# 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: FOUNDA	TION P1: Select, analyze, and in	terpret artistic work for prese	ntation/performance/producti	on			
STANDARD	1	2	3	4	5	6*	7*
K.D.P1.A	Insufficiently makes still and	Inconsistently makes still and	Sufficiently makes still and	Exceptionally makes still and	Masterfully makes still and	Demonstrates one level of	Demonstrates two levels of
	moving body shapes that show	moving body shapes that	moving body shapes that show	moving body shapes that	0 , 1	growth from the Level 5	growth from the Level 5
	lines (e.g., straight, bent, and	show lines (e.g., straight, bent,	lines (e.g., straight, bent, and	show lines (e.g., straight, bent,	lines (e.g., straight, bent, and	criteria descriptor for this	criteria descriptor for this
	curved), change levels, and vary	and curved), change levels,	curved), change levels, and vary	and curved), change levels,	curved), change levels, and vary	particular grade- or course-	particular grade- or course-
	in size (large/small). Joins with	and vary in size (large/small).	in size (large/small). Joins with	and vary in size (large/small).	in size (large/small). Joins with	level expectation.	level expectation.
	others to make a circle	Joins with others to make a	others to make a circle	Joins with others to make a	others to make a circle		
	formation and work with others	circle formation and work with	formation and work with others	circle formation and work with	formation and work with		
	to change dimensions.	others to change dimensions.	to change dimensions.	others to change dimensions.	others to change dimensions.		
K.D.P1.A	Insufficiently makes still and	Inconsistently makes still and	Sufficiently makes still and	Exceptionally makes still and	Masterfully makes still and	Demonstrates one level of	Demonstrates two levels of
	moving body shapes that show	,	·	moving body shapes that	,	growth from the Level 5	growth from the Level 5
	lines (e.g., straight, bent, and		lines (e.g., straight, bent, and	show lines (e.g., straight, bent,	lines (e.g., straight, bent, and	criteria descriptor for this	criteria descriptor for this
	curved), change levels, and vary			and curved), change levels,	curved), change levels, and vary	· ·	particular grade- or course-
	in size (large/small). Joins with	and vary in size (large/small).	in size (large/small). Joins with	and vary in size (large/small).	in size (large/small). Joins with	level expectation.	level expectation.
	others to make a circle	, ,	others to make a circle	Joins with others to make a	others to make a circle	'	·
	formation and work with others	circle formation and work with	formation and work with others	circle formation and work with	formation and work with		
	to change dimensions.	others to change dimensions.	to change dimensions.	others to change dimensions.	others to change dimensions.		
		, and the second					
K.D.P1.B	Insufficiently demonstrates	Inconsistently demonstrates	Sufficiently demonstrates	Exceptionally demonstrates	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels of
	tempo contrasts with	tempo contrasts with	tempo contrasts with	tempo contrasts with	tempo contrasts with	growth from the Level 5	growth from the Level 5
	movements that match to	movements that match to	movements that match to	movements that match to	movements that match to	criteria descriptor for this	criteria descriptor for this
	tempo of sound stimuli.	tempo of sound stimuli.	tempo of sound stimuli.	tempo of sound stimuli.	tempo of sound stimuli.	particular grade- or course-	particular grade- or course-
						level expectation.	level expectation.
K.D.P1.C	Insufficiently identifies and	Inconsistently identifies and	Sufficiently identifies and	Exceptionally identifies and	Masterfully identifies and	Demonstrates one level of	Demonstrates two levels of
	applies different characteristics	applies different	applies different characteristics	applies different	applies different characteristics	growth from the Level 5	growth from the Level 5
	to movements (e.g., slow,	characteristics to movements	to movements (e.g., slow,	characteristics to movements	to movements (e.g., slow,	criteria descriptor for this	criteria descriptor for this
	smooth, or wavy).	(e.g., slow, smooth, or wavy).	smooth, or wavy).	(e.g., slow, smooth, or wavy).	smooth, or wavy).	particular grade- or course-	particular grade- or course-
						level expectation.	level expectation.
1.D.P1.A	Insufficiently demonstrates	Inconsistently demonstrates	Sufficiently demonstrates	Exceptionally demonstrates	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels of
	locomotor and non-locomotor	locomotor and non-locomotor	locomotor and non-locomotor	locomotor and non-locomotor	locomotor and non-locomotor	growth from the Level 5	growth from the Level 5
	movements that change body	0 ,	movements that change body	movements that change body	movements that change body	criteria descriptor for this	criteria descriptor for this
	shapes, levels, and facings.		shapes, levels, and facings.	shapes, levels, and facings.	shapes, levels, and facings.	particular grade- or course-	particular grade- or course-
	Moves in straight, curved, and	Moves in straight, curved, and	Moves in straight, curved, and	Moves in straight, curved, and	Moves in straight, curved, and	level expectation.	level expectation.
	zig-zagged pathways. Finds and	0 00 1	0 00 , ,	zig-zagged pathways. Finds	zig-zagged pathways. Finds and		
	returns to place in space. Moves	· ·	' '	and returns to place in space.	returns to place in space.		
	with others to form straight	Moves with others to form	with others to form straight	Moves with others to form	Moves with others to form		
	lines and circles.	straight lines and circles.	lines and circles.	straight lines and circles.	straight lines and circles.		

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.  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).	movements to duration in time. Recognizes steady beat and moves to varying tempi of steady beat.  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,	to duration in time. Recognizes steady beat and moves to varying tempi of steady beat.  Sufficiently demonstrates movement characteristics along with movement vocabulary (e.g., uses adverbs and adjectives	Exceptionally relates quick, moderate, and slow movements to duration in time. Recognizes steady beat and moves to varying tempi of steady beat.  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 justifulation.	Masterfully relates quick, moderate, and slow movements to duration in time. Recognizes steady beat and moves to varying tempi of steady beat.  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,	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	movements that change body shapes, facings, and pathways in space. Identifies	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.	and a joyful spin).  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.	and a joyful spin).  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 courselevel 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.		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.	criteria descriptor for this	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.	movements. Differentiates between "in time" and "out of time" to music. Performs movements that are the same or of a different time orientation	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 courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	l '	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 courselevel 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.	use of energy and dynamic changes and use adverbs and adjectives to describe them.	adverbs and adjectives to describe them. Based on the	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.	and dynamic shapes and floor and air pathways into dance sequences. Establishes relationships with other	dynamic shapes and floor and air pathways into dance sequences. Establishes relationships with other dancers	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 courselevel 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.	variety of rhythms generated from internal and external sources. Performs movement phrases that show the ability	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.	and free-flowing movements. Motivates movement from both central initiation (torso) and peripheral initiation (distal), and analyzes the	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.	Demonstrates use of space by designing body shapes in relation to others, objects, and environment. Maintains focus with partner or group in near	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 courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	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 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.	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	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.	growth from the Level 5 criteria descriptor for this particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and	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.	project movements. Identifies uses of energy/effort and	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 courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	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	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 courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
7.D.P1.B	as it relates to both the time	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	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.	study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases	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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

7.D.P1.C		and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and	dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of	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 courselevel 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.	dynamics of a phrase or dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases	dance study. Accurately uses accented and unaccented beats in 3/4 and 4/4 meter. Demonstrates dance phrases of different lengths that use	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.	and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and	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.	and dynamics in technique exercises and dance performances. Uses energy and dynamics to enhance and project movements. Identifies uses of energy/effort and	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 courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	-	Sufficiently 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	demonstrates movement for	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.	demonstrates movement for artistic and expressive clarity.	growth from the Level 5 criteria descriptor for this particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS4.D.P1.B	complex rhythms (e.g., contrapuntal and/or polyrhythmic) at the same time. Works with and against rhythm of accompaniment or sound	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.	, , ,	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.	complex rhythms (e.g., contrapuntal and/or	growth from the Level 5 criteria descriptor for this particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS4.D.P1.C	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.	phrases and choreography. Performs movement sequences expressively using a broad dynamic range, and employ dynamic skills for	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.	dynamics to clearly express intent while performing phrases and choreography.	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 courselevel expectation.

PERFORM: FOUND	ERFORM: 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.	and non-locomotor movements, body patterning movements,	·	side and cross-body locomotor and non-locomotor movements, body patterning	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	general space and starts and stops on cue during activities, group formations, and creative		stops on cue during activities,	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.	parts in relation to other body	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 courselevel 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.	criteria descriptor for this particular grade- or course-	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 courselevel 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	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.	that extend movement range, build strength, and develop endurance. Explains the	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.	and timing with other dancers by cueing off each other and responding to stimuli cues (e.g.,	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 courselevel 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).	a series of dance phrases using fundamental dance skills (e.g., alignment, coordination, balance, core support,	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.	technical exercises and movement combinations. Discusses how these practices, along with healthful eating habits, promote strength,	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 courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

5.D.P2.C	peer ensemble members to	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 courselevel 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 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.

7.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.
7.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.
7.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.
7.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.
7.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.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.
8.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 courselevel 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 courselevel 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.

HS2.D.P2.A	Insufficiently develops awareness through dancing with others by executing complex spatial, rhythmic, and dynamic combinations to refine technical dance skills previously learned and meet performance goals. Technical dance skills include proper body alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements.	Inconsistently develops awareness through dancing with others by executing complex spatial, rhythmic, and dynamic combinations to refine technical dance skills previously learned and meet performance goals. Technical dance skills include proper body alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements.	dance skills previously learned and meet performance goals. Technical dance skills include proper body alignment, coordination, balance, core	Exceptionally develops awareness through dancing with others by executing complex spatial, rhythmic, and dynamic combinations to refine technical dance skills previously learned and meet performance goals. Technical dance skills include proper body alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements.	Masterfully develops awareness through dancing with others by executing complex spatial, rhythmic, and dynamic combinations to refine technical dance skills previously learned and meet performance goals. Technical dance skills include proper body alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial 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.
HS2.D.P2.B	Insufficiently develops anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury.	Inconsistently develops anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury.	Sufficiently develops anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury.	Exceptionally develops anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury.	Masterfully develops anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury.	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.P2.C	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.
HS3.D.P2.A	Insufficiently analyzes and refines awareness of technical dance skills and performance goals in two genres of dance. Technical dance skills include proper body alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements.	Inconsistently analyzes and refines awareness of technical dance skills and performance goals in two genres of dance. Technical dance skills include proper body alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements.	Sufficiently analyzes and refines awareness of technical dance skills and performance goals in two genres of dance. Technical dance skills include proper body alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements.	Exceptionally analyzes and refines awareness of technical dance skills and performance goals in two genres of dance. Technical dance skills include proper body alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements.	Masterfully analyzes and refines awareness of technical dance skills and performance goals in two genres of dance. Technical dance skills include proper body alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS3.D.P2.B	Insufficiently applies and refines anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury.	Inconsistently applies and refines anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury.	Sufficiently applies and refines anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury.	Exceptionally applies and refines anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury.	Masterfully applies and refines anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury.	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.P2.C	Insufficiently analyzes and refines collaborative and independent practice to achieve personal, technical, and artistic goals.	Inconsistently analyzes and refines collaborative and independent practice to achieve personal, technical, and artistic goals.	Sufficiently analyzes and refines collaborative and independent practice to achieve personal, technical, and artistic goals.	Exceptionally analyzes and refines collaborative and independent practice to achieve personal, technical, and artistic goals.	Masterfully analyzes and refines 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.	technical and performance skills in complex choreography	and performance skills in complex choreography when performing a solo, duet, or ensemble work in a variety of	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.	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).	strategies to analyze and evaluate rehearsals and performances of self and others to achieve performance excellence (e.g., uses video	l'	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 courselevel expectation.

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

6.D.P3.B	Insufficiently identifies,			Exceptionally identifies,	Masterfully identifies, explores,		Demonstrates two levels of
	explores, and analyzes the basic	· ·	I	explores, and analyzes the	and analyzes the basic	growth from the Level 5	growth from the Level 5
	elements of dance production.	basic elements of dance	of dance production.	basic elements of dance	elements of dance production.	criteria descriptor for this	criteria descriptor for this
		production.		production.		particular grade- or course-	particular grade- or course-
						level expectation.	level expectation.
7.D.P3.A	Insufficiently identifies and	Inconsistently identifies and	Sufficiently identifies and	Exceptionally identifies and	Masterfully identifies and	Demonstrates one level of	Demonstrates two levels of
	demonstrates appropriate	demonstrates appropriate	demonstrates appropriate	demonstrates appropriate	demonstrates appropriate	growth from the Level 5	growth from the Level 5
	performance etiquette and	performance etiquette and	performance etiquette and	performance etiquette and	performance etiquette and	criteria descriptor for this	criteria descriptor for this
	performance practices during	performance practices during	performance practices during	performance practices during	performance practices during	particular grade- or course-	particular grade- or course-
	class, rehearsal, and	class, rehearsal, and	class, rehearsal, and	class, rehearsal, and	class, rehearsal, and	level expectation.	level expectation.
	performance. Documents	performance. Documents	performance. Documents	performance. Documents	performance. Documents		
	efforts, and creates a plan for	efforts, and creates a plan for	efforts, and creates a plan for	efforts, and creates a plan for	efforts, and creates a plan for		
	ongoing improvements.	ongoing improvements.	ongoing improvements.	ongoing improvements.	ongoing improvements.		
7.D.P3.B	Insufficiently identifies,	Inconsistently identifies,	Sufficiently identifies, explores,	Exceptionally identifies,	Masterfully identifies, explores,	Demonstrates one level of	Demonstrates two levels of
	explores, and analyzes the basic	explores, and analyzes the	and analyzes the basic elements	explores, and analyzes the	and analyzes the basic	growth from the Level 5	growth from the Level 5
	elements of dance production.	basic elements of dance	of dance production.	basic elements of dance	elements of dance production.	criteria descriptor for this	criteria descriptor for this
		production.		production.		particular grade- or course-	particular grade- or course-
						level expectation.	level expectation.
8.D.P3.A	Insufficiently identifies and	Inconsistently identifies and	Sufficiently identifies and	Exceptionally identifies and	Masterfully identifies and	Demonstrates one level of	Demonstrates two levels of
	demonstrates appropriate	demonstrates appropriate	demonstrates appropriate	demonstrates appropriate	demonstrates appropriate	growth from the Level 5	growth from the Level 5
	performance etiquette and	performance etiquette and	performance etiquette and	performance etiquette and	performance etiquette and	criteria descriptor for this	criteria descriptor for this
	performance practices during	l'	performance practices during	performance practices during	performance practices during	particular grade- or course-	particular grade- or course-
	class, rehearsal, and	class, rehearsal, and	class, rehearsal, and	class, rehearsal, and	class, rehearsal, and	level expectation.	level expectation.
	performance. Documents	performance. Documents	performance. Documents	performance. Documents	performance. Documents	rever expectation.	тетен ехрестаноти
	efforts, and creates a plan for	efforts, and creates a plan for	efforts, and creates a plan for	efforts, and creates a plan for	efforts, and creates a plan for		
	ongoing improvements.	ongoing improvements.	ongoing improvements.	ongoing improvements.	ongoing improvements.		
8.D.P3.B	Insufficiently identifies,	Inconsistently identifies,	Sufficiently identifies, explores,	Exceptionally identifies,	Masterfully identifies, explores,	Demonstrates one level of	Demonstrates two levels of
0.5.1 3.5	explores, and analyzes the basic	explores, and analyzes the	and analyzes the basic elements	explores, and analyzes the	and analyzes the basic	growth from the Level 5	growth from the Level 5
	elements of dance production.	basic elements of dance	of dance production.	basic elements of dance	elements of dance production.	criteria descriptor for this	criteria descriptor for this
	elements of dance production.	production.	or dance production.	production.	elements of damee production.	particular grade- or course-	particular grade- or course-
		production.		production.		level expectation.	level expectation.
HS1.D.P3.A	Insufficiently identifies	Inconsistently identifies	Sufficiently identifies	Exceptionally identifies	Masterfully identifies	Demonstrates one level of	Demonstrates two levels of
1131.0.13.A	performance etiquette and	performance etiquette and	performance etiquette and	performance etiquette and	performance etiquette and	growth from the Level 5	growth from the Level 5
	performance practices during	l'	performance practices during	performance practices during	performance practices during	criteria descriptor for this	criteria descriptor for this
	class, rehearsal, and	class, rehearsal, and	class, rehearsal, and	class, rehearsal, and	class, rehearsal, and	particular grade- or course-	particular grade- or course-
	performance.	performance.				,	
LICA D DO D	<del>-</del> !	<u>'</u>	performance.	performance.	performance.	level expectation.	level expectation.
HS1.D.P3.B	Insufficiently identifies and	Inconsistently identifies and	Sufficiently identifies and	Exceptionally identifies and	Masterfully identifies and	Demonstrates one level of	Demonstrates two levels of
		-	analyzes the basic elements of a	I -	· ·	growth from the Level 5	growth from the Level 5
	dance production.	a dance production.	dance production.	a dance production.	a dance production.	criteria descriptor for this	criteria descriptor for this
						particular grade- or course-	particular grade- or course-
						level expectation.	level expectation.
HS2.D.P3.A	Insufficiently demonstrates	Inconsistently demonstrates	Sufficiently demonstrates	Exceptionally demonstrates	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels of
	performance etiquette and	performance etiquette and	performance etiquette and	performance etiquette and	performance etiquette and	growth from the Level 5	growth from the Level 5
	performance practices during	performance practices during	performance practices during	performance practices during	performance practices during	criteria descriptor for this	criteria descriptor for this
	class, rehearsal, and	class, rehearsal, and	class, rehearsal, and	class, rehearsal, and	class, rehearsal, and	particular grade- or course-	particular grade- or course-
	performance. Accepts notes	performance. Accepts notes	performance. Accepts notes	performance. Accepts notes	performance. Accepts notes	level expectation.	level expectation.
	from choreographer, and	from choreographer, and	from choreographer, and	from choreographer, and	from choreographer, and		
	applies corrections to future	applies corrections to future	applies corrections to future	applies corrections to future	applies corrections to future		
	rehearsals and performances.	rehearsals and performances.	rehearsals and performances.	rehearsals and performances.	rehearsals and performances.		
	I	I	Ī	I	I		

HS2.D.P3.B	Insufficiently evaluates possible designs for the production elements of a performance, and selects and executes the ideas that would intensify and heighten the artistic intent of the dances.	possible designs for the	Sufficiently evaluates possible designs for the production elements of a performance, and selects and executes the ideas that would intensify and heighten the artistic intent of the dances.	Exceptionally evaluates possible designs for the production elements of a performance, and selects and executes the ideas that would intensify and heighten the artistic intent of the dances.	Masterfully evaluates possible designs for the production elements of a performance, and selects and executes the ideas that would intensify and heighten the artistic intent of the dances.	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.P3.A	Insufficiently models performance etiquette and performance practices during class, rehearsal, and performance. Implements performance strategies to enhance projection. Accepts notes from choreographer, and applies corrections to future rehearsals and performances. Documents the rehearsal and performance process, and evaluates methods and strategies using dance terminology.	Inconsistently models performance etiquette and performance practices during class, rehearsal, and performance. Implements performance strategies to enhance projection. Accepts notes from choreographer, and applies corrections to future rehearsals and performances. Documents the rehearsal and performance process, and evaluates methods and strategies using dance terminology.	etiquette and performance	Exceptionally models performance etiquette and performance practices during class, rehearsal, and performance. Implements performance strategies to enhance projection. Accepts notes from choreographer, and applies corrections to future rehearsals and performances. Documents the rehearsal and performance process, and evaluates methods and strategies using dance terminology.	Masterfully models performance etiquette and performance practices during class, rehearsal, and performance. Implements performance strategies to enhance projection. Accepts notes from choreographer, and applies corrections to future rehearsals and performances. Documents the rehearsal and performance process, and evaluates methods and strategies using 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 courselevel expectation.
HS3.D.P3.B	Insufficiently works collaboratively to produce a dance piece/concert on a stage or in an alternative performance venue, and plans the production elements necessary to fulfill the artistic intent of the dance works.	Inconsistently works collaboratively to produce a dance piece/concert on a stage or in an alternative performance venue, and plans the production elements necessary to fulfill the artistic intent of the dance works.	to produce a dance piece/concert on a stage or in an alternative performance venue, and plans the production	Exceptionally works collaboratively to produce a dance piece/concert on a stage or in an alternative performance venue, and plans the production elements necessary to fulfill the artistic intent of the dance works.	Masterfully works collaboratively to produce a dance piece/concert on a stage or in an alternative performance venue, and plans the production elements 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.
HS4.D.P3.A	Insufficiently models performance etiquette and performance practices during class, rehearsal, and performance. Implements performance strategies to enhance projection. Accepts notes from choreographer, and applies corrections to future rehearsals and performances. Documents the rehearsal and performance process, and evaluates methods and strategies using dance terminology.	Inconsistently models performance etiquette and performance practices during class, rehearsal, and performance. Implements performance strategies to enhance projection. Accepts notes from choreographer, and applies corrections to future rehearsals and performances. Documents the rehearsal and performance process, and evaluates methods and strategies using dance terminology.	Sufficiently models performance etiquette and performance practices during class, rehearsal, and performance. Implements performance strategies to enhance projection. Accepts notes from choreographer, and applies corrections to future rehearsals and performances. Documents the rehearsal and performance process, and evaluates methods and strategies using dance terminology.	Exceptionally models performance etiquette and performance practices during class, rehearsal, and performance. Implements performance strategies to enhance projection. Accepts notes from choreographer, and applies corrections to future rehearsals and performances. Documents the rehearsal and performance process, and evaluates methods and strategies using dance terminology.	Masterfully models performance etiquette and performance practices during class, rehearsal, and performance. Implements performance strategies to enhance projection. Accepts notes from choreographer, and applies corrections to future rehearsals and performances. Documents the rehearsal and performance process, and evaluates methods and strategies using 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 courselevel expectation.

HS4.D.P3.B	collaboratively to produce a dance concert, and designs and organizes the production elements that would be necessary to fulfill the artistic	collaboratively to produce a dance concert, and designs and organizes the production elements that would be	production elements that would be necessary to fulfill the artistic	collaboratively to produce a dance concert, and designs and organizes the production elements that would be	collaboratively to produce a dance concert, and designs and organizes the production	growth from the Level 5 criteria descriptor for this	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: CREATE

CREATE: FOUNDATION	ON Cr1: Generate and conceptu	alize artistic ideas and work					
STANDARD	1	2	3	4	5	6*	7*
K.D.Cr1.A	Insufficiently responds in	Inconsistently responds in	Sufficiently responds in	Exceptionally responds in	Masterfully responds in	Demonstrates one level of	Demonstrates two levels of
	movement to a variety of	movement to a variety of	movement to a variety of stimuli	movement to a variety of	movement to a variety of	growth from the Level 5	growth from the Level 5
	stimuli (e.g., music/sound, text,	stimuli (e.g., music/sound, text,	(e.g., music/sound, text, objects,	stimuli (e.g., music/sound,	stimuli (e.g., music/sound, text,	criteria descriptor for this	criteria descriptor for this
	objects, images, symbols, and	objects, images, symbols, and	images, symbols, and observed	text, objects, images, symbols,	objects, images, symbols, and	particular grade- or course-	particular grade- or course-
	observed dance).	observed dance).	dance).	and observed dance).	observed dance).	level expectation.	level expectation.
K.D.Cr1.B	Insufficiently explores different	Inconsistently explores	Sufficiently explores different	Exceptionally explores	Masterfully explores different	Demonstrates one level of	Demonstrates two levels of
	ways to do basic locomotor and	different ways to do basic	ways to do basic locomotor and	different ways to do basic	ways to do basic locomotor and	growth from the Level 5	growth from the Level 5
	non-locomotor movements by	locomotor and non-locomotor	non-locomotor movements by	locomotor and non-locomotor	non-locomotor movements by	criteria descriptor for this	criteria descriptor for this
	changing at least one of the	movements by changing at	changing at least one of the	movements by changing at	changing at least one of the	particular grade- or course-	particular grade- or course-
	elements of dance.	least one of the elements of	elements of dance.	least one of the elements of	elements of dance.	level expectation.	level expectation.
		dance.		dance.			
1.D.Cr1.A	Insufficiently explores	Inconsistently explores	Sufficiently explores movement	Exceptionally explores	Masterfully explores movement	Demonstrates one level of	Demonstrates two levels of
	movement inspired by a variety	movement inspired by a	inspired by a variety of stimuli	movement inspired by a	inspired by a variety of stimuli	growth from the Level 5	growth from the Level 5
	of stimuli (e.g., music/sound,	variety of stimuli (e.g.,	(e.g., music/sound, text, objects,	variety of stimuli (e.g.,	(e.g., music/sound, text,	criteria descriptor for this	criteria descriptor for this
	text, objects, images, symbols,	music/sound, text, objects,	images, symbols, observed	music/sound, text, objects,	objects, images, symbols,	particular grade- or course-	particular grade- or course-
	observed dance, experiences),	images, symbols, observed	dance, experiences), and	images, symbols, observed	observed dance, experiences),	level expectation.	level expectation.
	and identifies the source.	dance, experiences), and		dance, experiences), and	and identifies the source.		
		identifies the source.		identifies the source.			
1.D.Cr1.B	Insufficiently explores a variety	* '	, ,	Exceptionally explores a	Masterfully explores a variety	Demonstrates one level of	Demonstrates two levels of
	of locomotor and non-	variety of locomotor and non-		variety of locomotor and non-	of locomotor and non-	growth from the Level 5	growth from the Level 5
	locomotor movements by	,	movements by experimenting	locomotor movements by	locomotor movements by	· ·	criteria descriptor for this
	experimenting with and	-	0 0	experimenting with and	experimenting with and		particular grade- or course-
			of dance.	changing the elements of	changing the elements of	level expectation.	level expectation.
	dance.	dance.		dance.	dance.		
2.D.Cr1.A	Insufficiently explores	′ '	, ,	Exceptionally explores	Masterfully explores movement		Demonstrates two levels of
	movement inspired by a variety			movement inspired by a	inspired by a variety of stimuli	growth from the Level 5	growth from the Level 5
	of stimuli (e.g., music/sound,			variety of stimuli (e.g.,	(e.g., music/sound, text,	· ·	criteria descriptor for this
	text, objects, images, symbols,			music/sound, text, objects,			particular grade- or course-
	observed dance, experiences),		· · ·	images, symbols, observed	observed dance, experiences),	level expectation.	level expectation.
			00	dance, experiences), and	and suggests additional		
	for movement ideas.	suggests additional sources	movement ideas.	suggests additional sources	sources for movement ideas.		
2.D.Cr1.B	Ingufficiently combines a constant	for movement ideas.	Sufficiently combines a variety	for movement ideas.  Exceptionally combines a	Masterfully combines a variety	Domonstratos ana lau-l -f	Demonstrates two levels of
2.D.CF1.B	Insufficiently combines a variety of movements while	-	, ,	' '	of movements while		growth from the Level 5
		,		variety of movements while		O	growth from the Level 5 criteria descriptor for this
	manipulating the elements of dance.		manipulating the elements of dance.	manipulating the elements of	manipulating the elements of dance.	· ·	particular grade- or course-
	udiice.	udiice.	udiice.	dance.	uance.	particular grade- or course-	,
						level expectation.	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 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).		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 courselevel 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.

6.D.Cr1.C	Insufficiently creates movement from a variety of stimuli that develops artistic expression, and uses to create an original dance study. Explains choices using appropriate dance terminology.	movement from a variety of stimuli that develops artistic	Sufficiently creates movement from a variety of stimuli that develops artistic expression, and uses to create an original dance study. Explains choices using appropriate dance terminology.	Exceptionally creates movement from a variety of stimuli that develops artistic expression, and uses to create an original dance study. Explains choices using appropriate dance terminology.	Masterfully creates movement from a variety of stimuli that develops artistic expression, and uses to create an original dance study. Explains choices 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.
7.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 selfawareness 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 courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
7.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.
7.D.Cr1.C	Insufficiently creates movement from a variety of stimuli that develops artistic expression, and use to create an original dance study. Explains choices using appropriate dance terminology.	Inconsistently creates movement from a variety of stimuli that develops artistic expression, and use to create an original dance study. Explains choices using appropriate dance terminology.	Sufficiently creates movement from a variety of stimuli that develops artistic expression, and use to create an original dance study. Explains choices using appropriate dance terminology.	Exceptionally creates movement from a variety of stimuli that develops artistic expression, and use to create an original dance study. Explains choices using appropriate dance terminology.	Masterfully creates movement from a variety of stimuli that develops artistic expression, and use to create an original dance study. Explains choices 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.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 selfawareness 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.
8.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.
8.D.Cr1.C	Insufficiently creates movement from a variety of stimuli that develops artistic expression, and use to create an original dance study. Explains choices using appropriate dance terminology.	Inconsistently creates movement from a variety of stimuli that develops artistic expression, and use to create an original dance study. Explains choices using appropriate dance terminology.	Sufficiently creates movement from a variety of stimuli that develops artistic expression, and use to create an original dance study. Explains choices using appropriate dance terminology.	Exceptionally creates movement from a variety of stimuli that develops artistic expression, and use to create an original dance study. Explains choices using appropriate dance terminology.	Masterfully creates movement from a variety of stimuli that develops artistic expression, and use to create an original dance study. Explains choices 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.Cr1.A	of stimuli to generate movement through improvisation. Develops self-	variety of stimuli to generate movement through improvisation. Develops self-	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.		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.	movement preferences and strengths with the movement	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 courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS3.D.Cr1.A	and takes risks to discover a	Inconsistently synthesizes content generated from stimulus material. Experiments and takes risks to discover a personal voice to communicate artistic intent.	generated from stimulus	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.	growth from the Level 5 criteria descriptor for this particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
H53.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.	movement preferences and strengths with the movement vocabulary of two or more	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	, ,	,	movement to develop a dance with clear intent, purpose, or	Exceptionally refines generated movement to develop a dance with clear intent, purpose, or structure.	movement to develop a dance with clear intent, purpose, or	growth from the Level 5 criteria descriptor for this particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS4.D.Cr1.B	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	preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyzes the solutions, and	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	discover unexpected solutions that communicate the artistic intent of an original dance. Analyzes the solutions, and	movement preferences and strengths to discover	growth from the Level 5 criteria descriptor for this particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

CREATE: FOUNDATI	ON Cr2: Organize and develop a	rtistic ideas and work					
STANDARD	1	2	3	4	5	6*	7*
K.D.Cr2.A	Insufficiently improvises dance that has a beginning, middle,		Sufficiently improvises dance that has a beginning, middle,	Exceptionally improvises dance that has a beginning,	Masterfully improvises dance that has a beginning, middle,	Demonstrates one level of growth from the Level 5	Demonstrates two levels of growth from the Level 5
	and end.	middle, and end.	and end.	middle, and end.	and end.	criteria descriptor for this particular grade- or course- level expectation.	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.		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.	a beginning, middle, and end,	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.		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 courselevel 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.	particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

3.D.Cr2.A	Insufficiently identifies and experiments with choreographic devices to create simple movement patterns and dance structures (e.g., AB, ABA, theme, and variation).	Inconsistently identifies and experiments with choreographic devices to create simple movement patterns and dance structures (e.g., AB, ABA, theme, and variation).	Sufficiently identifies and experiments with choreographic devices to create simple movement patterns and dance structures (e.g., AB, ABA, theme, and variation).	Exceptionally identifies and experiments with choreographic devices to create simple movement patterns and dance structures (e.g., AB, ABA, theme, and variation).	Masterfully identifies and experiments with choreographic devices to create simple movement patterns and dance structures (e.g., AB, ABA, theme, and variation).	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.Cr2.A	Insufficiently manipulates or modifies choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discusses movement choices.	Inconsistently manipulates or modifies choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discusses movement choices.	of movement patterns and	Exceptionally manipulates or modifies choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discusses movement choices.	Masterfully manipulates or modifies choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discusses 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.
4.D.Cr2.B	Insufficiently develops a dance study that expresses and communicates a main idea. Discusses the reasons and effectiveness of the movement choices.	Inconsistently develops a dance study that expresses and communicates a main idea. Discusses the reasons and effectiveness of the movement choices.	Sufficiently develops a dance study that expresses and communicates a main idea. Discusses the reasons and effectiveness of the movement choices.	Exceptionally develops a dance study that expresses and communicates a main idea. Discusses the reasons and effectiveness of the movement choices.	Masterfully develops a dance study that expresses and communicates a main idea. Discusses the reasons and effectiveness 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.
5.D.Cr2.A	Insufficiently manipulates or modifies a variety of choreographic devices to expand choreographic possibilities and develops a main idea. Explains reasons for movement choices.	Inconsistently manipulates or modifies a variety of choreographic devices to expand choreographic possibilities and develops a main idea. Explains reasons for movement choices.	Sufficiently manipulates or modifies a variety of choreographic devices to expand choreographic possibilities and develops a main idea. Explains reasons for movement choices.	Exceptionally manipulates or modifies a variety of choreographic devices to expand choreographic possibilities and develops a main idea. Explains reasons for movement choices.	Masterfully manipulates or modifies a variety of choreographic devices to expand choreographic possibilities and develops a main idea. 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 courselevel expectation.
5.D.Cr2.B	Insufficiently develops a dance study by selecting a specific movement vocabulary to communicate a main idea. Discusses how the dance communicates non-verbally.	Inconsistently develops a dance study by selecting a specific movement vocabulary to communicate a main idea. Discusses how the dance communicates non-verbally.	Sufficiently develops a dance study by selecting a specific movement vocabulary to communicate a main idea. Discusses how the dance communicates non-verbally.	Exceptionally develops a dance study by selecting a specific movement vocabulary to communicate a main idea. Discusses how the dance communicates non-verbally.	Masterfully develops a dance study by selecting a specific movement vocabulary to communicate a main idea. Discusses how the dance communicates non-verbally.	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.Cr2.A	Insufficiently identifies and explores choreographic devices and structures. Develops a dance study individually or with a group using various devices and structures that supports artistic intent.	Inconsistently identifies and explores choreographic devices and structures. Develops a dance study individually or with a group using various devices and structures that supports artistic intent.	Sufficiently identifies and explores choreographic devices and structures. Develops a dance study individually or with a group using various devices and structures that supports artistic intent.	Exceptionally identifies and explores choreographic devices and structures. Develops a dance study individually or with a group using various devices and structures that supports artistic intent.	Masterfully identifies and explores choreographic devices and structures. Develops a dance study individually or with a group using various devices and structures that supports artistic intent.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
6.D.Cr2.B	Insufficiently uses a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explains how choreographic choices support the artistic intent.	Inconsistently uses a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explains how choreographic choices support the artistic intent.	Sufficiently uses a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explains how choreographic choices support the artistic intent.	Exceptionally uses a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explains how choreographic choices support the artistic intent.	Masterfully uses a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explains how choreographic choices support 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.Cr2.C	Insufficiently identifies and explores movement choices that communicate personal or cultural meaning. Creates a dance study incorporating these choices.	explores movement choices that communicate personal or cultural meaning. Creates a	Sufficiently identifies and explores movement choices that communicate personal or cultural meaning. Creates a dance study incorporating these choices.	Exceptionally identifies and explores movement choices that communicate personal or cultural meaning. Creates a dance study incorporating these choices.	Masterfully identifies and explores movement choices that communicate personal or cultural meaning. Creates a dance study incorporating these 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.
7.D.Cr2.A	Insufficiently identifies and explores choreographic devices and structures. Develops a dance study individually or with a group using various devices and structures that supports artistic intent.	Inconsistently identifies and explores choreographic devices and structures. Develops a dance study individually or with a group using various devices and structures that supports artistic intent.	Sufficiently identifies and explores choreographic devices and structures. Develops a dance study individually or with a group using various devices and structures that supports artistic intent.	Exceptionally identifies and explores choreographic devices and structures. Develops a dance study individually or with a group using various devices and structures that supports artistic intent.	Masterfully identifies and explores choreographic devices and structures. Develops a dance study individually or with a group using various devices and structures that supports 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.
7.D.Cr2.B	Insufficiently uses a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explains how choreographic choices support the artistic intent.	choreographic devices and	Sufficiently uses a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explains how choreographic choices support the artistic intent.	Exceptionally uses a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explains how choreographic choices support the artistic intent.	Masterfully uses a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explains how choreographic choices support 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.
7.D.Cr2.C	Insufficiently identifies and explores movement choices that communicate personal or cultural meaning. Creates a dance study incorporating these choices.	cultural meaning. Creates a	Sufficiently identifies and explores movement choices that communicate personal or cultural meaning. Creates a dance study incorporating these choices.	Exceptionally identifies and explores movement choices that communicate personal or cultural meaning. Creates a dance study incorporating these choices.	Masterfully identifies and explores movement choices that communicate personal or cultural meaning. Creates a dance study incorporating these 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.
8.D.Cr2.A	Insufficiently identifies and explores choreographic devices and structures. Develops a dance study individually or with a group using various devices and structures that supports artistic intent.	Inconsistently identifies and explores choreographic devices and structures. Develops a dance study individually or with a group using various devices and structures that supports artistic intent.	and structures. Develops a	Exceptionally identifies and explores choreographic devices and structures. Develops a dance study individually or with a group using various devices and structures that supports artistic intent.	Masterfully identifies and explores choreographic devices and structures. Develops a dance study individually or with a group using various devices and structures that supports artistic intent.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
8.D.Cr2.B	Insufficiently uses a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explains how choreographic choices support the artistic intent.	Inconsistently uses a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explains how choreographic choices support the artistic intent.	Sufficiently uses a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explains how choreographic choices support the artistic intent.	Exceptionally uses a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explains how choreographic choices support the artistic intent.	Masterfully uses a variety of choreographic devices and structures to develop a dance study with clear artistic intent. Explains how choreographic choices support 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.
8.D.Cr2.C	Insufficiently identifies and explores movement choices that communicate personal or cultural meaning. Creates a dance study incorporating these choices.	cultural meaning. Creates a	Sufficiently identifies and explores movement choices that communicate personal or cultural meaning. Creates a dance study incorporating these choices.	Exceptionally identifies and explores movement choices that communicate personal or cultural meaning. Creates a dance study incorporating these choices.	Masterfully identifies and explores movement choices that communicate personal or cultural meaning. Creates a dance study incorporating these 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.  Insufficiently choreographs a dance study that expresses and communicates an idea or feeling. Discusses the effect of the movement choices.	to support an artistic intent. Explains how the dance structures clarify the artistic intent. Inconsistently choreographs a dance study that expresses and communicates an idea or	study using choreographic devices and dance structures to support an artistic intent. Explains how the dance structures clarify the artistic intent. Sufficiently choreographs a	study using choreographic	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.  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 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.  Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.D.Cr2.A  HS2.D.Cr2.B	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.  Insufficiently choreographs a dance study that uses ideas and themes as motivation. Explains how the movement is meant to represent the artistic intent.	original dance. Analyzes how the structure and final composition expresses the artistic intent. Inconsistently choreographs a dance study that uses ideas and themes as motivation.	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.  Sufficiently choreographs a dance study that uses ideas and themes as motivation. Explains how the movement is meant to represent 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.  Exceptionally choreographs a dance study that uses ideas and themes as motivation.  Explains how the movement is meant to represent 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.  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 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 courselevel expectation.  Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
H53.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	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.	dance based on a selected	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	devices, structures, and processes. Expresses a personal voice in designing an original dance piece. Justifies choreographic choices, and explains how they are used to	devices, structures, and processes. Expresses a personal voice in designing an original dance piece. Justifies choreographic choices, and	mastery of choreographic devices, structures, and processes. Expresses a personal voice in designing an original dance piece. Justifies choreographic choices, and	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.	criteria descriptor for this particular grade- or course-	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.	dance based on a selected theme. Articulates the artistic intent, and analyzes how the meaning drawn by the	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.	criteria descriptor for this particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

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

2.D.Cr3.B 3.D.Cr3.A	of movements in a variety of	symbols (e.g., high, middle, low). Inconsistently revises movement choices in response to feedback to improve a short dance study.	movements in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low). Sufficiently revises movement choices in response to feedback	Exceptionally depicts the levels of movements in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low).  Exceptionally revises movement choices in response to feedback to improve a short dance study. Describes the differences the changes made in the movements.	Masterfully depicts the levels of movements in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low).  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 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.  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.		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	reflection to improve communication of artistic intent	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).	phrase by drawing a picture or using symbols (e.g., next to,	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	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 courselevel 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.

6.D.Cr3.A	Insufficiently identifies and develops artistic criteria to revise a dance study. Revises a composition using the artistic criteria. Explains choices and revisions, and articulates how they affect artistic intent.	Inconsistently identifies and develops artistic criteria to revise a dance study. Revises a composition using the artistic criteria. Explains choices and revisions, and articulates how they affect artistic intent.	Sufficiently identifies and develops artistic criteria to revise a dance study. Revises a composition using the artistic criteria. Explains choices and revisions, and articulates how they affect artistic intent.	Exceptionally identifies and develops artistic criteria to revise a dance study. Revises a composition using the artistic criteria. Explains choices and revisions, and articulates how they affect artistic intent.	Masterfully identifies and develops artistic criteria to revise a dance study. Revises a composition using the artistic criteria. Explains choices and revisions, and articulates how they affect artistic intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
6.D.Cr3.B	Insufficiently investigates and explores a recognized system to document or record a dance sequence using symbols, writing, or a form of media technology.	Inconsistently investigates and explores a recognized system to document or record a dance sequence using symbols, writing, or a form of media technology.	Sufficiently investigates and explores a recognized system to document or record a dance sequence using symbols, writing, or a form of media technology.	Exceptionally investigates and explores a recognized system to document or record a dance sequence using symbols, writing, or a form of media technology.	Masterfully investigates and explores a recognized system to document or record a dance sequence using symbols, writing, 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.
7.D.Cr3.A	Insufficiently identifies and develops artistic criteria to revise a dance study. Revises a composition using the artistic criteria. Explains choices and revisions, and articulates how they affect artistic intent.	Inconsistently identifies and develops artistic criteria to revise a dance study. Revises a composition using the artistic criteria. Explains choices and revisions, and articulates how they affect artistic intent.	Sufficiently identifies and develops artistic criteria to revise a dance study. Revises a composition using the artistic criteria. Explains choices and revisions, and articulates how they affect artistic intent.	Exceptionally identifies and develops artistic criteria to revise a dance study. Revises a composition using the artistic criteria. Explains choices and revisions, and articulates how they affect artistic intent.	Masterfully identifies and develops artistic criteria to revise a dance study. Revises a composition using the artistic criteria. Explains choices and revisions, and articulates how they affect 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.
7.D.Cr3.B	Insufficiently investigates and explores a recognized system to document or record a dance sequence using symbols, writing, or a form of media technology.	Inconsistently investigates and explores a recognized system to document or record a dance sequence using symbols, writing, or a form of media technology.	Sufficiently investigates and explores a recognized system to document or record a dance sequence using symbols, writing, or a form of media technology.	Exceptionally investigates and explores a recognized system to document or record a dance sequence using symbols, writing, or a form of media technology.	Masterfully investigates and explores a recognized system to document or record a dance sequence using symbols, writing, 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.
8.D.Cr3.A	Insufficiently identifies and develops artistic criteria to revise a dance study. Revises a composition using the artistic criteria. Explains choices and revisions, and articulates how they affect artistic intent.	Inconsistently identifies and develops artistic criteria to revise a dance study. Revises a composition using the artistic criteria. Explains choices and revisions, and articulates how they affect artistic intent.	Sufficiently identifies and develops artistic criteria to revise a dance study. Revises a composition using the artistic criteria. Explains choices and revisions, and articulates how they affect artistic intent.	Exceptionally identifies and develops artistic criteria to revise a dance study. Revises a composition using the artistic criteria. Explains choices and revisions, and articulates how they affect artistic intent.	Masterfully identifies and develops artistic criteria to revise a dance study. Revises a composition using the artistic criteria. Explains choices and revisions, and articulates how they affect 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.
8.D.Cr3.B	Insufficiently investigates and explores a recognized system to document or record a dance	Inconsistently investigates and explores a recognized system to document or record a	Sufficiently investigates and explores a recognized system to document or record a dance	Exceptionally investigates and explores a recognized system to document or record a	Masterfully investigates and explores a recognized system to document or record a dance	Demonstrates one level of growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this

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.	artistic intent of a dance study by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others.	manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. Analyzes and evaluates impact of choices	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.	recognized system to document a dance sequence by using words, symbols, or media technologies in order to	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.	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	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 courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS2.D.Cr3.B	Insufficiently documents a dance as a tool to refine work during the creative process.		as a tool to refine work during	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.	artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others.	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 courselevel 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.	recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and applies findings to	systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and applies findings to refine during	evaluate the artistry of a	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.	growth from the Level 5 criteria descriptor for this particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS4.D.Cr3.A	intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic	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	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	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.	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 courselevel 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.	recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and applies findings to	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.	criteria descriptor for this particular grade- or course-	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: FOUNDA	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 courselevel 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 courselevel 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.	another or how one cultural	different from another or how one cultural movement practice	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 4.D.R1.B	Insufficiently finds patterns of movement in dance works that create a style or theme.  Insufficiently demonstrates and explains how dance styles differ within a genre or within a cultural movement practice.	Inconsistently finds patterns of movement in dance works that create a style or theme.  Inconsistently demonstrates and explains how dance styles differ within a genre or within a cultural movement practice.	Sufficiently finds patterns of movement in dance works that create a style or theme.  Sufficiently demonstrates and explains how dance styles differ within a genre or within a cultural movement practice.	Exceptionally finds patterns of movement in dance works that create a style or theme.  Exceptionally demonstrates and explains how dance styles differ within a genre or within a cultural movement practice.	movement in dance works that create a style or theme.  Masterfully demonstrates and	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-	Demonstrates two levels growth from the Level 5 criteria descriptor for this particular grade- or cours level expectation.  Demonstrates two levels growth from the Level 5 criteria descriptor for this particular grade- or cours
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.	level expectation.  Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	level expectation.  Demonstrates two levels growth from the Level 5 criteria descriptor for thi particular grade- or counlevel 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 courselevel expectation.	Demonstrates two level: growth from the Level 5 criteria descriptor for th particular grade- or coul 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 level growth from the Level 5 criteria descriptor for th particular grade- or cou 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 level growth from the Level 5 criteria descriptor for th particular grade- or cou 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 selfevaluation.	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 selfevaluation.	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 selfevaluation.	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 selfevaluation.	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 selfevaluation.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two level growth from the Level 5 criteria descriptor for th particular grade- or cou level expectation.

7.D.R1.A	Insufficiently describes,	Inconsistently describes,	Sufficiently describes, analyzes,	Exceptionally describes,	Masterfully describes, analyzes,	Demonstrates one level of	Demonstrates two levels of
7.D.K1.A	analyzes, interprets, and	analyzes, interprets, and	interprets, and discusses	analyzes, interprets, and	interprets, and discusses	growth from the Level 5	growth from the Level 5
	discusses movement sequences		1 ' '	discusses movement	movement sequences and their	~	criteria descriptor for this
	and their relationships to the	seguences and their	relationships to the artistic	seguences and their	relationships to the artistic	particular grade- or course-	particular grade- or course-
	artistic intent.	relationships to the artistic	intent.	relationships to the artistic	intent.	level expectation.	level expectation.
		intent.		intent.			
7.D.R1.B	Insufficiently identifies and	Inconsistently identifies and	Sufficiently identifies and	Exceptionally identifies and	Masterfully identifies and	Demonstrates one level of	Demonstrates two levels of
	analyzes how the elements of	analyzes how the elements of	analyzes how the elements of	analyzes how the elements of	analyzes how the elements of	growth from the Level 5	growth from the Level 5
	dance are used in a variety of	dance are used in a variety of	dance are used in a variety of	dance are used in a variety of	dance are used in a variety of	criteria descriptor for this	criteria descriptor for this
	genres or cultural movement	genres or cultural movement	genres or cultural movement	genres or cultural movement	genres or cultural movement	particular grade- or course-	particular grade- or course-
	practices. Uses genre-specific	practices. Uses genre-specific	practices. Uses genre-specific	practices. Uses genre-specific	practices. Uses genre-specific	level expectation.	level expectation.
	terminology.	terminology.	terminology.	terminology.	terminology.		
7.D.R1.C	Insufficiently generates	Inconsistently generates	Sufficiently generates	Exceptionally generates	Masterfully generates	Demonstrates one level of	Demonstrates two levels of
	appropriate feedback in verbal	1 1 1	appropriate feedback in verbal	appropriate feedback in verbal	appropriate feedback in verbal	growth from the Level 5	growth from the Level 5
	or written form for peers and	or written form for peers and	or written form for peers and	or written form for peers and	or written form for peers and	criteria descriptor for this	criteria descriptor for this
	self to develop technique and	self to develop technique and	self to develop technique and	self to develop technique and	self to develop technique and	particular grade- or course-	particular grade- or course-
	performance skills. Analyzes	performance skills. Analyzes	performance skills. Analyzes	performance skills. Analyzes	performance skills. Analyzes	level expectation.	level expectation.
	and applies feedback from	and applies feedback from	and applies feedback from	and applies feedback from	and applies feedback from		
	teachers, peers, or self-	teachers, peers, or self-	teachers, peers, or self-	teachers, peers, or self-	teachers, peers, or self-		
	evaluation.	evaluation.	evaluation.	evaluation.	evaluation.		
7.D.R1.D	Insufficiently constructs a	Inconsistently constructs a	Sufficiently constructs a written	Exceptionally constructs a	Masterfully constructs a written	Demonstrates one level of	Demonstrates two levels of
	written critique of a student or	written critique of a student or	critique of a student or	written critique of a student or	critique of a student or	growth from the Level 5	growth from the Level 5
	professional performance.	professional performance.	professional performance.	professional performance.	professional performance.	criteria descriptor for this	criteria descriptor for this
						particular grade- or course-	particular grade- or course-
						level expectation.	level expectation.
8.D.R1.A	Insufficiently describes,	Inconsistently describes,	Sufficiently describes, analyzes,	Exceptionally describes,	Masterfully describes, analyzes,	Demonstrates one level of	Demonstrates two levels of
	analyzes, interprets, and	analyzes, interprets, and	interprets, and discusses	analyzes, interprets, and	interprets, and discusses	growth from the Level 5	growth from the Level 5
	discusses movement sequences		· '	discusses movement	movement sequences and their	criteria descriptor for this	criteria descriptor for this
	and their relationships to the	sequences and their	relationships to the artistic	sequences and their	relationships to the artistic	particular grade- or course-	particular grade- or course-
	artistic intent.	relationships to the artistic	intent.	relationships to the artistic	intent.	level expectation.	level expectation.
		intent.		intent.			-
8.D.R1.B	Insufficiently identifies and	Inconsistently identifies and	Sufficiently identifies and	Exceptionally identifies and	Masterfully identifies and	Demonstrates one level of	Demonstrates two levels of
	analyzes how the elements of	analyzes how the elements of	analyzes how the elements of	analyzes how the elements of	analyzes how the elements of	growth from the Level 5	growth from the Level 5
	dance are used in a variety of	dance are used in a variety of	dance are used in a variety of	dance are used in a variety of	dance are used in a variety of	criteria descriptor for this	criteria descriptor for this
	genres or cultural movement	genres or cultural movement	genres or cultural movement	genres or cultural movement	genres or cultural movement	particular grade- or course-	particular grade- or course-
	practices. Uses genre-specific	practices. Uses genre-specific	practices. Uses genre-specific	practices. Uses genre-specific	practices. Uses genre-specific	level expectation.	level expectation.
0.000	terminology.	terminology.	terminology.	terminology.	terminology.	D	
8.D.R1.C	Insufficiently generates	Inconsistently generates	Sufficiently generates	Exceptionally generates	Masterfully generates	Demonstrates one level of	Demonstrates two levels of growth from the Level 5
		and the second s	and the state of t	and the second s			
	appropriate feedback in verbal	1 1 1	appropriate feedback in verbal	appropriate feedback in verbal	appropriate feedback in verbal	growth from the Level 5	O
	appropriate feedback in verbal or written form for peers and	or written form for peers and	or written form for peers and	or written form for peers and	or written form for peers and	criteria descriptor for this	criteria descriptor for this
	appropriate feedback in verbal or written form for peers and self to develop technique and	or written form for peers and self to develop technique and	or written form for peers and self to develop technique and	or written form for peers and self to develop technique and	or written form for peers and self to develop technique and	criteria descriptor for this particular grade- or course-	criteria descriptor for this particular grade- or course-
	appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes	or written form for peers and self to develop technique and performance skills. Analyzes	or written form for peers and self to develop technique and performance skills. Analyzes	or written form for peers and self to develop technique and performance skills. Analyzes	or written form for peers and self to develop technique and performance skills. Analyzes	criteria descriptor for this	criteria descriptor for this
	appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from	criteria descriptor for this particular grade- or course-	criteria descriptor for this particular grade- or course-
	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-	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-	criteria descriptor for this particular grade- or course-	criteria descriptor for this particular grade- or course-
9 D P4 D	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.	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation.	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation.	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation.	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation.	criteria descriptor for this particular grade- or course- level expectation.	criteria descriptor for this particular grade- or course- level expectation.
8.D.R1.D	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 selfevaluation.	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation. Inconsistently constructs a	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation. Sufficiently constructs a formal	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation. Exceptionally constructs a	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation. Masterfully constructs a formal	criteria descriptor for this particular grade- or course-level expectation.  Demonstrates one level of	criteria descriptor for this particular grade- or course- level expectation.  Demonstrates two levels of
8.D.R1.D	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.  Insufficiently constructs a formal written critique of a	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation. Inconsistently constructs a formal written critique of a	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or selfevaluation.  Sufficiently constructs a formal written critique of a student or	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation. Exceptionally constructs a formal written critique of a	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation. Masterfully constructs a formal written critique of a student or	criteria descriptor for this particular grade- or course-level expectation.  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
8.D.R1.D	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.  Insufficiently constructs a formal written critique of a student or professional	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.  Inconsistently constructs a formal written critique of a student or professional	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation. Sufficiently constructs a formal	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self-evaluation.  Exceptionally constructs a formal written critique of a student or professional	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation. Masterfully constructs a formal	criteria descriptor for this particular grade- or course-level expectation.  Demonstrates one level of growth from the Level 5 criteria descriptor for this	criteria descriptor for this particular grade- or course- level expectation.  Demonstrates two levels of growth from the Level 5 criteria descriptor for this
8.D.R1.D	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.  Insufficiently constructs a formal written critique of a	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation. Inconsistently constructs a formal written critique of a	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or selfevaluation.  Sufficiently constructs a formal written critique of a student or	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation. Exceptionally constructs a formal written critique of a	or written form for peers and self to develop technique and performance skills. Analyzes and applies feedback from teachers, peers, or self- evaluation. Masterfully constructs a formal written critique of a student or	criteria descriptor for this particular grade- or course-level expectation.  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

HS1.D.R1.A	Insufficiently analyzes original movement phrases identifying the elements of dance to solve given problems.  Insufficiently generates		Sufficiently analyzes original movement phrases identifying the elements of dance to solve given problems.  Sufficiently generates	Exceptionally analyzes original movement phrases identifying the elements of dance to solve given problems.  Exceptionally generates	, , ,	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. Demonstrates one level of	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates two levels of
1131.5.1(1.5	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.	, ,	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.	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.	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.	growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS1.D.R1.C	Insufficiently identifies the elements of a dance critique, and applies to a performance.	Inconsistently identifies the elements of a dance critique, and applies to a performance.	Sufficiently identifies the elements of a dance critique, and applies to a performance.	Exceptionally identifies the elements of a dance critique, and applies to a performance.	Masterfully identifies the elements of a dance critique, and applies to a 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.
HS2.D.R1.A	Insufficiently analyzes the use of elements of dance in a variety of genres, styles, or cultural movement practices within a cultural context to communicate intent. Uses genre-specific terminology.	Inconsistently analyzes the use of elements of dance in a variety of genres, styles, or cultural movement practices within a cultural context to communicate intent. Uses genre-specific terminology.	genres, styles, or cultural movement practices within a	Exceptionally analyzes the use of elements of dance in a variety of genres, styles, or cultural movement practices within a cultural context to communicate intent. Uses genre-specific terminology.	Masterfully analyzes the use of elements of dance in a variety of genres, styles, or cultural movement practices within a cultural context to communicate intent. Uses genre-specific terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS2.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 selfevaluation.	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 courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS2.D.R1.C	Insufficiently compares and analyzes student or professional performances.	Inconsistently compares and analyzes student or professional performances.	Sufficiently compares and analyzes student or professional performances.	Exceptionally compares and analyzes student or professional performances.	Masterfully compares and analyzes student or professional performances.	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.A	Insufficiently analyzes and compares the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices, and explains how their differences impact structure, communication, and intent within a cultural context. Uses genre-specific terminology.	relationships in a variety of genres, styles, or cultural movement practices, and	Sufficiently analyzes and compares the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices, and explains how their differences impact structure, communication, and intent within a cultural context. Uses genre-specific terminology.	Exceptionally analyzes and compares the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices, and explains how their differences impact structure, communication, and intent within a cultural context. Uses genre-specific terminology.	Masterfully analyzes and compares the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices, and explains how their differences impact structure, communication, and intent within a cultural context. 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 courselevel expectation.

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

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

3.D.R2.A	Insufficiently selects specific context cues from movement. Explains how they relate to the main idea of the dance using	context cues from movement. Explains how they relate to the main idea of the dance using	Sufficiently selects specific context cues from movement. Explains how they relate to the main idea of the dance using	Exceptionally selects specific context cues from movement. Explains how they relate to the main idea of the dance	Masterfully selects specific context cues from movement. Explains how they relate to the main idea of the dance using	particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-
	basic dance terminology.	basic dance terminology.	basic dance terminology.	using basic dance terminology.	basic dance terminology.	level expectation.	level expectation.
4.D.R2.A	Insufficiently relates movements, ideas, and context to decipher meaning in a dance using basic dance terminology.	Inconsistently relates movements, ideas, and context to decipher meaning in a dance using basic dance terminology.	Sufficiently relates movements, ideas, and context to decipher meaning in a dance using basic dance terminology.	Exceptionally relates movements, ideas, and context to decipher meaning in a dance using basic dance terminology.	Masterfully relates movements, ideas, and context to decipher meaning in a dance using basic dance terminology.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
5.D.R2.A	Insufficiently interprets meaning in a dance based on its movements. Explains how the movements communicate the main idea of the dance using basic dance terminology.	Inconsistently interprets meaning in a dance based on its movements. Explains how the movements communicate the main idea of the dance using basic dance terminology.	Sufficiently interprets meaning in a dance based on its movements. Explains how the movements communicate the main idea of the dance using basic dance terminology.	Exceptionally interprets meaning in a dance based on its movements. Explains how the movements communicate the main idea of the dance using basic dance terminology.	Masterfully interprets meaning in a dance based on its movements. Explains how the movements communicate the main idea of the dance 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.R2.A	Insufficiently explains how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific terminology from the dance as evidence to support the explanation.	Inconsistently explains how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific terminology from the dance as evidence to support the explanation.	Sufficiently explains how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific terminology from the dance as evidence to support the explanation.	Exceptionally explains how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific terminology from the dance as evidence to support the explanation.	Masterfully explains how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific terminology from the dance as evidence to support the explanation.	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.R2.A	of dance, use of body, dance technique, and context using genre-specific dance	Inconsistently demonstrates and explains how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific dance terminology from the dance as evidence to support the explanation.	Sufficiently demonstrates and explains how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific dance terminology from the dance as evidence to support the explanation.	Exceptionally demonstrates and explains how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific dance terminology from the dance as evidence to support the explanation.	Masterfully demonstrates and explains how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific dance terminology from the dance as evidence to support the explanation.	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.R2.A	Insufficiently demonstrates and explains how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific dance terminology from the dance as evidence to support the explanation.	Inconsistently demonstrates and explains how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific dance terminology from the dance as evidence to support the explanation.	Sufficiently demonstrates and explains how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific dance terminology from the dance as evidence to support the explanation.	Exceptionally demonstrates and explains how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific dance terminology from the dance as evidence to support the explanation.	Masterfully demonstrates and explains how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, and context using genre-specific dance terminology from the dance as evidence to support the explanation.	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.R2.A	Insufficiently identifies and discusses the artistic expression in a dance or dance phrase.	Inconsistently identifies and discusses the artistic expression in a dance or dance phrase.	Sufficiently identifies and discusses the artistic expression in a dance or dance phrase.	Exceptionally identifies and discusses the artistic expression in a dance or dance phrase.	Masterfully identifies and discusses the artistic expression in a dance or dance 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.R2.A	different dances, and discusses their intent and artistic expression. Explains how the relationships among the components of dance enhance	discusses their intent and artistic expression. Explains	dances, and discusses their intent and artistic expression. Explains how the relationships among the components of dance enhance meaning and	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 genrespecific terminology.	growth from the Level 5 criteria descriptor for this particular grade- or course-	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 genrespecific 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 genrespecific 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.	criteria descriptor for this particular grade- or courselevel 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.	criteria descriptor for this particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

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

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.	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	demonstrates dances from a genre or culture. Discusses movements and other aspects of the dances that make the	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.	growth from the Level 5 criteria descriptor for this particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	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.	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.	particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	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	observed or performed in a specific genre, style, or cultural	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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	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	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	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.	particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

6.D.R3.A	Insufficiently identifies artistic criteria to determine the effectiveness of a dance using the characteristics of a genre or cultural movement practice. Uses the artistic criteria to determine a particular dance work's effectiveness, and evaluates it considering the content, context, genre, or cultural movement practice to comprehend artistic expression. Uses genre-specific terminology.	the characteristics of a genre or cultural movement practice. Uses the artistic criteria to determine a particular dance work's effectiveness, and evaluates it considering the content, context, genre, or	Sufficiently identifies artistic criteria to determine the effectiveness of a dance using the characteristics of a genre or cultural movement practice. Uses the artistic criteria to determine a particular dance work's effectiveness, and evaluates it considering the content, context, genre, or cultural movement practice to comprehend artistic expression. Uses genre-specific terminology.	Exceptionally identifies artistic criteria to determine the effectiveness of a dance using the characteristics of a genre or cultural movement practice. Uses the artistic criteria to determine a particular dance work's effectiveness, and evaluates it considering the content, context, genre, or cultural movement practice to comprehend artistic expression. Uses genrespecific terminology.	criteria to determine the	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
7.D.R3.A	Insufficiently identifies artistic criteria to determine the effectiveness of a dance using the characteristics of a genre or cultural movement practice. Uses the artistic criteria to determine a particular dance work's effectiveness, and evaluates it considering the content, context, genre, or cultural movement practice to comprehend artistic expression. Uses genre-specific dance terminology.	criteria to determine the effectiveness of a dance using the characteristics of a genre or cultural movement practice. Uses the artistic criteria to determine a particular dance work's effectiveness, and evaluates it considering the content, context, genre, or	Sufficiently identifies artistic criteria to determine the effectiveness of a dance using the characteristics of a genre or cultural movement practice. Uses the artistic criteria to determine a particular dance work's effectiveness, and evaluates it considering the content, context, genre, or cultural movement practice to comprehend artistic expression. Uses genre-specific dance terminology.	criteria to determine the effectiveness of a dance using the characteristics of a genre or cultural movement practice. Uses the artistic criteria to determine a particular dance work's effectiveness, and evaluates it considering the content, context, genre, or	_	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
8.D.R3.A	Insufficiently identifies artistic criteria to determine the effectiveness of a dance using the characteristics of a genre or cultural movement practice. Uses the artistic criteria to determine a particular dance work's effectiveness, and evaluates it considering the content, context, genre, or cultural movement practice to comprehend artistic expression. Uses genre-specific dance terminology.	criteria to determine the effectiveness of a dance using the characteristics of a genre	Sufficiently identifies artistic criteria to determine the effectiveness of a dance using the characteristics of a genre or cultural movement practice. Uses the artistic criteria to determine a particular dance work's effectiveness, and evaluates it considering the content, context, genre, or cultural movement practice to comprehend artistic expression. Uses genre-specific dance terminology.	criteria to determine the effectiveness of a dance using the characteristics of a genre	_	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	evaluating dance for different styles, genres, and cultures.	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 genrespecific 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 genrespecific 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 genrespecific 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 genrespecific 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 genrespecific 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.		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: FOUNDA	TION Cn1: Synthesize and relat	e knowledge and personal exp	periences 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.	visual art. Describes and then expresses through movement something of interest about the	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 courselevel 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.		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.	growth from the Level 5 criteria descriptor for this particular grade- or course-	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 2.D.Cn1.B	Insufficiently describes, creates, and/or performs a dance that expresses personal meaning, and explains how certain movements express this personal meaning.  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.	meaning, and explains how certain movements express this personal meaning.  Inconsistently responds to a dance work using an inquiry-	and explains how certain movements express this personal meaning.  Sufficiently responds to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder). Creates movement	Exceptionally describes, creates, and/or performs a dance that expresses personal meaning, and explains how certain movements express this personal meaning.  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 describes, creates, and/or performs a dance that expresses personal meaning, and explains how certain movements express this personal meaning.  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 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 courselevel expectation.  Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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 courselevel 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	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.	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.	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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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	Inconsistently relates the main idea or content in a dance to	Sufficiently relates the main idea or content in a dance to	Exceptionally relates the main idea or content in a dance to	Masterfully relates the main idea or content in a dance to	Demonstrates one level of growth from the Level 5	Demonstrates two levels of growth from the Level 5
	other experiences. Explains how		other experiences. Explains how		other experiences. Explains	criteria descriptor for this	criteria descriptor for this
	the main idea of a dance is	how the main idea of a dance	the main idea of a dance is	how the main idea of a dance	how the main idea of a dance is	· ·	particular grade- or course-
	similar to or different from	is similar to or different from		is similar to or different from	similar to or different from	level expectation.	level expectation.
	one's own experiences,	one's own experiences,	own experiences, relationships,	one's own experiences,	one's own experiences,	iever expectation:	ievei expectationii
	relationships, ideas, or	relationships, ideas, or	ideas, or perspectives.	relationships, ideas, or	relationships, ideas, or		
	perspectives.	perspectives.	lacus, or perspectives.	perspectives.	perspectives.		
4.D.Cn1.B	Insufficiently develops and	Inconsistently develops and	Sufficiently develops and	Exceptionally develops and	Masterfully develops and	Demonstrates one level of	Demonstrates two levels of
4.5.011.5	research a question relating to a	, ,	research a question relating to a		research a question relating to	growth from the Level 5	growth from the Level 5
	topic of study in school using	a topic of study in school using	, ,	a topic of study in school using	a topic of study in school using	criteria descriptor for this	criteria descriptor for this
	multiple sources of references.		multiple sources of references.	multiple sources of	multiple sources of references.	· ·	particular grade- or course-
	Selects key aspects about the	Selects key aspects about the	Selects key aspects about the	references. Selects key aspects	· ·	level expectation.	level expectation.
				about the topic, and	· '	level expectation.	level expectation.
	topic, and choreographs	topic, and choreographs	topic, and choreographs	· ' '	topic, and choreographs		
	movements that communicate	movements that communicate	movements that communicate	choreographs movements	movements that communicate		
	the information. Discusses what	the information. Discusses	the information. Discusses what	that communicate the	the information. Discusses		
	was learned from creating the	what was learned from	was learned from creating the	information. Discusses what	what was learned from creating		
	dance, and describes how the	creating the dance, and	dance, and describes how the	was learned from creating the	the dance, and describes how		
	topic might be communicated		topic might be communicated	dance, and describes how the	the topic might be		
	using another form of	be communicated using	using another form of	topic might be communicated	communicated using another		
	expression.	another form of expression.	expression.	using another form of	form of expression.		
				expression.			
4.D.Cn1.C	Insufficiently identifies and	Inconsistently identifies and	Sufficiently identifies and	Exceptionally identifies and	Masterfully identifies and		Demonstrates two levels of
	demonstrates proper safety	demonstrates proper safety	demonstrates proper safety	demonstrates proper safety	demonstrates proper safety	growth from the Level 5	growth from the Level 5
	measures in the studio and	measures in the studio and	measures in the studio and	measures in the studio and	measures in the studio and	criteria descriptor for this	criteria descriptor for this
	performance space.	performance space.	performance space.	performance space.	performance space.	particular grade- or course-	particular grade- or course-
						level expectation.	level expectation.
5.D.Cn1.A	Insufficiently compares two	Inconsistently compares two	Sufficiently compares two	Exceptionally compares two	Masterfully compares two	Demonstrates one level of	Demonstrates two levels of
	dances with contrasting	dances with contrasting	_	dances with contrasting	dances with contrasting	growth from the Level 5	growth from the Level 5
	themes. Discusses feelings and	themes. Discusses feelings	Discusses feelings and ideas	themes. Discusses feelings	themes. Discusses feelings and	criteria descriptor for this	criteria descriptor for this
	ideas evoked by each. Describes	and ideas evoked by each.	evoked by each. Describes how	and ideas evoked by each.	ideas evoked by each.	particular grade- or course-	particular grade- or course-
	how the themes and	Describes how the themes and	the themes and movements	Describes how the themes	Describes how the themes and	level expectation.	level expectation.
	movements relate to points of	movements relate to points of	relate to points of view and	and movements relate to	movements relate to points of		
	view and experiences.	view and experiences.	experiences.	points of view and	view and experiences.		
				experiences.			
5.D.Cn1.B	Insufficiently chooses a topic,	Inconsistently chooses a topic,	Sufficiently chooses a topic,	Exceptionally chooses a topic,	Masterfully chooses a topic,	Demonstrates one level of	Demonstrates two levels of
	concept, or content from	concept, or content from	concept, or content from	concept, or content from	concept, or content from	growth from the Level 5	growth from the Level 5
	another discipline of study, and	another discipline of study,	another discipline of study, and	another discipline of study,	another discipline of study, and	criteria descriptor for this	criteria descriptor for this
	research how other art forms	and research how other art	research how other art forms	and research how other art	research how other art forms	particular grade- or course-	particular grade- or course-
	have expressed the topic.	forms have expressed the	have expressed the topic.	forms have expressed the	have expressed the topic.	level expectation.	level expectation.
	Creates a dance study that	topic. Creates a dance study	Creates a dance study that	topic. Creates a dance study	Creates a dance study that		
	expresses the idea. Explains	that expresses the idea.	expresses the idea. Explains	that expresses the idea.	expresses the idea. Explains		
		Explains how the dance study	how the dance study expressed	Explains how the dance study	how the dance study expressed		
	the idea, and discusses how this	expressed the idea, and	the idea, and discusses how this	expressed the idea, and	the idea, and discusses how		
	learning process is similar to or	discusses how this learning	learning process is similar to or	discusses how this learning	this learning process is similar		
	different from other learning	process is similar to or	different from other learning	process is similar to or	to or different from other		
	situations.	different from other learning	situations.	different from other learning	learning situations.		
		situations.	<u> </u>	situations.			
L	!						

le p c-4 c	la cossiciante i de estisica e e d	I	C. CC -i - who i d - which d	In	I. A	D	Decrease transfer from Level and Level
5.D.Cn1.C	Insufficiently identifies and	Inconsistently identifies and demonstrates proper safety	Sufficiently identifies and demonstrates proper safety	Exceptionally identifies and demonstrates proper safety	Masterfully identifies and demonstrates proper safety	Demonstrates one level of growth from the Level 5	Demonstrates two levels of growth from the Level 5
	demonstrates proper safety measures in the studio and	measures in the studio and	measures in the studio and	measures in the studio and	measures in the studio and	criteria descriptor for this	criteria descriptor for this
						particular grade- or course-	particular grade- or course-
	performance space.	level expectation.	level expectation.				
6.D.Cn1.A	Insufficiently analyzes and	Inconsistently analyzes and	Sufficiently analyzes and	Exceptionally analyzes and	Masterfully analyzes and	Demonstrates one level of	Demonstrates two levels of
6.D.CHT.A	compares various movement	compares various movement	compares various movement		· · ·	growth from the Level 5	growth from the Level 5
	'	l '	l '	compares various movement	compares various movement	~	o
	qualities and dance elements from various genres and cross-	qualities and dance elements from various genres and cross-	qualities and dance elements from various genres and cross-	qualities and dance elements from various genres and cross-	qualities and dance elements from various genres and cross-	criteria descriptor for this particular grade- or course-	criteria descriptor for this
	cultural dances to one's own	level expectation.	particular grade- or course- level expectation.				
	personal experiences and	ievei expectation.	level expectation.				
	knowledge.	knowledge.	knowledge.	knowledge.	knowledge.		
	Miowicage.	intowicage.	intowicage.	Miowicage.	intowicuge.		
6.D.Cn1.B	Insufficiently researches aspects	Inconsistently researches	Sufficiently researches aspects	Exceptionally researches	Masterfully researches aspects	Demonstrates one level of	Demonstrates two levels of
	from the historical, social, or	aspects from the historical,	from the historical, social, or	aspects from the historical,	from the historical, social, or	growth from the Level 5	growth from the Level 5
	cultural development of a dance	social, or cultural development	cultural development of a dance	social, or cultural	cultural development of a	criteria descriptor for this	criteria descriptor for this
	genre. Analyzes how these	of a dance genre. Analyzes	genre. Analyzes how these	development of a dance	dance genre. Analyzes how	particular grade- or course-	particular grade- or course-
	aspects affect the development	how these aspects affect the	aspects affect the development	genre. Analyzes how these	these aspects affect the	level expectation.	level expectation.
	of the movement.	development of the	of the movement.	aspects affect the	development of the movement.		
		movement.		development of the			
				movement.			
6.D.Cn1.C	Insufficiently identifies and	Inconsistently identifies and	Sufficiently identifies and	Exceptionally identifies and	Masterfully identifies and	Demonstrates one level of	Demonstrates two levels of
	applies basic anatomical	growth from the Level 5	growth from the Level 5				
	knowledge and spatial	criteria descriptor for this	criteria descriptor for this				
	awareness to promote safe and	· ·	awareness to promote safe and	awareness to promote safe	awareness to promote safe and		particular grade- or course-
	healthful practices while	and healthful practices while	healthful practices while	and healthful practices while	healthful practices while	level expectation.	level expectation.
	warming up and dancing.						
6.D.Cn1.D	Insufficiently examines the	Inconsistently examines the	Sufficiently examines the effects	Exceptionally examines the	Masterfully examines the	Demonstrates one level of	Demonstrates two levels of
	effects of healthful/unhealthful	effects of	of healthful/unhealthful living	effects of	effects of healthful/unhealthful	growth from the Level 5	growth from the Level 5
	living choices.	healthful/unhealthful living	choices.	healthful/unhealthful living	living choices.	criteria descriptor for this	criteria descriptor for this
		choices.		choices.		particular grade- or course-	particular grade- or course-
						level expectation.	level expectation.
6.D.Cn1.E	Insufficiently identifies and	Inconsistently identifies and	Sufficiently identifies and	Exceptionally identifies and	Masterfully identifies and	Demonstrates one level of	Demonstrates two levels of
	demonstrates proper safety	growth from the Level 5	growth from the Level 5				
	measures in the studio and	criteria descriptor for this	criteria descriptor for this				
	theater.	theater.	theater.	theater.	theater.	particular grade- or course-	particular grade- or course-
						level expectation.	level expectation.
7.D.Cn1.A	Insufficiently analyzes and	Inconsistently analyzes and	Sufficiently analyzes and	Exceptionally analyzes and	Masterfully analyzes and	Demonstrates one level of	Demonstrates two levels of
	compares various movement	growth from the Level 5	growth from the Level 5				
1	qualities and dance elements	criteria descriptor for this	criteria descriptor for this				
1	from various genres and cross-	particular grade- or course-	particular grade- or course-				
1	cultural dances to one's own	level expectation.	level expectation.				
1	personal experiences and						
	knowledge.	knowledge.	knowledge.	knowledge.	knowledge.		
7.D.Cn1.B	Insufficiently researches aspects	Inconsistently researches	Sufficiently researches aspects	Exceptionally researches	Masterfully researches aspects	Demonstrates one level of	Demonstrates two levels of
1	from the historical, social, or	aspects from the historical,	from the historical, social, or	aspects from the historical,	from the historical, social, or	growth from the Level 5	growth from the Level 5
	cultural development of a dance	social, or cultural development	cultural development of a dance	social, or cultural	cultural development of a	criteria descriptor for this	criteria descriptor for this
	genre. Analyzes how these	of a dance genre. Analyzes	genre. Analyzes how these	development of a dance	dance genre. Analyzes how	particular grade- or course-	particular grade- or course-
1	1 - · · · · · · · · · · · · · · · · · ·	how these aspects affect the	aspects affect the development	genre. Analyzes how these	these aspects affect the	level expectation.	level expectation.
	of the movement.	development of the	of the movement.	aspects affect the	development of the movement.		
1		movement.		development of the			
				movement.			

7.D.Cn1.C	Insufficiently identifies and applies basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.	Inconsistently identifies and applies basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.	Sufficiently identifies and applies basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.	Exceptionally identifies and applies basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.	Masterfully identifies and applies basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.	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.Cn1.D	Insufficiently examines the effects of healthful/unhealthful living choices.	Inconsistently examines the effects of healthful/unhealthful living choices.	Sufficiently examines the effects of healthful/unhealthful living choices.	Exceptionally examines the effects of healthful/unhealthful living choices.	Masterfully examines the effects of healthful/unhealthful living 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.
7.D.Cn1.E	Insufficiently identifies and demonstrates proper safety measures in the studio and theater.	Inconsistently identifies and demonstrates proper safety measures in the studio and theater.	Sufficiently identifies and demonstrates proper safety measures in the studio and theater.	Exceptionally identifies and demonstrates proper safety measures in the studio and theater.	Masterfully identifies and demonstrates 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.
8.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 crosscultural dances to one's own personal experiences and knowledge.	Sufficiently analyzes and compares various movement qualities and dance elements from various genres and crosscultural 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 crosscultural 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 courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
8.D.Cn1.B	Insufficiently researches aspects from the historical, social, or cultural development of a dance genre. Analyzes how these aspects affect the development of the movement.	of a dance genre. Analyzes	Sufficiently researches aspects from the historical, social, or cultural development of a dance genre. Analyzes how these aspects affect the development of the movement.	Exceptionally researches aspects from the historical, social, or cultural development of a dance genre. Analyzes how these aspects affect the development of the movement.	Masterfully researches aspects from the historical, social, or cultural development of a dance genre. Analyzes how these aspects affect the development of 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.
8.D.Cn1.C	Insufficiently identifies and applies basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.	Inconsistently identifies and applies basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.	Sufficiently identifies and applies basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.	Exceptionally identifies and applies basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.	Masterfully identifies and applies basic anatomical knowledge and spatial awareness to promote safe and healthful practices while warming up and dancing.	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.Cn1.D	Insufficiently examines the effects of healthful/unhealthful living choices.	Inconsistently examines the effects of healthful/unhealthful living choices.	Sufficiently examines the effects of healthful/unhealthful living choices.	Exceptionally examines the effects of healthful/unhealthful living choices.	Masterfully examines the effects of healthful/unhealthful living 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.
8.D.Cn1.E	Insufficiently identifies and demonstrates proper safety measures in the studio and theater.	Inconsistently identifies and demonstrates proper safety measures in the studio and theater.	Sufficiently identifies and demonstrates proper safety measures in the studio and theater.	Exceptionally identifies and demonstrates proper safety measures in the studio and theater.	Masterfully identifies and demonstrates 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.

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.	qualities and dance elements	Sufficiently analyzes and compares various movement qualities and dance elements from various genres and crosscultural dances to one's own personal experiences and knowledge.	Exceptionally analyzes and compares various movement qualities and dance elements from various genres and crosscultural dances to one's own personal experiences and knowledge.	Masterfully analyzes and compares various movement qualities and dance elements from various genres and crosscultural 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 courselevel 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.	expressed by the choreographer. Explains how	interpretation. Determines whether or not this dance can relate to personal experiences, technology, or other academic	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.	original choreography that is	of original choreography that is related to content learned in other subject areas, and researches its context. Synthesizes information learned, and shares new ideas	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.	specified muscles and skeletal structures used in dance technique and applies principles of anatomy,	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.	experiences. Reflects upon and analyzes the components that contributed to changes in	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 courselevel 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 courselevel 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.	1 '	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.	between movement in a dance from a culture, society, or community and the culture from which the dance is	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels o 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 o 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.	I '	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.	I '	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

6.D.Cn2.A	Insufficiently identifies and analyzes the similarities and differences in various genres of dance. Identifies and compares the historical background of cultural, classical, theatrical, and contemporary forms of dance.	Inconsistently identifies and analyzes the similarities and differences in various genres of dance. Identifies and compares the historical background of cultural, classical, theatrical, and contemporary forms of dance.	dance. Identifies and compares the historical background of	Exceptionally identifies and analyzes the similarities and differences in various genres of dance. Identifies and compares the historical background of cultural, classical, theatrical, and contemporary forms of dance.	Masterfully identifies and analyzes the similarities and differences in various genres of dance. Identifies and compares the historical background of cultural, classical, theatrical, and contemporary forms 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.Cn2.B	Insufficiently identifies ritualistic dance from other cultures and locations throughout the world. Identifies social impacts on the development of a particular genre or style of dance.	Inconsistently identifies ritualistic dance from other cultures and locations throughout the world. Identifies social impacts on the development of a particular genre or style of dance.	Sufficiently identifies ritualistic dance from other cultures and locations throughout the world. Identifies social impacts on the development of a particular genre or style of dance.	Exceptionally identifies ritualistic dance from other cultures and locations throughout the world. Identifies social impacts on the development of a particular genre or style of dance.	Masterfully identifies ritualistic dance from other cultures and locations throughout the world. Identifies social impacts on the development of a particular genre or style 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.
7.D.Cn2.A	Insufficiently identifies and analyzes the similarities and differences in various genres of dance. Identifies and compares the historical background of cultural, classical, theatrical, and contemporary forms of dance.	Inconsistently identifies and analyzes the similarities and differences in various genres of dance. Identifies and compares the historical background of cultural, classical, theatrical, and contemporary forms of dance.	the historical background of	Exceptionally identifies and analyzes the similarities and differences in various genres of dance. Identifies and compares the historical background of cultural, classical, theatrical, and contemporary forms of dance.	Masterfully identifies and analyzes the similarities and differences in various genres of dance. Identifies and compares the historical background of cultural, classical, theatrical, and contemporary forms of dance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
7.D.Cn2.B	Insufficiently identifies ritualistic dance from other cultures and locations throughout the world. Identifies social impacts on the development of a particular genre or style of dance.	Inconsistently identifies ritualistic dance from other cultures and locations throughout the world. Identifies social impacts on the development of a particular genre or style of dance.	Sufficiently identifies ritualistic dance from other cultures and locations throughout the world. Identifies social impacts on the development of a particular genre or style of dance.	Exceptionally identifies ritualistic dance from other cultures and locations throughout the world. Identifies social impacts on the development of a particular genre or style of dance.	Masterfully identifies ritualistic dance from other cultures and locations throughout the world. Identifies social impacts on the development of a particular genre or style 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.
8.D.Cn2.A	Insufficiently identifies and analyzes the similarities and differences in various genres of dance. Identifies and compares the historical background of cultural, classical, theatrical, and contemporary forms of dance.	Inconsistently identifies and analyzes the similarities and differences in various genres of dance. Identifies and compares the historical background of cultural, classical, theatrical, and contemporary forms of dance.	Sufficiently identifies and analyzes the similarities and differences in various genres of dance. Identifies and compares the historical background of cultural, classical, theatrical, and contemporary forms of dance.	Exceptionally identifies and analyzes the similarities and differences in various genres of dance. Identifies and compares the historical background of cultural, classical, theatrical, and contemporary forms of dance.	Masterfully identifies and analyzes the similarities and differences in various genres of dance. Identifies and compares the historical background of cultural, classical, theatrical, and contemporary forms 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.

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.		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.	historical time periods, and formulates reasons for the similarities and differences between them in relation to	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	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 courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	from different genres, styles,	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 courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	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	artistic criteria relate to the ideas and perspectives of the people from which the dance	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 courselevel expectation.