

Name: _____

Exploring Food and Nutrition: Literacy Rubric

| | Level 1 3 4 5 | Level 2 6.0 6.5 6.9 | Level 3 7.0 7.5 7.9 | Level 4 8 9 10 |
|---|--|--|---|--|
| Knowledge and understanding of content | – Demonstrates limited understanding of proposal format (not all sections included, incorrect order) | – Demonstrates some understanding of proposal format (all sections included, incorrect order) | – Demonstrates good understanding of proposal format (all sections included, correct order) | – Demonstrates very strong understanding of proposal format (all sections included, correct order, transitions) |
| Use of planning, processing and critical thinking skills | – Uses planning skills with limited effectiveness. Missing most sheets and research – Limited inferences, connections, and synthesizing – Solution does not make sense | – Uses planning skills with some effectiveness. Missing a few sheets and research – Some evidence of inferences, connections, and synthesizing – Solution is clear | – Uses planning skills with considerable effectiveness. Including all sheets and research – Sensible inferences, connections, and synthesizing using evidence – Achievable solution | – Uses planning skills with a high degree of effectiveness. All sheets and research – Deep inferences, connections, and synthesizing – Solution is clear, well-planned and effective |
| Expression and organization of ideas and information | – Unclear expression/ flow – Not a logical organization of ideas | – Some unclarity of expression/ flow – Some evidence of logical organization of ideas | – Clear expression/ flow – Logical organization of ideas | – Very clear and effective expression/ flow – Very logical organization of ideas |
| Use of conventions | – more than 5 errors in spelling, grammar, punctuation – many unclear sentences | – 3–4 errors in spelling, grammar, punctuation – some unclear sentences | – 1–2 errors in spelling, grammar, punctuation – clear sentences | – no errors in spelling, grammar, punctuation – complex sentences |
| Making connections between various contexts | – Makes few connections between health research, inferences and solution | – Makes some connections between health research, inferences and solution | – Makes many connections between health research, inferences and solution | – Makes several deep connections between health research, inferences and solution |

Success Criteria:

Name: _____

Exploring Food and Nutrition: Health Rubric

| | Level 1 3 4 5 | Level 2 6.0 6.5 6.9 | Level 3 7.0 7.5 7.9 | Level 4 8 9 10 |
|---|--|---|---|---|
| Knowledge and understanding of content | <ul style="list-style-type: none"> - Demonstrates limited knowledge and understanding of health problem and background factors - Missing key information | <ul style="list-style-type: none"> - Demonstrates some knowledge and understanding of health problem and background factors - Includes most key information, some unrelated details | <ul style="list-style-type: none"> - Demonstrates considerable knowledge and understanding of health problem and background factors - Includes all key information, few unrelated details | <ul style="list-style-type: none"> - Demonstrates extensive knowledge and understanding of health problem and background factors - Includes all key information, all details relevant |
| Use of health and physical education conventions, vocabulary, and terminology | <ul style="list-style-type: none"> - Includes very few health and nutrition concepts - Use of terminology does not make sense in context | <ul style="list-style-type: none"> - Includes some health and nutrition concepts - Use of terminology sometimes makes sense in context | <ul style="list-style-type: none"> - Includes quite a few health and nutrition concepts - Use of terminology makes sense in context | <ul style="list-style-type: none"> - Includes several health and nutrition concepts - Use of terminology makes sense in context and adds to proposal |
| Use of critical/creative thinking processes (decision making, problem solving; analysing) | <ul style="list-style-type: none"> - Limited evidence of critical thinking in solution to problem - Basic solution, addresses few aspects of the problem | <ul style="list-style-type: none"> - Some evidence of critical thinking in solution to problem - Solution addresses some aspects of the problem | <ul style="list-style-type: none"> - Clear evidence of critical thinking in solution to problem - Solution is creative and addresses most aspects of the problem | <ul style="list-style-type: none"> - Strong evidence of critical thinking in solution to problem - Complex and creative solution that addresses all aspects of the problem |
| Application and Making Connections | <ul style="list-style-type: none"> - Makes few connections between nutrition, health and other factors (social, cultural, economic, etc.) | <ul style="list-style-type: none"> - Makes some connections between nutrition, health and other factors (social, cultural, economic, etc.) | <ul style="list-style-type: none"> - Makes considerable connections between nutrition, health and other factors (social, cultural, economic, etc.) | <ul style="list-style-type: none"> - Makes extensive connections between nutrition, health and other factors (social, cultural, economic, etc.) |

Success Criteria:

Name: _____

Exploring Food and Nutrition: Math Rubric

| | Level 1 3 4 5 | Level 2 6.0 6.5 6.9 | Level 3 7.0 7.5 7.9 | Level 4 8 9 10 |
|---|--|---|---|---|
| Knowledge and understanding of content | <ul style="list-style-type: none"> - Demonstrates limited knowledge and understanding of graphing - Missing key information | <ul style="list-style-type: none"> - Demonstrates some knowledge and understanding of graphing - Includes most key information | <ul style="list-style-type: none"> - Demonstrates considerable knowledge and understanding of graphing - Includes all key information | <ul style="list-style-type: none"> - Demonstrates extensive knowledge and understanding of graphing - Includes all key information |
| Use of processing skills (e.g., carrying out a plan, questioning, inferring, forming conclusions) | <ul style="list-style-type: none"> - Data missing or inappropriate - Many biases evident - Unclear inferences - Lacking evidence | <ul style="list-style-type: none"> - Some data missing or inappropriate - Some biases - Some unclear inferences - Some evidence | <ul style="list-style-type: none"> - Most data appropriate - Steps taken to avoid bias - Clear inferences - Strong evidence | <ul style="list-style-type: none"> - All data appropriate - All steps taken to avoid bias - Reasonable inferences - Thorough evidence |
| Conventions and Presentations of Infographics | <ul style="list-style-type: none"> - Not visually appealing - Hard to read or understand - Disorganized | <ul style="list-style-type: none"> - Somewhat visually appealing - Somewhat organized | <ul style="list-style-type: none"> - Clear, colourful and visually appealing infographics - Neat and organized | <ul style="list-style-type: none"> - Clear, neat, colourful, visually impactful - Well-organized and designed |
| Application and Making Connections | <ul style="list-style-type: none"> - Missing or inappropriate graphs - Data disconnected from proposal | <ul style="list-style-type: none"> - Most graphs are appropriate - Data somewhat connects to proposal | <ul style="list-style-type: none"> - Appropriate graphs chosen - Data clearly connects to the proposal | <ul style="list-style-type: none"> - All graphs appropriate and well thought-out - Data enhances proposal |
| Comments | | | | |

Success Criteria: