

Table 12.3 Rubric for a Social Dance Unit

	Developing	Acceptable	Target
History and origins of the dance	History of the dance is brief and with few details. May contain errors.	History is thorough and complete with accurate information.	History is informative and presented in interesting and novel ways. Connections between this and other dance forms are provided.
Ability to do the steps with a partner	Steps are performed with weight on the heels. Dancer has problems with keeping the rhythm and sometimes misses the beat because of being too slow. May make errors while doing the steps.	Demonstration of the steps is accurate and on the beat. Weight is on the ball of the foot, and the dancer moves smoothly between the different phases of the step.	Performs the steps accurately and with the music. Adds head and arm movements to show style.
Ability to explain the steps in the tutorial	Explanation of dance steps is confusing and difficult to follow. Hesitations and restatements to clarify original statement causes confusion. Presenter has difficulty counting the steps during the explanation.	Clearly presents the steps in easy-to-understand language. Can provide the correct counts during the explanation.	Clear explanation of the steps. Provides cues to help learners remember the steps. Provides the correct counts when teaching the steps.
Choreography and performance of the group dance	Dance choreography is missing one or more elements specified in the assignment. Choreography lacks imagination and is very predictable.	Choreography is tasteful and well-conceived. Changes in level, focus, and direction flow with the music and the steps. Opening and closing poses are unique and artistic.	Choreography is imaginative and enjoyable to watch. Dance opening is exciting and makes you want to watch the dance. Changes of level, direction, and focus are infused into the dance, creating smooth transitions in an aesthetically pleasing performance. Dancers appear to enjoy the performance and appear proud of their work.

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).