

Performance Assessment: GRASPS

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

G Real-world Goal

R Real-world Role

A Real-world Audience

S Real-world Situation

P Real-world Products or Performances

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!

Goal:

- Your task is _____
- Your goal is to _____
- The problem or challenge is _____
- The obstacle to overcome 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, Performance, and Purpose:

- You will create a _____ in order to _____
- You need to develop _____ so that _____

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 _____

