Performance Assessment: GRASPS

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

G Real-world Goal

Real-world Role

A Real-world Audience

S Real-world Situation

Real-world <u>Products</u> or <u>Performances</u>

S Standards

GOAL

Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task.

ROLE

Define the role of the students in the task. State the job of the students for the task.

AUDIENCE

Identify the target audience within the context of the scenario. Example audiences might include a client or committee.

SITUATION

Set the context of the scenario. Explain the situation.

PRODUCT

Clarify what the students will create and why they will create it.

STANDARDS and CRITERIA [INDICATORS]

Provide students with a clear picture of success. Identify specific standards for success.

Issue rubrics to the students or develop them with the students.



Constructing a Performance Task Scenario Using GRASPS

Consider the following set of stem statements as you construct a scenario for a performance task. Refer to the tables above to help you brainstorm possible scenarios. Note: These are idea starters. Resist the urge to fill in all of the blanks!

 Your task is
 The problem or challenge is The obstacle to overcome is
> The obstacle to overcome is
Role
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, Performance, and Purpose:
You will create a in order to
You need to developso thatso
Standards and Criteria for Success:
Your performance needs to
Your work will be judged by
Your product must meet the following standard (quality) A successful result will

