

Performance Based Assessment

Step 1: Choose the goals/objectives to be assessed.		
SOL/Goal/ Objective(s)	By end of Fall 2018, STUDENT (independently, with verbal prompts, with assistance) will maintain personal space when participating in general space and participating in the variety of PE activities in 10 out of 10 trials (or 100%) while safely moving and freezing when prompted by teacher, as measured by daily checklist. K.2d, K.4b, 1.1f, 1.2e, 1.4c, 2.2b, 5.1d, 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		
Goal	●Your task is __	<i><u>Your task is to maintain your personal space “your bubble” when participating in general space and participating in the variety of presented PE activities while safely moving and freezing when prompted by the teacher.</u></i>
Role	●You have been asked to __	<i><u>You have been asked to improve your spatial awareness by choosing to remain in your personal space “your bubble” as you participate in the presented PE activities while safely moving and freezing when prompted by the teacher.</u></i>
Audience	●The target audience is __	<i><u>Your target audience is yourself and your classmates. You will want to be able to play safely with your classmates so as not to injure them or yourself.</u></i>
Situation	●The challenge involves dealing with __	<i><u>The challenge involves: I need to manage my desire to remain within my personal space “my bubble” when participating in general space and participating in the variety of presented PE activities while safely moving and freezing when prompted by the teacher.</u></i>
Product	●You need to develop __ so that __	<i><u>You need to develop awareness of your personal space and manage your moving and freezing when prompted by the teacher so you are able to participate in play.</u></i>
Standards & Criteria for Success	●Your work will be judged by __	<i><u>Your work will be judged by your PE teacher, classroom teacher, administration, classmates, teacher assistant, family preservation trusted adult counselor, and family because they will be proud you have gained spatial awareness and starting/stopping on cue and thus are able to play by yourself and with your classmates safely.</u></i>

Step 3: Use the completed sentences above to write a scenario students will read and follow to complete this performance-based assessment.

To improve personal and social responsibility in order to play safely in the PE class environment during participation in a variety of activities and with classmates, students will demonstrate skills associated with safe movement in personal “your bubble” space and general space as well as moving and freezing when prompted by the teacher. You will be able to participate in play during PE class when you develop awareness of your personal space “your bubble” and general space then manage your space by moving and freezing when prompted by the teacher thus allowing your play to safely include classmates.

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

CATEGORY	4	3	2	1	0	Total
Self-Space	When asked, student immediately moves to a space of his/her own, arms-length away from the nearest person. Understand and makes adjustment when self-space has been violated.	Student recognizes self-space, and understands and makes adjustment some of the time when self-space has been violated.	Student recognizes self-space but does not adjust when it is violated.	Student recognizes self-space some of the time, and does not adjust when it is violated.	Student does not recognize the concept of self-space from the start. Trouble understanding when redirected.	___/4
General Space	Student moves effectively in general space, showing these features: eyes up watching to avoid others, look for and move to open spaces, slow down or speed up to avoid contact with others, and stay within the boundaries.	Student moves through general space effectively most of the time. Shows almost all features.	Student moves through general space effectively some of the time. Shows some features.	Student moves through general space effectively some of the time. Shows 1-2 features.	Student does not move through general space effectively. Shows no features.	___/4
Safety & Rules	Student follows safety procedures of starting/stopping when prompted by teacher and uses equipment and facilities safely, and encourages others to do so.	Student follows safety procedures of starting/stopping when prompted by teacher and uses equipment and facilities safely.	Student requires occasional reminders regarding safety procedures of starting/stopping when prompted by teacher and the safe use of equipment and facilities.	Student requires constant reminders regarding safety procedures of starting/stopping when prompted by teacher and the safe use of equipment and facilities.	Student requires constant reminders regarding safety procedures of starting/stopping when prompted by teacher and safe use of equipment and facilities and does not comply.	___/4
Reflection	Reflection includes analyzing a chart of behaviors and describing the positive behaviors they demonstrated.	Reflection includes describing the approach to the process, description of personal space, physical and social benefits of activities chosen.	Reflection includes describing the approach to the process, description of personal space with pictures.	Reflection includes listing ways to maintain personal space.		___/4