

Performance Assessment Task

Planning a Healthy Road Trip Menu

Our team is registered for a one-day out of town tournament and will be travelling to a neighbouring community. Our games are scheduled for 9:30 a.m., 1:00 p.m. and 6:00 p.m. Because the bus will not be staying with us during the day, there will be no opportunity to leave the sports field. On the way home, we will be stopping at a popular fast food restaurant for supper at 8:00 p.m.

Each player will need to bring his/her own food and beverages for breakfast, lunch and snacks. As a concerned coach I want to ensure that your food choices are healthy and nutritional. For this reason, I am asking you to submit a menu to me in advance of the trip that itemizes your food choices for the entire day. Your choices are important to you as a player and to the success of our team.

Organize your menu so that you:

1. Identify **when, what** and **how much** you will eat, keeping in mind the times that we will be playing.
2. Explain **why** you made your food/drink choices to ensure that your day will be nutritionally sound.
3. Consider the following in your explanation:
 - standards identified in *Canada's Food Guide*
 - importance of protein, carbohydrates, fats, sugars
 - importance of daily caloric intake and its effects
 - importance of hydration
 - effect of physical activity on the body
 - most effective times to eat

Have a wonderful trip; play your best and eat well!

Rubric: Planning a Healthy Road Trip Menu

Student _____

Level \ Criteria	Excellent	Proficient	Adequate	Limited *	Insufficient /Blank *
Create menu (W-8.5)	Creates menu that systematically and consistently reflects <i>Canada's Food Guide</i> .	Creates menu that effectively and substantially reflects <i>Canada's Food Guide</i> .	Creates menu that partially reflects <i>Canada's Food Guide</i> .	Creates menu that shows little adherence to <i>Canada's Food Guide</i> .	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Evaluate menu choices (W-8.5)	Provides a comprehensive and persuasive justification for the day's menu.	Provides a thorough and convincing justification for the day's menu.	Provides a superficial and predictable justification for the day's menu.	Provides a sketchy and unsupported justification for the day's menu.	

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