

Arts Assessment For Learning

VIDEO
DANCE — 7TH AND 8TH GRADE

ACTION PLAN: REHEARSAL PROBLEM SOLVING

Who (the class or group I will focus on):

7th and 8th grade urban dance class

Inquiry question:

Does the Documented Problem Solving Strategy improve students' abilities to work independently and apply various strategies to improve their physical and expressive commitment in a dance performance?

Identify indicators from the *Blueprint* aligned with the student learning goals:

- Students will improve performance independently in response to feedback
- Dance with physical and expressive commitment

What formative assessment strategy I will put into practice:

The formative assessment strategy I will put into practice is the Documented Problem Solving Strategy. This strategy is a reflective problem solving, active learning assessment technique that prompts students to keep track of the steps they take in solving a problem by writing it down or documenting the steps they follow to solve a problem. (Angelo & Cross, 1993: p. 222)

(<http://serc.carleton.edu/sp/library/dps/index.html>)

Why this strategy will help my students achieve or improve the above goals:

Students have difficulty with technique being accurate and are unsure how to solve this problem. The *Documented Problem Solving* strategy allows for the students to reflect on "their specific problem, from their point of view." They are now consciously thinking about and directly working to solve a specific problem that pertains specifically to them. They determine the problem(s) and record their progress through their journal entries, viewing of themselves on video tape, receiving feedback from peers when they share in class, and feedback from the teacher's observations

This strategy is formative assessment in that it provides a means for the teacher to review students' comments and give them feedback. Then of course, students will have the opportunity to revise their work.

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How I plan to implement this assessment strategy in my practice and/or lessons:

1. Have students write reflections for a week in order to begin/introduce students to the experience of “reflecting daily” on their work in dance class and their learning process as they learn choreography for the upcoming production.
2. Review students’ reflections in order to determine consistent problems that may occur.
3. Teacher acknowledges the problem each student has “identified.” Then the teacher videotapes the “problem” as it is currently being performed.
4. “Pose the Question”: Have students either write a question, or teacher writes the question for them to answer regarding their specific problem. Be sure to use questions that will engage students in divergent thinking. Divergent questions should begin with: Imagine, suppose, predict, If...then, how might... can you create, what are some possible consequences... etc.
5. Once they have decided on a question, have students write/document their process for solving their specific problem.
6. Students will then share their responses with the group and “re-enact” or demonstrate their problem solving process and the solution for videotaping.
7. Have students perform/demonstrate their revised movement/performance problem showing their use of energy/dynamics OR improvement in the mechanics of the movement, in their performance of dance.
8. Teacher gives feedback on students’ processes. Students then revise their movement/performance problem. Students and teachers discuss how they will apply this newly acquired knowledge in dance performances and/or other areas of their lives.

When I plan to implement this strategy (at which point in the teaching/learning cycle or unit plan):

I plan to implement this strategy at the beginning of the unit when they begin learning choreography.

Evidence of effectiveness of this assessment strategy:

Videos of students rehearsing and performing, and in interviews, student data sheets