



Young
Audiences
Arts for
Learning

Supplementary
Assessment

Tool Kit

Unit 5

Fall 2013

TOOL KIT AT A GLANCE

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A4L LESSONS ASSESSMENT TOOL KIT

The Arts for Learning (A4L) Lessons Supplementary Assessment Tool Kit is designed to provide teachers with embedded A4L Unit assessments that may be used to track and/or report student progress. The Unit-specific rubrics are intended as a framework for teachers to collect student data across multiple points in the A4L Student Notebooks.

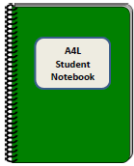
Tools provided in the Kit may be used for any of the following purposes based on the teacher’s professional judgment and needs:

1. As a mechanism for determining a student’s level of *proficiency* in each literacy concept at designated points over the course of a Unit. If desired, levels of proficiency can be translated for use in a classroom gradebook.
2. As a way to document and report student *progress* in each literacy concept over the course of a Unit. If desired, growth can be documented in a format that may be shared with parents and administrators as evidence of program effectiveness.
3. As a means of formative assessment for considering changes in instruction, scaffolding, and differentiation that may benefit student learning as the Unit progresses.

GLOSSARY OF TERMS

<i>A4L Student Notebooks</i>	Workbooks that accompany each Arts for Learning Unit.
<i>Exemplars</i>	Samples of authentic student work, often annotated to illustrate levels of achievement. May include written work, art work or performances.
<i>Formative Assessment</i>	Questions, tools and processes, embedded in instruction and used by teachers and students, to provide timely feedback with the goal of improving instruction/learning.
<i>Literacy Concepts</i>	Unit-specific target literacy concepts are the components of student learning that the rubrics evaluate. A4L Unit target literacy concepts include: <ul style="list-style-type: none">• Unit 1: Inferring character traits, identifying story elements• Unit 2: Visualization, story elements, author’s choice• Unit 3: Determining importance, synthesizing• Unit 4: Making inferences, text to text connections, theme• Unit 5: Vocabulary word meanings, prosody• Unit 6: Writing personal narratives (story beginnings, descriptions, story endings)
<i>Rubric</i>	Scoring tool or set of criteria used to evaluate a student’s performance.

TOOL KIT COMPONENTS



A4L Student Notebook

The A4L Student Notebook includes tasks that provide students with opportunities to develop and demonstrate target literacy concepts. Tool Kit assessments align with these targets.



Scoring Rubric

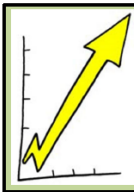
Rubrics

Tool Kit rubrics are designed to evaluate a student's level of proficiency on the target literacy concepts as demonstrated in designated notebook tasks.



Class Proficiency Summary for A4L Unit

Class charts are provided for recording student levels of proficiency derived from rubric assessments. Optional columns are included for translating into classroom grades at teacher's discretion.



Class Progress Chart for Literacy Concept

Teachers may elect to monitor student progress and growth in each target literacy concept across the course of a Unit on the charts provided.



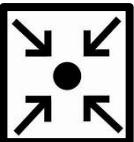
Teacher Reflection Questions for Formative Assessment

In conjunction with each point of assessment on the rubrics, reflective questions are provided to aid in making adjustments to instruction, scaffolding and differentiation as the Unit progresses.



Reporting Templates

The Tool Kit provides templates for compiling and reporting student progress in a concise, visual format. This component may be useful for sharing student growth with administrators and parents.



Index of Related Resources and Information

This resource provides guidance in scoring the rubric tasks by identifying specific Teacher Guide and Student Notebook section.

TOOL KIT THEORETICAL FRAMEWORK

The Tool Kit reflects the A4L Lesson IDEA model and the How People Learn (HPL) framework by incorporating structured opportunities for teachers to collect student data during multiple stages of learning (see Table 1).

Table 1

HPL	IDEA	Tool Kit
<p>Learner Centered</p> <p>Engages students’ background knowledge, interests and socio-cultural values.</p>	<p><u>I</u>dentify and focus on the intended outcomes of the learning;</p>	<p>Inquiry</p> <p>Teachers identify specific learning targets pertinent to their instructional goals.</p>
<p>Knowledge Centered</p> <p>Provides rigorous content with emphasis on understanding rather than memorization.</p>	<p><u>D</u>efine existing knowledge and skills through teacher-led instruction and guided practice;</p>	<p>Discovery</p> <p>Teachers collect data from A4L Student Notebooks to assess learning targets.</p>
<p>Assessment Centered</p> <p>Enhances self-directed learning through feedback, reflection and revision.</p>	<p><u>E</u>xplore and expand knowledge and skills through cycles of increasingly independent practice;</p>	<p>Reflection</p> <p>Teachers review and interpret student data and make formative instructional adjustments.</p>
<p>Community Centered</p> <p>Fosters a collaborative, respectful classroom where all students can succeed.</p>	<p><u>A</u>ssess and announce learning through a culminating “Perform and Inform” presentation.</p>	<p>Sharing</p> <p>Teachers summarize data and reflections and share findings accordingly.</p>

RUBRIC SCORING DIRECTIONS

Each of the A4L Literacy Units is accompanied by a set of assessment materials that may be helpful in scoring selected tasks that students have completed in the A4L Literacy Unit Student Notebooks. Tasks specified for this purpose were selected because they demonstrate student mastery of the specific literacy concepts and skills that are designated for each unit.

The materials relevant to A4L Student Notebook Scoring include:

- A4L Literacy Unit Teacher’s Guide
- A4L Literacy Unit Student Notebooks
- Scoring Rubric for specified A4L Literacy Unit
- Index of Related Resources and Information for specified A4L Literacy Unit
- Rubric Exemplar Chart (includes sample student responses) for specified A4L Literacy Unit

The following notes may be helpful during the process of notebook scoring:

1. The Index of Related Resources and Information for each A4L Literacy Unit is a useful reference tool. For each scoreable task within a unit, you may look across a row on this chart to see the literacy component that the task scores, the location in the Teacher’s Guide where you can read through directions that teachers will provide to students relevant to the task, the location in the Student Notebook where you will find the task that students are completing, and a description of the specific portion of that task that is designated for scoring.
2. A Scoring Rubric specific to the A4L Literacy Unit should be copied for each student notebook that will be scored. For each literacy concept that the A4L Unit emphasizes, there are 3 student notebook tasks to score (student notebook pages for these tasks are listed in the far right column of the rubric).
3. Point values/descriptors are listed on the rubric. In addition, sample student responses that have received various point values are listed on the Rubric Exemplar Charts (there is one exemplar chart provided for each literacy skill, with at least 3 different samples offered for each point value on the rubric). Consider these carefully – focus specifically on the elements that distinguish one point value from another as you examine each sample response.
4. To score the notebooks:
 - a. Complete the student’s identifying information at the top of the rubric
 - b. After you’ve scored each specified task, list the score you’ve assigned to it in the small score box underneath “Task1,” etc., in the right column of the rubric chart.

Unit 5

Scoring Rubric

And

Student Exemplars

Unit 5 Scoring Rubric Literacy Concepts	CCSS Rubric Alignment		
	Task 1	Task 2	Task 3
LC #1- Visualizing story characters, setting and events	<i>R:3.5</i> <i>R:4.5</i> <i>R:5.5</i> <i>SL:3.1a,b,c,d, 3.6</i> <i>SL:4.1a,b,c,d, 4.6</i> <i>SL:5.1a,b,c,d, 5.6</i>	<i>R:3.5</i> <i>R:4.5</i> <i>R:5.5</i> <i>SL:3.1a,b,c,d, 3.6</i> <i>SL:4.1a,b,c,d, 4.6</i> <i>SL:5.1a,b,c,d, 5.6</i>	<i>R:3.5</i> <i>R:4.5</i> <i>R:5.5</i> <i>SL:3.1a,b,c,d, 3.6</i> <i>SL:4.1a,b,c,d, 4.6</i> <i>SL:5.1a,b,c,d, 5.6</i>
	Task 1	Task 2	Task 3
LC #2- Identifying story elements (characters, setting, problem, events)	<i>R:3.5</i> <i>R:4.5</i> <i>R:5.5</i> <i>SL:3.1a,b,c,d, 3.6</i> <i>SL:4.1a,b,c,d, 4.6</i> <i>SL:5.1a,b,c,d, 5.6</i>	R:3.1, 3.4 R:4.1, 4.4 R:5.1, 5.4 <i>SL:3.1a,b,c,d, 3.6</i> <i>SL:4.1a,b,c,d, 4.6</i> <i>SL:5.1a,b,c,d, 5.6</i>	R:3.1, 3.4 R:4.1, 4.4 R:5.1, 5.4 <i>SL:3.1a,b,c,d, 3.6</i> <i>SL:4.1a,b,c,d, 4.6</i> <i>SL:5.1a,b,c,d, 5.6</i>

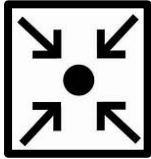
¹LC - Literacy Concept

²RL-Reading Literature

³W-Writing

⁴SL-Speaking and Listening

Note: Met CCSS are **bold**. Partially met are *italicized*.



A4L UNIT 5 SCORING RUBRIC

INDEX OF RELATED RESOURCES AND INFORMATION

Task as numbered on Scoring Rubric	Literacy Component	A4L Unit 5 Teacher's Guide Location of Task Description	A4L Unit 5 Student Notebook Location*	Specific Task to Score in A4L Unit 5 Student Notebook
Task 1	Word Meaning	Lesson 2 Steps 7-8	Page 4	Words and phrases from poems that evoke similar & different images or feelings.
Task 2	Word Meaning	Lesson 4 Steps 1-4	Page 9	Words and phrases from poems that evoke similar & different images or feelings.
Task 3	Word Meaning	Lesson 7 Steps 4-5	Page 15	Words and phrases from poems that evoke similar & different images or feelings.
Task 1	Prosody	Lesson 6 Step 7	Page 13	Task #3, Description of vocal quality choices
Task 2	Prosody	Lesson 8 Step 7	Page 19	Task #3, Description of vocal quality choices
Task 3	Prosody	Lesson 14 Step 5	Page 27	Vocal choices description on Choreography Chart

**All pages listed above refer to A4L Unit 5 Student Notebook*



Scoring Rubric

A4L UNIT 5 SCORING RUBRIC

Student Name						ID #		
Teacher			Grade		Current Level			
LITERACY CONCEPT	0 No Response	1 Skill not demonstrated	2 Beginning evidence of skill	3 Developing evidence of skill	4 Evidence of skill proficiency	*SCORE		
						Task1 p.4	Task2 p.9	Task3 p.15
#1 – Word Meaning	Panel not completed.	Responses do not relate to poem.	Some responses relate to poem; some reflect correct use of student-generated words/phrases.	All responses relate to poem; some responses reflect correct use of student-generated words/phrases.	All responses relate to poem and all reflect correct use of student-generated words/phrases.			
#2 - Prosody (Reading Expression)	Panel not completed.	Response does not relate to the poem.	Response relates to the poem but does not articulate vocal choices.	Response articulates vocal choices with no rationale.	Response articulates vocal choices and establishes logical relationship with the poem.			

**Page references refer to A4L Unit 5 Student Notebooks.*

A4L Rubric Exemplar Chart – Unit 5

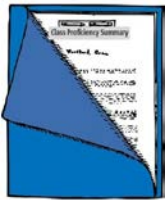
Literacy Concept #1 – Word Meanings Student Samples

<i>Skill not demonstrated</i>	<i>Beginning Evidence of Skill</i>	<i>Developing evidence of skill</i>	<i>Evidence of skill competency</i>
<p>“Outspread wings blur with speed”</p> <p>Similar: briefly Different: swims</p>	<p>“It skims the ponds surface”</p> <p>Similar: doesn’t dive in Different: dives in</p>	<p>“It skims the ponds surface”</p> <p>Similar: glide, moves slowly Different: speeds, flew across, rough, jumps, speeds without control</p>	<p>“Outspread wings blur with speed”</p> <p>Similar: move fast, flap quickly, fluter rapidly Different: slowly flap, move up and down</p>
<p>“Can rain chill diamond chains across the yard”</p> <p>Similar: cool Different: neat</p>	<p>“Writing our names in thin air”</p> <p>Similar: cause the sparklers make smoke Different:</p>	<p>“Twirling our frantic loops and circles”</p> <p>Similar: twirling, frantic, exciting, standing Different: holding still</p>	<p>“Giddy slash of every turn and leap”</p> <p>Similar: Giddy = funny, Slash = slice Different: Giddy = unexcited</p>
<p>“Each word hits the page like a drop in a puddle”</p> <p>Similar: a group of anything Different:</p>	<p>“Her eyes round as oranges”</p> <p>Similar: her eyes were orange Different: her eyes were closed</p>	<p>“A silver rod that digs hard holes in the mud.”</p> <p>Similar: hose, dirty, rough, water Different: clean, shiny</p>	<p>“Cactus clawed”</p> <p>Similar: sharp, pointy, hard Different: smooth, cuddly</p>

A4L Rubric Exemplar Chart – Unit 5

Literacy Concept #2 – Prosody Student Samples

<i>Skill not demonstrated</i>	<i>Beginning Evidence of Skill</i>	<i>Developing evidence of skill</i>	<i>Evidence of skill mastery</i>
<p>Poem: “Sparklers” We made pitch.</p> <p>It may felt interested.</p>	<p>Poem: “Sparklers” We made running noises.</p>	<p>Poem: “Sparklers” I used low volume and low pitch.</p> <p>Well I imagine that I saw grownups watching there kids.</p>	<p>Poem: “Sparklers” Are timbre were breathy, low, and fast.</p> <p>It made it like we were acully tired or trying to catch our breath.</p>
<p>Poem: “Dragonfly” We made volume in pitch</p> <p>It made meaning by the voice in pith and volume.</p>	<p>Poem: “Kitten” Loud for pouncing sounds</p>	<p>Poem: “Kitten” Low, quiet, slow, soft, fast</p> <p>All things that are up there is what a cat does</p>	<p>Poem: “Puppies” We used high volume. We used low pitch.</p> <p>In the beginning we imaged being a big dog.</p>
<p>Poem: “Brownies” Boom Boom Bling Bling</p> <p>We used them for out transisions</p> <p>Poem: “Brownies” Key words, then poem</p> <p>Sometimes it was high and low</p>	<p>Poem: “Clothesline” We were quiet like the wind</p>	<p>Poem: “Boat” The pitch was low. The volume was a little high. Fast pace.</p> <p>Poem: “Party” We used a fun and easy vocal because the movements shows how fun a party is.</p> <p>It expresses how wowing and fun a party is supposed to be.</p>	<p>Poem: “Lemonade” We used a calm and peaceful voice.</p> <p>It was like we were sitting back and relaxing.</p>



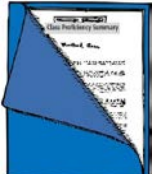
STUDENT/CLASS LITERACY PROFICIENCY TASK RECORDING FOR A4L UNIT(S)

Student progress and growth may be compiled and reported in a number of different formats to share with stakeholders such as administrators and parents. If teachers desire to demonstrate patterns of student growth in target literacy concepts and/or document the effectiveness of their A4L Lessons Unit instruction.

Excel Student Notebook Task Recording

- Scores listed in the un-shaded portion of each column reflect students' numerical scores from the scoring rubric for the three Student Notebook tasks evaluated for each Literacy Concept.
- The shaded portion of each column may be used optionally for translating each score into a "grade" for the classroom gradebook.
- The chart provides space for documenting average scores for the two or three Student Notebook tasks evaluated for each unit specific.

A4L Unit 2 Class Reporting Summary											
Literacy Concepts: 1-Visualizing story characters, setting and events -2- Identifying story elements (characters, setting, problem, events) and 3- Author's Choice											
Student Name	Lit Con. 1			Lit Con. 1		Lit Con. 2			Lit Con. 2		Lit C
	Task #1	Task #2	Task #3	Average	Grade	Task #4	Task #5	Task #6	Average	Grade	Task



SAMPLE OF COMPLETED CLASS PROFICIENCY SUMMARY FOR A4L UNIT

- Scores listed in the unshaded portion of each column reflect students' numerical scores from the scoring rubric for the three Student Notebook tasks evaluated for each Literacy Concept.
- The shaded portion of each column may be used optionally for translating each score into a "grade" for the classroom gradebook.
- The chart provides space for documenting scores for the three Student Notebook tasks evaluated for each literacy concept. The A4L Unit 2 rubric evaluates three literacy concepts, using all columns provided. The A4L Unit 1,3,4,5 and 6 rubrics evaluate two literacy concepts, requiring only the six columns provided for Lit Concept 1 and Lit Concept 2. For these Units, teachers may opt to use the blank columns to evaluate additional tasks of their choosing.

A4L Unit <u>2</u> Class Proficiency Summary																	
Literacy Concepts: 1-Visualizing			2-Identifying Story Elements						3-Author's Choice								
<i>Student Name</i>	<i>Lit Con. 1 Score #1</i>		<i>Lit Con. 1 Score #2</i>		<i>Lit Con. 1 Score #3*</i>		<i>Lit Con. 2 Score #1</i>		<i>Lit Con. 2 Score #2</i>		<i>Lit Con. 2 Score #3*</i>		<i>Lit Con. 3 Score #1</i>		<i>Lit Con. 3 Score #2</i>		<i>Lit Comp 3 Score #3*</i>
Jane Doe	2		3		4		2		2		3		2		4		4
John Doe	1		1		2		1		2		3		2		2		3
Jenn Doe	3		2		3		3		3		4		3		4		4
Joe Doe	1		3		4		2		3		4		2		2		3

In this sample, if student Jane Doe was participating in Unit 2, she would have received the following scores:

- *Literacy Concept 1: Visualizing – Scores of 2, 3, 4**
- *Literacy Concept 2: Identifying Story Elements – Scores of 2, 2, 3**
- *Literacy Concept 3: Author's Choice – Scores of 2, 4, 4**

**The score given for the final task of each Literacy Concept (marked *) is the A4L Notebook task that the student has most likely completed with the greatest level of independence/least degree of scaffolding. For many students, this score is the most accurate reflection of proficiency in that Literacy Concept.*



SAMPLE OF COMPLETED CLASS PROGRESS CHART FOR LITERACY CONCEPT

Scores listed on chart below reflect students' numerical scores from the scoring rubric for the three Student Notebook tasks evaluated for a particular literacy concept.

Class Progress Chart for Literacy Concept									
Unit: _____ Literacy Concept: _____									
Student Name	Score #1	Notes	Score #2	*Diff. #1-#2	Notes	Score #3	*Diff. #2-#3	Notes	Cumulative Diff. #1-#3
Jane Doe	2*	Beginning level of skill with teacher direction – allow student to work in small group	3	+1	Skill development evident – allow student to attempt skill independently	4	+1	Evidence of skill proficiency – ready for transference of skill in other assignments	+2
John Doe	1*	Student did not show understanding - provide additional teacher direction	1	+0	Student still struggling with skill understanding – provide differentiated one-on-one support	2	+1	Beginning level of skill evident with one-on-one support; continue to provide and gradually move to small group	+1
Jenn Doe	3*	Skill development well underway – allow student to attempt skill independently	2	-1	Student skill development not as clear through independent work - Provide more support during next attempt	3	+1	Skill development evident – allow student to attempt skill independently (teacher support provided at student request)	+0
Joe Doe	1*	Student did not show understanding – provide additional teacher direction	3	+2	Skill development evident – allow student to attempt skill independently	4	+1	Evidence of skill proficiency – ready for transference of skill in other assignments	+3
Class Average	1.75		2.25	+5		3.25	+1.0		+1.5

*Diff. refers to the scoring difference across students' multiple work samples.



SUGGESTED TEACHER REFLECTION QUESTIONS FOR FORMATIVE ASSESSMENT

In conjunction with use of the Tool Kit rubrics for evaluating students' levels of proficiency on target literacy concepts, teachers may elect to monitor student growth on the Class Progress Chart for a Literacy Concept. Upon review of student scores reported on the progress chart, the questions listed below are provided for consideration. They are designed to aid in making adjustments to instruction, scaffolding, and differentiation as the Unit progresses.

Upon Review of Task 1 Scores

- If task was completed with direct teacher guidance, was there opportunity to determine individual understanding? If not, how might their levels of understanding be further considered (discussion, check for understanding, etc.)?
- Which students demonstrated beginning or developing evidence of concept understanding on the task? How might the next task be structured to provide the opportunity for increased degree of student responsibility as well as provision of appropriate support (small group, teacher facilitation, etc.)?
- Which students demonstrated proficiency on the task? Are these students ready to attempt the next task independently?
- Which students did not demonstrate beginning evidence of concept understanding? How might you differentiate to provide additional support for these students?
- Do you see a pattern in student work suggesting that a particular component of the concept should be retaught to the class as a whole or to a small group of students?

Upon Review of Task 2 Scores

- Overall, are students demonstrating growth at a desired pace?
- For students who attempted this task with a moderate level of support (small group, teacher facilitation, etc.), was their concept understanding evident? If these students demonstrated developing evidence of concept understanding or proficiency, are they ready to attempt the next task independently?
- Did any students demonstrate proficiency while working independently? How could the next task be structured in a way that further engages their creativity or deepens their understanding of the concept?
- Did any students who received differentiated support demonstrate beginning or developing evidence of concept understanding? How might the next task be structured to provide the opportunity for increased degree of student responsibility as well as provision of appropriate support (small group, teacher facilitation, etc.)?

- Were there students whose level of concept understanding remained stagnant or decreased? Could additional scaffolding or differentiation strategies be provided for them?

Upon Review of Task 3 Scores

- Overall, did students demonstrate the desired growth in this literacy concept over the course of the A4L Unit? What were the significant factors contributing to this growth?
- Was there an opportunity to evaluate each student's independent understanding and application of this concept? If not, what might be done to provide specific students with opportunities to demonstrate proficiency?
- Were there any particular differentiation strategies that worked effectively for specific students? Could these strategies be employed in other learning situations for them?
- Are there students who have not yet demonstrated understanding of this concept? How might further support be provided for these students?
- What challenges were experienced in Unit implementation and assessment? What might be done proactively to address these challenges if/when teaching future A4L Units?
- In what ways could the literacy concepts learned during this Unit be transferred to future learning situations to deepen student understanding and application of the concepts?

SAMPLE REPORTING TEMPLATES



Student progress and growth may be compiled and reported in a number of different formats to share with stakeholders such as administrators and parents. If teachers desire to demonstrate patterns of student growth in target literacy concepts and/or document the effectiveness of their A4L Lessons Unit instruction, the following templates may be helpful.

TABLES

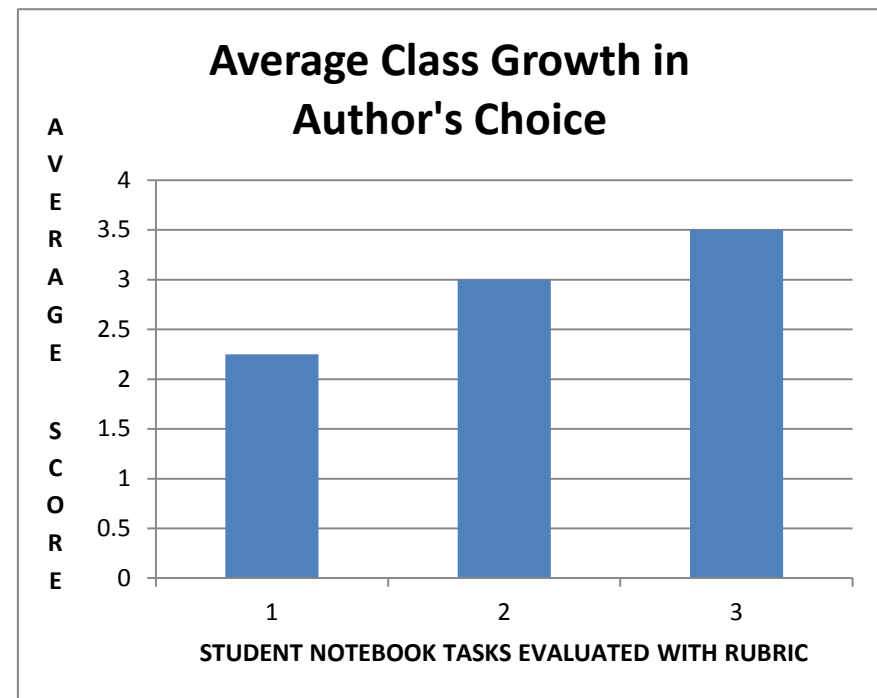
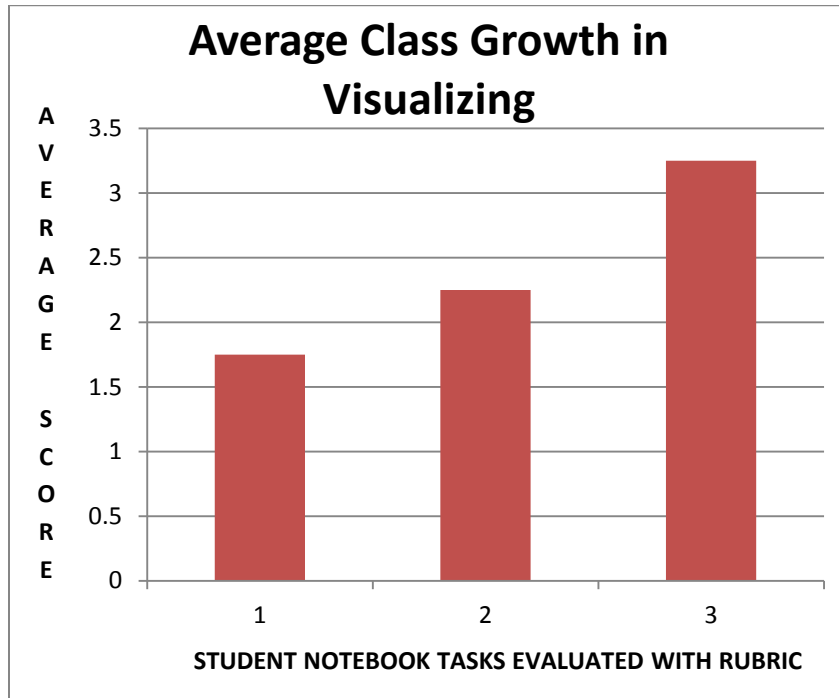
- *Tables can display a large amount of detailed data.*
- *This sample table lists both individual student growth and class average growth for two literacy concepts.*

Student Name	Visualizing Score #1	Visualizing Score #2	Visualizing Score #3	Visualizing Cumulative & Diff. #1-#3	Author's Choice Score #1	Author's Choice Score #2	Author's Choice Score #3	Author's Choice Cum *Diff. #1-#3	Cumulative *Diff Average
Jane Doe	2	3	4	+2	2	4	4	+2	+2.0
John Doe	1	1	2	+1	2	2	3	+1	+1.0
Jenn Doe	3	2	3	+0	3	4	4	+1	+5
Joe Doe	1	3	4	+3	2	2	3	+1	+2.0
Class Average	1.75	2.25	3.25	+1.5	2.25	3.0	3.5	+1.25	+1.375

*Diff. refers to the scoring difference between the students attempts at a task.

BAR GRAPHS

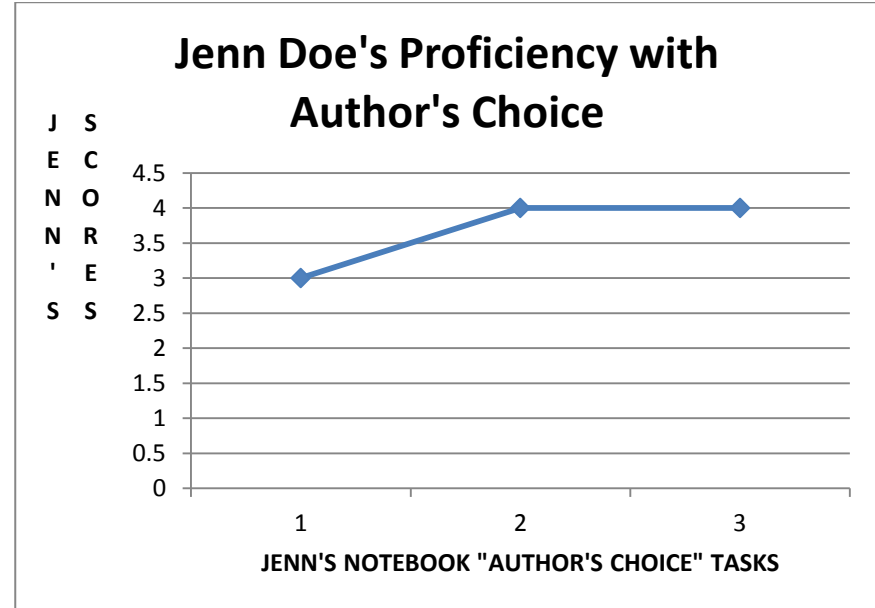
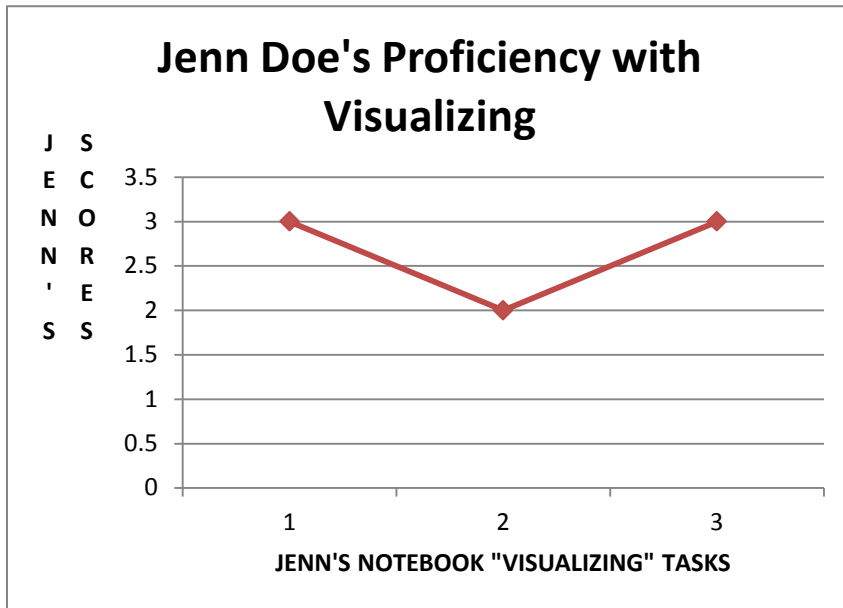
- *Bar graphs depict data in a concise visual format that effectively represents growth patterns.*
- *These sample bar graphs display the average class scores for the three notebook tasks related to a target literacy concept.*



**Graphs created using Microsoft Excel.*

LINE GRAPHS

- Line graphs display data in a visual format that effectively depicts increases and decreases over time.
- These sample line graphs display one student's scores for the three notebook tasks related to a target literacy concept.



**Graphs created using Microsoft Excel*

TRAIL Marker #1 Progress Chart

Connect Movement and Vocalization choices to Images or Feelings in a Poem

Objectives:

- Describe movement choices made to emphasize specific words or phrases, using at least one of the following dance concepts: *shape, self space, general space, level, smooth energy, sharp energy*.
- Describe vocal choices made to emphasize specific words or phrases, using at least one of the following vocal qualities: *pitch, volume, pace, timbre*.
- Explain what images or feelings these movement and vocal choices help to show.

Evidence:

Use evidence from the TRAIL Marker Activity and/or other class discussion to document students' progress on the objectives. Student-friendly terms for dance and vocal concepts are fine.

Formative Assessment Notations:

E= Effectively demonstrates

B= Beginning to understand and demonstrate

N= Needs additional instruction/support

Student name	Explain clearly what movement choices were made to express part of a poem.	Explain clearly what vocal choices were made to express part of a poem.	Explain what images or feelings these movement and vocal choices help to show.	Comments

TRAIL Marker #1 Progress Chart

CONTINUED

Formative Assessment Notations:

E= Effectively demonstrates

B= Beginning to understand and demonstrate

N= Needs additional instruction/support

Student name	Explain clearly what movement choices were made to express part of a poem.	Explain clearly what vocal choices were made to express part of a poem.	Explain what images or feelings these movement and vocal choices help to show.	Comments

TRAIL Marker #2 Progress Chart

Connect Movement and Vocalization choices to Images or Feelings in a Poem

Objectives:

- Describe movement choices made to emphasize specific words or phrases, using at least one of the following dance concepts: *shape, self space, general space, level, smooth energy, sharp energy.*
- Describe vocal choices made to emphasize specific words or phrases, using at least one of the following vocal qualities: *pitch, volume, pace, timbre.*
- Explain what images or feelings these movement and vocal choices help to show.

Evidence:

Use evidence from the TRAIL Marker Activity and/or other class discussion to document students' progress on the objectives. Student-friendly terms for dance and vocal concepts are fine.

Formative Assessment Notations:

- E= Effectively demonstrates
- B= Beginning to understand and demonstrate
- N= Needs additional instruction/support

Student name	Explain clearly what movement choices were made to express part of a poem.	Explain clearly what vocal choices were made to express part of a poem.	Explain what images or feelings these movement and vocal choices help to show.	Comments

TRAIL Marker #2 Progress Chart

CONTINUED

Formative Assessment Notations:

E= Effectively demonstrates

B= Beginning to understand and demonstrate

N= Needs additional instruction/support

Student name	Explain clearly what movement choices were made to express part of a poem.	Explain clearly what vocal choices were made to express part of a poem.	Explain what images or feelings these movement and vocal choices help to show.	Comments

