

Teacher Assessment Tool

→ Sip Smart! BC™ Drink Diary

Level 1 and Level 2

Name: _____

	Always (2 pts.)	Sometimes (1 pt.)	Never (0 pt.)
Checks off food intake			
Checks off drink intake			
States specific drink category			
Circles type of container			
Circles size of drinks			
States number of drinks			
Score	_____ / 12		



Teacher Assessment Tool

→ Sip Smart! BC™ Drink Diary

Level 1 and Level 2

Name: _____

	Always (2 pts.)	Sometimes (1 pt.)	Never (0 pt.)
Checks off food intake			
Checks off drink intake			
States specific drink category			
Circles type of container			
Circles size of drinks			
States number of drinks			
Score	_____ / 12		

Teacher Assessment Rubric

➔ Observations of "Tooth" Experiment

Level 1 and Level 2

Name: _____

First observation addresses colour, texture and shape of "tooth"	8	6	4	2
First drawing matches first observation	8	6	4	2
Identifies ingredients of assigned drink in hypothesis (Does it contain sugar or acid?)	8	6	4	2
Predicts impact of ingredients on "tooth"	8	6	4	2
Second observation addresses clear differences in colour, texture and shape of "tooth"	8	6	4	2
Second drawing matches second observation	8	6	4	2
Conclusion demonstrates understanding of how the ingredients in the drink contribute to "tooth" erosion and theoretical decay	8	6	4	2
Score	_____ / 56			

Key:

- 8 = Exceeding expectations
 6 = Meets expectations
 4 = Approaching expectations
 2 = Not yet meeting expectation



SIP SMART! BC™
OBSERVATIONS OF
"TOOTH" EXPERIMENT

Name: _____
 Drink being observed: _____

Use your senses to observe your "tooth". What does it look like? What colour is it? How big is it?
 What does it feel like? How does it smell?

● **FIRST OBSERVATION:**

What I observe: _____

Drawing of "tooth" before the experiment: _____

Hypothesis:
 Based on what I know, I think... _____

● **FINAL OBSERVATION:**

What I observe: _____

Drawing of "tooth" after the experiment: _____

Conclusion: _____

Handout 16: Observations of "Tooth" Experiment

Student Self Assessment Tool

➔ "Role" With It!







Date: _____



Level 1

Student Names:

_____	_____
_____	_____

Assessment Criteria	 yes	 no	 close
We showed that family, friends or media can influence our drink choices.			
We showed that at least 1 player on our team knows how to make healthy drink choices.			
We explained in the role-playing scenario why some choices are better than others.			
We used the 4 steps (Stop, Think, Decide, State your decision clearly and firmly).			
We spoke clearly and loudly and didn't turn our backs to the audience.			
How many  ,  and  did we get?			



Tips for using this assessment tool:

- Go over the criteria with the students before the role-playing scenario.
- Distribute the assessment rubric before the role-playing scenario.
- Encourage students to check if they fulfill all criteria while practicing the role-playing scenario.
- After individual presentations, discuss criteria with class.
Encourage the audience to give feedback on fulfillment of criteria.
- Have group fill in self-assessment right after presentation and class feedback.

Student Self Assessment Tool

➤ Water - A Bestseller

Date: _____

Level 2

Student Names:



Assessment Criteria			
We presented our ad in form of a skit or a drawing.			
Our ad shows 3 examples of why water is important for the human body.			
Our ad shows 2 examples of what happens if we don't drink enough water.			
Our ad convinces people to drink water instead of sugary drinks.			
Our ad has a catchy slogan.			
Our group won business with the "water company owner".			
How many , and did we get?			



Tips for using this assessment tool:

- Go over the criteria with the students before they create the ad.
- Distribute the assessment rubric before the students start working.
- Encourage students to check if they fulfill all criteria while creating the ad.
- After individual presentations, discuss criteria with the class.
Encourage the audience to give feedback on fulfillment of criteria.
- Decide with the class which ad wins the business of the water company owner.
- Have group fill in self-assessment.