

Performance Based Assessment

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| Step 1: Choose the goals/objectives to be assessed. | | |
| SOL/Goal/ Objective(s) | By May 2019, STUDENT (independently, with verbal prompts, with assistance) will identify and demonstrate at least 2 pathways (ex. curve, straight, zig-zag) and directions in space in 4 out of 5 trials (or 80 %), as measured by a checklist. SOL 6.1 a, d, 6.2a | |
| 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 __ | Your goal is to identify and demonstrate different pathways and directions in space when moving during physical activities. |
| Role | <ul style="list-style-type: none"> ●You are __ ●You have been asked to __ ●Your job is __ | You have been asked to identify physical activities that include pathways and directions in space that are included during the activity. |
| Audience | <ul style="list-style-type: none"> ●Your clients are __ ●The target audience is __ ●You need to convince __ | You need to convince your family that different pathways and directions in space helps improve performance during physical activities. |
| Situation | <ul style="list-style-type: none"> ●The context you find yourself in is __ ●The challenge involves dealing with __ | The context you find yourself in is I need to identify different pathways and directions in space that can be demonstrated during physical activities. |
| Product | <ul style="list-style-type: none"> ●You will create a _____ in order to __ ●You need to develop __ so that __ | You will create a chart in order to identify pathways and directions in space that are demonstrated during different types of physical activities, and demonstrate the pathways and directions that are included in the chart when performing these activities. |
| 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: __ | Your performance needs to include both written examples and demonstrations of different types of pathways and directions when moving in space. |

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: Your task is to complete research to identify different types of pathways and directions while moving in space. You will create a chart in order to list physical activities that include these components when participating in activities. Your performance will demonstrate these pathways and directions when moving in space during physical activities.

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

| CATEGORY | 4 | 3 | 2 | 1 | Total |
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| Research of pathways, direction in space, and physical activities. | Student will research, identify, and list different types of pathways and directions in space when moving. Student will document different types of physical activities that include these pathways and directions in space and include how they will help a student be successful. | Student will research and identify different types of pathways or directions in space when moving. Student will document different types of physical activities that include these forms of movement. | Student will identify and list different types of pathways, directions in space, and types of physical activities. | Student identifies either different pathways or directions in space. | ___/4 |
| Pathway and direction in space chart | Student creates a chart that includes different types of physical activities. Student identifies and lists different pathways and directions of movement that occur during participation in each type of physical activity. | Student creates a chart that includes different types of pathways, directions of movement, and types of physical activities. | Student lists different types of pathways, directions of movement and types of physical activity. | Student lists different types of pathways and directions of movement. | ___/4 |
| SMART Goal(s) | Student created a SMART Goal to assist in demonstrating different types of pathways and directions of movement during physical activity. | Student filled in components of a pre-generated SMART Goal format to demonstrate different types of pathways and directions of movement during physical activity. | Student filled in components of a pre-generated SMART Goal format to demonstrate different types of pathways and directions in space during physical activity with assistance from the teacher. | The student was provided a SMART Goal from the teacher to work on to demonstrate different pathways and directions of movement during physical activities. | ___/4 |
| Reflection | Student reflects on the pathway and direction chart to identify physical activities that they participate in that include these components. Student analyzes demonstration of pathways and directions in space to identify cues successfully completed during physical activity. | Student reflects on different types of pathways and directions in space identified when moving during physical activities. Student analyzes demonstration of pathways and directions in space. | Student reflects on demonstration of different types of pathways and directions in space when participating in physical activities. | Student reflects on demonstration of different types of pathways and directions in space on cue provided by teacher. | ___/4 |