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

Standard 3: Accesses and evaluates valid information B A M E

Standard 4:Sets and Reflects upon personal health behaviors B A M E

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| --- | --- | --- | --- | --- | --- |
|  | **Beginning** | **Approaching** | **Meeting** |  | **Exceeding** |
| **Energy Bar Box**  *Standard 3*  *How can we design and create an energy bar box that catches the eye of the targeted consumer while also including valid and honest health claims?* | 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. | Group took time as a team to plan and structure their energy bar box to ensure it targets a specific audience and catches the eye of the consumer. Box includes images as well as words and phrases promoting the bar to consumers.  Energy Bar box sends a clear message to the consumer through the slogan and mission included on the box. Box also includes health claims as well as the list of ingredients in order from most to least. |  | In addition to meeting criteria:  Wowza! This energy Bar box stands out! The work you produced surprises its viewers and the message/purpose is crystal clear and matches your intention. This box belongs on the shelf! |
| **Energy Bar Promo!**  **Standard 4**  *How can we enthusiastically advocate for and promote our healthy energy bar to consumers?* | 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’s energy bar promo was memorable, inspiring and held the attention of the audience.  We used our energy box to help market our energy bar and it was clear we took time to practice our promo.  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 promo that WOWED our viewers. We are extremely proud of our advertising campaign and promo presentation! |
| **Self Evaluation** |  |  |  |  |  |
| **Cooperation and Collaboration** | Seldom listened. Asked irrelevant question. Did not ask questions Trouble getting along with others. | Listened some of the time. Offered few ideas. Asked few questions to ensure understanding. Some difficulty cooperating with others. | Listened well and participated. Asks appropriate questions at appropriate times. Cooperated with teacher and peers regularly. |  | Always an active listener. Asked insightful questions and offered own creative ideas. A leader amongst peers when working with others. |
| **Preparation and Organization** | Was often tardy and missing required materials needed for class. (ex writing utensil). Health materials are not organized and projects/assignment was turned in late. | At times was tardy and missing required materials needed for class. (ex writing utensil). Health materials mostly organized and project/assignment turned on time but incomplete. | Nearly always on time, had required materials needed for class. (ex writing utensil). Health materials are organized and projects/assignments were turned in on time. |  | Always on time, had required materials needed for class. (ex writing utensil). Health materials are always organized and projects/assignments were turned in on time. |
| **Integrity and Attitude** | Was often negative and disruptive in the classroom learning environment and during work time. | At times was negative or disruptive during class and towards others. | Displayed a positive attitude toward learning. Respected classroom and others. |  | Passionate about health. Always displayed a positive attitude toward learning and is a trusted, caring leader. |
| **Active Learning and Effort** | Project/assignment incomplete. Rarely participated in discussions. Often needed reminders to be on task. | Work is lacking in effort. Inconsistent participant in class discussions. Often needed reminders to be on task. | Worked hard to complete projects/assignments with a great effort. Consistently participated in discussions. Independent worker. |  | Exhibits pride in going well beyond requirements. Leads by example and inspired others during discussions with thought provoking and ideas. |

**Peer Evaluation**

|  |  |  |
| --- | --- | --- |
| **Learning Behaviors** | **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:** |
| **Integrity and Attitude** | B A M E  **Comments:** | B A M E  **Comments:** |
| **Active Learning/**  **Effort** | B A M E  **Comments:** | B A M E  **Comments:** |

**Any Other Comments:**

1. **Reflection on Kevin’s visit (what they learned and how their going to use the tools they learned to make the best advertising campaign for their energy bar)**
2. **Ingredients listed, Slogan, Mission, Name of energy bar/ball,** 
   1. **Front of the box**

**e**