

<b>Step 1: Choose the goals/objectives to be assessed.</b>		
SOL/Goal/Objective(s)	By December 20, 2018, XXX, with verbal prompts, will display good sportsmanship through positive body language and positive statements to other students such as “Nice try” or “Good job” during each class in <u>  4  </u> out of <u>  5  </u> trials (or <u>  80  </u> %), as measured via daily and then weekly, completed PE task card. (SOL Standards: 6.4e,f and 7.4a)	
<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>The goal is to use appropriate body language during class to show others respect and sportsmanship during class activities.</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>You have been asked to pay attention to your body language and word choice during class.</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 classmates that your words and actions are improved and positive towards others by allowing them to hear you speaking within the group in an improved manner.</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 dealing with your emotions and paying attention to where your body is in space as you move through the gym.</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 list of verbal choices for use in situations when you have the need to say something to the group.</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 peers, teachers, and assistants.  Your product must meet the standards created on your task card of verbal choices.  Your performance needs to improve over time as shown on the completed PE task card, demonstrating appropriate body language during class.</i>

**Step 3:** Create a paragraph summary of the GRASPS.

*The goal is to use appropriate body language during class to show others respect and sportsmanship during class activities. You have been asked to pay attention to your body language and word choice during class. You need to convince your classmates that your words and actions are improved and positive towards others by allowing them to hear you speaking within the group in an improved manner. The challenge involves dealing with your emotions and paying attention to where your body is in space as you move through the gym. You will create a list of verbal choices for use in situations when you have the need to say something to the group. Your peers will judge your word choices. Your product must meet the standards created on your task card of verbal choices. Your performance needs to improve over time as shown on the completed PE task card, demonstrating appropriate body language during class.*

CATEGORY	4	3	2	1	Total
Verbal List (Product)	Student created their list of verbal “positive” choices for use within class. Student asked for input from parents and teacher. Student researched options via preferred source(s).	Student created their list of verbal “positive” choices for use within class. Student only asked from input from a parent OR teacher. Student did not research options from any preferred source.	Student created their list of verbal “positive” choices for use within class. No additional input was solicited.	Student did not create a list and the teacher had to create the list. Teacher had to ask student for his input.	___/4
Research of appropriate body language	Student will research appropriate body language options within the classroom setting via multiple approved sources (Classroom teacher/ PE teacher/ Teacher Assistant/ Online options).	Student will research appropriate body language options within the classroom setting via only one approved source.	Student did not complete any research, but did come up with an approved list of appropriate options for body language in the classroom setting.	Student did not research and did not create any assignment.	___/4

Group- related exit ticket	Students created an exit ticket that solicits group (team) feedback on how the group worked together.	Students had difficulty creating the exit ticket and “ripples” were evident within their group.	Instead of students creating an agreed-upon exit ticket, only one or two students actually completed the assignment.	Students did not create an exit ticket.	___/4
Reflection	Student completes a typed/ written reflection on the improved body language and verbal choices used within the group’s activity. The student includes examples from work completed.	Student completes a typed/ written reflection on the improved body language and verbal choices used within the group’s activity.	Student completes a typed/ written reflection on only one response option.	Student does not complete a reflection on the situation.	___/4