

## GRASPS Task Design Prompts

### Goal

- Your task is \_\_\_\_\_
- The goal is to \_\_\_\_\_
- The problem or challenge is \_\_\_\_\_
- The obstacles to overcome are \_\_\_\_\_

### 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 standards \_\_\_\_\_

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# Constructing a Performance Task Scenario Using GRASPS

## Mathematics

### Goal:

- The goal (within the scenario) is to minimize costs for shipping bulk quantities of M&M'S.

### Role:

- You are an engineer in the packaging department of the M&M'S candy company.

### Audience:

- The target audience is nonengineer company executives.

### Situation:

- You need to convince penny-pinching company officers that your container design will provide cost-effective use of the given materials, maximize shipping volume of bulk quantities of M&M'S, and be safe to transport.

### Product Performance and Purpose:

- You need to design a shipping container from given materials for the safe and cost-effective shipping of the M&M'S. Then you will prepare a written proposal in which you include a diagram and show mathematically how your container design provides effective use of the given materials and maximizes the shipping volume of the M&M'S.

### Standards and Criteria for Success:

- Your container proposal should . . .
  - Provide cost-effective use of the given materials.
  - Maximize shipping volume of bulk quantities of M&M'S.
  - Be safe to transport.
- Your models must make the mathematical case.

# Constructing a Performance Task Scenario Using GRASPS

## Social Studies

### Goal:

- *Your goal is to help a group of foreign visitors understand the key historic, geographic, and economic features of our region.*

### Role:

- *You are an intern at the Regional Office of Tourism.*

### Audience:

- *The audience is a group of nine foreign visitors (who speak English).*

### Situation:

- *You have been asked to develop a plan, including a budget, for a four-day tour of the region. Plan your tour so that the visitors are shown sites that best illustrate the key historic, geographic, and economic features of our region.*

### Product Performance and Purpose:

- *You need to prepare a written tour itinerary and a budget for the trip. You should include an explanation of why each site was selected and how it will help the visitors understand the key historic, geographic, and economic features of our region. Include a map tracing the route for the tour.*

### Standards and Criteria for Success:

- *Your proposed tour plan (including itinerary, budget and route map) needs to include*
  - *The key historic, geographic, and economic features of the region.*
  - *A clear rationale for the selected sites.*
  - *Accurate and complete budget figures.*

# Sample 2-Page Template, Page 1

## Life Cycles—Interdisciplinary, Grade 2

Title: Life Cycles Subject/Course: Interdisciplinary  
 Topic: Needs of Living Things Grades: 2 Designers: Marie Adams

### Stage 1—Desired Results

#### Established Goals:

NY Math, Science, Technology 4.1, 4.3, 4.4–4.7; Technology 5.1, 5.2, 5.5; Interconnectedness 6.1–6.4; ELA 1.1, 1.2, 2.1; Social Studies 3.1

G

#### Understandings:

*Students will understand that . . .*

- All living things have needs and must depend on and interact with resources in their environments in order to survive.
- Living things grow and change, sometimes in predictable patterns—yet often, the adherence to a strict pattern weakens the organism's ability to survive.
- Living things are designed to survive as individuals and as a species, yet survival of an individual or community often requires the death of another living thing.

U

#### Essential Questions:

- How is a pea, a prairie dog, a praying mantis or a peacock like a person?
- What do living things need to survive?
- How do living things interact with their environments in order to survive?

Q

#### Students will know . . .

- Life-cycle patterns of insects, plants, and mammals.
- A specific food chain within each region.
- The connection between plants and animals and our own needs for clothing, food, and shelter.
- Characteristics of desert, forest, pond, and ocean environments, including climate and natural resources.

K

#### Students will be able to . . .

- Use graphic organizers to record and analyze data.
- Apply understandings to design a human habitat in a given environment that meets basic needs.

S

### Stage 2—Assessment Evidence

#### Performance Tasks: *Summary in GRASPS form*

##### Survivor

This task is a simulation of a survival experience in the wilderness within one of five different environmental regions. Given a collection of materials in imitation of natural resources, students will design and build a model of a human habitat specific to the resources and dangers of the region. The model will show how the student will meet his needs for shelter, food, water, clothing, freedom, power, fun, and belonging.

T

#### Key Criteria

- Appropriate habitat for environment
- Meets basic needs for food, clothing, shelter, and defense
- Carefully and neatly crafted

#### Other Evidence

- Unit Vocabulary Test
- Review of student science journals
- Chapter test from Science/Social Studies Texts
- Project self assessment

OE

# Sample 2-Page Template, Page 1

## History and Photography, Grade 4

Title: History? Whose Story? Subject/Course: History, Photography

Topic: VA History—Early 20th Grades: 4 Designers: Amy

### Stage 1—Desired Results

#### Established Goals:

G

VA History Standard, Number 9:

Describe social transitions and diversity in 20th-century Virginia

National Art Standards—Visual Arts:

Analyze historic meaning in artworks through inquiry

#### Understandings:

U

*Students will understand that . . .*

- Perception is reality.
- One's experiences influence one's view of history.
- Photography can document universal themes of human existence.
- Photographs can reveal but also mislead.
- Race and gender are two important elements in history and influence historical interpretation.

#### Essential Questions:

Q

- History—Whose story is it?
- How do we know what really happened in the past?
- How do photographers capture the subject?
- What can a photograph tell about a society?
- How can we "read" a photograph? Can we trust it?
- What roles do race and gender have in creating and interpreting history?

*Students will know . . .*

K

- Key historical events during early 20th-century Virginia, including decline of agricultural society, move from rural to urban society, segregation, and desegregation.
- Basic principles of visual design.

*Students will be able to . . .*

S

- Interpret ideas and actions from different perspectives.
- Compare and contrast primary and secondary information sources.
- Conduct four-part art criticism process.

### Stage 2—Assessment Evidence

#### Performance Tasks: *Summary in GRASPS form*

T

The Virginia Historical Society invites you to prepare an exhibit to inform the public about significant transitions that occurred in early 20th-century Virginia society and various points of view through which this history can be seen. The history will be shown through photographs. We have included the photos for the exhibit.

Your task is to choose two significant events or transition periods. Then, select several photographs that represent each period and show two or more points of view. Because the exhibit's purpose is to inform the public, the photos need to be captioned and include an explanation of the historical situation being shown and the photographer's viewpoint.

#### Key Criteria

- The significance of the event/time period
- The subject and point of view represented
- The elements of design used by the photographer
- A four-part criticism of the photo (describe, interpret, analyze, evaluate)
- What you think the photographer thought about the subject
- Your personal connection to the photo

#### Other Evidence

OE

- Quiz on historical facts and sequence of events
- Series of journal entries
- Reflections on events and time periods from different perspectives
- Historical analysis sheet (stakeholders and perspectives)

# Sample 2-Page Template, Page 1

Earth and Space Science, Grade 9

Title: Climate Subject/Course: Science—Earth Science

Topic: Weather Grades: 9 Designers: Jim Dixon

## Stage 1—Desired Results

### Established Goals: G

MA Strand 2.8 Earth and Space Science Strand 2, standard 8: Examine models and illustrate that global wind patterns within the atmosphere are determined by the unequal heating between the equator and poles, Earth's rotation, and the distribution of land and ocean.

### Understandings: U

*Students will understand that . . .*

- The unequal heating between the equator and poles, Earth's rotation, and the distribution of land and ocean generate the global wind patterns that determine climate.
- Most of what goes on in the universe involves some form of energy being transformed into another. Transformations of energy usually produce some energy in the form of heat, which spreads around by radiation and conduction into cooler places.

### Essential Questions: Q

- What causes weather and wind patterns?
- What factors affect climate?
- How do events in one geographical area affect another?
- How does climate affect agriculture?
- How can I apply these factors to locations on Earth to determine the climate?

### Students will know . . . K

- Causes of wind and weather patterns.
- Factors affecting climate.
- Causes of the Coriolis effect.
- How events in one geographical area affect another.
- How climate affects agriculture.

### Students will be able to . . . S

- Interpret data illustrating the relationship between air pressure and temperature.
- Interpret isobar maps of gradient pressure.
- Apply the concepts of Newton's First Law, the spherical geometry of the earth, and centripetal acceleration to the Coriolis effect.

## Stage 2—Assessment Evidence

### Performance Tasks: *Summary in GRASPS form* T

#### Comparing Climates

Students will be asked to research the climate in our area and two other areas. One will be at our latitude but in the interior of the continent. The other will be at our longitude but at a tropical location. The students will compare the climates of these locations in terms of climate-determining factors. They will do this in teams representing a climatological consulting firm seeking an account with a large agricultural business that has farms in each area.

### Key Criteria

- Accuracy of predictions
- Thoroughness of explanation
- Quality of presentation

### Other Evidence OE

- Open-book exam
- Quizzes on readings

# Sample 2-Page Template, Page 1

Modern U.S. History, Grades 11–12

Title: A Society Erupts Subject/Course: Modern American History

Topic: Civil Rights Movement Grades: 11–12 Designers: Mark Williams

## Stage 1—Desired Results

### Established Goals:

TEKS U.S. History, Standard No. 7—The student understands the effects of the civil rights movement.

G

### Understandings:

*Students will understand that . . .*

- Race was (and continues to be) a crucial element in U.S. life and politics.
- We have a difficult time honestly reconciling our beliefs with the record on civil rights.
- Racial, cultural, and socioeconomic differences can lead to misunderstanding, prejudice, oppression, and violence.

U

### Essential Questions:

- Do our stated ideals cause progress or mask hypocrisy?
- What caused the race riots of the late 1960s?
- Could they happen again?
- Can the racial divisions that have plagued U.S. society be erased?

Q

*Students will know . . .*

- History of the modern civil rights movement.
- Key leaders of the civil rights movement.
- Political strategies used to achieve civil rights.
- Government efforts to promote equality.
- Impact of changes in laws on opportunity.

K

*Students will be able to . . .*

- Interpret historical documents.
- Evaluate the effectiveness of government efforts to promote equality.
- Role-play historical figures.

S

## Stage 2—Assessment Evidence

**Performance Tasks:** *Summary in GRASPS form*

T

**Kerner Commission Role-Play** Students role-play being members of LBJ's Kerner Commission to determine the causes of urban rioting in the '60s. (Your goal is to determine why the urban riots happened. You must report to the president and the country on why the violence happened and what can be done about it. As a group, produce a collective report that must be thoughtful, thorough, and clearly presented. Your personal contribution will be judged through journal entries, observations of work and discussion, and sections of writing you produce.)

### Key Criteria

- Historically accurate
- Clear and complete explanation
- Sound reasoning based on evidence
- Correct grammar and mechanics in writing

### Other Evidence

Quiz on readings: key events, leaders and strategies of the civil rights movement  
 Essay: Did the Kerner Commission reveal or sidestep the issue of race relations?

OE

# A Collection of Assessment Evidence

## Nutrition, Grades 5–6

### Performance Tasks:

**You Are What You Eat**—Students create an illustrated brochure to teach younger children about the importance of good nutrition for healthful living. Offer younger students ideas for breaking bad eating habits. T

**Chow Down**—Students develop a three-day menu for meals and snacks for an upcoming Outdoor Education camp experience. They write a letter to the camp director to explain why their menu should be selected (by showing that it meets the USDA Food Pyramid recommendations, yet it is tasty enough for the students). Include at least one modification for a specific dietary condition (diabetic or vegetarian) or religious consideration.

### Other Evidence:

(e.g., tests, quizzes, prompts, work samples, observations)

**Quiz**—The food groups and the USDA Food Pyramid OE

**Prompt**—Describe two health problems that could arise as a result of poor nutrition and explain how these could be avoided.

**Skill Check**—Interpret nutritional information on food labels.

### Student Self-Assessment and Reflection:

1. Self-assess the brochure, *You Are What You Eat*. SA
2. Self-assess the camp menu, *Chow Down*.
3. Reflect on the extent to which you eat healthy at the end of unit (compared to the beginning).



# Possible Student Roles and Audiences

KEY:  = ROLES and  = AUDIENCES

- |  |  |   |
|--|--|---|
| <input type="radio"/> <input type="checkbox"/> actor               | <input type="radio"/> <input type="checkbox"/> family member               | <input type="radio"/> <input type="checkbox"/> photographer               |
| <input type="radio"/> <input type="checkbox"/> advertiser          | <input type="radio"/> <input type="checkbox"/> farmer                      | <input type="radio"/> <input type="checkbox"/> pilot                      |
| <input type="radio"/> <input type="checkbox"/> artist/illustrator  | <input type="radio"/> <input type="checkbox"/> filmmaker                   | <input type="radio"/> <input type="checkbox"/> playwright                 |
| <input type="radio"/> <input type="checkbox"/> author              | <input type="radio"/> <input type="checkbox"/> firefighter                 | <input type="radio"/> <input type="checkbox"/> poet                       |
| <input type="radio"/> <input type="checkbox"/> biographer          | <input type="radio"/> <input type="checkbox"/> forest ranger               | <input type="radio"/> <input type="checkbox"/> police officer             |
| <input type="radio"/> <input type="checkbox"/> board member        | <input type="radio"/> <input type="checkbox"/> friend                      | <input type="radio"/> <input type="checkbox"/> pollster                   |
| <input type="radio"/> <input type="checkbox"/> boss                | <input type="radio"/> <input type="checkbox"/> geologist                   | <input type="radio"/> <input type="checkbox"/> radio listener             |
| <input type="radio"/> <input type="checkbox"/> Boy/Girl Scout      | <input type="radio"/> <input type="checkbox"/> government official         | <input type="radio"/> <input type="checkbox"/> reader                     |
| <input type="radio"/> <input type="checkbox"/> businessperson      | <input type="radio"/> <input type="checkbox"/> historian                   | <input type="radio"/> <input type="checkbox"/> reporter                   |
| <input type="radio"/> <input type="checkbox"/> candidate           | <input type="radio"/> <input type="checkbox"/> historical figure           | <input type="radio"/> <input type="checkbox"/> researcher                 |
| <input type="radio"/> <input type="checkbox"/> carpenter           | <input type="radio"/> <input type="checkbox"/> illustrator                 | <input type="radio"/> <input type="checkbox"/> reviewer                   |
| <input type="radio"/> <input type="checkbox"/> cartoon character   | <input type="radio"/> <input type="checkbox"/> intern                      | <input type="radio"/> <input type="checkbox"/> sailor                     |
| <input type="radio"/> <input type="checkbox"/> cartoonist          | <input type="radio"/> <input type="checkbox"/> interviewer                 | <input type="radio"/> <input type="checkbox"/> school official            |
| <input type="radio"/> <input type="checkbox"/> caterer             | <input type="radio"/> <input type="checkbox"/> inventor                    | <input type="radio"/> <input type="checkbox"/> scientist                  |
| <input type="radio"/> <input type="checkbox"/> celebrity           | <input type="radio"/> <input type="checkbox"/> judge                       | <input type="radio"/> <input type="checkbox"/> ship's captain             |
| <input type="radio"/> <input type="checkbox"/> CEO                 | <input type="radio"/> <input type="checkbox"/> jury                        | <input type="radio"/> <input type="checkbox"/> social scientist           |
| <input type="radio"/> <input type="checkbox"/> chairperson         | <input type="radio"/> <input type="checkbox"/> lawyer                      | <input type="radio"/> <input type="checkbox"/> social worker              |
| <input type="radio"/> <input type="checkbox"/> chef                | <input type="radio"/> <input type="checkbox"/> library patron              | <input type="radio"/> <input type="checkbox"/> statistician               |
| <input type="radio"/> <input type="checkbox"/> choreographer       | <input type="radio"/> <input type="checkbox"/> literary critic             | <input type="radio"/> <input type="checkbox"/> storyteller                |
| <input type="radio"/> <input type="checkbox"/> coach               | <input type="radio"/> <input type="checkbox"/> lobbyist                    | <input type="radio"/> <input type="checkbox"/> student                    |
| <input type="radio"/> <input type="checkbox"/> community member    | <input type="radio"/> <input type="checkbox"/> meteorologist               | <input type="radio"/> <input type="checkbox"/> taxi driver                |
| <input type="radio"/> <input type="checkbox"/> composer            | <input type="radio"/> <input type="checkbox"/> museum director/<br>curator | <input type="radio"/> <input type="checkbox"/> teacher                    |
| <input type="radio"/> <input type="checkbox"/> client/customer     | <input type="radio"/> <input type="checkbox"/> museum goer                 | <input type="radio"/> <input type="checkbox"/> tour guide                 |
| <input type="radio"/> <input type="checkbox"/> construction worker | <input type="radio"/> <input type="checkbox"/> neighbor                    | <input type="radio"/> <input type="checkbox"/> trainer                    |
| <input type="radio"/> <input type="checkbox"/> dancer              | <input type="radio"/> <input type="checkbox"/> newscaster                  | <input type="radio"/> <input type="checkbox"/> travel agent               |
| <input type="radio"/> <input type="checkbox"/> designer            | <input type="radio"/> <input type="checkbox"/> novelist                    | <input type="radio"/> <input type="checkbox"/> traveler                   |
| <input type="radio"/> <input type="checkbox"/> detective           | <input type="radio"/> <input type="checkbox"/> nutritionist                | <input type="radio"/> <input type="checkbox"/> tutor                      |
| <input type="radio"/> <input type="checkbox"/> editor              | <input type="radio"/> <input type="checkbox"/> observer                    | <input type="radio"/> <input type="checkbox"/> t.v. viewer                |
| <input type="radio"/> <input type="checkbox"/> elected official    | <input type="radio"/> <input type="checkbox"/> panelist                    | <input type="radio"/> <input type="checkbox"/> t.v. or movie<br>character |
| <input type="radio"/> <input type="checkbox"/> embassy staff       | <input type="radio"/> <input type="checkbox"/> parent                      | <input type="radio"/> <input type="checkbox"/> visitor                    |
| <input type="radio"/> <input type="checkbox"/> engineer            | <input type="radio"/> <input type="checkbox"/> park ranger                 | <input type="radio"/> <input type="checkbox"/> Web site designer          |
| <input type="radio"/> <input type="checkbox"/> expert (in _____)   | <input type="radio"/> <input type="checkbox"/> pen pal                     | <input type="radio"/> <input type="checkbox"/> zookeeper                  |
| <input type="radio"/> <input type="checkbox"/> eyewitness          |  |   |

## Possible Products and Performances

What student products and performances will provide appropriate evidence of understanding and proficiency? The following lists offer possibilities. (Remember that student products and performances should be framed by an explicit purpose or goal and an identified audience.)

### Written

- advertisement
- biography
- book report or review
- brochure
- collection
- crossword puzzle
- editorial
- essay
- experiment record
- historical fiction
- journal
- lab report
- letter
- log
- magazine article
- memo
- newscast
- newspaper article
- play
- poem
- position paper
- proposal
- research report
- script
- story
- test
- Web site

### Oral

- audiotape
- conversation
- debate
- discussion
- dramatic reading
- dramatization
- interview
- oral presentation
- oral report
- poetry reading
- puppet show
- radio script
- rap
- skit
- song
- speech
- teach a lesson

Other:

- \_\_\_\_\_
- \_\_\_\_\_

### Visual

- advertisement
- banner
- cartoon
- collage
- computer graphic
- data display
- design
- diagram
- diorama
- display
- drawing
- filmstrip
- flyer
- game
- graph
- map
- model
- painting
- photograph
- poster
- PowerPoint show
- questionnaire
- scrapbook
- sculpture
- slide show
- storyboard
- videotape
- Web site