

Sample GRASPS design and PBA to help you organize your thoughts.

Step 1: Choose the goals/objectives to be assessed.		
SOL/Goal/ Objective(s)	By DATE 20XX, STUDENT, (independently, with prompts, with physical assistance) will improve their level of physical fitness by demonstrating skills associated with rec and leisure activities (underhand rolling to a target, rhythmic activities, flexibility, core strength, and cardio) by completing ___ out of ___ tasks (or ___%), as measured by weekly checklist. SOL 3.4 d, 4.3d	
Step 2: Complete at least one bullet in each GRASPS area below to help you create an authentic scenario to assess the identified objectives.		
Acronym	Choose 1 sentence-starter for each letter and complete it in the third column below.	
Goal	<ul style="list-style-type: none"> ●Your task is ___ ●The goal is to ___ ●The problem or challenge is ___ 	<u>Your goal is to identify recreational activities that improve fitness.</u>
Role	<ul style="list-style-type: none"> ●You are ___ ●You have been asked to ___ ●Your job is ___ 	<u>You have been asked to improve your fitness by demonstrating how to perform rec/leisure activities.</u>
Audience	<ul style="list-style-type: none"> ●Your clients are ___ ●The target audience is ___ ●You need to convince ___ 	<u>You need to convince your friends and family that everyone will benefit from these activities.</u>
Situation	<ul style="list-style-type: none"> ●The context you find yourself in is ___ ●The challenge involves dealing with ___ 	<u>The context you find yourself in is: I need to select rec/leisure activities that improve fitness and include them in my weekly exercise routine.</u>
Product	<ul style="list-style-type: none"> ●You will create a ___ in order to ___ ●You need to develop ___ so that ___ 	<u>You will create a routine and calendar of activities and relate them to rec skills with fitness components included, in order to improve in both areas.</u>
Standards & Criteria for Success	<ul style="list-style-type: none"> ●Your performance needs to ___ ●Your work will be judged by ___ ●Your product must meet the following standards: ___ 	<u>Your work will be judged by your teacher, friends and family because they will be enjoying these activities with you this summer!</u>

Step 3: Use the completed sentences above to write a scenario students will read and follow to complete this performance-based assessment. Type it in the empty box that follows:

To improve fitness levels over the summer, students will demonstrate skills associated with recreation and leisure activities. Students will complete research to determine which recreational activities lead to improved fitness and chose from those activities. When activities have been selected that are related to all areas targeted in the plan, the student will create a summer calendar that includes these skills and have their friends and family join them.

Step 4: Align your summative, performance-based assessment with a grading rubric.

CATEGORY	4	3	2	1	Total
Research of recreational activities & intensity levels	Students will research and describe different types of recreational activities that have health-enhancing benefits. Student will document a variety of activities related to skill improvement, and specific activities that may lead to increased fitness scores.	Students will research different types of recreational activities that have health-enhancing benefits. Student documents a variety of activities related to skill improvement, and specific activities that may lead to increased levels of fitness.	Students recognizes different types of recreational activities that increase heart rate and breathing. Student selects a variety of activities related to skill improvement, and some activities that may lead to increased levels of fitness.	Student chooses and participates in recreational activities and movement skills that increase daily activity and that will help improve or maintain fitness.	___/4
Exercise Calendar	Student creates a summer activity calendar that includes a rotation of skill-related and fitness activities. Student describes and categorizes all activities entered in the calendar.	Student creates a summer activity calendar that includes a rotation of skill-related and fitness activities. Students describes all activities entered in the calendar.	Student creates a summer activity calendar that includes skill-related and fitness activities.	Student creates a summer activity calendar.	___/4
SMART Goal(s)	Student created a SMART Goal and made a connection to practice over time.	Student selected a SMART Goal from a teacher-generated list and made a connection to practice over time.	Student selected a SMART Goal from a teacher-generated list and made a connection to practice over time with teacher assistance.	Student worked on SMART Goal that was teacher-generated and made a connection to practice over time with teacher assistance.	___/4
Reflection	Reflection includes analyzing about the approach to the product, description of skill acquisition, physical advantages of activities chosen and possible social/emotional benefits.	Reflection includes describing the approach to the process, description of skill acquisition, physical and social benefits of activities chosen.	Reflection includes describing the approach to the process, description of skills, physical benefits of the summer activities.	Reflection includes listing some activities and stating why they enjoyed them.	___/4

Step 1: Choose the goals/objectives to be assessed.		
SOL/Goal/ Objective(s)	By 12/20 2018, STUDENT independently will display good sportsmanship through positive body language and positive statements to other students such as “Nice try” or “Good job” during each class in __8__ out of __10__ trials (or __80__%), as measured by the first interaction during each 10 minute block of physical education class.	
Step 2: Complete at least one bullet in each GRASPS area below to help you create an authentic scenario to assess the identified objectives.		
Acronym	Choose 1 sentence-starter for each letter and complete it in the third column below.	
Goal	<ul style="list-style-type: none"> ●Your task is __ ●The goal is to __ ●The problem or challenge is __ 	<i>The goal is to display good sportsmanship during organized games and sport events.</i>
Role	<ul style="list-style-type: none"> ●You are __ ●You have been asked to __ ●Your job is __ 	<i>Your job is to provide positive feedback to other players through positive body language and verbal statement.</i>
Audience	<ul style="list-style-type: none"> ●Your clients are __ ●The target audience is __ ●You need to convince __ 	<i>You need to convince you peers that you are encouraging them to do their best during activities.</i>
Situation	<ul style="list-style-type: none"> ●The context you find yourself in is __ ●The challenge involves dealing with __ 	<i>The challenge involves dealing with moments where your opponents will perform better than you at an activity.</i>
Product	<ul style="list-style-type: none"> ●You will create a __ in order to __ ●You need to develop __ so that __ 	<i>You will create a list of key phrases that can be used for positive phrases and a flip book of positive body language photos.</i>
Standards & Criteria for Success	<ul style="list-style-type: none"> ●Your performance needs to __ ●Your work will be judged by __ ●Your product must meet the following standards: __ 	<i>Your performance needs to be genuine and displayed consistently to have the best experience with your peers.</i>

Step 3: Use the completed sentences above to write a scenario students will read and follow to complete this performance-based assessment. Type it in the empty box that follows:
To improve sportsmanship the student will develop positive body and verbal language. The student will create a quick reference list of appropriate phrases as well as a flip chart of pictures of positive body language. The student will need demonstrate good sportsmanship to peers even when they are not on the winning side. The student will need to demonstrate consistently these positive interactions in order to convince peers that they are genuinely encouraging them to do their best.

Step 4: Align your summative, performance-based assessment with a grading rubric.

CATEGORY	4	3	2	1	Total
Quick Reference of Phrases	Student created a quick reference of phrases that can be used for situations such as: winning, loosing, performing well, performing poor, sport specific etiquette	Student will organize a quick reference of phrases that can be used for situations such as winning, loosing, performing well, performing poor	Student will organize a quick reference of phrases that can be used for situations such as winning and losing.	Student will be able to identify positive phrases from a teacher generated list	___/4
Flip Book	Student will research and create a flip book of examples of positive body language	Student will organize a flip book of examples of positive body language from a teacher generated list	Student will organize a flip book of positive body language from a teacher generated list with teacher assistance.	Student will be able to identify the positive body language images from a teacher generated list	___/4
SMART Goal(s)	Student created a SMART Goal and made a connection to sportsmanship	Student selected a SMART Goal from a teacher-generated list and made a connection to sportsmanship.	Student selected a SMART Goal from a teacher-generated list and made a connection to sportsmanship with teacher assistance.	Student worked on SMART Goal that was teacher-generated and made a connection to sportsmanship with teacher assistance.	___/4
Reflection	Reflection includes analyzing about the meaning of sportsmanship, the impact it will have on others, impact on activity and their overall mood.	Reflection includes describing sportsmanship, the impact it will have on others, impact on activity and their overall mood.	Reflection includes describing sportsmanship, impact on the activity and their overall mood.	Reflection includes listing definition of sportsmanship and how it made them feel.	___/4