Illinois State Board of Education
Elementary Dance Example

General Information

Academic Year	2015-2016
Educator Name	Example Teacher
Course/Subject	Dance
Grade Level(s)	Grade 3
Interval of Instruction	9/1/15 – 2/15/16

Timeline

Initial Approval Date	9/1/15
Midcourse Check-In Date	11/15/15
Midcourse Check-In Notes: No changes were made.	

Element 1: Learning Goal

☐	Describe the learning goal.	Students will demonstrate their understanding and application of dance elements and form.
☐	Identify the content standards associated with the learning goal. *Include the text of the content standards.*	DA: Cr1.1.3b: Explore a given movement problem. Select and demonstrate a solution. DA: Cr2.1.3a: Identify and experiment with choreographic devices to create simple movement patterns and dance structures (ex: AB, ABA, theme, and variation). DA: CR.3.1.3b: Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol). DA: Pr4.1.3a: Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.

☐	Describe the student population.	The student population includes thirty five third grade students.
☐	Summarize the instructional strategies used to teach the learning goal.	The teacher will engage students in direct instruction and demonstration, and provide opportunities for students to practice choreographing and rehearsing dances individually and in small groups.

Discussion Questions
- What "big idea" is supported by the learning goal?
- How does the learning goal support students' development of critical thinking, problem solving, and analytical skills?

Element 2: Assessment

☐	Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.	A common rubric will be used to evaluate students' progress over time. In addition, students will engage in self and peer assessment. See Example Dance Elements Assessment: http://www.isbe.state.il.us/assessment/pdfs/bal-asmt/example-asmts/dance.pdf
☐	Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	Students may incorporate more or less dance elements according to individual needs and abilities. The teacher may also provide appropriate supports to students during the assessment process, and students may record their performance outside of class.

Discussion Questions
- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this assessment information to monitor student progress and inform your instruction?

Element 3: Growth Targets

☐ Identify students' baseline data.

	Group 1	Group 2	Group 3
Beginning	15		
Developing		17	3
Proficient			

☐ Using students' baseline data identify appropriate growth targets for your student population.

	Group 1	Group 2	Group 3
Beginning			
Developing	10		
Proficient	5	17	3

Discussion Questions
- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.

Element 4: Outcome

☐ Document the number or percentage of students who achieved their identified growth targets.

	Group 1	Group 2	Group 3
Beginning			
Developing	7		
Proficient	8	17	3

Required for Evaluator

☐ Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.	All students either met or exceeded their identified growth targets.

Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 25% of Students Met the Indicated Growth Target(s).	25% - 50% of Students Met the Indicated Growth Target(s).	51% - 75% of Students Met the Indicated Growth Target(s).	76% - 100% of Students Met the Indicated Growth Target(s).
☐	☐	☐	☒

Date: 2/15/16	Evaluator Signature: *Example Evaluator*
Date: 2/15/16	Teacher Signature: *Example Teacher*