

Performance Assessment Task

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).

2. 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.

3. Prepare a visual to support your presentation. This could be in the form of a collage, food display, poster, or multimedia presentation.

4. 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.

5. 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 _____

| Eating Behaviour Viewer Response | | | | |
|--|---|---|---|---|
| 1. Three important things to remember about this eating behavior are _____. _____ | <ul style="list-style-type: none"> • • • |
| 2. Did the menu presented conform with <i>Canada's Food Guide</i> ? If not, what was lacking? | | | | |
| 3. When people follow this eating behavior, it is important for them to _____ so they can maintain healthy eating. | | | | |

Rubric: Dietary Decisions

Student _____

| 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.