

Use the GRASPS design to help you organize your thoughts.

Step 1: Choose the goals/objectives to be assessed.		
SOL/ 7.1d, 7.1e, 7.4c, 7.4f	By February 11, 2019, student (independently, with prompts and peer assistance) will be able to demonstrate three steps to the Rumba (Basic Step, Box Step, Hesitation Step), 7 out of 10 times for 70% accuracy, using focusing on balance and a base of support.	
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 task is to describe the three basic steps of the Rumba and Bachata.
Role	<ul style="list-style-type: none"> • You are __ • You have been asked to __ • Your job is __ 	You have been asked to either identify or verbalize the basic cues to Rumba and Bachata.
Audience	<ul style="list-style-type: none"> • Your clients are __ • The target audience is __ • You need to convince __ 	The target audience are your classmates.
Situation	<ul style="list-style-type: none"> • The context you find yourself in is __ • The challenge involves dealing with __ 	The challenge involves dealing with the ability to gain confidence and demonstrate respect for fellow classmates when performing the Rumba and Bachata.
Product	<ul style="list-style-type: none"> • You will create a __ in order to __ • You need to develop __ so that __ 	You will need to develop proficiency so that you can demonstrate the three basic steps to Rumba and Bachata.
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 must meet the standards stated in the rubric.

Step 3: Independently, with prompts and peer assistance, I will be able to demonstrate the three basic steps of Rumba, focusing on balance and base of support to be successful.

Step 4: Grading Rubric:

CATEGORY	4	3	2	1	Total
Ballroom Dance Research	Student will research and describe at least two similarities and differences of ballroom dances Rumba and Bachata.	Student will be able to describe at least one similarity and difference of the Rumba and Bachata.	Provided a list, student will be able to identify one similarity and one difference of Rumba and Bachata.	Provided a list, student will be able to identify one similarity or difference of Rumba and Bachata.	___/4
Listing Cues	Student will be able to list the 3 basic steps to both the Rumba and Bachata.	Student will be able to list at least 2 of the basic steps to Rumba and Bachata.	Provided a list, student will be able to identify and organize the 3 basic steps to Rumba and Bachata.	Provided a list, student will be able to identify and organize at least 2 of the basic steps to Rumba and Bachata.	___/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
Skilled Product	The student will demonstrate the three basic steps in Rumba (Box Step, Hesitation, Left Hand Turn) and Bachata (Basic Side-to Side Step, Basic Forward and Backwards, Bachata Square).	The student will be able to demonstrate at least two basic steps of Rumba and Bachata.	While shadowing an instructor or peer, student will be able to demonstrate the three basic steps to Rumba and Bachata.	While shadowing an instructor or peer, along with additional modifications (markers, etc.), student will be able to demonstrate at least one of the basic steps of Rumba and Bachata.	___/4