

## PBA

<b>Step 1: Choose the goals/objectives to be assessed.</b>		
SOL/Goal/ Objective(s)	By 2019, Student with verbal prompts will complete 5 fitness exercises and perform each for 10 repetitions in 4 out of 5 trials as measured by checklist.	
<b>Step 2: Complete at least one bullet in each GRASPS area below to help you create an authentic scenario to assess the identified objectives.</b>		
<b>Acronym</b>	<b>Choose 1 sentence-starter for each letter and complete it in the third column below.</b>	
<b>Goal</b>	<ul style="list-style-type: none"> <li>●Your task is __</li> <li>●The goal is to __</li> <li>●The problem or challenge is __</li> </ul>	Your goal is to perform 5 fitness activities that improve your fitness.
<b>Role</b>	<ul style="list-style-type: none"> <li>●You are __</li> <li>●You have been asked to __</li> <li>●Your job is __</li> </ul>	You have been asked to improve your fitness by demonstrating 5 fitness activities.
<b>Audience</b>	<ul style="list-style-type: none"> <li>●Your clients are __</li> <li>●The target audience is __</li> <li>●You need to convince __</li> </ul>	You need to convince your friends and family that everyone will benefit from these activities.
<b>Situation</b>	<ul style="list-style-type: none"> <li>●The context you find yourself in is __</li> <li>●The challenge involves dealing with __</li> </ul>	The context you find yourself in is: I need to perform activities to improve fitness.
<b>Product</b>	<ul style="list-style-type: none"> <li>●You will create a __ in order to __</li> <li>●You need to develop __ so that __</li> </ul>	You will create a routine and calendar of activities to improve fitness.
<b>Standards &amp; Criteria for Success</b>	<ul style="list-style-type: none"> <li>●Your performance needs to __</li> <li>●Your work will be judged by __</li> <li>●Your product must meet the following standards: __</li> </ul>	Your work will be judged by your teacher, friends and family because they will enjoy these activities with you.
Step 3: To improve fitness levels, Student will demonstrate skills associated with fitness. Student will complete research to determine which fitness activities lead to increased physical fitness. 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.		

<b>Step 4: Align your summative, performance-based assessment with a grading rubric.</b>					
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Total</b>
<b>Research of fitness activities and intensity levels</b>	Student will research and describe different types of fitness activities that have health enhancing benefits. David will document a variety of activities related to skill improvement and specific activities that may lead to increased fitness scores.	Student will research different types of fitness activities that have health enhancing benefits. Student documents a variety of activities related to skill improvement and specific activities that may increase levels of fitness.	Student recognizes different types of fitness 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 fitness activities and movement skills that increase daily activity and that will improve or maintain fitness.	___/4
<b>Exercise Calendar</b>	Student creates a summer activity calendar that includes a rotation of skill-related and fitness activities. The student describes and categorizes all activities entered in the calendar.	Student creates a summer activity calendar that includes a rotation of fitness activities which may lead to increased level of fitness. Student 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
<b>SMART Goals</b>	The 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 with verbal cues.	Student selected a SMART Goal from a teacher – generated list and made a connection to practice over time with verbal cues.	Student worked on SMART Goals that was teacher-generated and made a connection to practice over time with verbal cues.	___/4

Adapted from McTighe, Jay. *Designing Cornerstone Tasks to Promote Meaningful learning and Assess What Matters most, Workshop Handout, 2013, p.59.*

<b>Reflection</b>	Reflection includes analyzing the approach to the product, description of skill acquisition, physical advantages of activities chosen and possible social emotional benefits. Student will research different types of fitness activities that have health enhancing benefits. Student documents a variety of activities related to skill improvement, specific activities that may lead to increased levels of fitness.	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 activity.	Reflection includes listing some activities and stating why they enjoyed them.	—4
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