

<b>Step 1: Choose the goals/objectives to be assessed.</b>		
SOL/Goal/ Objective(s)	By June 12, 2019, STUDENT, (independently, with prompts, with physical assistance) forehand strike an object while displaying at least 2 of the following components in 8 out of 10 trials (or 80%), as measured by monthly checklist. 3.1a 1. Preparatory position: Forehand grip with wrist facing forward and racquet behind body 2. Side orientation with feet staggered 3. Weight transfer from back foot to front foot with hip and shoulder rotation during strike 4. Strike so racquet contacts ball in front of shoulder and follows through in direction of target	
<b>Step 2: Complete at least one bullet in each GRASPS area below to help you create an authentic scenario to assess the identified objectives.</b>		
<b>Acronym</b>	<b>Choose 1 sentence-starter for each letter and complete it in the third column below.</b>	
<b>Goal</b>	<ul style="list-style-type: none"> <li>• Your task is __</li> <li>• The goal is to __</li> <li>• The problem or challenge is __</li> </ul>	<i>Your task is to identify activities and/or sports that use a racquet for striking.</i>
<b>Role</b>	<ul style="list-style-type: none"> <li>• You are __</li> <li>• You have been asked to __</li> <li>• Your job is __</li> </ul>	<i>Your job is to improve your forehand skills in order to participate in racquet sports and activities.</i>
<b>Audience</b>	<ul style="list-style-type: none"> <li>• Your clients are __</li> <li>• The target audience is __</li> <li>• You need to convince __</li> </ul>	<i>The target audience is the student and their family/friends.</i>
<b>Situation</b>	<ul style="list-style-type: none"> <li>• The context you find yourself in is __</li> <li>• The challenge involves dealing with __</li> </ul>	<i>The challenge involves improving a skill with no prior knowledge and limited use of hands.</i>
<b>Product</b>	<ul style="list-style-type: none"> <li>• You will create a __ in order to __</li> <li>• You need to develop __ so that __</li> </ul>	<i>You need to develop a routine to practice 2-3 times a week in order to improve your forehand skills.</i>
<b>Standards &amp; Criteria for Success</b>	<ul style="list-style-type: none"> <li>• Your performance needs to __</li> <li>• Your work will be judged by __</li> <li>• Your product must meet the following standards: __</li> </ul>	<i>Your work will be judged by demonstrating the proper steps to the forehand swing during modified gameplay by the teacher.</i>

To increase ways of achieving lifelong fitness, the student will be introduced to activities that utilize a racquet for striking. The student will research activities/sports involving the use of racquets and/or the forehand swing. They will then be asked to identify them by listing them and providing a brief description of each using a speech-to-text device. They will devote 2-3 hours a week outside of school to practicing the forehand swing. The teacher will assess the skill at the conclusion of the school year during modified gameplay.

CATEGORY	4	3	2	1	Total
<b>Research of recreational activities &amp; intensity levels</b>	Students will research and describe different types of recreational activities that have health-enhancing benefits. Student will document a variety of activities related to skill improvement, and specific activities that may lead to increased fitness scores.	Students will research different types of recreational activities that have health-enhancing benefits. Student documents a variety of activities related to skill improvement, and specific activities that may lead to increased levels of fitness.	Students recognizes different types of recreational activities that increase heart rate and breathing. Student selects a variety of activities related to skill improvement, and some activities that may lead to increased levels of fitness.	Student chooses and participates in recreational activities and movement skills that increase daily activity and that will help improve or maintain fitness.	___/4
<b>Exercise Calendar</b>	Student creates a summer activity calendar that includes a rotation of skill-related and fitness activities. Student describes and categorizes all activities entered in the calendar.	Student creates a summer activity calendar that includes a rotation of skill-related and fitness activities. Students describes all activities entered in the calendar.	Student creates a summer activity calendar that includes skill-related and fitness activities.	Student creates a summer activity calendar.	___/4
<b>SMART Goal(s)</b>	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
<b>Reflection</b>	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