

# Dance PE Assessment

TOTAL SCORE (25)	On Track Indicator	Grade Descriptions
24-25		<p>Students can move in time to most beats of music.</p> <p>Students are able to perform in a solo or group sequence showing clarity and complexity in their own actions.</p>
22-23		<p>Students are able to work on different levels using some complex actions.</p> <p>Students can plan routines for themselves and others of differing abilities. Students' routines show flow and linking.</p>
20-21		<p>Students are able to evaluate strengths and weaknesses using a wide variety of correct terminology and can help to correct faults in a performance.</p>
19		<p>Students can move in time to a regular beat of music.</p> <p>Students are able to work on different levels using a variety of actions.</p>
18		<p>Students' routines show a lot of flow.</p> <p>Students can plan routines of differing complexities for themselves and others to perform.</p>
17		<p>Students are able to identify strengths and weaknesses in a group performance, using the correct technical vocabulary.</p>
16		<p>Students can move in time to a regular beat of music.</p> <p>Students are able to work on different levels using some complex actions.</p>
15		<p>Students' routines show flow.</p> <p>Students can plan a routine of at least 10 actions for themselves and others to perform.</p>
14		<p>Students are able to evaluate their own strengths and weaknesses using correct terminology, and can help to correct faults in their own performance.</p>
13		<p>Students can move in time to a regular beat of music.</p> <p>Students are able to work on different levels using most actions.</p>
12	<p>Students' routines show little flow.</p> <p>Students can plan a routine of at least seven actions for themselves and others to perform.</p>	
11	<p>Students can identify strengths and weaknesses in their own performance and in that of others, using some correct terminology, though may not always know how to improve.</p>	
10	<p>Students can usually move in time.</p> <p>Students are able to perform in a solo or group sequence, showing some clarity in actions.</p>	
8-9	<p>Students are able to work on different levels. Students can plan a routine containing four or five actions.</p> <p>Students are able to evaluate their own strengths and weaknesses using basic terminology, but may not always know how to improve.</p>	
6-7	<p>Students are aware of the beat of the music, but cannot always move in time.</p> <p>Students' range of actions is limited, but can still aid the group with ideas at a basic level.</p>	
5	<p>Students can plan a routine containing few actions but may need guidance to plan a longer routine.</p>	
3-4	<p>Students can observe a performance and say what went well but find it difficult to use the correct terminology.</p>	
1-2		