



UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

GAUTENG DEPARTMENT OF EDUCATION

DANCE

SCHOOL BASED ASSESSMENT

PORTFOLIO

GAUTENG DEPARTMENT OF EDUCATION

CONTINUOUS ASSESSMENT

DANCE

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1. What is a portfolio?

A portfolio is a collection of a learner's work and is determined by the Subject Assessment Guidelines (SAG).

A variety of items are organised in a certain format which will then form the learner's portfolio. It should be freely available in the classroom, so that the learners can work on it whenever they find it necessary to do so. Items, which can be included in such a portfolio, include investigation tasks, simulation tasks, small projects, tests and examinations, which are collected over a period of time and which serve a specific purpose.

Portfolios are also defined as an ongoing systematic collection of products which represent milestones in the learner's journey towards excellence. This collection includes items, which represent the whole terrain, and also shows how the learner's journey has progressed towards a specific aim.

The collection of portfolio items and from different components of the curriculum makes the portfolio an instrument for documentation and analysis, serving as a summary of the learner's progress throughout the year.

Portfolios enable the teacher to find out more about the learner as an individual, but the learners also find out more about themselves. It is a report on the learner's progress, as well as a report of that which the learner perceives to be important.

Arter and Spandel summarise the main characteristics of portfolios when they describe it as follows: "A portfolio is a purposeful collection of student work that tells the story of the student's efforts, progress or achievement in given area(s). This collection must include student participation in selection of portfolio content, the guidelines for selection, the criteria for judging merit and evidence of student self-reflection."

It is thus emphasised that a portfolio is an arrangement of the characteristics of authentic assessment.

It makes continuous assessment possible and includes a rich variety of items as evidence of that which the students know and can do. The content of portfolios can be created within realistic contents. In addition, it can also be a reflection of the process of product development. It provides an excellent opportunity to transform assessment into a learning experience. Think of the portfolio as a mechanism whereby a story is told – a story that will communicate something about the learner to the reader.

2. Purpose

The primary reasons for using portfolios as one type of authentic assessment tool include:

- assessing learner's accomplishment of learning outcomes
- assessing the quality of learner's sustained work
- allowing learners to turn their own special interests and abilities into a show-case
- encouraging the development of qualities such as pride in quality workmanship, ability to self-evaluate, and ability to accomplish meaningful tasks
- providing a collection of work learners may use in the future for college or university application and job seeking
- documenting improvement of learners' work

3. Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for DANCE (CASS) and external assessment which makes up the remaining 75% (EXAMINATION). The Programme of Assessment for DANCE comprises seven tasks which are internally assessed. The external assessment component comprises two components: a Practical Assessment Task and one written theory paper.

Together the Programme of Assessment and the external assessment component make up the annual assessment plan for Grade 12.

The following diagram shows the annual assessment plan for DANCE:

Annual assessment plan for DANCE, Grade 12

ASSESSMENT COMPONENTS		
PROGRAMME OF ASSESSMENT (25%)	EXTERNAL ASSESSMENT (75%)	
100 marks	300 marks	
~2 tests ~2 exams (midyear and trial) Theory paper Performance (LO1,2&4) ~3 integrated performance tasks	EXAMINATION	
	150 marks	150 marks
	Practical examination LO 1&2	Theory examination LO 1-3

4. Content for portfolios

The content for portfolios for DANCE is guided by the programme of assessment as stipulated in the Subject Assessment Guidelines (SAG).

The portfolio comprises:

- Two tests (first and third term)
- Two written examinations (midyear and trial)
- Three practical tasks (one per term in terms 1,2 and 3)
 - ✓ Task 1: Integrated performance: **Indigenous Dance** (50 marks)

Preparation: Project on the chosen Dance (200 words or more)

Performance: Performance of the chosen Dance.

- ✓ Task 2: Integrated performance: **Improvisation or choreography** (50 marks)

Preparation: Written synopsis for the improvised/choreographed piece. (100 words)

Performance: Performance of the improvisation/choreography.

- ✓ Task 3: Integrated performance: **Major dance form** (50 marks)

SOLO OR GROUP PERFORMANCE

Preparation: Evidence of preparation.

Performance: Performance of the chosen dance.

The performance examination will be one hour long for ALL the different dance forms.

3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Dance Studies and external assessment which makes up the remaining 75%. The Programme of Assessment tasks are internally assessed, while the external assessment is externally set and moderated.

ASSESSMENT COMPONENTS		
PROGRAMME OF ASSESSMENT (25%)	EXTERNAL ASSESSMENT (75%)	
100 marks	300 marks	
<ul style="list-style-type: none"> • 2 tests • 2 exams (midyear and trial) Theory paper Performance (LO1,2&4) • 3 integrated performance tasks 	EXAMINATION	
	150 marks	150 marks
	Practical examination LO 1&2	Theory examination LO 1-3

Together the Programme of Assessment and the external assessment component make up the annual assessment plan for Grade 12.

Example of an annual assessment plan in Grade 12:

Term 1	Term 2	Term 3	Term 4	
Task 1: Integrated performance task: Indigenous Dance (50) <ul style="list-style-type: none"> • Preparation • Performance 	Task 3: Integrated performance task: Improvisation and choreography (50) <ul style="list-style-type: none"> • Preparation • Performance 	Task 5: Integrated performance task: Major dance form (50) <ul style="list-style-type: none"> • Preparation • Performance 	EXTERNAL ASSESSMENT EXAM <ul style="list-style-type: none"> • Written exam (150) • Performance (150) <ul style="list-style-type: none"> ▪ Preparation ▪ Performance 	
Task 2: Test (50)	Task 4: Midyear exam (300) <ul style="list-style-type: none"> • Written exam (150) • Performance (150) <ul style="list-style-type: none"> ▪ Preparation ▪ Performance 	Task 6: Test (50)		
		Task 7: Trial exam (300) <ul style="list-style-type: none"> • Written exam (150) • Performance (150) <ul style="list-style-type: none"> ▪ Preparation ▪ Performance 		
100	+ 350	+ 400	= 850 / 8.5 = 100	300
	100	+ 300	= 400	

5. Programme of Assessment in Grade 12

5.1 Tests

Two of the assessment tasks should be tests written under controlled conditions at a specified time. **A test should last at least 60 minutes and count a minimum of 50 marks.** Tests should include music theory, history, and healthcare.

5.2 Integrated Performance Tasks

The integrated performance tasks include both preparatory work and a performance based on this preparation.

It is suggested that learners keep a source book/ workbook for Dance Studies in which to record all written preparation, both informal and formal, for assessment purposes.

The performance can take place in a controlled environment (such as a studio or a classroom) or in a real-life environment (such as a public performance).

The learner demonstrates the integration of dance knowledge, skills and values into a single performance.

5.3 Examinations

The mid-year and trial examinations for Grade 12 should consist of a written paper and a performance examination and will count 300 marks. The suggested duration of the paper is 3 hours.

See the Subject Assessment Guidelines for an outline of the Grade 12 examination paper.

6. Learner Evidence portfolio

The learners' portfolio should be well planned, organised and presented in a neat manner, for example, a file. It should include the following:

- a contents page;
- a continuous moderation report;
- a declaration by the learner;
- a summary of marks;
- the assessment tasks

7. Teacher Evidence portfolio

It is required from the Department of Education that a teacher's portfolio should accompany the learners' portfolios. This portfolio should include the following:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks (e.g. practical tasks, tests and examination papers);
- the tools used for assessment for each task (e.g. memorandums, checklists, rubrics); and
- record sheets for each class (working mark sheets).

8. Evaluating portfolios

Periodic evaluation of portfolios should be conducted at a time predetermined by the teacher and his learners. Logical times for evaluation would be at the conclusion of a project, the end of a programme or unit, term or academic year.

The teacher must make sure that every assessment task is marked and captured. Marks on the teacher's record sheets must correspond with the marks in the learners' portfolios.

Moderation of the assessment tasks should take place at three levels during the year.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

THE MAJOR DANCE FORMS

THE PRACTICAL PART LO 1 2 AND 4

The Dance forms or are to be selected from the following table:

DANCE FORM
African Dance
Ballroom Dancing
Classical Ballet
Contemporary Dance
Folk Dance
Greek Dance
Indian Dance
Jazz
Latin American
Spanish Dance
Tap Dance

Written and compiled by Theresa Prinsloo (GDE)

Co-writers: Nigel Hannah and Pinto Ferreira