

Task Rubric – Healthy Living, Grade 4: Healthy Choices

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts				
The student:				
2, 4	<ul style="list-style-type: none"> – demonstrates limited understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity – demonstrates limited understanding of factors that motivate participation in physical activity 	<ul style="list-style-type: none"> – demonstrates some understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity – demonstrates some understanding of factors that motivate participation in physical activity 	<ul style="list-style-type: none"> – demonstrates considerable understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity – demonstrates considerable understanding of factors that motivate participation in physical activity 	<ul style="list-style-type: none"> – demonstrates thorough understanding of factors that affect physical development, including healthy eating practices, physical activity, and heredity – demonstrates thorough understanding of factors that motivate participation in physical activity
Active Participation				
The student:				
1, 3, 5	<ul style="list-style-type: none"> – determines, with limited accuracy, how healthy his or her own choices of foods and physical activities are – applies a goal-setting process with limited effectiveness to complete the healthy living plan 	<ul style="list-style-type: none"> – determines, with some accuracy, how healthy his or her own choices of foods and physical activities are – applies a goal-setting process with some effectiveness to complete the healthy living plan 	<ul style="list-style-type: none"> – determines, with considerable accuracy, how healthy his or her own choices of foods and physical activities are – applies a goal-setting process with considerable effectiveness to complete the healthy living plan 	<ul style="list-style-type: none"> – determines, with a high degree of accuracy, how healthy his or her own choices of foods and physical activities are – applies a goal-setting process with a high degree of effectiveness to complete the healthy living plan
Communication of Required Knowledge				
The student:				
1	<ul style="list-style-type: none"> – makes limited use of appropriate terminology to convey ideas 	<ul style="list-style-type: none"> – makes some use of appropriate terminology to convey ideas 	<ul style="list-style-type: none"> – makes considerable use of appropriate terminology to convey ideas 	<ul style="list-style-type: none"> – makes extensive use of appropriate terminology to convey ideas

*The expectations that correspond to the numbers given in this chart are listed on page 48.

Note: This rubric does not include criteria for assessing student performance that falls below level 1.