

Step 1: Choose the goals/objectives to be assessed.		
SOL/Goal/ Objective(s)	By December 10, 2018, <i>Dylan</i> , independently will improve his level of physical fitness by demonstrating upper body strength by showing 5% increase from pre assessment, as measured by weekly checklist.	
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</u> be able to do 10 modified pull ups by December 10, 2018.
Role	<ul style="list-style-type: none"> ●You are __ ●You have been asked to __ ●Your job is __ 	<u>You have been asked to</u> increase your upper body strength in order to perform lifetime activities you have shown interest in.
Audience	<ul style="list-style-type: none"> ●Your clients are __ ●The target audience is __ ●You need to convince __ 	<u>You need to convince</u> family that you will benefit from getting better upper body strength because it will allow you to become more independent of others.
Situation	<ul style="list-style-type: none"> ●The context you find yourself in is __ ●The challenge involves dealing with __ 	<u>The challenge involves dealing with</u> lack of equipment to be able to meet your goals
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</u> routine and calendar of activities and relate them to gaining strength in the upper body. This should include work and rest days.
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</u> your teacher so that the assessment of pre and post strength are done the same.

Step 3: Your goal is to be able to do 10 modified pull ups by December 10, 2018. You have been asked to increase your upper body strength in order to perform lifetime activities you have shown interest in. You need to convince family that you will benefit from getting better upper body strength because it will allow you to become more independent. The challenge involves dealing with lack of equipment to be able to meet your goals. You will create a routine and calendar of activities and relate them to gaining strength in the upper body. This should include work and rest days. Your work will be judged by your teacher so that the assessment of pre and post strength are done the same.

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 strength activities that have health-enhancing benefits. Student will document a variety of activities related to improved strength, and specific activities that may lead to increased fitness scores.	Students will research different types of strength activities that have health-enhancing benefits. Student documents a variety of activities related to strength improvement, and specific activities that may lead to increased levels of fitness.	Students recognizes different types of strength activities that increase muscular endurance. Student selects a variety of activities related to strength improvement, and some activities that may lead to increased levels of fitness.	Student chooses and participates in strength activities and movement skills that increase daily activity and that will help improve or maintain fitness.	___/4
Strength Log	Student creates an outside of school log strength calendar that includes a rotation of strength-related and fitness activities. Student describes and categorizes all activities entered in the calendar.	Student creates an outside of school log strength calendar that includes a rotation of strength-related and fitness activities. Students describes all activities entered in the calendar.	Student creates an outside of school log strength calendar that includes strength-related and fitness activities.	Student creates an outside of school log strength 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

