**Performance Assessment Task**

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| Dietary Decisions  Your class has been chosen to appear on a new kids’ TV show called *Dietary Decisions*. This program will demonstrate ways that people can maintain healthy eating habits even when they follow a variety of eating behaviours due to medical conditions or personal preferences. Each student will prepare and present a 3-minute video segment for an upcoming show.  To prepare for your TV appearance, you will need to do the following:   1. Choose a topic from the following list of eating behaviours:  * medical conditions (e.g. celiac disease, diabetes, etc.) * food allergies (fish, nuts, eggs, etc.) * vegetarianism * cultural food patterns   Confirm your topic with the TV producer (your teacher).   1. Use print and Internet resources to answer the following research questions:  * What food restrictions or preferred foods are associated with this eating behaviour? * Are there any negative consequences associated with eating the wrong foods? If so, what are they? * What would a one-day menu be for people who follow this eating behaviour? * How can people who follow this eating behaviour make sure that they maintain healthy eating habits? Does the menu you created follow the information in *Canada’s Food Guide*?   The TV producer requires a list of resources consulted during your research.   1. Prepare a visual to support your presentation. This could be in the form of a collage, food display, poster, or multimedia presentation. 2. Prepare some notes to guide you while you present to the TV audience. Practice so that you will be able to give a convincing performance. 3. The TV producer is also interested in viewer response to this show. During the season, you will be asked to complete a viewer questionnaire that highlights what you have learned about some of the eating behaviours discussed on the show. |

**Viewer Questionnaire: Dietary Decisions**

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Eating Behaviour**  **Viewer Response** |  |  |  |  |
| 1. Three important things to remember about this eating behavior are   \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |  |  |  |  |
| 1. Did the menu presented conform with *Canada’s Food Guide*? If not, what was lacking? |  |  |  |  |
| 1. When people follow this eating behavior, it is important for them to \_\_\_\_\_\_\_\_\_\_   so they can maintain healthy eating. |  |  |  |  |

**Rubric: Dietary Decisions**

**Student** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited \*** | **Insufficient/Blank \*** |
| **Access and retrieve information**  (W-5.5, 3.2.1, 3.3.5) | Accesses and retrieves **significant** and **pertinent** information from a variety of sources. | Accesses and retrieves **meaningful** and **relevant** information from a variety of sources. | Accesses and retrieves **appropriate** and **generally applicable** information from a variety of sources. | Accesses and retrieves **vague** and **trivial** information from a variety of sources. | No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. |
| **Create menu**  (W-5.5) | Creates a one-day menu that **consistently** adheres to the requirements of the eating behaviour. | Creates a one-day menu that **frequently** adheres to the requirements of the eating behaviour. | Creates a one-day menu that occasionally adheres to the requirements of the eating behaviour. | Creates a one-day menu that **shows little adherence** to the requirements of the eating behaviour. |
| **Link healthy eating strategies to eating behaviour**  (W-5.5) | Identifies **precise** strategies to ensure healthy eating while following specific eating behaviour. | Identifies **relevant** strategies to ensure healthy eating while following specific eating behaviour. | Identifies **appropriate** strategies to ensure healthy eating while following specific eating behaviour. | Identifies **superficial** strategies that **do not ensure** healthy eating while following specific eating behaviour. |
| **Present to TV audience** (3.4.1, 4.3.3) | Uses **vivid** visual and oral presentation skills to **engage** the audience. | Uses **effective** visual and oral presentation skills to **interest** the audience. | Uses **predictable** visual and oral presentation skills to **partially interest** the audience. | Uses **ineffective** visual and oral presentation skills that **do little to interest** the audience. |
| **Examines range of eating behaviours**  (W-5.5) | Demonstrates  **in-depth** understanding of a **broad range** of eating behaviours. | Demonstrates  **substantial** understanding of a **range** of eating behaviours. | Demonstrates  **basic** understanding of a **narrow range** of eating behaviours. | Demonstrates  **minimal** understanding of a **broad range** of eating behaviours. |

* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.