

New Zealand Qualifications Framework Levels 1 – 3, 2011

Dance

National Moderator's Report

National Moderator's Report for Dance

General Guidance for Assessors

The purpose of external moderation is to provide reassurance that teacher judgements 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
- include an assessment schedule that gives evidence of appropriate student responses and clear judgements at all levels.

To help to ensure best assessment practice teachers need to access the Subject Specific Resources for Dance on the NZQA website: www.nzqa.govt.nz/dance

The resources on this webpage include:

1. annotated student exemplars
2. clarification of issues with the standards
3. newsletters - current and archived editions
4. previous national moderator reports
5. a link to the TKI resources

General comments

Task Materials and Assessment Schedules

The generic TKI resources are just one model/example of how to assess the standard and teachers should alter these to reflect and exemplify the specific dance and/or genre or context being used to assess the standard. If teachers are not using the actual task the TKI resources are designed for, then the task brief and assessment schedule needs to be adapted appropriately so that students fully understand what is required of them in the assessment they are undertaking.

Moderation for standards with multiple assessment events (eg 90858)

For the newly aligned standards the student evidence and grade of only one of the required two sequences needs to be submitted for moderation purposes. The full written materials for all task briefs should still be included and must show that the assessor and the students are aware that two sequences must be achieved to meet the standard. The assessment schedules should now include a more holistic overview of all sequences but must include enough specific examples to clearly exemplify the key aspects of what is required for each brief.

Unit Standards

Assessment resources for unit standards should include the requirements for each element of the standard in the task brief and the assessment schedule. In addition, evidence must be submitted for the written/other elements of the standard as well as the performance elements. In some cases a teacher checklist showing that elements have been met may be appropriate.

Collaborative Choreography in 90858

The time requirement for each task brief for this standard is 45 seconds as a group, not individually.

90858 and 90002

When using assessment activities written to support expired or expiring standards for the new achievement standards, these activities need to be reviewed to ensure they are compatible with the requirements of the new standards.

Specific changes to note and amend materials for are:

90001 from ‘interesting’ to ‘effective’ at merit level

90002 where the criteria for the new standard are ‘clarity and control’ for merit and ‘clarity, control and accuracy’ for excellence

90859

There is a significant shift in this standard in order to make it stand apart from the previous 90003 and the performance assessment in 90002. The focus is now on the students’ demonstration of ensemble skills and not the technical or stylistic accuracy of the dance style being presented. The group dance and the genre or style/choreography presented for assessment needs to allow students to show ensemble skills through elements and devices such as: formation changes, entrances and exits, placement in the space, timing with others (unison) vs. canon, appropriately uniform size and performance energy etc

Identification of students for 90859, 20295, 90296 and 90596

Careful consideration needs to be given to the accurate identification of students in the dances presented for these standards. The purpose of moderation is to provide feedback to aid future assessment of these standards so a particular student needs to be identifiable within larger group performances. Information on clothing (if distinguishing), appearance, features, positioning on stage or a combination of all will assist the moderator to accurately confirm grades.

<p>The National Moderator reports will be replaced by newsletters and clarifications documents from 2012.</p>
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