

## Outcome Correlation: Dietary Decisions Grade Five Health and Life Skills

### ASSESSMENT AND EVALUATION OF STUDENT LEARNING

This performance task is designed to gather assessment evidence for the following learner outcomes (shown in Times New Roman font) from the Alberta Health and Life Skills Program of Studies (2002).

Learner Outcomes		Criteria for Evaluation *
<p><b>Wellness Choices</b> Students will make responsible and informed choices to maintain health and to promote safety for self and others.</p> <p><b>English Language Arts Outcomes</b> <b>General Outcome 3</b> Students will listen, speak, read, write, view and represent to manage ideas and information.</p> <p><b>General Outcome 4</b> Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p>		Students provide evidence of their learning as they:
Number	Specific Outcomes	
W-5.5	<p><b>Personal Health</b></p> <ul style="list-style-type: none"> <li>examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes</li> </ul>	<ul style="list-style-type: none"> <li>access and retrieve information</li> </ul>
3.2	<p><b>Select and Process</b> <b>Use a variety of sources</b></p>	
3.2.1	<ul style="list-style-type: none"> <li>locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedias, CDROMS, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions</li> </ul>	<ul style="list-style-type: none"> <li>create menu</li> </ul>
3.3	<p><b>Organize, Record and Evaluate</b> <b>Record information</b></p>	
3.3.5	<ul style="list-style-type: none"> <li>combine ideas and information from several sources</li> </ul>	<ul style="list-style-type: none"> <li>link healthy eating strategies to eating behaviour</li> </ul>
W-5.5	<p><b>Personal Health</b></p> <ul style="list-style-type: none"> <li>examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes</li> </ul>	
W-5.5	<p><b>Personal Health</b></p> <ul style="list-style-type: none"> <li>examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes</li> </ul>	<ul style="list-style-type: none"> <li>present to TV audience</li> </ul>
3.4	<p><b>Share and Review</b> <b>Share ideas and information</b></p>	
3.4.1	<ul style="list-style-type: none"> <li>communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues</li> </ul>	<ul style="list-style-type: none"> <li>examine range of eating behaviours</li> </ul>
4.3	<p><b>Present and Share</b> <b>Use effective oral and visual communication</b></p>	
4.3.3	<ul style="list-style-type: none"> <li>adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention</li> </ul>	
W-5.5	<p><b>Personal Health</b></p> <ul style="list-style-type: none"> <li>examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes</li> </ul>	

\* Criteria statements appear again in the first column of the evaluation tools (checklists, rating scales and/or rubrics) and are the basis on which student evaluation is made relative to the learner outcomes.