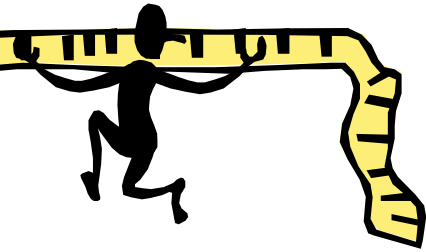


*Health Literacy
Performance Assessments*



Food Safety

2004 Edition

Adapted by the
Wisconsin Department of Public Instruction
from
CCSSO-SCASS Assessing Health Literacy Project



Health Literacy Performance Assessments

Food Safety

Student Services/Prevention and Wellness Team



Elizabeth Burmaster
State Superintendent
Wisconsin Department of Public Instruction
Madison, Wisconsin

This publication is available from:

Student Services/Prevention and Wellness Team
Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
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(800) 441-4563

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August 2004

Wisconsin Department of Public Instruction

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Merton School

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School Nurse and Health Education
Madison Metropolitan School
District

Preface

Health Literacy Performance Assessments 2004 Edition

The Wisconsin Health Literacy Performance Assessments include 16 topical packets and three “Best of the Best” of practical assessment items. There are numerous assessment items in this 2004 edition for use in improving instructional practices. Most of the performance assessments were adapted with permission from the Council of Chief State School Officers (CCSSO)—States’ Collaborative on Assessment and Student Standards (SCASS) “Assessing Health Literacy” project begun in 1994. The Wisconsin Department of Public Instruction (DPI) collaborated with 30 states, CCSSO, and the Harcourt-Brace Psychological Corporation to develop sets of assessment items. To supplement the items provided by the “Assessing Health Literacy” project, Wisconsin educators contributed several assessment items.

Educators from multiple disciplines participated in this project. Family and consumer educators, counselors, nurses, elementary teachers, and physical educators joined health educators to make these performance assessments valuable to all teachers interested in improving health-related curriculum, instruction, and student assessment in the classroom.

The performance assessment items are organized by 16 health content areas and separated by four educational levels:

Elementary
Middle School
Middle or High School
High School

School districts’ use of these assessment items and tools is voluntary. Since the performance items are intended to be part of curriculum and instruction, educators must determine which of these assessments fit within their district’s curriculum in health education, family and consumer education, developmental guidance, and related areas. These assessment tools are valuable resources that can complement other resources to enhance curriculum, instruction, and student assessment on health and safety issues in schools throughout the state. The DPI encourages use of a variety of assessment methods, including those developed by teachers and outside sources. If you elect to use some of the assessment items, follow the same procedure that you would use for any new resource. This may include informing the principal, curriculum director, health education coordinator, department chair, and the school district’s advisory committee overseeing health instruction.

The Department of Public Instruction intends to publish annual editions of Health Literacy Performance Assessments with new items added each year. Educators can submit original, authentic, performance-based assessments for consideration for the next edition of assessment items by mailing them to the following address:

Sharon Strom, Consultant
Family and Consumer Education
Department of Public Instruction
125 South Webster Street
PO Box 7841
Madison, WI 53707-7841

How to Use the Health Literacy Performance Assessments

Performance assessments are standards-based strategies for determining what students know and how they are able to apply health-related concepts and skills they have learned.

Performance events are curriculum-embedded activities that students can complete *within a single class period*. An event might include some limited group work, but the emphasis is on each individual's written response to a problem situation.

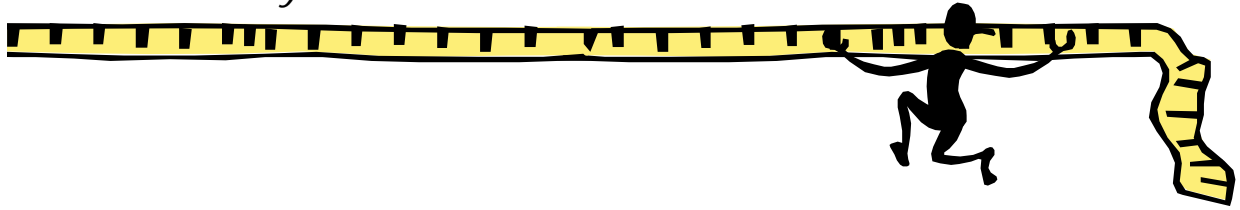
Performance tasks are curriculum-embedded projects that students complete *over an extended period of time* (more than one class period). Students complete some work in groups, but the final product includes one or more components completed individually. Performance task activities create a complex product that shows what students can do.

Both performance events and performance tasks are grounded as much as possible in authentic student experiences.

Use the following strategies to incorporate health literacy performance assessments into your instruction:

- ◆ Diagnose the students' prior knowledge before instruction.
- ◆ Monitor the students' progress during instruction.
- ◆ Determine what students have learned in a unit of instruction.
- ◆ Obtain meaningful data useful in improving the quality of teaching.
- ◆ Decide what content and skills need to be reviewed or (re)taught before assessment.
- ◆ Determine whether students are meeting the standards addressed in the performance assessment.
- ◆ Successfully connect student performance to standards in state-assessed subject areas such as social studies, science, mathematics, or English/language arts, and other required or elective subject areas.
- ◆ Exhibit or display student work on a health topic (for example, collages or posters).
- ◆ Enhance student interest in a health topic.
- ◆ Provide a variety of assessment tools from which to choose so that students can show their knowledge and skills and feel a sense of accomplishment.
- ◆ Visually represent clear and consistent messages throughout the school or in a public awareness campaign.
- ◆ Have students educate peers about healthy living through the performing arts, thus positively affecting both the performers and the audience's health behavior.
- ◆ Document student learning and talent using student health portfolios.
- ◆ Investigate the impact of a health program on student behavior or the school environment.
- ◆ Replace or supplement standardized and teacher-made true-false, multiple-choice tests.
- ◆ Build the scope and sequence for your health program.
- ◆ Develop effective scoring rubrics and guidelines.
- ◆ Provide meaningful anchor points on a rating scale using samples of student work.

For information on scoring assessments, see Appendix.



Connections to Wisconsin State Health Standards

In 1997 the State of Wisconsin adopted a set of health education standards that reflected the national health education standards. The seven standards are as follows:

- A. Students in Wisconsin will understand concepts related to personal health promotion and disease prevention. (**Disease prevention and health promotion.**)
- B. Students in Wisconsin will practice behaviors to promote health, prevent disease, and reduce health risks. (**Health behavior.**)
- C. Students in Wisconsin will demonstrate the ability to use goal-setting and decision-making skills to enhance health. (**Goal setting and decision-making.**)
- D. Students in Wisconsin will demonstrate the ability to access valid health information and services. (**Accessing accurate information.**)
- E. Students in Wisconsin will analyze the impact of culture, media, technology, and other factors on health. (**Impact of culture and media.**)
- F. Students in Wisconsin will demonstrate the ability to use effective interpersonal communication skills to enhance health. (**Communication skills.**)
- G. Students in Wisconsin will demonstrate the ability to advocate for personal, family, school, and community health. (**Advocacy.**)

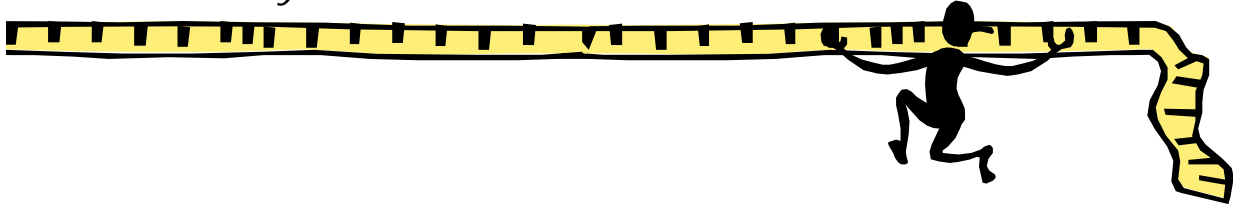
In the teacher's instructions section we have now added the brief description of the seven standards above and bold those standards that are covered in the lesson. We hope this will help you map out your units of instruction to include as many standards as possible.



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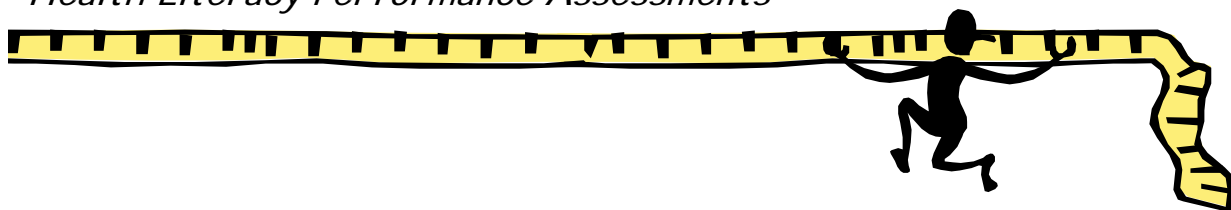
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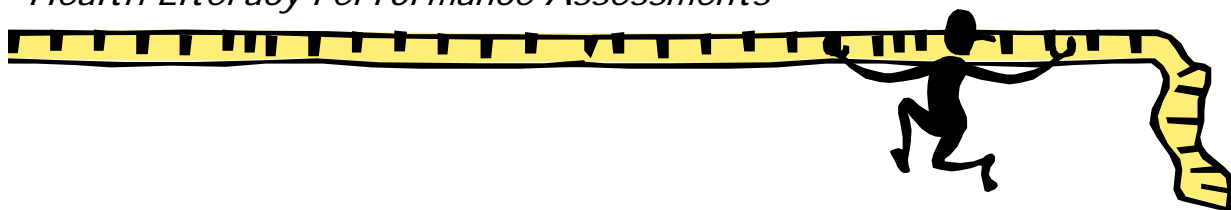
Elementary



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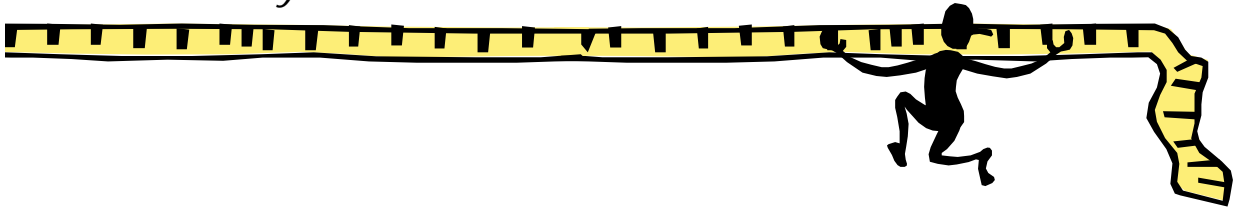
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Content Area: **FOOD SAFETY**

Performance Task: **“Food Safety Collage”**

Educational Level: **Elementary**

Student Instructions

After learning about the procedures and practices surrounding the different aspects of food safety, create a collage of examples and non-examples of food safety practices and procedures using the supplies provided by the teacher. If you cannot find pictures in magazines, you can draw them yourself.

Assessment Criteria

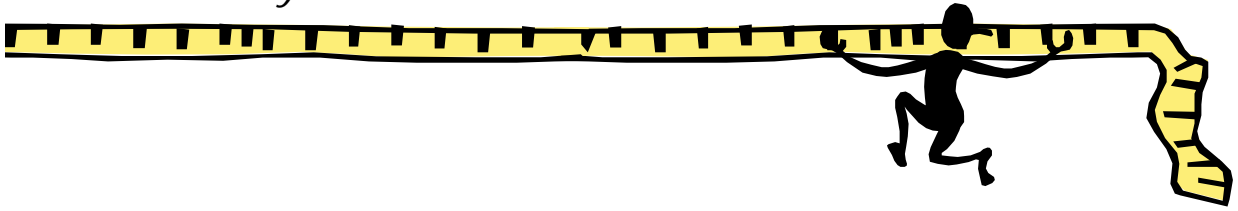
How well your collage meets the following criteria:

- Title
- 10 examples of food safety practices and procedures
- 10 non-examples of food safety practices and procedures
- Examples and non-examples are labeled as examples and non-examples
- Each example or non-example includes a brief description explaining why it is included on your collage (for example, if you have a picture of someone washing their hands, you could write, “Washing your hands before you eat kills germs that can cause disease”)
- Collage is neatly done
- Collage is organized



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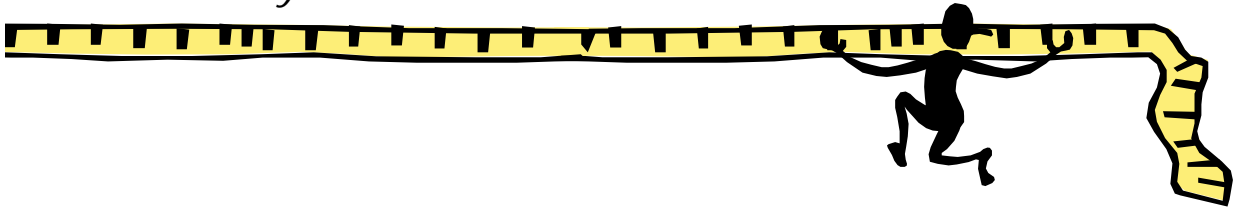
Food Safety Collage Scoring Rubric

Title			
10 examples			
10 non-examples			
Descriptions			
Neatly done			
Organized			
Labeled			



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Content Area: **FOOD SAFETY**

Performance Task: **“Food Safety Collage”**

Educational Level: **Elementary**

Teacher Information

Curriculum Connections

Art (design principles), Family and Consumer Education (food safety practices & procedures), Math (classification & organization principles), Language Arts (written explanations—gives reasons to support choices)

Overview

After learning about the procedures and practices surrounding the different aspects of food safety, students create a collage that includes examples and non-examples of food safety practices and procedures.

Requirements

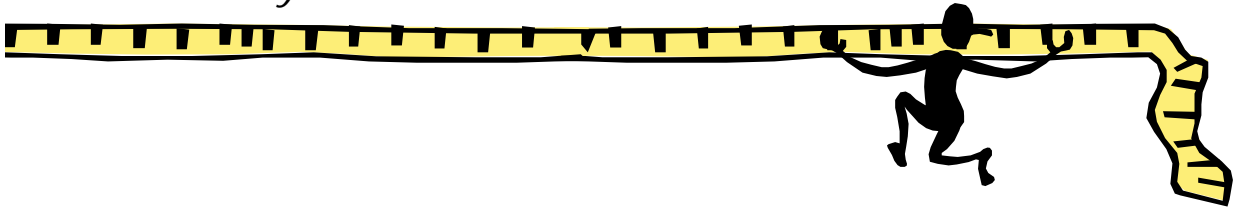
- Title
- 10 examples of food safety practices and procedures
- 10 non-examples of food safety practices and procedures
- Examples and non-examples labeled as examples and non-examples
- Each example or non-example includes a brief description explaining why it is included on the collage (for example, if you have a picture of someone washing their hands, you could write, “Washing your hands before you eat kills germs that can cause disease”)
- Collage is neatly done
- Collage is organized



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Health Literacy Performance Assessments



Time

One or two class periods

Materials

A variety of magazines and other printed material, paper or poster board, glue, scissors, drawing pencils or pens are needed

Instruction

Provide instruction on various aspects of food safety, including hand washing, keeping the food preparation area clean, and inappropriate sharing of utensils and containers. Teacher could demonstrate unsanitary practices that promote growth germs and bacteria as well as the results (these would be non-examples of food safety). Teacher could modify the assignment by changing the wording from examples and non-examples to "good practices" and "bad practices," if this language is clearer and makes more sense to students.

Assessment Criteria

Answers will be scored using the attached scoring rubric on the following criteria:

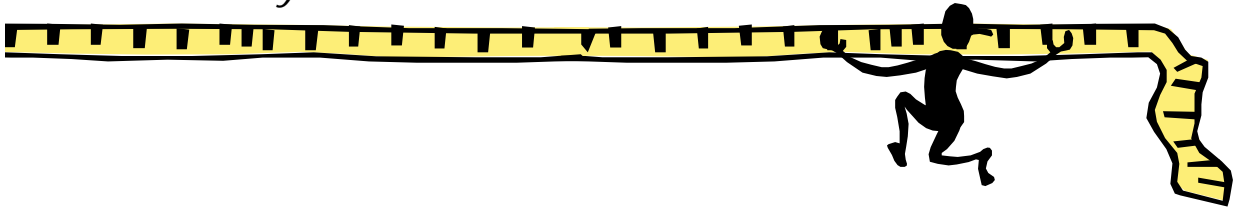
- Title
- 10 examples
- 10 non-examples
- Labeled
- Written explanations - reasons for including the picture/drawing in the collage
- Neatly done
- Organized



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Health Literacy Performance Assessments



Wisconsin Family and Consumer Education Standards	
A	Continuing Concerns of the Family (about food safety)
B	Practical Reasoning (sort & organize information; give reasons to support choices)
C	Family Action (apply technical knowledge)
D	Personal and Social Responsibility (develop positive attitudes & habits)
E	Work of Family (meet the physical needs of family members)
F	Learning to Learn

Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

Students give reasons to explain how the words and pictures in their collage are examples of people practicing food safety, for example: "Children are washing their hands to kill bacteria that cause diseases" and "Children are helping to clean the kitchen to kill bacteria." Same for non-examples.



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Content Area:	FOOD SAFETY
Performance Task:	“Food Safety Superhero”
Educational Level:	Elementary

Student Instructions

In your small group you are going to create a superhero to keep us safe from food borne illness, bacteria, and other germs. Brainstorm ways your superhero can protect children and families from all of the illnesses that could arise from unsafe food practices. After brainstorming, choose one idea and draw an illustration of your superhero carrying out their food safety task or challenge. Then write a short paragraph describing your illustration.

Assessment Criteria

Answers will be scored on the following:

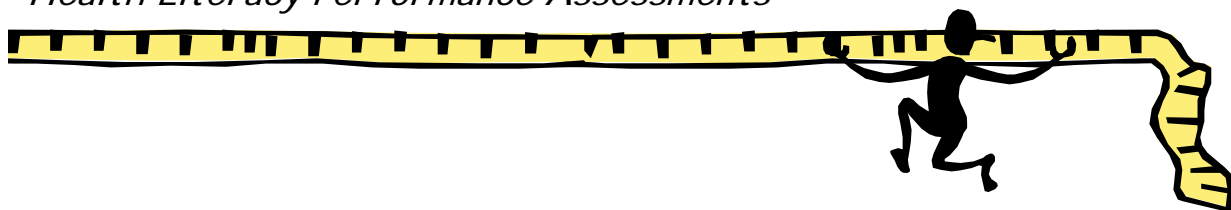
1. How well you show what you have learned about food safety.
2. How well you show what you have learned about safe food practices that eliminate or prevent germs, bacteria, or disease.
3. How convincing you are when you explain your views of food safety through the illustration and written paragraph.
4. How well you perform other skills as described by your instructor.



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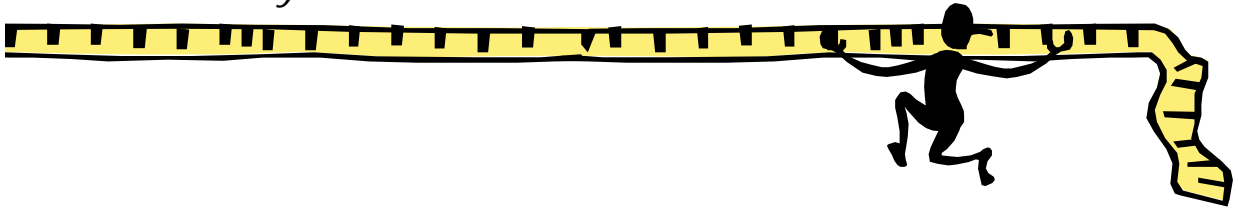
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Content Area: **FOOD SAFETY**

Performance Task: **“Food Safety Superhero”**

Educational Level: **Elementary**

Teacher Information

Curriculum Connections

Family and Consumer Education, Health Education, Language Arts, Visual Arts

Overview

In small groups, students create and name a superhero to keep children and families safe from food borne illness, bacteria and germs. They brainstorm ways their superhero can protect children and families from all of the illness that could arise from unsafe food practices. After brainstorming, students choose one idea and draw an illustration of superhero carrying out this food safety task or challenge. Then students write a short paragraph describing your illustration.

Requirements

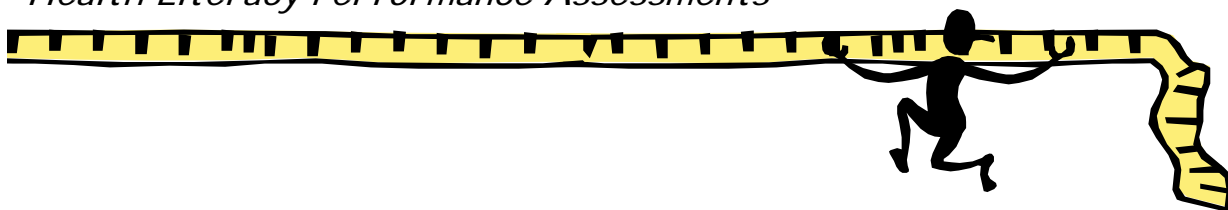
- Illustration of Superhero
- Name for Superhero
- Paragraph describing the illustration
- Brainstorming is on task and productive in generating ideas
- Insight shown in depicting Superhero
- Evidence of thought
- Evidence of effort



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Health Literacy Performance Assessments



Time

This performance task can be completed in one class period

Materials

Plain paper, colored pencils, markers, crayons, or any other desired art media

Instructions

Provide instruction on various aspects of food safety—sanitary and unsanitary practices, such as proper hand washing techniques, the importance of keeping the food preparation area clean, how inappropriate sharing of utensils and containers and other unsanitary practices promote the growth of germs and bacteria that may lead to illness.

Assessment Criteria

Answers will be scored on the following—Students show understand food safety concepts through their:

1. Insight in depicting Superhero (illustration).
2. Name for Superhero.
3. Evidence of thought in paragraph describing Superhero's task.
4. Brainstorming sessions are on task and productive in generating ideas.
5. Evidence of effort

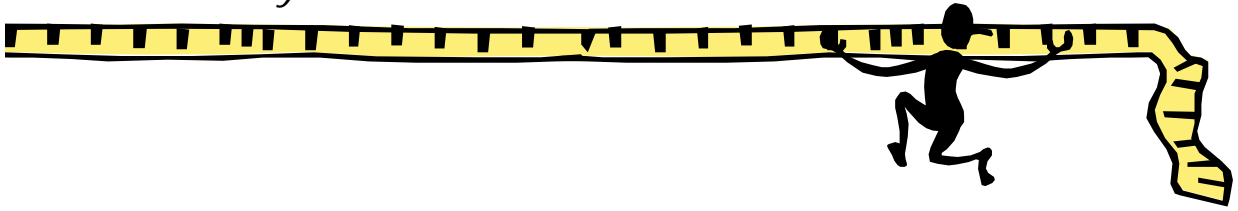
	Wisconsin Family and Consumer Education Standards
A	Continuing Concerns of the family
B	Practical Reasoning
C	Family Action
D	Personal and Social Responsibility
E	Work of Family
F	Learning to Learn



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Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

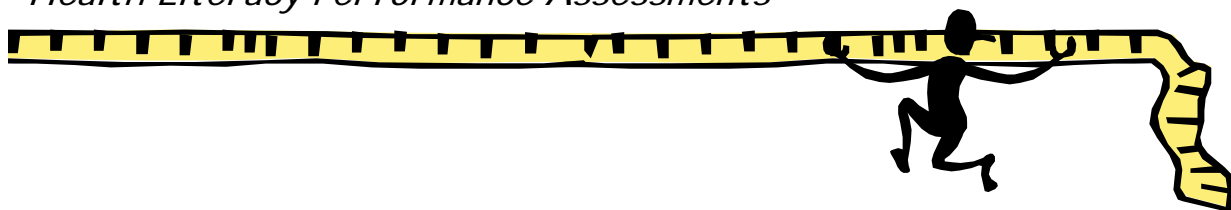
The superhero's name is SOAPY, the superhero of clean hands. Soapy flies around to find different children and cleans their hands to kill the germs and bacteria that cause disease. For example, the response includes three drawings with a paragraph. The drawing show SOAPY flying to the dog park where children have been playing ball with their dogs, he finds them as they head home for lunch. In the last scene they are about to sit down to eat without washing their hands.



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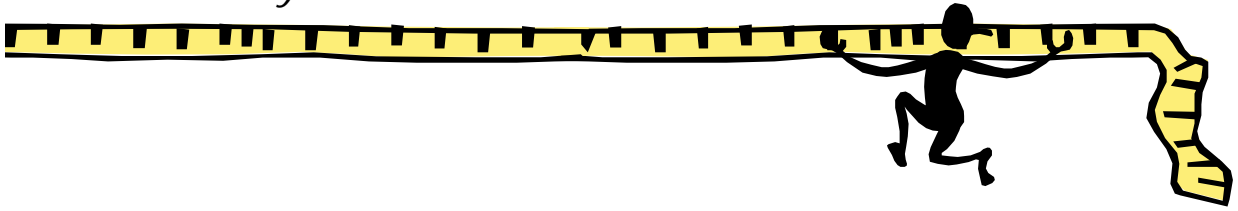
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Content Area: **FOOD SAFETY**

Performance Task: **"Hand Washing Concept Map"**

Educational Level: **Elementary**

Student Instructions

After learning about how to wash our hands and the importance of washing hands properly, you show what you have learned by completing a hand washing concept map.

Assessment Criteria

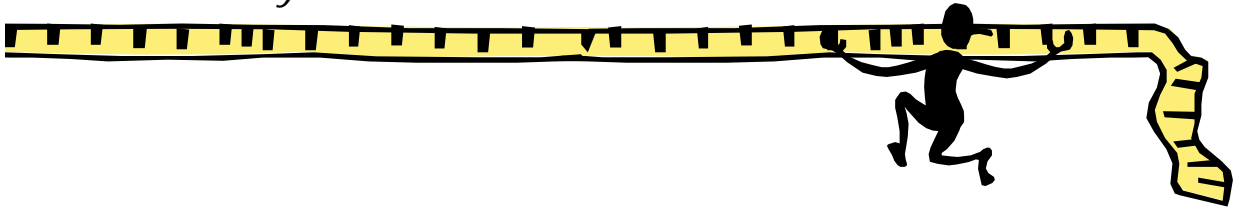
Answers will be scored on the following:

1. How well you complete the concept map with correct information.
2. How well you understand why we should wash our hands.
3. How well you understand when to wash our hands.
4. How well you understand how to properly wash hands.
5. How well you understand what can be done when we are unable to wash our hands properly.



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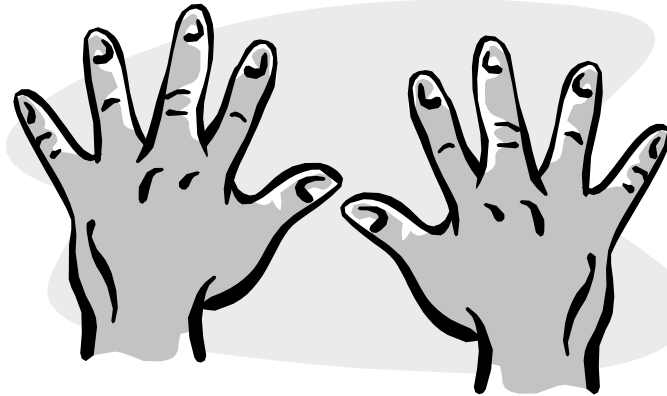


After learning all about washing our hands, let's fill in this concept map!

When should we wash our hands?

How should we wash our hands?

Washing our Hands



Washing our Hands

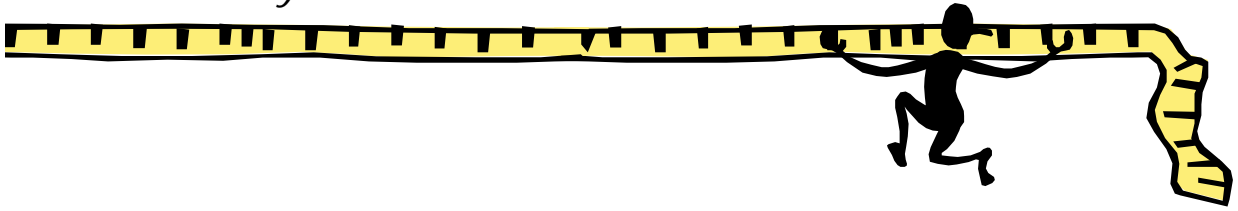
What can we do if we need to wash our hands and there is no sink or hot

Why is it important to wash our hands?



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Content Area: **FOOD SAFETY**

Performance Task: **“Hand Washing Concept Map”**

Educational Level: Elementary

Teacher Information

Curriculum Connections

Family and Consumer Education, Language Arts, Health Education

Overview

Students create the attached concept map on different aspects of hand washing.

Requirements

Students receive a copy of the hand washing concept map to fill in responses to questions. Students show understanding of *when*, *how*, and *what* of washing hands as well as *what* precautions can be taken in a situation where appropriate hand washing facilities are not available.

Time

This assessment can be completed in one class period.

Materials

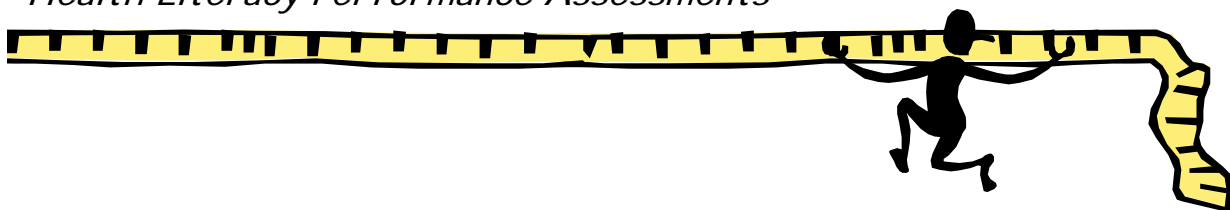
Hand washing concept map, pen or pencil



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Health Literacy Performance Assessments



Instructions

Provide instruction on various aspects of hand washing, including instruction on the spread of bacteria and possible use of hand sanitizers. A glow germ presentation might be helpful.

Assessment Criteria

Answers will be scored on the following:

1. Students show how well they understand the when, how, and why of hand washing as well as what to do when appropriate hand washing facilities are not available.

Wisconsin Family and Consumer Education Standards	
A	Continuing Concerns of the family
B	Practical Reasoning
C	Family Action
D	Personal and Social Responsibility
E	Work of Family
F	Learning to Learn

Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy



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Health Literacy Performance Assessments



Sample Response

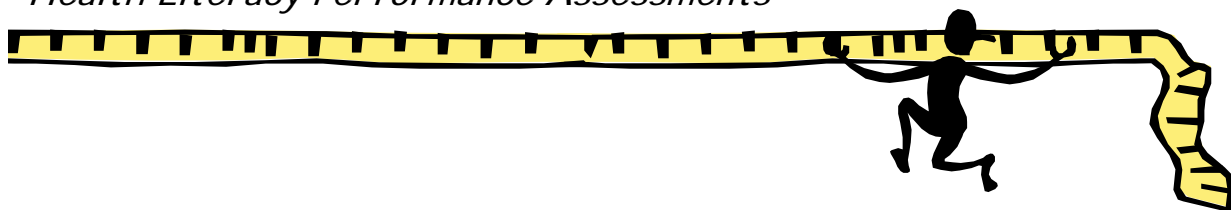
Student provides the appropriate responses to the when, how, what, and why questions in concept map octagons.



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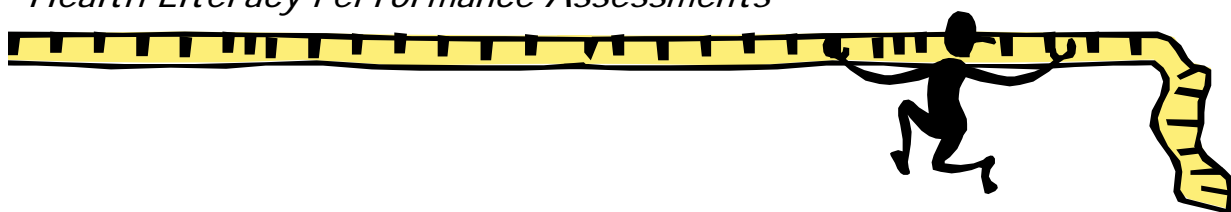
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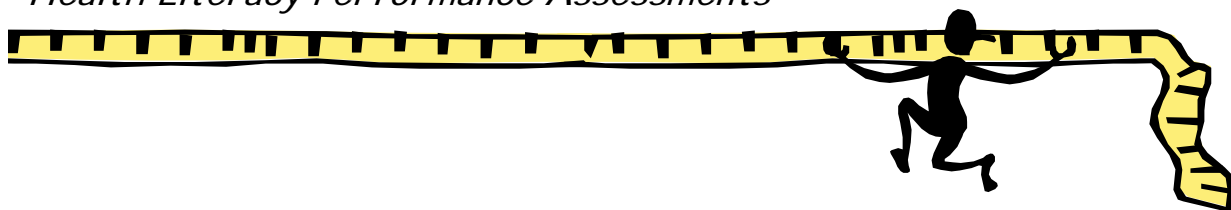
Middle School



2004 Edition

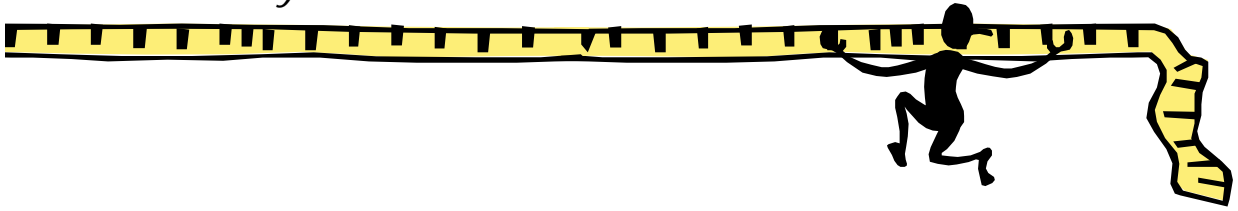
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Content Area: **FOOD SAFETY**

Performance Task: **"The Ants Go Marching In"**

Educational Level: Middle School

Student Instructions

Follow these steps to complete this assignment:

1. Gather information on safe food handling habits and risks as they relate to outdoor activities, such as picnics.
2. Divide into small groups.
3. In small groups, develop song lyrics to the tune of "The Saints Go Marching In" or "When Johnny Comes Marching Home Again."
4. Small groups will perform their song lyrics to the class.

Assessment Criteria

Answers will be assessed on the following:

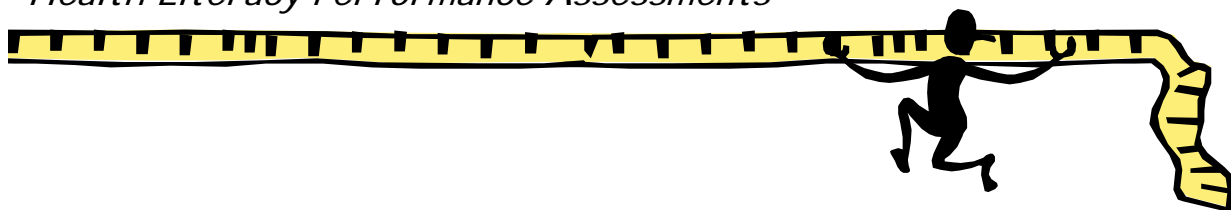
1. How well you demonstrate an understanding of the safe food handling habits.
2. How well you cooperate in your group.
3. How well you participate in the development and presentation of the song.



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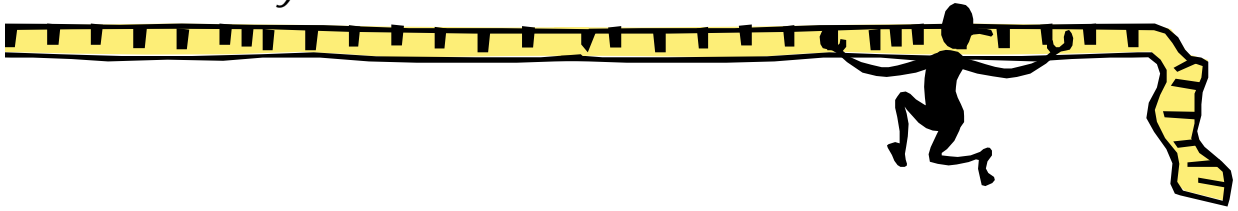
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Content Area: **FOOD SAFETY**

Performance Task: **"The Ants Go Marching In"**

Educational Level: Middle School

Teacher Information

Curriculum Connections

Family and Consumer Education, Health Education, Language Arts, Music Education

Overview

This performance task requires students to identify possible food safety risks related to a picnic. Students will receive food safety information and apply it to the development of lyrics sung to the tune of "The Ants Go Marching In," or "When Johnny Comes Marching Home Again."

Requirements

The students are asked to do the following:

1. Gather information on safe food handling habits and risks as they relate to outdoor activities, such as a picnic.
2. Develop song lyrics to the tune of "The Ants Go Marching In" or "When Johnny Comes Marching Home Again."
3. Perform their song lyrics to the class.

Time

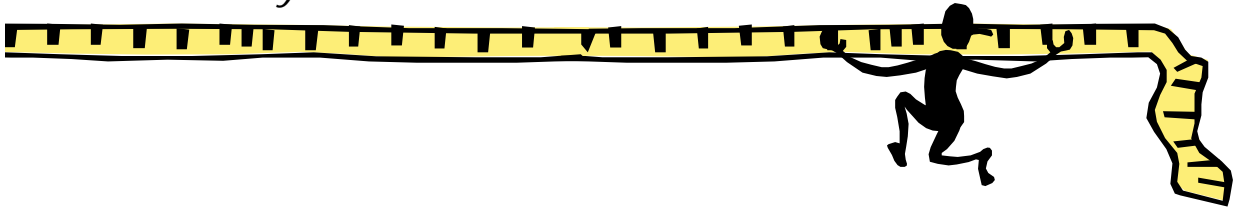
One to two class periods



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Materials

Text material and resources outlining safe food handling habits, lyrics and recording of "When Johnny Comes Marching Home Again," or "The Saints Go Marching In," paper and pencil

Instructions

1. Provide information on safe food handling habits and risks as they relate to outdoor activities, including picnics.
2. Divide students into small groups.
3. In small groups students will develop song lyrics to the tune of "The Saints Go Marching In," or "When Johnny Comes Marching Home Again."
4. Small groups will perform their song lyrics to the class.

Suggested Extension: Students might develop a peer education project to teach their food safety songs to elementary students.

Assessment Criteria

Answers will be scored on the following:

1. How well the student demonstrates an understanding of the safe food handling habits
2. How well the student cooperates in the group
3. How well the student participates in the development and presentation of the song



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Wisconsin Family and Consumer Education Standards	
A	Continuing concerns of the family
B	Practical reasoning
C	Family action
D	Personal and social responsibility
E	Work of the family
F	Learning to learn

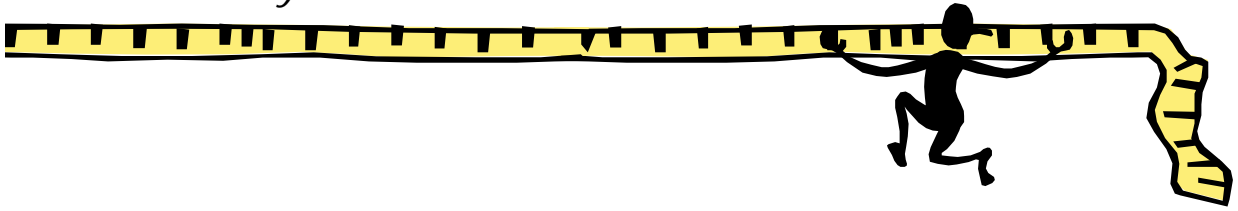
Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy



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Health Literacy Performance Assessments



Sample Response

The Ants Go Marching In (Tune of "When Johnny Comes Marching Home Again")

The ants go marching one by one, hurrah, hurrah;
The ants go marching one by one, hurrah, hurrah.
The little one stops to suck his thumb and they all go marching down under the ground, to get out of the rain, boom, boom, boom.
The ants go marching two by two, hurrah, hurrah;
The ants go marching two by two, hurrah, hurrah.
(repeat chorus)

The mayo is sitting out too long, hurrah, hurrah.
The mayo is sitting out too long, hurrah, hurrah.
The little one stops to rub his tummy, and they all go down to the john.
To the john, to the john, boom, boom, boom.

Uncle Harry licked the spoon, hurrah, hurrah.
Uncle Harry licked the spoon, hurrah, hurrah
He stuck it back in the potato salad; we all went yuck, yuck
and they all go down to the john.
To the john, to the john, boom, boom, boom.

Will this happen to you? To you? To you? To you? To you? To you?
Boom, boom, boom. (Continue verses)



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Content Area: **FOOD SAFETY**

Performance Task: **"Inspector Bacterium"**

Educational Level: Middle School

Student Instructions

Follow these steps to complete this assignment:

1. Read the background information on safe food handling habits and the role of the health inspector.
2. As a class, develop a checklist for evaluating food handling habits for safety.
3. Choose an "Inspector Bacterium" to represent your lab group.
4. Participate in a foods preparation laboratory organized by your teacher.
5. Develop a personalized checklist for safe food handling habits to use at home, for example, consider pets.

Assessment Criteria

Your activities will be scored on the following:

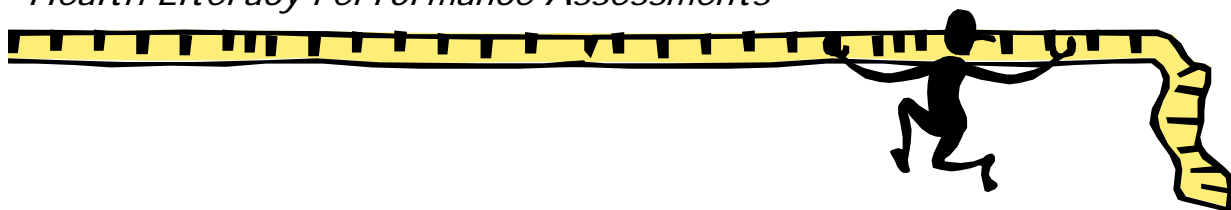
1. How effectively you evaluate information about safe food handling habits.
2. How correctly you identify safe food handling habits.
3. How well you practice safe food handling habits in the foods preparation laboratory as observed by the inspectors and the instructor.
4. How well you develop a personalized checklist of safe food handling habits for your home.



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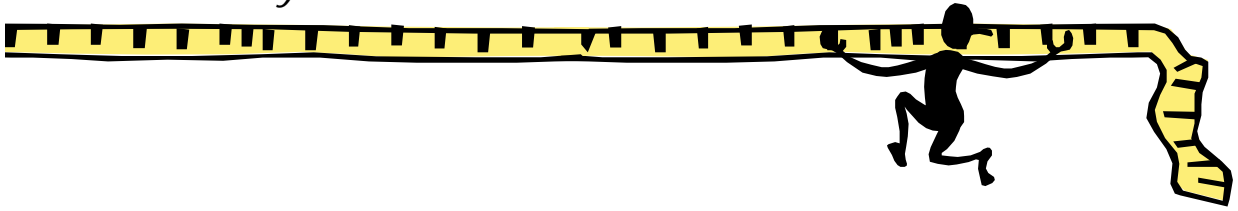
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Content Area: **FOOD SAFETY**

Performance Task: **"Inspector Bacterium"**

Educational Level: Middle School

Teacher Information

Curriculum Connections

Family and Consumer Education, Health Education, Language Arts, Science, Career Education, Computer Education

Overview

This assessment has to do with safe food handling habits. Students will research and develop a checklist to evaluate food handling habits. The checklist will be used to observe and assess the safety of food handling habits used during a foods preparation laboratory experience.

Requirements

The students are asked to do the following:

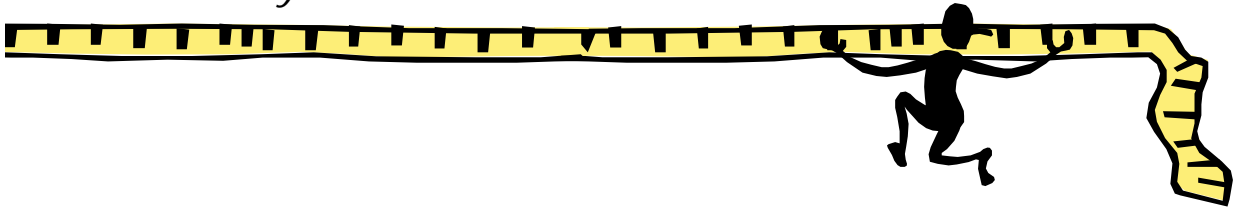
1. Research safe food handling habits.
2. Explore the role of the health inspector.
3. Develop a checklist to identify positive and negative safe food handling practices.
4. Each foods preparation laboratory group assigns a student to play the role of "Inspector Bacterium."
5. "Inspector Bacterium" uses the developed checklist to assess student/group performance during the laboratory.
6. All the inspectors gather to compile and share the data from the checklists.



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7. Participate in follow-up discussion of food handling practices and habits and areas that need improvement in the foods preparation laboratory setting.
8. Develop a computer-generated personal checklist of safe food handling habits for home use.

Time

This task will continue over three class periods.

Materials

Text materials and resources outlining safe food handling habits, access to career resources to determine the health inspector role, computer access, overhead with template for checklist, overhead markers, blank transparencies, foods preparation laboratory experience of teacher's choosing

Instructions

1. **Day 1:** Students will read and discuss safe food handling habits and the role of a health inspector from instructor-provided text materials and resources.
 - As a class, students will develop a safe food handling habits observation checklist using a transparency template to guide the development of the checklist provided by the teacher or computer technology.
 - Students will choose their "Inspector Bacterium" from each lab group to observe group process.
2. **Day 2:** As students prepare foods during the foods preparation laboratory performance, each "Inspector Bacterium" uses the class-developed checklist to observe and assess the group for at least one-half of the class period. During the last half of the class period the inspectors meet to compile their observations into a summary of classroom findings.



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3. **Day 3:** One of the inspectors shares an overview of the classroom observations. Inspectors do not use group or student names in the presentation to the class. Follow up with a class discussion of safe food handling practices and habits; summarize needed improvements in the classroom.
4. **Homework assignment:** Students will develop a computer-generated personal checklist for home use.

Assessment Criteria

Answers will be scored on the following:

1. How effectively the student evaluates information.
2. How correctly the student identifies safe food handling habits.
3. Whether the student practices safe food handling habits in the foods preparation laboratory as observed by inspectors and the instructor.
4. Whether the student completes a computer-generated personalized safe food handling habits checklist.

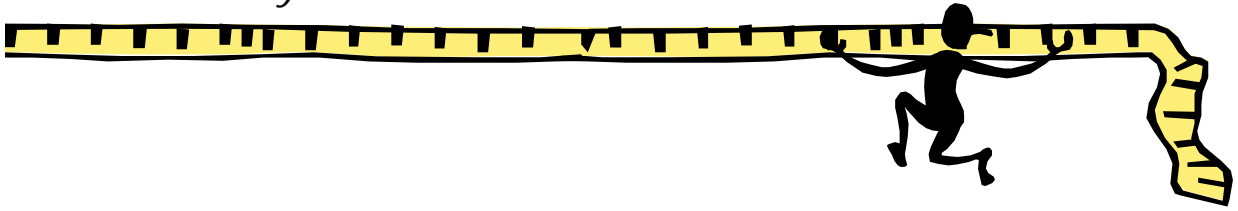
Wisconsin Family and Consumer Education Standards	
A	Continuing concerns of the family
B	Practical reasoning
C	Family action
D	Personal and social responsibility
E	Work of the family
F	Learning to learn



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Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

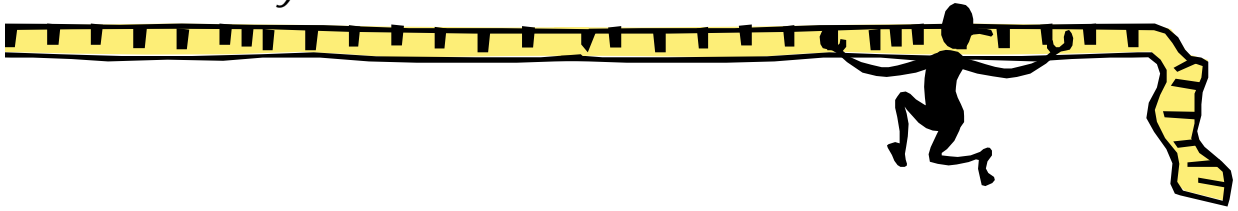
"Inspector Bacterium's Checklist" might include the following categories:

- 1. Using an apron and restraining hair*
- 2. Proper hand washing techniques*
- 3. Cleaning and sanitizing counters and equipment*
- 4. Cross contamination*
- 5. Food Danger Zone*



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Middle or High School



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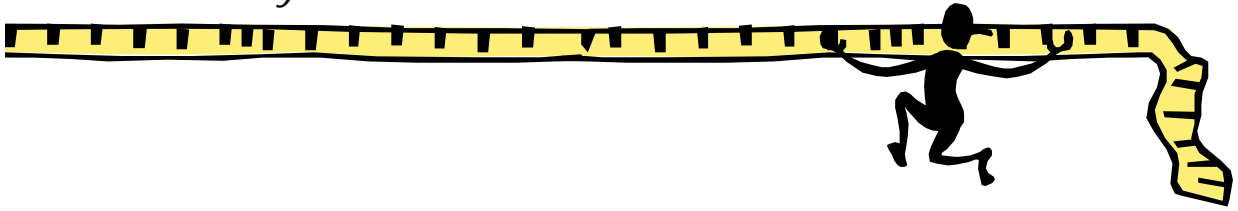
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Health Literacy Performance Assessments



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Content Area: **FOOD SAFETY**

Performance Task: **"The Blunder Family Holiday"**

Educational Level: Middle or High School

Student Instructions

Follow these steps to complete this activity:

1. Read and study the Blunder Family Holiday Menu in Support Material A and the character descriptions for family members in Support Material B.
2. In small groups, use the questions provided in Support Material C, "Blunder Family Holiday Food for Thought," to evaluate and predict the potential risks of food contamination and to suggest solutions for the Blunder Family Holiday.
3. Small groups summarize their predictions and suggestions on newsprint and share with the class.
4. As a class, discuss, compare, and summarize the results from each group.

Assessment Criteria

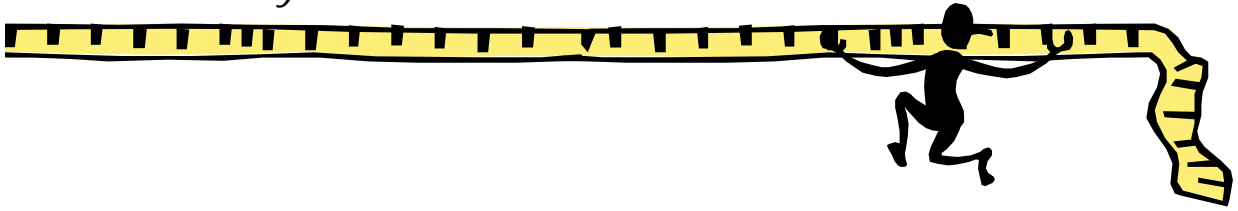
Answers will be scored using the attached "Blunder Family Holiday Scoring Rubric" (Support Material D) on the following criteria:

1. How well you show understanding of food safety concepts and practices.
2. How well you explain the importance of safe food handling.
3. How well you identify possible solutions to food safety concerns.
4. How well you identify valid sources of safe food handling information for families.
5. How well you participate as a member of a cooperative workgroup.



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Support Material A

The Blunder Family Holiday Menu

Turkey with Sage Stuffing
Mashed Potatoes with Savory Gravy
Green Bean Casserole
Vegetables and Dip
Seven Layer Salad
Cole Slaw
Cranberry Gelatin Fluff
Dinner Rolls
Pumpkin Pie with Whipped Cream Topping



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Support Material B

Character Descriptions for the Blunder Family Holiday

Aunt May is a widow of 15 years living with 6 cats and a dog. She has many favorite recipes; however, her extended family enjoys her green bean casserole the best. She plans to prepare this for the holiday. In addition, she also plans to surprise the nieces and nephews with her famous popcorn balls.

Jerry is a college student attending an out-of-state college. He travels three hours to the Blunder family holiday. He is bringing the vegetables and dip. He made the dip and cut the vegetables in his dorm room before he left school.

David and Karen are very busy parents of two young children. The holiday festivities will be held at their home. They are preparing the turkey, stuffing, and gravy. David made sure he took out the turkey two days ago so it could thaw on the counter. Due to their busy schedule, Karen prepared and stuffed the turkey the day before to allow plenty of time to thoroughly cook the turkey.

Debra enjoys glamour. She makes sure she looks picture perfect. She has very long hair and loves to style it. She has her acrylic nails manicured weekly. Debra volunteered to prepare seven layer salad and cranberry fluff. She can't wait to use grandmothers silver bowl to serve the cranberry fluff. She quickly polished the bowl with a strong chemical cleaner and filled it with the cranberry fluff.

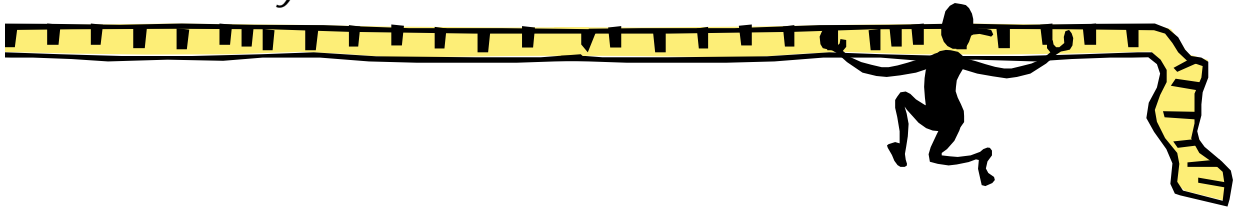
Joe is preparing the coleslaw at the same time his daughter is preparing hamburgers for supper. After she prepares the hamburger on the cutting-board, Joe uses the same board to chop the cabbage.

Grandmother's responsibility is to bring her famous pumpkin pie with real whipped cream topping.



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Support Material C

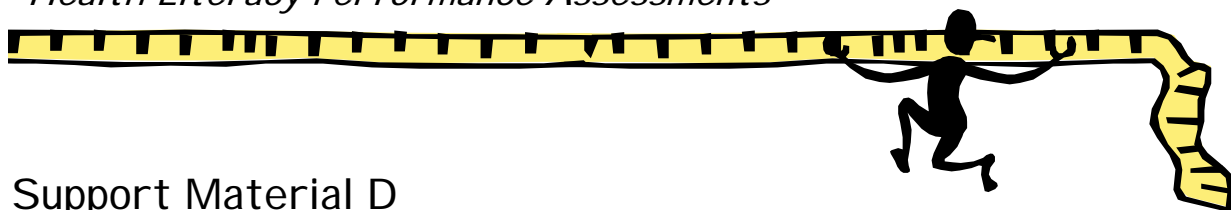
The Blunder Family Holiday Food For Thought

1. What are some physical, chemical and biological things that could contaminate the food served at the Blunder Family Holiday?
2. Whose behavior may lead to food contamination?
3. How should different types of food be handled and stored to prevent bacteria growth?
4. When is it important to apply safe food handling?
5. Why should families be concerned about food contamination and safety?
6. If you noticed a problem with safe food handling, how would you communicate that to your family in a respectful manner?
7. Where could a family obtain information or assistance with food safety issues?



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Support Material D

The Blunder Family Holiday Scoring Rubric

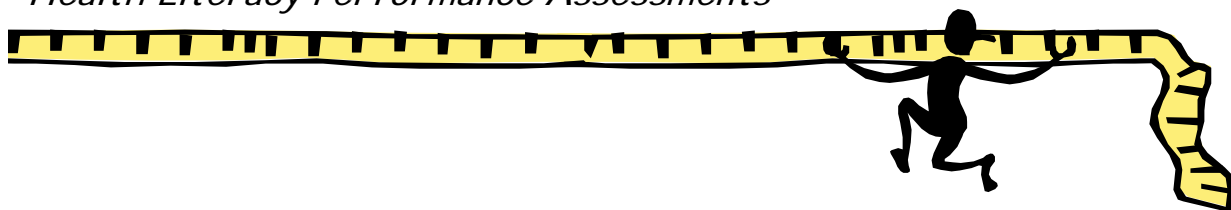
Rating Scale	1	2	3	4	
Criteria	Absent	Limited	Satisfactory	Mastery	Total
Completely identifies at least eight possible food contaminants	1	2	3	4	
Correctly identifies behaviors that contribute to food contamination	1	2	3	4	
Demonstrates an understanding of safe handling and storage of foods	1	2	3	4	
I identifies the importance of safe food handling	1	2	3	4	
Demonstrates an understanding of the consequences of food contamination	1	2	3	4	
Presents respectful suggestions to solve food safety concerns.	1	2	3	4	
Generates ideas for families to obtain food safe handling information	1	2	3	4	
Works cooperatively in small groups	1	2	3	4	
				Total Score	



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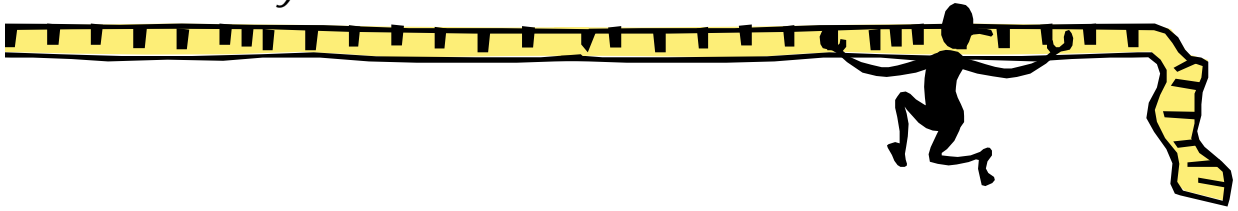
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Health Literacy Performance Assessments



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Content Area: **FOOD SAFETY**

Performance Task: **"The Blunder Family Holiday"**

Educational Level: Middle or High School

Teacher Information

Curriculum Connections

Family and Consumer Education, Health Education, Science

Overview

This activity examines potential risks of food contamination at a potluck family gathering. Students will be given a menu for the potluck, background information on the family members involved, probing questions, and then meet as groups to predict the potential risks for food contamination.

Requirements

The students are asked to do the following:

1. Read the menu and the family member character descriptions.
2. In small groups, use the questions to evaluate and predict the potential risks of food contamination.
3. Small groups share their predictions with the class.
4. As a class, discuss similarities and differences and summarize the results from each group.

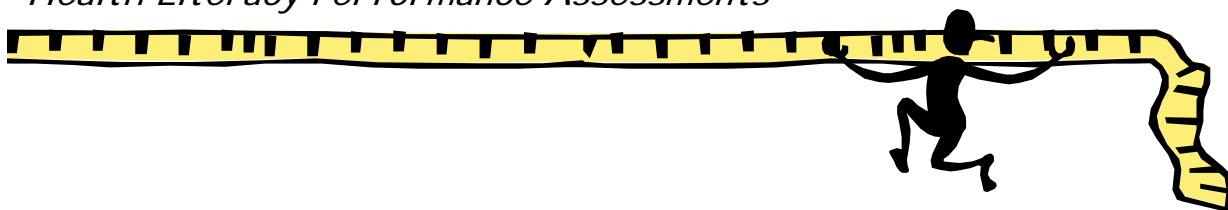
Time

One class period



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Materials

The Blunder Family Holiday Menu (Support Material A), character description of all family members preparing/bringing menu items (Support Material B), probing questions (Support Material C), newsprint and markers

Instructions

1. Introduce the concepts of improper food preparation, storage, transportation, and serving of food which may lead to food contamination.
2. Provide students with The Blunder Family Menu (Support Material A) and the character descriptions of family members (Support Material B).
3. Divide students into groups.
4. Pass out the probing questions in Support Material C and allow time for groups to make predictions of potential food contamination risks and respond to questions.
5. Have each group share their responses.
6. As a class, discuss similarities and differences in group responses and summarize results.

Assessment Criteria

Answers will be assessed using "The Blunder Family Holiday Scoring Rubric" in Support Material D.

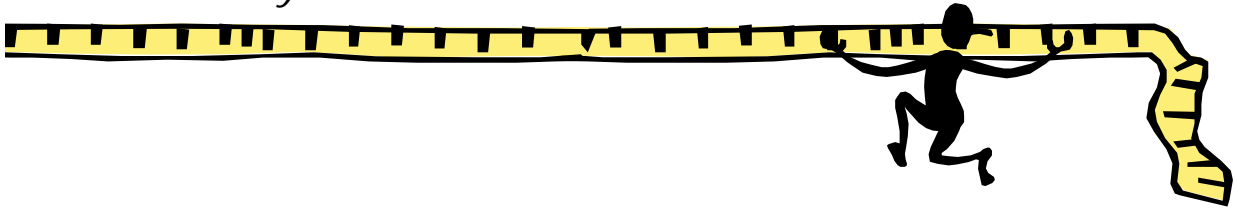
Wisconsin Family and Consumer Education Standards	
A	Continuing concerns of the family
B	Practical reasoning
C	Family action
D	Personal and social responsibility
E	Work of the family
F	Learning to learn



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Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

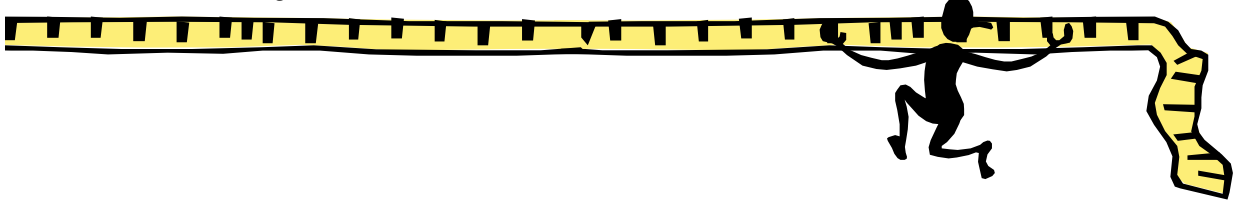
- **Predications of possible food contamination**
 1. Finger nails in the salad
 2. Pet hair and dander
 3. Pet feces
 4. Food held in the danger zone too long
 5. Improper storage of food
 6. Cross-contamination (raw meat and salad cut on the same board)
 7. Cleaning chemicals
 8. Improper meat thawing
 9. Unsafe preparation
- **Consequences of food contamination**
 1. Food borne illness caused by bacteria
 2. Food borne illness caused by the spread of virus
 3. Food borne illness caused by parasitic contamination
 4. Food borne illness caused by chemical contamination
 5. Cross-contamination of raw meat



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- **Successful communication suggestions**
 - Accept student responses that demonstrate how to speak and respond with empathy and respect

- **Sources of information**
 1. Media—newspaper, magazines, television, radio
 2. Internet
 3. Health publication
 4. Consumer hotlines
 5. Medical personnel
 6. Educators
 7. Libraries



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Content Area: **FOOD SAFETY**

Performance Task: **“Food Borne Illness News Release”**

Educational Level: **Middle or High School**

Student Instructions

Follow these steps to complete this activity:

1. Actively listen to the introduction of food borne illness presented by the teacher.
2. Complete an Internet search to find a news release related to your group's assigned food borne illness.
3. Research the cause(s) and prevention of the illness.
4. Use desktop publishing to write a feature article on the cause(s) and prevention of the food borne illness.

Assessment Criteria

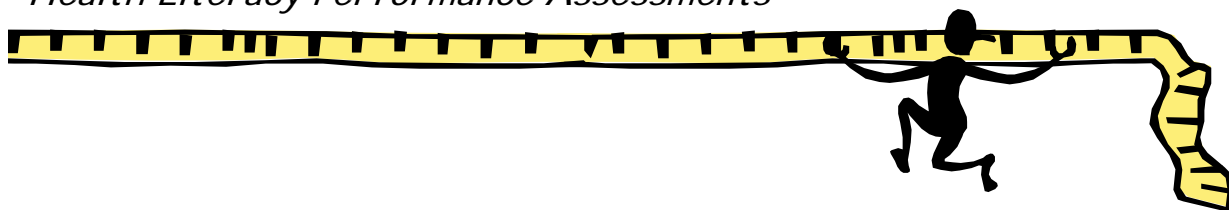
This activity will be scored using these criteria (see the attached “Weighted Food Borne Illness Feature Article Rubric”):

1. How well you access and analyze information.
2. How well you write a clear and concise feature article.
3. How well you participate as a member of a small workgroup.



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Weighted Food Borne Illness Feature Article Rubric

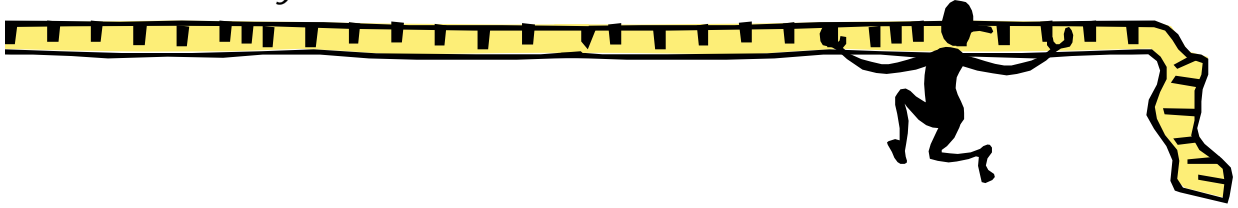
Rating Scale	1	2	3	4	Total
Criteria	Absent	Limited	Satisfactory	Mastery	
Completed research outline	1	2	3	4	____ x 1 =
Defined the food borne illness	1	2	3	4	____ x 2 =
Described the causes of the illness	1	2	3	4	____ x 2 =
Described prevention of the illness	1	2	3	4	____ x 4 =
Completed the feature article *Introduction *Body *Conclusion *Minimum 4 paragraphs	1	2	3	4	____ x 2 =
Used appropriate writing mechanics *grammar *spelling *capitalization *punctuation	1	2	3	4	____ x 2 =
Worked cooperatively in small group	1	2	3	4	____ x 2 =
Total					



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Health Literacy Performance Assessments



Content Area: **FOOD SAFETY**

Performance Task: **"Food Borne Illness News Release"**

Educational Level: **Middle or High School**

Teacher Information

Curriculum Connections

Family and Consumer Education, Language Arts, Computer Education, Health Education, Science

Overview

This assessment has to do with the increasing problem of food borne illnesses. Students will research and report in the form of a news release on the cause(s) and prevention of a specific food borne illness outbreak assigned to their small group.

Requirements

Students will do an Internet search to locate a news report of an assigned food borne illness outbreak. Students will research the cause(s) and prevention of the food borne illness and write a feature article for their local newspaper.

Time

Two to three class periods

Materials

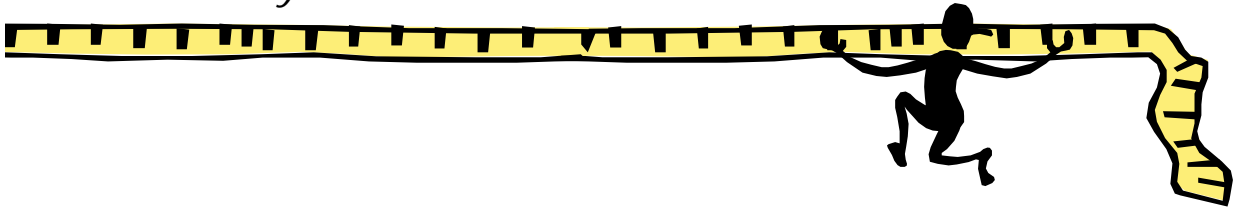
Internet access, desktop publishing technology



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Health Literacy Performance Assessments



Instructions

Make sure students have background on major food borne illnesses and sufficient skills to:

1. Use desktop publishing.
1. Locate a news release of their group's assigned food borne illness on the Internet.
2. Research the assigned food borne illness.
3. Write a feature article on cause(s) and prevention of the food borne illness.

Assessment Criteria

Answers will be scored on the following criteria (see the attached "Weighted Food Borne Illness Feature Article Rubric"):

1. How well students show understanding of food safety concepts.
2. How well students access and analyze information.
3. How well students write a clear and concise feature article.
4. How well students participate as members of their cooperative group.

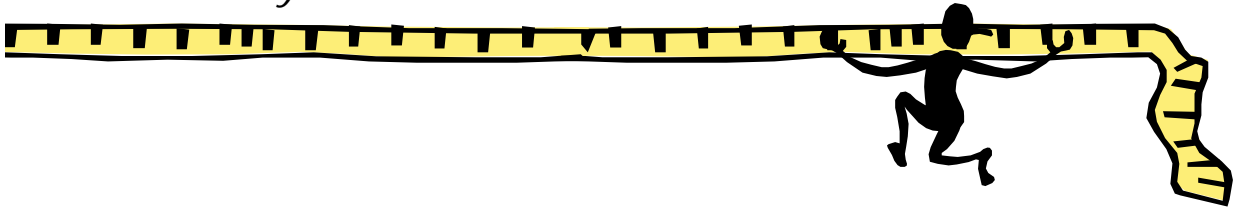
Wisconsin Family and Consumer Education Standards	
A	Continuing concerns of the family
B	Practical reasoning
C	Family action
D	Personal and social responsibility
E	Work of the family
F	Learning to learn



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Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

The student generated feature news article will include information about the following:

- 1. Description of a particular food borne illness.*
- 2. Cause(s) of the illness.*
- 3. Prevention of the illness.*



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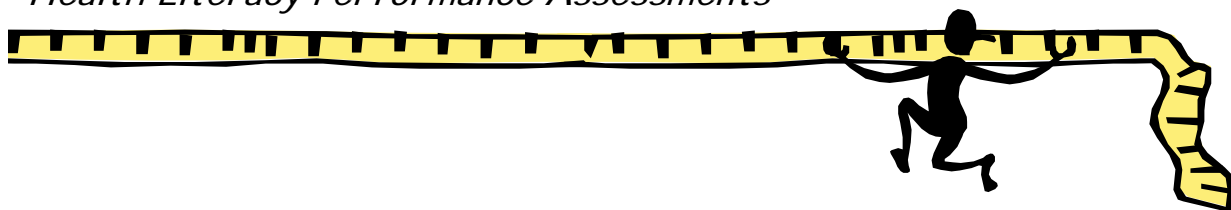
High School



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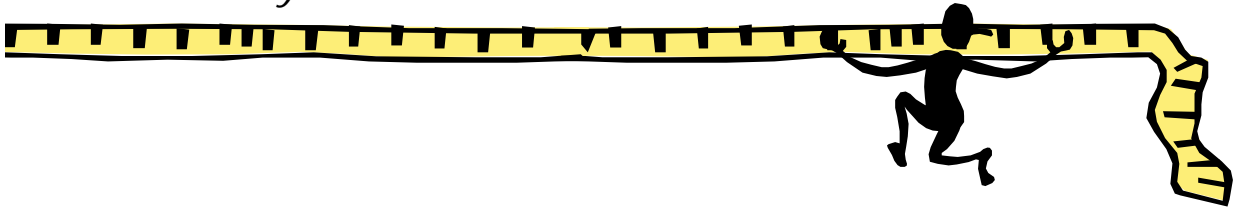
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Health Literacy Performance Assessments



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Content Area: **FOOD SAFETY**

Performance Task: **“Creating a Food Safety Game”**

Educational Level: **High School**

Student Instructions

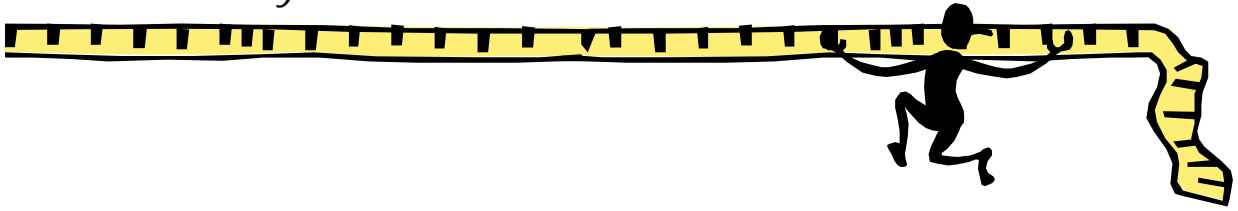
1. Conduct a search on the Internet for food safety information that addresses the following food safety and food handling concepts:
 - Potentially hazardous foods
 - Cooking and holding temperatures
 - Cross-contamination
 - Correct hand washing techniques
 - Time-Temperature abuse
 - Food borne illness
 - Critical control points
 - Employee hygiene
 - Cleaning and sanitation
 - Pest control in the kitchen
 - HACCP procedure
2. Use the information you find on the Internet to create a food safety
3. game.
4. Provide detailed instructions for players of the game.
5. Create a box or container for your game.
6. Prepare a resource list of all the Internet sites that provided you with information to create your food safety game.



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1. Answer the following question in writing: Which Internet sites were most helpful to you in creating your game? Include an explanation of why these Internet sites were helpful.
2. How did the information you found on the Internet compare to other sources of food safety information to which you have access?
3. How could the Internet be of help to you or your family when you have food safety questions or concerns?

Assessment Criteria

Answers will be scored on the following:

1. Self- and peer evaluation using the attached "Weighted Food Safety Board Game Rubric."
2. Completion of the "Food Safety Internet Site Think Sheet Evaluation."



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Weighted Food Safety Board Game Rubric

	10	5	0	Score
Game X 3	We learn a lot about food safety from this game. It is fun to play. The game is well organized. It is easy to determine when game is finished and who won.	Some things are learned about food safety. Game is kind of fun to play. Some parts of game are not organized.	Game organization needs work. This game could be more fun and we could have learned more about food safety.	
Game Pieces & Cards X 2	Pieces are original and Question Cards are typed. All questions make sense.	Pieces are included could be more original. Question cards are pretty easy to read and most of them make sense.	Pieces were forgotten and cards could have been done more neatly and could have been done in a more understandable manner.	
Directions X 1	Typed out and very easy to understand and follow.	Somewhat easy to follow.	No directions or directions were difficult to follow.	
Game Box/ Container X 1	Box/Container is included. It is very neat and creative.	Box/Container exists but is not done very neatly or creatively.	No box/Container.	
Effort & Time X 3	You put a superb amount of effort into this. I can tell you worked hard. You used all of your time wisely.	You put some effort into this, but you could have worked harder.	You could have put a lot more effort into this.	

Name(S): _____

Grade for Game:

Grade for Effort/Time:



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Comments:



Food Safety Internet Site Think Sheet Evaluation

1. List all Internet sites that provided you with information to create your food safety game.

2. Which Internet sites were most helpful to you in creating your game? Explain why these Internet sites were helpful.

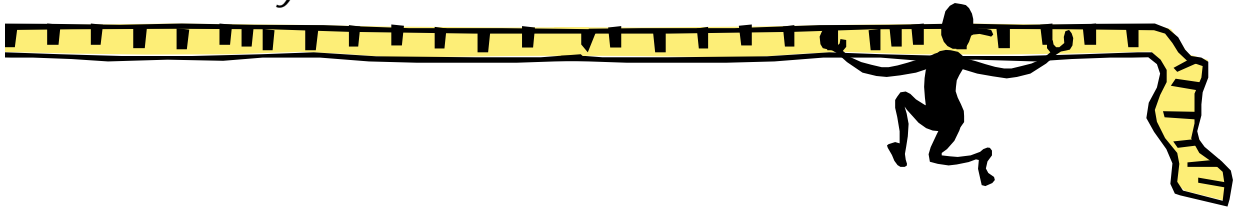
3. How did the information you found on the Internet compare to other sources of food safety information?

4. How could the Internet be of help to you or your family when you have food safety questions or concerns?



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Content Area: **FOOD SAFETY**

Performance Task: **"Creating a Food Safety Game"**

Educational Level: High School

Teacher Information

Curriculum Connections

Family and Consumer Education, Visual Arts, Information and Technology Literacy, Health Education, Language Arts, Biology, Math

Overview

Students will use the Internet as a resource to create a food safety game that models "Jeopardy," "Who Wants to be a Millionaire," "Trivia Pursuit," or any other existing game.

Requirements

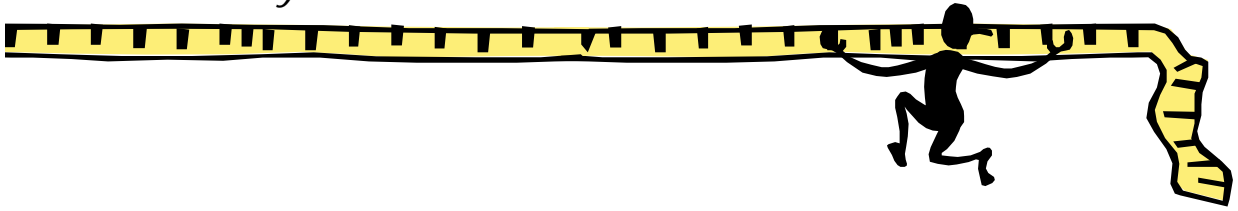
1. Arrange for computer access.
2. Decide whether class members will work individually or in small groups to create a food safety game.
3. Have the class brainstorm examples of educational game formats. Discuss the pros and cons of each format for developing a game to use in the classroom.
4. Discuss search engines for finding food safety sites and/or suggested food safety Internet sites to explore.



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5. Give students examples of game questions.
 - **“Jeopardy” Example**
Answer: Food-contact surfaces that touch raw food, are not cleaned and sanitized, or they touch food that is ready-to-eat.
Question: What is an example of cross-contamination?

 - **“Who Wants to be a Millionaire?” Example**
Question: What is the temperature danger zone in which bacteria grows most rapidly in food?
 - a. 41 to 140 degrees Fahrenheit
 - b. 0 to 32 degrees Fahrenheit
 - c. 140 to 180 degrees Fahrenheit
 - d. Below 0 degrees Fahrenheit**Answer:** a
6. Ask students to use the information they find on the Internet sites to create a food safety game.
7. Have students provide detailed instructions for players of the game.
8. Students create or decorate a container for their game.
9. Students complete the attached Food Safety Internet Site Think Sheet Evaluation.
10. Students use the attached weighted scoring rubric to evaluate their group's and their peers' food safety games.

Time

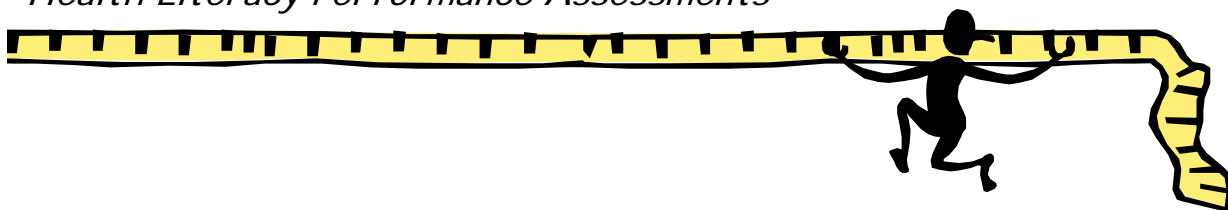
This project involves (1) 45-minute class period for Internet research, (2) three 45-minute class periods to create the food safety game, and (3) two or more 45-minute class periods to play and evaluate each group's games. Adjust timing to fit the class schedule in your school.



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Materials

Computers and Internet Access, poster board, markers, scissors, glue, and copies of "Weighted Food Safety Board Game Rubric" and "Food Safety Internet Site Think Sheet Evaluation"

Instruction

Before initiating this project, engage students in a discussion of search engines, food safety key words, suggested Internet sites, and ways to evaluate the validity of information found on the Internet. Then use brainstorming to generate student ideas about potential games and the pros and cons for using each game format. Provide students with information about how they will be evaluated on the project.

Suggested Extension: After each individual or group presents their games to their classmates, students could engage in a peer education project, sharing their games with middle school students in the school district to teach them food safety concepts.

Assessment Criteria

Games will be scored on the following:

1. Pre-determined criteria listed on the attached "Weighted Food Safety Board Game Rubric."
2. Completion of the "Food Safety Internet Site Think Sheet Evaluation."

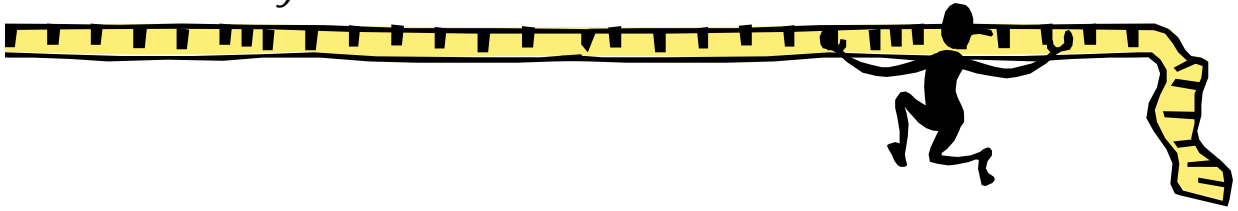
Wisconsin Family and Consumer Education Standards	
A	Continuing Concerns of the family
B	Practical Reasoning
C	Family Action
D	Personal and Social Responsibility
E	Work of Family
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Wisconsin Health Education Standards	
A	Disease prevention and health promotion
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C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

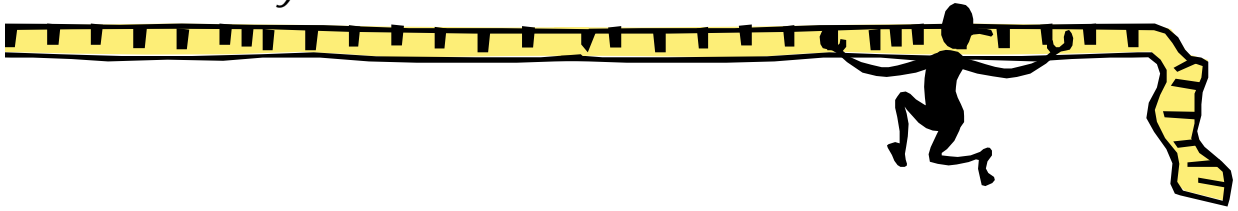
Creation of games titled:

- *"Who Wants To Be A Food Safety Expert Game"*
- *"Food Safety **Not** In Jeopardy Game"*



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Content Area: **FOOD SAFETY**

Performance Task: **“Food Safety for Older Adults”**

Educational Level: **High School**

Student Instructions

1. Choose a method of presentation for delivering food safety information to older adults in the community. Some possible choices include: PowerPoint presentation, video, skit, pamphlet, or brochure/magnet.
2. Working in small groups, prepare the presentation.
3. Give presentations to class members for peer review.
4. Edit presentations.
5. Give your presentations to an assigned audience, such as presenting to nutrition site patrons, senior apartment residents, “Meals on Wheels” recipients, or retirement groups.

Assessment Criteria

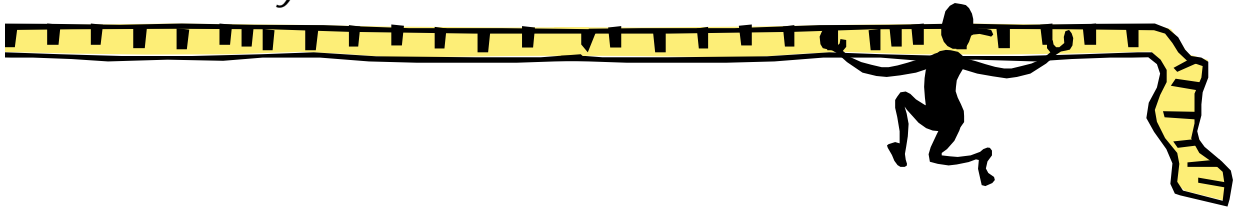
Answers will be scored on the following:

1. How well you plan and complete presentations.
2. How well you analyze the attached Older Adult Feedback Sheet.
3. How well you complete the attached “Food Safety Presentation or the Brochure/Magnet Reflection Page” using the older adults’ feedback.



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Older Adult Feedback Sheet

DIRECTIONS: Circle the student presentation format you viewed:

- a. PowerPoint Presentation (computer), b. video, c. skit, d. pamphlet, or
- e. brochure/magnet.

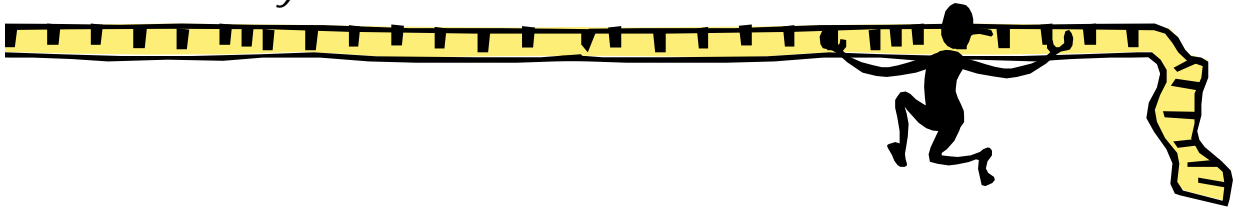
After viewing the students' presentation or brochure, complete the following open-ended questions:

1. Some food safety tips I learned...
2. The part(s) of the presentation or brochure/magnet that I liked...
3. The part of the presentation or brochure/magnet that I disliked...
4. As a result of this presentation or brochure/magnet, something I will do differently in the future when I handle or prepare food...
5. Regarding food safety, I would like to tell other people...



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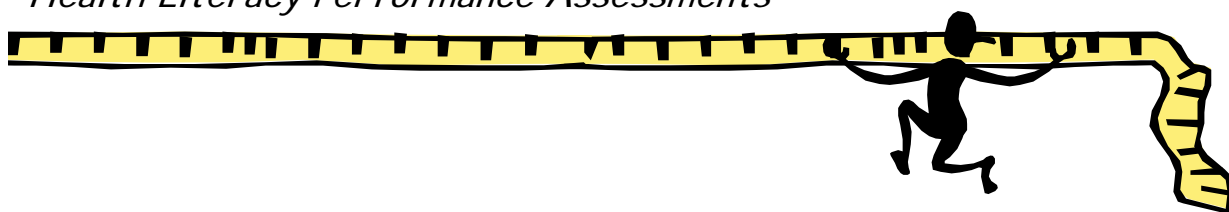
STUDENT PRESENTATION OR BROCHURE/MAGNET
REFLECTION PAGE

DIRECTIONS: Read the Older Adult Feedback Sheets for your presentation or brochure/magnet and answer the following open-ended questions:

1. Regarding food safety, I/we did the best job of getting these ideas across...
2. What the older adults liked the best was...
3. What the older adults disliked the most...
4. What we should do the same in the future is...
5. What we should do differently in the future is...



Health Literacy Performance Assessments



Food Safety Presentation or Brochure/Magnet Assessment Rubric

Criteria	0-3 (Unsatisfactory)	4-7 (Satisfactory)	8-10 (Exemplary)	Rating (0-10)
Purpose	The food safety theme is unclear in the presentation or brochure/ magnet.	The food safety theme is clear most of the time in the presentation or brochure/magnet.	The food safety theme is clear and consistent throughout the entire presentation or brochure/magnet.	
Information	Information is of little importance and/or some inaccurate food safety information is presented.	Most of the food safety information presented is important and accurate.	All of the food safety information presented is important and accurate.	
Understanding of Concepts	Students demonstrated minimal understanding of the concepts of food safety in presentation or brochure/magnet.	Students demonstrated basic understanding of the concepts of food safety in presentation or brochure/magnet.	Students demonstrated a thorough understanding of food safety concepts in the presentation or brochure/magnet.	
Technical Aspects, Props, Visual Aids, Graphics, Fonts	Not used or of poor quality; or cannot be seen or heard by audience.	Are clear and enhance the delivery of the presentation or brochure/magnet.	Are well executed and greatly enhance the delivery of the performance or brochure/magnet.	



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Health Literacy Performance Assessments



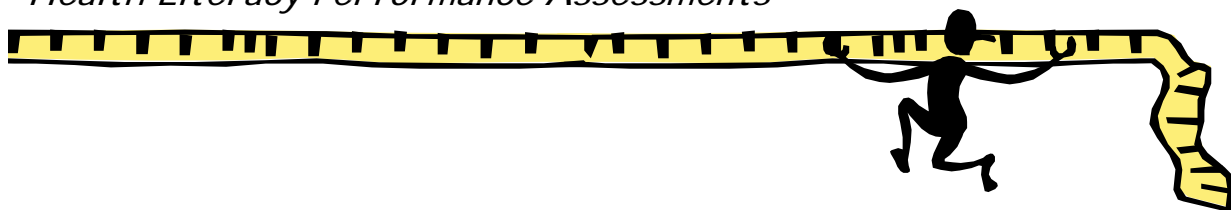
Criteria	0-3 (Unsatisfactory)	4-7 (Satisfactory)	8-10 (Exemplary)	Rating (0-10)
Effect on Audience	Fails to hold the interest or attention of audience.	Holds the interest and attention of audience most of the time.	Communicates all necessary food safety information; holds the interest and attention of audience	
			Total Score	



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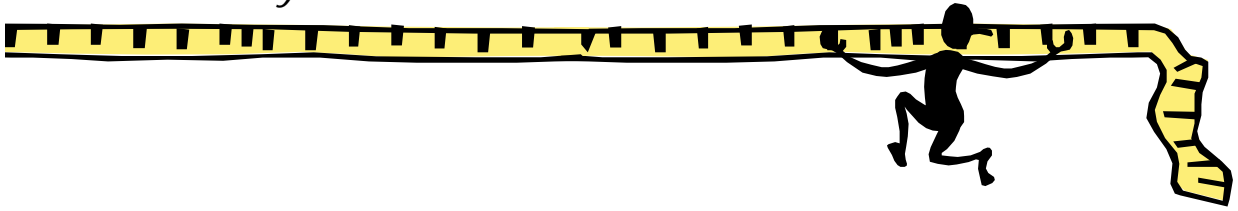
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Health Literacy Performance Assessments



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Content Area: **FOOD SAFETY**

Performance Task: **"Food Safety for Older Adults"**

Educational Level: High School

Teacher Information

Curriculum Connections

Family and Consumer Education, Visual Arts, Performing Arts, Computer Technology, Language Arts, Health, Biology or Life Science

Overview

Students will demonstrate their knowledge of food safety information by delivering video presentations, skits, PowerPoint presentations or brochures/magnets to older adults.

Requirements

1. Work with the audiovisual coordinator to reserve video camera, computer lab, digital camera or other technology school has available to assist students with projects.
2. Prepare materials and make arrangements to have information, speakers, and resources on food safety and ways to work with older adults.
3. Make arrangements with the county aging office on housing and food sites for delivery of the students' food safety presentations or brochures/ magnets to older adults.



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4. Get the supplies necessary for students to complete brochures/magnets, skits, transparencies, or whatever else might be needed.
5. Duplicate the attached scoring rubric, older adult feedback forms, and the student reflection sheets.

Time

Three 45-minute class periods to prepare presentations or brochures/magnets, one 45-minute class period to present and evaluate projects with classmates, one 45-minute class period to present to the older adults.

Materials

Digital cameras, computers, video camera, transparencies, magnetic sheets or buttons, props for skits, disks or CD's

Instruction

1. Provide information and resources about food safety for older adults. Suggested resources include ServSafe and FightBac! materials.
2. Provide background information about working with older persons. For example, invite a county nurse, family living agent, or county nutrition agent that works with older adults to talk to the class.
3. Brainstorm with the class ideas for how to present the food safety information to groups of older adults, such as nutrition site patrons, "Meals on Wheels" recipients, senior citizen apartment residents, and retirement groups.

Assessment Criteria

Answers will be scored using the following attachments:

1. "Food Safety Presentation or Brochure/Magnet Assessment Rubric"
2. "Senior Citizen Feedback Sheet"
3. "Student Food Safety Presentation or Brochure/Magnet Reflection Page"



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Health Literacy Performance Assessments



Wisconsin Family and Consumer Education Standards	
A	Continuing Concerns of the family
B	Practical Reasoning
C	Family Action
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F	Learning to Learn

Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

"Keeping Our Seniors Safe" PowerPoint Presentation

"Thermie the Thermometer" Magnet

"Sam and Ella Come for Dinner" Skit

"Eat It, Save It, or Throw It" Brochure

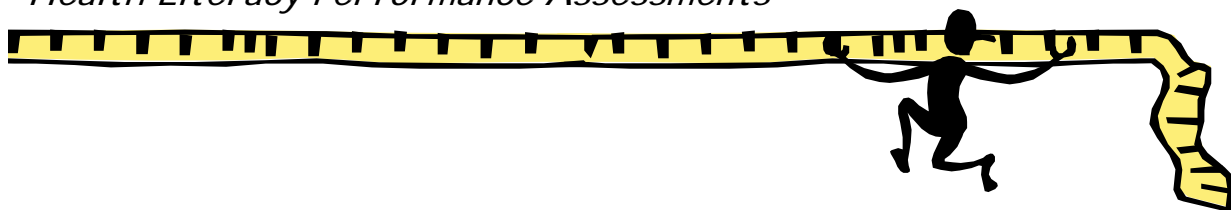
"Guess Who's Coming To Dinner" Video



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Content Area: **FOOD SAFETY**

Performance Task: **“Planning a Safe Food Open House”**

Educational Level: **High School**

Student Instructions

OPEN HOUSE SCENARIO. The eighth graders are coming to tour the high school to see what classes they want to take in grades 9-12. This event is held the first Friday evening in May, beginning right after school. Each elective department is planning their own promotional event and activities.

- The **Modern Language Department** plans to serve crepes and build your own tacos:¹
 - The cream-filled crepes will be brought to school in the morning by the Modern Language Teachers and kept on a table in their office all day.
 - The taco meat will be prepared by one of the teachers at home the previous night, kept in the office during the day, and heated up on a hot plate that evening.
 - Toppings, such as cheese, lettuce, sour cream, tomatoes, and black olives will be brought in by individual students and kept in the Modern Language office during the day. People are welcome to grab whatever toppings they choose with their hands—and they won't be limited to simply a spoonful.

¹Please note there is no refrigerator in the Modern Language Office.



Health Literacy Performance Assessments



- The Agriculture Education Department is planning to promote consumption of beef and dairy products by having guests make their own hamburgers on the grill and make their own ice-cream sundaes:
 - Each individual will pick up their own hamburger patty, put it on the grill, and cook it themselves.
 - Buns will be available next to the raw hamburgers.
 - Ice cream sundae toppings will be brought in by individual students, including nuts, chocolate chips, and sprinkles. Guests will use their hands to scoop toppings and put them on their sundae.
- The Technology Education Department plans to serve S'mores to promote the development of metal fire pits and sale of firewood in class:
 - Each individual will pick up a marshmallow, chocolate piece, and graham cracker in the Agriculture Education Department and take it to the Technology Education Department to make their S'more over the fire pit.
 - The main bathroom is between the Agriculture Education Department and the Technology Education Department. The soap dispenser in the bathroom is out of soap.
- The Family and Consumer Education Department will be serving chicken-salad croissants and self-served sub-sandwiches with potato chips:
 - All of the food was prepared the day before the open house and stored in the classroom refrigerator.
 - Because of the budget crunch, there is only one cutting board, so the same board used to cut the chicken will be used for the lettuce and tomatoes used on the sandwiches.



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- The Music Education Department has asked students to bring various finger food snacks from home to share with the incoming eighth graders and their parents:
 - There really isn't any refrigerated area in the Music Education Department to store these snacks during the day.
 - One student plans to bring raw cookie-dough balls snacks.
- Parent volunteers plan to promote athletics by opening the concession stand and serving hot dogs
 - They bought the hot dogs on sale from a wholesale market. The hot dogs were a great deal because the packaging was somewhat damaged.
 - The hot dog cooker in the concession stand hasn't been working well lately, but the hot dogs are free, so people probably won't complain.

GIVEN THIS SCENARIO, YOUR GROUP WILL SERVE AS SAFE FOOD POLICE:

By the assigned date, each group of safe food police will complete the following tasks and organize their materials into a Safe Food Open House Portfolio:

- **Choose a catchy title** for your portfolio.
- **Prepare a Table of Contents** for the portfolio.
- **Summarize what you already know** regarding food borne illness and how bacteria and germs are spread. Draw upon information covered in class, knowledge from your place of work, and other sources of accurate information.
- **Summarize the existing school district policies** on the preparation, serving, and storage of food.
- **List the interview questions** you will use to interview the school nurse. Be sure to ask questions regarding the causes and treatment of food borne illnesses.
- **Summarize your interview of the school nurse.**
- **List the interview questions** you will use to interview the Food Service Director of the School District.



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Health Literacy Performance Assessments



- **Summarize your interview of the Food Service Director.**
- **List the interview questions** you will use to interview one other group of choice, such as parent concession director, health education teacher, director of the Open House, local health officials, any other concerned parties, or potential groups involved in the open house.
- **Summarize the interview of one other group of choice.**
- Acting as if the High School Open House took place as planned, **write a fictional article about food borne illness that might appear in the local paper.** Choose a catchy title for the article and list the type(s) of food borne illness(es) and its cause(s) that occurred after the open house.
- **Create an informational booklet** for distribution to all school departments that handle food. Inform them of the potential perils that could result from unsafe food handling practices.
- **Develop an action plan** for a safer and more sanitary way to handle the annual High School Open House, along with safe promotional ideas for consideration by departments that handle food and/or safer ways to handle the food ideas they already use.

Assessment Criteria

Answers will be scored on the following:

1. How well you show that you understand food safety practices.
2. How well you show what you have learned about situations that are unsanitary.
3. How well you summarize the district policies.
4. How well you display good interviewing techniques through (a) the sets of questions asked and (b) summaries for each interview.
5. How well your newspaper article shows what might happen in an unsafe or unsanitary food handling environment.
6. How well your informational pamphlet informs others about food safety practices and potentially dangerous situations.
7. How well you advise others of a plan for a safer and more sanitary Open House.



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Scoring Rubric for the Safe Food Open House

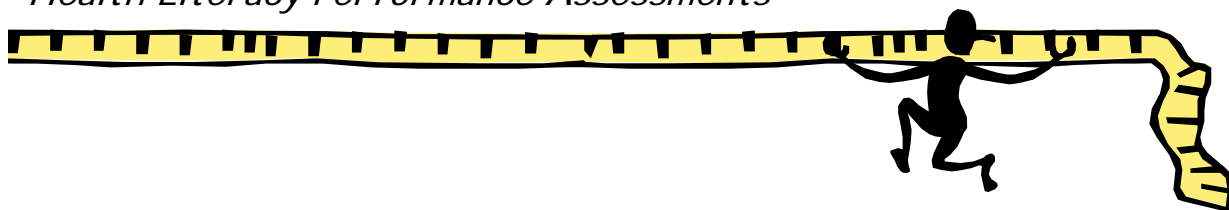
Component	Criteria	Points Possible	Points Received
Summary of what students already know about food borne illness and cross-contamination	Complete summary includes specific points about food borne illness and cross-contamination previously covered in class	15	
Summary of School District Policies	Includes policies on food storage, preparation and serving	15	
Interview questions and summary of school nurse interview	Information about food borne illnesses, causes, and treatment is included in question list and summary response	30	
Interview questions and summary of Food Service Director interview	Information about food preparation, storage, and serving is included in question list and summary response	30	
Interview questions and summary of interview with other chosen person/group	New information is included in question list and summary of responses	30	



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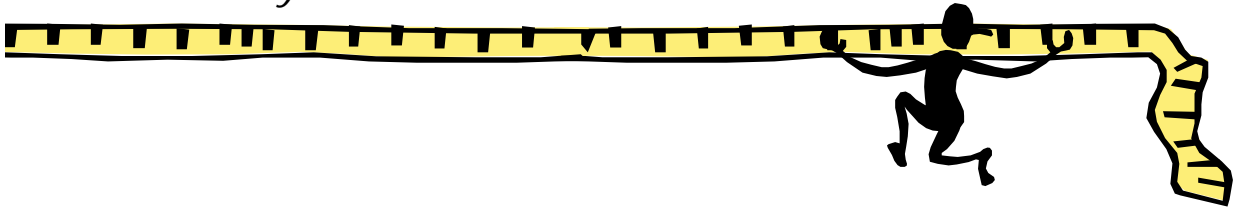
Component	Criteria	Points Possible	Points Received
Fictional newspaper article	Catchy title and accurate predictions for fictional article	20	
Informational Booklet	Accurate information regarding food borne illnesses including causes and ideas for prevention	30	
Action Plan	Complete written plan for food safe open house includes answers to what, why, who, when, and how questions and promotional ideas for department activities and safer ways to do things for the future	30	
Portfolio	Includes all information organized meaningfully; project has a catchy title	10	
		Total Points Possible: 210	Total Points Received:

Comments:



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Content Area: **FOOD SAFETY**

Performance Task: **“Planning a Safe Food Open House”**

Educational Level: **High School**

Teacher Information

Curriculum Connections

Family and Consumer Education, Language Arts, Health Education

Overview

Students will be working in small groups to analyze a hypothetical situation—the potentially hazardous open-house scenario. They will be reviewing what they already know about food safety, summarizing district policies, interviewing various interested parties, writing a newspaper article about this hypothetical situation, developing an informational pamphlet, and writing a plan for a safer open house.

Requirements

Students complete the following tasks and turn in a “Safe Food Open House Portfolio” by the assigned date:

- **Choose a catchy title** for the portfolio.
- **Prepare a Table of Contents** for the portfolio.
- **Summarize what they already know** regarding food borne illness and how bacteria and germs are spread, drawing upon information covered in class, knowledge from their place of work, and other sources of accurate information.



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- **Summarize the existing school district policies** on the preparation, serving, and storage of food.
- **List the interview questions** they will use to interview the school nurse, including questions regarding the causes and treatment of food borne illnesses.
- **Summarize their interview of the school nurse.**
- **List the interview questions** they will use to interview the Food Service Director of the School District.
- **Summarize their interview of the Food Service Director.**
- **List the interview questions** they will use to interview one other group of choice, such as parent concession director, health education teacher, director of the Open House, local health officials, any other concerned parties, or potential groups involved in the open house.
- **Summarize their interview of one other group of choice.**
- **Write a fictional article about food borne illness that might appear in the local paper**, including a catchy title for the article and list the type(s) of food borne illness(es) and its causes(s) that occurred after the open house.
- **Create an informational booklet** on the potential perils that could result from unsafe food handling practices for distribution to all school departments that handle food.
- **Develop an action plan** for a safer and more sanitary way to handle the annual High School Open House, along with safe promotional ideas for consideration by departments that handle food and/or safer ways to handle the food ideas they already use.

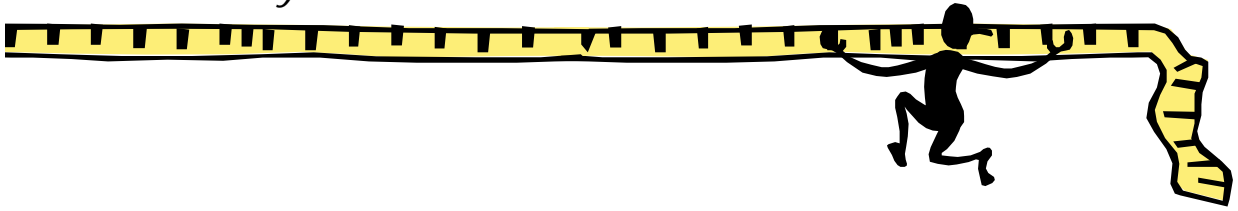
Time

This project will probably take four to five class periods as well as time outside of class



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Materials

Food Service textbooks, copies of School District Food Safety Policies, access to other resources with information on food safety, paper/pens/pencils, binders for portfolios, access to school nurse, food service director, other interested parties

Instruction

Provide instruction on food borne illnesses and sources of information,² bacteria, and cross-contamination. Make sure students have sufficient background and skills related to acquiring and summarizing information, writing a newspaper articles, interviewing and dealing tactfully touchy situations, preparing pamphlets, and action planning.

Assessment Criteria

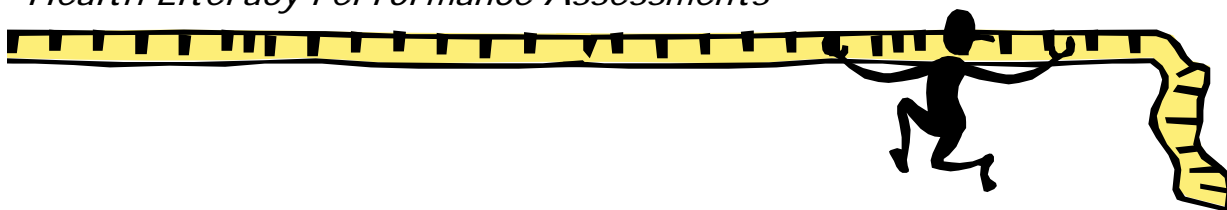
Answers will be scored on the following criteria using the attached "Scoring Rubric for the Safe Food":

1. How well students show their understanding of food safety practices.
2. How well students show what they have learned about situations that are unsanitary.
3. How well students summarize the district policies.
4. How well students display good interviewing techniques through (a) the sets of questions asked and (b) summaries for each interview.
5. How well the fictional newspaper article shows what might happen in an unsafe or unsanitary food handling environment.
6. How well the informational pamphlet informs others about food safety practices and potentially dangerous situations.
7. How well students advise others of a plan for a safer and more sanitary Open House.

² For example, see the chart provided in SERVSAFE, Serving Safe Food Certification course book published by the Educational Foundation of the National Restaurant Association.



Health Literacy Performance Assessments



Wisconsin Family and Consumer Education Standards	
A.	Continuing Concerns of the family
B.	Practical Reasoning
C.	Family Action
D.	Personal and Social Responsibility
E.	Work of Family
F.	Learning to Learn

Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

One student group turned in a portfolio entitled "Avoiding Disaster at the Annual High School Open House." The portfolio included:

- *A summary of what the collective group knowledge about food-borne illness and food safety.*
- *An adequate summary of the school district policy on food preparation, storage, and serving.*
- *A summary of the interview with the school nurse organized by the questions used in the interview.*
- *A summary of interview responses from food service personnel organized by the questions used in the interview.*



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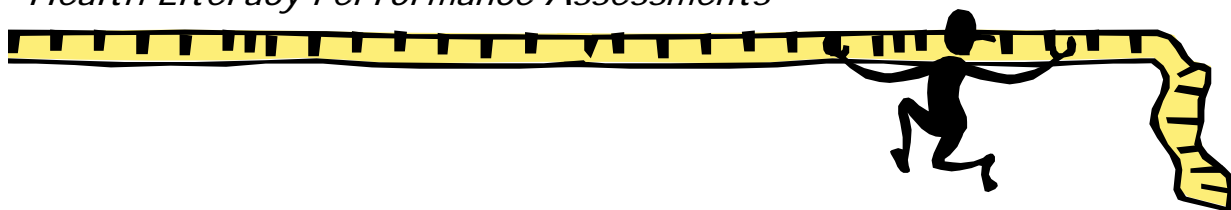
- *A newspaper article entitled, "Clostridium Perfringens Enteritis Attacks Oakwood 8th Graders and Their Parents: High School Open House to Blame...But Which Department??"*
- *An informational pamphlet, including a thorough, written action plan for future high school open houses, including (a) specific suggestions for each department, and (b) safety procedures that could be followed in the future.*



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Health Literacy Performance Assessments



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Content Area:	FOOD SAFETY
Performance Task:	“Thematic Lesson Plan for Teaching Young Children About Food Safety³”
Educational Level:	High School

Student Instructions

Each day next week we will be going to the child care center to present lessons on food safety. To prepare your lessons you will work in small groups to complete one of the following components of this project:

- **Group 1** will plan and perform a puppet show on an aspect of food safety.
- **Group 2** will plan and present a glow germ demonstration and create a bulletin board of glow germ results.
- **Group 3** will create a children’s book and discussion questions dealing with food safety, read the book to young children, and engage students in a discussion.
- **Group 4** will create a “Piggy Back” song and teach young children the song.
- **Group 5** will design a refrigerator magnet for the young children to create and take home that deals with one or more aspects of food safety (a wrap-up to this food safety unit).

Each group will complete a lesson plan by the assigned date (see the attached Student Handout 1). Each group will complete a lesson plan evaluation following the lesson (see the attached Student Handout 2).

³Specifically designed for students enrolled in the *Assistant Child Care Teacher* course in Family and Consumer Education; see ideas for adapting for other subject areas.





Assessment Criteria

Answers will be scored on the following:

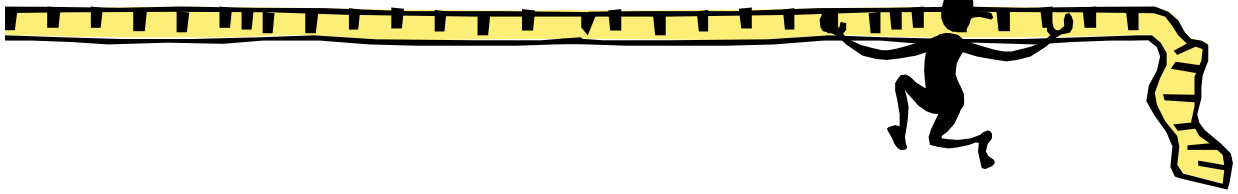
1. How well you show understanding of food safety concepts.
2. How well you develop age appropriate quality lesson plans with established criteria using the attached Student Handout 1 (Adapted from Wisconsin Department of Public Instruction (WDPI) *Assistant Child Care Teacher Guide*):
 - Students' Names
 - Date
 - Activity
 - Time
 - Age range of children
 - Number of children
 - Activities and Goals for Children
 - Supplies and Materials and/or Resources Needed
 - Procedure
3. How well you complete the lesson plan evaluation using the criteria on Student Handout 2 (Adapted from the WDPI *Assistant Child Care Teacher Guide*):
 - Response by children
 - Effectiveness of activity
 - Any changes that you would make, if you repeated the activity
 - Reactions or suggestions for improving the activity



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■ Student Handout 1

Activity Lesson Plan⁴

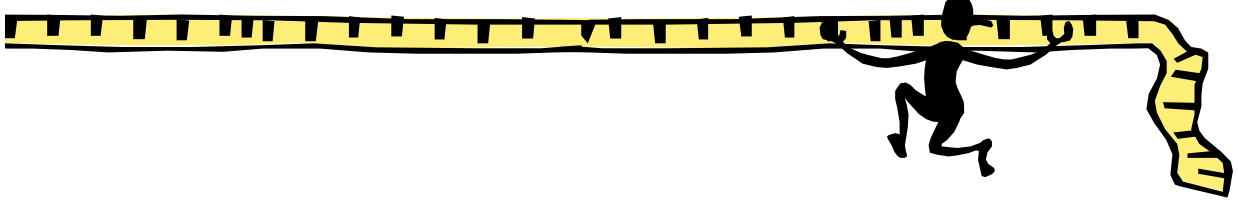
Student's Name	Date
Activity	Time
Age Range of Children	Number of Children

Children's goals for activity	Supplies, materials, and/or resources needed:
-------------------------------	---

⁴ Excerpt from *Assistant Child Care Teacher* by Elaine Staland and Catherine Lader. Madison, WI: Department of Public Instruction, 1990, p 169.



Health Literacy Performance Assessments



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■ Student Handout 2

Activity Lesson Plan⁵

Evaluation:

1. How did the children respond to the activity? Explain in detail.
2. Was the activity effective in meeting the activity goals?
3. If you were to repeat the activity, what would you do differently (teaching technique, different materials, other)?
4. Cooperating teacher's reactions and suggestion for the activity.

Cooperating Teacher's Signature

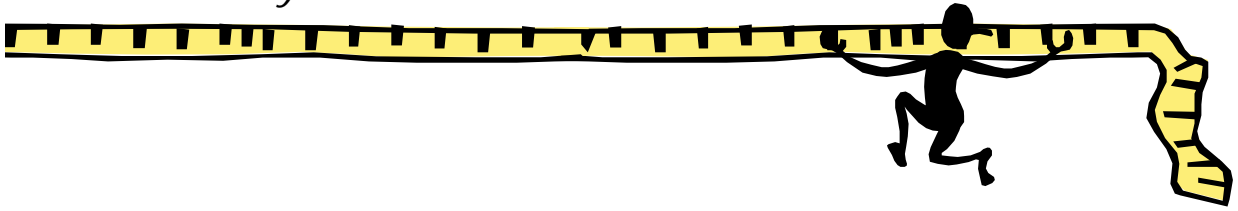
Center/School Name

⁵ Excerpt from the *Assistant Child Care Teacher* by Elaine Staaland and Catherine Lader. Madison, WI: Department of Public Instruction, 1990, p 170.



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Content Area: **FOOD SAFETY**

Performance Task: "Thematic Lesson Plan for Teaching Young Children About Food Safety⁶"

Educational Level: High School

Teacher Information

Overview

For this performance task students will develop, teach, and evaluate a lesson plan for young children that promotes various food safety practices. It was designed to fit the Family and Consumer Education, *Assistant Child Care Teacher* course and the national programs and STAR Events in Family, Career and Community Leaders of America (FCCLA), a co-curricular career and technical education student organization. However, this lesson could be adapted for other student organizations or peer-education groups.

Curriculum Connections

Family and Consumer Education, Music, Visual Arts, Performing Arts, Life Science/ Biology, Language Arts, Health Education

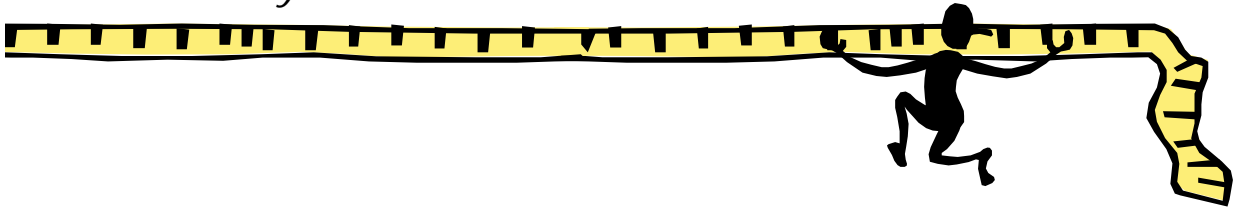
⁶Specifically designed for students enrolled in the *Assistant Child Care Teacher* course in Family and Consumer Education; see ideas for adapting for other subject areas.



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Requirements

Students will work in small groups to complete each component of this project:

Group 1 will prepare a puppet show on an aspect of food safety.

Group 2 will involve students in a glow germ presentation as well as create a bulletin board of glow germ results.

Group 3 will create a children's book dealing with food safety and share the book with young children. Discussion questions will also be developed and shared.

Group 4 will create a "Piggy Back" song, share it with the young children and teach the young children the song.

Group 5 will design a refrigerator magnet for the young children to create and take home dealing with one or more aspects of food safety (a wrap-up to this food safety unit).

Time

Three to five forty-five minute class periods for preparation, five class periods to present, one for each small group

Materials

Glow Germ Kit (available through NASCO); materials to create puppets, such as fabric, sewing supplies, tongue depressors, paper bags, colored markers; bulletin board materials, such as construction paper, stencils, computer access, paper to trace hands, pins or 2-sided tape; materials to create children's book, including computer access, paper, blank books; magnetic sheets, adhesive; art supplies; lesson plan template; lesson plan evaluation form



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Instructions

The following instructional outline was developed using *Fight Bac! A Food Safety Curriculum for Child Care Providers*⁷, but the teacher may choose any appropriate food safety instruction resources that are available.

Lesson I—Food Borne Illness

Instructor will share the ServSafe hand washing video. Students learn the importance of food safety in a child care setting, that harmful bacteria in food may cause food borne illness, and the sources of food contamination. Specific suggestions are given for child care providers to follow in order to prevent bacterial growth causing food poisoning in child care facilities.

OBJECTIVES

The participants will be able to:

1. Understand why babies and young children are at risk.
2. Recognize contaminated food as a cause of illness.
3. Identify bacteria as the source of food related illness.
4. Recognize that not all contaminated food can be readily identified through the senses.
5. Identify food storage, handling, and preparation procedures which prevent the growth of harmful bacteria.

Lesson II—Bacteria are Hitchhikers

In this lesson, participants learn that given the opportunity, bacteria spread rapidly. Discussion focuses on how bacteria spread and techniques that child care providers should use to stop the spread of bacteria in their homes and centers,

⁷ Lesson suggestions from *Fight Bac! A Food Safety Curriculum for Child Care Providers* by Janet C. Benavette, May Elaine Camacho, and Lisa O. Manglona. University of Guam Cooperative Extension, Mangilao, Guam; and the Cooperative State Research, Education, and Extension Service of the U.S. Department of Agriculture, Project Number 97-EFSF(-)-5301, 2001.



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including proper hand washing techniques. Participants also learn the importance of disinfecting and sanitizing.

OBJECTIVES

The participants will be able to:

1. Identify common carriers of bacteria in child care homes and centers.
2. Identify techniques to stop the spread of bacteria in child care homes and centers.
3. Understand the importance of cleaning and disinfecting.
4. Make a sanitizing (disinfecting) solution.

Lesson III—Bacteria: How Do They Grow?

In this lesson, participants learn about the characteristics of bacteria, including size, how they multiply, and what is required for bacteria growth. Suggested practices are given about how to avoid the growth of harmful bacteria in food.

OBJECTIVES

The participants will be able to:

1. Recognize that bacteria multiply rapidly given the right conditions.
2. Identify the factors needed for bacterial growth.
3. Identify food storage, handling, and preparation procedures which prevent the growth of harmful bacteria.

Lesson IV—Take Good Care of My Baby

In this lesson, participants learn about infant susceptibility to harmful bacteria in food, the proper storage of baby foods, how to handle leftovers safely, and techniques for safe infant food handling to minimize harmful fecal contamination.



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OBJECTIVES

The participants will be able to:

1. Identify techniques for safe handling of infant formula and breast milk.
2. Recognize that an infant's saliva may introduce bacteria into formula or food.
3. Identify safe procedures for feeding infants baby food, including safe food handling and storage.
4. Learn how to handle leftovers safely.
5. Recognize that feces contain large numbers of bacteria which may be spread from the caregiver's hands to the children, food, or toys.
6. Identify steps to avoid fecal contamination.
7. Prepare a simple sanitizing (disinfecting) solution to use on the changing table.

Lesson 5—Food Borne Illness: The Culprits

This lesson focuses on the most common bacteria that cause human illness. Participants learn to name the source, symptoms, and control measures for these pathogens.

OBJECTIVES

The participants will be able to:

1. Name six of the most common bacteria that causes food borne illness.
2. Identify its sources, symptoms, and control measures.
3. Learn other food borne diseases that are important for child care providers to know.

Assessment Criteria

Answers will be scored on the following:

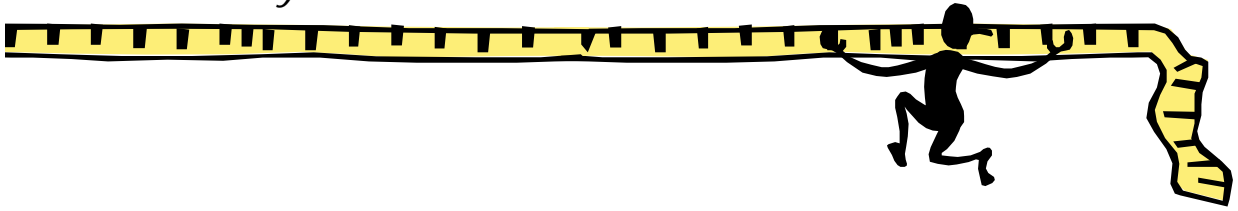
1. How well students demonstrate complete and accurate understanding of food safety concepts.



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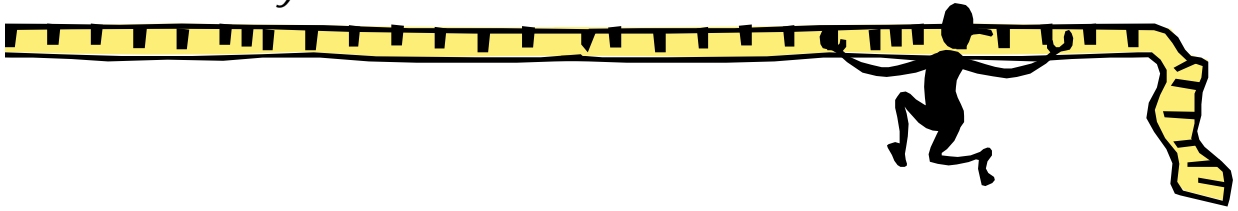
2. How well students develop age-appropriate, quality lesson plans with established criteria drawn from the attached Student Handout 1 (Adapted from Wisconsin Department of Public Instruction *Assistant Child Care Teacher Guide*):
 - Students' Names
 - Date
 - Activity
 - Time
 - Age range of children
 - Number of children
 - Activities and Goals for Children
 - Supplies and Materials and/or Resources Needed
 - Procedure
3. How well students complete thoughtful responses to the attached Student Handout 2 on lesson plan evaluation, including the following criteria (Adapted from WDPI *Assistant Child Care Teacher Guide*):
 - Response by children,
 - Effectiveness of activity,
 - Any changes that you would make, if you repeated the activity, and
 - Reactions or suggestions for improving the activity.
4. How well students apply effort and use time wisely.
5. How well students apply appropriate writing mechanics, such as correct spelling and grammar where appropriate.



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E.	Work of Family
F.	Learning to Learn

Wisconsin Health Education Standards	
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

Student group #1: Planned and performed a puppet show on inappropriate sharing of utensils.

Student group #2: Planned and presented glow germ demonstration; children trace hands and color in where bacteria showed up; arranges hands on bulletin board.

Student group #3: Created a children's book and discussion questions dealing with the importance of washing hands after playing outside and using bathroom, read the book to young children, and engage them in discussion.



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Student group #4: Composed and sang food safety song to the tune of "Twinkle, Twinkle Little Star"; teach it to young children.

Student group #5: Designed a refrigerator magnet for children to create and take home to remind them as a constant reminder of the importance of washing hands.



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Selected Resources

Albrecht, Bryan, Jane Heibel, & Sharon Strom. *Wisconsin's Skill Standards for Food Service*. Madison, WI : Department of Public Instruction, 2001.

Albrecht, Bryan, Jane Heibel, & Sharon Strom. *Wisconsin's Skill Standards for Child Care*. Madison, WI , Department of Public Instruction, 2001.

Benavette, Janet C., May Elaine Camacho, & Lisa O. Manglona. *Fight Bac! A Food Safety Curriculum for Child Care Providers*. University of Guam Cooperative Extension, Mangilao, Guam; and the Cooperative State Research, Education, and Extension Service of the U.S. Department of Agriculture, Project Number 97-EFSF-0-5301, 2001.

Benavette, Janet C., May Elaine Camacho, & Lisa O. Manglona. *Food Safety at Home: A Food Safety Curriculum for Food Handlers for Older Adults*. University of Guam Cooperative Extension, Mangilao, Guam; and the Cooperative State Research, Education, and Extension Service of the U.S. Department of Agriculture, Project Number 97-EFSF-0-5301, 2001.

Bergin, Linda K. *A Unit on Food Safety*. Madison, WI : University of Wisconsin-Madison, Exploring the Power of Teaching, June 2002.

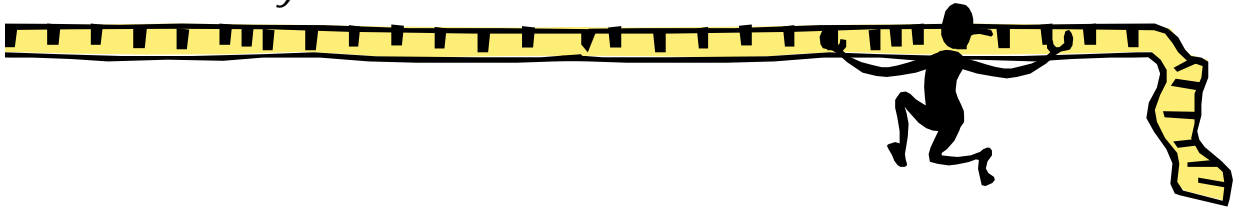
Felstehausen, Ginny, Cheryl Hausafus, Judy Jax, & Karen Zimmerman. *Assessment Strategies for Family and Consumer Sciences Food and Nutrition National Standards*. US Department of Agriculture Cooperative State Research, Education, and Extension Service, Higher Education Challenge Grants Program, No 98-38411-6615, September 2001. **Standard 8.2:** Demonstrate food safety and sanitation procedures - Essay, pp. 30, 32-33. **Standard 8.2.2:** Employ food service management safety/sanitation program procedures – Scenarios (a) A Food Sanitation Case in Point, 35-37 and (b) Café Grease Fire, pp. 39-40. **Standard 8.2.7:** Demonstrate food handling and preparation techniques that prevent cross-



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contamination between raw and ready-to-eat animal or fish sources and other food products - Keeping Food Safe Scenario, pp. 41-43. **Standards 9.2.5:** Practice good personal hygiene/health procedures - Employee Personal Hygiene Scenario, pp 86-87. **Standards 14.4.5:** Monitor food-borne illness as a health issue for individuals and families - Scenario, pp. 247-250.

Goeden-Massuch, Jolene. *Probing Student Thinking Using Career Dilemmas*. Linked to the student competencies in *Wisconsin's Cooperative Education Skill Standards for Food Service*. Madison, WI : Department of Public Instruction, Carl Perkins 10% Reserve Grant, 2001.

National Standards for Family and Consumer Science. Comprehensive standards 8, 9, & 14 related to food production and services; food science, dietetics, and nutrition; nutrition and wellness. Decatur, Georgia: V-TECS and NASAFCSS, 1998, pp. 119-137, 139-153, & 209-219.

Nikolay, Pauli, Susan Grady, Thomas Stefonek, & Sharon Strom. *Wisconsin's Model Academic Standards for Family and Consumer Education*. Madison, WI : Department of Public Instruction, 1997.

Schlosser, Eric. *Fast Food Nation: The Dark Side of the All-American Meal*. Boston: Houghton, Mifflin, 2000.

Stalland, Elaine & Catherine Lader. *Assistant Child Care Teacher*. Madison, WI : Department of Public Instruction, 1990, pp. 169, 170.

Ward, Janet D. & Larry t. Ward. *Principles of Food Science, Chapter 18 - Food Safety: Sources of Contamination*. Tinely Park, IL: The Goodheart-Willcox Company, Inc., 2002.

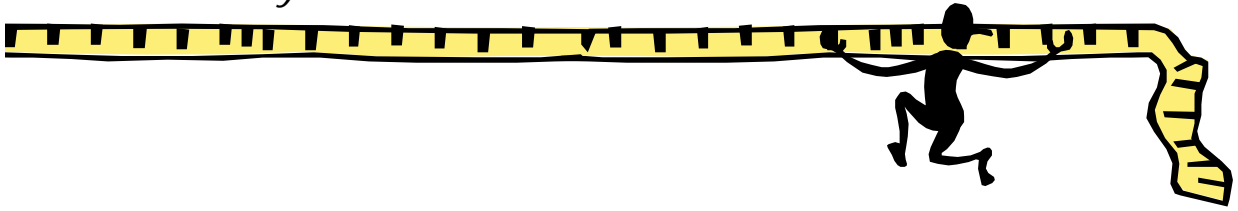
Watch Food Temperatures Carefully - It Is Better To Be Safe Than Sorry. University of Guam Cooperative Extension, Mangilao, Guam; and the Cooperative State Research, Education, and Extension Service of the U.S. Department of Agriculture, Project Number 97-EFSF-0-5301, 2001.



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Selected Websites

CDC National Center for Infectious Diseases:
www.cdc.gov/ncidod/diseases/index.htm (8-03)

FDA Center for Food Safety and Applied Nutrition: <http://vm.cfsan.fda.gov> (8-03)

FDA/NSTA Food Science Curriculum and Video: www.nasta.org (8-03)

Fight Bac! Partnership for Food Safety Education (8-03): (1) www.fightbac.org;
(2) www.fightbac.org/main.cfm; and (3) www.fightbac.org/clean.cfm

Georgia-Pacific Health Smart Institute: www.gphealthsmart.com (8-03)

US Department of Agriculture: www.fsis.usda.gov (8-03)

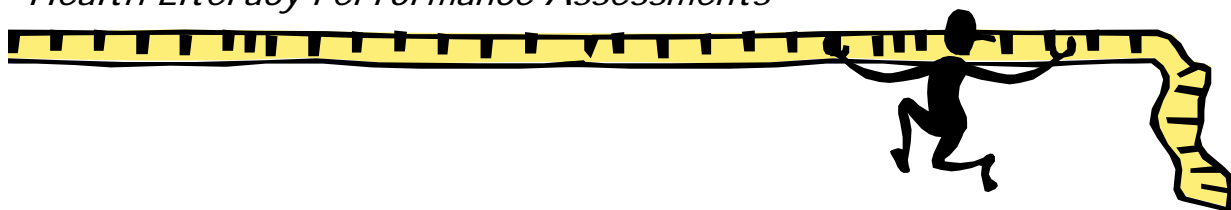
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Criteria and General Scoring Rubric

Instructors can make appropriate adaptations for their classrooms.

Name _____

Project Title _____

Date _____

Criteria	Performance Levels				
Information Content Theme Purpose	✓ is accurate and focused ✓ all points are included ✓ shows detailed understanding	✓ somewhat accurate and focused ✓ most points are included ✓ shows some understanding	✓ is not accurate and focused ✓ contains errors ✓ does not show understanding		
Your Score	5	4	3	2	1
Organization Planning Format Decision Making	✓ sequence is logical ✓ all information is organized ✓ plan made and followed	✓ some logical sequence ✓ some organization ✓ plan made but not followed	✓ no logical sequence ✓ disorganized and jumbled ✓ no plan made		
Your Score	5	4	3	2	1
Communication Clarity Language	✓ is clear and interesting ✓ message consistently reaches intended audience ✓ no major writing errors	✓ somewhat clear and interesting ✓ message reaches intended audience most of the time ✓ few major writing errors	✓ not clear and not very interesting ✓ message is lost entirely and does not reach audience ✓ numerous writing errors		
Your Score	5	4	3	2	1
Resources References Technology	✓ numerous sources are reported in correct format ✓ use technology suited to audience & purpose	✓ some sources were used and reported ✓ adequate use of technology for audience or purpose	✓ no outside sources were used or reported ✓ did not use technology appropriately		
Your Score	5	4	3	2	1

Performance Average _____ **Total Points** _____

APPENDIX

