



Appendix E—Lesson Grading Rubrics

Lesson 1.1

| Assessment Criteria | Maximum Points | Points Scored |
|---|----------------|---------------|
| The article relates to an actual foodborne illness. | 1 | |
| The literature or web site is scientifically credible. | 1 | |
| The summary explains the situation clearly (5 Ws). | 5 | |
| Student provided thoughtful responses to the critical thinking questions. | 3 | |
| TOTAL | /10 = | % |

Lesson 1.2

| Assessment Criteria | Maximum Points | Points Scored |
|--|----------------|---------------|
| The sketch provided accurately depicts what was seen and labels the organism's structures correctly. | 6 | |
| The student provided 2-3 defining characteristics for each category. | 8 | |
| The student completed the definitions for each microorganism in their Case Notes. | 5 | |
| The assignment was neat, organized, and handed in on time. | 1 | |
| TOTAL | /20 = | % |

Lesson 1.3

| Assessment Criteria | Maximum Points | Points Scored |
|---|----------------|---------------|
| The student completed their Case Notes. | 3 | |
| The student actively participated in the creation of root beer. | 1 | |
| The assignment was neat, organized, and handed in on time. | 1 | |
| TOTAL | /5 = | % |

Lesson 1.4

| Assessment Criteria | Maximum Points | Points Scored |
|--|----------------|---------------|
| The student answered questions correctly and completed the Investigation Activity 1.4 handout. | 13 | |
| The student completed their Case Notes. | 5 | |
| The assignment was neat, organized, and handed in on time. | 2 | |
| TOTAL | /20 = | % |

Lesson 1.5

Students are assigning each group a grade of 1 -5 (5 = highest, 1 = lowest) based on the following criteria:

5 Points: Group provided details about their assigned microorganism and the foodborne illness it causes. The presentation was clear and accurate describing at risk populations, foods involved in transmission, time to symptom onset, and symptoms of a specific foodborne illness. They also cited several ways the foodborne illness could be prevented.

3 Points: Group provided some details about their assigned microorganism and the foodborne illness it causes. The presentation described at risk populations, foods involved in transmission, time to symptom onset, and symptoms of a specific foodborne illness but the presentation was not easy to understand. They only cited one way to prevent the foodborne illness.

1 Point: Group provided few or no details about their assigned microorganism or the foodborne illness it causes. The presentation was vague or inaccurate and did not mention at risk populations, foods involved in transmission, time to symptom onset, or symptoms of a specific foodborne illness. No prevention strategies were discussed.

Lesson 2.1

| Assessment Criteria | Maximum Points | Points Scored |
|--|----------------|---------------|
| Students were active in creating the production path for a particular commodity. | 8 | |
| Students were active in assigning the risks for each step of the production path and in teaching their Investigative Team members on a specific commodity. | 10 | |
| The student completed their Case Notes. | 5 | |
| The assignment was neat, organized, and handed in on time. | 2 | |
| TOTAL | /25 = | % |

The supplemental activity can be graded using the following Grading Rubric:

| Category | 10 | 8 | 5 | 1 |
|-----------------------------|--|---|--|---|
| Poster | Poster is neat and extremely organized with well-constructed and clear headings for each of the 6 categories. All pictures have captions | Poster is neat and organized with well-constructed and clear headings for each of the categories. | Poster is not well organized or does not address all of the 6 categories. | The poster and information presented is inaccurate and disorganized. |
| Summary | Summary is a half page in length and clearly shows student's interest in the career. The summary includes details/examples of how the career relates to food safety. | Summary is a half page in length and shows student's interest in the career. | Summary is less than a half page but shows the student interest in the career. | Summary is less than a paragraph and does not show student interest or include details/examples of how the career relates to food safety. |
| Grammar and Spelling | Writer makes fewer than 5 errors in grammar and/or spelling. | Writer makes 5-8 errors in grammar and/or spelling. | Writer makes 9-10 errors in grammar and/or spelling. | Writer makes more than 10 errors in grammar and/or spelling. |

| | | | | |
|--|---|--|---|-----------------------------|
| Sources | All sources (information and photos) are accurately documented in the desired format. | All sources (information and photos) are accurately documented, but a few are not in the desired format. | All sources (information and photos) are accurately documented, but none are not in the desired format. | Sources are not documented. |
| CATEGORY WEIGHT: Poster: _____ x 5 = _____ Summary: _____ x 3 = _____ Grammar and Spelling: _____ x 1 = _____ Sources: _____ x 1 = _____ TOTAL POINTS: _____ out of 100 = _____ | | | | |

Lesson 2.2

| Assessment criteria | Maximum points | Points scored |
|--|-----------------------|----------------------|
| The traceback questionnaire was complete and included with the timeline. | 10 | |
| TOTAL | /10 = | % |

Lesson 2.3

| CATEGORY | 10 | 8 | 5 | 1 |
|---|--|--|---|---|
| Farm Assessment Activity | Student was an active participant in the group activities. Group reports were well thought out, clear, and presented the appropriate information. | Student group report reveals some thought and clarity but did not present all the information. One report may have been much better than the others. | Student group reports reveal little thought and clarity AND did not present all the information. | Student group report did not summarize the assessment worksheet or action plan for their assessment area. |
| Farm Assessment Summary – Content | Student Farm Assessment (SFA) summary covered the current practices and recommended actions to be taken for all four farm assessment areas including explanations of why those actions were recommended. | SFA summary covered most of the current practices and recommended actions to be taken for all four farm assessment areas but did not include explanations of why those actions were recommended. | SFA summary was missing descriptions of current practices OR actions to be taken for some of the assessment areas. | SFA summary was missing all descriptions of current practices AND actions to be taken for some assessment areas. |
| Letter | Letter is well written and outlines the three priority areas with justification. It describes the assessment process and includes the assessment worksheets and action plans. | Letter is well written and outlines the three priority areas BUT does not include justification. It describes the assessment process and includes the assessment worksheets and action plans. | Letter is well written and outlines the three priority areas BUT does not include justification. There is no description of the assessment but assessment worksheets and action plans are attached. | Letter includes three priority areas but is poorly written and does not describe the assessment process. No worksheet or action plans are attached. |
| CATEGORY WEIGHT: Farm Assessment Activity: _____ x 2 = _____ Farm Assessment Summary – content: _____ x 4 = _____ Letter: _____ x 4 = _____ TOTAL POINTS: _____ OUT OF 100 = _____% | | | | |

Lesson 2.4

| Assessment Criteria | Maximum Points | Points Scored |
|--|-----------------------|----------------------|
| The student answered the questions correctly. | 5 | |
| The student demonstrated proper food handling and safety procedures during the lesson. | 10 | |
| The student completed their Case Notes. | 8 | |
| The assignment was neat, organized, and handed in on time. | 2 | |
| TOTAL | /25 = | % |

Lesson 2.5

| Assessment Criteria | Maximum Points | Points Scored |
|---|-----------------------|----------------------|
| Clue 1 – 5 were answered correctly. | 5 | |
| Student participated in group. | 5 | |
| The memo included information about GAPs and was one paragraph in length. | 10 | |
| TOTAL | /20 = | % |