# Pershing Middle School Dance Audition Rubrics

## Overview

Students participating in dance auditions will be evaluated on **four components**:
**Interview, Prepared Performance, Performance Task, and an Area-Focused Assessment.**

**Interview:** 10 points
**Prepared Performance:** 30 points
**Performance Task:** 30 points
**Area-Focused Assessment:** 30 points

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## 1. Interview Rubric – Dance Placement Evaluation

**10 points total**

**Objective:** Evaluate communication skills, understanding of program expectations, attitude, and motivation for joining the dance program.

**Explanation:** Students will complete a short questionnaire during their interview to share background knowledge, dance experience (if any), and personal goals. Answers will help determine readiness for the program.

| Category | 10 – Mastery | 7 – Proficient | 5 – Developing | 3 – Beginning | 1 – Emerging |
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| **Communication Skills** | Speaks clearly and confidently; expresses ideas with detail. | Communicates clearly with minor hesitation. | Understandable but occasionally unclear. | Struggles to express ideas without prompting. | Unable to communicate clearly. |

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| **Interest & Motivation** | Highly enthusiastic and passionate about dance. | Shows strong interest and motivation. | Some interest but limited excitement. | Appears indifferent. | No genuine interest shown. |
| **Understanding of Program Expectations** | Fully understands technique requirements, rehearsal expectations, and teamwork. | Understands most expectations with minor clarification. | Partial understanding. | Limited awareness of program structure. | No understanding of expectations. |
| **Behavior & Attitude** | Consistently positive, respectful, and engaged. | Respectful; rarely needs redirection. | Occasionally unfocused. | Frequently off-task. | Displays poor attitude or disrespect. |
| **Confidence & Professionalism** | Extremely confident; presents self professionally. | Mostly confident; good posture and presence. | Some nervousness but tries. | Hesitant or inconsistent. | Lacks confidence or professionalism. |

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# 2. Prepared Performance Rubric – Choreographed Dance Routine

**30 points total**

**Objective:** Evaluate the student's ability to prepare, memorize, and perform a choreographed dance independently.

**Explanation:** Students will learn or create a **short solo** showcasing technique, musicality, and performance quality. Styles may include jazz, modern, lyrical, hip hop, or contemporary. This portion of the audition will be timed and created in person.

Routines should demonstrate:

- Basic technical skills (e.g., jazz square, chaine turns, single pirouette, leaps, kicks)
- Musicality and expressiveness
- Clear effort and preparation

Students with advanced training may demonstrate higher-level skills such as double pirouettes, switch leaps, floorwork transitions, or advanced articulation and control.

| Category | 30 – Mastery | 24 – Proficient | 18 – Developing | 12 – Beginning | 6 – Emerging |
|---|---|---|---|---|---|
| **Preparation & Readiness** | Fully prepared and memorized routine with confidence. | Well-prepared; few hesitations. | Some preparation; inconsistent performance. | Minimal preparation; relies on cues. | Unprepared or unwilling to perform. |
| **Technique & Alignment** | Excellent placement, control, pointed feet, clean lines. | Strong technique; few corrections needed. | Average technique with frequent errors. | Struggles with alignment and control. | Lacks understanding of dance technique. |
| **Performance Quality** | Expressive, energized, and fully committed. | Good projection; minor hesitation. | Some performance quality but inconsistent. | Lacks energy or emotional connection. | No performance quality shown. |
| **Execution & Transitions** | Smooth, fluid, and intentional transitions. | Mostly smooth with minor pauses. | Some choppiness; transitions unclear. | Frequent stops or forgotten steps. | Unable to connect movements. |

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| **Musicality & Expression** | Strong rhythm, dynamics, and expressive artistry. | Good musicality; shows expression. | Basic musicality with limited dynamics. | Off-beat or disconnected from music. | No musicality or emotional engagement. |

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# 3. Performance Task Rubric – Classroom Dance Evaluation

**30 points total**

**Objective:** Assess participation, effort, technique application, classroom etiquette, and safe movement practices during daily dance instruction.

**Explanation:** Evaluations occur during warm-ups, across-the-floor progressions, center work, and choreography sessions.

## Technique, Strength, and Flexibility (15 points)

Each skill scored: **2 = Mastery | 1 = Developing | 0 = Needs Improvement**

- Right Leg Split
- Left Leg Split
- Straddle
- Proper Plank Hold
- Core Engagement (crunch series)
- Battements (both sides)
- Balance ( passé hold, both sides)

## Dance Skills (15 points)

Each skill scored: **2 = Mastery | 1 = Developing | 0 = Needs Improvement**

- Chaine Turns
- Single Pirouette
- Jazz Square + Pivot Turn
- Leap (right & left)
- Kick Series (front, side, back)
- Body Roll / Hip Isolation
- Floorwork Transition
- Improvisation/Creative Movement

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# 4. Area-Focused Assessment – Individual Dance Skill Mastery

**30 points total**

**Objective:** Assess mastery of a specific dance area such as jazz, modern, ballet, hip hop, or contemporary technique.

Programs may choose one or multiple focus areas.

### Sample Focus-Area Skill Sets

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## Jazz Technique Assessment

Each skill scored: **2 = Mastery | 1 = Developing | 0 = Emerging**

- Chasse
- Jeté Leap
- Single Pirouette

- Kick Series
- Pivot Turn
- Jazz Walk / Strut

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## Ballet Technique Assessment

- First–Fifth Positions
- Plié Series
- Tendu / Degagé
- Passé Balance
- Arabesque Line
- Chaine Turn
- Ballet Walks
- Sauté

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## Hip Hop Assessment

- Groove & Rhythm
- Isolations
- Weight Shifts
- Level Changes
- Footwork Sequence

- Performance Style
- Musicality

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## Modern/Contemporary Assessment

- Contractions & Spirals
- Floorwork
- Release Technique
- Traveling Patterns
- Improvisation
- Expressiveness