

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 01.0 Identify career and job opportunities.

Benchmark: 01.01 Identify the history and development of the food service industry.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should contain various occupations in the food service industry throughout history.

Stimulus Attributes:

Stimulus should be related to events, people, or cuisines in the history of the food service industry.

Stimulus may include graphs, charts, diagrams, or timelines.

Inventions should not be identified.

Response Attributes:

Responses may be names of famous chef or entrepreneurs, events, or cuisines in the history of the food service industry.

Sample Item:

Who is credited with opening the first restaurant in 1765 in Paris, France?

- * A. Boulanger
- B. Careme
- C. Escoffier
- D. Ritz

Sample Item 2:

Why is Alice Waters an important figure in the culinary world?

- * A. She reinvented American Cuisine.
- B. She created prix-fixe meals at Chez Panisse.
- C. She opened the first French restaurant in Berkley, California.
- D. She partnered with other chefs to write a collaborative cookbook.

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Item Specifications

Standard: 01.0 Identify career and job opportunities.

Benchmark: 01.02 Identify occupations in the food service and hospitality industry and their impact on the economy.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items limited to occupations in the food service and hospitality industry.

Stimulus Attributes:

Stimulus may include positions in the food service and hospitality industry.

Stimulus may include popular travel and tourism destinations.

Stimulus may address events that can impact the economy of a city, i.e. sporting events, conventions or vacation destinations.

Response Attributes:

Response options may include names of special events.

Responses options may include key positions in food service and hospitality industry.

Sample Item:

Which event would have the **LARGEST** impact to the food service industry of the surrounding area?

- A. the Super Bowl
- * B. the Olympics
- C. the Republican Convention
- D. a Rolling Stones concert

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Item Specifications

Standard: 01.0 Identify career and job opportunities.

Benchmark: 01.03 Identify resources for a job search and conduct a job search using current technology for jobs at various levels of the industry.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address types of resources available for a job search. Items should only address job listings in the food service industry.

Stimulus Attributes:

Stimulus should include job search web sites related to the industry.

Stimulus may include current technology used in job search and the application process.

Stimulus may include examples of job listings from printed media, such as a newspaper.

Response Attributes:

Response options may be types of technology or web sites for finding jobs.

Performance Task items may be completed on-line applications for current job openings.

Sample Item:

What is the **BEST** place to find job vacancies at a hotel?

- A. Craigslist
- B. an employment agency
- * C. Hospitalityjobsite.com
- D. the newspaper

Item Specifications

Sample Item 2:

Task: Conduct a job search for an entry level job in the kitchen at a large hotel chain. Identify the resources you use and print the position descriptions of at least four jobs that interest you.

Rubric:

4 Points	Student completes a thorough job search, using technology to identify at least four entry level kitchen jobs at a large hotel chain which are appropriate for the student's level of experience.
3 Points	Student completes a job search, using technology to identify four entry level kitchen jobs at a large hotel chain. One of the identified jobs may not be appropriate for the student's level of experience.
2 Points	Student completes a partial job search, using technology to identify three entry level kitchen jobs. The positions may not all be at a large hotel chain and many of the positions may not be appropriate for the students' level of experience.
1 Point	Student completes a poor job search, using technology to identify two or fewer entry level kitchen jobs. The positions may not be at a large hotel chain and most or all of the positions are not appropriate for the students' level of experience.

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Item Specifications

Standard: 01.0 Identify career and job opportunities.

Benchmark: 01.04 Identify levels of training required for food service and hospitality occupations.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to training required for food service and hospitality occupations.

Stimulus Attributes:

Stimulus may include academic and non-academic trainings as well as industry certification.
Stimulus may address a wide variety of food service and hospitality settings and positions.
Stimulus may not include specific names of hotels, restaurants, or companies in the food service or hospitality industry.

Response Attributes:

Responses should be names of different certifications or trainings that students in the food service or hospitality industry may hold.

Sample Item:

Raul would like to be a Chef at a five-star hotel. What industry certification must Raul have?

- A. ProStart National Certificate of Achievement
- B. SafeStaff Food Handlers Certificate
- C. Professional Chef Certification
- * D. ServSafe Certification

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Item Specifications

Standard: 01.0 Identify career and job opportunities.

Benchmark: 01.05 Identify professional organizations related to hospitality/food service.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items will address the most common professional organizations related to hospitality/food service. Item should not include names of local organizations.

Stimulus Attributes:

Stimulus should include professional organizations related to food service and hospitality industry.

Response Attributes:

Responses may be names of professional organizations, business associations and clubs related to food service or the hospitality industry.

Sample Item:

What professional organization allows memberships from chefs, cooks, culinary students and business partners throughout the United States?

- A. Cooking Club of America
- * B. American Culinary Federation
- C. Florida Restaurant & Lodging Association
- D. Family, Career and Community Leaders of America

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Item Specifications

Standard: 02.0 Demonstrate language arts knowledge and skills.

Benchmark: 02.01 Locate, comprehend and evaluate key elements of oral and written information.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items will be related to written information used in the food service industry.

Stimulus Attributes:

Stimulus may include recipes, cookbooks, culinary related novels, resumes and production or inventory sheets.

Response Attributes:

Responses may be locations or names of key elements of oral and written information related to the food service industry (such as a standardized recipe).

Responses may be evaluative statements about oral and written information related to the food service industry.

Sample Item:

In what order are ingredients in a standardized recipe listed?

- * A. order from the largest to smallest quantity
- B. the order in which they are used
- C. the order of the cost of ingredients
- D. no specific order

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Item Specifications

Standard: 02.0 Demonstrate language arts knowledge and skills.

Benchmark: 02.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address written documents pertaining to the food service industry.

Stimulus Attributes:

Stimulus should include written statements, paragraphs, forms, or other documents pertaining to the food service industry.

Stimulus may include recipes and resumes.

Stimulus should address correct punctuation and grammar.

Response Attributes:

Responses may include a variety of correctly and incorrectly punctuated sentences.

Responses can revise or edit a statement by using correct grammar, punctuation or vocabulary.

Responses should be texts related to the food service industry.

Sample Item:

Which sentence is properly punctuated?

- A. A Sous chef manages the kitchen team in the Executive Chef's absence and also lends his or her cooking expertise to overall food preparation.
- B. A sous Chef manages the kitchen team in the executive Chefs' absence and also lends his or her "Cooking Expertise" to overall food preparation.
- * C. A sous chef is responsible for the kitchen team in the executive chef's absence and also lends his or her cooking expertise to overall food preparation.
- D. A Sous Chef is responsible for the kitchen team in the Executive Chefs absence, and also lends his or her cooking expertise, to overall food preparation.

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Item Specifications

Standard: 02.0 Demonstrate language arts knowledge and skills.

Benchmark: 02.03 Present information formally and informally for specific purposes and audiences.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Content should be related to the food service or hospitality industry. A presentation may include the selection of appropriate ideas or the exchange of written or oral ideas.

Stimulus Attributes:

Stimulus should address the food service industry.

Scenarios should be realistic, reflecting real-world situations.

Stimulus may include scenarios related to giving directions or assignments to employees in a workplace setting.

Stimulus may include directions or a presentation related to the food service industry.

Response Attributes:

Responses may be examples of directions or information given to employees in the food service industry.

Responses may be related to situations, events, people in the food service industry.

Responses may address a variety of audiences and purposes related to the food service industry.

Sample Item:

You are an assistant restaurant manager and are conducting the dining room service pre-shift meeting before you open for lunch. What information do you need to give to your dining room staff before service?

- A. the names of the kitchen staff members
- B. the daily employee side jobs
- C. the weather forecast for the day
- * D. the daily specials and reservations count

Item Specifications

Sample Item 2:

Task: Your culinary program is in danger of being cut. Present a case to your principal, explaining why the culinary program is important and should be kept in the budget.

Rubric:

4 Points	Student presents a well-organized case for keeping the culinary program. It is appropriate for the audience and includes many examples to support his/her opinion. The presentation is clearly explained.
3 Points	Student presents an organized case for keeping the culinary program. It is appropriate for the audience and includes a few examples to support his/her opinion. The presentation is generally clear but has minor areas that lack clarity.
2 Points	Student presents a somewhat organized case for keeping the culinary program. The presentation was somewhat inappropriate and/or contained few examples to support his/her opinion. The presentation is generally unclear with major areas that lack clarity.
1 Point	Student presents a poorly organized case for keeping the culinary program. The presentation was generally inappropriate and/or did not contain examples to support his/her opinion. The presentation was generally unclear with major areas that lack clarity.

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Item Specifications

Standard: 02.0 Demonstrate language arts knowledge and skills.

Benchmark: 02.04 Follow verbal and written directions in the classroom and lab environment.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items will be limited to the culinary classroom and lab setting.

Stimulus Attributes:

Stimulus may include a series of verbal or written directions or procedures given in the culinary classroom or lab.

Stimulus should be related to classroom and lab activities.

Specific schools or programs should not be identified.

Stimulus may include recipes.

Response Attributes:

Responses may be correct and incorrect ways of following the directions.

Responses may be directions and procedures given in the classroom or lab.

Responses may include recipe directions.

Sample Item:

Which sign should be posted above a hand sink in a kitchen lab?

- A. Scrub fingernails carefully.
- B. Sing happy birthday while washing your hands.
- C. Sink is for employees only.
- * D. Employees must wash hands before returning to work.

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Item Specifications

Standard: 03.0 Demonstrate mathematical knowledge and skills.

Benchmark: 03.01 Demonstrate knowledge of arithmetic operations (convert recipe yields; calculate portion cost).

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items will address knowledge of arithmetic operations (convert recipe yields; calculate portion cost). Items should not include food cost percentages. Items may require basic calculations. A demonstration may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include calculations related to the food service industry, for example, portion cost, measurement conversions, or recipe yield conversions.

Stimulus may include realistic scenarios from kitchen lab activities and real-world experiences.

Response Attributes:

Responses may be numbers or terms related to calculations.

Responses may be examples of arithmetic calculations.

Sample Item:

If a gallon of cream sauce costs \$12.00 and yields 60 portions, what is the standard portion cost?

- A. \$0.10
- * B. \$0.20
- C. \$0.33
- D. \$0.50

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Item Specifications

Standard: 03.0 Demonstrate mathematical knowledge and skills.

Benchmark: 03.02 Analyze and apply data and measurements to solve problems and interpret documents.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items will address data and measurements used to solve problems and interpret documents related to the food service industry.

Stimulus Attributes:

Stimulus may include documents related to the food service industry.

Stimulus may include data and measurements related to the food service industry.

Stimulus may include problems or challenges in real-world situations in the food service industry.

Stimulus may include calculations related to the food service/culinary industry, including food cost and menu pricing, cost and profit.

Stimulus may include visual representations of data such as graphs, charts, or tables.

Stimulus may include examples of recipes or formulas.

Response Attributes:

Responses may be different analyses or applications of data and measurements.

Responses may include solutions to problems in the food service industry, such as menu items that need to be priced correctly.

Responses may include interpretations of documents found in the food service/culinary industry.

Sample Item:

A restaurant wants a 30% food cost on all menu items. Baked Ziti costs the restaurant \$2.95 per portion to make. What should the Baked Ziti be priced at on the menu to meet the restaurant's food cost goals?

- A. \$ 6.97
- B. \$ 8.85
- * C. \$ 9.83
- D. \$ 10.50

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Item Specifications

Sample Item 2:

Ashley is baking in her home kitchen. The recipe tells her to preheat her oven to 160°C. Use the formula to convert 160°C to degrees Fahrenheit.

$$F = (C \times 9/5) + 32$$

- A. 160°F
- B. 192°F
- C. 288°F
- * D. 320°F

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Item Specifications

Standard: 03.0 Demonstrate mathematical knowledge and skills.

Benchmark: 03.03 Construct charts/tables/graphs using functions and data (related specifically to culinary activities).

Depth of Knowledge: Low Complexity, Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items will address functions and data related specifically to culinary activities. Items may require the creation of a complete chart, or the selection of appropriate information for the chart. Chart construction may include the selection of correct charts or information contained in a chart as well as the creation of charts.

Stimulus Attributes:

Stimulus may include charts, tables, or graphs used in the classroom or lab.

Stimulus may include functions and data related to culinary activities.

Response Attributes:

Responses may include charts, tables, or graphs.

Responses may include terminology related to culinary activities.

Sample Item:

Item Specifications

Stimulus: It is recommended to roast a chicken for 20-30 minutes per pound at 350°F. Create a chart of cooking times for chickens weighing 3 pounds, 5 pounds, and 7 pounds.

Rubric:

- | | |
|----------|--|
| 4 Points | The student response shows thorough understanding of how to construct a chart using data. The chart includes rows for each of the different weights of chickens, and the chart is properly labeled. The content of the chart is accurate and presented clearly. |
| 3 Points | The student response shows understanding of how to construct a chart using data. The chart includes sections for each of the different weights of chickens, but the chart may lack labels. The content of the chart is mostly accurate and in general, is presented clearly. |
| 2 Points | The student response shows understanding of how to construct a chart using data. The chart includes sections for most of the data, and the chart may be missing labels. The content of the chart has several inaccuracies. The chart may not be presented clearly. |
| 1 Point | The student response shows poor understanding of how to construct a chart using data. The chart is not presented clearly. The data include in the chart may be inaccurate. The chart does not make it easier to read or understand the data. |

Item Specifications

Standard: 04.0 Demonstrate science knowledge and skills.

Benchmark: 04.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items will address the role of creativity in constructing scientific questions, methods and explanations within the food service industry. A discussion may include the exchange of written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include scientific inventions related to the food service industry.

Stimulus may include scientific questions, methods and explanations related to the food service industry.

Stimulus may include real-world scenarios related to the food service industry.

Response Attributes:

Responses may be explanations related to the food service industry.

Responses may be the names of famous scientists or inventions.

Sample Item:

In order for Louis Pasteur to develop the process of pasteurization, what creative steps might he have taken in arriving at his conclusions?

- * A. He realized that heat destroys bacteria. He possibly conducted experiments using different temperatures to destroy bacteria while maintaining the quality of food.
- B. He discussed with colleagues the process of pasteurization and relied upon his knowledge and their feedback for his conclusions.
- C. While heating milk for his child, he discovered the process by accident.
- D. While cooking chicken, he recognized the benefits of heating food to extreme temperatures to destroy bacteria.

Item Specifications

Sample Item 2:

Stimulus: Considering the role of creativity in constructing scientific questions, methods, and explanations, write an essay discussing the role of creativity in the development of new recipes.

Rubric:

4 Points	Student thoroughly explains the role of creativity in the development of scientific questions, methods, and explanations. Explanation is accurate and clear. The explanation uses examples of creativity.
3 Points	Student explains the role of creativity in the development of scientific questions, methods, and explanations. Explanation is mostly accurate and generally clear. Examples of creativity are generally missing.
2 Points	Student partially explains the role of creativity in the development of scientific questions, methods, and explanations. Explanation is partially accurate with some errors or omissions. The explanation is somewhat unclear and is missing examples.
1 Point	Student poorly explains the role of creativity in the development of scientific questions, methods, and explanations. Explanation is generally inaccurate or contains major errors. The explanation is generally unclear and examples are missing.

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Item Specifications

Standard: 04.0 Demonstrate science knowledge and skills.

Benchmark: 04.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.

Depth of Knowledge: Moderate Complexity or High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items will be limited to experiments that may be conducted in the classroom or lab.

Stimulus Attributes:

Stimulus may include a description of or instructions for conducting a scientific experiment.
Stimulus should be related to culinary activities, including classroom and lab activities.
Stimulus may include graphs, charts, tables, or other visual representations of data.
Stimulus may include references to the scientific method, and terms such as “hypothesis,” “variable,” “control group,” etc.

Response Attributes:

Responses may include findings from the experiment.
Responses may include lab reports based on findings.
Response may include graphs, charts, tables, or other visual representations of data.
Responses may include data-supported recommendations for change.

Sample Item:

Item Specifications

Task: Participate in a classroom experiment about the prevalence of bacteria in different areas of the room. Given a petri dish and swabs, collect samples from five areas of the room. Analyze and evaluate the data. State your conclusions and recommendations.

Rubric:

4 Points	Student shows a thorough understanding of experiment procedures. Student accurately analyzes and evaluates the data, and makes appropriate conclusions and multiple recommendations.
3 Points	Student shows understanding of experiment procedures. Student accurately analyzes and evaluates the data. There may be slight errors in the analysis. The conclusions and recommendations are generally correct.
2 Points	Student shows partial understanding of experiment procedures. Student analyzes and evaluates the data but has multiple errors. The conclusions and recommendations are not the most appropriate.
1 Point	Student shows poor understanding of experiment procedures. Student analyzes and evaluates the data, but the analysis has many errors. Student makes no appropriate recommendations or they are incorrect.

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Item Specifications

Standard: 05.0 Exhibit the ability to follow state mandated guidelines for food service.

Benchmark: 05.01 Demonstrate proper personal hygiene (hand washing; use of gloves; grooming; proper hair restraints, closed-toe shoes, aprons, uniforms).

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address basic sanitation and personal hygiene as it relates to the food service industry. A demonstration may include the selection of correct behavior or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include proper steps or procedures to hand washing.

Stimulus may include proper grooming and dress code.

Stimulus may include images, graphics, or video clips.

Stimulus should not address food borne illness or cross contamination.

Stimulus may include real-world scenarios related to personal hygiene in the food service industry.

Response Attributes:

Responses may be procedures or steps in hand washing.

Responses may be on grooming and uniforms.

Responses may include images, graphics, or video clips.

Sample Item:

When following proper hand washing procedures, how should you dry your hands?

- A. Use your hand towel.
- * B. Use a single-use paper towel.
- C. Use your apron.
- D. Let your hands air dry.

Item Specifications

Sample Item 2:

Task: Demonstrate proper hand washing technique.

Proper hand washing technique:

- 1) Wet your hands with clean running water (warm or cold) and apply soap.
- 2) Rub your hands together to make a lather and scrub them well; be sure to scrub the backs of your hands, between your fingers, and under your nails.
- 3) Continue rubbing your hands for at least 20 seconds. Hum the "Happy Birthday" song from beginning to end twice.
- 4) Rinse your hands well under running water.
- 5) Dry your hands using a clean towel or air dry.

Rubric:

4 Points	Student correctly demonstrates proper hand washing techniques by following all five steps.
3 Points	Student correctly demonstrates four of the five steps.
2 Points	Student correctly demonstrates three of the five steps.
1 Point	Student correctly demonstrates two or fewer of the steps.

Item Specifications

Standard: 05.0 Exhibit the ability to follow state mandated guidelines for food service.

Benchmark: 05.02 Demonstrate proper food handling techniques (thermometer use; thawing methods; internal cooking temperatures) utilizing industry safety and sanitation procedures.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address proper food handling techniques in the kitchen. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may include real-world scenarios that relate to proper food handling techniques, which follow industry safety and sanitation procedures.

Stimulus may include graphics, tables, or charts.

Stimulus may include descriptions of industry safety and sanitation procedures.

Stimulus may include internal cooking methods or thermometers.

Response Attributes:

Responses may be demonstrations of food handling techniques, including thawing methods.

Responses should be related to proper food handling techniques utilizing industry safety and sanitation procedures.

Sample Item:

Which thawing method demonstrates proper food handling?

- A. Leave food out on stainless steel counter top until thawed.
- * B. Leave food in refrigerator at 41° F until thawed.
- C. Leave food submerged in potable cold water until thawed.
- D. Leave food wrapped in plastic wrap in potable hot water until thawed.

Item Specifications

Sample item 2:

Task: Demonstrate proper use of a meat thermometer.

You will be evaluated on the following criteria: 1) appropriate handling of the thermometer, 2) appropriate placement of the thermometer, 3) appropriate timing for inserting the thermometer, 4) appropriate timing for removing the thermometer.

Rubric:

4 Points	Student shows thorough understanding of how to use a meat thermometer by correctly demonstrating all four of the criteria.
3 Points	Student shows understanding of how to use a meat thermometer by correctly demonstrating three of the four criteria.
2 Points	Student shows partial understanding of how to use a meat thermometer by correctly demonstrating two of the four criteria.
1 Point	Student shows poor understanding of how to use a meat thermometer by correctly demonstrating one to none of the four criteria.

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Item Specifications

Standard: 05.0 Exhibit the ability to follow state mandated guidelines for food service.

Benchmark: 05.03 Demonstrate and utilize proper techniques for receiving and storing food supplies.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address proper receiving and storage of perishable and non-perishable foods. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may include scenarios related to receiving and storing food supplies.

Stimulus may include proper stock rotation.

Response Attributes:

Response options should be proper stock rotation or receiving procedures.

Responses may include stock rotation techniques or methods.

Sample Item:

Food needs to be rotated in storage to use the oldest inventory first. Which acronym stands for the most popular stock rotation method?

- A. FATTOM
- B. FIDO
- * C. FIFO
- D. FEFO

Item Specifications

Sample Item 2:

Task: You are the kitchen manager and a new delivery of food supplies has come in. Demonstrate proper receiving and storing techniques, using the FIFO method.

Rubric:

4 Points	Student exceeds proficiency in FIFO. The student demonstrates correct procedures of receiving and storing supplies. The student does all of the following: thoroughly cleans all the shelves before storing the supplies, the student stores the food products away from the chemicals, the student properly stores animal products (including proper refrigeration), and the student properly stores non-perishables.
3 Points	Student demonstrates proficiency in FIFO by properly receiving and storing the food. The student makes small errors in receiving and storing supplies. The student does some of the following: cleans all the shelves before storing the supplies, stores the food products away from the chemicals, properly stores animal products (including proper refrigeration), and properly stores non-perishables.
2 Points	Student demonstrates some proficiency in FIFO, by somewhat properly receiving and storing food. The student makes major errors in receiving and storing supplies. The student does few of the following: cleans all the shelves before storing the supplies, stores the food products away from the chemicals, properly stores animal products (including proper refrigeration), and properly stores non-perishables.
1 Point	Student demonstrates no proficiency in FIFO, by poorly receiving and storing the food. The student does not correctly receive and store the supplies. The student does few of the following: cleans all the shelves before storing the supplies, stores the food products away from the chemicals, properly stores animal products (including proper refrigeration), and properly stores non-perishables.

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Standard: 05.0 Exhibit the ability to follow state mandated guidelines for food service.

Benchmark: 05.04 Demonstrate and utilize proper techniques for transporting, cooking and holding food (proper ways to cool/reheat food; holding temperatures).

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address food handling procedures as they relate to transporting, cooking, and holding of foods. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may include reheating or holding food temperatures.

Stimulus may include proper cooling procedures.

Stimulus may include proper techniques for transporting food.

Response Attributes:

Responses may be temperatures for handling food properly.

Responses may be techniques for transporting food.

Sample Item:

What is the proper temperature that food must be reheated to in order for it to be safe?

- A. 135° F
- B. 145° F
- C. 155° F
- * D. 165° F

Item Specifications

Sample Item 2:

Task: You have catered a meal for a business lunch. The lunch includes salad, beef au jus sandwiches, and cold sandwiches. Demonstrate your ability to transport, hold, and reheat the food.

Rubric:

- | | |
|----------|---|
| 4 Points | The student does an exemplary job transporting, holding, and reheating the food for a catered meal. The student does all of the following: packages the food in the proper containers/platters, transports the food with no spills, reheats the food to the proper temperature, and holds the food at the proper temperature. |
| 3 Points | The student does a good job transporting, holding, and reheating the food for a catered meal. The student does three of the following: packages the food in the proper containers/platters, transports the food with no spills, reheats the food to the proper temperature, and holds the food at the proper temperature. |
| 2 Points | The student does a satisfactory job transporting, holding, and reheating the food for a catered meal. The student does two of the following: packages the food in the proper containers/platters, transports the food with no spills, reheats the food to the proper temperature, and holds the food at the proper temperature. |
| 1 Point | The student does a poor job transporting, holding, and reheating the food for a catered meal. The student does one or none of the following: packages the food in the proper containers/platters, transports the food with no spills, reheats the food to the proper temperature, and holds the food at the proper temperature. |

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Item Specifications

Standard: 05.0 Exhibit the ability to follow state mandated guidelines for food service.

Benchmark: 05.05 Demonstrate and utilize proper cleaning and sanitizing techniques (cleaning vs. sanitizing; storing cleaning supplies; proper procedures for cleaning equipment).

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address cleaning and sanitizing techniques as well as chemical storage. A demonstration may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include proper cleaning and sanitizing techniques.

Stimulus may include proper storage of cleaning supplies.

Response Attributes:

Responses may include cleaning techniques.

Responses may include sanitizing techniques.

Responses may include storage of cleaning supplies.

Responses may include proper procedures for cleaning equipment.

Sample Item:

When washing dishes in a mechanical dishwasher, what temperature should the water be during the wash cycle?

- A. 100 °F
- B. 135 °F
- * C. 150 °F
- D. 200 °F

Item Specifications

Sample Item 2:

Task: After you have finished using an industrial mixer, clean the mixer so it is ready to be used in a new recipe.

Rubric:

- | | |
|----------|---|
| 4 Points | The student does an exemplary job cleaning the mixer. The student ensures the mixer is off, then unplugs the mixer. The student then detaches the accessories. The student takes the accessories and bowls to the sink, and cleans all components, according to sanitation rules. The student cleans the base of the mixer. The student returns the bowls and accessories to the mixer, and plugs the machine back in. The machine is thoroughly clean, and meets all standards for sanitation. |
| 3 Points | The student does a good job cleaning the mixer. The student does four of the following: The student ensures the mixer is off, then unplugs the mixer. The student then detaches the accessories. The student takes the accessories and bowls to the sink, and cleans all components, according to sanitation rules. The student cleans the base of the mixer. The student returns the bowls and accessories to the mixer, and plugs the machine back in. |
| 2 Points | The student does a satisfactory job cleaning the mixer. The student does three of the following: The student ensures the mixer is off, then unplugs the mixer. The student then detaches the accessories. The student takes the accessories and bowls to the sink, and cleans all components, according to sanitation rules. The student cleans the base of the mixer. The student returns the bowls and accessories to the mixer, and plugs the machine back in. |
| 1 Point | The student does a poor job cleaning the mixer. The student does fewer than three of the following: The student ensures the mixer is off, then unplugs the mixer. The student then detaches the accessories. The student takes the accessories and bowls to the sink, and cleans all components, according to sanitation rules. The student cleans the base of the mixer. The student returns the bowls and accessories to the mixer, and plugs the machine back in. |

Item Specifications

Standard: 05.0 Exhibit the ability to follow state mandated guidelines for food service.

Benchmark: 05.06 Demonstrate and utilize proper pest control procedures.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items may include any aspect of controlling pests; including chemical agents, building structures, and devices. A demonstration may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus should include all possible methods of controlling or eliminating pests.
Chemical agents, pest control devices, and techniques should be included.

Response Attributes:

Responses may be procedures to eliminate or control pests in a food service operation.
Responses may be examples of proper pest control procedures.

Sample Item:

Besides the use of pesticides, what are some alternative methods that can be used to control pests?

- A. glue strips, rodent bait, screen doors, regular pest control agencies
- * B. screens on openings, sealed pipe entrances into the building, and regular cleaning
- C. fly paper, chemical attractants, rodent traps and poisons approved for food service use
- D. bug sprays, sealed openings into the building, regular cleaning

Item Specifications

Sample Item 2:

Task: You have recently discovered mouse droppings in the back stock room. Demonstrate how to properly solve this problem.

Rubric:

4 Points	Student demonstrates a thorough understanding of methods to solve the problem. Student comes up with a thorough plan that addresses the problem, and accurately follows all procedures.
3 Points	Student demonstrates an understanding of methods to solve the problem. Student comes up with a plan that addresses the problem, and accurately follows all procedures. There may be slight errors or omissions in the plan.
2 Points	Student demonstrates a partial understanding of methods to solve the problem. Student comes up with a weak plan that addresses the problem, and follows those procedures. The plan may have major errors.
1 Point	Student demonstrates a poor understanding of methods to solve the problem. Student comes up with a weak plan that addresses the problem, and makes mistakes in following that plan.

Item Specifications

Standard: 05.0 Exhibit the ability to follow state mandated guidelines for food service.

Benchmark: 05.07 Classify types of bacteria that cause food borne illnesses.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to bacteria that can occur in food that can cause food borne illnesses.

Stimulus Attributes:

Stimulus should include recognition of specific bacteria that can be present in cooked or raw foods.

Stimulus should not include hygiene practices or preparation techniques, but be limited to the type of bacteria itself.

Response Attributes:

Responses should identify specific bacteria present on specific types of foods and the illnesses that can cause.

Sample Item:

Ground beef and certain leaf plants such as spinach have been known to contain which specific bacteria?

- A. Salmonella
- B. Listeria
- * C. E. Coli
- D. Influenza

Sample Item 2:

Which types of bacteria will stop growing below 40°F?

- A. Staphylococcus aureus, Salmonella, Listeria monocytogenes
- B. Listeria monocytogenes, E. coli, Salmonella
- * C. Salmonella, Staphylococcus aureus, Clostridium perfringens
- D. Clostridium perfringens, E. coli, Staphylococcus aureus

Item Specifications

Standard: 05.0 Exhibit the ability to follow state mandated guidelines for food service.

Benchmark: 5.08 Describe symptoms of food borne illnesses and how food borne illnesses can be prevented.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to common food borne illnesses and the prevention of food borne illnesses. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should include how bacteria are related to food, how they multiply, and the ways in which they are transmitted.

Stimulus should also include methods of preventing the spread or growth of pathogens.

Response Attributes:

Responses should be procedures used in food service establishments to prevent or reduce the spread or threat of pathogens in foods or on surfaces.

Sample Item:

The customer consumes raw oysters and days later notices yellowing of the skin, a slight fever, and fatigue. What food borne illness was **MOST** likely contracted and how could this have been prevented?

- A. It could be E. Coli, which could have been prevented by cooking the oysters to 165°F
- B. It could be influenza, which could have been prevented by cooking the oysters to 145°F
- * C. It could be hepatitis, which could have been prevented by cooking the oysters to 145°F
- D. It could be ciguatoxin, which could have been prevented by refrigerating the oysters below 41°F

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 05.0 Exhibit the ability to follow state mandated guidelines for food service.

Benchmark: 05.09 Describe cross contamination and incorporate ways to prevent this from occurring.

Depth of Knowledge: Low Complexity, Moderate Complexity, Performance Task

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include use of utensils and equipment in preparing raw uncooked foods and ready to eat foods without proper cleaning and sanitation in between jobs. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should include the use of knives, cutting boards, and equipment without proper cleaning and sanitation practices between uses.

Response Attributes:

Responses should include ways to prevent cross contamination from occurring, including proper sanitation practices, color coded cutting boards, proper hand washing and glove use.

Sample Item:

Which of the following is an example of cross-contamination?

- * A. cutting raw chicken and lettuce with the same knife
- B. not changing gloves every four hours
- C. finding trash with rodents and pests in the kitchen
- D. carrying raw chicken across the kitchen without a pan underneath

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 05.0 Exhibit the ability to follow state mandated guidelines for food service.

Benchmark: 05.10 Use acquired knowledge to obtain Employee Food Handler Training Certificate that is valid in Florida (<http://myfloridalicense.com/dpbr/hr/food:lodging/employee'training.html>)

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Performance Task

Content Limits: Items include online research to determine how to receive proper training and test materials needed to pass the examination for the Employee Food Handler Training Certificate.

Stimulus Attributes:

Stimulus includes online research, study material for examination, and the actual exam itself.

Response Attributes:

Responses should include research that leads the student to actually acquiring the Employee Food Handler Training Certificate whether through an outside agency or through an instructor with the dual role as instructor/proctor, or proctor.

Sample Item:

Task: Obtain an Employee Food Handler Training Certificate that is valid in Florida.

Rubric:

1 Point Student receives certificate.

0 Point Student does not receive certificate.

Item Specifications

Sample Item 2:

Task: Go to <http://myfloridalicense.com/dpbr/hr/food:lodging/employee-training.html> website. Research how to achieve an Employee Food Handler License. Ascertain who is required to hold this license and what is required to achieve this certification. Order the examination material, study the material, and set up a time for testing.

Rubric:

4 Points	Student correctly identifies who is required to hold this license and what is required to achieve this certification. Student orders the examination material, studies the material, and sets a time for testing.
3 Points	Student correctly identifies who is required to hold this license and what is required to achieve this certification. Student orders the examination material, and sets up a time for testing.
2 Points	Student may identify either who is required to hold this license or what is required to achieve this certification. Student may either order the examination material or set up a time for testing.
1 Point	Student may not identify who is required to hold this license or what is required to achieve this certification. Student does not order the examination material, study the material, or set up a time for testing.

Item Specifications

Standard: 06.0 Demonstrate and incorporate workplace safety procedures.

Benchmark: 06.01 Follow standard procedures for hazard control.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items may include any type of hazards that can affect guests or employees. Items should include injury, electrical outages that affect food quality, and infectious disease issues. Items also include safe working procedures and safety issues that concern both employees and guests. Items may include building design, outside grounds, and equipment used by employees and or guests.

Stimulus Attributes:

Stimulus should include any type of hazard that could occur within, or on the grounds, of a food service establishment.

Stimulus can include serious weather that affects equipment operation and or injuries that can occur to both employees and customers whether through accident or working conditions.

Response Attributes:

Responses should include plans, controls, or procedures to deal with any possible hazard that could potentially occur at a food service establishment whether to guests or employees.

Sample Item:

An employee comes to work and does not feel well. His skin has a slight yellow color to it and the whites of his eyes are slightly yellow as well. What procedure should the manager follow to ensure safety of guests and coworkers?

- A. Ask the worker to stay through the rush and immediately let him leave when the busy time has ended.
- B. Assign the worker to another task that doesn't work directly with food.
- * C. Immediately send the worker home and make him return with a doctor's authorization to return to work.
- D. Ask the worker to wear gloves while working with all foods.

Item Specifications

Standard: 06.0 Demonstrate and incorporate workplace safety procedures.

Benchmark: 06.02 Identify and utilize first aid procedures for accidents and injuries.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items may include accidents and injuries that happen to employees or guests in a food service establishment. Items may include procedures for choking persons or CPR techniques.

Stimulus Attributes:

Stimulus should include all measures and procedures to deal with injuries that occur to guests or employees.

Stimulus may include images, graphics, or video clips.

Response Attributes:

Responses should include any action or procedure that an employee should take in the event of an accident or injury at work.

Responses may include demonstration of procedures.

Responses may include images or graphics.

Sample Item:

A customer stands up from the table and seems to be in distress. He is holding his throat and cannot speak. What should an employee do?

- A. Ask the customer if he is choking. Call 911 and wait for help to arrive.
- B. Notify a floor manager immediately. Tell the customer to cough.
- C. Get the customer a glass of water as soon as possible, and let him drink it.
- * D. Ask the customer if he is choking. If yes, begin the Heimlich maneuver with his permission.

Item Specifications

Standard: 06.0 Demonstrate and incorporate workplace safety procedures.

Benchmark: 06.03 Follow the standards for infectious disease control.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice

Content Limits: Items may include any circumstance that an infectious disease can be passed from tainted food to a guest or from employee to a guest.

Stimulus Attributes:

Stimulus should include knowledge of infectious diseases, how they are transmitted, their symptoms, and procedures for dealing with the possibility of the transmission of infectious diseases in the workplace.

Response Attributes:

Responses should include procedures for identifying, reducing, or eliminating the possible threat of infectious disease, whether through persons or through possibly contaminated foods.

Sample Item:

During a shift, two customers have called and complained of becoming ill after eating at your establishment. What procedures should be followed?

- * A. Collect information about the guests, including what they ate and when they were in your restaurant. Notify health officials. Check all food that is potentially hazardous as soon as possible.
- B. Gather and record the guest's information. Prepare a statement in case of media attention. The manager should assure the guests that the establishment will take care of their medical bills.
- C. Discard all potentially hazardous foods. A manager should offer the guests a refund for their meals. Collect insurance information from the guests in case the guest needs to see a doctor.
- D. Wait 24 hours before taking any action to assure the restaurant is not held liable, since the illnesses could possibly have been caused by something else. See if any other guests call in with similar symptoms.

Item Specifications

Standard: 06.0 Demonstrate and incorporate workplace safety procedures.

Benchmark: 06.04 Apply sanitary procedures in maintaining the facility including proper waste disposal methods.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items may include any procedures or standard methods for dealing with cleaning of facilities, sanitizing, or facility maintenance as it relates to sanitation procedures and practices. Items may include a selection of appropriate ideas or written/oral expression of ideas.

Stimulus Attributes:

Stimulus should include procedures for all cleaning and sanitizing of facilities and equipment. Stimulus may also include procedures for proper disposal of garbage and waste.

Response Attributes:

Responses should include daily, weekly, or monthly schedules for cleaning and sanitizing of facilities and equipment as well as proper procedures for waste storage and removal.

Sample Item:

What would be the most cost efficient and cost effective method to ensure the proper cleaning and sanitizing of equipment and facilities?

- A. Have the employees make a list of the items that they have cleaned and sanitized and turn them in to the manager.
- B. Conduct an annual deep cleaning of facilities.
- C. Contract with a professional company to regularly clean your facilities.
- * D. Develop a master cleaning schedule and have procedures in place to make sure it is followed.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Sample Item 2:

Task: Follow your kitchen's master cleaning schedule to maintain the facility.

Rubric:

4 Points	Student follows the master cleaning schedule in its entirety and ensures that the facility is properly maintained.
3 Points	Student follows the master cleaning schedule for the most part, but misses a few steps in the schedule.
2 Points	Student partially follows the master cleaning schedule. Student misses many of the steps in the schedule.
1 Point	Student does not follow the master cleaning schedule. Student does not do any of his/her tasks or does the tasks poorly.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 06.0 Demonstrate and incorporate workplace safety procedures.

Benchmark: 06.05 Maintain a MSDS (Material Safety Data Sheet) for each product and keep in a 3 ring binder in the kitchen area.

Depth of Knowledge: Low Complexity, Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items may include proper cataloguing of all chemicals used in a food service operation as they relate to Material Safety Data Sheets.

Stimulus Attributes:

Stimulus should include proper documentation of chemicals, their proper usage, and first aid instructions in case of inhalation, physical contact, or accidental ingestion.

Stimulus should include procedures and information that each employee should be aware of.

Response Attributes:

Responses should show knowledge of proper chemical handling, storage, first aid, and use of MSDS.

Responses could also include knowledge of how to read, construct, or find a MSDS for chemicals used in a facility.

Sample Item:

Item Specifications

Task: Student is to construct a binder with a MSDS template for possible chemicals used in a facility. Students are given five chemical containers and must use the information provided on the chemical containers to construct a MSDS for each individual chemical including the following criteria:

- 1) Name of Chemical
- 2) Usage
- 3) Storage
- 4) First aid treatment
- 5) Possible chemical reactions

Student can include any other information provided for proper use and treatment of chemicals, such as poison control center phone numbers.

Rubric:

4 Points	Student constructs binder and includes all five criteria on the MSDS sheets. Each sheet is completed accurately for all five chemicals.
3 Points	The binder includes sheets for all five chemicals, but some of the pages are inaccurately completed with only four of the five criteria on the MSDA sheet.
2 Points	The binder includes pages for all five chemicals, but some of the pages are inaccurately completed with three of the five criteria on the MSDS sheet.
1 Point	The binder includes pages for all five chemicals, but some of the pages are inaccurately completed with two or fewer criteria on the MSDS sheet or binder does not include MSDS sheets for all five chemicals.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 06.0 Demonstrate and incorporate workplace safety procedures.

Benchmark: 6.06 Explain the “Right to Know Law.”

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items may include any rights granted to an employee under the “Right to Know Law”. An explanation may include the selection of ideas or written expression of ideas.

Stimulus Attributes:

Stimulus should include knowledge of “Right to Know Law”.

Stimulus should include proper posting of information and employee notification of information contained within the law.

Response Attributes:

Responses should include requirements for posting information for employees pertaining to “Right to Know Law” and the protection provided to employees under the law.

Sample Item:

What information does the “Right To Know Law” mandate that employers provide for employees?

- * A. safety hazards which are present in the workplace
- B. information related to overtime payment
- C. expectations of an employee’s job performance
- D. method and amount of hourly compensation

Item Specifications

Standard: 06.0 Demonstrate and incorporate workplace safety procedures.

Benchmark: 06.07 Demonstrate and utilize safety procedures related to prevention of slips, falls, fire, proper lifting and chemical use.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be related to accidents within the workplace and procedures to prevent them from occurring. A demonstration may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus should relate directly to proper procedures related to the everyday work place environment.

Stimulus should not be concerned with sanitation or food safety but rather accidents that can occur and directly injure a worker.

Response Attributes:

Responses could relate to safe working procedures to prevent accidents and injuries from occurring in the workplace.

Sample Item:

When lifting a heavy box or object, what procedures should an employee follow?

- A. Ask for assistance in moving boxes and objects and leave them in place if no one is available to assist.
- B. Look for the weight on the sides of the box and determine if it is too heavy to move.
- * C. Check to see if an object can be moved safely by one person. If safe to move, keep the back straight, bend at the knees, place arms around the object, and lift with your legs.
- D. Leave a heavy looking box in place until a manager gives permission for it to be moved.

Item Specifications

Standard: 06.0 Demonstrate and incorporate workplace safety procedures.

Benchmark: 06.08 Identify the HACCP (Hazard Analysis Critical Control Point) during all food handling procedures.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice

Content Limits: Items may include any of the seven steps of HACCP procedure. HACCP should be applied through all of the food preparation or handling processes.

Stimulus Attributes:

Stimulus can include identifying CCP's and full knowledge of all seven steps of HACCP.

Response Attributes:

Responses should indicate a full understanding of HACCP, each of the seven steps, and how to recognize CCP's.

Sample Item:

Which of the following are examples of CCP's (Critical Control Points)?

- A. products that are to be stored in a stockroom with an ambient temperature of 60⁰ or lower, a minimum of 6 inches off of the floor, and away from the wall
- B. procedures in place to be sure canned stock items are rotated using the FIFO method
- C. approved vendors, store room temperatures, refrigeration types, and proper thermometers
- * D. minimum internal cooking temperatures, storage, receiving, handling, preparation of raw meat items, and proper temperature storage of food

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 07.0 Demonstrate the importance of health, safety and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 07.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address health, safety and environmental management systems in the workplace. Items should not include names of specific hotels, restaurants, or other places. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may address health and safety in the food service industry.

Stimulus may address environmental management systems in the food service industry.

Stimulus may include real-world scenarios related to jobsite safety rules and regulations.

Stimulus may include graphics or video clips.

Response Attributes:

Responses may be descriptions of how rules and regulations maintain a safe, healthy and environmentally friendly work environment.

Responses may be industry-accepted rules and regulations related to safe and healthy work environments.

Sample Item:

If something spills on the floor, what is the procedure to prevent slips and falls?

- A. Find a busboy and ask him to clean the spill.
- B. Find the person who spilled it and ask them to clean it up immediately.
- * C. Block off the area with a wet floor sign and immediately clean the spill.
- D. Look for a mop and report the spill to a manager.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 07.0 Demonstrate the importance of health, safety and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 07.02 Explain emergency procedures to follow in response to workplace accidents.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be related to accidents in the workplace and proper reporting. An explanation may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should be related to workplace accidents and emergency procedures.

Stimulus may include real-world scenarios.

Stimulus may include posters, graphics, video clips.

Response Attributes:

Responses may include emergency procedures.

Sample Item:

Item Specifications

Stimulus: Each year, more than 3 million foodservice employees and 1 million guests are injured as the result of a slip-and-fall accident. It is estimated that the foodservice industry spends more than \$2 billion each year for such injuries which are rising by 10% every year. Write two paragraphs explaining two ways this industry can reduce the number of slip-and-fall accidents. Support your ideas with details and examples.

Rubric:

- | | |
|----------|--|
| 4 Points | Response names two accurate ways the industry can reduce slip-and-fall accidents and provides comprehensive support for the solutions. Response may include any of the following: proper floor covering, proper floor maintenance, mandated use of slip-resistant footwear, proper identification of wet floors. |
| 3 Points | Response names two accurate ways the industry can reduce slip-and-fall accidents, but provides minimal support for the solutions. Response may include one of the following: proper floor covering, proper floor maintenance, mandated use of slip-resistant footwear, proper identification of wet floors. |
| 2 Points | Response names less than two accurate ways the industry can reduce slip-and-fall accidents, and provides some support for the solutions. Response may include any of the following: proper floor covering, proper floor maintenance, mandated use of slip-resistant footwear, proper identification of wet floors. |
| 1 Point | Response names fewer than two accurate ways the industry can reduce slip-and-fall accidents, and provides no support for the solutions. Response may include any of the following: proper floor covering, proper floor maintenance, mandated use of slip-resistant footwear, proper identification of wet floors. |

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 07.0 Demonstrate the importance of health, safety and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.

Benchmark: 07.03 Create a disaster and/or emergency response plan.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include disaster and/or emergency response plans as they relate to the food service industry.

Stimulus Attributes:

Stimulus may include real-world scenarios as they relate to disasters and/or emergencies in the food service industry.

Stimulus may include images or diagrams.

Response Attributes:

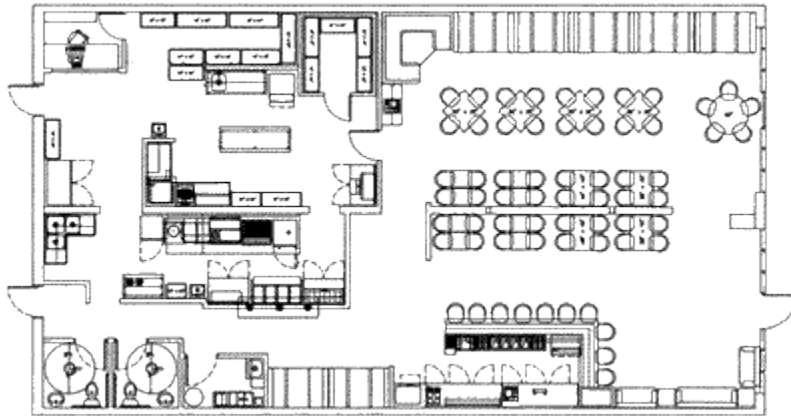
Responses may include images or diagrams.

Responses should provide a response plan to the disaster and/or emergency.

Sample Item:

Item Specifications

Stimulus: Given the layout of a restaurant, draw a fire escape route. Then, write an explanation of the fire escape procedures.



Rubric:

- | | |
|----------|---|
| 4 Points | The student draws an appropriate fire escape route that is safe and clearly marked. The route does not require all occupants to leave from one door, rather, the escape routes are appropriate for each occupant based on his/her location in the restaurant. The response includes a clear explanation of the emergency response plan. The explanation is detailed and addresses all aspects of the drawn fire escape route. |
| 3 Points | The student draws a fire escape route, which is generally safe and clearly marked. The route may include one place of congestion. Most of the routes are appropriate for each occupant, based on his/her location in the restaurant. The response includes an explanation of the emergency response plan. The explanation includes some details and addresses most of the aspects of the drawn fire escape route. |
| 2 Points | The student draws a fire escape route, but it contains some errors. The route may not allow all occupants to exit safely. The route may not account for all occupants of the restaurant. The response may cause congestion. The response includes an explanation of the plan, but the response may include only a few details. The response may not address the entire drawn fire escape route. |
| 1 Point | The student draws a fire escape route that is unsafe and would not allow all occupants to exit the restaurant safely. The response does not include an explanation of the plan. |

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 08.0 Demonstrate personal productivity.

Benchmark: 08.01 Exhibit employability skills (punctuality, dependability, appropriate appearance.)

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address employability skills (punctuality, dependability, appropriate appearance) as they relate to the food service industry.

Stimulus Attributes:

Stimulus should be related to employability skills as they relate to the food service industry.
Stimulus may include real-world scenarios, or samples of performance reviews.

Response Attributes:

Responses may be samples of performance reviews, or workplace or classroom observations addressing punctuality, dependability, and appropriate appearance.

Responses may include descriptions of proper and improper behavior as it relates to employability.

Sample Item:

What is business casual attire?

- * A. dress slacks with a blouse or shirt
- B. blue jeans and tee shirt
- C. shorts and a tank top
- D. suit and tie

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 08.0 Demonstrate personal productivity.

Benchmark: 08.02 Exhibit work ethics and integrity (employee theft and consequences).

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address work ethics and integrity (employee theft and consequences) as it relates to the food service industry.

Stimulus Attributes:

Stimulus may include real-world scenarios such as, employee theft and/or consequences.

Stimulus may include a variety of types of employee theft.

Scenario may include different types of theft prevention.

Response Attributes:

Responses may include descriptions of work ethics and actions that show integrity.

Responses may include different types of employee theft.

Responses may include examples from a performance review.

Sample Item:

You just started working as a server at the hippest restaurant in town. On your first night, you see another server steal some money from the cash register. What should you do?

- A. Say nothing. It's your first day and you don't want to make anyone mad.
- * B. Tell the restaurant manager that you witnessed someone stealing.
- C. Confront the other server and ask him to share.
- D. Talk to the other servers about what you saw.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 08.0 Demonstrate personal productivity.

Benchmark: 08.03 Maintain positive personal relationships including acceptance of constructive criticism.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address positive personal relationships at the workplace and constructive criticism as it relates to the food service industry.

Stimulus Attributes:

Stimulus may include real-world scenarios that may occur in the food service industry, such as situations where a food service employee is given constructive criticism.

Stimulus may include video clips or graphics of interactions that may occur in the food service industry.

Stimulus may include descriptions of attitudes and behaviors of employees in the food service industry.

Response Attributes:

Responses may include employee statements about, responses to, or examples of constructive criticism.

Responses may include steps for how to maintain positive personal relationships.

Responses may include an example of a positive personal relationship.

Sample Item:

Which is an example of constructive criticism?

- A. Those cookies look really dark.
- B. The chicken is dry today.
- C. Your uniform does not look pressed.
- * D. It might work better if you hold the knife this way.

Item Specifications

Sample Item 2:

Stimulus: Your boss talks to you about your recent behaviors:

Boss: “This week I’ve noticed you’ve been late to work three days and now you want to leave early today for a dental appointment. When you behave so casually the rest of the team feels resentful, and tomorrow someone will have to do your work for you. So what can we do about it?”

How would you respond to your boss? Write your response.

Rubric:

4 Points	Response is a clear and thorough explanation of one’s viewpoint, and demonstrates understanding of the audience. Response is appropriate for the audience and situation. Answer should include an apology.
3 Points	Response is mostly clear, but is not thorough. The explanation mostly shows understanding of the audience, and is appropriate for the situation and audience. Answer should include an apology.
2 Points	Response is minimal, and does not provide a clear explanation. Response may not show understanding of the audience. Answer may not include an apology.
1 Point	Response is inappropriate for the situation. Answer does not apologize.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 08.0 Demonstrate personal productivity.

Benchmark: 08.04 Develop personal and professional etiquette.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address personal and professional etiquette in the food service industry.

Stimulus Attributes:

Stimulus may include real-world scenarios, which should address types of personal and professional etiquette as they apply to the food service industry.

Stimulus may include graphics or images related to personal and professional etiquette.

Response Attributes:

Responses should include appropriate behaviors and actions in the food service industry.

Responses may include examples of personal and professional etiquette.

Sample Item:

What does “Dress the part, be the part” mean in terms of professional etiquette?

- A. You should always wear your uniform.
- * B. You should have pride in what you are doing.
- C. You should be dressed up every day.
- D. You should act like you want to be at work.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 08.0 Demonstrate personal productivity.

Benchmark: 08.05 Demonstrate the ability to function as a team member in a diverse environment.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Performance Task, Multiple Choice

Content Limits: Items should be limited to team situations that may occur in the food service industry. A demonstration may include the selection of correct behaviors or performing the required behaviors.

Stimulus Attributes:

Stimulus may include real-world scenarios that may occur in the food service industry.

Scenarios should include a diverse environment.

Stimulus may present a team challenge.

Stimulus may include examples of conversations from team activities.

Response Attributes:

Responses may be workplace or classroom observations addressing individuals functioning as team members in a diverse environment.

Responses may include activities, behaviors, or actions that relate to working as a team member in a diverse environment.

Sample Item:

In a kitchen lab environment, what would be the **BEST** way for students to learn about other cultures?

- A. Show pictures of each other's families.
- B. Read a book about cooking in other countries.
- C. Hold a discussion on which foods students like best.
- * D. Cook foods from other student's heritages to share.

Item Specifications

Standard: 08.0 Demonstrate personal productivity.

Benchmark: 08.06 Explain the importance of a portfolio.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to portfolios in the food service industry. An explanation may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include scenarios that address portfolios in the food service industry.
Stimulus may include examples of portfolios.

Response Attributes:

Responses may be written explanations about the importance of portfolios in the food service industry.
Responses should demonstrate knowledge of portfolios in the culinary industry.
Responses may be examples of a food service portfolio.

Sample Item:

What should a food service industry portfolio contain?

- * A. resume, pictures of your work, awards, and experiences
- B. pictures of your family, drawings of food, menus collected from restaurants
- C. your favorite recipes, cookbook, pictures of culinary teacher
- D. resume, names of your culinary teachers, places you would like to work

Sample Item 2:

Why is it important to create and maintain a portfolio?

- * A. It gives a sample of your work and accomplishments to prospective employers.
- B. It describes past employment experiences and job references.
- C. It provides educational information to give to future employees.
- D. It can be used as a reference for past work.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 08.0 Demonstrate personal productivity.

Benchmark: 08.07 Create a resume.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Constructed Response, Performance Task

Content Limits: Items should be limited to information regarding resumes for the food service industry.

Stimulus Attributes:

Stimulus should address resume-creating skills.

Stimulus may include descriptions of awards, experience, or other examples of text that may belong in a resume.

Response Attributes:

Responses may include descriptions of the components of a resume.

Responses may include a resume.

Sample Item:

Task: Create your resume. Be sure to include: personal information, work experience, education, and references. Your resume may include your objective, skills, and hobbies.

Rubric:

4 Points	Resume is professional, neat, error-free, and includes personal information, work experience, education, and references. Resume shows excellent word choice and compelling content. Resume is error-free.
3 Points	Resume is professional and neat, but may include a few mistakes. Resume includes most of the following: personal information, work experience, education, and references. Resume shows some strong word choice, and has good content. Response may include few errors.
2 Points	Resume lacks a professional look, and contains many mistakes. Contains information on only one or two of the following categories: includes personal information, work experience, education, and references. Response may include many errors.
1 Point	Resume provides minimal content and has many mistakes.

Item Specifications

Standard: 09.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 09.01 Identify and demonstrate positive work behaviors needed to be employable.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address positive work behaviors needed to be employable in the food service industry. A demonstration may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include descriptions of positive and negative work behaviors found in the food service industry.

Stimulus may include real-world scenarios related to the food service industry.

Stimulus may include a video clip or role-play of interactions/behaviors found in the food service industry.

Response Attributes:

Responses should address the importance of positive work behaviors in the food service industry.

Responses may include a role-play of positive workplace behaviors.

Sample Item:

What is the **BEST** example of a positive work behavior?

- A. addressing your manager by his first name
- * B. taking the trash out without being asked
- C. listening to a coworker's personal problem
- D. apologizing for being late

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 09.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 09.02 Develop a personal career plan that includes goals, objectives, and strategies.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address a personal career plan (related to the food service industry) that includes goals, objectives, and strategies.

Stimulus Attributes:

Stimulus may include examples of various career plans.

Stimulus may describe scenarios that describe one's interests as they relate to the food service industry.

Stimulus may include instructions for creating a personal career plan.

Response Attributes:

Response may be a career plan for the food service industry.

Responses may describe important parts of a career plan.

Sample Item:

A career plan should include which of three items?

- * A. goals, objectives, and strategies
- B. pay scales, career projections, and trends
- C. portfolio, resume, and college degree
- D. industry certification, vast work experience, and goals

Item Specifications

Sample Item 2:

Stimulus: Reflect on your career goals. Create a personal career plan as you see yourself in the food service or hospitality industry. Your plan should include measurable and realistic goals, clear objectives, and specific strategies for how you will meet your goals.

Rubric:

4 Points	Student creates a personal career plan that defines measurable and realistic goals, clear objectives, and specific strategies for how to meet the goals. Plan is clear, organized and has few errors. Response is accurate.
3 Points	Student creates a personal career plan that identifies goals, objectives, and strategies for how to meet the goals. Plan is mostly clear but does not include many details. The response is mostly accurate.
2 Points	Student creates a partial career plan. Plan defines two of the three criteria: goals, objectives and strategies. Response includes many inaccurate.
1 Point	Student creates a poor career plan. Plan only includes one of the three criteria: goals, objectives and strategies. Response has many errors and inaccuracies.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 09.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 09.03 Examine licensing, certification, and industry credentialing requirements.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address food service licensing, certification, and industry credentialing requirements. An examination may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus should be related to food service licensing, certification and industry credentialing requirements.

Stimulus may include examples of licensing, certifications, and industry credentialing requirements.

Stimulus may include real-world scenarios related to food service licensing, certification, and industry credentialing requirements.

Response Attributes:

Responses may include details of various food service licensing, certification, and industry credentialing requirements.

Responses may include explanations of various food service licensing, certification, and industry credentialing requirements.

Responses may identify specific types of food service licenses, certifications or credentials.

Sample Item:

Which food service needs a food permit?

- A. a lemonade stand
- B. a bar that serves alcohol
- * C. a taco truck
- D. a bake sale at church

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 09.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 09.04 Maintain a career portfolio to document knowledge, skills, and experience.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address career portfolio that document knowledge, skills, and experience in the food service industry. Items may include selection of appropriate behaviors or the performance of required behaviors.

Stimulus Attributes:

Stimulus may include instructions for completing a food service career portfolio.

Stimulus may include descriptions of activities, recipes, pictures, etc which may be included in a career portfolio.

Stimulus may include an example of a career portfolio.

Response Attributes:

Responses may include an example of a food service career portfolio.

Responses may include descriptions of attributes of a career portfolio.

Sample Item:

Item Specifications

Task: A career portfolio is the perfect complement to your Professional Development Portfolio (PDP). Properly developing and maintaining a career portfolio will keep you prepared for an audit by the Commission on Dietetic Registration. Use your career portfolio to store and professionally present all of your development activities, work samples, certificates, awards, and all your professional paperwork.

Rubric:

4 Points	Portfolio is complete, neat, and professional. It contains multiple examples of development activities, work samples, certificates, awards, and all professional paperwork. The portfolio provides a clear picture of the student's knowledge, skills and experience in the food service industry.
3 Points	Portfolio is mostly complete and looks professional. It contains a few examples of development activities, work samples, certificates, awards, and all professional paperwork. The portfolio gives an idea of the student's knowledge, skills and experience in the food service industry.
2 Points	Portfolio is incomplete, showing only an example or two in some of the following categories: examples of development activities, work samples, certificates, awards, and all professional paperwork. The portfolio has many gaps.
1 Points	Portfolio is incomplete, showing only minimal examples of a student's experience in the field.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 09.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 09.05 Evaluate and compare employment opportunities that match career goals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to employment opportunities in the food service industry.

Stimulus Attributes:

Stimulus may include scenarios which address various employment opportunities in the food service industry.

Stimulus may include examples of employment opportunities and career goals.

Stimulus may include comparisons of career opportunities.

Response Attributes:

Responses may include names of employment opportunities associated career goals.

Responses may include evaluations of employment opportunities.

Sample Item:

Joanna wants to pursue a career in the food service industry. Though she enjoys cooking, she would rather work in the front of the house. She enjoys working with other people, and really hopes to utilize her leadership skills.

Evaluate the options. Which career goal is **BEST** suited to Joanna?

- A. waitress
- B. prep cook
- * C. restaurant manager
- D. executive chef

Item Specifications

Standard: 09.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 09.06 Identify and exhibit traits for retaining employment.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Performance Task, Multiple Choice

Content Limits: Items should be related to employment traits of the food service industry.

Stimulus Attributes:

Stimulus may include descriptions of positive employment traits.

Stimulus may include scenarios describing actions of an employee in the food service industry.

Scenarios may be classroom observations of students in job related situations.

Response Attributes:

Responses should be related to employability skills.

Responses may be names of, descriptions of, or examples of employability skills.

Responses may be completed observation checklist.

Sample Item:

What would be some incentives a manager might use to increase employee longevity within his/her company?

- * A. recognizing employee birthdays with a card and free dinner
- B. paying workers fairly and praising for jobs well done
- C. having an employee covered-dish dinner once a year
- D. buying new aprons and having a cleaning day at work

Item Specifications

Sample Item 2:

At the end of this nine week period, your teacher will complete the following observation checklist.

<u>Attendance</u>	<u>Points</u>	<u>Response to Supervision</u>	<u>Points</u>
Misses less than 3 days per quarter	(4)	Is compliant; eagerly follows through; asks questions or makes appropriate suggestions	(4)
Misses 4-5 days per quarter	(3)	Is usually compliant; does not challenge supervisor	(3)
Misses 6-7 days per quarter	(2)	Occasionally challenges supervisor, but otherwise follows through	(2)
Misses 8 or more days per quarter	(1)	Does not comply promptly or shows verbal/body opposition	(1)
<u>Punctuality</u>		<u>Attitude</u>	
Reports to work on time in morning and after lunch	(3)	Is cheerful, even tempered and eager to work; rarely complains	(3)
Is late 1-2 times per week	(2)	Is usually eager to work	(2)
Is late 3 or more times per week	(1)	Is easily moody or complains	(1)
<u>Time Awareness & Dependability</u>		<u>Communication</u>	
Notifies supervisor of planned absence or lateness	(3)	Freely expresses thoughts and needs	(3)
Uses clock to remain on schedule	(2)	Expresses thoughts and needs with prompts	(2)
Has some difficulty with telling time	(1)	Experiences difficulty expressing thoughts and needs	(1)
<u>Work Environment</u>		<u>Social Interactions</u>	
Is able to find way around entire work environment	(3)	Frequently initiates social interactions	(3)
Is able to find way around most of work environment	(2)	Occasionally initiates social interactions	(2)
Is able to find way around immediate work environment	(1)	Occasionally interacts with others	(1)
<u>Appearance</u>		Rarely interacts with others, or interacts inappropriately	(1)
Is clean, neat and appropriately dressed	(3)	<u>Work-Related Behavior</u>	
Is clean and neat, but clothes not always appropriate	(2)	Exhibits socially appropriate behavior for a variety of settings	(3)
Is unkempt (hair uncombed, clothes in disarray)	(1)	Exhibits socially appropriate behavior for a work setting, never disruptive	(2)
		Frequently exhibits appropriate social behavior; rarely disruptive	(1)
		Occasionally exhibits disruptive behavior	(1)

Rubric:

- 4 Points Student receives 35 of the possible 35 points on the checklist.
- 3 Points Student receives 20-34 of the possible 35 points on the checklist.
- 2 Points Student receives 20-29 of the possible 25 points on the checklist.
- 1 Point Student receives 19 or fewer of the possible 35 points on the checklist.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 09.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 09.07 Identify opportunities and research requirements for career advancement.

Depth of Knowledge Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to career opportunities and advancement in the food service industry. An identification may include written ideas or the selection of correct ideas.

Stimulus Attributes:

Stimulus may include scenarios related to career advancement in the culinary field or food service industry.

Stimulus may include various career paths or opportunities in the culinary field or food service industry.

Stimulus may include requirements for career advancement.

Response Attributes:

Responses may identify opportunities for career advancement.

Responses may address different levels of career advancement in a specific career path.

Responses may include research about various career advancement opportunities and requirements.

Sample Item:

You would like to enter a career in food service and want to select an area with available employment and career advancement. What approach to researching careers would **NOT** help you make an informed decision?

- A. interview various managers in the food service industry
- B. review the Occupational Outlook handbook
- * C. talk with your friend who just got a job at a pizza restaurant
- D. research careers on the internet and the library

Item Specifications

Sample Item 2:

Stimulus: Research the requirements to become a server at a restaurant. Write a paragraph about how to become a server at a restaurant. Include in your paragraph descriptions of skills and qualities one should have in order to be a successful server.

Rubric:

4 Points	The response provides a thorough explanation of the requirements to become a server at a restaurant. The response includes descriptions of the appropriate skills and qualities needed to become a successful server. The response may include all of the following: servers generally start as a host or hostess, servers should be friendly, service-oriented people, servers should be capable of continuously standing and walking with few rest breaks, servers should have excellent communication skills. The response includes many details.
3 Points	The response provides an explanation of the requirements to become a server at a restaurant. The response includes some descriptions of appropriate skills and qualities to become a successful server. The response may include some of the following: servers generally start as a host or hostess, servers should be friendly, service-oriented people, servers should be capable of continuously standing and walking with few rest breaks, servers should have excellent communication skills. The response includes some details.
2 Points	The response provides a partial explanation of the requirements to become a server at a restaurant. The response includes a few descriptions of appropriate skills or qualities to become a successful server. The response may include a few of the following: servers generally start as a host or hostess, servers should be friendly, service-oriented people, servers should be capable of continuously standing and walking with few rest breaks, servers should have excellent communication skills. The response includes few details.
1 Point	The response provides a poor explanation of the requirements to become a server at a restaurant. The response includes a minimal descriptions of appropriate skills or qualities to become a successful server. The response includes none of the following: servers generally start as a host or hostess, servers should be friendly, service-oriented people, servers should be capable of continuously standing and walking with few rest breaks, servers should have excellent communication skills. The response is not detailed.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 09.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 09.08 Research the benefits of ongoing professional development.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items may include professional organizations or ongoing development opportunities within the food service industry.

Stimulus Attributes:

Stimulus may include online research related to professional organizations and associations and their benefits.

Research may include samples of professional development, such as online journals, periodicals, or descriptions of workshops.

Response Attributes:

Responses may include benefits of belonging to professional organizations and associations.

Responses may include research related to professional development in the food service industry.

Sample Item:

Based on research, what are the **MAJOR** benefits of ongoing professional development?

- A. guaranteed pay increases and travel opportunities
- * B. career advancement opportunities and ability to stay current with industry trends
- C. opportunity to obtain new equipment and work with new employees
- D. recognition as an industry leader and multiple certificates for display

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 09.0 Explain the importance of employability skills and entrepreneurship skills.

Benchmark: 09.09 Examine and describe entrepreneurship opportunities as a career planning option.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items may include possibilities such as franchise opportunities, new business startups, and partnerships. Names of franchises should not be included but rather the different types of opportunities available for business ownership. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include types of franchise opportunities, new business startups, and partnerships.
Stimulus may include online research, industry research, and government agencies related to business ownership.
Stimulus may describe real-world scenarios related to the food service industry.

Response Attributes:

Responses may include all aspects and types of entrepreneurship opportunities.
Responses should not include the actual names of businesses.
Responses may include descriptions of entrepreneurship opportunities.

Sample Item:

A well-known national restaurant chain offers the opportunity for an individual to purchase the name, customer support, and a standardized system of operation. What is this type of business ownership called?

- * A. franchise
- B. sole proprietorship
- C. corporately owned chain
- D. limited partnership

Item Specifications

Standard: 10.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 10.01 Employ leadership skills to accomplish organizational goals and objectives.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should include leadership skills used in the food service industry.

Stimulus Attributes:

Stimulus may include organizational charts, leadership skills related to specific food service organization, and opportunities for leadership training within the food service industry.

Stimulus may present real-world scenarios related to the food service industry.

Stimulus may describe organizational goals and objectives.

Response Attributes:

Responses may describe leadership skills or actions related to the food service industry.

Responses may show attainment of organizational goals and objectives.

Responses may include names of specific organizational systems within the food service industry.

Sample Item:

Lon is managing a large, upscale restaurant. He employs a large number of workers in his kitchen and wants to utilize their skills appropriately to turn out a high-quality product. He wants to ensure his kitchen runs smoothly and efficiently. Which system of organization would **BEST** work for his situation?

- A. kitchen flowchart
- * B. kitchen brigade
- C. fine dining organizational system
- D. restaurant organizational chart

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 10.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 10.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items may include classroom observations of students in a culinary lab. Items may include the skills needed or advantages of teamwork.

Stimulus Attributes:

Stimulus may include descriptions of effective working relationships in the food service industry.
Stimulus may include real-world scenarios related to the food service industry.
Stimulus may include objectives and tasks related to the food service industry.

Response Attributes:

Responses may include observations of working relationships.
Responses may include traits or advantages of teamwork.
Responses may include examples of effective working relationships.
Responses may include accomplished objectives and tasks.

Sample Item:

A group of chefs is preparing a meal for 1,000 guests. Individual tasks are assigned among the group. Which word best describes this activity?

- A. leadership segmentation
- B. the kitchen brigade system
- * C. teamwork
- D. organizational flowcharting

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 10.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 10.03 Conduct and participate in meetings to accomplish work tasks.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to situations that may occur in the food service or culinary industries. Participation may include the selection of appropriate behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include a real-world scenario in the food service industry.

Stimulus may include examples of meetings, such as FCCLA chapter meeting, preservice line up meetings, or menu planning meetings.

Stimulus may include descriptions of work tasks.

Stimulus may include instructions for holding a meeting.

Response Attributes:

Responses may include descriptions of meetings, meeting notes or agendas, or observations of meetings.

Responses may include participation in meetings.

Responses may include demonstrations of accomplished tasks.

Sample Item

Task: Plan and carry out a CTSO meeting. Provide an agenda for the meeting, and turn in meeting notes.

Rubric:

4 Points	Meeting is well organized. Agenda items are important. All issues on the agenda are covered. Meeting attendees are engaged. Meeting notes are comprehensive.
3 Points	Meeting is organized. Most agenda items are important. Most or all issues on the agenda are covered. Meeting notes are mostly comprehensive.
2 Point	Meeting shows some organization. Agenda is not clear. Attendees are sometimes engaged. No meeting notes or poor meeting notes are provided.
1 Point	Meeting shows little or no organization. No agenda is provided. Attendees are not engaged. No meeting notes or poor meeting notes are provided.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 10.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

Benchmark: 10.04 Employ mentoring skills to inspire and teach others.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should be limited to mentoring activities related to the food service industry.

Stimulus Attributes:

Stimulus may include scenarios related to real-world situations.

Stimulus may include instructions for mentoring others.

Response Attributes:

Responses may be observations of a mentoring relationship.

Responses may be descriptions or examples of mentoring situations.

Responses may describe mentoring skills.

Sample Item:

Johnny has been struggling with knife skills for most of the semester. Maria has been assigned to mentor Johnny. How should Maria act as Johnny's mentor?

- A. She should clearly prove herself as better than him.
- * B. She should be kind and model the right way to cut.
- C. She should be demanding and tell him what he is doing wrong.
- D. She should be really nice and let him keep trying to improve.

Item Specifications

Standard: 11.0 Utilize operational systems.

Benchmark: 11.01 Identify elements of a successful organized food service operation in relation to time, energy, money, and space and customer service (role of management; importance of labor costs/food costs; use of computers).

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited food service operation in relation to time, energy, money, and space and customer service. Identification may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include descriptions of or elements of a successful organized food service operation.

Stimulus may include scenarios of food service operations.

Stimulus may include real-world scenarios related to time, energy, money, space, and customer service.

Stimulus may include images or diagrams.

Stimulus may include documentation related to the food service industry.

Response Attributes:

Responses may include names of elements of a successful organized food service operation.

Responses could include any computer system or systems that relate to employees, accounting practices, customer satisfaction and scheduling.

Responses may include other systems of organization that are not computer-based.

Sample Item:

What system tracks, times, costs and organizes orders from the front of the house to the back of the house?

- * A. point of sale
- B. property management system
- C. excel spreadsheet
- D. production Rrport

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 11.0 Utilize operational systems.

Benchmark: 11.02 Follow local and state rules, regulations, and laws relative to area of operation.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to local and state regulations, laws, and authorities governing food service operations.

Stimulus Attributes:

Stimulus may describe local and state rules, regulations, and laws relative to food service operations.

Stimulus may include scenarios related to food service operations.

Stimulus may include examples of health inspection reports.

Response Attributes:

Responses may include names of training and certifications.

Responses may include descriptions of how to address situations, as determined by law.

Responses may include laws or regulations related to the food service industry.

Sample Item:

What training is required to prepare or serve food in the state of Florida?

- A. Food Prep Certificate
- B. FRLA Certification
- * C. Employee Foodhandler Training
- D. National Restaurant Association Training

Item Specifications

Standard: 11.0 Utilize operational systems.

Benchmark: 11.03 Identify and utilize security procedures necessary to prevent liability and loss.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to security procedures necessary to prevent liability and loss in the food service industry. An identification may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may describe security procedures and technology.

Stimulus may include items such as security cameras, lighting, mystery shoppers, auditing practices and background checks.

Scenarios may include real-world scenarios that require security procedures.

Response Attributes:

Responses may be identifications of security procedures.

Responses may describe how to prevent liability and loss.

Responses may be a demonstration of using security procedures.

Sample Item:

Which are methods to ensure that a server is properly recording sales and receipts?

- * A. POS system, mystery shopper or guest check procedures
- B. customer service training, finger printing or cash registers
- C. seating procedures, cameras or comment cards
- D. audits, lie detector tests or employee certification

Item Specifications

Standard: 11.0 Utilize operational systems.

Benchmark: 11.04 Describe current computerized systems for purchasing and inventory control.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to current computerized systems for purchasing and inventory control. A description may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include knowledge of computerized purchasing and inventory software and systems.

Stimulus may include the benefits of a computerized system.

Stimulus should be limited to common and current computer systems only.

Stimulus may include a scenario related to purchasing and inventory control.

Response Attributes:

Responses may include types of computer systems and software used to track purchasing and inventory.

Responses should not include brand names of systems.

Responses may include benefits of a computerized system.

Responses may include descriptions of computerized systems for purchasing and inventory control.

Sample Item:

Stimulus: Describe the eight elements of a computerized purchasing and inventory system: tracking, receiving, storing, issuing, costing, pricing, ordering and par stock of inventory.

Rubric:

4 Points	Response includes accurate descriptions of tracking, receiving, storing, issuing, costing, pricing, ordering and par stock of inventory.
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3 Points	Response includes accurate descriptions of six to seven of the elements of computerized purchasing and inventory system.
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2 Points	Response includes accurate descriptions of five of the elements of computerized purchasing and inventory system.
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1 Point	Response includes accurate descriptions of four or fewer of the elements of computerized purchasing and inventory system.
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Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 12.0 Use and care for commercial tools and equipment.

Benchmark: 12.01 Identify commercial tools and equipment.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice

Content Limits: Equipment and tools used in a commercial kitchen.

Stimulus Attributes:

Stimulus may include names, descriptions, or uses of various equipment and tools used in a commercial kitchen.

Stimulus may include pictures and diagrams.

Response Attributes:

Responses may include names, descriptions, or uses of equipment and tools used in a commercial kitchen.

Sample Item:

What are the following utensils used for?



- A. chopping vegetables
- B. cleaning fruit
- * C. baking pastries
- D. sautéing fish

Item Specifications

Standard: 12.0 Use and care for commercial tools and equipment.

Benchmark: 12.02 Demonstrate mastery of standard weights and measures used in the food service industry.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to weights and measuring used in the food service industry. A demonstration may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may be related to the use of weights, scales, and measuring utensils.

Stimulus may include calculations.

Stimulus may include measuring terms and measurement equivalencies.

Stimulus may include real-world scenarios related to weights and measuring used in the food service industry.

Response Attributes:

Responses could include a demonstration of the use of specific measuring utensils, weights, and scales.

Responses may include calculations.

Responses may include weight and volume equivalencies.

Sample Item:

Which of the following are equivalent to one quarter pound of butter?

- A. 8 oz or 8 tbsp or $\frac{1}{4}$ cup
- * B. 8 tbsp or 4 oz or 24 tsp
- C. 8 tsp or 6 oz or $\frac{1}{2}$ cup
- D. 6 tbsp or 8 oz or $\frac{1}{3}$ cup

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 12.0 Use and care for commercial tools and equipment.

Benchmark: 12.03 Use and maintain commercial tools.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to common commercial tools used in the food service industry. Do not include equipment or noncommercial tools.

Stimulus Attributes:

Stimulus may include descriptions of the uses of commercial tools.

Stimulus may include graphics or images of commercial tools.

Stimulus may include instructions for how to use and maintain commercial tools.

Stimulus may include scenarios related to the use and maintenance of commercial tools.

Response Attributes:

Responses may be demonstrations of the use and maintenance of commercial tools.

Responses may include descriptions of the uses of commercial tools.

Responses may describe how to maintain commercial tools.

Responses may include names of common commercial tools.

Sample Item:

What tool is used to hone a knife?

- A. a stone
- B. a wet rock
- * C. a steel
- D. an electric sharpener

Item Specifications

Standard: 12.0 Use and care for commercial tools and equipment.

Benchmark: 12.04 Use and maintain commercial equipment.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to common commercial kitchen equipment. Item should not include commercial tools.

Stimulus Attributes:

Stimulus may include descriptions of the uses of commercial equipment.

Stimulus may include graphics or images of commercial equipment.

Stimulus may include instructions for how to use and maintain commercial equipment.

Stimulus may include scenarios related to the use and maintenance of commercial equipment.

Response Attributes:

Responses may be demonstrations of the use and maintenance of commercial equipment.

Responses may include descriptions of the uses of commercial equipment.

Responses may describe how to maintain commercial equipment.

Responses may include names of common commercial equipment.

Sample Item:

Which oven has an internal fan that circulates air around food?

- A. conventional
- B. deck
- C. microwave
- * D. convection

Sample Item 2:

You have a convection oven with four racks. The top two racks of food are overcooked, the bottom two racks of food are undercooked. Which is the **BEST** explanation for why this happened?

- A. A breaker is thrown.
- B. There is not enough power to the oven.
- * C. The fan is not functioning.
- D. The oven is not set at proper temperature.

Item Specifications

Standard: 13.0 Describe the principles of basic food science.

Benchmark: 13.01 Explain how taste and aroma combine to give foods their flavors.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to flavoring, seasonings, and aroma of food. An explanation may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include descriptions of how the physical senses affect a person's overall experience with food.

Stimulus may include examples from lab taste testing, textbooks, or kitchen lab experiences.

Stimulus may also include sensory stimulus labs.

Stimulus may include scenarios related to taste and aroma.

Stimulus may include descriptions of food.

Response Attributes:

Responses may include examples of how a person's experience with food is affected by taste and aroma.

Sample Item:

Person A has a decreased sense of smell. Person B has a highly refined sense of smell. How might their experience eating blue cheese differ?

- * A. Person A will only experience the taste and texture.
- B. Person B will only experience the taste and texture.
- C. Person A will only experience the smell.
- D. Person B will only experience the smell.

Item Specifications

Sample Item 2:

Stimulus: Why might a person with a decreased sense of smell experience flavor differently from a person with a highly refined sense of smell? Write a paragraph with your answer.

Rubric:

- | | |
|----------|--|
| 4 Points | Student shows thorough understanding of how taste and aroma combine to give foods their flavors, as evidenced by their strong and accurate description of how someone with a decreased sense of smell experiences flavor differently than someone with a highly refined sense of smell. Response includes relevant examples and details. Writing is clear with few grammatical errors. |
| 3 Points | Student shows understanding of how taste and aroma combine to give foods their flavors, as evidenced by their mostly accurate description of how someone with a decreased sense of smell experiences flavor differently than someone with a highly refined sense of smell. Response includes some examples and details. Writing may be generally clear with several grammatical errors. |
| 2 Points | Student shows a partial understanding of how taste and aroma combine to give foods their flavors, as evidenced by their somewhat accurate and weak description of how someone with a decreased sense of smell experiences flavor differently than someone with a highly refined sense of smell. Response includes little support. Writing may be generally unclear with many grammatical errors. |
| 1 Point | Student shows a poor understanding of how taste and aroma combine to give foods their flavors, as evidenced by their inaccurate description of how someone with a decreased sense of smell experiences flavor differently than someone with a highly refined sense of smell. Response is minimal. Writing is unclear. |

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 13.0 Describe the principles of basic food science.

Benchmark: 13.02 List physical, psychological, cultural, and environmental influences on food likes and dislikes.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to aspects that relate to peoples' preferences for different food.

Stimulus Attributes:

Stimulus may include scenarios involving diverse groups of people.

Stimulus should address a variety of food preferences.

Stimulus may describe knowledge of cultural preferences, religious preferences and taboos as it relates to food, and how geographical location affects people's opinions, likes, or dislikes of certain foods.

Stimulus may include charts, graphs, pictures, diagrams, or maps.

Response Attributes:

Responses may include physical, psychological, cultural, and environmental influences on food preferences.

Responses may be examples of food preferences.

Sample Item:

Why do many Hindus in India not eat beef?

- * A. because they are Ovo-Lacto-Vegetarians
- B. because of their religious beliefs
- C. because they don't like to buy beef
- D. because there are no cattle in India

Item Specifications

Standard: 13.0 Describe the principles of basic food science.

Benchmark: 13.03 Compare and analyze reasons for evaluating food products subjectively and objectively.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to subjective and objective evaluation of different foods and food products.

Stimulus Attributes:

Stimulus may include a variety of reasons for evaluating food products.

Stimulus may include evaluations of food products.

Stimulus may include scenarios related to the evaluation of food products.

Response Attributes:

Responses may include reasons to consider objective data as well as subjective data when developing or preparing food items.

Responses may include comparisons of reasons for evaluating food products.

Sample Item:

Why is it important to consider objective data when evaluating food products for mass production?

- * A. because people's opinions matter
- B. because there are costs involved
- C. because distribution is local
- D. because the product is for a certain population

Item Specifications

Sample Item 2:

Stimulus: Adrienne is proposing to produce a vegan candy bar for mass production.

Explain what objective factors and what subjective factors should be considered when evaluating whether this candy bar would be profitable. Include two subjective and two objective factors in your writing.

Rubric:

4 Points	Student accurately identifies and explains with detail two subjective factors as well as two objective factors related to mass production of proposed vegan candy bar. Writing is clear with few grammatical errors.
3 Points	Student accurately identifies and explains with some detail two subjective factors as well as two objective factors related to mass production of proposed vegan candy bar. Writing is somewhat clear and may have several grammatical errors.
2 Points	Student may accurately identify or explain one or two subjective factors as well as one or two objective factors related to mass production of proposed vegan candy bar. Writing may be generally unclear or have many grammatical errors.
1 Point	Student may accurately identify or explain one subjective factor as well as one objective factor related to mass production of proposed vegan candy bar. Writing may be unclear or the factors considered are incorrect.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 14.0 Demonstrate how to read, follow and prepare recipes.

Benchmark: 14.01 Demonstrate an understanding of the purpose of standardized recipes.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to standardized recipes in food service. A demonstration may include the selection of correct behaviors or the performance of the required behaviors.

Stimulus Attributes:

Stimulus may include real-world scenarios related to the use of standardized recipes.

Stimulus may include standardized recipes.

Stimulus may include applications of standardized recipes.

Response Attributes:

Responses may include descriptions of the purpose of a standardized recipe.

Responses may include the parts of a standardized recipe.

Responses may include using a standardized recipe.

Sample Item:

What is the importance of using a standardized recipe?

- * A. consistency
- B. ease
- C. safety
- D. sanitation

Item Specifications

Standard: 14.0 Demonstrate how to read, follow and prepare recipes.

Benchmark: 14.02 Define mise en place and the relationship of organizational skills to productivity in the workplace.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to mise en place in relation to organizational skills. Definitions may include selection of appropriate ideas or written/oral expression of ideas.

Stimulus Attributes:

Stimulus may include the definition of mise en place.

Stimulus may include real-world scenarios related to organizational skills and productivity in the kitchen.

Stimulus may include descriptions of mise en place.

Response Attributes:

Responses may be definitions of mise en place.

Responses may include descriptions of the relationships between the concept of mise en place and how it relates to efficiency and time management, overall kitchen layout, or organization skills.

Sample Item:

What does the term *mise en place* mean?

- * A. everything has its place
- B. a restaurant in France
- C. organizing our thoughts
- D. something out of place

Item Specifications

Sample Item 2:

Stimulus: Write a paragraph explaining how organizational skills are related to productivity in the kitchen. Provide relevant examples to support your explanation. You may include visuals.

Rubric:

4 Points	Response provides an accurate and thorough explanation of how organizational skills are related to productivity in the kitchen. Response includes relevant examples to support the explanation. Response is clear and there are few grammatical errors.
3 Points	Response provides an accurate explanation of how organizational skills are related to productivity in the kitchen. Response includes some relevant examples to support the explanation. Response is mostly clear and there may be some grammatical errors.
2 Points	Response provides a partially accurate explanation of how organizational skills are related to productivity in the kitchen. Response includes limited examples to support the explanation. Response is minimally clear or there may be many grammatical errors.
1 Point	Response provides a poor explanation of how organizational skills are related to productivity in the kitchen. Response is minimal and vague. Response is unclear and contains many errors.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 14.0 Demonstrate how to read, follow and prepare recipes.

Benchmark: 14.03 Use, follow, prepare and plate standardized recipes creatively.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to standardized recipes.

Stimulus Attributes:

Stimulus may include scenarios related to following a recipe.

Stimulus may include recipes and cookbooks.

Stimulus may include instructions for following a recipe.

Stimulus may include descriptions of using, following, preparing, and plating standardized recipes.

Response Attributes:

Responses may be an observation of using, following, preparing, and plating a standardized recipe creatively.

Responses should be related to standardized recipes.

Sample Item:

Item Specifications

A restaurant uses the following standardized recipe template:

Recipe title:
Yield:
Ingredients:
Instructions:

What is **INCORRECT** about the pasta recipe?

Pasta Amore!

Yield: 4 servings

Instructions:

Start by boiling the water. When it comes to a rolling boil, add in the dry pasta. Allow to boil for 7-10 minutes, or until al dente. Drain the pasta. Serve in marinara sauce with a few sprigs of fresh basil.

Ingredients:

1 quart boiling water

2 cups dry pasta

1 cup marinara sauce

A few sprigs of fresh basil.

- * A. The instructions should be in numbered steps.
B. The ingredients should not be after the instructions.
C. The instructions are not for a dish called Pasta Amore.
D. The yield is not described using the appropriate measurement.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 14.0 Demonstrate how to read, follow and prepare recipes.

Benchmark: 14.04 Define portion size and recipe yield.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to yields and portion amounts of specific recipes or food products.

Stimulus Attributes:

Stimulus may include descriptions of portion size and recipe yield.

Stimulus may include pictures or images related to portion size and recipe yield.

Stimulus may include graphs, charts and diagrams.

Response Attributes:

Responses should address portion size and recipe yield.

Sample Item:

A filet is cut into 6 four-ounce servings. How many portions does the filet yield?

- * A. 6
 B. 4
 C. 24
 D. 10

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 14.0 Demonstrate how to read, follow and prepare recipes.

Benchmark: 14.05 Identify herbs, spices, oils, and vinegars and their appropriate use in preparing food products that exhibit and enhance creativity, taste, and appearance.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to common herbs, spices, oils, and vinegars in the cooking process.

Stimulus Attributes:

Stimulus may include recipes.

Stimulus may include herbs, spices, oils, and vinegars.

Stimulus may include experiments with herbs, spices, oils and vinegars.

Stimulus may describe the use of herbs, spices, oils, and vinegars.

Response Attributes:

Responses may include types of herbs, spices, oils, and vinegars and their uses and flavor

Responses may describe how spices enhance flavor.

Sample Item:

Which herb tastes like licorice?

- A. tarragon
- * B. anise seed
- C. basil
- D. marjoram

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 15.0 Describe the basic principles of nutrition.

Benchmark: 15.01 List the essential nutrients and their functions.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to nutrients and their functions.

Stimulus Attributes:

Stimulus should address the identification essential nutrients.

Stimulus may include the function of nutrients.

Stimulus may include nutrition labels.

Response Attributes:

Responses may contain functions of essential nutrients.

Responses may include names of nutrients.

Sample Item:

What is the function of Vitamin D in the body?

- A. promotes blood coagulation
- * B. promotes healthy bones
- C. promotes healthy red blood cells
- D. promotes vision

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 15.0 Describe the basic principles of nutrition.

Benchmark: 15.02 Interpret food labels.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should be limited to information found on food labels.

Stimulus Attributes:

Stimulus may contain food labels.

Stimulus may contain pictures.

Stimulus may include terms found on a food label.

Response Attributes:

Responses should address information on food labels.

Sample Item:

Item Specifications

KRISPY KRUNCHIES

Nutrition Facts

Serving Size 1 package
Servings Per Container 1

Amount Per Serving

Calories 80

Calories from Fat 35

% Daily Value*

Total Fat 4g

6%

Saturated Fat 0.5g

3%

Cholesterol 0mg

0%

Sodium 110mg

5%

Total Carbohydrate 10g

3%

Dietary Fiber 1g

Sugars 1g

Protein 1g

Vitamin A 0%

Vitamin C 0%

Calcium 2%

Iron 0%

*Percent Daily Values are based on a 2,000 calorie diet.
Your daily values may be higher or lower depending on
your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400 mg	2,400 mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:

Fat 9

Carbohydrate 4

Protein 4

INGREDIENTS: CORN, VEGETABLE OIL, (contains one or more of the following: CANOLA, CORN, OR SUNFLOWER, SOYBEAN) OIL, CHEESES (CHEDDAR, ROMANO FROM COW'S MILK), SALT, BUTTERMILK, GARLIC POWDER, DEXTROSE, SUGAR

How much sodium is in Krispy Krunchies?

- A. 4 g
- B. 0 g
- * C. 110 mg
- D. 2400 mg

Item Specifications

Standard: 15.0 Describe the basic principles of nutrition.

Benchmark: 15.03 Identify different dietary needs.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address knowledge of individual dietary needs and the nutritional values of food.

Stimulus Attributes:

Stimulus may include scenarios with people with different dietary needs.

Stimulus may include descriptions of diets.

Stimulus may include charts, graphs, diagrams.

Response Attributes:

Responses may include individual dietary needs and health issues that affect people.

Responses may include examples of how food affects the overall health of an individual.

Sample Item:

Which food item would be most harmful for a person with clogged arteries?

- * A. eggs
- B. broccoli
- C. dark chocolate
- D. fish

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 15.0 Describe the basic principles of nutrition.

Benchmark: 15.04 Explain your district's wellness policy.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to wellness policies. An explanation may include written ideas or the selection of correct ideas.

Stimulus Attributes:

Stimulus may include a copy of the district wellness policy or the district website.

Response Attributes:

Responses should include knowledge of the district wellness policy.

Sample Item:

What is the purpose of a wellness policy?

- *
 - A. to promote healthy nutrition for students
 - B. to promote local farmers
 - C. to buy bulk foods at cheaper prices
 - D. to provide cafeteria workers with menu options for students

Item Specifications

Sample Item 2:

Stimulus: Write a paragraph explaining your district's wellness policy.

Rubric:

4 Points	Student response shows thorough understanding of district's wellness policy. Response includes relevant details and examples. Response is completely accurate and error-free.
3 Points	Student response shows understanding of district's wellness policy. Response includes some relevant details and examples. Response is mostly accurate and contains some errors.
2 Points	Student response shows partial understanding of district's wellness policy. Response includes limited details and examples. Response contains some inaccuracies and many errors.
1 Point	Student response shows poor understanding of district's wellness policy. Response is vague and minimal. Response contains many inaccuracies and errors.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 15.0 Describe the basic principles of nutrition.

Benchmark: 15.05 Relate nutrition to health and wellness.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address nutrition's relationship to health and wellness.

Stimulus Attributes:

Stimulus may include scenarios about nutritional facts that relate to health and wellness.

Stimulus may include proper and improper nutrition.

Response Attributes:

Responses may include nutritional facts that relate to health and wellness.

Sample Item:

How does MyPlate act as a guide to health and wellness?

- *
 - A. It provides guidance on portions and types of recommended foods.
 - B. It provides guidance for losing weight.
 - C. It provides guidance for creating menus.
 - D. It provides guidance for those with special dietary needs.

Course Name: Culinary Arts 1

Course Number: 8800510

Item Specifications

Standard: 15.0 Describe the basic principles of nutrition.

Benchmark: 15.06 Apply knowledge in creating menus that utilize nutritional principles.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items are limited to menus as they relate to nutrition.

Stimulus Attributes:

Stimulus may include menus, nutritional information, textbook, MyPlate, Nutritional periodicals.

Response Attributes:

Response may include menus that reflect nutritional principles.

Responses may include applications of knowledge of nutritional principles.

Sample Item:

Which type of establishment would create menus that **BEST** utilize nutritional principles?

- A. catering establishments
- * B. nursing homes
- C. fast food establishments
- D. fine dining restaurants