



Appendix B—Building the Case File

An investigator gathers evidence and information regarding a case that is collected and organized into a “Case File”. As a part of this unit, students will receive their own Case File that they will assemble and maintain as an exercise in good record keeping. In each lesson, students will collect “evidence” in the form of homework assignments, Case Notes (class notes), and Investigations (lesson activities). This evidence will help students build their case about food safety and the ways to minimize risks of spreading foodborne illness. At the completion of the unit, each student’s Case File will serve as a portfolio of their work that along with a written reflection will be collected and graded as the cumulative unit assessment.

Why a Portfolio Assessment?

Being able to maintain accurate records and conduct self assessments on the farm is an important component of the National Good Agricultural Practices Program. The portfolio assessment was chosen for this reason coupled with evidence from research that suggests portfolios, such as the Case File, “are valued assessment tool[s] because, as representations of classroom-based performance, they can be fully integrated into the curriculum. And unlike separate tests, they supplement rather than take time away from instruction. Moreover, many teachers, educators, and researchers believe that portfolio assessments are more effective than ‘old-style’ tests for measuring academic skills and informing instructional decisions” (US Dept. of Education).

Although it may take more time on the part of the teacher to grade and considerable effort on the part of the student to collect, and reflect on the evidence, the Case File should be a worthwhile experience that showcases student work and achievement. The resulting product is also a tangible reference piece that students can continue to use in the future.

What should the Case File be kept in?

Ideally the Case File should be kept in a three-ring binder separate from students’ regular class notebooks. However, please modify to fit students’ needs. Possible alternatives include: Manila folders, two-pocket folders, fastener folders, or large envelopes with binder clips.

How do I assess the Case File?

Use the grading rubric provided on the next page to assess the Case File as a whole. Since most of the individual items in the Case file will have already been evaluated, it is important to evaluate the strengths and weaknesses of the entire portfolio. Focus on student progress and the reflections they completed as part of the final product.

Tools for students

FSI Check List and Student Debriefing notes are included in this Appendix as well as in Lesson 1.1. These resources allow students to assemble their Case File and follow their progress through the modules.

Student Handout

FSI Case File Checklist

As an FSI Investigator you will gather evidence and information regarding the cases in this FSI Investigation, which you will collect and organize into a “Case File”. In each lesson you will collect evidence of your work in this unit in the form of homework assignments, case notes, and lesson investigations and activities. Instead of a typical exam, at the end of this unit you will be graded on how well you have collected and maintained the evidence in your Case File.

You are responsible for including all of the items listed below in your Case File. You may use this list to check off items as you put them in order. Note: You are responsible for finding or talking to your teacher about any lost or misplaced evidence.

Lesson	Title	Evidence Reviewed	Evidence included in final Case File
1.1	Case Notes 1.1		
1.1	Case File Checklist		
1.1	FSI Unit Debriefing Notes		
1.1	Homework Assignment 1.1		
1.2	Case Notes 1.2		
1.2	Investigation Activity 1.2		
1.3	Case Notes 1.3		
1.3	Investigation Activity 1.3		
1.4	Case Notes 1.4		
1.4	Investigation Activity 1.4.		
1.5	Case Notes 1.5		
1.5	Investigation Activity 1.5 All sheets.		
2.1	Case Notes 2.1		
2.1	Assignment 2.1		
2.2	Investigation Activity 2.2		
2.3	Farm Assessment Action Plans		
2.3	Assignment 2.3		
2.4	Case Notes 2.4		
2.4	Investigation Activity 2.4		
2.5	Investigation Activity 2.5		
2.5	Summary 2.5		

FSI Unit Debriefing Notes

Debriefing or reporting on an investigation or task is an important part of an investigator's work. As FSI investigators you will be required to reflect on what went well and what areas you think need to be improved in this unit.

After assembling your Case File please choose two in-class activities or homework assignments to reflect on. If possible, try to choose one from each module. For each activity/assignment write a 1-2 page response that includes the following:

- Explain why you chose to reflect on this activity/assignment.
- Evaluate the purpose and meaning of the activity/assignment, including what you learned.
- Reflect on what you did well as an individual or in the group.
- Discuss ways to improve either your actions or the activity/assignment in the future.

Your FSI Unit Debriefing will be due when you hand in your Case File at the completion of the FSI Unit. Remember, instead of a typical exam, your Case File will be the final grade you receive for this unit.

Your completed Case File will be graded on the following criteria:

- Required evidence: is all the evidence included in your Case File?
- Organization of the Case File: was your Case File carefully maintained throughout the FSI Unit and put in correct order?
- Growth/Development during the Unit: does the work you turned in with your Case File reflect your critical thinking and problem solving abilities?
- Debriefing (Reflection): does your debriefing discuss all of the criteria listed above?
- Grammar and Spelling: did you edit your Case File to correct spelling and grammar errors?

CATEGORY	10	8	5	1
Required Evidence	Student collected all 21 pieces of evidence for the Case File	Student collected between 16 and 20 pieces of evidence for the Case File	Student collected 15 or less pieces of evidence for the Case File	Student turned in 1 piece of evidence for the Case File
Organization of Case File	Case File was carefully kept and maintained throughout the FSI unit. All evidence is neatly gathered and matches the Case File checklist exactly.	Case File was carefully kept and maintained throughout the FSI unit. All evidence is neatly gathered and only 1 or 2 items do not match the Case File checklist.	Case File was poorly maintained throughout the FSI unit and is missing a few pieces of evidence. Or the evidence in the Case File does not match the Case File checklist.	Student turned in 0 pieces of evidence for the Case File.
Student Growth	Student provides compelling evidence of critical thinking and problem-solving ability, and demonstrates superior growth in knowledge of Food Safety.	Student provides convincing evidence of critical thinking and problem-solving ability, and demonstrates above average growth in knowledge of Food Safety.	Student provides some evidence of critical thinking and problem-solving ability, and demonstrates average growth in knowledge of Food Safety.	Student provides no evidence of critical thinking and problem-solving ability, and demonstrates below average growth in knowledge of Food Safety.
Debriefing/ Case File Reflections	Reflection illustrates critique of two or more pieces of work. Student clearly explains why pieces were chosen, what was learned, and fully discusses ways to improve in the future.	Reflection illustrates critique of two pieces of work. Student explains why pieces were chosen, what was learned, and discusses ways to improve in the future.	Reflection illustrates critique of only one piece of work and provides little explanation of why the piece was chosen, what was learned and did not discuss ways to improve in the future.	Reflections were not included in the Case File.

Spelling and Grammar	Student shows evidence that materials were reviewed and edited. A few spelling or punctuation errors, but mistakes are not made regarding material covered in class.	Student shows evidence that materials were reviewed and edited. A few spelling or punctuation errors, some mistakes made with material covered in class.	Student shows little evidence that materials were reviewed and edited. Many spelling or punctuation errors, even with material covered in class.	Student shows no evidence that materials were reviewed or edited. Spelling and punctuation errors are numerous.
SCORING & WEIGHT: Required Evidence: _____ x 1 = _____ Organization of Case File: _____ x 2 = _____ Student Growth: _____ x 3 = _____ Debriefing/Reflection: _____ x 3 = _____ Grammar and Spelling: _____ x 1 = _____ TOTAL POINTS: _____ out of 100 = _____%				