identifies and demonstrates proper safety measures in the studio and/or performance space.	Sufficiently identifies and demonstrates proper safety measures in the studio and/or performance space.	Exceptionally identifies and demonstrates proper safety measures in the studio and/or performance space.	Masterfully identifies and demonstrates proper safety measures in the studio and/or performance space.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.Cn1.A	Insufficiently finds an experience expressed or portrayed in a dance that relates to a familiar experience. Identifies the movements that communicate this experience.	Inconsistently finds an experience expressed or portrayed in a dance that relates to a familiar experience. Identifies the movements that communicate this experience.	Sufficiently finds an experience expressed or portrayed in a dance that relates to a familiar experience. Identifies the movements that communicate this experience.	Exceptionally finds an experience expressed or portrayed in a dance that relates to a familiar experience. Identifies the movements that communicate this experience.	Masterfully finds an experience expressed or portrayed in a dance that relates to a familiar experience. Identifies the movements that communicate this experience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.Cn1.B	Insufficiently observes illustrations from a story. Discusses observations and identifies ideas for dance movement, and demonstrates the big ideas of the story.	Inconsistently observes illustrations from a story. Discusses observations and identifies ideas for dance movement, and demonstrates the big ideas of the story.	Sufficiently observes illustrations from a story. Discusses observations and identifies ideas for dance movement, and demonstrates the big ideas of the story.	Exceptionally observes illustrations from a story. Discusses observations and identifies ideas for dance movement, and demonstrates the big ideas of the story.	Masterfully observes illustrations from a story. Discusses observations and identifies ideas for dance movement, and demonstrates the big ideas of the story.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.Cn1.C	Insufficiently identifies and demonstrates proper safety measures in the studio and/or performance space.	Inconsistently identifies and demonstrates proper safety measures in the studio and/or performance space.	Sufficiently identifies and demonstrates proper safety measures in the studio and/or performance space.	Exceptionally identifies and demonstrates proper safety measures in the studio and/or performance space.	Masterfully identifies and demonstrates proper safety measures in the studio and/or performance space.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

2.D.Cn1.A	Insufficiently describes, creates, and/or performs a dance that expresses personal meaning, and explains how certain movements express this personal meaning.	Inconsistently describes, creates, and/or performs a dance that expresses personal meaning, and explains how certain movements express this personal meaning.	Sufficiently describes, creates, and/or performs a dance that expresses personal meaning, and explains how certain movements express this personal meaning.	Exceptionally describes, creates, and/or performs a dance that expresses personal meaning, and explains how certain movements express this personal meaning.	Masterfully describes, creates, and/or performs a dance that expresses personal meaning, and explains how certain movements express this personal meaning.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.Cn1.B	Insufficiently responds to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder). Creates movement using ideas from responses, and explains how certain movements express a specific idea.	Inconsistently responds to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder). Creates movement using ideas from responses, and explains how certain movements express a specific idea.	Sufficiently responds to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder). Creates movement using ideas from responses, and explains how certain movements express a specific idea.	Exceptionally responds to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder). Creates movement using ideas from responses, and explains how certain movements express a specific idea.	Masterfully responds to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder). Creates movement using ideas from responses, and explains how certain movements express a specific idea.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.Cn1.C	Insufficiently identifies and demonstrates proper safety measures in the studio and/or performance space.	Inconsistently identifies and demonstrates proper safety measures in the studio and/or performance space.	Sufficiently identifies and demonstrates proper safety measures in the studio and/or performance space.	Exceptionally identifies and demonstrates proper safety measures in the studio and/or performance space.	Masterfully identifies and demonstrates proper safety measures in the studio and/or performance space.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.D.Cn1.A	Insufficiently compares the relationships expressed in a dance to relationships with others. Explains how they are the same or different.	Inconsistently compares the relationships expressed in a dance to relationships with others. Explains how they are the same or different.	Sufficiently compares the relationships expressed in a dance to relationships with others. Explains how they are the same or different.	Exceptionally compares the relationships expressed in a dance to relationships with others. Explains how they are the same or different.	Masterfully compares the relationships expressed in a dance to relationships with others. Explains how they are the same or different.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.D.Cn1.B	Insufficiently asks and researches a question about a key aspect of a dance that communicates a perspective about an issue or event. Explores the key aspect through movement. Shares movements and describes how the movements help to remember or discover new qualities in these key aspects. Communicates the new learning in oral, written, or movement form.	Inconsistently asks and researches a question about a key aspect of a dance that communicates a perspective about an issue or event. Explores the key aspect through movement. Shares movements and describes how the movements help to remember or discover new qualities in these key aspects. Communicates the new learning in oral, written, or movement form.	Sufficiently asks and researches a question about a key aspect of a dance that communicates a perspective about an issue or event. Explores the key aspect through movement. Shares movements and describes how the movements help to remember or discover new qualities in these key aspects. Communicates the new learning in oral, written, or movement form.	Exceptionally asks and researches a question about a key aspect of a dance that communicates a perspective about an issue or event. Explores the key aspect through movement. Shares movements and describes how the movements help to remember or discover new qualities in these key aspects. Communicates the new learning in oral, written, or movement form.	Masterfully asks and researches a question about a key aspect of a dance that communicates a perspective about an issue or event. Explores the key aspect through movement. Shares movements and describes how the movements help to remember or discover new qualities in these key aspects. Communicates the new learning in oral, written, or movement form.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.D.Cn1.C	Insufficiently identifies and demonstrates proper safety measures in the studio and/or performance space.	Inconsistently identifies and demonstrates proper safety measures in the studio and/or performance space.	Sufficiently identifies and demonstrates proper safety measures in the studio and/or performance space.	Exceptionally identifies and demonstrates proper safety measures in the studio and/or performance space.	Masterfully identifies and demonstrates proper safety measures in the studio and/or performance space.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

4.D.Cn1.A	Insufficiently relates the main idea or content in a dance to other experiences. Explains how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives.	Inconsistently relates the main idea or content in a dance to other experiences. Explains how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives.	Sufficiently relates the main idea or content in a dance to other experiences. Explains how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives.	Exceptionally relates the main idea or content in a dance to other experiences. Explains how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives.	Masterfully relates the main idea or content in a dance to other experiences. Explains how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.D.Cn1.B	Insufficiently develops and research a question relating to a topic of study in school using multiple sources of references. Selects key aspects about the topic, and choreographs movements that communicate the information. Discusses what was learned from creating the dance, and describes how the topic might be communicated using another form of expression.	Inconsistently develops and research a question relating to a topic of study in school using multiple sources of references. Selects key aspects about the topic, and choreographs movements that communicate the information. Discusses what was learned from creating the dance, and describes how the topic might be communicated using another form of expression.	Sufficiently develops and research a question relating to a topic of study in school using multiple sources of references. Selects key aspects about the topic, and choreographs movements that communicate the information. Discusses what was learned from creating the dance, and describes how the topic might be communicated using another form of expression.	Exceptionally develops and research a question relating to a topic of study in school using multiple sources of references. Selects key aspects about the topic, and choreographs movements that communicate the information. Discusses what was learned from creating the dance, and describes how the topic might be communicated using another form of expression.	Masterfully develops and research a question relating to a topic of study in school using multiple sources of references. Selects key aspects about the topic, and choreographs movements that communicate the information. Discusses what was learned from creating the dance, and describes how the topic might be communicated using another form of expression.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.D.Cn1.C	Insufficiently identifies and demonstrates proper safety measures in the studio and performance space.	Inconsistently identifies and demonstrates proper safety measures in the studio and performance space.	Sufficiently identifies and demonstrates proper safety measures in the studio and performance space.	Exceptionally identifies and demonstrates proper safety measures in the studio and performance space.	Masterfully identifies and demonstrates proper safety measures in the studio and performance space.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.Cn1.A	Insufficiently compares two dances with contrasting themes. Discusses feelings and ideas evoked by each. Describes how the themes and movements relate to points of view and experiences.	Inconsistently compares two dances with contrasting themes. Discusses feelings and ideas evoked by each. Describes how the themes and movements relate to points of view and experiences.	Sufficiently compares two dances with contrasting themes. Discusses feelings and ideas evoked by each. Describes how the themes and movements relate to points of view and experiences.	Exceptionally compares two dances with contrasting themes. Discusses feelings and ideas evoked by each. Describes how the themes and movements relate to points of view and experiences.	Masterfully compares two dances with contrasting themes. Discusses feelings and ideas evoked by each. Describes how the themes and movements relate to points of view and experiences.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.Cn1.B	Insufficiently chooses a topic, concept, or content from another discipline of study, and research how other art forms have expressed the topic. Creates a dance study that expresses the idea. Explains how the dance study expressed the idea, and discusses how this learning process is similar to or different from other learning situations.	Inconsistently chooses a topic, concept, or content from another discipline of study, and research how other art forms have expressed the topic. Creates a dance study that expresses the idea. Explains how the dance study expressed the idea, and discusses how this learning process is similar to or different from other learning situations.	Sufficiently chooses a topic, concept, or content from another discipline of study, and research how other art forms have expressed the topic. Creates a dance study that expresses the idea. Explains how the dance study expressed the idea, and discusses how this learning process is similar to or different from other learning situations.	Exceptionally chooses a topic, concept, or content from another discipline of study, and research how other art forms have expressed the topic. Creates a dance study that expresses the idea. Explains how the dance study expressed the idea, and discusses how this learning process is similar to or different from other learning situations.	Masterfully chooses a topic, concept, or content from another discipline of study, and research how other art forms have expressed the topic. Creates a dance study that expresses the idea. Explains how the dance study expressed the idea, and discusses how this learning process is similar to or different from other learning situations.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS1.D.Cn1.A	Insufficiently analyzes and compares various movement qualities and dance elements from various genres and cross-cultural dances to one's own personal experiences and knowledge.	Inconsistently analyzes and compares various movement qualities and dance elements from various genres and cross-cultural dances to one's own personal experiences and knowledge.	Sufficiently analyzes and compares various movement qualities and dance elements from various genres and cross-cultural dances to one's own personal experiences and knowledge.	Exceptionally analyzes and compares various movement qualities and dance elements from various genres and cross-cultural dances to one's own personal experiences and knowledge.	Masterfully analyzes and compares various movement qualities and dance elements from various genres and cross-cultural dances to one's own personal experiences and knowledge.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.D.Cn1.B	Insufficiently creates or analyzes an existing dance phrase that is related to content learned in another art area or academic subject. Identifies principles of other subjects as they occur in dance.	Inconsistently creates or analyzes an existing dance phrase that is related to content learned in another art area or academic subject. Identifies principles of other subjects as they occur in dance.	Sufficiently creates or analyzes an existing dance phrase that is related to content learned in another art area or academic subject. Identifies principles of other subjects as they occur in dance.	Exceptionally creates or analyzes an existing dance phrase that is related to content learned in another art area or academic subject. Identifies principles of other subjects as they occur in dance.	Masterfully creates or analyzes an existing dance phrase that is related to content learned in another art area or academic subject. Identifies principles of other subjects as they occur in dance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.D.Cn1.C	Insufficiently understands how anatomy, physiology, and kinesiology relate to dance.	Inconsistently understands how anatomy, physiology, and kinesiology relate to dance.	Sufficiently understands how anatomy, physiology, and kinesiology relate to dance.	Exceptionally understands how anatomy, physiology, and kinesiology relate to dance.	Masterfully understands how anatomy, physiology, and kinesiology relate to dance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.D.Cn1.D	Insufficiently employs proper safety measures in the studio and theater.	Inconsistently employs proper safety measures in the studio and theater.	Sufficiently employs proper safety measures in the studio and theater.	Exceptionally employs proper safety measures in the studio and theater.	Masterfully employs proper safety measures in the studio and theater.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.D.Cn1.A	Insufficiently analyzes a dance to determine the ideas expressed by the choreographer. Explains how the perspectives expressed by the choreographer may impact one's own interpretation. Determines whether or not this dance can relate to personal experiences, technology, or other academic subjects.	Inconsistently analyzes a dance to determine the ideas expressed by the choreographer. Explains how the perspectives expressed by the choreographer may impact one's own interpretation. Determines whether or not this dance can relate to personal experiences, technology, or other academic subjects.	Sufficiently analyzes a dance to determine the ideas expressed by the choreographer. Explains how the perspectives expressed by the choreographer may impact one's own interpretation. Determines whether or not this dance can relate to personal experiences, technology, or other academic subjects.	Exceptionally analyzes a dance to determine the ideas expressed by the choreographer. Explains how the perspectives expressed by the choreographer may impact one's own interpretation. Determines whether or not this dance can relate to personal experiences, technology, or other academic subjects.	Masterfully analyzes a dance to determine the ideas expressed by the choreographer. Explains how the perspectives expressed by the choreographer may impact one's own interpretation. Determines whether or not this dance can relate to personal experiences, technology, or other academic subjects.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.D.Cn1.B	Insufficiently understands how anatomy, physiology, and kinesiology relate to dance.	Inconsistently understands how anatomy, physiology, and kinesiology relate to dance.	Sufficiently understands how anatomy, physiology, and kinesiology relate to dance.	Exceptionally understands how anatomy, physiology, and kinesiology relate to dance.	Masterfully understands how anatomy, physiology, and kinesiology relate to dance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.D.Cn1.C	Insufficiently demonstrates proper safety measures in the dance studio and theater.	Inconsistently demonstrates proper safety measures in the dance studio and theater.	Sufficiently demonstrates proper safety measures in the dance studio and theater.	Exceptionally demonstrates proper safety measures in the dance studio and theater.	Masterfully demonstrates proper safety measures in the dance studio and theater.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS3.D.Cn1.A	Insufficiently analyzes a piece of original choreography that is related to content learned in other subject areas, and researches its context. Synthesizes information learned, and shares new ideas about its relationship to one's perspective.	Inconsistently analyzes a piece of original choreography that is related to content learned in other subject areas, and researches its context. Synthesizes information learned, and shares new ideas about its relationship to one's perspective.	Sufficiently analyzes a piece of original choreography that is related to content learned in other subject areas, and researches its context. Synthesizes information learned, and shares new ideas about its relationship to one's perspective.	Exceptionally analyzes a piece of original choreography that is related to content learned in other subject areas, and researches its context. Synthesizes information learned, and shares new ideas about its relationship to one's perspective.	Masterfully analyzes a piece of original choreography that is related to content learned in other subject areas, and researches its context. Synthesizes information learned, and shares new ideas about its relationship to one's perspective.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.D.Cn1.B	Insufficiently researches specified muscles and skeletal structures used in dance technique and applies principles of anatomy, physiology, and kinesiology to dance.	Inconsistently researches specified muscles and skeletal structures used in dance technique and applies principles of anatomy, physiology, and kinesiology to dance.	Sufficiently researches specified muscles and skeletal structures used in dance technique and applies principles of anatomy, physiology, and kinesiology to dance.	Exceptionally researches specified muscles and skeletal structures used in dance technique and applies principles of anatomy, physiology, and kinesiology to dance.	Masterfully researches specified muscles and skeletal structures used in dance technique and applies principles of anatomy, physiology, and kinesiology to dance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.D.Cn1.C	Insufficiently consistently demonstrates proper safety measures in the dance studio and theater.	Inconsistently consistently demonstrates proper safety measures in the dance studio and theater.	Sufficiently consistently demonstrates proper safety measures in the dance studio and theater.	Exceptionally consistently demonstrates proper safety measures in the dance studio and theater.	Masterfully consistently demonstrates proper safety measures in the dance studio and theater.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.Cn1.A	Insufficiently reviews original choreography developed over time with respect to its content and context and its relationship to personal experiences. Reflects upon and analyzes the components that contributed to changes in one's personal growth.	Inconsistently reviews original choreography developed over time with respect to its content and context and its relationship to personal experiences. Reflects upon and analyzes the components that contributed to changes in one's personal growth.	Sufficiently reviews original choreography developed over time with respect to its content and context and its relationship to personal experiences. Reflects upon and analyzes the components that contributed to changes in one's personal growth.	Exceptionally reviews original choreography developed over time with respect to its content and context and its relationship to personal experiences. Reflects upon and analyzes the components that contributed to changes in one's personal growth.	Masterfully reviews original choreography developed over time with respect to its content and context and its relationship to personal experiences. Reflects upon and analyzes the components that contributed to changes in one's personal growth.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.Cn1.B	Insufficiently researches physics concepts and/or muscles and skeletal structures used in movement. Applies findings to improve technical ability in dance technique.	Inconsistently researches physics concepts and/or muscles and skeletal structures used in movement. Applies findings to improve technical ability in dance technique.	Sufficiently researches physics concepts and/or muscles and skeletal structures used in movement. Applies findings to improve technical ability in dance technique.	Exceptionally researches physics concepts and/or muscles and skeletal structures used in movement. Applies findings to improve technical ability in dance technique.	Masterfully researches physics concepts and/or muscles and skeletal structures used in movement. Applies findings to improve technical ability in dance technique.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.Cn1.C	Insufficiently consistently demonstrates proper safety measures in the dance studio and theater while setting an example for peers.	Inconsistently consistently demonstrates proper safety measures in the dance studio and theater while setting an example for peers.	Sufficiently consistently demonstrates proper safety measures in the dance studio and theater while setting an example for peers.	Exceptionally consistently demonstrates proper safety measures in the dance studio and theater while setting an example for peers.	Masterfully consistently demonstrates proper safety measures in the dance studio and theater while setting an example for peers.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

CONNECT: FOUNDATION Cn2: Relate artistic ideas and works with societal, cultural, and historical context							
STANDARD	1	2	3	4	5	6*	7*

K.D.Cn2.A	Insufficiently describes or demonstrates the movements in a dance that was watched or performed.	Inconsistently describes or demonstrates the movements in a dance that was watched or performed.	Sufficiently describes or demonstrates the movements in a dance that was watched or performed.	Exceptionally describes or demonstrates the movements in a dance that was watched or performed.	Masterfully describes or demonstrates the movements in a dance that was watched or performed.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
1.D.Cn2.A	Insufficiently watches and/or performs a dance from a different culture, and discusses or demonstrates the types of movement danced.	Inconsistently watches and/or performs a dance from a different culture, and discusses or demonstrates the types of movement danced.	Sufficiently watches and/or performs a dance from a different culture, and discusses or demonstrates the types of movement danced.	Exceptionally watches and/or performs a dance from a different culture, and discusses or demonstrates the types of movement danced.	Masterfully watches and/or performs a dance from a different culture, and discusses or demonstrates the types of movement danced.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
2.D.Cn2.A	Insufficiently observes a dance and relates the movement to the people or environment in which the dance was created and performed.	Inconsistently observes a dance and relates the movement to the people or environment in which the dance was created and performed.	Sufficiently observes a dance and relates the movement to the people or environment in which the dance was created and performed.	Exceptionally observes a dance and relates the movement to the people or environment in which the dance was created and performed.	Masterfully observes a dance and relates the movement to the people or environment in which the dance was created and performed.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
3.D.Cn2.A	Insufficiently finds a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explains what the movements communicate about key aspects of the culture, society, or community.	Inconsistently finds a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explains what the movements communicate about key aspects of the culture, society, or community.	Sufficiently finds a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explains what the movements communicate about key aspects of the culture, society, or community.	Exceptionally finds a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explains what the movements communicate about key aspects of the culture, society, or community.	Masterfully finds a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explains what the movements communicate about key aspects of the culture, society, or community.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
4.D.Cn2.A	Insufficiently selects and describes movements in a specific genre or style, and explains how the movements relate to the culture, society, historical period, or community from which the dance originated.	Inconsistently selects and describes movements in a specific genre or style, and explains how the movements relate to the culture, society, historical period, or community from which the dance originated.	Sufficiently selects and describes movements in a specific genre or style, and explains how the movements relate to the culture, society, historical period, or community from which the dance originated.	Exceptionally selects and describes movements in a specific genre or style, and explains how the movements relate to the culture, society, historical period, or community from which the dance originated.	Masterfully selects and describes movements in a specific genre or style, and explains how the movements relate to the culture, society, historical period, or community from which the dance originated.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
5.D.Cn2.A	Insufficiently describes how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	Inconsistently describes how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	Sufficiently describes how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	Exceptionally describes how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	Masterfully describes how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS1.D.Cn2.A	Insufficiently compares and contrasts differences in dance expression throughout the world. Analyzes expressive movement in rituals and the connection to present day dance.	Inconsistently compares and contrasts differences in dance expression throughout the world. Analyzes expressive movement in rituals and the connection to present day dance.	Sufficiently compares and contrasts differences in dance expression throughout the world. Analyzes expressive movement in rituals and the connection to present day dance.	Exceptionally compares and contrasts differences in dance expression throughout the world. Analyzes expressive movement in rituals and the connection to present day dance.	Masterfully compares and contrasts differences in dance expression throughout the world. Analyzes expressive movement in rituals and the connection to present day dance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.D.Cn2.A	Insufficiently analyzes and discusses dances from selected genres, styles, and/or historical time periods, and formulates reasons for the similarities and differences between them in relation to the ideas and perspectives of the people from which the dances originate.	Inconsistently analyzes and discusses dances from selected genres, styles, and/or historical time periods, and formulates reasons for the similarities and differences between them in relation to the ideas and perspectives of the people from which the dances originate.	Sufficiently analyzes and discusses dances from selected genres, styles, and/or historical time periods, and formulates reasons for the similarities and differences between them in relation to the ideas and perspectives of the people from which the dances originate.	Exceptionally analyzes and discusses dances from selected genres, styles, and/or historical time periods, and formulates reasons for the similarities and differences between them in relation to the ideas and perspectives of the people from which the dances originate.	Masterfully analyzes and discusses dances from selected genres, styles, and/or historical time periods, and formulates reasons for the similarities and differences between them in relation to the ideas and perspectives of the people from which the dances originate.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.D.Cn2.A	Insufficiently analyzes dances from different genres, styles, historical time periods, and/or world dance forms. Discusses how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates.	Inconsistently analyzes dances from different genres, styles, historical time periods, and/or world dance forms. Discusses how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates.	Sufficiently analyzes dances from different genres, styles, historical time periods, and/or world dance forms. Discusses how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates.	Exceptionally analyzes dances from different genres, styles, historical time periods, and/or world dance forms. Discusses how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates.	Masterfully analyzes dances from different genres, styles, historical time periods, and/or world dance forms. Discusses how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.D.Cn2.A	Insufficiently analyzes dances from several genres, styles, historical time periods, and/or world dance forms. Discusses how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates, and how the analysis has expanded one's dance literacy.	Inconsistently analyzes dances from several genres, styles, historical time periods, and/or world dance forms. Discusses how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates, and how the analysis has expanded one's dance literacy.	Sufficiently analyzes dances from several genres, styles, historical time periods, and/or world dance forms. Discusses how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates, and how the analysis has expanded one's dance literacy.	Exceptionally analyzes dances from several genres, styles, historical time periods, and/or world dance forms. Discusses how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates, and how the analysis has expanded one's dance literacy.	Masterfully analyzes dances from several genres, styles, historical time periods, and/or world dance forms. Discusses how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates, and how the analysis has expanded one's dance literacy.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.