

Step 1: Choose the goals/objectives to be assessed.	
SOL/Goal/ Objective(s)	By June 2019, Johnny will independently and with assistance as needed identify and demonstrate at least 2 pathways (curve, straight, zig-zag) and directions in space in 4 out of 5 times as measured quarterly.
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"> The goal is to name and demonstrate at least 2 different pathways of direction.
Role	<ul style="list-style-type: none"> You have been asked to demonstrate and show understanding of 2 different pathways.
Audience	<ul style="list-style-type: none"> The target audience is your teachers and parents.
Situation	<ul style="list-style-type: none"> The challenge involves demonstrating and explaining different pathways.
Product	<ul style="list-style-type: none"> You need to develop an understanding of different pathways and when they are used and how they are used.
Standards & Criteria for Success	<ul style="list-style-type: none"> Your work will be judged by teachers and family.

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:

To improve direction and relationships during the year, the student will demonstrate and explain different types of pathways. The student will demonstrate different types of pathways as well as explain when the pathway is used and why the pathway was used.

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

CATEGORY	4	3	2	1	Total
Research of recreational activities & intensity levels	Student will research and describe at least 2 different types of directional pathways. Student will research when and how to use these directional pathways.	Students will research different types of directional pathways. Student documents pathways with pictures and descriptions.	Students recognizes different types of directional pathways. Student selects different directional pathways and demonstrates those pathways.	Student chooses and participates in different directional pathways during class as directed.	___/4
Exercise Calendar	Student creates a directional pathway chart that includes as many different pathways as they can find. Student will label all pictures correctly. Student describe how and when to use those pathways.	Student creates a directional pathway booklet they can keep in PE that shows the pathways with correct names and description.	Student creates a directional pathway booklet they can keep in PE that shows the pathways.	Student creates a directional pathway booklet.	___/4
SMART Goal(s)	Student created a SMART Goal and describe how and when to use these different pathways as well as being able to demonstrate the pathways.	Student selected a SMART Goal from a teacher-generated list and made a list of pathways to research during summer.	Student selected a SMART Goal from a teacher-generated list and made a list of pathways to research during summer and practice with an adult.	Student worked on SMART Goal that the teacher-generated and made a connection to practice over time with teacher assistance.	___/4
Reflection	Reflection includes analyzing the directional pathway chart and being able to tell someone what pathway they demonstrated.	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 pathways with pictures.	Reflection includes listing pathways.	___/4