**Original Abstract:**

Dance can be very deceptive; how a movement feels or looks in a mirror rarely provides a clear indication of what is happening in the body. To help students acquire an accurate perception and develop a self-directed process for improving their dance training, I combine self-assessment with videotaping at the Midterm and Final. Students complete a Goals and Assessment Sheet with four areas: Posture, Technique, Locomotion and Artistry. For each category they pick an Issue, a Goal and a Movement Assessment. In the Fall of 2013, it was clear that students didn’t understand how to choose a movement assessment. For Spring 2014, I added descriptive language to the Assessment Sheet and included examples. I will evaluate and compare the responses from Ballet 1 students to see if their ability to select better assessments improved.

**Results:**

Improving the language of my Goals and Assessment Sheet and adding examples noticeably impacted the effectiveness of this assessment tool. My main goal was to help me better assist students with accountability for their own learning and I believe this was successfully accomplished. The majority of the students felt this approach was very useful. The revised sheet was clear to them and they were able to identify issues, goals and specific movement sequences for their assessments. They all appreciated the usefulness of the video-taping to clearly see how they were (or were not) progressing. Several found their nervousness kept them from doing as well as they felt they did in class and some suggested adding music (which they can request), and/or having part of the taping be the whole class (which I have done in the past but not this semester).

**Sampling of Student Comments:**

“The goals and assessment sheet was useful because writing out the issue, goal and assessment helped me to see what I needed to do to fix my problems. It also pushed me to remember to work on my goals. The videos helped because I could actually see what was going wrong and what I needed to improve on.”’

“The videotaping was very useful for my growth as a dancer because most dancers are visual learners so when someone tells you what to fix it’s difficult to know how or understand why, but the video helps us see and know what we are doing and we can see how we fixed it and what to improve on next.”

“Watching myself and being able to compare myself at different times during my learning was very helpful.”

“I had the opportunity to watch myself not give the exercises my all and that frustrates me. It showed me my flaws and what I need to improve on.”

“It was extremely helpful because I was able to see myself from a different perspective and to rewind whenever I needed to check on different areas of my body.”

**Changes for 2015:**

As a result of this CATS process I will incorporate a group sequence with music as a regular part of the mid-term and final video-tapings which will also allow students observe the progress of the class as a whole. In addition, as the result of comment from a colleague, I plan to include a column that focuses on an area of their dancing the student feels positive about to help build confidence and further strengthen this assessment. While this CATS focused on ballet, the same assessment tool is used in all my technique classes, and these revisions will also be instituted for those classes as well.