

Rubric: Healthy Eating and Active Living Model or Report

Task

Students present a labelled model or report on healthy eating and active living.

Curriculum Alignment

Students investigate physical activity and relate it to personal experience ([Outcome](#)).

Students examine internal and external factors that influence food choices and decisions ([Outcome](#)).

Rubric

Criterion	Beginning	Developing	Proficient	Exemplary
Understanding of Physical Activity	Names one type of physical activity with minimal detail.	Describes a physical activity and identifies one factor that influences it (Knowledge, Skills).	Describes a physical activity and identifies two or more factors that influence it, such as peers, family, or enjoyment (Knowledge, Skills).	Explains how multiple factors influence personal physical activity choices and connects to personal experience (Outcome, Knowledge, Understanding).
Knowledge of Healthy Eating	Names one food or mentions hunger without detail.	Identifies some foods and discusses one aspect of food choices, such as preferences or hunger cues (Knowledge, Skills).	Identifies a variety of foods, discusses hunger and thirst cues, and explains one way food connects to culture or family (Knowledge, Knowledge, Knowledge, Skills).	Explains how internal cues (hunger, thirst) and external factors (culture, preferences, guidelines) influence food choices (Outcome, Knowledge, Knowledge, Knowledge).
Use of Labels and Organization	Few or unclear labels; work is disorganized.	Some labels present; work shows basic organization.	Clear, accurate labels on most parts; work is organized and easy to follow.	All parts are labelled clearly; work is well organized and visually easy to understand.
Communication	Difficult to understand; incomplete sentences or drawings.	Mostly clear; some sentences or drawings lack detail.	Clear and complete; sentences and drawings show understanding.	Very clear and detailed; effectively communicates ideas through words and visuals.

Scoring

Add the level achieved in each criterion. A student working at Proficient in all four criteria earns a total of 12 points. Use this scale:

- 4 to 6 points: Beginning
- 7 to 10 points: Developing
- 11 to 14 points: Proficient
- 15 to 16 points: Exemplary

Notes for the Teacher

- **Observe personal connection.** Look for students who link physical activity or food to their own lives ([Outcome](#), [Outcome](#)). A student who says "I like soccer because my friends play" shows understanding of factors that influence choices.
- **Accept multiple formats.** A model can be a drawing with labels, a poster, a three-dimensional creation, or a written report. The criterion is whether labels are clear and the content shows understanding, not the medium chosen.
- **Check for factors, not lists.** A student naming "peers, family, culture" without explanation is developing. A student who says "I do gymnastics with my sister, so family helps me stay active" is proficient ([Knowledge](#), [Skills](#)).
- **Hunger and thirst cues matter.** Many Grade 2 students do not yet recognize their own body's signals ([Knowledge](#), [Understanding](#)). Accept simple language: "My tummy rumbles when I am hungry" or "My mouth feels dry when I need water."