

## Using GRASPS to Develop Simulations and Role-Play Scenarios as Performance Assessments

- G Your Goal**
- R Your Role**
- A The Audience**
- S The Situation/Scenario**
- P Your Products or Performances**
- S Success Criteria** (Based on Competencies/Proficiencies, Standards)

Source: Adapted from McTighe and Wiggins (2012, pp. 77–85). Used with permission.

Your Goal	Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task. <i>(Your goal is to help foreign visitors to understand the history and culture of your geographic region.)</i>
Your Role	Define the student's role and what they must do. <i>(You are an intern working at the state Office of Tourism.)</i>
The Audience	Who is the (real-world) target audience in this scenario? Could be client, patient, or board members, for example. <i>(Your audience is a group of nine visitors from another country. They do speak English, but it is limited.)</i>
The Situation or Scenario	Set up the context. What is the situation? Is there a problem to solve? A multi-aspect task to complete? <i>(You have been asked to develop a plan for a three-day tour of your city. Decide what sites to see, how they will show important ideas about culture and history, and how visitors will find these sites.)</i>
Your Products or Performances	Clarify what the students will create and why they will create it. <i>(You need to prepare a written itinerary with map, visuals, and short descriptions about why you have chosen these sites—it must be clear as to how each site will show something of importance about history and culture. Since it is multiday, think about what to see first and why.)</i>
Success Criteria	Provide criteria, rubrics, examples (from past years) of what success will look like. It helps to list each separate product or component. <i>(Your plan will include (1) itinerary and map for each day with estimated time needed at each site—a museum might take all of one day, (2) at least six key sites with rationale for why each one is important to visit, (3) something fun for them to do along the way. The final product should be visually interesting, accurate, and clear.)</i>

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

Your Goal:

- Your task is \_\_\_\_\_.
- Your goal is to \_\_\_\_\_.
- The problem or challenge is \_\_\_\_\_.
- The obstacle to overcome is \_\_\_\_\_.

Your Role:

- You are \_\_\_\_\_.
- You have been asked to \_\_\_\_\_.
- Your job is \_\_\_\_\_.

The Audience:

- Your clients are \_\_\_\_\_.
- The target audience is \_\_\_\_\_.
- You need to convince \_\_\_\_\_.

The Situation or Scenario:

- The context you find yourself in is \_\_\_\_\_.
- The challenge involves dealing with \_\_\_\_\_.

Your Product, Performance, and Purpose:

- You will create a \_\_\_\_\_ in order to \_\_\_\_\_.
- You need to develop \_\_\_\_\_ so that \_\_\_\_\_.

Success Criteria:

- Your performance or product needs to \_\_\_\_\_.
- Your work will be judged by \_\_\_\_\_.
- Your product must include the following \_\_\_\_\_.

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