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

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

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

Objective: **To create food guidelines for our international community**

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|  | **Beginning** | **Approaching** | **Meeting** |  | **Exceeding** |
| **Food Guidelines Explanation**  *Standard 4*  *How can we 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. | 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. | 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. |  | In addition to meeting criteria:  Paragraph was entertaining yet informative and showed the passion about passionate 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! |
| **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**

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| --- | --- | --- |
| **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:**