### GRASPS

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

| SOL/Goal/Objective(s) | Self-Advocacy - SOL 6.4a, c, 7.4b, 8.4f, 9.4c, 11/12 4g
By DATE 20XX, STUDENT (independently, with prompts) will request a modification to an activity or piece of equipment to successfully participate in a given activity or skill in ___3___ out of ___5___ trials, (or ___60___ %), as measured by ___Teacher_____. |
|---|---|

#### Step 2: Complete at least one bullet in each GRASPS area below to help you create an authentic scenario to assess the identified objectives.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Choose 1 sentence-starter for each letter and complete it in the third column below.</th>
</tr>
</thead>
</table>
| Goal | ● Your task is __
● The goal is to __
● The problem or challenge is __ |
| Role | ● You are __
● You have been asked to __
● Your job is __ |
| Audience | ● Your clients are __
● The target audience is __
● You need to convince __ |
| Situation | ● The context you find yourself in is __
● The challenge involves dealing with __ |
| Product | ● You will create a __ in order to __
● You need to develop __ so that __ |
| Standards & Criteria for Success | ● Your performance needs to __
● Your work will be judged by __
● Your product must meet the following standards: __ |

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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:

You will improve self-advocacy skills by asking when additional instruction is needed and you may use peers, teachers, and parents for this goal. You will practice recognizing your skill level and your abilities. Communication skills will be critical in your goal so that you may get the instruction needed.

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

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Students has been always observed approaching teacher for clarification of expectations</td>
<td>Student has been observed usually approaching teacher for clarification of expectations</td>
<td>Student has been observed occasionally approaching teacher for clarification of expectations</td>
<td>Student has been rarely observed approaching teacher for clarification of expectations</td>
<td>___/4</td>
</tr>
<tr>
<td>Self-Understanding</td>
<td>Student can accurately assess and describe his or her limits</td>
<td>Student can describe skills and limits with guidance</td>
<td>Student may struggle with describing skill or limits they have, but may be able to describe one or the other with guidance</td>
<td>Student cannot describe skills or limits</td>
<td>___/4</td>
</tr>
<tr>
<td>Self-Advocacy</td>
<td>Student demonstrates effective understanding of assertive self-advocacy, passive self-advocacy and aggressive self-advocacy</td>
<td>Student demonstrates effective understanding of assertive self-advocacy</td>
<td>Student demonstrates limited understanding of assertive self-advocacy</td>
<td>Student demonstrates poor understanding of self-advocacy</td>
<td>___/4</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Students request for help or direction are highly effective</td>
<td>Students request for help or direction is effective</td>
<td>Students request for help or direction is moderately effective</td>
<td>Students request for help or direction is ineffective</td>
<td>___/4</td>
</tr>
</tbody>
</table>

Adapted from McTighe, Jay. Designing Cornerstone Tasks to Promote Meaningful learning and Assess What Matters most, Workshop Handout, 2013, p.59.