

Table 12.2 Rubric Used to Assess the Creative Dance Culminating Assessment Shown in Figure 12.2

	Developing	Acceptable	Target
Knowledge of BSER	Uses at least one element from two or three of the movement elements to describe their dance.	Accurately uses at least one element from all four movement categories when describing their dance.	Accurately describes their dance using two or more elements from each BSER category.
Use of locomotor skills	Dancers rely primarily on one or two locomotor skills in the dance and a limited number of nonlocomotor skills throughout the dance. Movements are mechanical and without expression. Some transitions are rough because the movements do not fit well together. Hesitations occur between steps or sections of the dance.	Dancers use multiple locomotor skills integrated with nonlocomotor skills to add variety to the dance. Dancers move smoothly between locomotor and nonlocomotor skills to create an aesthetically appealing dance. Transitions in the dance are smooth and fit with the flow of the movement.	Dancers use multiple locomotor skills in the dance; leaps and jumps show amplitude and extension; movements are danced and not just executed. Transitions between movements are unique and explore new ways for the body to move. Stillness and balances are woven with dynamic movements throughout the dance.
Time and rhythm	Locomotor and nonlocomotor skills are not synchronized with the external beat. Composition has little evidence of rhythm and in places seems jerky and disconnected.	Locomotor and nonlocomotor skills are performed to an external beat. Rhythm is primarily even.	Locomotor and nonlocomotor skills are consistently performed to an external beat. Uses accents, syncopation, and variations in rhythmic patterns to add interest to the choreography.
Effort and energy	Few if any changes in force are shown in the dance. Energy changes are small and sometimes unnoticeable.	Energy changes are included that influence the dynamics of the dance.	Changes of energy are engaging, large, and dynamic, and show contrasts and extremes. They push the limits.
Space	Dance relies on one pathway throughout. Little variety of levels and directions. Dance is bland and predictable.	Levels and directions are used to provide variety and interest to the dance. Use of different pathways makes the dance interesting to watch.	Dance is dynamic and engaging through the use of multiple pathways and changes of directions and levels. Movements are unpredictable and creative.
Relationships—with whom the body moves	Dance consists largely of individuals moving alone. When interacting with other members of the group, dancers often move in unison and show little variation.	Dance shows evidence of attempts to create unique relationships with other dancers or props.	Relationships with others are used to build interest and excitement. Dancers use elements of space (levels, directions, pathways) in creative and unique ways when interacting with others or props.

(continued)

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).

Table 12.2 (continued)

	Developing	Acceptable	Target
Knowledge of dance choreography	Dance demonstrates little knowledge of dance choreography elements. Few changes in levels, directions, and pathways are included. Dancers are moving at all times and do not use hesitations, stillness, and balance to create interest.	Dance demonstrates knowledge of choreography by showing changes in levels, pathways, and directions. Dance shows variety with controlled (bound) and uncontrolled (free) movement.	Dances use several elements of good choreography showing exits and entrances, stillness (not all dancers moving at the same time), and repetition (same movements performed in a different direction, at a different level).
Ability to work with others	Unwilling to work with all members of the class; seeks friends. When creating dances, unwilling to accept the ideas of others.	Works with students in the class when creating the dances. Willingly incorporates the ideas of others when creating the dance.	Works with all members of the group to find their strengths when choreographing the dance. Actively solicits ideas from others when creating the dance.