

Using GRASPS tasks to create authentic assessment

How can I create an authentic Performance Task that fosters understanding?

Use GRASPS to assist in the creation!

- **G - Goal** (What task do I want the students to achieve?)
- **R - Role** (What's the student's role in the task?)
- **A - Audience** (Who is the student's target audience?)
- **S - Situation** (What's the context? The challenge?)
- **P - Performance** (What will students create/develop?)
- **S - Standards** (On what criteria will they be judged?)

Remember: Make the tasks real world problems to solve!

Taken from <http://www.slideshare.net/jdumaresq/understanding-by-design-the-basics>

Example GRASPS tasks

You are a member of a team of scientists investigating deforestation of the Papua New Guinean rainforests. You are responsible for gathering scientific data (including visual evidence such as photos) and producing a scientific report in which you summarise current conditions, possible future trends and the implications for both Papua New Guinea and its broader influence on our planet. Your report, which you will present to a United Nations subcommittee, should include detailed and fully supported recommendations for an action plan that are clear and complete.

GRASPS unpacked

G = The goal (within the scenario) is to determine current deforestation conditions and possible future trends

R = Student is a member of a team of investigative scientists

A = The target audience is the United Nations subcommittee

S = The scenario: inform the United Nations subcommittee of the effects of deforestation on the Papua New Guinean rain forest and convince them to follow the recommended action plan.

P = The product is a clear and complete action plan

S = The standards by which the product will be judged are detailed and fully-supported recommendations in an action plan that is both clear and complete.

Adapted from <http://slideplayer.com/slide/6354306/>

Example GRASPS tasks written by PNG and Solomon teachers

There has been an outbreak of cholera in your village. As the village health worker your job is to stop the spread of this potentially fatal illness. It is not possible to visit every family so the school has agreed to send home a small poster to every family. You will need to create a small poster that inform people how to prevent getting cholera and what to do if they contract the illness. The challenge is that 80% of the villagers cannot read. Your poster should be easy to understand and have clear images that speak for themselves.

Recently there have been several deaths caused by Malaria in the area. As the community nurse your task is to stop the spread of deadly disease. To make sure everyone in the village knows how to prevent malaria you have been asked to create a brochure showing ways to prevent being bitten by mosquitos. You will need to use lots of pictures in your brochures, as many people cannot read in your village. A good brochure has accurate information, pictures that help the reader understand and clearly outlines what people need to do to stop the spread of malaria.

Gobone has been identified as a highly fertile and good area for growing round cabbages. Cabbages can be sold at the local market and there is long-term financial gain for farmers in the area for small scale farming of cabbages. Your job as the NARI agriculturists is to develop brochures in simple English and the local vernacular. The brochures will have pictures and show the step-by-step process of growing round cabbages. A good brochure will be easy to understand and have all the correct steps.

The Honiara township is becoming dirtier and dirtier as people become more careless about disposing their rubbish. This rubbish is causing many illnesses including vomiting and diarrhea, cholera, skin diseases, and respiratory allergies. Your goal as a town council officer is to remind the public to stop littering and promote clean living and town beautification. The council has agreed to putting up posters and signs around the town that you must create. Your work will be judged by the town Mayor who is looking for posters that are clear and convincing and make people dispose of their litter properly.

There is an overhunting of Birds of Paradise in Tindua village of Southern Highlands. As a zoologist, you are to stop the over hunting of these birds. You are to create a simple, attractive poster to inform people about the importance of protecting the national emblem. The challenge is that many people cannot read. A successful and convincing poster will have correct information and pictures that help people understand.

Template to help create GRASPS task

Use one of the sentence starters from each letter to help you write your task. Once you have your sentences, then write it up as a task.

G = Goal	Your task is to... The goal is to... The problem or challenge is... The obstacle to overcome is...
R = Role	You are... You have been asked to... Your job is...
A = Audience	Your clients are... The target audience is... You need to convince...
S = Situation	The context you find yourself in is... The challenge involves dealing with...
P = Product, performance and purpose	You will create a ... in order to... You need to develop a ... so that ...
S = Standards	Your performance needs to... Your work will be judged by... Your product must meet the following standards... A successful result will...

Taken from McTighe, J. & Wiggins, G (2006) *Understanding by design: Professional development handbook*. Heatherton, Victoria: Hawker Brownlow Education.

Checklist for authentic tasks

- The task addresses or assesses targeted standards
- The task calls for understanding and transfer of knowledge, not just recall or following a formula
- The task requires extended thinking – not just an answer
- The task has a meaningful, real-world context for application of knowledge and skills, i.e. includes realist purpose, a target audience and genuine constraints
- The task includes criteria/rubric targeting indicators for understanding and successful performance, i.e. criteria do not focus on superficial things such as neatness
- The task directions are clear
- The task allows students to demonstrate their understanding with some appropriate choice (e.g. of products or performances).

Adapted from Defined Learning <https://blog.performancetask.com/how-can-educators-design-authentic-performance-tasks-part-3-5817561ae422>

***This resource has been developed as part of the ACIAR-funded project
Improving opportunities for economic development for women smallholders
in rural Papua New Guinea (ASEM/2014/095).***



ACIAR

Research that works for developing
countries and Australia

aciarc.gov.au



**UNIVERSITY OF
CANBERRA**