

Daily Dancer Participation Rubric

Criteria		Points
Classroom Etiquette	Exemplary actions expressing continuous and careful consideration for teachers and peers.	3
Participation	Actively participates in class and puts forth full effort into modified movement.	4
Preparedness and Dress Code	Comes to class prepared to dance, dressed out in DSA dress code, and hair done to the dancer's fullest capabilities in a neat, clean, professional appearance.	3
Total Points Possible:		10

*** Points can be deducted from the daily participation for the following reasons: for not following proper DSA dress code, for arriving late to class, poor class etiquette (i.e. excessive talking and horseplay), working on other school work, refusal to listen to the teacher's instruction, not applying corrections in a timely manner, not being respectful to the process (that also includes toward your teachers and fellow classmates), being disrespectful to guest artists (talking, being off task), a cell phone going off in class, and not being prepared for the work being done in class that day. "Sitting out" of class without a note from a parent, doctor, or adm. constitutes an absence and the student receives a 0.

Dance Journal Rubric

Criteria	10	9	8	7
Focus, Critical Thinking, Connections	Exceptionally clear, focused and descriptive of class and concepts learned. Strong supporting details and examples that display insight, analysis, depth, and attention to detail.	Clear information which maintains a constant focus from beginning to end. Specific supporting details are present, displaying depth. Clear connections consistently made to topic.	Contains information but with inconsistent focus. Generalized supporting details to describe class and concepts gained. Generally competent, although information is thin and common place. Some thought insight, and analysis has taken place. Lacks depth or detail.	Thesis statement lacks clarity and focus. Inadequate or missing supporting details. Rudimentary and superficial. No analysis or insight is displayed. Off topic and little to no connections are made.
Topic / Content	Content goes above and beyond the requested prompt. High quality of information. Sufficient details and/or examples are included.	Prompts are clearly and concisely answered. High quality of information. Some details and/or examples are included.	Prompts are mostly answered. Few details and/or examples are included	Prompts are not answered, or answers are off topic. Quality of information is poor.
Style	Written in formal language (avoids slang and contractions completely). Uses strong and varied sentence structure. Direct quotes support student's ideas. Paper written in student's own words.	Most of the paper is written in formal language. Language is appropriate to topic. Words convey intended message. Majority of the paper is written in student's own words.	Some use of formal language is recognized; informal language is dominant. Most language is appropriate to topic. Able to get vague idea of message. Some parts of paper written in student's own words.	Paper frequently uses informal language. Language is not appropriate to topic. Message is unclear.

Conventions	No mechanical errors.	Few mechanical errors.	Some mechanical errors, does not take away from finished product.	Mechanical errors take away from finished product.
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Reviews of Performances- Written Report Rubric

Criteria	10	9	8	7
Focus	Exceptionally clear, focused and interesting thesis. Strong supporting details and examples that prove thesis.	Clear thesis which maintains a constant focus from beginning to end. Specific supporting details are present.	Contains thesis but with inconsistent focus. Generalized supporting details that prove thesis.	Thesis statement lacks clarity and focus. Inadequate or missing supporting details.
Organization	Strong introduction and conclusion. Consistent and coherent logical progression. Uses clear and skillful transitions.	Clear introduction and conclusion. Illustrates some consistency and shows some logical progression. Uses clear transitions.	Introduction/conclusion are present but not clear. Shows some attempt of consistency and order. Weak transitions between paragraphs.	Unable to clearly identify introduction/conclusion. Lack of consistency and order. Paper shows little or no transitions between paragraphs.
Content	Rich, physically descriptive language. Articulate & thoughtful use of movement description to discuss dances seen. Dances are contextualized within dance history.	Clear descriptive language and movement description. Some contextualization of dance history.	Lacking physically descriptive language. Dances are not contextualized within dance history. Prompts are mostly answered.	Inadequate or missing supporting details and description. Prompts are not followed, quality of information is poor.
	Includes discussion around all four topics: <ul style="list-style-type: none"> <input type="checkbox"/> Music <input type="checkbox"/> Costumes <input type="checkbox"/> Lighting Design <input type="checkbox"/> Choreographic Intent/Purpose 	Includes discussion around three of four topics: <ul style="list-style-type: none"> <input type="checkbox"/> Music <input type="checkbox"/> Costumes <input type="checkbox"/> Lighting Design <input type="checkbox"/> Choreographic Intent/Purpose 	Includes discussion around two of four topics: <ul style="list-style-type: none"> <input type="checkbox"/> Music <input type="checkbox"/> Costumes <input type="checkbox"/> Lighting Design <input type="checkbox"/> Choreographic Intent/Purpose 	Mentions one of the following topics: <ul style="list-style-type: none"> <input type="checkbox"/> Music <input type="checkbox"/> Costumes <input type="checkbox"/> Lighting Design <input type="checkbox"/> Choreographic Intent/Purpose
Style	Written in formal language (avoids slang and contractions completely). Uses strong and varied sentence structure. Paper written in student's own words.	Majority of paper written in formal language. Language is appropriate to topic. Words convey intended message. Majority of the paper is written in student's own words.	Some use of formal language is recognized; informal language is dominant. Most language is appropriate to topic. Able to get vague idea of message. Some parts of paper written in student's own words.	Paper frequently uses informal language. Language is not appropriate to topic. Message is unclear. Majority of the paper is plagiarized.
Conventions	No mechanical errors.	Few mechanical errors.	Some mechanical errors, does not take away from finished product.	Mechanical errors take away from finished product.

Final Practicum Alignment and Placement

	20- Exceptional; Consistent Alignment	18 - Elevated; Frequent Alignment with Some Problems Indicated Below	16- Moderate; General Alignment with Problems Indicated Below	14- Insufficient; Consistent Problems Indicated Below
Alignment	Weight distributed on 3 points of foot	Occasional pronation	Frequent pronation	Excessive pronation
	Neutral pelvis	Pelvis: <input type="checkbox"/> Tipped forward <input type="checkbox"/> Tucked under	Pelvis: <input type="checkbox"/> Tipped forward <input type="checkbox"/> Tucked under	Pelvis: <input type="checkbox"/> Tipped forward <input type="checkbox"/> Tucked under
	Ribs consistently positioned over hips	Ribs in the following position: <input type="checkbox"/> Forward <input type="checkbox"/> Backward <input type="checkbox"/> Left <input type="checkbox"/> Right	Ribs in the following position: <input type="checkbox"/> Forward <input type="checkbox"/> Backward <input type="checkbox"/> Left <input type="checkbox"/> Right	Ribs in the following position: <input type="checkbox"/> Forward <input type="checkbox"/> Backward <input type="checkbox"/> Left <input type="checkbox"/> Right
	Neutral head	Chin: <input type="checkbox"/> Jutting forward <input type="checkbox"/> Pulling back	Chin: <input type="checkbox"/> Jutting forward <input type="checkbox"/> Pulling back	Chin: <input type="checkbox"/> Jutting forward <input type="checkbox"/> Pulling back
	20- Exceptional; Consistent Alignment	18 - Elevated; Frequent Placement with Some Problems Indicated Below	16- Moderate; General Placement with Problems Indicated Below	14- Insufficient; Consistent Problems Indicated Below
Placement	Shoulders are properly placed, remaining consistently square and level throughout class	Shoulder in following position: <input type="checkbox"/> Slanting left <input type="checkbox"/> Slanting right <input type="checkbox"/> Twistin R. forward <input type="checkbox"/> Twisting L. forward	Shoulder in following position: <input type="checkbox"/> Slanting left <input type="checkbox"/> Slanting right <input type="checkbox"/> Twistin R. forward <input type="checkbox"/> Twisting L. forward	Shoulder in following position: <input type="checkbox"/> Slanting left <input type="checkbox"/> Slanting right <input type="checkbox"/> Twistin R. forward <input type="checkbox"/> Twisting L. forward
	Pelvis is properly placed, remaining square and level throughout class	Pelvis: <input type="checkbox"/> Slanting left <input type="checkbox"/> Slanting right <input type="checkbox"/> Twistin R. forward <input type="checkbox"/> Twisting L. forward	Pelvis: <input type="checkbox"/> Slanting left <input type="checkbox"/> Slanting right <input type="checkbox"/> Twistin R. forward <input type="checkbox"/> Twisting L. forward	Pelvis: <input type="checkbox"/> Slanting left <input type="checkbox"/> Slanting right <input type="checkbox"/> Twistin R. forward <input type="checkbox"/> Twisting L. forward
	Port de bras are properly placed with shoulder, elbow, wrist decline and elbow supported throughout class	Occasional loss of: <input type="checkbox"/> Supported elbow <input type="checkbox"/> Gradual decline from shoulder Port de bras <input type="checkbox"/> Behind frontal plane	Frequent loss of: <input type="checkbox"/> Supported elbow <input type="checkbox"/> Gradual decline from shoulder Port de bras <input type="checkbox"/> Behind frontal plane	Consistent loss of: <input type="checkbox"/> Supported elbow <input type="checkbox"/> Gradual decline from shoulder Port de bras <input type="checkbox"/> Behind frontal plane
	Placement of feet and legs: Execute ballet steps with precision through instructed positions. Proper use of turn-out in hips, alignment of knees	Occasional loss of: <input type="checkbox"/> Precise foot positions <input type="checkbox"/> Hip turn-out <input type="checkbox"/> Knee alignment <input type="checkbox"/> Straight knees when necessary	Frequent loss of: <input type="checkbox"/> Precise foot positions <input type="checkbox"/> Hip turn-out <input type="checkbox"/> Knee alignment <input type="checkbox"/> Straight knees when necessary	Consistent loss of: <input type="checkbox"/> Precise foot positions <input type="checkbox"/> Hip turn-out <input type="checkbox"/> Knee alignment <input type="checkbox"/> Straight knees when necessary

	over toes, and straight knees when necessary.			
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Final Practicum Directives, Application, Musicality, and Presentation

	20- Exceptional; Consistent Experimentation & Implementation	18 - Elevated; Frequent Experimentation & Implementation	16- Moderate; General Experimentation & Implementation	14- Insufficient; Experimentation & Implementation
Directives	Consistently experimenting with faculty directives and effectively incorporating directives into class work.	Frequent experimentation with faculty directives and frequently incorporating directives into class work.	General experimentation with faculty directives and general incorporating directives into class work.	Insufficient experimentation with faculty directives and insufficient incorporation of directives into class work.
	20- Exceptional; Consistent Experimentation & Implementation	18 - Elevated; Frequent Experimentation & Implementation	16- Moderate; General Experimentation & Implementation	14- Insufficient; Experimentation & Implementation
Application	Consistently displays self-motivation and attentive participation throughout class	Occasional loss of: Self-motivation <input type="checkbox"/> Needs encouragement to stay on task Attentive participation <input type="checkbox"/> Determined effort <input type="checkbox"/> Inquisitive <input type="checkbox"/> Actively involved	Frequent loss of: Self-motivation <input type="checkbox"/> Needs encouragement to stay on task Attentive participation <input type="checkbox"/> Determined effort <input type="checkbox"/> Inquisitive <input type="checkbox"/> Actively involved	Consistent loss of: Self-motivation <input type="checkbox"/> Needs encouragement to stay on task Attentive participation <input type="checkbox"/> Determined effort <input type="checkbox"/> Inquisitive <input type="checkbox"/> Actively involved
	20- Exceptional; Consistent Manifestation	18 - Elevated; Frequent Manifestation with Some Problems Indicated Below	16- Moderate; General Manifestation with Problems Indicated Below	14- Insufficient; Consistent Problems Indicated Below
Musicality	Consistently manifesting musical concepts, dynamics, and nuanced port de bras.	Frequent manifestation of: Musical concepts: <input type="checkbox"/> Phrasing <input type="checkbox"/> Rhythms <input type="checkbox"/> Tempo Dynamics: <input type="checkbox"/> Sharp/smooth <input type="checkbox"/> Quick/slow Express Port de bras	General manifestation of: Musical concepts: <input type="checkbox"/> Phrasing <input type="checkbox"/> Rhythms <input type="checkbox"/> Tempo Dynamics: <input type="checkbox"/> Sharp/smooth <input type="checkbox"/> Quick/slow Express Port de bras	Consistent problems with: Musical concepts: <input type="checkbox"/> Phrasing <input type="checkbox"/> Rhythms <input type="checkbox"/> Tempo Dynamics: <input type="checkbox"/> Sharp/smooth <input type="checkbox"/> Quick/slow Express Port de bras
	20- Exceptional; Consistent Engagement & Conveying Meaning	18 - Elevated; Frequent Engagement & Conveying Meaning	16- Moderate; General Engagement & Conveying Meaning	14- Insufficient; Engagement & Conveying Meaning
Presentation	Consistently engaging observer and conveying meaning through dancing throughout class	Occasional loss of: Engaging observer: <input type="checkbox"/> Eye focus <input type="checkbox"/> Facial expressiveness <input type="checkbox"/> Compelling presences Convey Meaning:	Frequent loss of: Engaging observer: <input type="checkbox"/> Eye focus <input type="checkbox"/> Facial expressiveness <input type="checkbox"/> Compelling presences Convey Meaning:	Consistent loss of: Engaging observer: <input type="checkbox"/> Eye focus <input type="checkbox"/> Facial expressiveness <input type="checkbox"/> Compelling presences Convey Meaning:

		<input type="checkbox"/> Make a feeling understandable	<input type="checkbox"/> Make a feeling understandable	<input type="checkbox"/> Make a feeling understandable
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Injured Dancer Participation Rubric

Criteria	20	18	16	14
Classroom Etiquette	Exemplary actions expressing continuous and careful consideration for teachers and peers.	Above average actions expressing continuous and careful consideration for teachers and peers.	Moderate actions expressing continuous and careful consideration for teachers and peers.	Insufficient actions expressing continuous and careful consideration for teachers and peers.
Participation	Actively participates in class and puts forth full effort into modified movement.	Actively participates in class and puts forth above average effort into modified movement.	Participates in class and puts forth moderate effort into modified movement.	Does not participate in class and puts forth insufficient effort into modified movement.
Preparedness *if dancer cannot dress out (cast, boot), comes in form fitting shirt to do port de bras*	Comes to class prepared to dance, dressed out and hair done to the dancer's fullest capabilities.	Comes to class usually prepared, may be missing class materials 1-2 times, hair done and dressed out the majority of the time to the dancer's fullest capabilities.	Comes to class occasionally prepared, may be missing class materials 3-4 times, hair done and dressed out occasionally to the dancer's fullest capabilities.	Not prepared for class, usually missing class materials, hair not done and not dressed out to the dancer's fullest capabilities.

Injured Dancer Written Report Rubric

Criteria	10	9	8	7
Content and Focus	Exceptionally clear, focused and interesting thesis. Strong supporting details and examples that prove thesis.	Clear thesis which maintains a constant focus from beginning to end. Specific supporting details are present.	Contains thesis but with inconsistent focus. Generalized supporting details that prove thesis.	Thesis statement lacks clarity and focus. Inadequate or missing supporting details.
Organization	Strong introduction and conclusion. Consistent and coherent logical progression. Uses clear and skillful transitions.	Clear introduction and conclusion. Illustrates some consistency and shows some logical progression. Uses clear transitions.	Introduction/conclusion are present but not clear. Shows some attempt of consistency and order. Weak transitions between paragraphs.	Unable to clearly identify introduction/conclusion. Lack of consistency and order. Paper shows little or no transitions between paragraphs.
Style	Written in formal language (avoids slang and contractions completely). Uses strong and varied sentence structure. Direct quotes support student's ideas. Paper written in student's own words.	Majority of paper written in formal language. Language is appropriate to topic. Words convey intended message. Direct quotes support student's ideas. Majority of the paper is written in student's own words.	Some use of formal language is recognized; informal language is dominant. Most language is appropriate to topic. Able to get vague idea of message. Some parts of paper written in student's own words.	Paper frequently uses informal language. Language is not appropriate to topic. Message is unclear. Majority of the paper is plagiarized.
Bibliography/ Works Cited	Three or more sources used and cited on a Works Cited page. All researched information is documented. Parenthetical citations are always present in the paper when information is provided.	Two sources used and cited on a Works Cited page. Most researched information is documented, parenthetical citations are mostly present in the paper when information is provided.	One source used and cited on a Works Cited page. Some researched information is documented. Parenthetical citations are occasionally present in the paper when information is provided.	No sources cited on a Works Cited page. No researched information is documented. No parenthetical citations are present in the paper when information is provided.
Conventions	No mechanical errors.	Few mechanical errors.	Some mechanical errors, does not take away from finished product.	Mechanical errors take away from finished product.