Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_\_\_\_\_\_

Reportable 1: Identifies & demonstrates balance in health practices B A M E

Reportable 5: Advocates for personal, family & community health B A M E

 Objective: **To explain the food rule to a younger audience with words and art**

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|  | **Beginning** | **Approaching** | **Meeting** |  | **Exceeding** |
| **Food Guidelines Explanation***Standard 1**How can I create healthy dietary food guidelines that will appeal to all stakeholders in our SAS international community?* | Student created a paragraph that lacked details explaining the importance of the food guideline. Few examples and minimal research were used to back up points.Paragraph written used some kid friendly language but lacked voice and had a few spelling and grammar mistakes.Sources were not cited. | Student created a somewhat informative paragraph, explaining the importance of the food guideline.Some evidence, examples and research to back up their points.Paragraph written used some kid friendly language but lacked voice and had a few spelling and grammar mistakes.Less than 3 sources were used and cited | Student did a great job writing a clear, easy to read explanation of the importance of the food guideline.Evidence, such as specific examples and research to back up their points was included.Paragraph written used kid friendly language (for ages 8 and up), voice and had no spelling or grammar mistakes.At least 3 sources were used and cited |  | In addition to meeting criteria:Paragraph was entertaining yet informative and showed passion about the food guideline.Clear and powerful voice of the author is heard throughout the paragraph. |
| **Food Guideline Product** *Standard 5**How can we work as a group to create a innovative product that will showcase a food guideline for our SAS Community.* | Product created does not represent the food guidelines.Group did not work together effectively as a team to plan and structure their product to be an effective model for our SAS community. Product is unfinished. | Product created somewhat represents the food guideline in a new way. Group could have taken more time as a team to plan and structure their product to be an effective model for our SAS community. Product was a bit unfinished. | Product created represents the food rule in a new and innovative way. Group took time as a team to plan and structure their prototype to be an effective model for our SAS community. |  | In addition to meeting criteria:Product stands out. The work surprises its viewers. Message/purpose is crystal clear and matches their intention. Wow! This is innovation. |
| **Food Guideline Presentation***Standard 5**How can we present our guideline using our product to encourage healthy nutritional choices?* | Our presentation lacked many details, failed to hold the attention of the audience and was uninspiring. We did not use our product to help with our presentation. We should have practiced our presentation more to ensure the delivery of information was understandable, we spoke loud and clear and used consistent eye contact with the audience. | My group presentation was somewhat inspiring, but lacked details to make it memorable and hold the attention of the audience.We used our product occasionally to help with our presentation. We could have practiced our presentation more to ensure the delivery of information was understandable, we spoke loud and clear and used consistent eye contact with the audience. | My group presentation was memorable, inspiring and, for the most part, held the attention of the audience.We used our product to help guide our presentation and practiced our presentation so we were prepared to share the information about our product to others. We made sure to speak loudly and clearly while using consistent eye contact with the audience.  |  | In addition to meeting criteria:We spent extra time practicing and creating a one of a kind presentation that WOWED our viewers. We are extremely proud of our presentation and our delivery! |

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| **Learning Behaviors** | **Beginning** | **Approaching** | **Meeting** |  | **Exceeding** |
| **Preparation and Organization** | Seldom\* Turns classwork and homework in on time\* Prepares for assessments\* Brings required materials to class\* Keeps materials organized\* Is punctual | Often\* Turns classwork and homework in on time\* Prepares for assessments\* Brings required materials to class\* Keeps materials organized\* Is punctual | Consistently\* Turns classwork and homework in on time\* Prepares for assessments\* Brings required materials to class\* Keeps materials organized\* Is punctual |  | Always\* Turns classwork and homework in on time\* Prepares for assessments\* Brings required materials to class\* Keeps materials organized\* Is punctual |
| **Integrity and Attitude** | Seldom\* Respects property, materials and classroom environment\* Demonstrates academic integrity\* Demonstrates ethical use of technology\* Demonstrates a positive attitude\* Respects self and others | Often\* Respects property, materials and classroom environment\* Demonstrates academic integrity\* Demonstrates ethical use of technology\* Demonstrates a positive attitude\* Respects self and others | Consistently\* Respects property, materials and classroom environment\* Demonstrates academic integrity\* Demonstrates ethical use of technology\* Demonstrates a positive attitude\* Respects self and others |  | Always\* Respects property, materials and classroom environment\* Demonstrates academic integrity\* Demonstrates ethical use of technology\* Demonstrates a positive attitude\* Respects self and others |
| **Active Learning/Effort** | Seldom\* Participates in class\* Reflects on learning to make improvements\* Uses class time effectively\* Explores possibilities and takes responsible risks\* Demonstrates persistence\* Works to best ability | Often\* Participates in class\* Reflects on learning to make improvements\* Uses class time effectively\* Explores possibilities and takes responsible risks\* Demonstrates persistence\* Works to best ability | Consistently\* Participates in class\* Reflects on learning to make improvements\* Uses class time effectively\* Explores possibilities and takes responsible risks\* Demonstrates persistence\* Works to best ability |  | Always\* Participates in class\* Reflects on learning to make improvements\* Uses class time effectively\* Explores possibilities and takes responsible risks\* Demonstrates persistence\* Works to best ability |
| **Cooperation/Collaboration** | Seldom\* Listens and reflects\* Asks appropriate questions\* Takes leadership responsibilities\* Contributes as a group member\* Is adaptable | Often\* Listens and reflects\* Asks appropriate questions\* Takes leadership responsibilities\* Contributes as a group member\* Is adaptable | Consistently\* Listens and reflects\* Asks appropriate questions\* Takes leadership responsibilities\* Contributes as a group member\* Is adaptable |  | Always\* Listens and reflects\* Asks appropriate questions\* Takes leadership responsibilities\* Contributes as a group member\* Is adaptable |

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| **Peer Evaluation** | **Group Member 1** | **Group Member 2** |
| **Cooperation and** **Collaboration** | B A M E**Comments:** | B A M E**Comments:** |
| **Preparation and Organization** | B A M E**Comments:** | B A M E**Comments:** |