

**Step 1: Choose the goals/objectives to be assessed.**

SOL/Goal/ Objective(s)	By February, John, will independently dribble a basketball while standing in place by demonstrating the following 4 cues, 4 out of 5 trials as measured by a checklist. SOL 5.1a
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**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>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 goal is to dribble a ball using the identified cues.</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 ball dribbling skills by demonstrating how to dribble a basketball.</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>You need to convince your friends and family that everyone will benefit now and in the future by learning how to properly dribble a basketball</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 context you find yourself in is: I need to practice dribbling a basketball to improve my skill level and include them in my daily routine.</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 will create a practice schedule and variety of activities that are related to dribbling in order to improve my dribbling 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 your teacher, friends and family because they will enjoy playing basketball game with you in the future.</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:**

Your goal is to improve your stationary dribbling skills using the identified cues by February. You need to convince your friends and family that everyone will benefit now and in the future by learning how to properly dribble a basketball. In order to improve, you will need to practice dribbling a basketball by including and practicing stationary dribbling in your daily routine. You will create a practice schedule and include a variety of basketball activities that are related to dribbling in order to improve your dribbling skills. Your work will be judged by your teacher, friends and family because they will enjoy playing basketball with you in the future.

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

CATEGORY	4	3	2	1	Total
<b>Stationary Dribbling</b>	Eyes are scanning and not focused on ball Dribbles at waist level Pushes ball down with fingertips Bend and extend elbows Contacts ball with one hand to the outside of foot Controls the ball at all times	Eyes are scanning and not focused on ball Dribbles ball at waist level Pushed ball down with their fingertips Usually bends and extends elbows Loses some control when dribbling in a stationary position	Eyes are focused on the ball and student will sometimes look up to scan Dribbles the ball at varying levels Pushed ball down with their fingertips Sometimes bends and extends elbows Does not have complete control of ball when dribbling in a stationary position	Eyes are focused on ball at all times Dribbles the ball at many different levels Slaps the ball down with their dribbling hand Seldom bends and extends elbows Cannot control when dribbling in a stationary position	___/4
<b>Social Development</b>	Creates an after school basketball program for classmates which allows classmates to improve basketball skills, promote the importance of dribbling skills and social interaction among the participants	Usually encourages all classmates to participate in the after school basketball program which allows classmates to improve basketball skills, promote the importance of dribbling skills and social interaction among the participants	Sometimes encourages classmates to participate in the after school basketball program which allows classmates to improve basketball skills, promote the importance of dribbling skills and social interaction among the participants	Does not encourage any classmates to participate in the after school program basketball program	___/4
<b>SMART Goal(s)</b>	Student created a SMART Goal without any assistance from the teacher using guidelines presented to him/her and uses it to improve.	Student created a SMART goal using guidelines with minimal assistance from teacher and uses it to improve	Student and teacher worked on a SMART goal together using the guideline created by teacher and does not use it as a reference	Student did not complete a SMART goal even after assistance from teacher	___/4
<b>Reflection</b>	Consistently understands the value of planned activities and skills practiced in class and continues to practice all the time	Usually understands the value of planned activities and skills practiced in class and usually practices during the week	Sometimes understands the value of planned activities and skills practiced in class and sometimes practices with his friends	Seldom understands the value of planned activities and skills practiced in class and does not practice dribbling any more	___/4