

Performance Assessment: G R A S P S

**When constructing performance assessment tasks,
it helps to use the acronym GRASPS**

Goal	<p>Teacher:</p> <ul style="list-style-type: none"> • Provides a statement of the task • Establishes the goal, problem or challenge <p>The goal provides the student with the outcome of the learning experience and the contextual purpose of the experience and product creation.</p>
Role	<p>Teacher:</p> <ul style="list-style-type: none"> • Defines the role of the students in the task • Provides the student with the position or individual persona that they will become to accomplish the goal of the performance task <p>The majority of roles found within the tasks provide opportunities for students to complete real-world applications of content.</p>
Audience	<p>Teacher:</p> <ul style="list-style-type: none"> • Identify the target audience and the context of the scenario • The audience is the group who is interested in the findings and products that have been created. • These people will make a decision based upon the products and presentations created by the individual(s) assuming the role within the performance task.
Situation	<p>Teacher:</p> <ul style="list-style-type: none"> • Set the context of the scenario • Explain the situation <p>Students will learn about the real-world application for the math performance task</p>
Performance or Product	<p>Teacher:</p> <ul style="list-style-type: none"> • Clarify what the students will need to create and why it needs to be created • Provide a clear picture of what success looks like • Establish rubric for product <p>This is designed using the multiple intelligences. The products provide various opportunities for students to demonstrate understanding, depending on their learning style and abilities. Based upon each individual learner and/or individual class, the educator can make appropriate instructional decisions for product development.</p>
Differentiation:	<p>Teacher:</p> <ul style="list-style-type: none"> • adapt this project for individual students • ensure support for learning needs <p>How are you going to extend this project for the students who can go beyond?</p>

G R A S P S : Performance Assessment Builder

Consider the following set of stem statements as you construct a scenario for a performance task.

Refer to the previous idea sheets to help you brainstorm possible scenarios. (Note: These are idea starters. Resist the urge to fill in all of the blanks.)

Goal :

- Your task is _____
- The goal is to _____
- The problem/challenge is _____
- The obstacle(s) to overcome is (are) _____

Role:

- You are _____
- You have been asked to _____
- Your job is _____

Audience:

- Your client(s) is (are) _____
- The target audience is _____
- You need to convince _____

Situation:

- The context you find yourself in is _____

- The challenge involves dealing with
-

Product/Performance and Purpose:

- 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
-

- A successful result will
-