

Step 1: Choose the goals/objectives to be assessed.		
SOL/Goal/Objective(s)	By March 2019, the third grade, (group) will improve their level of dominant hand dribbling by demonstrating skills associated with dribbling a ball with their hand, by completing 4 out of 5 tasks (80 %), as measured by weekly checklist. SOL 1.a.3	
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 __ 	The goal is to improve the student’s skill of dribbling with their hand.
Role	<ul style="list-style-type: none"> ●You are __ ●You have been asked to __ ●Your job is __ 	You have been asked to improve your skill of dribbling with one hand by demonstrating continuous control of the ball.
Audience	<ul style="list-style-type: none"> ●Your clients are __ ●The target audience is __ ●You need to convince __ 	The target audience is yourself.
Situation	<ul style="list-style-type: none"> ●The context you find yourself in is __ ●The challenge involves dealing with __ 	The challenge involves dealing with frustration and stopping when it gets hard.
Product	<ul style="list-style-type: none"> ●You will create a __ in order to __ ●You need to develop __ so that __ 	You need to develop ball control so that the skills can be completed
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 product must meet the following standards: dribbling 20+ times with one hand non-stop.

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:

The goal is to improve dribbling with one hand. You have been asked to improve your skill of dribbling with one hand by demonstrating continuous control of the ball. The target audience is yourself. The challenge involves dealing with frustration and stopping when it gets hard. You need to develop control of the ball so that the skills can be completed. Your product must meet the following standards: dribbling 20+ times with one hand non-stop.

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

CATEGORY	4	3	2	1	Total
Research of dribbling drills	Groups must have researched 10-15 dribbling drills.	Groups must have researched 7-10 dribbling drills.	Groups must have researched 5-7 dribbling drills.	Groups must have researched 0-5 dribbling drills.	___/4
Practice calendar	Students created a practice routine with 5 elements required.	Students created a practice routine with 4/5 elements required.	Students created a practice routine with 3/5 elements required.	Students created a practice plan with 2/5 elements required.	___/4
Dribbling	Half of the group can dribble 20+ times in a row without stopping.	Half of the group can dribble 16+ times in a row without stopping.	Half of the group can dribble 12+ times in a row without stopping.	Half of the group can dribble 8+ times in a row without stopping.	___/4