

Step 1: Choose the goals/objectives to be assessed.		
SOL/Goal/Objective(s)	By DATE June 2019, Kimberly will independently identify <u> </u> at least 10 <u> </u> body parts (ex. head, ears, eyes, nose, feet, knee, elbow, arm, hand, stomach, back and neck, muscles, bones) in <u> 4 </u> out of <u> 5 </u> trials (or <u> 80 </u> %), as measured by “The Body Diagram” used as an exit ticket <u> </u> . SOL 1.2a, 1.2b, 2.2d, 2.2f	
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> 	<i>Your goal is to identify 10 or more parts of the body on a diagram that will assist other students explain their injury.</i>
Role	<ul style="list-style-type: none"> ●You are <u> </u> ●You have been asked to <u> </u> ●Your job is <u> </u> 	<i>You have been asked to learn the parts of the body by demonstrating your knowledge on a clip chart diagram.</i>
Audience	<ul style="list-style-type: none"> ●Your clients are <u> </u> ●The target audience is <u> </u> ●You need to convince <u> </u> 	<i>Your target audience is the school nurse.</i>
Situation	<ul style="list-style-type: none"> ●The context you find yourself in is <u> </u> ●The challenge involves dealing with <u> </u> 	<i>The challenge involves dealing with a sick/injured student.</i>
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> 	<i>You will create a new body diagram in order to help other students better explain their injury to the nurse.</i>
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> 	<i>Your product must meet the following standards:</i> <ul style="list-style-type: none"> ● <i>Be kid friendly</i> ● <i>Be reusable</i> ● <i>Be able to assist a student explain their injury to the nurse in a clear and concise way.</i>

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:
In order to demonstrate knowledge mastery of at least 10 body parts, the student will practice on and then create their own clip chart diagram for the nurse to utilize in the clinic for other students to use to explain their injury in a clear and concise way. The chart must be kid friendly and reusable.

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

CATEGORY	4	3	2	1	Total
Practice to show mastery diagram	Student will demonstrate knowledge of at least 10 body parts on 4 out of 5 trials.	Student will demonstrate knowledge of 8-9 body parts on 4 out of 5 trials.	Student will demonstrate knowledge of 5-7 body parts on 4 out of 5 trials.	Student will not be able to demonstrate at least 4 body parts on 4 out of 5 trials.	___/4
Student created diagram	Diagram is anatomically correct, with at least 10 body parts.	Diagram is anatomically correct but has less than 10 body parts.	Diagram is not anatomically correct OR does not have at least 8 body parts.	Diagram is NOT anatomically correct and does NOT have the required body parts.	___/4
Clear and concise directions for other students	Student written directions are clear and concise, written in kid friendly language. Student users are able to understand the directions and are able to utilize the diagram to assist in communication with the nurse.	Student written directions are not very clear but the diagram is usable in assisting with communication with the nurse.	Student written directions are not clear and students are not able to utilize the chart to assist in communication with the nurse.	Directions are not present.	___/4
Reflection	Student is able to analyze the process of their project and discuss the strengths and weaknesses of their product.	Student is able to describe the process of the project, but are not able to point out strengths and weaknesses.	Student can discuss what they liked or did not like about the project.	Student is not able to reflect, analyze, describe or discuss anything about their project.	___/4