

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 16.0 Identify and explain front-of-the-house and back-of-the-house duties.

Benchmark: 16.01 Identify, demonstrate and utilize fundamentals of customer service.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address fundamentals of customer service in food service industry. A demonstration may include selection of appropriate behavior or performance of appropriate behavior.

Stimulus Attributes:

Stimulus should address duties of the employees of the food service industry as they relate to fundamentals of customer service.

Stimulus may include do's and don'ts of customer service.

Stimulus should identify the importance of customer service in the food service industry.

Response Attributes:

Responses may identify personnel in the food service industry as they relate to customer service.

Responses may demonstrate proper and improper customer service.

Responses may include correct and incorrect ways to provide customer service.

Responses may include steps of proper customer service.

Sample Item:

Who is the person responsible for greeting and seating customers?

- A. the waiter/waitress
- B. the service attendant
- C. the manager
- * D. the host/hostess

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Sample Item 2:

Task: Imagine you are the host/hostess at a restaurant. A couple walks in and asks to be seated. Demonstrate appropriate behaviors.

Rubric:

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| 4 Points | Student does an exemplary job of demonstrating the fundamentals of customer service by greeting guests cordially, taking them to their seats, providing them with menus, and politely telling them their server will be right with them. |
| 3 Points | Student does a good job of demonstrating the fundamentals of customer service by greeting guests cordially, taking them to their seats, providing them with menus, and politely telling them their server will be right with them. |
| 2 Points | Student does a satisfactory job of demonstrating the fundamentals of customer service. Student greets guests, takes them to their seats, and provides them with menus. |
| 1 Point | Student does a poor job of demonstrating the fundamentals of customer service. Student is not friendly or polite towards the customers. Student may not provide menus. |

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Standard: 16.0 Identify and explain front-of-the-house and back-of-the-house duties.

Benchmark: 16.02 Identify and explain techniques of front-of-the-house and back-of-the-house responsibilities including but not limited to dining room setup, greeting, order-taking, serving, clearing, check presentation, bussing, and cashiering.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address techniques and responsibilities of front-of-the-house and back-of-the-house in the food service industry. An explanation may include selection of appropriate ideas or written/oral expression of ideas.

Stimulus Attributes:

Stimulus may include diagrams of dining room setup.

Stimulus may include descriptions of front of the house and back of the house responsibilities, include greetings, order-taking, serving, clearing, check presentation, bussing, and cashiering procedures.

Stimulus may identify steps of greeting, order-taking, serving, clearing, check presentation, bussing and cashiering.

Stimulus may ask for clarification of front-of-the-house or back-of-the-house duties.

Response Attributes:

Responses may include specific personnel.

Responses may include names of or descriptions of specific techniques or strategies.

Responses may include proper steps for front and back of the house responsibilities.

Sample Item:

Who has the responsibility for proper sanitation during business hours in the dining room?

- A. pest control company
- B. dish washer
- * C. service staff
- D. line cook

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Sample Item 2:

Stimulus: Write a paragraph explaining the proper way to bus a table.

Rubric:

- 4 Points** Response shows a thorough understanding of how to bus a table. Response accurately describes the steps for bussing a table, and includes the following points in the explanation: 1) If people are still seated, ask quietly if they are finished before clearing the table. 2) Clear the table, removing plates from the left (if individuals are still seated), and cups from the right. 3) Remove objects inconspicuously. 4) A bus tub should not be used if people are still seated. 5) Separate cups, silverware, dishes, glassware in the bus-tub. 6) Do not pick up cups or glasses by the rim. 7) Completely sweep under the table. 8) Wash your hands frequently.
- 3 Points** Response shows an understanding of how to bus a table. Response accurately explains most of the steps for bussing a table. The response includes six of the following points in the explanation: 1) If people are still seated, ask quietly if they are finished before clearing the table. 2) Clear the table, removing plates from the left (if individuals are still seated), and cups from the right. 3) Remove objects inconspicuously. 4) A bus tub should not be used if people are still seated. 5) Separate cups, silverware, dishes, glassware in the bus-tub. 6) Do not pick up cups or glasses by the rim. 7) Completely sweep under the table. 8) Wash your hands frequently.
- 2 Points** Response shows a partial understanding of how to bus a table. Response accurately explains four of the following points in the explanation: 1) If people are still seated, ask quietly if they are finished before clearing the table. 2) Clear the table, removing plates from the left (if individuals are still seated), and cups from the right. 3) Remove objects inconspicuously. 4) A bus tub should not be used if people are still seated. 5) Separate cups, silverware, dishes, glassware in the bus-tub. 6) Do not pick up cups or glasses by the rim. 7) Completely sweep under the table. 8) Wash your hands frequently.
- 1 Point** Response shows a poor understanding of how to bus a table. The response includes many inaccuracies and addresses fewer than four of the following points in the explanation: 1) If people are still seated, ask quietly if they are finished before clearing the table. 2) Clear the table, removing plates from the left (if individuals are still seated), and cups from the right. 3) Remove objects inconspicuously. 4) A bus tub should not be used if people are still seated. 5) Separate cups, silverware, dishes, glassware in the bus-tub. 6) Do not pick up cups or glasses by the rim. 7) Completely sweep under the table. 8) Wash your hands frequently.

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Standard: 16.0 Identify and explain front-of-the-house and back- of- the-house duties.

Benchmark: 16.03 Identify types of meal services.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address meal services relating to restaurants.

Stimulus Attributes:

Stimulus may relate to different types of meal services.

Stimulus may include images and pictures of types of meal service.

Response Attributes:

Responses may include types of meal services.

Responses may include descriptions of meal services.

Sample Item:

Which type of meal service provides portion control?

- * A. plated
- B. buffet
- C. sampling
- D. all you can eat

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Standard: 16.0 Identify and explain front-of-the-house and back-of-the-house duties.

Benchmark: 16.04 Describe the types of work stations in the commercial kitchen.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to work stations in a commercial kitchen. A description may include selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus may be related to the different responsibilities of each work station.

Stimulus may be related to the different aspects of the work stations.

Stimulus may include the types of work stations in the commercial kitchen.

Stimulus may include images or diagrams.

Response Attributes:

Responses may include names of work stations in a commercial kitchen.

Responses may include responsibilities of work stations in a commercial kitchen.

Sample Item:

The cold platter, salad station and the sandwich station are part of what work station?

- A. beverage station
- B. hot foods station
- C. short order station
- * D. garde-manger station

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Item Specifications

Standard: 16.0 Identify and explain front-of-the-house and back of the house duties.

Benchmark: 16.05 Identify, explain and illustrate basic knife cuts and skills.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address basic knife cuts and skills. Items may include selection of appropriate ideas or demonstration of behaviors. An explanation may include a selection of appropriate ideas or oral expression of ideas.

Stimulus Attributes:

Stimulus may include names or descriptions of different knife cuts.

Stimulus may include a diagram identifying the basic knife cuts and skills.

Stimulus may include proper and improper knife handling skills.

Stimulus may include proper set-up of knife station.

Response Attributes:

Responses may include various knife cuts.

Responses may include descriptions or names of correct and incorrect knife cuts.

Responses may include demonstration of various knife cuts.

Responses may include images of basic knife cuts.

Sample Item:

Matchstick cuts that are $1/8'' \times 1/8'' \times 2''$ are known as what knife cuts?

- A. batonnet
- B. brunoise
- C. allumette
- * D. julienne

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Item Specifications

Sample Item 2:

Task: Using carrots, demonstrate the four strip cuts: batonnet, allumette, julienne, and fine julienne.

Rubric:

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|----------|--|
| 4 Points | Student demonstrates the batonnet, allumette, julienne, and fine julienne. All cuts are done properly, and sticks are uniform and have the appropriate dimensions. |
| 3 Points | Student demonstrates the batonnet, allumette, julienne, and fine julienne. Cuts may be done properly, and sticks are mostly uniform with appropriate dimensions. |
| 2 Points | Student demonstrates the batonnet, allumette, julienne, and fine julienne. Cuts are done with some errors, and sticks may not be uniform. |
| 1 Point | Students demonstrate the strip cuts, but may omit some. The cuts may be done incorrectly and the sticks are not uniform. |

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Standard: 16.0 Identify and explain front-of-the-house and back of the house duties.

Benchmark: 16.06 Explain common cooking methods (roasting, baking, broiling, sautéing, frying, deep-frying, braising and steaming).

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address common cooking methods, including roasting, baking, broiling, sautéing, frying, deep-frying, braising and/or steaming.

Stimulus Attributes:

Stimulus may compare/contrast the different methods used for cooking.

Stimulus may include specific elements found in common cooking methods (roasting, baking, broiling, sautéing, frying, deep-frying, braising and steaming).

Stimulus may include a recipe.

Stimulus may identify the proper or improper steps for cooking methods.

Response Attributes:

Responses may be related to the various heat sources used in each cooking method.

Responses should be related to different methods used for cooking foods.

Sample Item:

Pot roast is an example of what type of cooking method?

- A. grill cooking
- B. dry heat cooking
- C. moist heat cooking
- * D. combination cooking

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Item Specifications

Sample Item 2:

Stimulus: In 1-2 paragraphs, explain the cooking method of roasting. Then write another paragraph to explain how roasting differs from braising.

Rubric:

- | | |
|----------|---|
| 4 Points | Student provides a thorough and accurate explanation of roasting. Student includes relevant examples, and differentiates roasting from braising. Response is detailed and well written. |
| 3 Points | Student provides an accurate explanation of roasting. Student includes some relevant examples and differentiates roasting from braising. Response is somewhat clear and may have few grammatical errors. |
| 2 Points | Student provides a partially accurate explanation of roasting. Student includes limited examples. Response may include some inaccuracies. Response may not discuss braising. Response is somewhat unclear and may have multiple grammatical errors. |
| 1 Point | Student provides a poor explanation of roasting. Student response is vague and minimal. Response includes many inaccuracies. Response may not discuss braising. Response is generally unclear and may have many grammatical errors. |

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Standard: 16.0 Identify and explain front-of-the-house and back of the house duties.

Benchmark: 16.07 Define common baking terms and identify common baking ingredients.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to common baking terms and/or common baking ingredients.

Stimulus Attributes:

Stimulus should address common baking terms and/or ingredients.

Stimulus may include a diagram or recipe.

Stimulus may include a scenario related to baking.

Response Attributes:

Responses may include common baking ingredients.

Responses may include common baking terms.

Sample Item:

When following a cake recipe, what is the term for a recipe that includes precise amounts of each ingredient?

- A. formula
- B. mixture
- C. close end
- * D. standard

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Sample Item 2

Stimulus: In a paragraph, explain what yeast is and how it affects the baking process of breads.

Rubric:

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|----------|---|
| 4 Points | Response shows a thorough and accurate understanding of yeast and how it affects the baking process of bread. Response is accurate, but may include a few minimal errors. Response includes an accurate explanation of yeast. Response includes a detailed description of the effects on the baking process. |
| 3 Points | Response shows understanding of yeast and how it affects the baking process of bread. Response includes an explanation of yeast that may have some errors. Response includes a description on the effects of the baking process. The response may have minor grammatical errors. Response is mostly accurate, but may include a few minimal errors. |
| 2 Points | Response shows a partial understanding of yeast and how it affects the baking process of bread. Response is partially accurate and includes many errors. Response may include an incorrect explanation of yeast and its effects on the baking process. |
| 1 Point | Response shows a poor understanding of yeast and how it affects the baking process of bread. Response is minimal and vague. Response includes many inaccuracies. |

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Standard: 17.0 Prepare and present food and beverage items to meet creativity aspects as well as quality standards.

Benchmark: 17.01 Explain the role of the five senses in cooking, presenting, and eating food.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the role the senses play in food preparation, presentation or consumption. An explanation may include selection of appropriate ideas or oral/written expression of roles.

Stimulus Attributes:

Stimulus may include the role of one or more of the senses.

Stimulus may address the role of the senses in food preparation or presentation.

Stimulus may include the role of the senses in food consumption.

Stimulus may include images.

Response Attributes:

Responses may include descriptive statements used to evaluate food.

Responses may include the five senses and the role they play in cooking, presenting, and eating food.

Sample Item:

A proper plate presentation appeals the **MOST** to which sense?

- * A. sight
- B. smell
- C. sound
- D. taste

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Sample Item 2:

Stimulus: Imagine you are at a restaurant and your dinner has just been served. Write two to three paragraphs explaining how your five senses play a role in your dinner experience. Provide details and examples.

Rubric:

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|----------|---|
| 4 Points | Response provides a thorough and accurate explanation of how their five senses play a role in the dinner experience. Response provides relevant details and examples. Response is clearly written with few errors. |
| 3 Points | Response provides an accurate explanation of how their senses play a role in the dinner experience. Response may only address four of the senses. Response includes some relevant details and examples. Response is somewhat clear with minimal grammatical errors. |
| 2 Points | Response provides a partially accurate explanation of how their senses play a role in the dinner experience. Response may only address three of the senses. Response provides limited relevant details and examples. Response is somewhat unclear with multiple grammatical errors. |
| 1 Point | Response provides a poor explanation of how their senses play a role in the dinner experience. Response may only address two of the senses. Response is generally unclear with many grammatical errors. Response is minimal and vague. Response is mostly inaccurate. |

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Standard: 17.0 Prepare and present food and beverage items to meet creativity aspects as well as quality standards.

Benchmark: 17.02 Describe how the four basic tastes (salty, sweet, sour, and bitter) can affect the appeal of food.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address four basic tastes of food and the affect they have on the food's appeal. A description may include selection of appropriate ideas or written/oral expression of ideas.

Stimulus Attributes:

Stimulus may include a scenario related to the effects of taste on food appeal.

Stimulus may address the effect of taste on the appeal of food.

Stimulus may include a recipe and/or image.

Response Attributes:

Responses may include parts of the mouth.

Responses may include the four basic tastes.

Responses may include the effect taste has on the appeal of food.

Response may include graphics or images.

Sample Item:

If a baker accidentally uses baking soda instead of baking powder while making his cake, how will it affect the flavor and appeal of the prepared cake?

- A. The cake will be too sweet and unappealing.
- B. The cake will be bitter and unappealing.
- C. The cake will be sour and unappealing.
- * D. The cake will be salty and unappealing.

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Standard: 17.0 Prepare and present food and beverage items to meet creativity aspects as well as quality standards.

Benchmark: 17.03 Explain how food color, texture, temperature, and balance affect the visual appeal of plated food.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the visual appeal of food. An explanation may include the selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus may include basic plate presentation.

Stimulus may include diagrams or pictures.

Stimulus may include scenarios that describe plate presentation.

Response Attributes:

Responses may include effect of visual appeal.

Responses may include a demonstration.

Responses may include images, graphics, or diagrams.

Sample Item:

How do color and texture affect the visual appeal of plated food?

- * A. Sensory organs evaluate the foods.
- B. The senses have no effect on the appeal of the food.
- C. What matters is what the customer wants.
- D. The appeal comes from the price only.

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Sample Item 2:

Stimulus: Sally prepared a plate of fried fish, macaroni and cheese, and corn. Sally piles it all into the center of the plate and serves it after she thinks it is amply cooled. In an essay, explain what is wrong with this plate of food, based on color, texture, temperature, and balance. Also explain what you could do to improve this plate's presentation.

Rubric:

- | | |
|----------|--|
| 4 Points | The response shows a thorough understanding of how food color, texture, temperature, and balance affect the visual appeal of plated food. The response accurately describes how each aspect affects the appeal of this plate of food. The response provides relevant examples and makes appropriate suggestions for improving the presentation. The response is clearly written with few grammatical errors. |
| 3 Points | The response shows an understanding of how food color, texture, temperature, and balance affect the visual appeal of plated food. The response may accurately describe how 3 of the 4 aspects affect the appeal of the plate of food. Response provides some relevant examples and makes appropriate suggestions for improving the presentation. The response is somewhat clear with minimal grammatical errors. |
| 2 Points | The response shows a partial understanding of how food color, texture, temperature, and balance affect the visual appeal of plated food. The response may accurately describe how 2 of the 4 aspects affect the appeal of the plate of food. Response provides limited examples and makes few suggestions for improving the presentation. The response is somewhat unclear with multiple grammatical errors. |
| 1 Point | The response shows a poor understanding of how food color, texture, temperature, and balance affect the visual appeal of plated food. Response may accurately describe how only 1 of the 4 aspects affects the appeal of the plate of food. Response is minimal and vague. Response may not include suggestions for improving the presentation. Response is generally unclear with many grammatical errors. |

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Standard: 17.0 Prepare and present food and beverage items to meet creativity aspects as well as quality standards.

Benchmark: 17.04 Demonstrate platter presentation principles, effective platter layout, and techniques for enhancing food presentation.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address platter presentation principles as they relate to effective platter layout and techniques for enhanced food presentation. Items may include demonstrations of appropriate behaviors or selection of appropriate behaviors.

Stimulus Attributes:

- Stimulus should address platter presentation principles.
- Stimulus may address effective and ineffective platter layout.
- Stimulus may address techniques for enhancing food presentation.
- Stimulus may include diagrams, pictures, charts or graphs.
- Stimulus may include student demonstration of effective food presentation.

Response Attributes:

- Responses may include aspects of visual presentation.
- Responses may include a platter presentation.
- Responses may include a diagram, picture, charts or graphs.
- Responses may include descriptions or explanations of platter presentation principles, effective platter layout, and/or techniques for enhancing food presentation.

Sample Item:

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Task: Prepare and present a meal (breakfast, lunch or dinner) using appropriate presentation principles.

Rubric:

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| 4 Points | The student's plate shows a thorough understanding of presentation principles by correctly utilizing all eight principles: balance, flavor, color, height, shapes, garnish, textures, and portion. |
| 3 Points | The student's plate shows a partial understanding of presentation principles by correctly utilizing six to seven of the principles. |
| 2 Points | The student's plate shows a minimal understanding of presentation principles by correctly utilizing four to five of the principles. |
| 1 Point | The student's plate shows a poor understanding of presentation principles by correctly utilizing three or fewer of the principles. |

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Standard: 17.0 Prepare and present food and beverage items to meet creativity aspects as well as quality standards.

Benchmark: 17.05 Recognize standards of quality as well as prepare and creatively present: bake stations items; pantry station items; fry station items; cold station items; hot station items; beverage items.

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

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address standards of quality, preparation and presentation of the following stations: bake stations items; pantry station items; fry station items; cold station items; hot station items; beverage items. A presentation may include selection of appropriate behaviors/ideas or performance of appropriate ideas.

Stimulus Attributes:

Stimulus may address standards of quality on at least one of the following stations: bake stations items; pantry station items; fry station items; cold station items; hot station items; beverage items.

Stimulus may address creative presentation for at least one of the following stations: bake stations items; pantry station items; fry station items; cold station items; hot station items; beverage items.

Stimulus may include graphics, images, or video clips.

Response Attributes:

Responses may include key terms used to identify bake stations items; pantry station items; fry station items; cold station items; hot station items; beverage items.

Responses may be a presentation of one or more of the following stations: bake stations items; pantry station items; fry station items; cold station items; hot station items; beverage items.

Responses may include diagrams, graphics, or video recording of food presentations.

Sample Item:

When preparing scrambled eggs, the finished product should exhibit which of the following qualities?

- * A. fluffy and moist
- B. runny and brown
- C. dry and golden
- D. tender and salty

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Sample Item 2:

Task: Prepare a food item at the fry station. Ensure that what you make meets all standards of quality. Present your food in a creative way.

Rubric:

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|----------|---|
| 4 Points | The student correctly prepares a food item at the fry station. The food item meets all standards of quality. The food is presented creatively. |
| 3 Points | The student prepares a food item at the fry station. The food item may meet all standards of quality. An attempt at a creative presentation has been made. |
| 2 Points | The student prepares a food item at the fry station, but may not utilize all proper methods/techniques. The food item approaches standards of quality. An attempt at a creative presentation has been made. |
| 1 Point | The student prepares a food item at the fry station, but the food does not meet minimum standards of quality. The food is not prepared properly and is poorly presented. |

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Standard: 18.0 Exhibit and utilize safe, secure and sanitary work procedures

Benchmark: 18.01 Follow federal, state and local sanitation and safety codes.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address federal, state and local sanitation and safety codes as they apply to the food service industry. Items may require selection of appropriate behavior or idea or the performance of the appropriate behavior.

Stimulus Attributes:

Stimulus may include state and federal guidelines for safe handling of food.

Stimulus may include descriptions of the transfer or handling of food among individuals in the food service industry.

Stimulus may include scenarios in which food sanitation and safety codes may or may not be followed.

Stimulus may include graphics or video clips.

Response Attributes:

Responses may include terms used to describe the handling of food.

Responses may include a guide and/or chart.

Responses may include correct and incorrect methods of food handling.

Responses may include graphics or video clips.

Sample Item:

According to the Food and Drug Administration, how long must a food employee wash his or her hands prior to handling food?

- A. 10 seconds
- * B. 20 seconds
- C. 30 seconds
- D. 40 seconds

Sample Item 2:

What are the two most common forms of food contamination?

- * A. direct and cross contamination
- B. direct and in-direct contamination
- C. genetically and irradiated
- D. packaging and engineered

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Item Specifications

Standard: 19.0 Apply principles of food science in cooking and baking techniques.

Benchmark: 19.01 Identify food products that are a result of fermentation.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address food products that are a result of fermentation. An identification may include the selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios related to the process of fermentation.

Stimulus may include a recipe, graphic, or image.

Stimulus may include descriptions of food products that are a result of fermentation.

Stimulus may include names of food products that are a result of fermentation.

Response Attributes:

Responses may include types of or descriptions of food products that are a result of fermentation.

Responses may include images or graphics.

Sample Item:

Which item is a result of a fermentation process?

- * A. sourdough bread
- B. quick bread
- C. flat bread
- D. corn bread

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Item Specifications

Standard: 19.0 Apply principles of food science in cooking and baking techniques.

Benchmark: 19.02 Identify and explain the various leavening agents used in baking.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items must address various leavening agents used in baking. An explanation may include selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus may include types of or descriptions of leavening agents used in baking.
Stimulus may include comprehension of biological, chemical and mechanical leavening.
Stimulus may include scenarios related to baking with leavening agents.
Stimulus may include images or diagrams.

Response Attributes:

Responses may include ingredients used in baking.
Responses may include descriptions of leavening agents used in baking.
Responses may include the purposes or uses of leavening agents used in baking.
Response may include images or diagrams.

Sample Item:

What type of leavening agent is a fungus that is often used in baking?

- A. corn starch
- B. baking soda
- C. baking powder
- * D. yeast

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Sample Item 2:

Stimulus: In one to two paragraphs, explain how baking powder works as a leavening agent in baking.

Rubric:

- | | |
|----------|--|
| 4 Points | Student response shows a thorough and accurate understanding of how baking powder works as a leavening agent. Response includes relevant details and examples. Response is clearly written with few grammatical errors. |
| 3 Points | Student response shows an understanding of how baking powder works as a leavening agent. Response includes some relevant details and examples. Response may have minor inaccuracies. Response is somewhat clear with minimal grammatical errors. |
| 2 Points | Student response shows a partial understanding of how baking powder works as a leavening agent. Response is somewhat accurate and includes limited details and examples. Response is somewhat unclear with multiple grammatical errors. |
| 1 Point | Student response shows a poor understanding of how baking powder works as a leavening agent. Response is minimal and vague. Response is mostly inaccurate. Response is generally unclear with many grammatical errors. |

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Standard: 19.0 Apply principles of food science in cooking and baking techniques.

Benchmark: 19.03 Explain the leavening process in baking.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items must address the leavening process in baking. An explanation may include selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus must be related to the leavening process in baking.

Stimulus may include comprehension of the basic elements of baking.

Stimulus may include graphics, video clips, or animations.

Response Attributes:

Responses may include aspects of the leavening process as it relates to baking.

Responses may include elements involved in baking.

Responses may include images or graphics.

Sample Item:

What happens to the oxygen in a batter when you introduce a leavening agent?

- A. It evaporates.
- * B. It becomes carbon dioxide
- C. It remains oxygen.
- D. It converts to gluten.

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Sample Item 2:

Stimulus: In one to two paragraphs, explain the leavening process in baking from start to finish.

Rubric:

- | | |
|----------|--|
| 4 Points | Student response shows a thorough understanding of the leavening process. Response is completely accurate and describes each step of the process properly. Response includes relevant details and examples. Response is clearly written with few grammatical errors. |
| 3 Points | Student response shows an understanding of the leavening process. Response is mostly accurate and describes a majority of the steps in the process properly. Response includes some relevant details and examples. Response is somewhat clear and may have minimal grammatical errors. |
| 2 Points | Student response shows partial understanding of the leavening process. Response is somewhat accurate and describes some of the steps in the process properly. Response includes limited details and examples. Response is somewhat unclear and may have multiple grammatical errors. |
| 1 Point | Student response shows poor understanding of the leavening process. Response accurately describes only a few of the steps. Response is minimal and vague. |

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 19.0 Apply principles of food science in cooking and baking techniques.

Benchmark: 19.04 Identify and explain the principles of thickening agents used in food preparation.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address principles of thickening agents used in food preparation. An explanation may include written ideas or the selection of appropriate ideas.

Stimulus Attributes:

Stimulus may include descriptions of the thickening process in food preparation.

Stimulus may include comprehension of the basic principles of sauces and soups.

Stimulus may include recipes and/or graphs.

Stimulus may include the names of thickening agents.

Stimulus may include images, graphics, or video clips.

Response Attributes:

Responses may include thickening agents.

Responses may include principles of thickening agents.

Responses may include ingredients and properties of ingredients used in the making of soups and sauces.

Responses may include images or graphics.

Sample Item:

What thickening agent is formed when you combine equal parts of fat and flour?

- A. paste
- * B. roux
- C. slurry
- D. reduction

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Sample Item 2:

Stimulus: In two to three paragraphs, explain how to make a roux, and provide examples of when you would use one.

Rubric:

- | | |
|----------|---|
| 4 Points | The response shows a thorough understanding of how to make a roux. The explanation is completely accurate. Student provides multiple correct examples of when a roux would be appropriate. The response is clearly written with few grammatical errors. |
| 3 Points | The response shows an understanding of how to make a roux. The explanation is mostly accurate. The response provides several accurate examples of when a roux would be appropriate. The response may include incorrect steps or examples. The response is somewhat clear with minimal grammatical errors. |
| 2 Points | The response shows a partial understanding of how to make a roux. The explanation is somewhat accurate. The response provides few examples of when a roux would be appropriate. Examples may not be correct. The response is somewhat unclear with multiple grammatical errors. |
| 1 Point | The response shows a poor understanding of how to make a roux. The explanation is mostly inaccurate. The explanation is minimal and vague. The response may not include examples of when a roux is appropriate. The response is generally unclear. |

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 19.0 Apply principles of food science in cooking and baking techniques.

Benchmark: 19.05 Distinguish between and demonstrate the physical properties of thickening agents.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address physical properties of thickening agents. Items may require a selection of appropriate behaviors or demonstration of appropriate behaviors.

Stimulus Attributes:

Stimulus may include descriptions of, types of, or properties of thickening agents.

Stimulus may include comprehension of the basic principles of sauces and soups.

Stimulus may include recipe, charts and/or graph.

Stimulus may include graphics or video clips.

Response Attributes:

Responses may include properties of thickening agents.

Responses may include ingredients used in the production of sauces and soups.

Responses may include a demonstration of a thickening agent.

Responses may include images.

Sample Item:

What is the proper thickening agent to use for a runny Hollandaise sauce?

- A. starch
- B. flour
- * C. egg yolks
- D. egg whites

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Sample Item 2:

Task: Experiment with various thickening agents. Create a roux, liaison, and a cornstarch slurry. Demonstrate how each one is created, and then add each to separate pots of soup. Show and explain how each affects the soup.

Rubric:

- | | |
|----------|--|
| 4 Points | Student demonstrates a thorough understanding of the process for creating thickening agents. Student correctly creates all three. Student demonstrates and explains clearly and accurately how each affects a pot of soup. |
| 3 Points | Student demonstrates an understanding of the process for creating thickening agents. Student accurately creates all three, but with some difficulty. Student demonstrates and explains how each affects a pot of soup. The explanation is mostly accurate. |
| 2 Points | Student demonstrates a partial understanding for creating thickening agents. Student accurately creates 2 thickening agents. Student demonstrates the effect of each on a pot of soup with some accuracy. The explanation is somewhat accurate. |
| 1 Point | Student demonstrates a poor understanding of thickening agents. Student creates only one or no thickening agents successfully. Student explanation is poor and inaccurate. |

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 19.0 Apply principles of food science in cooking and baking techniques.

Benchmark: 19.06 Identify the differences between a permanent and temporary emulsion.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address permanent and temporary emulsions. Identification may include selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus may include descriptions of, types of, or properties of various emulsions.

Stimulus may contrast permanent and temporary emulsions.

Stimulus may include a recipe, graph and/or chart.

Stimulus may include images or video clips.

Response Attributes:

Responses may include the definition and various types of emulsions.

Responses may include differences between permanent and temporary emulsions.

Responses may include images or graphics.

Sample Item:

Using what you know about the differences between permanent and temporary emulsions, which food product is a temporary emulsion?

- A. chocolate
- B. hollandaise sauce
- C. mayonnaise
- * D. oil and vinegar dressing

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 19.0 Apply principles of food science in cooking and baking techniques.

Benchmark: 19.07 Explain the role of pH in food preservation and baking applications.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the role of pH in food preservation and baking applications. An explanation may include selections of appropriate ideas or the written or oral expression of ideas.

Stimulus Attributes:

Stimulus may address the role of pH in food preservation and/or baking applications.
Stimulus may include basic comprehension of how ingredients work together in baking.
Stimulus may include a graph or chart containing pH levels.

Response Attributes:

Responses may include ingredients used in the process of creating baked goods.
Responses may address the role of pH in baking applications.
Responses may address the role of pH in food preservation.

Sample Item:

What is needed in low amounts for flavor enhancement and in high amounts to cure a food?

- * A. salt
- B. flour
- C. sugar
- D. baking power

Sample Item 2:

How does pH affect the growth of yeast?

- * A. When the pH is neutral, the yeast grows best.
- B. When the pH is very acidic, the yeast grows faster.
- C. When the pH is basic, the yeast grows best.
- D. When the pH is very basic, the yeast grows faster.

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 19.0 Apply principles of food science in cooking and baking techniques.

Benchmark: 19.08 Distinguish between the characteristics of acids and bases.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address characteristics of acids and bases as they apply to cooking. Items may require the selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus may include descriptions of the characteristics of acids and bases.

Stimulus may include diagrams, charts, or graphics related to acids and bases.

Stimulus should address knowledge of the definition of pH.

Response Attributes:

Response options may include a definition and counter definition of bases and acids.

Responses may include characteristics of acids and bases.

Responses may include images or graphics.

Sample Item:

What is the **key** difference between a base and an acid?

- A. Bases taste sour and acids taste bitter.
- B. Acids turn litmus paper blue, and bases turn litmus paper red.
- * C. The pH of a base is higher than the pH of water. The pH of an acid is lower than water.
- D. The pH of a base is lower than the pH of water. The pH of an acid is higher than water.

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 19.0 Apply principles of food science in cooking and baking techniques.

Benchmark: 19.09 Demonstrate and analyze the different functions of sugar in food preparation.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address the different functions of sugar in food preparation. A demonstration may include the selection of appropriate behaviors or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may address different functions of sugar in food preparation.

Stimulus may include recipes.

Stimulus may describe procedures for a demonstration.

Stimulus may include scenarios related to the function of sugar in food preparation.

Stimulus may include graphics, images, or video clips.

Response Attributes:

Responses may include a demonstration of the function of sugar in food preparation.

Responses may include various mixing methods that incorporate sugar.

Responses may describe the function of sugar in food preparation.

Responses may include an analysis of the function of sugar in food preparation.

Sample Item:

Mary Lou needs to beat egg whites for meringue. What will she need to stabilize the egg whites?

- A. starch
- B. sugar
- C. synthetics
- * D. cream of tartar

Sample Item 2:

Analyze the function of sugar in crème brulee. How does sugar affect the *appearance* of the finished product?

- A. The sugar makes the dessert taste sweeter.
- * B. The sugar on top caramelizes and creates a crunchy crust.
- C. The sugar turns the crème brulee to a lighter color.
- D. The sugar changes the consistency of the custard.

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 19.0 Apply principles of food science in cooking and baking techniques.

Benchmark: 19.10 Demonstrate and analyze the difference between moist, dry, and combination cooking methods.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address differences between moist, dry, and combination cooking methods. A demonstration may include the selection of appropriate behaviors or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may compare the different methods used for cooking foods.

Stimulus may include recipes, charts and/or graphs.

Stimulus may include the various steps for the cooking methods.

Stimulus may include the proper and improper cooking methods.

Stimulus may include real world scenarios that require the use of one or more of the following cooking methods: moist, dry or combination.

Response Attributes:

Responses may be related to the various heat sources used in each cooking method.

Responses may include demonstrations of between moist, dry, and combination cooking methods.

Responses may include analyses of moist, dry and combination cooking methods.

Responses may include descriptions of moist, dry and combination cooking methods.

Sample Item:

Suzanne is baking a loaf of bread. Which cooking method should she use?

- A. grilling
- B. combination
- * C. dry heat
- D. moist heat

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Sample Item 2:

Task: Using the supplies available in your kitchen, make a meal that utilizes moist, dry, and combination cooking methods. Your meal should include one vegetable, one meat, and one starch. Select the cooking method most appropriate for each component of the meal.

Rubric:

- | | |
|----------|--|
| 4 Points | Student demonstrates a thorough understanding of moist, dry, and combination cooking methods. The student makes a meal with one vegetable, one meat, and one starch. Each food item has been prepared using one of the three cooking methods appropriately. Cooking methods have not been duplicated in the preparation of the food. |
| 3 Points | Student demonstrates a basic understanding of moist, dry, and combination cooking methods. The student makes a meal with one vegetable, one meat, and one starch; however, the student only used two of the cooking methods. |
| 2 Points | Student demonstrates a partial understanding of moist, dry, and combination cooking methods. The student makes a meal with one vegetable, one meat, and one starch; however, the student only used one of the cooking methods. |
| 1 Point | Student demonstrates a poor understanding of moist, dry, and combination cooking methods. The student may not prepare a meal with one vegetable, one meat, and one starch. The student incorrectly demonstrates the cooking methods. |

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 19.0 Apply principles of food science in cooking and baking techniques.

Benchmark: 19.11 Apply basic principles of the chemistry of protein to cooking eggs, dairy, and meat products.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address basic principles of the chemistry of proteins as they relate to cooking eggs, dairy, and meat products. Items may require selection of appropriate ideas or demonstration of appropriate behaviors.

Stimulus Attributes:

Stimulus may include the changes in protein that occur during cooking.

Stimulus may include terminology associated with the basic principles of the chemistry of protein to cooking eggs, dairy, and meat products.

Stimulus may include recipe, graph and/or charts.

Stimulus may include proper and improper cooking procedures.

Stimulus may include a scenario related to the application of basic principles of the chemistry of protein to cooking eggs, dairy, and meat products.

Response Attributes:

Responses may include terminology associated with the basic principles of the chemistry of protein to cooking eggs, dairy, and meat products.

Responses may be descriptive statements about the basic principles of the chemistry of protein to cooking eggs, dairy, and meat products.

Responses may include a demonstration which applies the principles of the chemistry of protein to cooking eggs, dairy and meat products.

Sample Item:

What is it called when a complex protein molecule breaks down?

- * A. denaturing
- B. albumen
- C. coagulate
- D. lipids

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 19.0 Apply principles of food science in cooking and baking techniques.

Benchmark: 19.12 Apply basic principles of the chemistry of food preparation to fruits and vegetables.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address basic principles of chemistry of food preparation to fruits and vegetables. Items may require the selection of appropriate ideas or demonstration of appropriate behaviors.

Stimulus Attributes:

Stimulus should include knowledge of the differing methods of food preservation.

Stimulus may include a recipe, graph and/or chart.

Stimulus may include a scenario related to the chemistry of food preparation of fruits and vegetables.

Stimulus may include graphics or images.

Response Attributes:

Responses may identify chemical reactions to preserve fruits and vegetables.

Responses may include demonstration of fruit and/or vegetable preparation, which applies basic principles of chemistry.

Responses may include graphics or images.

Sample Item:

James was cutting an apple for a fruit display. What should he do to prevent the cut fruit from turning brown?

- * A. Place the cut fruit in lemon juice.
- B. Soak the fruit in amino acids.
- C. Nothing will stop the color change.
- D. Leave the fruit in water until ready to use.

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 19.0 Apply principles of food science in cooking and baking techniques.

Benchmark: 19.13 List categories of lipids (fats and oils) based on physical state and dietary sources.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address categories of lipids, their physical state and dietary sources. Items may include the selection of appropriate ideas or the creation of a written list.

Stimulus Attributes:

Stimulus may include descriptions of the physical properties of lipids.

Stimulus may describe how lipids affect the body.

Stimulus may include a recipe, graph and/or charts.

Stimulus may include terminology related to lipid categories.

Stimulus may include images or graphics.

Response Attributes:

Response may include defining terms of lipids.

Response may include dietary sources of lipids.

Response may include the identification of physical properties of the various lipids.

Responses may be a categorization of lipids.

Responses may include images or graphics.

Sample Item:





Which fat is primarily found in avocados?

- * A. monounsaturated fats
- B. polyunsaturated fats
- C. saturated fats
- D. trans-fats

Item Specifications

Sample Item 2:

Stimulus: Identify the categories of lipids found in each of the following:

Food item	Lipid Categories
	
	
	
	

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Course Number: 8800520

Item Specifications

Rubric:

- | | |
|----------|---|
| 4 Points | The student shows a thorough understanding of the categories of lipids by correctly identifying all categories of lipids for each of the foods in the chart. |
| 3 Points | The student shows a partial understanding of the categories of lipids by correctly identifying the categories of lipids for three of the foods in the chart. Some categories may be omitted or incorrect. |
| 2 Points | The student shows a limited understanding of the categories of lipids by correctly identifying the categories of lipids for two of the foods in the chart. |
| 1 Point | The student shows a poor understanding of the categories of lipids. The student only identifies the categories of lipids correctly for one of the foods in the chart. |

Answer Key:

Peanut butter: saturated fats, monounsaturated fats, and polyunsaturated fats

Olives: saturated fats, monounsaturated fats, and polyunsaturated fats

Avocados: saturated fats, monounsaturated fats, and polyunsaturated fats

Walnuts: saturated fats, polyunsaturated fats, and monounsaturated fats

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 19.0 Apply principles of food science in cooking and baking techniques.

Benchmark: 19.14 Examine the functions of lipids (fats and oils) in food preparation.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address lipids in food preparation. An explanation may include selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus may include functions of lipids in food preparation.

Stimulus may include images of foods prepared with lipids (fats and oils) with successful and unsuccessful outcomes.

Stimulus may include images or video clips.

Response Attributes:

Responses may include methods for storing and holding foods.

Responses may include cooking methods that use lipids in food preparation.

Responses may include images or video clips.

Sample Item:

How does hydrogenation affect fats in food preparation?

- A. It makes the fats easier to digest.
- B. It changes solid fats to liquid fats for cooking.
- C. It helps the body absorb other fats more easily.
- * D. It alters the physical properties so the food stays fresh longer.

Sample Item 2:

What process is used to alter the physical properties of fats so they will stay fresh longer?

- A. evaporation
- B. absorption
- * C. hydrogenation
- D. digestion

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 19.0 Apply principles of food science in cooking and baking techniques.

Benchmark: 19.15 Analyze the nutritional impact of lipids (fats and oils) in the diet.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items are limited to the nutritional impact of lipids in the diet. An analysis may include selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus should address impact of lipids in diets.

Stimulus may include basic understanding of nutrition and how it affects the body.

Stimulus may include graphs, charts, or descriptions of various diets.

Stimulus may include graphics or images.

Response Attributes:

Responses may include an analysis of various lipids in the diet.

Responses may include key facts regarding how lipids are used in cooking.

Responses may include key facts of how lipids effect digestion.

Responses may include a guide, graph or chart.

Responses may include graphics or images.

Sample Item:

How is the body affected by the lipids found in prime rib?

- A. The lipids help remove calories from the body.
- B. The lipids help remove waste from the body.
- * C. The lipids help the body store energy.
- D. The lipids help the body store water.

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 20.0 Apply principles of nutrition in menu planning, cooking and baking.

Benchmark: 20.01 Interpret and create menus to meet current dietary guidelines and nutritional requirements of individuals with special needs.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address dietary guidelines and nutritional requirements of individuals with special needs. Items may require selection of appropriate ideas or items may require the written creation of a menu or written interpretation of ideas.

Stimulus Attributes:

Stimulus may include dietary guidelines and nutritional requirements of individuals with special needs.

Stimulus may include scenarios that describe the criteria for creating a menu.

Stimulus may address RDS's nutritional standards.

Stimulus may include example menus that may address special dietary needs.

Stimulus may include example menus that may not address special dietary needs.

Response Attributes:

Responses may include terms used to describe guidelines for diets and nutrition.

Responses may include menus for individuals with special nutritional requirements.

Responses may include interpretations of menus.

Sample Item:

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Course Number: 8800520

Item Specifications

Stimulus: Eric's restaurant has recently seen a rise in the number of requests for gluten-free options. Currently his restaurant only offers one gluten-free entrée for dinner. Create a special gluten-free menu that Eric could introduce at his restaurant. Your menu should include at least one appetizer, two entrées, and one dessert.

Rubric:

- | | |
|----------|--|
| 4 Points | The student demonstrates a thorough understanding of how to create a menu that addresses the special needs of customers with gluten allergies. The menu includes three gluten-free options in the appropriate categories. The menu includes a variety of gluten-free options. The menu is well-balanced with the regular menu. |
| 3 Points | The student demonstrates a basic understanding of how to create a menu that addresses the special needs of customers with gluten allergies. The menu includes three gluten-free options in the appropriate categories. The menu includes some variety of gluten-free options. The menu is balanced with the regular menu. |
| 2 Points | The student demonstrates a partial understanding of how to create a menu that addresses the special needs of customers with gluten allergies. The menu includes two gluten-free options in the appropriate categories. The menu includes little variety of gluten-free options, and some items that are not gluten-free. |
| 1 Point | The student demonstrates a poor understanding of how to create a menu that addresses the special needs of customers with gluten allergies. The menu only includes one gluten-free option. The menu is not balanced with the regular menu. |

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 20.0 Apply principles of nutrition in menu planning, cooking and baking.

Benchmark: 20.02 Apply the new food pyramid (MyPlate) to analyze diets to include special needs.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the new food pyramid (MyPlate) food guide and how it relates to various diets. Items may include the selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

- Stimulus may include different aspects of the food pyramid (MyPlate).
- Stimulus should include diet choices for the special needs population.
- Stimulus may include descriptions or examples of various diets.
- Stimulus may include images or graphics of an individual's daily diet.
- Stimulus may include a scenario related to the creation of a diet for special needs.
- Stimulus may include charts, tables, or diagrams.

Response Attributes:

- Responses may be analyses of a provided diet.
- Responses may include suggestions for modifications.
- Responses may include images or graphics.

Sample Item:

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Course Number: 8800520

Item Specifications

This is Jessica's dinner plate:



She also has a glass of milk with her meal.

Analyze her meal. According to MyPlate.gov, what is she missing from her meal?

- A. vegetables
- * B. grain
- C. protein
- D. dairy

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 21.0 Perform front-of-the-house duties.

Benchmark: 21.01 Recognize the needs of diverse populations.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice

Content Limits: Items should address the needs of diverse populations in the food service industry.

Stimulus Attributes:

Stimulus may address the ADA's (American Disabilities Act) standards for the front of the house. Stimulus may include physical accommodations (wheel chair access into building, designated restrooms, etc.) for special needs.

Stimulus may include scenarios that include diverse populations.

Stimulus may include images, graphics, or video clips.

Response Attributes:

Responses may be related to proper and improper actions taken regarding customers with disabilities in a restaurant.

Responses may include the descriptions of responses to the needs of diverse populations.

Responses may include images, graphics, or video clips.

Sample Item:

The American Disabilities Act (ADA) requires restaurants to do what for those with disabilities?

- * A. Make reasonable accommodations.
- B. Limit access to some areas of the restaurant.
- C. Exclude them from admittance to the restaurant.
- D. Make only reasonable accommodations the owner wants to make.

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 21.0 Perform front-of-the-house duties.

Benchmark: 21.02 Perform duties to meet the needs of the customer (greeting guests; escorting to tables and presenting menus; handling guests with special needs; transporting and serving meals; loading and carrying trays; etc.)

Depth of Knowledge: Moderate Complexity

Item Types: Performance Task

Content Limits: Items should address common duties to meet the needs of the customer in a food service situation. Items may include the selection of appropriate behaviors or demonstration of appropriate behaviors.

Stimulus Attributes:

Stimulus may include greeting guests, escorting guests to tables and presenting menus, handling guests with special needs, transporting and serving meals and/or loading and carrying trays. Stimulus may include realistic scenarios related to customer interactions in the food service industry.

Response Attributes:

Responses may be related to duties that meet the customer's needs.
Responses may be related to proper and improper actions taken regarding customers with disabilities in a restaurant.
Responses may include performances or descriptions of correct and incorrect performances of duties.

Sample Item:

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Task: Imagine you are the hostess at a nice steak house and a customer arrives in a wheel chair. Demonstrate the appropriate actions the hostess should take.

Rubric:

- | | |
|----------|--|
| 4 Points | The student demonstrates a thorough understanding of how to handle guests with special needs. The student is cordial and respectful. The student seats the guest in an appropriate section of the restaurant and does not single out the guest. |
| 3 Points | The student demonstrates a basic understanding of how to handle guests with special needs. The student is cordial and respectful. The student may seat the guest in an appropriate section of the restaurant, and does not single out the guest. |
| 2 Points | The student demonstrates a partial understanding of how to handle guests with special needs. The student may not be cordial and respectful. The student may not seat the guest in an appropriate section of the restaurant. |
| 1 Point | The student demonstrates a poor understanding of how to handle guests with special needs. The student demonstrates inappropriate behaviors. The student may single out the guest. |

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 21.0 Perform front-of-the-house duties.

Benchmark: 21.03 Handle customer complaints.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address handling customer complaints in a food service situation. Items may require the selection of appropriate behaviors or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus should address the guidelines regarding proper procedures to handle relations with customers.

Stimulus may include real world scenarios regarding customer complaints.

Stimulus may include do's and don'ts with handling customer complaints.

Stimulus may include conflict resolution techniques.

Response Attributes:

Responses may include potential actions that could be taken by waiter/waitress pertaining to customer relations.

Responses may include role play.

Sample Item:

You are the server for a party of six and one of the customers received a meal that was not what she ordered. What is the proper way to handle the customer's complaint?

- A. Go find a manager and let the manager handle the situation.
- * B. Apologize, take the food back, and ask if she wants it replaced.
- C. Politely ask the customer to eat it because you are busy.
- D. Take the food back and replace it with the special of the day.

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 21.0 Perform front-of-the-house duties.

Benchmark: 21.04 Use merchandising techniques.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address food industry merchandising techniques. Items may require the selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus may include basic understanding of marketing principles regarding food service industry.

Stimulus may include illustrations, menus, charts and/or graphs.

Stimulus may include scenarios that relate to or require merchandising techniques.

Response Attributes:

Responses may include terms used to describe marketing and management of a restaurant.

Responses may include role play.

Sample Item:

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Course Number: 8800520

Item Specifications

Stimulus: Wednesday nights have always been slow at your restaurant. What merchandising techniques can the owner use to increase Wednesday night business? Make a list identifying and describing at least 4 techniques.

Rubric:

- | | |
|----------|--|
| 4 Points | The student response shows a thorough understanding of merchandising techniques. The response accurately identifies and describes at least four relevant merchandising techniques. The response includes supporting details. The response is clearly written with few grammatical errors. |
| 3 Points | The student response shows a basic understanding of merchandising techniques. The response accurately identifies and describes three relevant merchandising techniques. The response includes details and may have minor inaccuracies. The response is somewhat clear with some grammatical errors. |
| 2 Points | The student response shows a partial understanding of merchandising techniques. The response accurately identifies and describes two relevant merchandising techniques. The response may include incorrect techniques. The response has few supporting details. The response is somewhat unclear and may have multiple grammatical errors. |
| 1 Point | The student response shows a poor understanding of merchandising techniques. The student accurately identifies and describes fewer than two relevant merchandising techniques. The response may include incorrect techniques. The response has minimal details. The response is generally unclear and may have many grammatical errors. |

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 21.0 Perform front-of-the-house duties.

Benchmark: 21.05 Analyze industry trends.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address trends in the food service industry. An analysis may include selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus may include advanced understanding of marketing principles regarding the food service industry.

Stimulus may include descriptions of trends that have worked and ones that have not worked.

Stimulus may include scenarios related to various concepts that have become trends.

Stimulus may include descriptions of how concepts are developed and how they become industry trends.

Stimulus may include graphics, images, diagrams, charts, or graphs.

Response Attributes:

Responses may include marketing terms used to describe analysis of marketing trends.

Responses may include trends that have become successful and ones that have failed.

Responses may include an analysis of industry trends.

Sample Item:

What is an analysis of market segmentation of heavy users of products and/or services called?

- A. demographics
- B. lifestyle
- C. new products
- * D. product usage

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Sample Item 2:

Stimulus: Imagine you own a small diner in the suburb of a big city. You recently read a newspaper article about how social media has greatly increased the sales and brand recognition of a tiny diner in the city. The article also mentioned a recent research study that stated, "Social media, when combined with other paid marketing channels like billboards and television ads, is able to quickly lift a restaurant's sales." Additionally, they surveyed the restaurant customers, discovering that nearly one third said that if a restaurant's specials were available on Facebook or Twitter, they'd be likely to sign up or come to the restaurant for the special. Analyze this trend. In several paragraphs, explain how you will take what you learned from this article and apply it to your business. Include specific examples and details.

Rubric:

- | | |
|----------|--|
| 4 Points | Response provides a thorough analysis of the trend. Response accurately applies the trend to the restaurant owner's situation, and provides at least 3 good examples of actions the owner should take. Response includes minimal errors. Response is clearly written. |
| 3 Points | Response provides a correct analysis of the trend. Response applies the trend to the restaurant owner's situation, but with minor inaccuracies. Response provides two good examples of actions the owner should take. Response includes some errors. Response is somewhat clear. |
| 2 Points | Response provides a partial analysis of the trend. Response applies the trend to the restaurant owner's situation, but with some inaccuracies. Response provides only one good example of the action the owner should take. Response includes many errors. Response is somewhat unclear. |
| 1 Point | Response includes a poor analysis of the trend. Response is minimal and vague, and includes many inaccuracies. Response may not address the prompt. Response may not include examples. Response is generally unclear. |

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 22.0 Perform back-of-the-house duties and inventory.

Benchmark: 22.01 Receive, store and issue supplies.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address the receiving, storage and issuing of supplies related to the food service industry. Items may require selection of appropriate ideas or behaviors or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may include state and federal guidelines pertaining to food storage.

Stimulus may include the safety and sanitation guidelines when receiving, storing and issuing supplies.

Stimulus may include proper and improper receiving and storage procedures.

Stimulus may include guidelines for issuing supplies.

Stimulus may include instructions for receiving, storing, and issuing supplies.

Stimulus may include scenarios related to receiving, storing and issuing supplies.

Stimulus may include video clips or graphics.

Response Attributes:

Responses may include terms used to describe proper and improper rotation of stored goods.

Responses may include a chart, graph and/or demonstration of receiving, storing, and issuing supplies.

Responses may include demonstrations of proper reception, storage, and issuance of supplies.

Responses may include video clips or graphics.

Sample Item:

When the restaurant receives a new supply of food, the owner always takes everything from the shelf and then puts the new food in the back and the older stock in the front. What is this practice called?

- A. customer sales
- * B. first in first out
- C. last in first out
- D. periodic ordering

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Sample Item 2:

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

Rubric:

- | | |
|----------|--|
| 4 Points | Student exceeds proficiency in FIFO. Student correctly demonstrates all the required steps. No coaching is required. |
| 3 Points | Student demonstrates proficiency in FIFO by properly receiving and storing the food. All steps are performed correctly. Little coaching was necessary. |
| 2 Points | Student demonstrates some proficiency in FIFO, by somewhat properly receiving and storing food. Student demonstrates the steps but needs coaching. |
| 1 Point | Student demonstrates no proficiency in FIFO, by poorly receiving and storing the food. Student cannot demonstrate the required steps without assistance. |

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 22.0 Perform back-of-the-house duties and inventory.

Benchmark: 22.02 Practice environmentally sound procedures.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address environmentally sound procedures related to back of the house duties. Practice may include the selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus may include scenarios related to the practice of environmentally sound procedures.

Stimulus may include charts and/or graphs.

Stimulus may include terminology used to practice environmentally sound procedures.

Stimulus may include video clips, graphics, or diagrams.

Response Attributes:

Responses may include terms used to describe the interaction between supply and demand.

Responses may include demonstration of environmentally sound procedures.

Responses may include presentation of environmentally sound procedures through charts and graphs.

Responses may include graphics, images, or diagrams.

Sample Item:

Your restaurant has always served swordfish on the menu. However, swordfish has been overfished and unless fishing is cut back dramatically, swordfish will not be available. How can you practice environmentally sound procedures in your restaurant?

- A. Serve another fish that tastes like swordfish.
- B. Make entrees with smaller portions, so you don't use up your supply.
- C. Raise the price of swordfish, so fewer people order it.
- * D. Serve tilapia, because they reproduce at a faster rate than swordfish.

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 22.0 Perform back-of-the-house duties and inventory.

Benchmark: 22.03 Demonstrate and follow operational procedures between the front-of-the-house and back-of-the-house.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address operational procedures between the front-of-the-house and back-of-the-house. A demonstration may include the selection of appropriate ideas or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may include the set procedures for the different positions within a food service industry.

Stimulus may include scenarios related to communication between the front of the house and back of the house staff.

Stimulus may include scenarios that require following operational procedures.

Stimulus may include examples of operational procedures.

Stimulus may include video clips or graphics.

Response Attributes:

Responses may include procedures that describe the relationships between front and back of the house within a food service industry.

Responses may include proper communication procedures between front of the house and back of the house staff members.

Responses may include a demonstration of following procedures between front of the house and back of the house staff.

Sample Item:

A waiter placed an order with the kitchen for his customer but the order hasn't come out of the kitchen yet. The waiter noticed that he has received orders placed after the missing order. What caused this problem?

- * A. Operational procedures between front and back-of-the-house were not followed.
- B. Management procedures dealing with customers were not followed.
- C. The front-of-the-house did not appropriately place the order.
- D. There were personality conflicts between kitchen staff and the wait staff.

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 22.0 Perform back-of-the-house duties and inventory.

Benchmark: 22.04 Demonstrate efficient time and motion techniques.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Performance Task

Content Limits: Items should address efficient time and motion techniques. A demonstration may include the selection of appropriate behaviors or performance of appropriate behaviors.

Stimulus Attributes:

Stimulus may include mise en place.

Stimulus may include real world scenarios in the food industry which relate to time and motion techniques.

Stimulus may address just-in-time concepts.

Stimulus may address efficient time and motion techniques.

Stimulus may include time management techniques.

Stimulus may include video clips.

Response Attributes:

Responses may include time and motion techniques.

Responses may include key terms pertaining to time management.

Responses may include time management techniques.

Responses may include a demonstration of time and motion techniques.

Sample Item:

The kitchen chef places a food supply order that lists the time needed with the supply clerk. What type of technique is the chef using?

- A. inventory control
- * B. time management
- C. time order was placed
- D. just in time ordering skills

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Sample Item 2:

Task: Today in class, we're going to have our own cooking show. Each student will have 5 minutes to demonstrate a recipe. You won't have time to make the recipe from start to finish, so you'll have to be efficient with your time. Plan the preparations you need to make, the steps that you'll actually demonstrate for the "camera," and decide what you'll say to explain what you are doing.

Rubric:

- | | |
|----------|--|
| 4 Points | Student does an exemplary job demonstrating the recipe. Student has done all the necessary preparations (chopping food, measuring ingredients, etc.) so that the demonstration is smooth and efficient. Student selects the most appropriate steps to demonstrate for the camera. Presentation shows clear evidence of planning. |
| 3 Points | Student does a good job of demonstrating the recipe. Student has done most of the necessary preparations (chopping food, measuring ingredients, etc.) so that the demonstration is smooth and efficient. Student selects mostly appropriate steps to demonstrate for the camera. Presentation shows evidence of planning. |
| 2 Points | Student does a satisfactory job of demonstrating the recipe. Student has done some of the necessary preparations (chopping food, measuring ingredients, etc.), but the demonstration runs long because all preparations were not done in advance. Presentation shows some evidence of planning. |
| 1 Point | Student does a poor job of demonstrating the recipe. Student has done few or none of the necessary preparations (chopping food, measuring ingredients, etc.). The demonstration runs long because all preparations were not done in advance. The student omits steps in the demonstration. Presentation shows little evidence of planning. |

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 22.0 Perform back-of-the-house duties and inventory.

Benchmark: 22.05 Coordinate responsibilities with those of other workstations.

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

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address responsibilities in the food service industry. Items may require the selection of appropriate ideas or written or oral expressions of appropriate behaviors.

Stimulus Attributes:

Stimulus may address conflict resolution.

Stimulus may address duties of a manager.

Stimulus may include effective or ineffective communication procedures between workstations.

Stimulus may include the descriptions of side duties, running duties, or notes from a pre-service meeting.

Stimulus may include a real world scenario related to the various responsibilities in a restaurant or other food service establishment or situation.

Response Attributes:

Responses may include differing options for handling the use of employee skills.

Responses may include effective communication procedures between workstations.

Responses may include descriptions of responsibilities and associated staff.

Sample Item:

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Shannon is the head chef at a 5 star hotel, and she is serving a meal for 250 guests. They are serving a meal of Beef Wellington. Using a traditional kitchen brigade how might she and her staff work together to get the job completed on time? Write a paragraph explaining the kitchen brigade.

Rubric:

- | | |
|----------|---|
| 4 Points | The student response shows a thorough understanding of the kitchen brigade. Student accurately describes how a kitchen brigade functions. Student response utilizes all relevant workstations, ensuring effective workflow. Response is detailed and clearly written. Response has few grammatical errors. |
| 3 Points | The student response shows a partial understanding of the kitchen brigade. Student response describes how a kitchen brigade functions with some inaccuracies. Student response utilizes most of the relevant workstations, and workflow is mostly effective. Response includes some details and is generally clear. Response has some grammatical errors. |
| 2 Points | The student response shows a minimal understanding of the kitchen brigade. Student response describes how a kitchen brigade functions with little accuracy. Student response utilizes few of the workstations, and workflow is somewhat effective. Response includes few details and is somewhat unclear. The response has multiple grammatical errors. |
| 1 Point | The student response shows a poor understanding of the kitchen brigade, and the response does not show an effective workflow. The response is inaccurate and may omit workstations. Response is generally unclear and may have many grammatical errors. |

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 22.0 Perform back-of-the-house duties and inventory.

Benchmark: 22.06 Select appropriate tools and equipment for specific tasks.

Depth of Knowledge: Low Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address tools and equipment used in food service. Selection may include choosing appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus may include a real world scenario which requires the selection of appropriate tools and/or food service equipment.

Stimulus may include descriptions of tools and equipment in the food service industry.

Stimulus may include state and federal regulations pertaining to proper food temperatures, delivery or preparation.

Stimulus may identify various tools and equipment used in food service.

Response Attributes:

Responses may include images, examples, or descriptions of tools or equipment in the food service industry.

Sample Item:

Mary is currently receiving a refrigerated supply order and some of the products feel warm. What tool should she use to check the product?

- A. a bulb thermometer
- * B. a bi-metal thermometer
- C. a candy thermometer
- D. a mercury thermometer

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 23.0 Solve problems using critical thinking skills, creativity and innovation.

Benchmark: 23.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address critical thinking strategies used to solve problems and make decisions related to the food service industry. Items may require the selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus should address situations in the food service industry that need a solution.
Stimulus may create scenarios regarding problem resolution.

Response Attributes:

Responses may include different ways of gathering ideas and data.
Responses may include different ways of gathering solutions.
Responses may include various ways to resolve problems.

Sample Item:

Your restaurant is going to remodel the front-of-the-house area to improve the restaurant's atmosphere. What is the **BEST** way for the manager to proceed so that the changes are well received?

- A. He should make the decision on his own, since he is the manager.
- B. He should hire a design consultant and make all the changes she suggests.
- * C. He should solicit customer and employee feedback before taking action.
- D. He should ask the front-of-the-house staff how they envision the redesign.

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 23.0 Solve problems using critical thinking skills, creativity and innovation.

Benchmark: 23.02 Employ critical thinking skills and interpersonal skills to resolve conflicts.

Depth of Knowledge: Moderate Complexity, High Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address critical thinking skills and interpersonal skills to resolve conflicts in the food service industry. Items may include the selection of appropriate behaviors or ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus may include real world scenarios related to conflict and conflict resolution.

Stimulus may include descriptions of conflicts in the food service industry.

Stimulus may include video clips or images.

Response Attributes:

Responses may include different ways to achieve conflict resolution.

Responses may include a demonstration of appropriate behaviors.

Sample Item:

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Course Number: 8800520

Item Specifications

Stimulus: A customer complains about the quality of his entrée and becomes agitated. He raises his voice, and other customers in the restaurant start to stare. As the server, what are the proper steps to take to defuse this situation? Make a detailed list of the steps to follow.

Rubric:

- | | |
|----------|---|
| 4 Points | Response provides a thorough explanation of the proper steps to take to diffuse this situation. Response accurately describes each step. Response displays evidence of critical thinking and interpersonal skills. Response is clearly written with few grammatical errors. |
| 3 Points | Response provides an explanation of the proper steps to take to diffuse this situation. Response accurately describes most of the steps. Response may leave out a few steps. Response displays some evidence of critical thinking and interpersonal skills. Response is somewhat clear with minor grammatical errors. |
| 2 Points | Response provides a partial explanation of the proper steps to take to diffuse this situation. Response accurately describes half of the steps. Response displays limited evidence of critical thinking and interpersonal skills. Response is somewhat unclear with multiple grammatical errors. |
| 1 Point | Response provides a poor explanation of the proper steps to take to diffuse this situation. Response is minimal and vague. Response is mostly or completely inaccurate. Response is generally unclear with many grammatical errors. |

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 23.0 Solve problems using critical thinking skills, creativity and innovation.

Benchmark: 23.03 Identify and document workplace performance goals and monitor progress towards those goals.

Depth of Knowledge: Low Complexity, Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address food service industry performance goals including but not limited to, greeting guests, escorting guests to tables and presenting menus, handling guests with special needs, transporting and serving meals, and loading and carrying trays and preparing quality food. Items may require the selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus may include descriptions of various performance tasks in the food service industry.

Stimulus may include scenarios that describe employee performance in the food service industry.

Stimulus may include examples of performance reviews.

Stimulus may include feedback from a manager.

Response Attributes:

Responses may be documentation of performance goals.

Responses may be statements related to progress towards performance goals.

Responses may be statements related to workplace tasks.

Sample Item:

Johnny has just finished his first month as a waiter at a local restaurant. His manager has given him the following feedback:

“After one month at the Red Star Grill, Johnny has been a good employee. He’s always on time, in his uniform, and works hard to remember the daily specials. Unfortunately, I have heard a few customer complaints about rudeness when taking orders.”

What aspect of his performance should he work on?

- A. memory
- B. timeliness
- * C. customer service
- D. professional attire

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Sample Item 2:

Stimulus: Larry has been working as the chef at the Big Fish Grill, and last month he had 20 meals returned to the kitchen. His manager told him that he was wasting too much food. Larry wants this month to be better. In a paragraph, set a performance goal for him, and describe, in detail, how he should monitor his progress.

Rubric:

- | | |
|----------|---|
| 4 Points | The student sets a realistic and measurable goal for Larry. The response describes a detailed plan that accurately allows Larry to monitor his progress towards meeting his goal. The response is clear and well-written. |
| 3 Points | The student sets a goal for Larry, but it may or may not be realistic or measurable. The response describes a plan that accurately allows Larry to monitor his progress towards meeting his goal. The response is somewhat clear and may have minor grammatical errors. |
| 2 Points | The student sets a goal for Larry, but it is not realistic or measurable. The response partially describes a plan that allows Larry to monitor his progress towards meeting his goal. The response is somewhat unclear and may have multiple grammatical errors. |
| 1 Point | The student does not set a goal for Larry. The response is vague and minimal. The response may include an attempt at a plan. The response is generally unclear with many grammatical errors. |

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Standard: 23.0 Solve problems using critical thinking skills, creativity and innovation.

Benchmark: 23.04 Conduct technical research to gather information necessary for decision-making.

Depth of Knowledge: Moderate Complexity

Item Types: Multiple Choice, Constructed Response

Content Limits: Items should address the research necessary for decision-making in the food service industry. Items may require the selection of appropriate ideas or written or oral expression of ideas.

Stimulus Attributes:

Stimulus may include marketing and surveying skills.

Stimulus may include the use of various forms of computer software.

Stimulus may include instructions for conducting technical research.

Response Attributes:

Responses may include differing ways of gathering ideas and data.

Responses may include a written summary of technical research.

Sample Item:

You have always wanted to open a pizza or hamburger restaurant in your neighborhood. A sports bar would be fun and is a consideration as well. In order to decide what type of restaurant would be a good idea, what is the **MOST** important step you should take?

- * A. Collect information on the types of restaurants in the area surrounding your location.
- B. Go to the mall and observe the type of food that people order most frequently.
- C. Find out which restaurant is the most popular in the area and open a similar one.
- D. Ask your friends which type of restaurant they think would be the best idea.

Course Name: Culinary Arts 2

Course Number: 8800520

Item Specifications

Sample Item 2:

Stimulus: You are a successful restaurant owner and you have decided to open a second location. Create a research plan that will help you decide the location of the second restaurant, and will also allow you to assess your current restaurant and make improvements for the second location.

Rubric:

- | | |
|----------|---|
| 4 Points | The plan is thorough and detailed, showing strong evidence of extended thought. The plan shows a strong understanding of technical research methods. The plan accurately describes the methods for gathering all the necessary information needed to make an informed decision. |
| 3 Points | The plan is complete and includes relevant details. The response shows a basic understanding of technical research methods, and accurately addresses most of the necessary information needed to make an informed decision. |
| 2 Points | The plan is partially complete. It includes limited details. The plan shows a partial understanding of the methods for conducting technical research. The plan does not allow for all important factors to be taken into consideration. |
| 1 Point | The plan is minimal and vague. The plan does not show an understanding of the methods for conducting technical research. The plan includes many inaccuracies. |