



National Qualifications Framework Levels 1–3, 2008

Dance

National Moderator's Report

National Moderator's Report for Dance

General Guidance for Teachers of Achievement and Unit Standards

The purpose of external moderation is to provide assurance that teacher judgments are at the national standard and are made on the basis of assessment materials that are fair and valid.

All assessment materials are expected to:

- give the student the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate student responses and clear judgments at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and student needs. They do not provide “rules” but suggest different ways of assessing to the nationally registered standard.

General Overall Comment

- Overall, the quality of assessment materials and teacher judgements has improved.
- Many teachers are using and modifying the TKI assessment resources to suit the local context. Where this has not been done, the assessment activity is generally not as relevant to the individual needs of the students.
- The quality of recorded evidence has improved. It is recommended that the videoing of student work be done at a close distance with minimal camera movement. For performance-based standards, it is recommended that the assessment be recorded at a dress rehearsal using several different aspects of achievement features e.g. technique, facial and body expression, focus and ensemble awareness. Teachers must ensure the Student Identification Sheets (or another clear method) is used to correctly identify students. Teachers should also be aware that the provided DVD or video evidence should be edited to show only the selected students.
- For those standards that involve assessment of more than one task (AS90001, AS90002), it is appropriate for teachers to allocate an overall grade equal to that of the highest, providing students have achieved in both tasks i.e. A+E=E. Only one of the two required sequences needs to be submitted on video. However, documentation and tasks for all required sequences must still be submitted.
- It is recommended that teachers provide students with mark sheets that give quality feedback and feed-forward. It is useful to include this documentation with the submissions to support teacher decisions around judgements.
- Assessment schedules are improving but still generally need more clarity and guidance for students on the differences between Achieved, Merit and Excellence.

Specific Standards

AS90001: *Compose movement sequences*

- Where detailed assessment schedules give specific examples of what the choreography might look like at each of the Achieved, Merit and Excellence levels were provided, teacher judgements were generally more consistent with the national standard.
- Where the task brief specifically challenges the students to change and manipulate learned vocabularies, there is greater opportunity to reach Merit or Excellence.
- When the brief is too open-ended, the student often chooses to combine reproduced movements. This is likely to produce Achieved or Not Achieved grades.
- Well-structured, clearly defined collaborative group choreographies give greater opportunity to reach a merit or excellence level of achievement.
- When teachers use a context or theme as a starting point, students produce better quality choreography, although this standard does not assess the communication of ideas.

AS90002: *Perform dance sequences*

- Although appropriate sequences were performed for this standard, adequate assessment schedules also need to be provided. Schedules tend to be generic instead of offering information and guidelines that are specific to the dance being performed.

AS90003: *Perform a dance as a member of a group*

- Students should dance for 2- 4 minutes. Teachers should ensure this time represents sufficient active participation by each student not merely the length of the dance.
- At times, teacher judgements were unable to be confirmed due to a lack of adequate supporting evidence in the videos or DVDs. *Visual Evidence Cover Sheets* and *Student Identification Visual Submissions* forms were missing or did not provide adequate information to easily identify the student whose work was being moderated. If the teacher's judgements are to be confirmed, these forms need to provide enough detail for each student to be readily identified.
- Student work should be able to be viewed in its entirety and only the work for the standard should appear on the DVD/Video.

AS90293: *Choreograph a section of dance for a group*

- Students' choreographic intentions and ideas need to be included with the work submitted for moderation.
- The choreography should include movements and choreographic devices that require the dancers to interact with each other in different relationships and/or formations, and the activity should be designed to direct students to do this.
- Where the teacher has provided an assessment schedule with specific examples of what the choreography might look like at each level, the quality of the student work is improved.

AS90295: Perform in an ethnic or social dance and AS90296 Perform in a theatre dance work

- Where students have different roles within the choreography, the assessment schedule should give examples of the required qualities of achievement for the various roles e.g. boy/girl partner work.

AS90594: Produce a dance for performance

- The quality of work for this standard has improved in 2008 and there is evidence of contexts that are relevant and well researched.
- This is a major piece of work and the student is expected to have undergone a lengthy period of exploration and experimentation before presenting work for assessment. For this reason, it is suggested this standard be assessed in Terms 3 or 4 to enable students the time to refine their ideas, ways of working, and the finished production.

AS90595: Perform a solo or duet dance work

AS90596: Perform in a choreographed group dance work

- Choreography needs to be sufficiently complex to allow students to achieve to an excellence level. Varied use of body, space, time and energy for solo works and deliberate interactions for duet and ensemble works should be employed.
- To gain an Excellence grade, students should clearly project facial and body expression and use dynamics. Examples of what this might look like for each level should be stated in the assessment schedule (similarly for technique, focus and ensemble awareness).
- Assessment activities should specify required performance protocols e.g. the performer/s will start and end on stage in a still, held shape.
- For a dance work in which individual students are required to dance with particular technique, focus, expression, dynamics, projection and ensemble awareness skills relevant to their role, the assessment schedule should include performance indicators to reflect these differing demands.