

Step 1: Choose the goals/objectives to be assessed.		
SOL/Goal/Objective(s)	By May 1, 2019, Jack Smith will independently forehand strike an object while displaying at least 3 of the following components in 8 out of 10 trials as measured by teacher observation. SOL 9.1 a, 1. Preparatory position: Forehand grip with wrist facing forward and racket 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 racket contacts ball in front of shoulder and follows through in direction of target	
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 __ 	<i>The goal is to strike the ball consistently over the net and land on the court.</i>
Role	<ul style="list-style-type: none"> ●You are __ ●You have been asked to __ ●Your job is __ 	<i>Your job is to demonstrate that you can practice enough to increase your striking skill level to improve success.</i>
Audience	<ul style="list-style-type: none"> ●Your clients are __ ●The target audience is __ ●You need to convince __ 	<i>Your clients are all other students in class.</i>
Situation	<ul style="list-style-type: none"> ●The context you find yourself in is __ ●The challenge involves dealing with __ 	<i>The challenge involves dealing with: Finding time to practice</i>
Product	<ul style="list-style-type: none"> ●You will create a __ in order to __ ●You need to develop __ so that __ 	<i>You will create a practice schedule in order to maximize your number of striking repetitions.</i>
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: __ 	<i>Your performance needs to meet the objective by striking 8 out of 10 balls over the net and landing on the court, while displaying at least 3 components of the forehand strike.</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:

Scenario: To improve forehand striking during this unit, students will demonstrate skills associated with racket sports. Students will improve accuracy and form by consistently striking the ball over the net and onto the court. All students in the class will need to find and maximize their practice time to increase striking repetitions.

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

CATEGORY	4	3	2	1	Total
Peer Assessment/ Peer Help	Student was able to demonstrate comprehension of the skill fully including all 4 components of the striking skill to a peer. Student was able to provide useful feedback to another student to help improve their skill. Student completed a performance assessment of another student.	Student was able to demonstrate comprehension of the skill including 3 out of 4 components of the striking skill to a peer. Student was able to provide useful feedback to another student to help improve their skill. Student completed a performance assessment of another student.	Student was able to demonstrate limited comprehension of the skill including 2 out of 4 components of the striking skill to a peer. Student was able to provide some feedback to another student to help improve their skill.	Student was able to demonstrate minimal comprehension of the skill including 1 out of 4 components of the striking skill to a peer. Student was able to provide some feedback to another student to help improve their skill.	___/4
Smart Goal / Performance	Student can strike the ball over the net 8 out of 10 times or more. Student uses at least 3 out of 4 components or forehand striking. 1. Preparatory position: Forehand grip with wrist facing forward and racket 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 racket contacts ball in front of shoulder and follows through in direction of target	Student can strike the ball over the net 7 out of 10 times or more. Student uses at least 2 out of 4 components or forehand striking. 1. Preparatory position: Forehand grip with wrist facing forward and racket 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 racket contacts ball in front of shoulder and follows through in direction of target	Student can strike the ball over the net 5 out of 10 times or more. Student uses at least 2 out of 4 components or forehand striking. 1. Preparatory position: Forehand grip with wrist facing forward and racket 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 racket contacts ball in front of shoulder and follows through in direction of target	Student can strike the ball over the net 3 out of 10 times or more. Student uses at least 1 out of 4 components or forehand striking. 1. Preparatory position: Forehand grip with wrist facing forward and racket 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 racket contacts ball in front of shoulder and follows through in direction of target	___/4

Research	Student used and documented at least 4 resources including video of the striking being performed in at least 2 different sports. These resources greatly increased his/her understanding.	Student used and documented 3 resources including one video of striking. These resources increased his or her understanding.	Student found 2 resources which may or may not have had a video of striking and slightly increased his or her understanding.	Student found 1 resource which may or may not have had a video of the striking being performed. These resources gave a very limited understanding.	____/4
Exercise Routine Schedule	Student creates a schedule that incorporates weekly practice. Student kept a documentation log that was validated by an adult. Student stuck to the schedule.	Student created a schedule that incorporated practice at random intervals and documented intermittently. Student stuck to the schedule most of the time.	Student created a schedule that included random practice without documentation. Student documented a limited number of practice days.	Student did not create a schedule and did not document.	____/4