

<b>Step 1: Choose the goals/objectives to be assessed.</b>		
SOL/Goal/ Objective(s)	<p>By the end of October, 2018, STUDENT will improve their object control skill of the underhand roll by independently performing at least 3 of the following components in 4 out of 5 trials(or 80%), as measured by observation during game play and/or skill practice.</p> <ol style="list-style-type: none"> <li>1. Face target</li> <li>2. Step in opposition</li> <li>3. Pendulum swing of arm</li> <li>4. Follow through of arm towards target</li> </ol> <p>K.1c, 1.1c,</p>	
<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 problem or challenge is an inability to step in opposition when performing an underhand roll due to being in a wheelchair.</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 show independence and not rely on prompting when performing the underhand roll.</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>Your target audience is the instructor at school and family or friends outside of school.</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 transferring performance outside of school and evaluating the performance of others.</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 need to develop your object control skill so that it can be performed outside of school with family, and friends at a bowling alley or other venue.</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 performing 3 out of 4 skill cues and being able to correctly identify proper technique in others.</i>

**Step 3: Student will improve the object control and leisure skill of an underhand roll despite the challenge of an inability to step in opposition. To show mastery of of this skill, student will independently perform the skill and be able to evaluate peers. Student will be able to perform this skill for family and friends outside of the school setting in a bowling alley or other environment.**

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

CATEGORY	4	3	2	1	Total
<b>Performance of skill</b>	Student was able to independently perform an underhand roll with 3 out 4 skill cues on 4 out of 5 trials (80%).	Student was able to independently perform an underhand roll with 3 out 4 skill cues on 3 out of 5 trials (60%).	Student was able to perform an underhand roll with 3 out 4 skill cues on 3 out of 5 trials (60%) with no more than 1 verbal prompt.	Student was able to perform an underhand roll with 3 out 4 skill cues on 3 out of 5 trials (60%) with unlimited verbal cues.	___/4
<b>Peer evaluation</b>	When shown videos of 4 peers, student was independently able to correctly identify proper vs. improper form with 100% accuracy.	When shown videos of 4 peers, student was independently able to correctly identify proper vs. improper form with 75% accuracy.	When shown videos of 4 peers, and with no more than 1 verbal prompt, student was able to correctly identify proper vs. improper form with at least 75% accuracy.	When shown videos of 4 peers, and with unlimited verbal prompts, student was able to correctly identify proper vs. improper form with at least 75% accuracy.	___/4
<b>Transference of skill</b>	Student was able to perform an underhand roll while in an environment outside of school independently with family or friends.	With no more than 1 verbal prompt, Student was able to perform an underhand roll while in an environment outside of school with family or friends.	With unlimited verbal prompts, Student was able to perform an underhand roll while in an environment outside of school with family or friends.	With no more than 1 visual prompt, Student was able to perform an underhand roll while in an environment outside of school with family or friends.	___/4
<b>Reflection</b>	Reflection includes a social/emotional appreciation when performing a leisure skill with family and friends, description of skill acquisition, and an understanding of the benefits of increased level of independence	Reflection includes a social/emotional appreciation when performing a leisure skill with family and friends, description of skill acquisition with assistance, and an understanding of the benefits of increased level of independence.	Reflection includes a social/emotional appreciation when performing a leisure skill with family and friends, and description of skill acquisition with teacher prompting.	Reflection includes a social/emotional appreciation when performing a leisure skill with family and friends.	___/4