

GRASPS

Step 1: Choose the goals/objectives to be assessed.		
SOL/Goal/ Objective(s)	Self-Advocacy -SOL 6.4a, c, 7.4b, 8.4f, 9.4c, 11/12 4g By DATE 20XX, STUDENT (independently, with prompts) will request a modification to an activity or piece of equipment to successfully participate in a given activity or skill in <u> 3 </u> out of <u> 5 </u> trials,(or <u> 60 </u> %),as measured by <u> Teacher </u> .	
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 <u> </u> ●The goal is to <u> </u> ●The problem or challenge is <u> </u> 	<u>Your goal is to ask for help with an activity when needed.</u>
Role	<ul style="list-style-type: none"> ●You are <u> </u> ●You have been asked to <u> </u> ●Your job is <u> </u> 	<u>You have been asked to recognize your skill level to be able to ask for assistance.</u>
Audience	<ul style="list-style-type: none"> ●Your clients are <u> </u> ●The target audience is <u> </u> ●You need to convince <u> </u> 	<u>You need to convince your classmates and staff that you may need help.</u>
Situation	<ul style="list-style-type: none"> ●The context you find yourself in is <u> </u> ●The challenge involves dealing with <u> </u> 	<u>The challenge involves dealing with not being embarrassed to ask for modifications.</u>
Product	<ul style="list-style-type: none"> ●You will create a <u> </u> in order to <u> </u> ●You need to develop <u> </u> so that <u> </u> 	<u>You need to develop communication so that you may have receive extra help in the skills and games.</u>
Standards & Criteria for Success	<ul style="list-style-type: none"> ●Your performance needs to <u> </u> ●Your work will be judged by <u> </u> ●Your product must meet the following standards: <u> </u> 	<u>Your performance needs to improve so that you are asking for help and succeeding.</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:

You will improve self-advocacy skills by asking when additional instruction is needed and you may use peers, teachers, and parents for this goal. You will practice recognizing your skill level and your abilities. Communication skills will be critical in your goal so that you may get the instruction needed.

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

CATEGORY	4	3	2	1	Total
Communication	Students has been always observed approaching teacher for clarification of expectations	Student has been observed usually approaching teacher for clarification of expectations	Student has been observed occasionally approaching teacher for clarification of expectations	Student has been rarely observed approaching teacher for clarification of expectations	___/4
Self-Understanding	Student can accurately assess and describe his or her limits	Student can describe skills and limits with guidance	Student mays struggle with describing skill or limits they have, but may be able to describe on or the other with guidance	Student cannot describe skills or limits	___/4
Self-Advocacy	Student demonstrates effective understanding of assertive self-advocacy, passive self-advocacy and aggressive self-advocacy	Student demonstrates effective understanding of assertive self-advocacy	Student demonstrates limited understanding of assertive self-advocacy	Student demonstrates poor understanding of self-advocacy	___/4
Assertiveness	Students request for help or direction are highly effective	Students request for help or direction is effective	Students request for help or direction is moderately effective	Students request for help or direction is ineffective	___/4