

Table 12.1 Rubric for Folk Dance That Can Be Modified for Use With Other Types of Structured Dance

Descriptor	Developing	Acceptable	Target
Ability to perform steps to the dance	Can perform dances that include walking, running, and hopping movement. Most steps are done in lines or a single circle. May have difficulty turning.	Dances performed include at least two of the following steps: skipping, grapevine, schottische, slide, leap, gallop, bleking, or stamp.	Dances performed include the following steps: polka, mazurka, waltz, two-step, Texas two-step, buzz turns, ball change (rock step or shuffle).
Ability to perform a variety of locomotor movements	Can do dances but shows some hesitancy. Watches others while performing to ensure doing correct steps.	Knows the steps for the dances performed without watching others. May make occasional errors but can reestablish the correct step pattern.	Can change directions and orientation in the room without difficulty while performing dance steps. Could explain steps to others if asked to do so.
Knowledge of step sequence	May perform steps correctly but does not perform them with the beat. Is slow to respond to changes in beat or tempo. Watches other dancers when doing the dance.	Performs steps and is usually with the music. If errors occur, can get back with the dance's rhythm quickly. May occasionally be on the wrong foot due to an error but can correct this and reestablish rhythmic pattern.	Moves smoothly between different steps or movement patterns. Anticipates next step so there is no break between steps. Can dance with a partner and move from one step to another. May occasionally count to self to stay with the beat.
Ability to stay with the rhythm	Shows some hesitancy when changing between movement patterns or steps. May miss a beat or step, or add extra steps to get back on the correct foot. Fails to hear changes in the music.	Usually can move from one step to another without taking extra steps. When an error in the movement pattern is made, student can pick up new step. May hesitate or pause slightly between steps but then gets back on rhythm. Can detect changes of tempo in the music. May count aloud to stay on beat.	Performs steps with the music. If errors do occur, the observer may not notice because the performer quickly gets back with the music. Adjusts to changes in tempo, and with changes in the music (tempo) with ease.
Confidence in performing steps and style	Performs basic steps with little or no use of arms or head. Additional movements are stiff or unnatural.	Incorporates a few additional arm or head movements with dance steps. Additional movements add style to the dance.	Incorporates head, arm, and leg movements when appropriate. Additional movements add to the aesthetic appeal of the dance. Moves with confidence.
Willingness to work with others	Works with students similar to self. Rejects attempts by teacher when asked to work with those other than friends.	Works with a variety of students in class. Will dance with a partner.	Willingly works with anyone in class either as a partner or as member of the group. Attempts to help those experiencing difficulty. Demonstrates basic dance etiquette.

From J.L. Lund and M.F. Kirk, *Performance-Based Assessment for Middle and High School Physical Education*, 3rd ed. (Champaign, IL: Human Kinetics, 2020).