

Performance Task for Healthy Living Learning Outcomes

Aspect of the HLPS being used for formative assessment:

Healthy Practices K to 3

Classroom Context:

Students in the classroom had been participating in many activities to form an understanding of healthy living. They had role-played, read stories, participated in physical activity goal setting and monitored lunch contents to ensure that their lunch represented a balanced meal after working with the *Canada Food Guide*. They had participated in literacy circles with the purpose of evaluating the main character's ability to make healthy life style choices.

Prescribed Learning Outcomes

Demonstrate understanding of the benefits of developing effective health habits, i.e. eating, sleeping, activity, hygiene.

Student Learning Intention:

I can tell different ways that I am developing healthy habits.

Task:

On outline of each child's head (side profile – to connect to self) student will find pictures or use words or phrases to demonstrate understanding.

Process:

Before the students began their tasks the teacher traced their profiles, using the overhead projector. She wanted the students to make an obvious connection to the choices that they were making about healthy life styles. This was a culminating activity for this unit, and was meant to reflect the students' learning.

Teacher Stated Criteria:

1. Use the outline of your head to show you know the three different aspects of healthy living – active living, healthy eating and healthy practices.
2. Use a variety of mediums – pictures from magazines, drawings, words or phrases to demonstrate what you know.

Student Stated Criteria:

1. Divide your 'head' into the three parts – they should be equal because all parts of healthy living are equal – healthy eating, being active, and healthy lifestyle.
2. Explain why you chose your picture if it is not obvious from the picture.

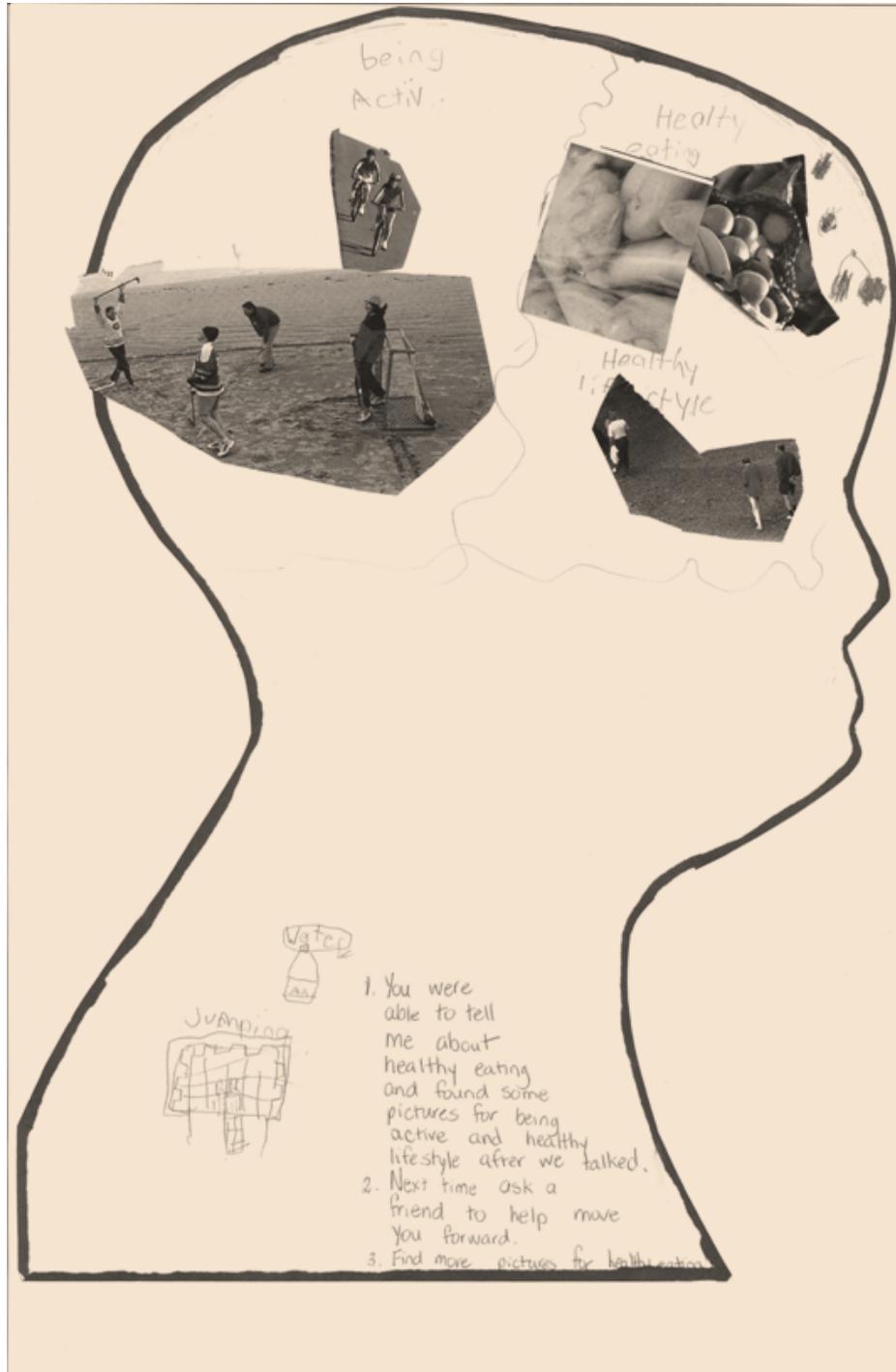
Afterwards, students presented their finished projects to a small group, explaining why they chose attributes. Peer evaluation and self-evaluation were done, as well as a chance to move forward (improve their finished task) before the teacher evaluation.

Teacher Observations:

Emerging

The student has difficulty following the criteria and does a minimum amount of independent work, relying on peer and adult intervention.

- needs teacher support to identify healthy habits (healthy eating, being active and healthy lifestyle).
- has difficulty explaining choices
- does not interact with other students

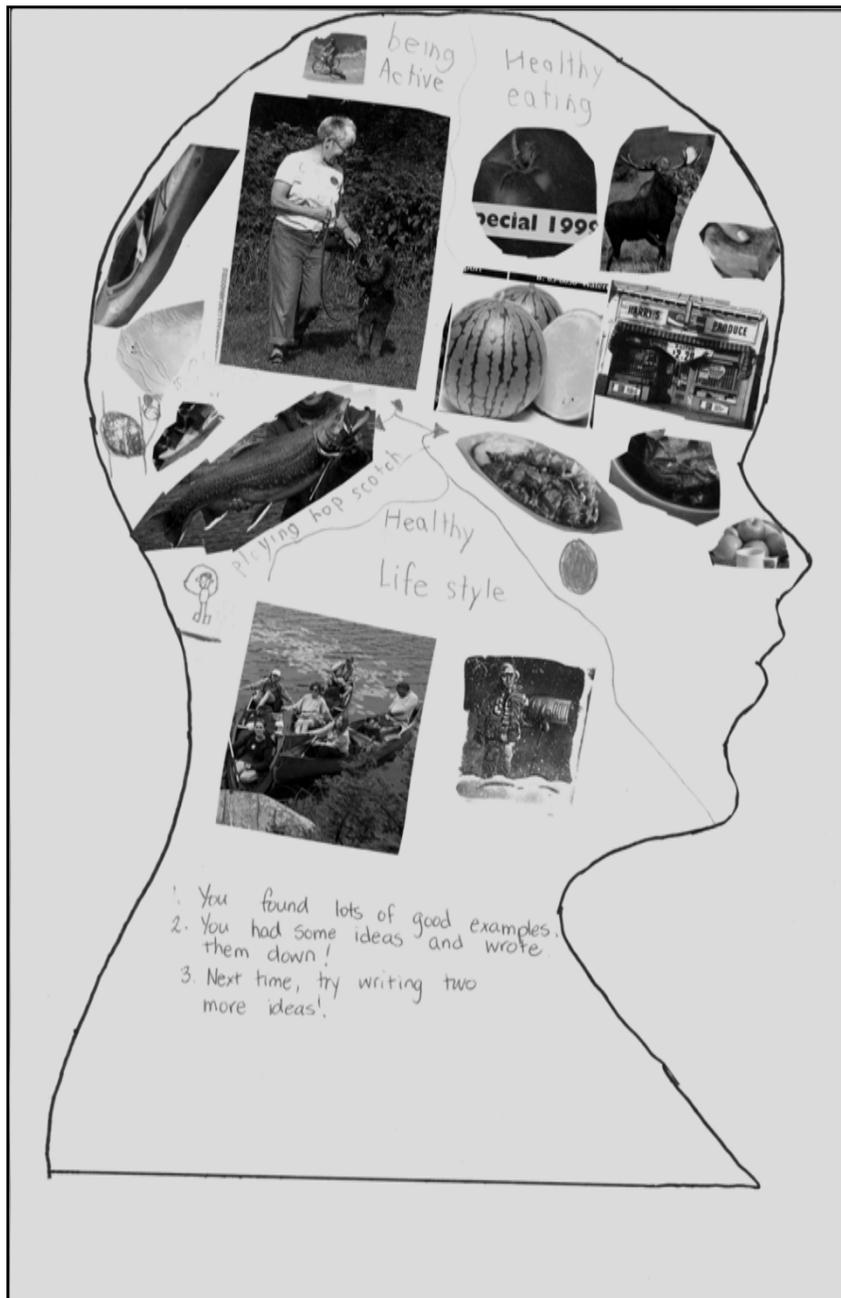


Teacher Observations:

Developing

The student needs some encouragement from other students. He listens very carefully to group discussion, and then asked for clarification about the task from the teacher. He rereads the criteria several times, then walks around and looks at other students' products, stopping to ask some what they were doing. After considerable support from students (providing magazines, discussing pictures) and with help from the teacher he begins the task. He is able to present his completed task in group, but relies on comments and phrases he hears from others in his presentation.

- able to describe with peer or adult support what healthy habits could look like (healthy eating, active living and healthy lifestyle)
- can sort pictures of healthy habits into categories



Teacher Observations:

Accomplished

The student participates enthusiastically in the activity and contributes ideas to the pre-activity brainstorming. He is able to describe healthy lifestyle choices that are personal and practiced by him or family member. As well, he participates in conversations that support other students' learning, making suggestions and asking questions about their projects.

- describes healthy activities beyond those discussed in class
- personalizes learning and makes connections to self and family

